The English Connection

A Publication of KOTESOL

A Practical Teaching idea
Dr. Keith Folse

Re-aligning Authentic Materials
Alex Walsh

KOREATESOL

KOTESOL
대한영어교육학회

www.KoreaTESOL.org

Contact Us:
tecfeedback@gmail.com

Contents

Departments

Features

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

The English Connection Editorial Team

Editor's Welcome

Dear Reader,

For many of us here in Korea, summer is a time to take it easy. However, many KOTESOL members also take advantage of their free time to continue their studies or to extend their professional development. I met a lot of fellow KOTESOL members at our National Conference that was held at KNUE in Cheongju this year. If there was one consensus this year, it was that the plenary speaker, Dr. Keith Folse wowed those in attendance. Everybody I spoke with found his talk to be one of the highlights of the day. Dr. Folse is in high demand to speak at conferences, so we are very lucky that he found time in his schedule to contribute one of this month's feature articles. Dr. Folse tells us about a technique he learned while he was a student. Our second feature article is from KOTESOL member Alex Walsh. He writes about whether or not we are adequately preparing our students for using English.

Also this month we are introducing two new columns. Our first new column will focus on the tech side of teaching. The debut of this feature is written by Seoul Chapter president Stafford Lumsden. He shares with us how we can use Twitter to help our students. Our second new addition will hopefully leave our readers with a smile. The final page of this month's issue features a humorous look at teaching by Robert David Black. These two columns already join KOTESOL Views as regular features in TEC. If you would like to contribute to these columns, please send your submissions to: tecsubmissions@gmail.com.

Finally, I'd like to say goodbye to two members of the TEC editorial team. Manpal Sahota has been one of my Associate Editors since I took over last year. Along with previous Associate Editor Michael Griffin, Manpal has worked tirelessly for TEC. He is definitely a volunteer that goes the extra mile. Dr. Matalena Tofa has also been with me since I started. Lena's work as a copy editor has made my job a lot easier. Korea is going to miss her, but Australia will be lucky to have her. If you would like to follow in their footsteps, please email me at: kotesolteceditor@gmail.com.

Whether you are taking the summer off to visit family or friends, or are continuing your education, have a great summer. We hope you enjoy this issue of The English Connection.

Sincerely,

William Mulligan

William Mulligan

Editor-in-Chief

In the next issue of The English Connection:

Teaching in Saudi Arabia

Super heroes in the classroom

KOTESOL Views

Plus much more!

A Practical Teaching Idea I Learned by Being a Student
Dr. Keith Folse shares an idea from his time as a student

Each teacher has a unique teaching style, consisting of hundreds of personalized, idiosyncratic teaching techniques. How do you usually check classroom attendance? How many different ways do you correct a short paragraph? How do you set up conversations or discussions? When you teach, how often do you write on the whiteboard? Most of us have so many different teaching techniques and classroom activities in our professional repertoire that we could never make a comprehensive inventory of them, and there is even less chance that we actually remember where we learned each of our own classroom techniques. If you think about three or four of your favorite teaching activities, can you remember how you first learned to do them?

Experienced teachers have a pretty hefty arsenal of teaching techniques at our disposal, but even novice teachers have a set of their own teaching techniques. How then did we develop all of these techniques? To be sure, this fundamental question is more complex than it might at first appear. The answer varies considerably, including our own teacher training course experiences, our personal reasons for becoming teachers, and how our own teachers taught us (Harris & Sass, 2008; Tatto, 1998; Yan, 2009).

While our teacher trainers have certainly had some impact on how we teach, perhaps a bigger influence is what we remember about how our own teachers – from kindergarten to university – taught us in the thousands of hours we spent as students. As teachers, we tend to emulate the teachers we admired when we were students, who have had the biggest impact on our own lives. We remember these teachers, and we try to emulate the activities and techniques they used in teaching us, no matter how many years ago we were in their classes. At the same time, we also remember the teachers we did not like, and we logically attempt to avoid making our students suffer through the very same classroom activities that we did not like when we were students. Yes, experience is a very powerful teacher indeed.

. . . I will discuss one simple yet extremely important aspect of teaching that I learned from my own experiences as a foreign language learner . . .

I recently attended the KOTESOL National Conference in May 2013 in Cheongju, where I delivered a talk on second language vocabulary teaching and a workshop on practical ideas for teaching grammar and vocabulary for communicative competence. While both talks were well grounded in second language acquisition research in these areas, the workshop contained ideas that I learned from many of my own language learning experiences. Some of these things I remember explicitly; others are techniques that I realize only now that I am unintentionally copying from those great teachers, probably because I enjoyed those classes and had a positive impression of the learning environments those teachers were able to create.

I am a language lover, and I can function in several languages to different degrees. I studied French and Spanish in classes in the U.S., so these classes were more similar to EFL classes in that I was learning the language in a place where the target language was not widely spoken. In addition, I studied Arabic, Malay, and Japanese on my own, informally, yet consistently, while living in those countries. We could classify this type of language learning as self-instruction with textbooks, but in all three cases, I was actually living in a country where the language was widely spoken.

At one point, I was also enrolled in an intensive Japanese as a Second Language (JSL) program for a short time. This gave me an opportunity to improve my Japanese language skills, but at the same time, it allowed me to inform my own ESL/EFL language teaching as an action researcher (Burns, 1999). I did in fact learn a great deal about Japanese, but I also developed more as a good teacher by being a student in a foreign language course, observing my three teachers' teaching styles and techniques, and then intentionally reflecting upon all of the observations.

In this article, I will discuss one simple yet extremely important aspect of teaching that I learned from my own experiences as a foreign language learner, namely having students skip a line in their writing assignments. I will talk about exactly what the teacher did, as well as how I viewed this teacher action as a learner in the class. Finally, I will talk about how I have adopted and adapted this in my English classes today.

Teacher Comments on Student Writing

No matter what the target language is, students in language classrooms write a lot. In some settings, the students' native language and the target language share an alphabet, such as when Spanish speakers learn English (or vice-versa). However, when students tackle a language with a different writing style, such as when Korean speakers study English (or vice-versa), writing takes on a completely different meaning. Writing is no longer just about composing sentence structure with a focus on syntax; in addition, writing is also about writing letters, spelling, and letter combinations.

In our JSL program we had to do two kinds of writing. First, we completed many worksheets with fill-in-the-blank exercises. In addition, we had to write sentences and even short paragraphs. While filling in blanks with a word or two was taxing to me in my upper beginner class, writing whole sentences and short paragraphs was very time-consuming, as I tried to write the correct combination of the three writing systems in Japanese (i.e., hiragana, katakana, and kanji).

One time our writing assignment was to write a short paragraph about where each of us lived in Japan. All of the other students lived in Tokyo, but I lived in a very small town a few hours by bullet train from Tokyo. I lived in a small town called Yamato-machi in rural Niigata Prefecture. It was a very beautiful area of green rice fields set against high mountains with snow on top of them from September to April. It was most definitely a country area, and that's what I wanted to write in my paragraph: *I live in the country*.

I am an experienced language learner, and though I knew the word *kuni*, which means *country* or *nation*, I also knew that *kuni* was not going to be the Japanese word for *country* meaning *rural*. I went to my bilingual dictionary to look up *country* in the English-Japanese part, where I found three different Japanese words that could mean *country*. Unfortunately, I could not read any of them and had no idea how to pronounce them.

Being a good language learner who had used many bilingual and monolingual dictionaries over the years, I tried to cross-reference each of these Japanese words by looking them up in the Japanese-English section of the dictionary. Then I ran into a new problem for me: how do you look up a kanji (Chinese character) in the dictionary? If it is done by pronunciation, I didn't know how to pronounce the three entries. Unlike English where we look up a word by its first letter, then second letter, etc., we can't do this with kanji because there is no alphabetical order of the thousands of kanji that exist.

Due to previous JSL training, I knew that I had to count the number of strokes in the three kanji for *country*, search for them in the dictionary, and then attempt to understand the meaning of the three. Needless to say, this was an extremely time-consuming procedure. At the end of all these operations, I was in fact able to slowly and carefully copy the missing kanji into my paragraph and submit it on time.

Imagine my surprise the next day when the teacher, who was a very hard-working and well-trained JSL teacher, returned my paragraph with many of my mistakes circled. Sure enough, my attempt at *I live in the country* had a circle around the kanji I had chosen for *country*, and the teacher

wrote in the correct kanji. While I appreciated that she gave me the correct kanji, this was a very labor-intensive and unproductive process for me. I had single-spaced my writing, and the teacher attempted to write the missing kanji into the limited open space. The result was that I could hardly make out her handwriting, a situation exacerbated by the lack of space for teacher corrections, edits, or even comments.

This teacher was a very good teacher. She explained well, and she ran a solid class. However, all of her time correcting and commenting on my writing was of limited use because I had such a hard time reading her comments. She spent a great deal of time on her students' papers, but it was often hard to decipher her comments.

Application to My Own Teaching Now

Because of this experience, I now always require students to double-space all writing, whether it is a paper assignment or an online assignment. When students double-space their work, I am able to mark corrections directly on the paper. I can write comments in between the lines, and I am much more confident that students will be able to read them with less trouble. I can suggest substitute vocabulary and be reasonably confident that my students will indeed be able to read my handwriting and attempt to apply these suggestions. Because adult learners can benefit from knowing why we are doing a particular activity in a certain manner, I then can explain my rationale for having them skip a line in their writing, and I include anecdotes of when I was trying to learn to write in Japanese or in Arabic. As always, students enjoy hearing the trials and tribulations of their own teacher attempting to learn their native language.

Keith Folse is Professor of TESOL at the University of Central Florida, where he teaches in the PhD TESOL, MA TESOL, and Undergraduate TEFL programs. He has many years of teaching experience with ELLs in the US and EFL in Saudi Arabia, Malaysia, Kuwait, and Japan. His main research interests are in best practices in teaching vocabulary, writing, grammar, and reading.

Re-aligning Authentic Materials
Alex Walsh explains how to prepare our students for English communication

The use of authentic materials in foreign language learning has an extensive history, dating back to Sweet (1899:177) who highlights the benefits of using "natural, idiomatic texts over artificial methods." The authentic materials we have access to and utilize in our classrooms most likely feature native English speakers, or, extremely competent and fluent non-native speakers of the English language. Yet, we are now living in a global society in which one billion people are learning English as a foreign language. In fact, Crystal (1997) predicted that in 2010 there would be more speakers of English as a foreign language than there are native speakers, and current approximates are that around 80% of the English used worldwide does not involve a native speaker. Given these facts, the use of authentic materials has never been more important, yet the majority of those we use are almost certainly still based on native/near native speakers of English. It is time for teachers to realistically consider whether these materials are adequately preparing our students for the communicational needs they are likely to encounter outside of our classrooms.

The facts above leave little doubt that English is now a global language, and as such it has inevitably "diversified into a proliferation of forms, varying in pronunciation, intonation, grammar, vocabulary, spelling and conventions of use" (Gilmore 2007:103). This phenomena has resulted in the need to prepare our students to communicate through what has become known as English as a Lingua Franca (ELF), one definition of which is "an additionally acquired language system which serves as a common means of communication for speakers of different first languages" (VOICE). For a thorough review of the current state of ELF research including its linguistic traits, I recommend reading Jenkins et al (2011) and Seidlhofer (2004).

She went on to tell me she has never been more highly motivated to improve her English . . .

A conversation with one of my students last week provides a clear example of this need: I started teaching Mina just before she spent her two month break from university travelling through Europe. Last week was our first post-trip class, and while discussing her travels I asked her how she found communicating in English. She replied that she was extremely shocked as she often found herself in hostels and bars, communicating in English with people from China, Japan, India and many other places around the world. I asked why she was shocked by that situation and she replied that she didn't feel she had been adequately prepared for it at school, or in the English classes she had taken since school. She stated that she is only familiar with native accents, native sentence structures and native uses of vocabulary. She went on to tell me she has never been more highly motivated to improve her English, as she now realized it isn't about communicating with native speakers, but the whole world.

The need for exposure to L2 output is not only necessary due to linguistic variations. If English is being spoken by people with vastly different backgrounds, it is unlikely that all L2 English speakers are disassociating themselves from their cultural knowledge when communicating in English. This cultural loading of language has resulted in English becoming a cultura franca as well as a lingua franca. As Pulverness (1999:6) explains, "this is an issue that most textbooks fail to deal with. In fact, their usual solution is to side-step it all together by presenting inauthentic and impractical 'international contexts.'" It is important for us to bear in mind that this is not necessarily the fault of material developers, as even textbook developers cannot be expected to disassociate themselves from their own culture. All of our communication, and interpretation of others communication, is inevitably loaded with our background and culture, this includes both our actual and our own interpretation of others meanings in writing, speaking, listening and reading.

To add even more weight to this problem, the need for students to develop the skills to deal with English as a lingua and cultura franca is not only limited to communicating with people outside of Korea. We now live in huge urban melting pots of nationalities and cultures. Our students' ability to successfully communicate in their daily jobs and home cities could well be dependent on their ability to negotiate a mutual understanding with other L2 speakers from all over the world.

This reality forces us to start re-considering our responsibilities in preparing our students for the communicative situations they will likely face when leaving our classroom. This is compounded by the fact that textbooks, in their current state, simply do not contain the materials our students need. To help our students overcome the linguistic imperialism our textbooks and materials often force upon them, I suggest we begin exposing our students to authentic materials featuring English by other non-native speakers, whether spoken or written. By doing this we may be able to substantially reduce the likelihood of our students facing miscommunication with other L2 speakers. Murray (2012) makes a number of suggestions that could be used with authentic materials to improve our students ELF competencies, these include:

(a) having students translate speech acts from their own language into English and discuss the pragmatic norms of different speech communities;

(b) guided discussion of how speech acts function in learners' own languages, and ways of recognizing, negotiating, and mitigating the possible fallout of different realizations of the same speech act;

(c) encouraging learners to become their own ethnographers and observe how speech acts are realized by different L1 speakers in particular contexts of use and to contrast these with their L1.

(d) engaging learners in discourse completion tasks based, where possible, on authentic ELF exchanges and presented as problem solving activities where learners are required to employ their strategic competence to 'work' a solution to the discourse.

While ELF is not suggesting we completely overhaul the materials we present to our learners, it does believe we should be presenting our learners with the opportunities to be exposed to the myriad of levels, cultures and backgrounds they will be face when communicating outside of the English classroom. These materials could help in raising our students' tolerance for the varieties of English they will encounter and awareness of the particular difficulties they could experience when faced with ELF communication. In doing so, we can make a significant difference to both our students' confidence and abilities in communicating with other non-native speakers, a situation they will almost certainly encounter.

Bibliography

Crystal, D. (1997). English as a global language. Cambridge: Cambridge University Press.

Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. Language Teaching. 40, 97-118.

Jenkins, J et. al (2011) Review of developments inresearch into English as a lingua franca. Language Teaching, 44, 281-315

Murray, Neil. "English as a lingua franca and the development of pragmatic competence." ELT journal 66.3 (2012): 318-326.

Pulverness, A. (1999). Context or pretext? Cultural content and the course book. Folio 5.2, 5–11.

Seidlhofer, B. (2004). Research Perspectives on Teaching English as a Lingua Franca. Annual Review of Applied Linguistics. Combridge University Press. 24 209-239

Sweet, H. (1899). The practical study of languages. London:Oxford University Press.

VOICE website www.univie.ac.at/VOICE accessed 01/07/2013

Have a great idea for an article?
Then submit it to: tecsubmissions@gmail.com
You could see your piece in the next issue!

Alex Walsh has been teaching in Korea for over 4 years. He is currently an English Teacher at Hyundai High School, Seoul. Alex was a founding member of #KELTChat, organises the National KOTESOL RPSIG group and blogs at www.alienteachers.com.

Want to keep up to date on everything that's happening within KOTESOL?

It's easy, just checkout koreatesol.org!

KOTESOL is also on Facebook as well.

In fact, many of the local chapters have their own pages on Facebook.

Don't miss out on information regarding chapter meetings and events-check out koreatesol.org

Koreatesol.org is also the place where you can also find The English Connection online.

Missed an issue? Not to worry, back issues are online as well.

Koreatesol.org-your source for all things KOTESOL!

Book Review

Big Questions in ELT

Author: Scott Thornbury
Publisher: The Round

How many words do learners need to know before they can begin to use English in a proficient manner? What is the best age to start learning English? Why do some students not want to communicate? These are a few of the important questions that remain unanswered in English language teaching despite large amounts of research providing a better understanding of the mechanics of language learning than ever before. In Scott Thornbury's *Big Questions in ELT*, twenty-one of these unanswered questions are tackled.

As most people who have read any of Thornbury's work or seen him speak at conferences will know, he has the ability to express often complicated ideas in a manner that is accessible and engaging. *Big Questions in ELT* is no exception. While much of the writing is based on posts first written on the author's A-Z of ELT website, each topic has been modified to include the interaction between the author and the website readers that has led the ideas and discussions first posited by Thornbury to evolve. For good measure, however, Thornbury has added some new material.

Each chapter of the e-book follows a similar format. Thornbury poses a question related to a specific topic, then lays out his argument using varying sources and academic literature to support his ideas. Readers can then work through a set of sub questions intended to build on each chapter's big question. While it is useful for the reader to personally reflect on each question, it would be more valuable to discuss them with colleagues, peers, or students either informally or in a formal training environment as Thornbury himself suggests. A manageable reference list is also included, should the reader wish to further explore the author's ideas.

Thornbury then provides web links to the original articles on his website. Due to the popularity of the A-Z of ELT website, the comments section for each topic can be long and often requires perseverance in order to follow the full thread of the conversation, but it is well worth reading how the discussion develops due to the quality of the comments from language teachers around the world, including a few renowned ELT practitioners. Such dialogue helps to add breadth and depth to the questions posed in the book and are especially useful should the reader not have the opportunity to discuss with others the ideas presented in the book.

People who read this book looking for definitive answers, however, will be disappointed. Thornbury does not attempt to give conclusive answers, but at times he offers his opinion about possible explanations. For example, Thornbury suggests that language learners need knowledge of around 6000 high frequency words as well as around 150 grammar words in order to use English with some fluency. Most of the time though, Thornbury acknowledges that it is extremely complex to answer these questions due to the number of variables involved. For example, when considering why some students do not want to communicate, issues such as societal and classroom culture, as well as the possibility of losing face are considered. Even more variables are then analyzed when considering the best age to learn a language. It is the discussion of such variables that gives Thornbury's book its value. While we might not be provided with the answers, we can think about the factors that can affect our teaching and students' learning.

As a result of the questions posed and the discussions that follow, this book is an excellent resource for teachers, but is probably most suitable for practioners with some theoretical understanding of teaching English as a second or foreign language. Although the use of some academic terminology may mean that the book is challenging for those with no background in ELT, new entrants to the profession would also benefit greatly from the overview the book provides of pertinent areas in ELT. For educators involved in teacher training, the *Big Questions in ELT* is a useful tool to introduce topics related to second language acquisition or methodology in an accessible way or to encourage discussion among teachers who already have a good understanding of the areas covered in the text.

While Thornbury's views are coherently argued and compelling, there seems to be a tendency to select research that supports his own views. While this complaint is applicable to many texts, the reader should bear this in mind while working through the material. Overall, *Big Questions in ELT* is a well-written and informed text in which novice and experienced teachers alike should be able to find something useful to think about and discuss. It is this dialogue, which Thornbury encourages, that aids professional development and helps to drive English language teaching forward.

Neill Porteous (MA TEFL/TESL) has been teaching English as a foreign language for over five years and has worked with a wide variety of age groups. His interests include attitudes to language and content and language integrated learning. He can be reached at neillporteous@yahoo.com

Have you read any good (ELT) books lately? If so, then we would like to see your review. Send your 800-900 word submission to tecsubmissions@gmail.com

Teaching Prosody
James Hanson tells us why it is important

While previously teaching oral skills through presentation, debate and conversation, I wondered why, no matter how high the level of the students became in terms of grammar production ability, I still had to listen attentively to comprehend them. It was not the minor grammatical errors that made the students difficult to understand, nor was it the various accents that were different to mine (British). Therefore, something else was needed to ensure these students could be understood by native speakers.

L1 & L2 Differences
My research directed me to the differences between Korean and English prosody. The natural transference of the Korean language prosody to English seems to be part of the comprehension difficulty for native English speakers. When researching sentence stress in both languages it is stated that Korean is considered a syllable-timed language, while English is stress-timed. Some now consider these to be syllable and stress based languages, stating that there is more than timing to the languages (Deterding, 2012). Although some academics may contest this, it does explain the difficulty of comprehension to the listener. English is a language with strong and weak stress (not prominence) levels throughout the sentences, which is governed by whether it is a function or content word. On the other hand, the stress levels of Korean do not vary depending on the type of word, and each syllable generally contains the same amount of stress. This equal stress per word within the sentence stress of Korean is transferred to English, which would provide some reason for the monotone, robotic pronunciation of English that is often heard by students of English and also the native speaker's comprehension difficulty.

For example, 'she was a photographer at the wedding' is spoken as 'she was a phoTOgrapher at the WEDDing'. However, the Korean stress translation maintains the same stress throughout the sentence 'SHE WAS A PHOTOGRAPHER AT THE WEDDING'. So, without specific knowledge by the learner on the variant stress on both words and sentences, it is impossible to apply any. Therefore, the spoken sentence by a Korean learner of English is often flat in regards to stress and surprisingly difficult for a native speaker to listen to. Therefore, the students need to be taught, whether explicitly or implicitly, how the English language is spoken.

What creates stress?
"It seems likely that stressed syllables are produced with greater effort than unstressed, and that this effort is manifested in the air pressure generated in the lungs for producing the syllable and also in the articulatory movements in the vocal tract" (Roach 2002). To explain this further, if the letter 'p' is spoken and then again but by collecting more air in the lungs and releasing it under pressure, the comparison of a stressed 'p' can be heard in the latter example.

Stress is placed on main verbs, nouns, adjectives, adverbs, etc. (content words) and not on pronouns, prepositions, articles, negative auxiliary verbs, etc. (function words) within a sentence. Therefore, a sentence such as 'I'm writing an email to my friend' would be spoken naturally as 'i'm WRIting an EMAIL to my FRIEND'.

Mistaken Identity
It is important to note here that the standard sentence stress discussed here is different to prominence. The deliberate over-stressing of a word to alter the meaning of the sentence is prominence. Using the previous sentence as an example, it is possible to make the function word 'I' prominent as in 'I am WRIting an EMAIL to my FRIEND', which denotes that you (I) and nobody else is writing the email or that your action is irregular. Prominence is therefore a tool for semantic variation rather than a rule f0r speaking English effectively.

Additionally, the stress given to a word is often confused with intonation. This is the rising and falling of pitch given to a word for semantic reasons. The clearest example of this is a tag question, "You watch sports, don't you?" The rising or falling of pitch at the end of this sentence determines whether the speaker may know the answer or not. Students often try to apply this instead of stress, which results in strange rising and falling tones throughout the reading which is unnatural. Teachers should be quick to define the difference.

Linking
Another area of important prosodic application within English is linking. The pronunciation of each word alters and blends into the next when spoken in a sentence, phrase or clause. An example of this is 'I have finished talking' being pronounced /iyvfinishtorking/. Here, we can see the blending of multiple words become one, which a learner of English may find impossible to break down and comprehend. This is something that is often taken for granted by native speakers, but this can be daunting for students. When they discover that one clause is spoken as one word, they often feel there is no way of knowing what has been said. However, their understanding of stress and how it works enables them to regain their confidence and increase their level greatly in listening and speaking English; they are able to extract the content words and focus their attention on the words that matter. In the previous example, /iyvfinishtorking/ would be stressed as /iyvFINishTORking/, so there is now a greater possibility for the learners to extract 'finish' and 'talking' in order to comprehend the sentence.

Pausing & Stretching
Whilst the creation of these does not need explaining, the cultural implications and the semantics of their application do. Pausing in a sentence is construed as poor English by learners. They often feel their spoken speed is fundamental to language proficiency. This is clearly a misunderstanding. Therefore, showing the effects of deliberate pausing in a sentence can have a powerful effect on the student's presentations and conversations. Additionally, stretching a word can have variant meanings, especially in combination with tone. Consider "I love your new shirt". There is a

multitude of meanings for such a sentence depending on the tone and stretching combination.

Teaching Ideas
Here are some ideas to apply stress, stretching, pausing and linking in your classroom.
1. Using authentic material is always a good point for teaching English. Audio with scripts is the perfect way to show stress, stretching, pausing and linking in action. The following links all have audios with scripts:
• Audio with Scripts (News, TED)
BBC Learning English
http://www.bbc.co.uk/worldservice/learningenglish/language/wordsinthenews/index.shtml
VOA News
http://learningenglish.voanews.com/ (Graded)
Breaking News English
http://www.breakingnewsenglish.com (Graded)
ABC News Australia
http://www.abc.net.au/news/#tab=audio
TED
http://www.ted.com/
• Novels/Short Stories
VOA Stories
http://www.manythings.org/voa/stories/ (Graded)
Selected Shorts
http://www.selectedshorts.org/onair/
These are great links to be able to highlight the area of prosody you are working on with the students. For example, if you are focusing on linking, you can hand out a section of the script, and before playing the article, ask the students to guess where the linked sections would be. This is an example: "Today,/ I am going to talk about/ the problems we face with global warming/ and what we can do to reduce the effects/". Note that there is not a correct answer here as different speakers may vary this in certain areas, such as "Today, I am going to talk about the problems we face with global warming/ and what we can do to reduce the effects/". Ask the students to read their sentences in the way they have marked them. Then, play the article to see which works best, the way the speaker, or the way a student, has linked.

2. Supply content words
Group your students into 4 and hand out a list of content words. For example: Forest, tired, scared, run, moon, quickly. Students write one short story, which they then mark for stress, stretching, pausing and/or linking, and read aloud.
Or, using any text that is already being used in class, ask the students to mark the stress, stretching, pausing and linking. Then, they read aloud and clap on the stressed syllables to highlight those parts. Be aware that this clapping should not fall into the rhythm of English. This is a much more complex area of prosody and is not as uniformed as you may first think.
A fun option with younger learners is to give each word to a different student, so a sentence is spread over many people. If a student has a content word, they must stand when they say their word.

3. Audio Journals
These are a fun and functional ways to get the students to listen to themselves speaking English. Most students' phones have a voice record function which can be sent through Kakao Talk, or there are other options such as Soundcloud or Audacity (all free), depending on the teachers' requirements.

Conclusion
A comprehension of these points of prosody in English helps learners to speak and listen. Therefore, their speaking and listening improve, and the teacher understands their comments to create a richer learning environment.

Bibliography
Brazil, D. 1994. Pronunciation for Advanced Learners of English. Cambridge: Cambridge University Press.
Cho, B.E. 2004. Issues Concerning Korean Learners of English: English Education in Korea and Some Common Difficulties of Korean Students. The East Asian Learner Vol. 1 (2) Nov. 2004. 31-36.
Davenport, M; Hannahs, S.J. 2013. Introducing Phonetics and Phonology, 3rd Ed. Kindle edition. Oxon: Routledge.
Deterding, D., 2012. Issues in the Acoustic Measurement of Rhythm. In Trillo, J.R. ed Pragmatics and Prosody in English Language Teaching. Kindle edition. London: Springer [Accessed 21st January, 2013].
Jun, S.A. 2005. Prosodic Typology. In: Jun, S.A. ed. Prosodic Typology: The Phonology of Intonation and Phrasing. UK: Oxford University Press.
Kenworthy, J. 1987. Teaching English Pronunciation. NY: Longman.
Nespor, M; Shukla, M; Mehler, J. 2011. Stress-timed vs. Syllable-timed Languages. In Oostendorp, M van; Ewen, C. J.; Hume, E.V. ed. The Blackwell Companion to Phonology, Volume 1. Hong Kong: Blackwell Publishing Limited.
Stewart, D., 2010. Semantic Prosody. Kindle edition. NY: Routledge.
Wennerstrom, A., 2001. The Music of Everyday Speech Prosody and Discourse Analysis. Kindle edition. London: Oxford University Press [Accessed 2nd December, 2012].

James Hanson has taught EFL for over seven years. From teaching in India, to Thailand and Ecuador, he has now settled in Korea. Within Korea, he has taught ESL approach/method applications to Korean teachers, as well as EAP, debate and presentations to university students. He has an MA in Applied Linguistics and is Assistant Professor at Hongik University. Email: 1976hanson@gmail.com

PDP Inside and Outside the Classroom
James Wu shares how he applied a teaching framework to his real life.

My wife loves going to the museums. As for me, I never had the interest and would only go with her to keep her happy. This has helped me sustain my happy marriage so far, but anyone can easily see that it is not a long-term solution; I can only pretend to like going to the museums for so many years before I drive myself crazy! I needed to develop more than just extrinsic motivation to appreciate art together with my wife.

For someone who is not intrinsically motivated to learn about fine arts, there are many commonalities between myself and English students. Taking me to the museum was like bringing the students to a library of only English books - not interested at all. I needed some strategies to change my attitude. If I could develop the skills to help students slowly gain appreciation for learning English, there was no reason why I could not help myself gain an interest in fine art. After all, going to the museum is like taking a reading and listening class.

Last year, I did an experiment by applying some of the key principles from the PDP (Pre-During-Post) framework for my own learning about fine arts. For those who are not familiar with the PDP framework, it is a framework commonly used for reading and listening lessons. The chart below provides a brief overview of what it is about.

Stages	Aims (What Students Do)
Pre	• Relate to an Authentic Context • Activate Prior Knowledge • Learn Essential Supporting Knowledge (Vocabulary, Phrases, Concepts) • Establish Clear Objectives
During	• Prepare To-Do Tasks • Interact with Text with Clear Tasks (Input) • Analyze Results of Tasks
Post	• Personalize Content of Text • Practice to Internalize Gained Knowledge or Skills • Interact with Peers (Output)

Stages and Aims of the PDP framework

Pre Stage - Motivating Oneself to Learn

In the Pre stage of a PDP lesson, the goal is to motivate the students and help them get ready to learn. By knowing how the text is relevant to their lives, or relating it to an authentic context, students can gain the reason and motivation to learn. It is also important to note that all students already know something about the topic. Taking the time to activate that prior knowledge can empower the students and boost their confidence. Finally, it is inevitable that the students will encounter challenging words, phrases, and concepts while reading or listening. Pre-teaching that specific knowledge can help students comprehend the text more smoothly and confidently in the During stage.

My first date to the museum with my wife was not fun at all. No matter how hard I tried, I could not appreciate how art could improve my life. I also felt overwhelmed with the enormous amount of artwork to look at and description cards to read. On top of that, I had to use the dictionary for technical terms that I had never seen. These were the challenges that I had to overcome, so I planned out carefully what to do prior to my next museum visit.

The night before my visit to the San Francisco Museum of Modern Art (SF MOMA) with my wife, I took fifteen minutes to visit the museum's website and read about the featured exhibition along with some background information about the artist, Picasso. Then, I wanted to relate Picasso to my personal life. I remembered a few of my colleagues were fans of him and knowing that I could talk to them about Picasso motivated me. Finally, I asked my wife to teach me the styles of Picasso's painting. At the museum, I recognized the word "Cubism" on the description card and could spend more time appreciating the art rather than looking up definitions. Overall, the Pre stage of the museum visit motivated me and got me ready to learn about Picasso.

Going back to the aims of the Pre stage, there should be an objective for every lesson. More importantly, the objective should have a learning focus rather than a coverage focus because only very few selected individuals have photographic memory. When the students are aware of what they are going to learn by the end of the lesson, they can make critical decisions and come up with personal strategies on how to meet the objectives.

Visits to museums in my childhood mainly consisted of a race through all the rooms looking at as many artworks as possible. The reason was that my mom thought we'd waste the admission fee if we missed anything. It was a coverage objective rather than a learning objective. Perhaps that was why I never enjoyed going to museums.

With a clear learning objective (By the end of this visit, I will be able to identify three most frequently used painting styles of Picasso) in mind, my visit to the SF MOMA was much more meaningful. Instead of trying to see everything in every room, I had to come up with strategies on how to achieve my learning objective. One helpful strategy was to tell my wife my learning objective before the visit because she was able to both provide me with tips while visiting the museum, plus she was also able to help me determine how well I had achieved the objective after the visit.

During Stage - Setting Interactive and Meaningful Tasks

In the During stage of a PDP lesson, the goal is to provide students with interactive and meaningful tasks so they can practice specific sub-skills to comprehend the text. It is worth mentioning that the preparation to do the tasks is just as important as doing the tasks themselves. For example, reading the questions and answers to a multiple-choice

activity while listening to a recorded conversation is very taxing on the brain. By reading everything first, students can concentrate on just practicing their listening skills. Furthermore, clear and interactive tasks such as filling out a chart or underlining specific words can keep the students engaged. Students can notice, prioritize, and organize crucial information to take away by completing these tasks. Last but not least, by comparing and checking answers with peers and/or the teacher, students can clarify any misunderstanding and start remembering accurate information.

The only task I was able to figure out as a child was to read description cards accompanying different artworks. That never worked out very well because after about 5 minutes I started forgetting what was written about each piece. Not only was I not able to organize the information I took in, it also became information overload. Therefore, I decided to prepare myself for my trips with my wife with some clear tasks that I could do while looking at paintings.

One task that I tried and worked well when I visited SF MOMA was to figure out the style of paintings done by Picasso. I brought a piece of paper with me and before looking at the paintings I created a grid to fill out. Then, as I looked at each of his paintings I filled out the grid. I had a significant conversation with my wife at every painting because I had wanted to fill out the grid and complete the task. She helped me analyze each painting carefully and from time to time made sure the information I wrote down was accurate. For the first time I felt looking at art was meaningful, and most importantly, I had a wonderful time talking to my wife about something she enjoys.

	Style 1	Style 2	Style 3	Style 4	Style 5
Titles					

Grid used for the SF MOMA Special Picasso Exhibition

Post Stage - Practicing to Internalize Learning

In the Post stage of a PDP lesson, the goal is to help the students internalize the content of the text so they can come up with personalized ideas to interact with others. First of all, multiple practice activities can help students move what they learned from short-term memory into long-term memory. Through the process of internalizing the content,

students can feel a sense of achievement and gain more interest on the topic. Finally, talking or writing about the topic can promote students' critical thinking skills.

My first few museum visits with my wife had meaningless and unconstructive post conversations. "How was it?" "Oh, it was nice. I liked it." However, on the way home from SF MOMA I took some time in the car to go over what I learned with her. This process helped me internalize the different styles of painting by Picasso and I was actually able to discuss the different techniques used to produce the art and comment on that. Moreover, that conversation boosted my interest in looking at more paintings.

In conclusion, some of the underlying principles of the PDP framework not only helped me teach better but also changed how I live. PDP inside the classroom can tremendously help students encounter reading and listening texts with more motivation and success. Likewise, PDP outside the classroom can make cultural outings with family and friends more interesting and rewarding. To wrap up, I would like to challenge all teachers to not only use the PDP framework inside the classroom to help student learning, but to also use it outside the classroom to develop your own learning.

James Wu is a certified trainer for the SIT TESOL Certificate Course. For the past 10 years he has taught and trained in Japan, Costa Rica, Switzerland, and the United States. He is currently a teacher trainer at the UCC Center in Daegu and lives there with his wife.
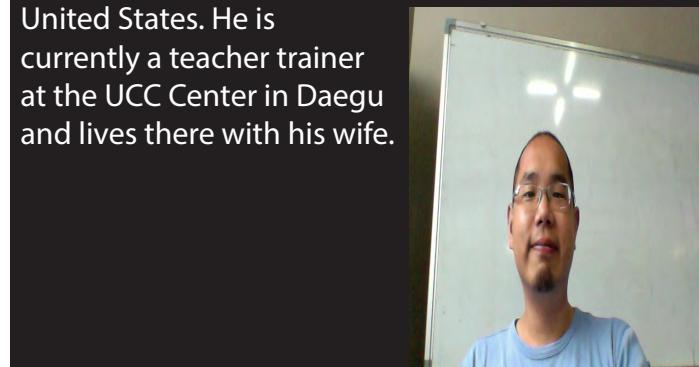
Keep checking koreatesol.org for upcoming information about the 2013 International Conference. We hope to see you there!

Should I Use Korean in my English Classroom?
Philip Thompson and Chris Harris discuss using L1 in the classroom.

Annyeong Haseyo? Hello everybody? How are you doing today? How was lunch? Mashisseosseoyoh?

We wonder how many of you non-Koreans reading this article have ever used the Korean language in your own classroom? For those of you who have, why? Did you think it helped the students understand? Maybe it amused them? As long-term English teachers in Korea, this is a question that we have spent many a night chewing over, going backwards and forwards, with our beliefs evolving as we share anecdotes. In this article we are going to think out loud, striving to come to a more informed decision about our own use of Korean in the classroom whilst hopefully provoking you to think about the relevance of using Korean in your own context. Here is a little background about us.

Philip: I remember sitting outside my school in the hot summer of '06 when some middle school kids headed over for a post-lunch chat. I asked them "What are you called?" I didn't get a response and at that point I wished I spoke Korean. It would be naïve to say that it was my sole motivation, but I really wanted to connect with students and learning Korean was certainly one solution. The same can be said of when I was teaching a lower level group of students alone in an after school class. They just didn't seem to get what I was asking. It'd have been so much easier to speak in Korean to them. Fast forward to 7 years later, and short of being fluent, I speak pretty functional Korean. However, I am cautious of where and when to use it.

Chris: Like Philip, when I arrived I also had no knowledge of Korean but was keen to learn and started to take Korean classes. Although I don't use Korean in the classroom, I think learning a completely different language has helped me become a better teacher. Seeing things from a student's perspective has been invaluable to my teacher development and has really helped me to empathize with my students. I think it's easy for us as teachers to forget how difficult language learning can be and the full range of emotions that come with it. My Korean is at the lower intermediate level. As I teach in an elementary school, I know most of the language and vocabulary being covered. Our school has a lot of low level students and sometimes I think it might be helpful to give them some instructions in Korean. I'd also love to get to know my students better, but I wonder whether it is part of my role as a native English teacher to bond with my students more through using Korean.

Although in reality both of us very rarely use Korean in the classroom, to aid discussion and challenge our views we will be playing devil's advocate, discussing the issue from two perspectives. Philip will be arguing 'against' using the L1 in the classroom and Chris will be arguing 'for' using it. Who do you find yourself siding with?

Chris: There's no debate here. Using Korean in the classroom aids the students learning. Fact.

Philip: Mmm, I'm not so sure. But I'm willing to listen. Go on...

C: Using Korean allows us to connect with the students and broaden their learning experience - surely that's a good thing.

P: : Errr, go on...

C: Let me start with an example. Some of the lower level students at my school don't speak any English and I really have a hard time communicating with them. No matter how much I grade my language they don't understand. If I spoke in Korean, I would be able to communicate with them better.

P: Mmm, what do you mean 'communicate with them?'

C: I mean be able to get them more engaged in lessons.

P: : That in itself is a good result, but aren't there other ways to do that? Teachers can work on how they set up activities - things like modelling, grading language and asking questions to check students' comprehension can all help the students succeed.

C: Yeah, I know that, but it's much easier to use Korean at times.

P: Sure, but learning isn't all about efficiency, is it?

C: No, but I think that it's better to help nurture them in Korean than not at all. Let's take learning strategies such as reading skills. Explaining to them in Korean how to scan a text for certain words could really help them become more effective language learners. You could also help them reflect on things such as learning styles whilst discussing good language learner behaviours. That is difficult in English unless you're dealing with more advanced students.

P: I'm all for developing learner autonomy but I'm not sure using Korean is the way. Isn't that something the Korean teachers can cover anyway?

C: Yes, but what if it's something they don't prioritize or don't have time to do? It would be nice to have the freedom to do it yourself, wouldn't it? I also think that using some Korean helps to take us to a higher plane of fun learning. You can set up fun but more complicated activities, a greater range, which really benefit their learning. You can understand why some teachers revert to the same old pattern of predictable activities rather than getting their knickers in a twist and messing up the setup of more fun ones. Well, there's a solution to that... just use a bit of Korean.

P: : That is one way, yes, but it's not the only way. This isn't the first time we've touched on setups is it? Modelling and grading language sound familiar? Sure, the first time you introduce something new it might take a little longer but students will soon pick it up and the more you do it, the faster they will get it. Through doing it in English, you are

also providing them with more language input, you're engaging in real meaningful communication. If you fall back on Korean, you're depriving them of that opportunity. Plus, it's amazing what phrases and expressions students pick up from you if you repeat them enough. Could you convincingly argue that engaging in real, natural communication and providing students with a richer language environment is a bad thing?

C: No, of course it's not a bad thing and that's great if the students understand, but what if they don't? You're left with a confused class bumbling their way through an activity. There's nothing 'rich' about that.

P: But by speaking Korean aren't you opening the gate to a flood of questions that you might not understand? Before you know it, your class has turned into a Korean one and you're left looking stupid and confused having lost your authority.

C: I just wouldn't answer, or perhaps get them to ask me in English.

P: Wouldn't that frustrate the students further? They've got all these questions to ask you. They know you speak some Korean but you're not willing to communicate with them. That's not going to help your relationship with them is it?

C: They could ask me in Korean after class.

P: So, now you've stopped them striving to fill that gap in their inter-language. If they know you speak Korean, they're just going to take the easy route. More lost learning opportunities. Great!

C: Well, using a bit of Korean helps you connect with your students and create a good class atmosphere.

P: How's that then?

C: The students find it funny if you speak some Korean, it shows that you're interested in their culture and helps the more anxious learners relax.

P: Go on...

C: Let me give you an example, a true story. A teacher in my old school was studying English via telephone and would chat to a native speaker every day for forty minutes. She was really nervous about speaking in English on the phone but said her teacher said "yeoboseyo?" when they spoke the first time. She thought it was funny and cute and said it really relaxed her. They formed a nice relationship from then on.

P: Is it our job to be 'funny' and 'cute' as teachers? Doesn't that undermine our authority?

C: It's certainly our job to help shy students participate and create a good class atmosphere. She said she also liked it because it showed her teacher was interested in Korean language and culture.

P: There are others ways to show you are interested in Korean language and culture.

C: Such as...

P: Doing it through English! You can talk about the things you like in Korea - the food, the places, the music, which places you have visited. This can be done through English, even at the most basic level. Come to think of it, what would the parents think of using Korean in class? What about your principal, academy owner or manager? Is that what they're paying you for?

C: Shall we talk about this over some food...fancy some galbi?

P: Sure

C: At least we can agree on something!

P: Ha, ha...
This conversation really made us think deeply and challenged our beliefs. A good number of pros and cons have been presented and we believe there is certainly plenty of samgyupsal for thought. Whether we speak Korean or not in the classroom, we believe that it's really worthwhile to have a proper discussion with ourselves about how much it helps students so that we can make an informed decision which maximizes students' learning. After all, it is all about them and not about us.

Philip Thompson is a lead trainer and EFL teacher at the UCC Centre, Daegu. He trains public school teachers ranging from elementary school to high school. His interests in the classroom include reducing materials and encouraging real communication.

Chris Harris has been teaching in Korea for the last five years and is currently completing a master's degree in TEFL with the Universityof Birmingham. He is particularly interested in young learner development and learner autonomy.
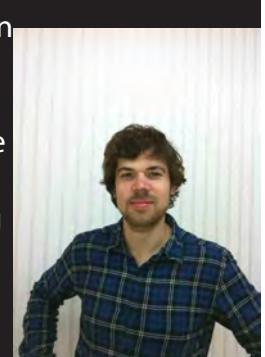
Using SWOT Analysis For Professional Development
Danny Graves shares how teachers can use a common business assessment

Arguably, the field of English language teaching is becoming very competitive here in Korea. Many teachers are attaining certificates, earning additional educational degrees, and getting involved in professional development activities. It is more important than ever for ELT teachers to take a critical look at their personal career development. Teachers should also critically analyze how well they are doing in the classroom. This article will describe an assessment tool that is commonly used in business to analyze the strengths, weaknesses, opportunities, and threats (SWOT) of a given objective or proposition. Strengths and weakness are internal in nature, while opportunities and threats are affected by the external environment. The article will describe how to adapt the analysis in such a way that it can be used to help teachers achieve a higher degree of success.

What is a SWOT analysis?

A SWOT analysis is a simple, but powerful tool that teachers can utilize to help assess their professional development as well as their teaching. When using a SWOT analysis it is extremely important to be honest. The following are some questions one should ask when doing a SWOT analysis:
• Strengths (items you have some control over): What specific advantages do you have (for example, skills, education, and certifications)? What are your abilities? What are you good at? What resources are available to you? What do others (colleagues, peers, supervisors, administration) view as your strengths?
• Weaknesses (items you have some control over): What disadvantages do you have (for example, a lack of needed skills, education, and certifications)? What things could you improve? What resources are not available to you? What do others view as your likely weaknesses? What are your bad work habits? What personality traits are potential weaknesses?
• Opportunities (items you have limited or no control over): Which strengths could be turned into opportunities? What new developments exist? Are there any new trends in education you could take advantage of? What new technologies are available to you?
• Threats (items you have limited or no control over): How secure is your job? What are your colleagues/peers doing better than you? Which weaknesses could potentially become threats? What career obstacles do you face?

Create a SWOT analysis

The first step in using a SWOT analysis is to create a SWOT template. Above the template should be your objective such as, *Career Development* or *Class Improvement*. An example of this might be, "I want to earn a new ELT certification". A class improvement SWOT could have the heading, "I want to improve my students' writing skills."

The most important part of using a SWOT template is to list as many items in each column as possible. Great care should be taken to be thorough and honest. It is also important to address the aforementioned questions for each category. Filling in a SWOT analysis is very much like brainstorming

ideas. You can take a break, if needed, then come back to your analysis and determine if there is anything you missed.

Analyze

Once you have completed your SWOT template, it is time to do an analysis. The key to using the information from a SWOT analysis is to understand the items that you have some or maximum control of, and those items you have limited or no control over. The items in the strengths and weaknesses column are the items you have some ability to control. The items in the opportunities and threats column are external and you have limited or no ability to control them. You should also view a SWOT analysis in terms of positive and negative forces. Your strengths and opportunities are positive forces, while weaknesses and threats are negative influencers.

The next step is to make a plan going forward. Each section of SWOT should be treated in a specific way. Strengths are areas that should be capitalized on and emphasized. Weaknesses should be minimized as much as possible. Opportunities should be explored and exploited. You should plan to protect yourself from, and survive threats.

What can SWOT analyses be used for?
• Professional development.
• Improving teaching.
• The beginning of an action plan.
• Brainstorming career opportunities.
• In-class activity to help students improve.
• And much more.

Whether you are looking to change jobs, develop professionally, or improve your teaching a SWOT analysis can be an invaluable tool. I personally use SWOT analyses quite often. SWOT's can also be used as a brainstorming tool to develop a further action plan. So therefore, if you want to add a level of intricacy to your professional development, I highly recommend using a SWOT.

Danny Graves teaches in the Practical English Program at Daegu Catholic University in Gyeongsan South Korea and holds a Master of Business Administration degree. He has been teaching in Korea since 2010. Before moving to Korea he spent several years in the USA as a manager and corporate trainer.

Toward the end of my ESL class, when I ask students to complete our program's student perception of instruction forms, where students can provide feedback on the course, the instructor, the textbook, the assignments, or any other aspect of the course, many comment that they appreciated my feedback on their writing assignments, and a few add that they were able to read my comments much better because of the extra spacing.

In my experience as a foreign language teacher as well as a foreign language student, adult learners like receiving teacher feedback, and this feedback can be an important component in successful learning of a language in a classroom setting. In requiring students to skip a line in their writing, I believe they have a much better chance of being able to see, read, and comprehend my handwritten or typed notes, and, when they can do this easily, there is a much higher chance they might incorporate this great feedback into their own writing. Having students skip a line in their writing is a very easy teaching technique to incorporate, but the benefits can be great. I base my support for this teaching technique not only from my teaching experiences, but more importantly, from my own student experiences as I struggled with writing in a language that uses a different writing system.

REFERENCES

Burns, A. (2009). Collaborative action research for English language teachers. Cambridge: Cambridge University Press.
Harris, D. & Sass, T. (2008). Teacher training: Teacher quality and student achievement. Working Paper 3, Duke University: National Center for Analysis of Longitudinal Data in Education Research.
Tatto, M. (1998). The influence of teacher education on teachers' beliefs about purpose of education, roles, and practice. Journal of Teacher Education, 49 (1), 66-98.
Yan, L. (2009). Math teachers: What influences their teaching methods? Senior Research Project, Hartford, CT: Trinity College Press.

Accuracy Error Maps
David Isaacs explain how to improve corrective feedback in academic writing

Teachers seem to constantly question their methods used in the classroom. In particular, instructors of English to foreign students experiment, observe, and continually alter teaching methods, classroom practices, lessons, and other related items in the hopes of discovering something that works better than what was done last semester or last year. This questioning approach to teaching is also quite prevalent when teaching writing. Most instructors search for ways to improve the feedback process. EFL teachers deal with a multitude of affective filters that may interfere with the most thoughtfully crafted teacher feedback. This article hopes to suggest a new classroom method to use in academic writing courses in conjunction with the usual process writing approaches in order to improve the feedback process, have the learner develop the ability to self-correct autonomously, and foster better uptake of corrective feedback.

Academic writing error maps are check mark charts, which lists grammar error forms in the left margin and writing assignments across the top margin. In the remaining portion of the page, there is space for the student or teacher to check academic accuracy writing errors for an individual pupil. The most compelling benefit of using the chart is, as the name suggests, learners can map their own individual accuracy errors, which enables the learner to develop autonomous control over their own learning and writing. This is more beneficial than teachers continually telling and retelling students what accuracy errors they might have only to find the teacher feedback ultimately failed to help students learn their accuracy errors at the end of the term or school year. It is a convenient tool to support teachers' comments and markings on student papers. Students slowly reveal a compelling map of their academic writing accuracy strengths and weaknesses over time, as during a semester or full academic school year.

Autonomy is a difficult term to define because it can be confused with what is perceived to be self-instruction. The literature on autonomous learning struggles with such a definition as well. Researchers on the topic have questioned whether autonomy is a capability and/or performance. Some have considered whether learners can take responsibility and/or can control their own language acquisition while others hold an opposite opinion (Benson, 2001). However, there is a wide-ranging agreement that learners who practice autonomy clearly are familiar with the purpose of their course work. They also take greater leadership in their own learning. Finally, they can participate in evaluating their own learning and whether that learning is useful (Holec, 1981;, Little, 1991). The autonomous learner demands instruction that captures metacognitive, cognitive, social, and affective dimensions in instruction, and an instructor who continually considers those interactions (Little, 1999).

Corrective feedback is mostly associated with the work of Lyster and Ranta (1997), in which they define corrective feedback as a meaning system that emphasizes teacher and student negotiation of form, either oral or written.

Corrective feedback can be categorized into the following three categories: Explicit correction, recasts, and the negotiation of form. Previous categories have included elicitation, metalinguistic cues, clarification requests, and repetitions (Lyster, 1998b). The categories above have been consolidated for both recasts and explicit correction, provides correct forms to the learner. Recasts do so implicitly, while explicit correction does so explicitly. The negotiation of form does not provide the correct form to the learner. It does, however, help facilitate the learner or peer repair. Lyster (1998b) found that teachers would rather use the negotiation of form to correct lexical errors, and recasts to correct phonological and grammatical errors. To summarize, corrective feedback is described as the provision of negative evidence or positive evidence for erroneous utterances (oral and written), which encourages learners' repair involving accuracy and precision, and not merely comprehensibility.

Lyster and Ranta's (1997) definition of uptake refers to the learners' observable immediate response to the corrective feedback in utterances. In sum, learners' uptake is defined as a student's utterance that immediately follows the teacher's feedback, and that constitutes a reaction in some way to the teacher's intention to draw attention to some aspect of the student's initial utterance (Lyster & Ranta, 1997).

Is corrective feedback useful in the process of identifying accuracy errors in writing? Some researchers have found it to be effective. Fatham and Whalley (1990) examined feedback on form versus feedback on content and found both were equally effective in helping students develop autonomy over their writing, enhance teacher feedback, and strengthen student uptake. Ahswell (2000) found strong support for the use of corrective feedback to develop student awareness of accuracy errors.

Discussion:
This article aims to illustrate written corrective feedback and academic writing accuracy error maps in order to help students develop autonomy, improve teacher feedback, and foster greater student uptake.

Corrective feedback appears to be an effective means to assist student awareness of academic accuracy writing errors. Using such methods in an academic writing course should enable students to fully take advantage of written corrective feedback on their written work when coupled with a host of other process approaches to writing methods available to teachers. Corrective feedback alone might not provide students with sufficient knowledge of their academic writing accuracy errors.

In order to fully take advantage of written corrective feedback, this article suggests that students use error maps in a manner that fosters the following three aspects: Immediacy, relevance, and process.

Error maps need to be used as soon as possible after a written assignment in order to enable students to process teacher written corrective feedback on their written work. Students also need opportunities to understand the relevance of such written corrective feedback. One method for enabling the relevance of written corrective feedback is to use error maps (as described earlier). Then, students can combine those results with the diagnostic tests results logged on the error maps, written corrective feedback on papers logged on the error maps, and additional form-focused instruction that is targeted to students' academic accuracy error strengths and weaknesses as reflected on each student's error map. Finally, students need to be given opportunities to recycle all of the relevant information in order to fully develop autonomous control over their academic writing accuracy errors. Using the methods mentioned above will enable such recycling to take place. Also, these methods should enable students to take full advantage of written corrective feedback on their papers.

An additional point to consider is whether corrective feedback is necessary to develop autonomy in academic writing courses. It can be assumed that the use of effective methods of corrective feedback is necessary to develop autonomy in an academic writing course. Based on the in-class use of error maps over a six year period, the correct type of feedback coupled with error maps might develop the ability to correct work autonomously. Research carried out by Ahswell (2000) and Fatham and Whalley (1990) found similar results. Any writing course at the university or secondary level could benefit from these methods due to real classroom use over a period of time, as well as the research carried out by the authors mentioned previously.

A final point to consider is whether or not error maps serve as an additional useful method in the corrective feedback process to develop autonomy, enhance teacher feedback, and improve student uptake of academic accuracy writing errors. Autonomy has been addressed in the previous discussion. Rather than covering grammar randomly for a class, the instructor can assist each student in discovering their own particular accuracy strengths and weaknesses, which is a far superior instructional outcome than just covering grammar topics in a linear method in class, or as homework in a writing course. Teacher feedback then becomes far more targeted to each individual student's needs. Error maps appear to be the key step in the feedback process to develop such autonomous outcomes in academic writing courses. Here again, error maps might help to improve communication between student and teacher. Error maps should assist students in their process of acquiring knowledge of their academic writing accuracy errors, which completes the feedback process.

Conclusion:

The present article is inspired by the works of Ahswell (2000) and Fatham and Whalley (1990), which addressed whether corrective feedback is an effective means to assist students to become more aware of academic writing accuracy errors and develop autonomy. An additional method suggested to be used in the corrective feedback process is the error map. Corrective feedback alone in the manner of teacher comments on papers or teacher-student meetings develops student awareness of academic writing accuracy errors, but the use of error maps provides for a dramatic improvement over using corrective feedback alone. The article hopes to show that error maps, as part of a process approach to writing and corrective feedback, are an effective means to assist students to become more aware of academic writing accuracy errors and develop autonomy.

In EFL/ESL settings, error maps might help to develop autonomy, enhance teacher feedback, and heighten student uptake. Grosofsky, Payne, and Campbell (1994) have argued that participants remember items that they have generated in response to some kind of cues better than the items that have just been presented to them. Grammar instruction may serve a purpose in writing courses, but the tailored feedback error maps provide learners an opportunity to take huge leaps forward in becoming aware of academic writing accuracy errors. Reflective teachers can now include error mapping as a possible new method to improve the corrective feedback process.

If the reflective teacher wishes to implement error maps into an existing writing course, such a teacher should consider the following recommendations. First, immediacy is important in using error maps in the classroom. Students need to connect written errors in current assignments to their error maps as soon as possible to fully reap the most benefits error maps have in developing autonomy and improving teacher corrective feedback.

David A. Isaacs is currently an IES instructor at Kansai Gaidai University where he teaches EAP courses. His interests include teaching writing. If you have any questions, or if you just wish to share your insightful ideas about teaching writing to English language learners, you can contact him at disaacs@kansaigaidai.ac.jp.
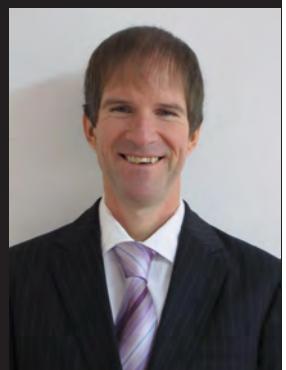
Korea vs. Africa
Joe MacDonald

Most of the time, I love travelling by plane. This time however I was mainly sitting on the plane thinking "How did I end up on a plane flying into the newest country in the world?" If that doesn't sound like positive thinking to you, it's because it wasn't meant to be.

For most people arriving in a place like Juba for the first time, they are probably nervous. Juba International Airport does little to dissuade these primary fears. It's a crowded little building where nothing makes sense. I lined up for the arrival visa, filled with a little bit of national pride when I saw their visa processing was sponsored, or something, by Canada. That pride washed away a little as I saw how inefficient it was. My passport quickly disappeared and I was told to wait 20 minutes. People were everywhere. The person who was supposed to pick me up managed to find me in the crowd and asked if I was Jose McDonald, "close enough" I told him.

Somehow my passport was returned to me and I lumbered through a crowd and into a dusty parking lot. Driving through the streets, the second thing that hits you, right after the heat, is you realize this place is poor. It was just as dirty and shabby as I expected it to be. Most vehicles are Toyota Land Cruisers with official plates. Aside from that are some work vehicles which barely look road worthy. The main roads are paved, but everything else is dust and dirt. Sometimes there is the briefest flash of some development, a two story church here, and the somewhat clean buildings of the University of Juba there. But all in all, it is just row after row of buildings, shacks and huts that make you thank your lucky stars you were born where you were born and make you realize you will never complain about some things again.

Living in Juba

What's it like living in the newest country in the world? To be honest, I wouldn't be the best person to ask. I spent most of my time in the room rented by my company. I wasn't there because it was nice; I was living in a pre-fabricated box in a camp full of boxes on the banks of the White Nile for the price of a room in a 5-star hotel in Busan.

It's not really a place for 'exploring'. There are very few restaurants, and few shops that sell anything you would be interested in buying. When you walk outside it is hot, dusty, and the stink of burning garbage hangs everywhere. What you usually end up doing is getting rides from one guarded and walled compound like the one you live in, to say another walled compound which contains a super-market. I had colleagues who went to the local markets regularly. The idea appealed to me, until I stepped outside in the baking heat and thought it might be easier to find a shady spot to read my book or have a snack from the previously visited super-market.

That being said, the super-market is random. You can't really make a list, as what they have is hit or miss. It is more of a place to wander the aisles and take things that you might consider eating. As the box I lived in contained nothing to cook with, for me this was usually chips, crackers, pickles and other ready to eat food. Ah, and booze, lots and lots of booze. Unlike Sudan in the North where getting a beer can be downright impossible, South Sudan is well stocked with spirits. It is also surprisingly cheap as well. Imagine the price of soju in Korean supermarkets but replace it with cheap gin instead.

The food in restaurants here were much better than expected, though considering because there are only a small handful of places you would want to eat in, after a few months it does start to get a little repetitive. It is also quite expensive, hitting number 14 on a list of the most expensive cities for ex-pats. A small pizza was around $20 US in most places as all the ingredients need to be imported. (By comparison ECA international only puts Seoul at number 23 on the list.).

I read in the newspaper that some people actually PAY MONEY to come to places like Juba and volunteer. I also know that the people I am training are getting PAID to be trained. That's the kind of place this is. People pay to volunteer and people get paid to go to school. They either have things totally backwards or they are just ahead of the curve. How can you pass your time? Pour yourself a drink and sit by the Nile, the sunsets are nice and sitting underneath a copse of mango trees watching the moon come out over the Nile with a cold drink is a great way to pass an evening.

Working in Juba

It all started when my friend, who somehow manages to live in Juba permanently, asked me if I wanted to teach English in Juba. They always need experienced and reliable teachers there (like most places). Unlike most places in Korea where a year contract is standard, short 3-month contracts may be available. However for me, even 3 months seemed too long.

However, when the job changed from teaching English to training English teachers, I started seriously considering it. When I looked at the short length of the contract, the amount of experience I would get, and the chance to work with people who are eager to learn, and the next thing I know I was getting e-mailed flight confirmations to Juba.

The first day was a bit of a non-event, which made me somewhat skeptical of what was going to happen while I was there. We headed to the military base where I would be working for the next few months. The place is a dump. If you took away all the people then it would look like some abandoned facility in the middle of a dessert, which it basically is. There are a lot of people there though. Currently the military has over 200,000 people, and the war is pretty much over, so they don't have much to do. If there is a shady spot on base, it is filled with a bunch of soldiers sitting around doing nothing. With all these people sitting around doing nothing, the government is downsizing the military. You can't just ask people to leave their jobs for nothing in return (especially when they have weapons). This means they are bringing in trainers to give the soldiers more skills, skills like teaching English.

The first full day of training was...interesting. To be fair, we were giving them lots of information about the coming 2 two months. We were still trying to get our numbers down to just the people we felt were best qualified to be teachers and their overall level of English was not as high as I was expecting. After the first few days, the lead trainer and I had some conversations about if whether the whole two months were going to be a waste of time.

Things started to come together rather quickly, though. My boss arrived in the country and started doing what she does best; getting things done and organized. She was pushing around Generals to make sure stuff happened and resources were available. We got our teaching tent set up the way we liked it. We had a generator, so we could even set up a little office in the tent where we had a scanner and a printer. The lead trainer and I quickly fell into a working routine together and were able to share the work quite well so neither of us was overly stressed out or had to work too much (I suppose I do speak for myself, he could be cursing my laziness as you read this). We got our candidates down to 12 and two classes for them to start teaching.

The real treat was getting to know the candidates better. As a group of people they have amazing stories. Most of them have been in the army their whole life, and this is in an army in a country that has been at war for basically the last 30 years. One student went to work at a cattle camp when he was 13. When he was 16 he joined the military. At the age of 20, he felt he had put in his time with the military and joined primary school. He had to do primary school at the age of 20. When he finished, he couldn't get a job, so he was back in the military.

Teaching in Juba opened my eyes to the types of difficulties teaching in a setting like this can be include. The textbooks are useless at some point. The key focus was helping teachers to teach in low resource situations. It was nice to see them start to teach their own classes. They seemed to enjoy being in the classroom (tent) and in front of a class.

One thing that really amazed me, and I have noticed this ability in ALL teachers all over the world I have worked with. After all their training and being shown materials and how to prepare lessons, they still show up to their lessons 5 minutes before they start, say hello, grab their books and walk into a lesson.

To get involved in a situation like this I would recommend checking the British Council website for opportunities in Africa.

http://www.britishcouncil.org/africa-vacancies.htm

Joe MacDonald has been teaching English since 2005. He has lived in Japan, Korea and China. He currently lives in Guangzhou. E-mail any questions or comments to joe.macdonald.teacher@gmail.com.

Improving EFL Students' Pronunciation and Accent
Jason DiGennaro offers us some questions-and answers

There are many skills that teachers and students would like to work on during their limited time in the EFL classroom. Unfortunately, because this time is valuable and must be thinly-spread across exercises and lessons classically deemed most important for a student's English development, pronunciation is often pushed to the sidelines, included only when mistakes are glaringly obvious, and even then, seldom given much purposeful focus. However insignificant pronunciation skills may appear when compared to grammar, vocabulary, and other literary skills, the fact remains that pronunciation plays a very crucial role in the comprehensibility of speech, and thus, ultimately, in communicative efficacy.

What is happening when students fail to properly learn effective pronunciation skills? What is happening when they succeed?

As native speakers, we are able to recognize mistakes or differences in what we consider to be the correct pronunciation of the English language. Some of these mistakes are dialectal in nature, while others are true deviations from the speaker's intended speech pattern. In this latter case, there may be various errors that we as native speakers are immediately able to pick up on, though we might not be able to recite or recall exactly what the errors were.

What does help us narrow our focus and describe these common error patterns, though, is that specific populations often produce recurring and identifiable pronunciation mistakes. Knowledge of these would mean that in a mixed class of ESL students, we could work on voiced obstruents with our Cantonese learners (Chan, 2006) while working on vowel pronunciation with our native Spanish-speaking students, for example.

While we may be able to describe students' mistakes in pronunciation, the practices that lead to the acquisition of these patterns, or more importantly, what students can do to *avoid* these errors, plays an equally important part in how we can drive our students to study more effectively. Tominga (2009) surveyed students that were identified as successful learners of English pronunciation and found several common practices among them. In particular these students studied alone, and considered independent practice to be very beneficial to their pronunciation of English.

Why do students maintain certain attitudes regarding English pronunciation? Do their study practices accurately reflect these attitudes and differences in motivation?

As language teachers, we can only take our students so far. We may provide them with all the tools in the world to perfect their English abilities, but it will still be their responsibility to take those tools and apply them well in order to succeed. Why do some students choose to do this, while others do not? Perhaps it is because they possess differing levels of anxiety or embarrassment in situations in which they must speak a second language, as Smit and Dalton (2000) suggest. It might also reflect students' instrumental and integrative motivation. Whatever the factors influencing students' motivation to improve their pronunciation when speaking English may be, an overwhelming number of studies show that students feel that native-accented English (be it British or American) is superior to its non-native-accented counterpart.

In order to help students become more intrinsically motivated to improve their pronunciation and practice on their own, we need to dispel the negative idea that their accented English is less proper, while pushing them to strive for improvements based on what is nearest their goals (Munro & Derwing, 1999).

Based on students' career or travel aspirations, the American accent may not necessarily be congruent with their communicative needs. Because of this, it is very important that we consistently monitor our learners' goals, as they will likely change over the course of their language studies. Simply being aware of pronunciation issues and where they stem from is just a small piece of this linguistic puzzle. We must further develop techniques in order to best apply this knowledge to the classroom environment.

What are we doing that helps students develop proper pronunciation? How can we use this information to drive the development of effective teaching practices in the future?

When researchers looked into the intrinsic factors influencing students' success in acquiring target pronunciation, the recurring theme was motivation (Smit & Dalton, 2000). Motivation to practice outside of class, to work in groups, and to interact with native speakers in ways that would definitely help them improve were all correlated with higher degrees of language acquisition success. Few students, however, have the luxury of joining classes both sufficiently small enough, and taught by a native speaker, in order to improve.

To avoid these potential problems, it can be helpful for instructors to employ technology in their classrooms. The use of computers can help increase students' motivation while also offering the effect of multiple "instructors" in a single classroom. Input sources are extremely rare in many parts of the world, and thus the application of the aforementioned programs may be very desirable both in terms of time and financial efficiency.

Providing technology on its own is a great step towards helping students improve their pronunciation, but it still lacks the human component that makes language learning so dynamic. A blend of technology and human interaction is found in teleconferencing or chatting, which may also have a positive effect on students' motivation. When the goal is to improve overall motivation to study English outside of the

classroom setting, it may be a good idea to incorporate a mixture of these technological applications, especially in an age when computers and software are often very readily available.

After observing the behaviors of our students regarding their pronunciation, we must look deeper to understand what is causing these errors, especially if we are aware of our students' goals and find that their pronunciation truly does stray from the target accent. Once we know the causes of the mistakes, we can start to more clearly draw a picture of what is occurring. Pronunciation success is connected to students' motivation to learn English. Therefore it follows that we should do our best to increase students' intrinsic motivation to improve their English pronunciation. It has been shown that technology has had a positive effect in this area, and could prove to be very useful in the English language classroom. By taking a deliberate approach to helping students improve their accents and pronunciation, we can give them the best tools to help them succeed.

References Cited:
Chan, A. (2006). Cantonese ESL Learners' Pronunciation of English Final Consonants. Language, Culture & Curriculum, 19(3), 296-313.

Munro, M., & Derwing, T. (1999). Foreign Accent, Comprehensibility, and Intelligibility in the Speech of Second Language Learners. Language Learning, 49285.

Smit, U., & Dalton, C. (2000). Motivational patterns in advanced EFL pronunciation learners. IRAL: International Review of Applied Linguistics in Language Teaching, 38(3/4), 229.

Tominga, Y. (2009). An Analysis of Successful Pronunciation Learners: In Search of Effective Factors in Pronunciation Teaching. Journal of Pan-Pacific Association of Applied Linguistics, 13(1), 127-140.

Jason A. Di Gennaro has been teaching EFL for the past seven years and most recently at universities in South Korea and Iraq. His research interests include sociolinguistics and motivation, critical assessment, and teacher and learner identity. He is currently teaching at Sookmyung Women's University and is a doctoral candidate in TESOL at the University of Exeter in the UK.

Secondly, students need to be provided with a means to practice, as well as correct errors that continually appear in their error maps, which in turn help the learner understand the error maps' relevance to their academic accuracy writing errors. This author provides students with reading assignments and exercises from the course handbook, and computer practice for form-based instruction from the course handbook's companion website (refer to the reference list). Thirdly, students need to have the opportunity to rewrite assignments after the writing process is complete in order to reinforce the effectiveness of error maps.

References:

Ashwell, T. (2000). Patterns of teacher response to student writing in a multiple-draft composition classroom: Is content feedback followed by form feedback the best method? Journal of Second Language Writing 9, 227-257.

Benson, P. (2001). Teaching and Researching Autonomy in Language Learning. Harlow: Longman/Pearson Education.

Fatham, A. K., & Whalley, E. (1990). Teacher response to student writing: Focus on form versus content. In B. Kroll (Ed.), Second language writing: Research insights for the classroom, 178-190. Cambridge, UK: Cambridge University Press.

Grosofsky, A., Payne, D., & Campbell, K. (1994). Does the generation effect depend upon selective displaces rehearsal? American Journal of Psychology, 107, 53-68.

Hacker, D. & Sommers, N. (2012). Rules for Writers 7th Edition. New York: Bedford/St. Martin's

Hinkle, D. E., Wiersma, W., & Jurs, S. G. (2003). Applied Statistics for the Behavioral Sciences (5th ed.). New York: Houghton Mifflin Company.

Holec, H. (1981). Autonomy and Foreign Language Learning. Oxford: Pergamon. (First published 1979, Strasbourg: Council of Europe.)

Little, D. (1991). Learner Autonomy 1: Definitions, Issues and Problems. Dublin: Authentik.

Little, D. (1999). Developing learner autonomy in the foreign language classroom: Aa social-interactive view of learning and three fundamental pedagogical principles, Revista Canaria de Estudios Ingleses 38,: 77-88.

Lyster, R. (1998b). Negotiation of form, recasts, and explicit correction in relation to error types and learner repair in immersion classrooms. Language Learning, 48(2), 183–218.

Lyster, R., & Ranta, L. (1997). Corrective feedback and learner uptake: Negotiation of form in communicative classrooms. Studies in Second Language Acquisition, 19(1), 37–66.

Getting the Most Out of NETs
Fiona Van Tyne shows us how to increase native teachers' efficiency

In March, 1997, the Korean Government launched a new elementary English class as a compulsory subject in every public elementary school. The government initially marked the mandatory implementation of the new class with a national English curriculum and textbooks (Tollefston, 2002). In spite of their eagerness and sincere efforts to reach English proficiency, Koreans seem to have been unsuccessful in achieving their goal. Koreans generally think that native speakers of English are the best teachers of the language. More and more native English teachers (NETs) have been hired, regardless of their educational backgrounds (Park, 2009). By bringing native speakers directly into Korea, it was believed that the country had a greater chance of language immersion. Parents latched onto the idea that their child could interact with native English speakers without having to spend a prohibitive amount of money. However, finding qualified native speakers has been a great challenge, and finding teachers who are willing to instruct English in a foreign country is more difficult than finding native speakers who are willing to simply speak English to students in a foreign country. Furthermore, Korea's native English teachers are not being utilized as effectively as possible, despite being capable of contributing far more to their students' education. By increasing the amount of English language spoken in the classroom, and utilizing native teachers to their fullest potential, English language knowledge could increase dramatically in young learners.

Within the classroom, the L2-only (second language, or in this case English-only) approach dates back to the 1880s, when the direct method became a popular L2 teaching approach (Cook, 2001). In this method, language teaching is conducted using only the second language, which forces students to engage in natural language use, rather than "using analytical procedures that focus on explanation of grammar rules in the classroom" (Richards, 1986). Influenced by Chomsky's theory of innate language acquisition, these contemporary methods attach great importance to language input, believing that strict L2 language input triggers language acquisition. As NETs are being hired and brought to teach in Korea, Korean English teachers themselves are transitioning towards English fluency. In a recent study, the majority of the elementary school teachers sampled in Korea, Taiwan, and Japan perceived their proficiency levels to be lower than the minimum levels they thought necessary to teach English under current educational policies (Butler, 2004). This creates a strong reliance on the native language (L1) when teaching the new second language (L2). If Korean teachers are not comfortable using English, then immersion is not possible, and if native speakers are not qualified teachers, then the meeting of the minds required for Korea's co-teacher system goes unestablished, and the system itself is rendered mediocre at best.

When looking at team teaching, there needs to be an established understanding of English objectives. While immersion is seen as ideal in Korea, the idea of using both languages effectively has benefits as well. Multiple research studies have shown that English language learners who are taught using at least some of the L1 are able to perform significantly better on standardized tests of English reading and other content areas than those who are taught only in English (Genesee, 2006; Slavin & Cheung, 2005). However, dependency on L1 in the classroom is an increasing problem in Korea. Harbord (1992), sees an alternative to complete dependency. He groups L1 use into three major groups: first, "facilitating teacher-student communication" (e.g., checking comprehension by asking students to translate what they hear), second "facilitating teacher student rapport" (e.g., chatting with students and telling jokes in L1), and third, "facilitating learning" (e.g., doing "functional" and "in context" translation as opposed to word-for-word, out-of-context translation). It is the role of the NET to make a push towards more English use in the classroom, not only from their students, but from their co-teacher as well.

The Korean standard of teaching English has a distinct dependency on a "memorize and repeat" method where students are not given practical working knowledge of English use, but are required to memorize complex grammar issues without any working indication as to why or how they would be used. A classic example is the "I'm fine, thank you, and you?" phenomenon. When a typical Korean is asked, "How are you?", they give the most formulaic response imaginable, because they have been drilled into recognizing it as the "correct" answer. They are not able to take the time to internally assess "How am I? Happy? Sad? Tired?", but they know that "I'm fine, thank you, and you?" is a completely correct answer to the question. By making a push to use more functional English, slowly, students will not feel completely overwhelmed by the immersion in a new language, but will be able to actually make the transition to L2 more easily and effectively.

Native English Teachers located in public schools have a significant direct influence on their students' language acquisition, and at the current moment, they are not being used as effectively as possible. From the hours of 8:30-4:30, NET's are required to be in school, which is a typical 40-hour work week. However, the NET's are only required to teach up to 22 lessons a week (many schools only require 18-20 lessons), without requiring supplementary pay, which is only 15 hours of teaching in elementary school, 16 hours in middle school and 17 hours in high school. For the remaining 23-25 hours, NET's are subject to a term affectionately known as "desk warming." Teachers can use this time to plan future lessons, but 25 hours is truly excessive. Some schools recognize this and give their NET's extra responsibilities in addition to teaching, such as after school office hours, or English library duties. Generally, NET's are truly not being used to the best of their ability. If NET's are made more accessible to students, then it is possible for students to continue learning outside of the classroom and increase their functional use of English.

Koreans have made a huge effort to increase English proficiency. More than 35,000 elementary and secondary school students went abroad in the academic year 2005–6, not including the number of students of this age group who participated in short-term study-abroad programs (Ministry of Education and Human Resources Department, 2006), sacrificing their normal family lives for the acquisition of native-like English language competence (Park, 2009).

Local governments in South Korea have tried to open "'English villages", or English-only towns' where English is the predominate language spoken in the community. Since August 2004, when the first English village opened near Seoul, a number of English villages have been built and more are planned to be built soon (D-Y. Kim, 2004). A huge amount of money has been poured into the villages and a great number of native speakers of English have been hired as villagers of the English-immersion towns (Park, 2009). These programs represent a huge financial and cultural effort in the name of English language acquisition, while an already available and potentially effective resource, the NETs, remains largely underutilized.

A stronger focus needs to be made on how best to use native English teachers, as well as how to include functional English into public school classrooms. Increasing the class load is not necessarily the answer, but getting NETs more involved in the school and aiding Korean English teachers to the best of their abilities should be part of it. English acquisition does not happen only in the classroom, but that is where the foundation needs to be built. The memorization-based techniques that are currently used are not able to create a cognitive working knowledge of the English language, and it is not possible to create cognitive understanding without both decreasing dependence on the native language and increasing the effectiveness of the native English speaker.

Works Cited

Butler, Y. G. (2004). What level of English proficiency do elementary school teachers need to attain to teach EFL? Case studies from Korea, Taiwan, and Japan. TESOL Quarterly, 38(2), 245-278.

Cook, V.J. (2002a) Background to the L2 user. In V.J. Cook (ed.) Portraits of the L2 User (pp. 1-28). Clevedon: Multilingual Matters.

Genesee, F., Lindholm-Leary, K., Saunders, B., & Christian, D. (2006).Educating English language learners: A synthesis of research evidence. Cambridge University Press.

Harbord, J. (1992). The use of the mother tongue in the classroom. ELT journal, 46(4), 350-355.

Kim, D-Y. 2004. "'No Korean, Just English": English village open at Ansan." Kukmin Ilbo, August 24, A7.

Liu, D., Ahn, G. S., Baek, K. S., & Han, N. O. (2004). South Korean high school English teachers' code switching: Questions and challenges in the drive for maximal use of English in teaching. TESOL Quarterly, 38(4), 605-638.

Park, J. K. (2009). 'English fever' in South Korea: Its history and symptoms. English Today, 25(01), 50-57.

Richards, J. C., & Rodgers, T. S. (2001). Approaches and methods in language teaching. Ernst Klett Sprachen.

Slavin, R. E., & Cheung, A. (2005). A synthesis of research on language of reading instruction for English language learners. Review of Educational Research, 75(2), 247-284.

Tollefson, J. W. (Ed.). (2002). Language policies in education: Critical issues. Routledge.

Fiona Van Tyne came to Busan to teach English in 2012. She currently teaches at a small Elementary school in the Dongnae district of Busan. She studied Sociology and Film Studies at the University of Colorado where she began to focus strongly on research and sociological inquiry. She currently teaches English at a local women shelter for kids that can not afford to have extra English classes.
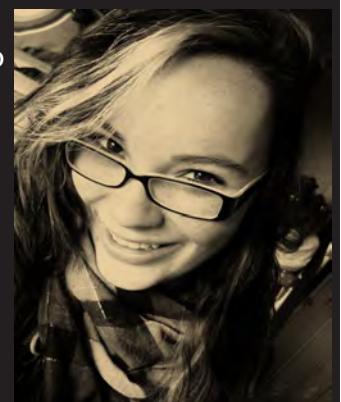
Want to see your words online and in print? Then submit your article/book review/ or column idea to tecsubmissions@gmail.com

Your piece could be in our next issue and be read by thousands!

KOTESOL Views

Whether to teach grammar is a tough question, because an intelligent response must be based on numerous factors. Some basic factors are: the age of the students, their exposure to English (previous studies and exposure, as well as how many hours they are spending learning English at present), what they have or haven't studied, and what they have learned. In addition, what do they expect from your class, and what does the school expect? How do you define "grammar?" Finally, how comfortable are you with teaching it?

Like many other native speakers of English, my ability to explain English grammar is affected by my "native speaker disease." This is an acquisition (rules 'learnt' unconsciously) versus learning (rules learnt consciously) issue that I share with classroom students. Further affecting my grammar teaching choices is the fact that I teach at university, where almost all students have endured nine years of formal language instruction in the state school system and many have spent hundreds or thousands of hours in private language schools as well. They have been taught almost all areas of grammar. But have they learned it, and are they proficient in English?

Many of my students will spend hours studying formal grammar independent of class, as they believe it vital for success in the TOEIC. Therefore, I spend little time in the formal presentation of grammatical items. They've heard it all before, in their native language (most likely more than once). So what's the point of replication? Nor is explicit error correction a major element in my teaching. There are other ways. Nearly all of our students at university have these grammar rules buried somewhere in their brains.

There is a place for explicit grammar instruction in the university classroom, as well as grammar practice. Most coursebooks incorporate this (the *Interchange* series is a classic example). But I don't lecture on grammar much: in fact I'll often skip the grammar pages in the typical multi-skills coursebook. I point out the page to the learners, remind them that they are responsible for the content (which they've studied before) and invite questions. When there are questions, I point them to internet resources and pull out my copy of *Swan's Practical English Usage*. I want them to see that, even as a native speaker, I look things up. I'll also ask them grammar questions about Korean, so they too realize that they can't easily produce the "rules" – yet they can produce grammatical sentences.

But grammar has a place in the classroom. I invite students to help each other, to correct each other (but not mid-sentence!). I write the "interesting" things I hear from students on the board, and we review them after the communicative activity. Students are asked for feedback: "Does that seem right?" "Is there another way to say this?" "Is this more (or less) formal?" I do remind them that they will be university graduates, they don't want to sound like middle-school drop-outs in English—that simply being "grammatically correct" may not be good enough.

Here is where I inform students that "grammar" is more than syntax. It's not just formal rules for conjugation and usage. Larsen-Freeman suggests "grammaring" as a skill set, a process, though I'm not quite comfortable with that concept; rather, I think collocations are the way to go. How do words naturally fit together in common phrases that we use, add to, and revise? Michael Lewis was the trailblazer here. Collocations make sense to our learners: it works in Korean, too. Still we have to be careful not to fall into the trap of excessive colloquialisms and slang. Students get that in their English movies and TV series (Prison Break, CSI, etc.). So we draw "formality continuums" on the chalkboard, from the hip rapster colloquialisms and slang to the formal-speaking tuxedo-clad "gentleman." "Where does this usage fall?" I ask students.

At the end of the term, student evaluations are mixed. Some students wanted more grammar. Some wanted less. Many of those seeking more grammar are already among the best in reciting grammar rules, which tells me that what they want may not be what they need.

Ultimately, each teacher needs to consider their learners, and their teaching environment before they decide whether, how, and how much grammar to teach.

REFERENCES

Donald Larsen-Freeman. Teaching Language – From grammar to grammaring (Boston, MA: Heinle, 2003).

Michael Lewis. The Lexical Approach: The state of ELT and the way forward (Hove, England: Language Teaching Publications, 1993).

Jack C. Richards. Interchange series (Cambridge University Press, multiple editions).

Michael Swan. Practical English Usage (Oxford University Press, multiple editions).

KOTESOL Views is a column written by members that cover a wide variety of topics.

Robert Dickey has lived in Korea since 1994 and been an active member of KOTESOL nearly as long. He teaches at Keimyung University in Daegu at the public administration department. Rob is a past-president of KOTESOL, and has served in numerous other national and local offices. He is currently Chair-elect for TESOL International's Program Administration Interest Section and facilitator of KOTESOL Professional Development SIG.

Technically Speaking

Welcome to the age of social media. There are some very successful forays into social media in Korean classrooms, but how might a teacher find out more-even in the face of skeptical administrators and co-teachers? Where can a new adopter of social media-in-the-classroom start? What are some practical things one can do with students and co-teachers to show that social media is a bona fide tool in the ESL/EFL classroom?

This article looks specifically at using Twitter (www.twitter.com) as a tool for encouraging students to write.

Twitter, is a free micro-blogging platform. Users can post messages - tweets- up to 140 characters in length. This small size makes writing in English a far more approachable skill to try with students, who can then tackle writing in bite-sized chunks. As Shakespeare once said, "brevity is the soul of wit." Twitter allows for an authentic and communicative language interaction, a relatively quick and easy way for teachers to monitor student output.

Safety

Students need to be reminded that Twitter is a public space and that they shouldn't be tweeting anything they wouldn't be comfortable saying in class. Students should be encouraged to "think before you tweet." Once something is in cyberspace, ostensibly it is there forever. Encourage students to pause and double check before clicking the tweet button. Note that Twitter allows users to block and ignore other users. This should be pointed out to students and its judicious use should be encouraged. Ultimately, students should feel comfortable coming to their teacher if they have any questions or concerns about the service.

Bite-Sized Writing - Some Practical Ideas For Twitter Writing Tasks

Summaries: Twitter's 140 character limit focuses students' attention on the quality and content of their writing. Having students tweet summaries of the listening and reading texts from class encourages a top-down approach to comprehension. Response brevity allows a student to quickly create summaries. As well, the work can be viewed in real time by the teacher or the whole class by projecting the teacher's Twitter feed on a smart board.

Collaboration: Twitter can be a collaborative tool, especially in group assignments that require work outside of the classroom. Students can quickly and easily share links to articles, images and other web content.

Story Writing: : Students each contribute a sentence to a larger story. Use the #Hashtag to collate the story in order, creating a story with a beginning, a middle, and an end.

Character Accounts: Students create Twitter accounts for characters in a story. Students post tweets from the character's point of view. Have these characters interact with each other via Twitter, retelling the major plot points from the text.

Word Games: *Anagrams* - tweet a series of 8 letters; students then reply with the words they make from the given letters. *What does it mean* - increase vocabulary, by posting a word-of-the-day and getting students to look for the definition. Students post the definition and an example in a sentence. *Lexical sets* - the teacher tweets a topic and students reply with as many words as they can think of that collocate with or are connected to that topic. Repeat for antonyms, homonyms, and synonyms.

Conclusions

The brevity of Twitter offers students a way to write in cognitively less-burdensome ways, thereby providing them with great opportunities for authentic writing communication tasks. Despite the initial barriers to entry for some, teachers can quickly and effectively introduce their students to Twitter by spending a little time setting context and presenting some of the more basic elements of the Twitter lexicon to students. Reminding students of the public nature of the internet and maintaining approachability for their concerns, comments, and questions is a must.

A number of teachers have had great successes with Twitter in their classrooms around the world. Follow @terryheick, @hopkinsdavid, and @mkhaund on Twitter for tips and ideas on how to use the service in your classroom.

Stafford Lumsden (MA TESOL, CELTA) has taught ESL/EFL in Korea and New Zealand for about 10 years. He has held various teacher training positions at Seoul and Gyeongin National Universities of Education and is currently an Assistant Professor at Sookmyung Women's University teaching in the Young Learner TESOL and Play & Learn TESOL programs.

Do you use technology a lot in your class? Tell us about it by submitting a column to The English Connection. Send your 800-900 word piece to tecsubmissions@gmail.com

There have been times in life I felt a distinct and searing sensation of embarrassment and shock. One example of this came in my first days at my current place of employment.

I was a new assistant professor of English at a university in South Korea. Having a bachelor of arts degree in TESOL and a fresh master's degree in education, I was excited about the great journey beginning work at a Korean university presented. I felt like a superhero with my new job title of "professor" and my role as one of four full-time faculty members in the university's English department. Things were going to be amazing. This was going to be a serious job, full of serious and advanced language majors. I thought.

The reality is, not all students who enter the halls of our English department are of a high-proficiency level. My dreams of talking at length about linguistics, phonology, etymology, phraseology, semantics and pragmatics to groups of young Korean grammarians was soon awash with the reality of my fate. I was not the mysterious and all-knowing sage from distant western lands. My students needed a patient teacher who could help them write about Spot, the dog, running. Not to be undone, I delved whole-heartedly into our department's goals of developing within each member an appreciation for academics, professionalism and a solid work ethic. The department motto was "Shine, Grow and Love to Touch the World." I set about to grow, love and shine for my students. No sage-ing, it was all stretching.

As a child, my family lived in the Philippines where my parents worked in higher education. Having spent a large portion of my childhood in the Philippines before returning to the States for college, I was quite accustomed to the unique challenges of cross-cultural communication and the burden of interacting within an unfamiliar context and language. My experience as a multi-lingual, "B culture" kid equipped me with a spirit of gentleness and appreciation for language errors, which serve me well as an EFL instructor here in Korea. In fact, after learning a little about the realities of EFL education in the "trenches," I have grown to love the humor that bleeds through during the process of second language acquisition.

On one of my very first days at work, a female student came into my office to ask what she had missed on the first day of class. As a result of some special circumstances, this student had decided to join our department at the last minute, unlike many other students who joined months before the semester's start. This student was of a low English proficiency level and we were having trouble communicating. To her chagrin, her English vocabulary, consisting almost exclusively of "uhs, umms, and yeses and noes," was exhausted almost instantly as we delved into, "It's nice to meet you, please take a seat. I want to talk to you about what you missed on the first day." Bumbling along in my broken Korean wasn't getting us any farther either. Rather than jumping straight to asking my teacher's assistant for "assistance," I decided to try one quick conversation starter that would allow my new student an opportunity to speak with me in English at least a little bit.

So, I asked her if she had an English name. She had been very backward and hesitant to speak up until this point and she even looked a little scared. On the heels of my query, she instantly brightened and looked me in the eye. With glee and exuberance she blurted out, "pee-nah-suh!" My mind was a whirl. Why was her name pee-nah-suh? Had some cruel previous English teacher assigned his students hideous names!? Was this seemingly sweet and reserved girl in front of me bolder than I thought!? Had she randomly selected her name from a science textbook!? With every ounce of professionalism I could muster, I kept from laughing. I did my best to hide my almost audible steadying breath and I asked her to write her name on a paper conveniently sitting on my desk. I needed some distraction to keep me from guffawing in her face. "P-H-I-N-E-A-S," she neatly wrote. I timidly asked her where she had gotten her name, still hiding my reaction. "Bible," she chirped.

This experience has been shared, discussed, and chuckled over many times among my co-workers before making its way to you. However, I want to offer a small thought. While these kinds of situations are humorous and do add a distinct flavor and even depth to our teaching experience, remember one thing. Inside all of us is a Phineas and we all probably need someone to just take the time to get down on our level, find out what we know, and not laugh at us when we mess up.

Robert Black administers courses in TEFL methods, writing, etymology and phraseology for the English department of Gimcheon University in South Korea. With degrees in both TESOL and Education, he assists in the development of language curricula, TESOL certification as well as practicum creation and implementation. In his role as full time faculty member he also helps form student exchange partnerships.