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The English Connection Editorial Team

Summer 19:2 - Editorial

By Julian Warmington Editor-in-Chief

It's summer, and the KOTESOL community is really starting to heat up with more activity. Just the other weekend, the National Conference brought a great range of speakers to Seoul to discuss the subject of online education. Check the report and reviews on pages 10 & 11. This year's upcoming International Conference is also previewed on pages 8 & 9, and check the next upcoming issue in fall for more information, including interviews with, and introductions to, some plenary and featured speakers.
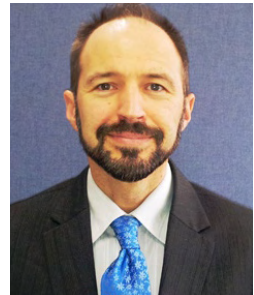
In other news, those of us who like to reflect on the various aspects of the English teaching profession are excited: Professor Tom Farrell has agreed to contribute a regular column on Reflective Practice and related topics, starting in the Fall 2015 issue. He brings a wealth of ideas and a wide range of experience, and we welcome him and are looking forward to his column.

One KOTESOL member who is a regular at local chapter Reflective Practice group meetings is Lindsay Herron. Given her dedication to activities supporting the Korean TESOL scene, TEC is proud to introduce her to the wider KOTESOL community in this issue's interview.

Jocelyn Wright helpfully explains the legality of copying and using images sourced from the Internet, and Seneca Ryan suggests how to benefit from a deeper, richer understanding of how exactly we learn, and the development of effective study skills.

The special feature for this issue, certainly in terms of length and particularly for TEC readers who work at universities, is the article by Steven Schuit and Peter Thwaites. They have completed an exhaustive study, making and phoning contacts at 50 universities around the nation, to offer an interesting look at the current micro-culture of what are known as "language clinics," "English support centers," or "self-access centers." They investigate the way in which Korean universities' English departments utilize these English language zones, often staffed by native speakers, to provide enriched learning opportunities for their students. Schuit and Thwaites conclude with an example of one university's approach to these self-access centers. Their article thus provides a detailed and insightful overview of a current, local educational practice that is sure to add to our understanding of how these centers operate.

We also have another book review from ace associate editor Chris Miller, and both James Johnston and Emanuel Serra return for the second half of their feature stories on Korea's "tiger moms" and incorporating storytelling into English classes, respectively.

Put briefly, it's another fine selection of articles on the art of teaching English in Korea. A huge thanks to all those who contributed their reading and writing skills to this shared document of our time here. And remember, this summer: Keep cool 'til after school!

Julian Warmington

One of the best feelings in the world is the sense of a job well done. Nothing beats the satisfaction of putting down your tools and looking back on what has been accomplished. With the summer months approaching, many teachers are getting ready to enjoy this sensation, but within KOTESOL, it often means the work is just starting.

As we come into the summer months in Korea, preparation for the International Conference hits full swing. Our largest event of the year takes twelve months of planning and organizing with a team of over 20 volunteers. We do this because we are committed to giving our members the best conference experience possible.

This is, of course, not without hiccups and bumps in the road. Sadly, some great ideas have to be shelved for practical reasons, the biggest of which is lack of a workforce.

This is where KOTESOL needs your help. We need more people to volunteer their time and ideas, help run local chapter meetings, and work with conference teams to ensure that these great ideas are not left behind. We need new voices with different experiences that will help us grow as an organization.

I am often asked what it is that you get out of KOTESOL. The answer, while almost clichéd, is that you get out of it what you are willing to put into it:

  - Are you satisfied with how much you are achieving within KOTESOL?
  - Do you have ideas for new programs or how to reshape old ones?
  - Are you willing to put in a little more?

As always, KOTESOL is made by those who get involved, so get in touch with your local chapter leadership, the conference chairs, or with me directly. We will be more than happy to welcome you to the team and point you in the direction where your skills can be put to best use.

Peadar Callaghan

International Conference Interview: Carl Dusthimer, IC Chair

The centerpiece and highlight of the KOTESOL calendar is the annual international conference (IC). English teachers in Korea travel from around the country to join the educational festivities. Presenters spend the year honing presentations. KOTESOL staff members, newbies and old hands alike, look forward to the awesome effort that goes into the exhausting, yet rewarding, event. Why? What do they get out of it all? TEC spoke with Carl Dusthimer, IC Chair, to learn more about the unique cultural phenomenon that is KOTESOL's yearly IC.

TEC: How could an English teacher new to Korea and living in Yeosu expect to benefit from travelling the full length of the country to attend this year's IC?
CD: We are all busy working in educational environments that are both stressful and rewarding. The stress comes simultaneously from the demands and constraints placed on us from "above." We have to use this or that textbook though we feel it's not the best one for our students. We have to prepare our students for this or that test, though the tests themselves are often artificial measures of success. And the list goes on. But if we look hard enough, we can find a bit of freedom, some windows of opportunity where we can do something for our students that we feel actually helps them grow as learners. And I have found that teachers are always looking for new ways to engage their students and make their classroom experiences more rewarding. That's what our profession is all about. So to do what we as teachers naturally want to do, we need exposure to new ideas. In short, we all, experienced teachers and fresh-out-of-uni teachers, need professional development. And that's what the Korea TESOL International Conference is all about.

There is more to it, though. Yes, we need the new ideas. But those ideas aren't nearly as effective, or implementable, without the opportunity to talk about them with others in our teaching community. The IC offers every attendee the chance to network, to ask others about their experiences, and share our own. To tell our stories and listen to the stories of others. When I was new to Korea, I found this immensely helpful.

Lastly, aside from the opportunities for professional development, the IC offers attendees the chance to get away, meet new people (or catch up with old friends), and have some fun. The IC ends around 6:00 on Saturday, and the area around COEX (the conference site) has many ways to fill your evening with excitement!

TEC: Apart from the great presentations and networking opportunities, what else is good, and good to know, about the IC?
CD: Since it's a relatively new addition to the IC, I'd point people to the pre-conference workshops which will be held on Friday, October 9. There will be four different "streams" for participants to choose from: Young Learners (YL), Professional Development (PD), Media & Technology, and Teaching & Learning (which will highlight the inquiry approach to education). We will be posting more details on these over the summer. They're great opportunities to focus on one particular area.

Figure 1: Carl "Dusty" Dusthimer discusses plans for catering at this year's international conference with YB Lee of GFC: Global Fairs & Conference.

Another plus about the conference is that it is held over a holiday weekend. So, over three

days, this allows people to combine professional development with some serious fun, possibly exploring areas of Seoul not yet discovered!

Lastly, for the first time, we are joining forces with English Expo to make the event a true conference and exposition. There will be at least twice the number of exhibitors, making the atmosphere a little different, more like a festival.

Figure 2: Robert Dickey, of Busan-Gyeongnam Chapter, and Carl Dusthimer prepare for this year's IC.

TEC: What kind of help would KOTESOL like from volunteers leading up to and during the event this year, and to whom could we talk?
CD: We are always looking for people interested in working on the IC. It's important to know that putting on a conference this size requires a group of people with diverse talents and skill sets. We need people interested in the program (vetting proposals, layout and design, and editing for the program book), tech people to work with computers and databases, people to work with our main speakers, and the list goes on. Our current IC Committee is an amazing group of people. Their commitment to the KOTESOL community and to putting on a great event is really admirable. But beyond the challenge of putting on a superior event for our members, we actually have a good time together. I'd encourage anyone in KOTESOL to work on the IC Committee. It's a great hands-on learning experience, and it's very rewarding.

TEC: What role do you see KOTESOL as an organization playing within the education of wider Korean society?

CD: The bigger picture can be seen best by rising above our day-to-day responsibilities as teachers and taking a look at how English education, and education in general, is changing. The writing is on the wall. The education system that served Korea so well during the "Miracle on the Han" is not dynamic enough to foster the creativity and innovation Korea needs to compete at the highest level. Our students at all levels (primary, secondary, tertiary) need to graduate being able to think creatively and critically. A reasonably high level of English proficiency should be added for those with a mind to work in the international community.

In my opinion, a great deal of progress has been made over the past 20+ years. I have noticed a tremendous difference in the English ability of incoming university freshmen. A quick example would be my presentation class this past semester. It is normally for juniors and seniors who've finished most of their required courses. This semester, however, I had a class of all freshmen. When I found out the makeup of the class, I thought I'd have to make major adjustments to the syllabus. But it turned out that those freshmen could handle the content and were enthusiastic the entire semester. That said, students are still woefully dependent on teachers to direct their learning at every turn.

TEC: How do English teachers fit into this?
CD: We all know that systems of education, like all bureaucracies in all countries, move very slowly, and progress is usually painstakingly slow. But individuals, equipped with good ideas, proper training, and a shared vision can start the ball rolling. The theme of the 2015 IC is transitions (*Transitions in Education, Transitions in ELT*). If we can embrace an inquiry approach to education, which is used in thousands of schools worldwide, with the aim of encouraging creativity in our students and equipping them with critical thinking skills, we can make a difference.

English teachers can work together with subject area teachers to bring English into those classrooms or work to integrate subject area content (the arts, science, math, social studies, physical education) into our English classrooms. There is actually a lot that ELT professionals can do to usher in positive change. And this conference is a perfect place to start.

National Conference 2015: In Review

TEC met up with three friendly random attendees and one presenter at the National Conference in late May. This year's theme was "Bridging the Digital Divide: Examining Online Education in Asia." Here is what the four enjoyed most about the day at Sookmyung Women's University.

Figure 1: From left to right: David Harbinson, Anne Hendler, and Michael Griffith.

David Harbinson, Daegu

I liked James Larson's talk on the digital divide. He clearly knew a lot about the topic, including a lot about the history of Korea from a digital perspective, for example, why Korea invested in broadband and IT tech in the 90s. The Korean government listened to Al Gore back then, and so now Korea is technologically advanced and reaping more benefits than the US and most other countries. I learned other things about the country's recent history of technological development, too. I like history, and it was interesting.

Anne Hendler, Gangneung

I enjoyed Jocelyn Wright's presentation on creativity and social issues. She shared ideas for creative ways to raise social issues in class, and I could see how the activities would work, especially for students who don't want to talk about such things.

Michael Griffith, Seoul

I was really glad to see Gordon West's session *Critical Pedagogy for EFL 101.* He was super-prepared and shared a lot of ideas and experiences. Even though some of what he talked about didn't necessarily apply to me, it was interesting to hear about his classes and how he used critical pedagogy to deal with issues that arose in his former hagwon job.

He also shared his experiences of failure in his classroom activism; in one example, he tried to democratically offer the choice of textbook to the students, but his *hagwon* owner didn't accept their suggestion. Gordon also touched on issues of teacher identity, how the pursuit of profit impacts teaching situations, and the possible roles of teachers. It was also nice to hear a discussion about some of the benefits of *hagwons* for teachers, for example, the freedom of not being tied to the state curriculum.

Overall, there were parallels to Jocelyn Wright's suggestion, in terms of teachers seeing the world critically. These were both great sessions, and I'd like to see more of this type of thing.

Jocelyn Wright, Mokpo
The 2015 National Conference was very inspiring! I appreciated the theme, digital teaching and learning, and being able to further explore online education. As it was quite new to me, the digital game-based learning lecture was especially stimulating. I think that as teachers we sometimes struggle to keep pace with change, so exchanges like this are valuable!

Presentation: Creativity and Consciousness
by Jocelyn Wright
I was pleased to kick off the National Conference with a workshop on the topic of Creativity and Consciousness. My goal was to show teachers how I integrate social and global issues into lessons that help cultivate creativity. The wonderful turnout and active participation indicated that other teachers also aspire to do the same and are enthusiastic about sharing their experiences.

Figure 2: Jocelyn Wright presents "Creativity and Consciousness in the Classroom" to kick off the 2015 KOTESOL National Conference in Seoul.

Figure 3: Dr. James Larson of the State University of New York - Korea (SUNY Korea) intrigues with his featured presentation, "Digital Divides, Disruption, and Development in Korea," as he describes "the world's deepest digital divide" at the 2015 National Conference.

Page 10 photos by Julian Warmington; page 11 photos by C.H. Wang, SUNY Korea.

Using Images Legally

By Jocelyn Wright

Most of us are aware that plagiarism is the failure to properly cite the work of others that we use as part of our own. When employing references in academic writing, we understand the limitations imposed upon their use. The situation is similar for images, though not identical. If a photo is copyrighted, we cannot use it without explicit permission. However, if it is in the public domain, we can use it freely. In between, there is the gray area called "fair use," which offers us limited rights to use, adapt, and share the work of others.

What is considered fair use essentially depends on the purpose, the audience and market share, the extensiveness or substantialness of use, the nature of the original source, and how it is employed.

Unless we cautiously use the advanced search functions of Google or Yahoo, we are likely to come across many pictures that we cannot legally use without authorization. Yet, if we look up public domain repositories, we can find pictures that we can use hassle-free. One website is Morguefile (http://www.morguefile.com). Wikipedia (2015) includes a list of many more.

One problem with such websites is that the selection of images may be limited or inappropriate for our purposes. With reasonable knowledge of fair use and diligent consideration, however, we have many more royalty-free options. I would especially recommend Foter (http://foter.com/) and Flickr (https://www.flickr.com/creativecommons/). These websites contain millions of images. They are also easy to use and fairly consistently provide required citation information. Creative Commons (CC) also has a search page (http://search.creativecommons.org/) that also allows you to look for other fair use media, including music and videos.

An image's use depends on its license. Creative Commons allows creators to share their work but to specify limitations (or freedoms). The six main licenses (found at http://creativecommons.org/licenses/?lang=en) include the following codes:

CC0 or PDM = public domain (all rights granted)
BY = attribution (original source must be cited)
SA = share alike (original source licensing conditions apply to all use)
ND = no derivatives (original source cannot be modified)
NC = noncommercial (original source cannot be used for profit)

These codes, sometimes represented by CC icons, can be combined in various ways. One of the most restrictive combinations is CC BY NC ND. Images allowing commercial use and modifications are probably the safest, as they can be used in the widest range of situations. Finally, a license number may follow the codes. (See examples in my image credits list.)

Figure 1: Purdue University (2009) has a great Copyright Office webpage to help us decide whether we are erring on the side of caution or flirting with danger, stumbling along with pictures from the Internet, toward the juicer of death: illegal image use and copyright infringement.

With Foter, you automatically access this information when you select a picture. For Flickr, you have to click on "Some rights reserved." This will send you to a page with clear license information.

However, on other websites, information may be difficult to find. Indeed, Foter (2015) reports:

> According to our research, more than 90% of Creative Commons photos are not attributed at all. To make matters worse, less than 10% of the photos that do credit the original work are attributed properly. This means that more than 99% of Creative Commons photos are not adequately attributed.

Sometimes people use pseudonyms when they publish online, so a great deal of effort may be required to properly identify them. The American Psychological Association (APA) has not yet published guidelines for use. However, Foter (2015) has published a very intuitive online guide entitled "How to Attribute Creative Commons Photos." The basic information that should be included is as follows (presented in this order):

Title by Creator (CC LICENSE) Retrieved from: link.

Other pertinent information can be included, and it is recommended to check if the creator has posted any special requests regarding the use of their work. For instance, they may ask that you report your use to them or that you list any changes made to the original. Any information available of this type can readily be found using the Foter and Flickr websites after you select an image. However, it may take time to locate it.

How to present the basic information depends, to a certain extent, on personal preferences and your chosen medium. When using others' images online, the process may be quite simple. If an embeddable link is provided, you can often copy and paste it into your blog or website, and others will automatically be able to retrieve source details from there. In a slideshow, you could use captions under pictures, include citations in footnotes at the bottom of your slides, or create a separate image credits list. I usually choose the latter as I prefer visual presentations with a minimal amount of text. For additional tips on how to cite information in other mediums you may consult the article *Attributing Creative Commons Materials* in the Pooling Ideas: We Are What We Share series (Australian Research Council Centre of Excellence for Creative Industries and Innovation & Creative Commons Australia, n.d., p. 9).

It should be noted that copyright law varies from country to country. Moreover, law is an interpretive science, which, in this case, still has few precedents to fall back on. Thus, the information presented here is by no means legal advice. You should exercise caution when using images. While Korea has traditionally not been known to actively enforce copyright, the situation is changing.

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The Author

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The Learning Process: Successful Study Habits for Effective Learners

By Seneca Ryan

If there is one thing students should know how to do well, it is study effectively. Unfortunately, it is the product, rather than the process of learning, that is at the center of today's educational system. Dr. Barbara Oakley, a Professor of Engineering at Oakland University, and Dr. Terrence Sejnowski, a pioneer in computational neuroscience, have conducted extensive research on the relationships between neuroscience and behavior. Together, they offer their insights on how we can improve our learning capacities. In their online course entitled "Learning How to Learn," they share their results, along with some useful tips on how we can help our students maximize their time, improve their study habits, and become more effective learners.

The Focused and Diffuse Modes of Learning

According to Oakley and Sejnowski, when learning something new, our brains have at least two distinct modes in which they operate. The first, called the focused mode, is what we tend to think of as actual study: We are in deep concentration and focused on a particular subject. In the focused mode, your brain is like a spotlight, lighting one single topic at a time. The second, the diffuse mode, is not as well understood as a tool for study. In this mode, we are in a more relaxed state, having a broad perspective, and perhaps even allowing our minds to wander. Instead of a spotlight, think of the diffuse mode like a lantern, lighting many different subjects at once. Many brilliant figures in history like Thomas Edison, Albert Einstein, and Salvador Dali were well known for systematically inducing the state to stimulate fresh ideas and inspiration.

Since we are continuously alternating between these two modes, both are important when it comes to learning. Research has revealed that switching to the more relaxed diffuse mode of thinking – such as resting or changing activities after a period of concentrated study – assists our brain in integrating the newly acquired material. In other words, the brain needs time for the neurological "mortar" to dry after an intense study session to make the material concrete in our mind. Long after our conscious brain stops concentrating on a topic, the subconscious continues working in the background. Therefore, deliberately shifting from focused study to more diffuse activities can help students assimilate material more effectively and is an important part of successful learning.

One way to shift between the focused and diffuse modes is to use the Pomodoro technique. Pomodoro refers to a kitchen timer after which the method was named. To use this method, choose a task you want to accomplish. Then create a quiet environment free from distractions, set a timer for 25 minutes, and focus. Once the time is up, either change topics or give yourself a brief period of rest or reward. According to Oakley, including a small reward after a period of intense study is especially important for people who struggle with procrastination. Having some positive feedback can actually help adjust our brains by activating the pleasure areas because the pain areas have been associated with procrastination. After a short break, reset the timer again and repeat the process. A few cycles of the Pomodoro technique is an excellent way to focus and get some serious work done.

Memory Tools

Unfortunately, humans have very poor short-term memories. The average person can only hold around four pieces of information in their mind at one time before beginning to lose track. Luckily, humans have excellent visual and spatial memories (probably passed down from our ancestors who needed to find their way home after long hunting expeditions). A simple trick for activating our long-term memories is called the memory palace technique, which utilizes the visual and spatial centers of our brains. This technique is especially helpful for memorizing lists, preparing presentations, or simply remembering lots of information at once. Here is how to create a memory palace:

1. Visualize a familiar place, such as your home, and imagine yourself walking through it.
2. Starting in the first room, picture one thing you need to remember somewhere in that room. For example, if you want to remember the German word for table, *Tisch* (sounds like "tissue"), you can imagine a box of tissues on the coffee table in the middle of the room. Better still, imagine it is a very strange looking table made out of tissues. The more unusual the imagery, the better you will be able to recall it later.

3. In the same manner, imagine all the other things you need to remember located throughout your memory palace.

4. Once you have visualized every item, revisit them by imagining yourself walking through each room and seeing them again. Repeat this process periodically over the next several days to firmly establish them in your memory.

In addition to the memory palace technique, metaphor is another powerful memory tool that helps us tap into our visual and spatial centers, enabling us to grasp concepts and remember details more easily. For example, teachers have long used the metaphor of water to illustrate the principles of the electrical current. To make this technique even more effective, put yourself inside the metaphor and imagine yourself floating along the current of an electrical circuit. Experience how it feels, sounds, and smells to help solidify it in your mind.

Techniques like these have been helping people recall information and better understand concepts for centuries. Though it may be argued that they only create superficial memories, students have consistently shown a deeper understanding of concepts and outperformed students who did not use these or other similar memory tools.

Recall

Some of the most common approaches to study are rereading or quickly glancing over text. Though this may feel like a productive way to study, ultimately, it is relatively ineffective. More alarming is that it gives the illusion of competence, fooling students into thinking they have retained the material simply because they recognize it as they reread. In order to recall information more effectively, students should read their material thoroughly and then briefly look away to see what they can remember. Such recall exercises are a much more valuable use of study time according to Oakley and Sejnowski. In fact, one hour of self-testing, whether formal or informal, has been shown to be far more useful than one hour of rereading in helping students retain information. It seems that struggling and challenging our minds is like a mental workout, strengthening our neural pathways.

One additional note about recall is that when studying for a test, it is helpful to periodically recall the material outside your usual place of study. Because we unconsciously pick up small cues from our surroundings, these cues can cause us to fumble during a stressful exam where the test environment differs from our usual study environment. Testing our memory is better than simply looking at the material.

Sleep and Exercise

It goes without saying that our brains simply cannot operate at their optimum (or even normally) in the absence of adequate sleep and exercise. Oakley and Sejnowski cannot stress that enough. No matter how much study or test preparation one does, all bets are off if sleep is lacking. As for exercise, according to Sejnowski, it not only helps us shift into the diffuse state, but also strengthens the neural connections we form, helping us to assimilate and strengthen the knowledge we have previously acquired. While teachers often have no control over these factors, it is worth reminding our students of the importance of sleep and exercise.

Conclusion

Whether you are an educator, a student, or a person who just enjoys learning, effective study habits are a wonderfully useful skill set to master. Improving our study methods can help us use our time more efficiently and maximize our mental capacity. For more information about these and other techniques, visit:

Learning How to Learn course site: http://www.coursera.org/learn/learninghowtolearn

Joshua Foer's TED talk: http:// www.ted.com/talks/joshua_foer_feats_of_memory_anyone_can_do

"No matter how much study or test preparation one does, all bets are off if sleep is lacking."

The Author

Seneca Ryan has been teaching in Korean universities since 2012. Since receiving her master's in education in 2008, she has continued her research in educational sciences, policy, and reform. Prior to Korea, she lived and taught in Mexico, Germany, and the USA. Email: senecaryan@gmail.com

Interview: Lindsay Herron

By Julian Warmington

Lindsay Herron is KOTESOL National Membership Committee Chair, KOTESOL National First Vice-President, and Treasurer for the Gwangju-Jeonnam Chapter, and has presented locally and nationally.

TEC: What did you do in your previous life before coming to Korea?
Lindsay Herron: I actually used to work at Simon & Schuster Children's Publishing in New York City, but during my second year in the city, I attended a Tsui Hark retrospective at the Anthology Film Archives. I had never seen a Hong Kong film before, and I found them absolutely mind-blowing. I started attending all the Asian film festivals I could, and I soon discovered Korean movies, which led me to enroll in Korean lessons. I eventually quit my job so I could pursue a master's in cinema studies at New York University.

At the time, no one was really talking about Korean cinema; in fact, I could find only three books in English on the topic. When I finished my master's, I resolved to go to Korea for a year, learn about the culture, master the language, and return to the U.S. to get a doctorate in film and become the foremost North American expert on Korean cinema. Great plan, right?

Obviously, that didn't happen. I walked into my first classroom at Seogwipo High School in Jeju-do, and I fell completely in love. I haven't looked back!

TEC: When did you first come to Korea, and what were your first impressions?

LH: It was very positive, even from my first moments. I arrived at Incheon International Airport in July 2005 and joined other Fulbright ETAs for the bus trip to Chuncheon for Orientation. I remember being disappointed by the dreary high-rises along the highway leading out of Seoul, but as soon as the bus left the city behind, I was delighted by everything: the houses, the landscape, my companions, even the rest stop.

TEC: What do you do now?
LH: I teach budding elementary school teachers at Gwangju National University of Education in Gwangju, Jeollanam-do.

TEC: How did you first become involved in KOTESOL?
LH: When I arrived in Korea, I had no teaching experience, and I desperately wanted to provide the best possible experience for my students. I sought professional development wherever I could, but at the time, there was no KOTESOL chapter in Jeju-do. I attended a couple of KOTESOL conferences in the mainland, but I didn't become a regular participant until I moved to Gwangju in 2008.

For my first few years in Gwangju, I was kind of a KOTESOL lurker – always on the periphery, attending events and then leaving, not getting involved or even talking to anyone, but thoroughly enjoying the workshops and conferences. The turning point for my involvement was the National Conference in Busan in 2012. On a whim, I bought a last-second ticket to the post-conference dinner, and that's where I discovered how wonderful and welcoming KOTESOL people are! Soon after that, David Shaffer invited me to write a review of the conference for *TEC News*, and then he suggested I join the International Conference Committee (ConComm), and it just grew from there.

TEC: What have been the biggest benefits for you since becoming involved with

KOTESOL?

LH: You mean besides making new friends and getting great teaching ideas? I've actually had to develop new tech skills for my various KOTESOL roles. For example, it took me a while to master the membership card printer. I've become quite competent at using formulas in Google Sheets. Having handled registration for the International Conference, I've had to work out efficient ways to format and print conference passes, manage online registration, and create forms using Drupal. My Korean skills have also improved. I now feel quite confident about ordering branded items and brochures from Korean vendors.

Prof. David Shaffer awards a festive Lindsay Herron for her service to KOTESOL. (All images courtesy of Lindsay Herron.)

TEC: What contributions have you made to KOTESOL that you are the happiest about?

LH: I'm pretty pleased with our new membership cards and branded items and the way they're being handled now. I'm also excited about our new group membership package, which we'll be pilot testing this year. I think it has the potential to draw in a lot of institutions that have been hesitant to purchase memberships for their employees. And I'm pretty proud of KOTESOL News.

TEC: Why should newbies to any sector within the Korean EFL scene get involved with KOTESOL?

LH: I think our new unofficial motto sums it up nicely: "Learn, share, succeed." With KOTESOL, you can discover new activities and approaches and the theoretical underpinnings that justify them, bounce ideas off experienced teachers, pick up tips and techniques by observing another teacher's class, and keep abreast of developments in English education through our workshops and publications.

You can learn how to do research, apply for research grants, and publish your work; improve your public-speaking and presentation skills; and develop personal and professional interests and skills. You can make connections that could improve your career prospects, and you can enhance your resume by adding a professional affiliation and service experience.

Perhaps most rewarding of all, you can explore new ideas and possibilities with like-minded individuals who are as passionate about teaching as you are, who will support and encourage you as you hone your skills, who are excellent resources (and a great cheering section) if you decide to pursue a graduate degree in education, and who will brighten your day every time you see them.

TEC: In what directions do you think KOTESOL should move in the future?

LH: First, I'd like to see KOTESOL make even greater inroads in providing presenters for teacher-training workshops throughout Korea, helping to increase our member base as well as national recognition of KOTESOL.

In addition, IOC Chair Mike Peacock has begun cultivating a closer relationship with our PAC partners [PAC = Pan Asian Consortium of Asian members - Ed.]. I'd love to see these ties flourish, as it could not only help us notice and act on

trends and successful initiatives by our partners, but also help our members become more aware of conference and other opportunities overseas.

Storytelling to Engage the EFL Classroom

By Emanuel Serra

Part Two:
EFL Through Storytelling Drills and Fun Activities

Compelling stories are useful as backdrops for drills or other language practice activities in that they often encourage greater personal investment from students and, therefore, stronger involvement. My repertoire of such activities has grown in number and levels since 2004 as I explored the question, "How can I use [storytelling in] English as the engine to generate more fun?" In 2009, I described some of my resources at two KOTESOL conferences (Serra, 2010).

In my early teaching years, I used highly creative games originating from the international community, sources both well-known, like Genki English (Graham, 1999), and obscure, such as camp activity compilations published by EFL organizations sponsored by public education. Eventually, I identified those game mechanics that worked best for me in groups and started applying them in new, similarly purposed games where a story plays out as team scores change.

Included among my first games were improvements to flashcard-based, traditional games such as Bingo. For example, if I had set up a premise where certain kinds of Bingo lines (e.g., diagonal) represented lines of tracer fire, I could get the class to square off against one another in a two-team missile attack (vertical lines represent missiles that get taken down by air defense). In another case, a 4x4 Bingo card (or flash cards laid out in a 4x4 matrix) could be used to represent a radar screen as the Korean air defense (our students) sweeps the skies for the pattern of a stealth bomber flying over Korean airspace. The Evolution Game allows students to drill each other on learned content and "rock-scissors-paper" their way up the food chain, complete with animal actions so similar specimens can find and challenge each other, and so on. Presently, my story-based English learner games span pre-kindergarten through middle school. Most recently, the game mechanics I prefer to use have found expression in two original board games that I have patented and will be published in 2015.

The first is a relatively simple game called Dragon Jump®. The second is more involved and is called Legends of English®. The premise of Dragon Jump is simple: Represented by different colored dragon pieces, players assemble along the perimeter of a desert hex map and start fighting for dominion of the territory. Players use a repertoire of English commands to activate their dragons' powers and abilities (e.g., Jump! Run! Breathe! Punch! Kick! Turn left, etc.). The vocabulary grows with more advanced games to make use of more articulate commands. The appeal of Dragon Jump is in the performance pressure and team-support: It promotes the practice of sequences of English phrases in real time as stress builds during play.

Legends of English® is a more complex variation. Adventurers move through a fantasy kingdom, which is represented by game pieces on a board game map. They are armed with spellbooks, which are personal libraries of language flashcards used and replenished by the deck. Combinations are used in traditional tasks, like reading, listening, recalling, combining, and using in a sentence to activate different levels of spells and other powers. There are still dice in the game to randomize certain types of outcomes, and the game itself is published in the native language, but when a flashcard is drawn and used

successfully to activate a power, the player also risks unleashing major unintended consequences.

Players work cooperatively, using their powers to ultimately evict or kill the final villain – in the basic box set, a dragon. Goals, powers and flashcard decks are tiered in terms of level (obtainable by buying expansion sets, which also bundle new villains and powers), and different levels of player success result in different story outcomes.

In our playtesting sessions, we expected the

students most in need of help to lean too heavily on higher-performing players to carry the team. We also struggled for a while on the issue of how many hints are too many. However, when we introduced the rule that players waiting their turn could help each other and that players in turn had to recite their flashcard tasks unaided at the moment the cards were played, students began discussing their flashcard combinations and began swapping cards and coaching one another to enable longer combinations of properly executed cards. There was also a concern with players blaming unsuccessful players, which sometimes came up in some of the team-based traditional games mentioned earlier. What has happened in our playtesting sessions is that the issue of uncooperative play is largely gone, perhaps because the opponent is the game referee/teacher who plays every character the players encounter in the game.

The play-and-learn dynamic of these games created observable results that were comparable to findings described by other teachers (Phillips, 1993) who have used role-playing game activities in higher-level EFL classroom settings. Moreover the social context in which flashcards were discussed, coached, and ultimately recited created a positive form of performance pressure and higher personal investment by the players in the outcomes.

In each of the above examples, immersing the (flashcard-based) language tasks in the context of stories promoted student investment in their success within a given task or set of tasks. When the story-based goals were not competitive but rather collaborative, a social environment was created in which several out-of-turn players helped each other achieve more potent combinations by 1) evaluating flashcards by difficulty or likelihood to be executable by a given player, 2) swapping them with each other, and 3) coaching them in the time leading up to their respective turns.

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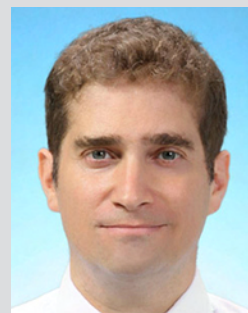
By James Johnston

To many, the words "mother" and "teacher" are synonymous. Nowhere is this more evident than in South Korea, where mothers are one of the major economic driving forces that have made Korea one of the best-educated countries in the world with an English education market valued at over three billion dollars (Cho, 2004).

In the first part of this series, however, I argued that Korea's noted English craze hasn't come without a cost. Over the last 30 years, education in Korea has become exceptionally competitive. As a result, Korean students are some of the unhappiest in the OECD, and even though Korean families invest a great deal in English education, Korean students were 110th in ETS's global TOEFL rankings (Card, 2006).

Figure 1: A student who is also a mother and a first teacher. (Image by James Johnston.)

One possible solution to this could be to integrate English learning more into Korean society; namely, in the home and local community. Elka Todeva, a professor at the SIT Graduate Institute, explains that "cognitive skills and patterns of thinking are not primarily determined by innate factors, but are the product of the activities practiced in the social institutions of the culture in which the individual grows up" (Todeva, 2013,

p. 3). Language learning is much bigger than teacher-student interactions.

Family Learning Models

Family literacy programs have been shown to be an effective means of integrating the family into the entire educational process, albeit in a very different context (Wasik, 2004). Perhaps a family literacy model could be adapted to fit South Korea's context and allow for more of a community-based family learning experience.

There are several benefits to "family learning models." Such models typically "promote the emergence of literacy in children's lives and thus create a stronger foundation for school and life success" (Swick, 2009, p. 405). The research shows that students who participate in family learning programs show improved school readiness, higher intelligence, and higher earning power over the course of their lifetimes.

I have also seen a strong market for family-learning programs in Korea. Periodically, I teach English conversation skills to a group of ten or so Korean housewives. From our informal conversations on this topic, some interesting things stand out: most of them said that they try to use English with their children; many of them study English for the sole purpose); of helping their child with English (some have even earned degrees in education for that purpose), and all of them would like to learn more about how to use English with their children in an effective way.

Elements of a Successful Family-Learning Model

Savage (1993) also found that programs with an emphasis on real-world, competency-based instruction were the most effective, regardless of the students' proficiency levels. In an example class, a Korean family could use English together for a set block of time when they go shopping, cook a meal, go to an amusement park, or do other specific activities. This time would give them

an opportunity to use English during a shared experience and help them build a habit of using English together in specific contexts that relate to what they actually do together as a family.

Potential Challenges & Rewards

Given the context, there are some limitations to implementing family-learning models in Korea. Most have to do with the challenges inherent in speaking a foreign language: It might take a long time for a family to learn enough English to use it in a meaningful way at home; parents might feel uncomfortable speaking in English with their children; and there are also questions as to what would happen if mothers are encouraged to teach two first languages at home. However, family literacy programs have shown that families learn well together, regardless of their proficiency level. Even though it may take a long time for a family to learn a language or to look at language differently, one could also argue that encouraging multilingualism in both mother and child can have long-term cognitive and developmental benefits for both.

Another major challenge to this approach is the

Language learning is much bigger than teacher-student interactions.

nature of standardized English testing in Korea. Standardized testing has been strongly ingrained in the culture, and even if families come to understand the importance of holistic learning or natural communicativeness, they may still see *hagwons* and passing tests as the main route to success. Worse yet, some mothers may see this approach as another reason to push their children to study more. However, the purpose of a family-learning approach would not be for the mothers to formally teach their children. It would be for mothers and their children to learn English together in short, manageable chunks of time, which would help them view English education in a more balanced, holistic way.

The benefits of family-oriented English language learning programs far outweigh the challenges. On a grassroots level, families may come to see English in a more natural sense as a language of the globalized world, not one owned solely by native English speakers. Understanding this could make English more relevant for Koreans. More importantly, if families learn English together, they would not only become more communicative, they would also have the potential to get higher test scores, find more of a genuine interest in English, and begin to move away from the high-pressure atmosphere that currently surrounds English education in Korea.

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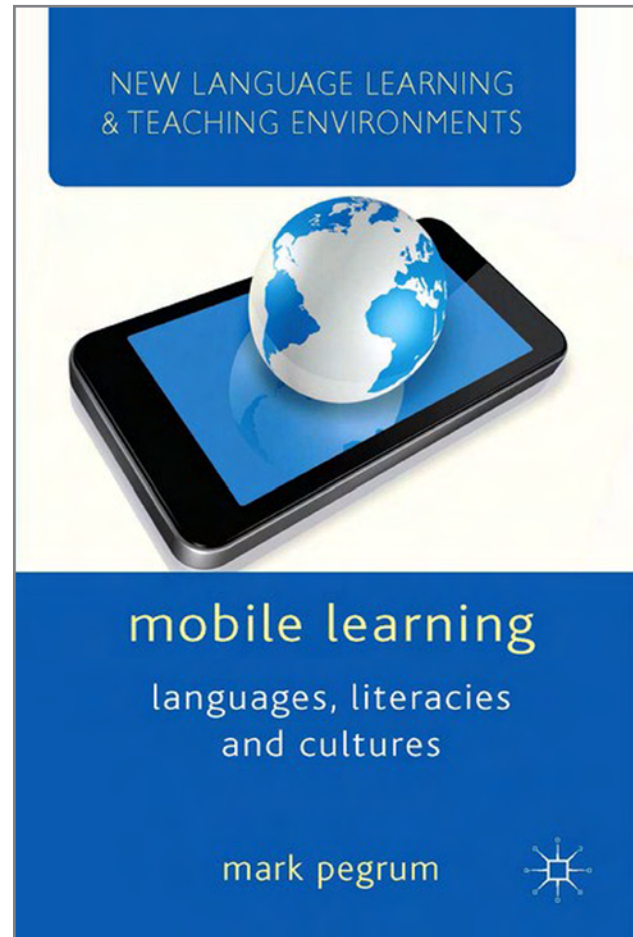# Book Review: Phoning Through to English: Mobile Learning, by Mark Pegrum

Review by Chris Miller

An increasingly common word in the literature related to educational technology is "affordances." In his book *Mobile Learning: Languages, Literacies, and Cultures* (2014), Mark Pegrum does a good job of exploring the new possibilities (or affordances) and recent initiatives related to mobile technology and their connections to language learning. With several caveats and cautions, Pegrum provides an optimistic view of the role of mobile technologies in language learning.

The book itself contains seven chapters and 18 case studies that largely detail pilot programs or private initiatives to help realize the potential of mobile-assisted language learning (MALL). In the first three chapters, Pegrum sets the scene for an in-depth discussion of language learning with mobile devices. Pegrum begins by defining MALL and the affordances of mobile technologies. The second chapter addresses three "agendas" for MALL: "transforming teaching and learning," "developing 21st-century skills (i.e., creativity, problem solving, and critical literacy)," and "promoting social justice." The third chapter introduces elements of the "technological ecosystem," including portability, connectivity, access, and the successes of "Bring Your Own Device" initiatives.

In chapter four, Pegrum begins exploring in greater depth the pedagogical possibilities of mobile devices. The opportunities are broad, including short-form reading, games, and intelligent MALL (IMALL), all of which permit more customized feedback. Yet, at the same time, many initiatives appear quite constrained. Pegrum notes that many language learning games are essentially "drill and kill" activities, and there are several message-based language learning initiatives, such as Jobseekers through the British Council, which are little more than a word or expression of the day gimmick.

Shifting from how to what in chapter five, Pegrum discusses modern variations of language derived from mobile technology, such as textspeak. Pegrum recognizes the distinct features of textspeak, as well as its value in a variety of domains, and claims that discourse is becoming increasingly "multimodal." In chapter six, the author discusses 16 literacies focusing on four dimensions: language, information, connections, and re-design. The book closes with a chapter imploring teachers and researchers to become more technologically sophisticated to prepare for a mobile educational future. Pegrum claims technological, pedagogical, and content knowledge (TPACK) skills are essential for educators in the 21st century.

Pegrum is adept at illustrating many of the major shifts happening in education and society at a global level. He makes a strong argument that much of the so-called developing world will be able to overcome certain challenges related to

limited infrastructure due to the rapid diffusion of mobile technology, at least in the realm of communications. This ability can help promote further social justice. Pegrum illustrates such possibilities by referring to the One Laptop Per Child (OLPC) project in Australia and the Great Idea project in Afghanistan.

At times this book reads as an addendum to Toffler's classic work *Future Shock*. Pegrum provides multiple illustrations of what is on the near horizon in mobile-related technology. While Pegrum describes general trends in mobile technology, he frequently connects these trends to concrete applications for furthering language acquisition. One alluring prospect is augmented reality (AR). Pegrum illustrates AR applications to language learning through the game Mentira. In this game, students use information accessible via mobile technology to help solve a historical murder mystery via collaboration among fellow language learners and by exploring the physical environment of Albuquerque, New Mexico.

Mark Pegrum

Though many possibilities exist, Pegrum does not shy away from addressing the challenges in implementing more effective versions of MALL. These include resistance from traditional educational institutions. Globally speaking, Pegrum says that traditional institutions are increasingly embracing standardized testing. For their part, teachers and administrators often see new learning technologies as disruptive in that they consume too much time when students should be preparing to take high-stakes exams. Another potential challenge is learner resistance to more creative and robust forms of learning. Pegrum notes that the learners in projects implemented in both Libya and China indicated a preference for passive roles. Pegrum offers few concrete solutions for such challenges, often placing the burden on administrators, teachers, and learners themselves. One remedy Pegrum does consistently emphasize is promoting greater critical literacy.

While describing the spread of mobile-technologies, Pegrum notes the shifts occurring in formal learning. Pegrum notes the distinction between just-in-case learning (which has been the guiding practice, if not always the ideal, of traditional educational institutions) and just-in-time learning. Pegrum, quoting John Traxler (2007), *Defining, Discussing and Evaluation Mobile Learning*, claims education in the 21st century is and will continue to be defined by "finding information rather than possessing and knowing it" (p. 168). Pegrum sees a brighter future with learning and formal education becoming increasingly customized for individual needs. How open traditional educational

> *"Pegrum makes a strong argument that much of the so-called developing world will be able to overcome certain challenges related to limited infrastructure due to the rapid diffusion of mobile technology…"*

institutions are to such learning methods remains an open question, and this will heavily influence the ultimate influence mobile technologies have on learning in general, and on language learning in particular.

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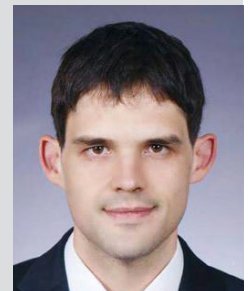
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Self-Access Centers in Korean Universities: A Status Report

By Stephen R. Schuit & Peter Thwaites

Many Korean university English language programs consider self-access centers (SACs) and their services an important component of their overall strategy for English language education. The authors, being interested in assessing the state of self-access centers at Korean universities, conducted two surveys during the fall of 2014, one using social media and the other via telephone, with follow-up questions. Overall, 50 universities were surveyed, representing all major provinces and metropolitan areas in the Republic of Korea. We discuss the management of self-access centers, and the distinct roles and skill implications of the faculty members staffing these centers. Our findings include the prevalence of SACs in Korea, the services provided, how they are staffed, common features, and student usage. Finally, a case study is presented describing the authors' experience and research at "The English Help Desk," a self-access center at Yeungnam University in Gyeongsan, South Korea.

Thoughtful educators often look for ways to extend learning outside the four walls of the traditional classroom. English language programs and their teaching staff are no exception. Here in the Republic of Korea, university-level self-access centers function as vehicles for assisting students in enhancing their English language abilities in the four key skill areas: speaking, reading, writing, and listening. There are, however, important factors and variables to keep in mind when establishing a SAC, or when considering how to improve one already in place.

Self-access centers are at the intersection of several important educational principles including self-access, autonomous learning, and self-access learning. Self-access is an opportunity for learners to learn and practice the kind of language they want and need. Autonomous learning, fundamental to self-access learning, is the ability to take charge of one's own learning. Finally, self-access learning is an approach that encourages learners to learn in their favorite ways (Gardner & Miller, 2005). It is our belief that these fundamental principles, which distinguish SAC learning from traditional classroom learning, necessitate significant shifts in the behavior and skills of faculty who staff SACs.

Academic research has outlined a number of important factors that may be considered when establishing or managing self-access centers. In order to examine the degree to which self-access centers at Korean universities are following these practices, we conducted two integrated studies. The first stage was Korea-wide research using a 26-item questionnaire posted on two social media platforms. In total, 28 individuals completed the survey representing 22 different Korean universities (see Table 1).

The second stage included universities and locations that were not represented in the first stage. Universities were randomly selected from a comprehensive list of all universities and colleges in Korea to ensure that all provinces and metropolitan city areas were included. Institutions representing both public and private

At "self-access" centers, students elect to speak English with each other, and often also have access to "native" English speakers to practice English. (Image courtesy of Stephen Schuit.)

schools were identified and each school was contacted by one of two Korean student research assistants trained to conduct phone interviews with key contacts at the respective universities. Interviews were completed with 28 institutions. The ratio of public and private universities surveyed closely reflected the actual ratio in Korea overall (see Table 2).

Table 1: Schools by Research Methodology

Methodology	Number of Institutions
Social media questionnaires	22
Randomized Korea-wide telephone interviews	28

Table 2: Percentage of Public and Private Universities

	Actual % in Korea	Percentage in Surveys
Public	12.7	14.0
Private	87.3	86.0

The first aim of our research was to establish demographic data. These are summarized in Table 3.

Table 3: Self-Access Center Findings Korea-Wide

• Number of universities reporting a self-access center	(27 of 50) 54%
• Small schools (less than 5,000 students) reporting a SAC	32%
• Large schools (more than 5,000 students) reporting a SAC	71%
• Schools reporting single-location format	65%
• Schools reporting multiple-location format	35%
• Most common services:	
- Lounge for socializing	73%
- 1-on-1 conversation with native speakers	73%
• Student participation:	
- Optional	66%
- Mandatory	34%
• Faculty participation:	
- Mandatory	73%
- Optional	27%
- Average faculty service (per week)	1-2 hours

In terms of student participation, we found that the most frequent users of SACs were freshmen, followed by sophomores, seniors, juniors, graduate students, and finally, faculty.

The SACs at Korean tertiary institutions offer a wide array of services and resources to students seeking to enhance their English language skills. Table 4 lists services in order of prevalence.

Table 4: Services offered by Korean Tertiary Institution Self-Access Centers
- Lounge for socializing (55%)
- One-on-one conversation with native speakers (50%)
- Books (other than language instruction books) written in English, e.g., novels (45%)
- Organized social activities (32%)
- Computers with Internet access (27%)
- Film showings (27%)
- Language textbooks (23%)
- A coffee shop (14%)
- Workshops on self-access (5%)

The manner in which these self-access center services are provided is an important consideration. Gardner and Miller (2005, pp. 156-179) discussed the distinct differences between pedagogy in the ESL classroom and in self-access centers, referring to the differing approaches as teacher-directed (in the classroom) and self-access learning (in SACs). Table 5 compares and contrasts these English language

learning environments.

Table 5: Characteristics of the Traditional ESL Classroom vs. the Self-Access Center

The ESL Classroom	The Self-Access Center
- Students	- Learners
- Teachers as directors of learning	- Teachers as collaborators in learning
- Pre-determined syllabus	- Negotiated and flexible pathways towards learning
- Prescribed textbooks	- Array of learning materials
- Teachers as assessors	- Self-monitoring by students
- Monitor whole classroom	- One-on-one basis

Researchers have discussed the supportive role SACs should play in providing services (Morrison, 2008), and have suggested a shift in focus, roles, and skills that faculty need to demonstrate while staffing SACs (Gardner & Miller, 2005). In fact, Gardner and Miller have gone so far as to refer to self-access teachers as counselors. They state that "teachers' roles in self-access are different from their traditional teaching roles" (p. 180). That difference in role is significant enough that "teachers may have difficulties in changing their roles from teaching to counseling" (p. 180). Table 6 lists the role shifts the authors believe teachers need to make as they transition from the classroom to their self-access service provider role.

Table 6: Role-Shift Implications for Self-Access Service Providers

• High trust as a goal
• High approachability
• Willingness to be flexible and adaptive
• Encourage learners to take responsibility for their own learning
• Knowledge of materials, technology, and equipment in the SAC
• Willingness to shift attitudes and perceptions about the student-teacher relationship
• From "knowing the answers" to co-developing solutions
• From "telling" to "listening"

These shifts have implications for selecting self-access staff, as well as for training and development. Both are important considerations for the management of self-access centers. Overall, there has been a dearth of research on the management of self-access centers. Until recently, "very little has been written specifically about the management of self-access centers" (Gardner & Miller, 2005, p. 65).

Korean university infrastructure is characterized by frequent management changes based on administrative job rotations that occur every two or three years. The expat teaching community likewise witnesses staff regularly arriving and departing. Given this transitory environment, we believe it is essential that managers of self-access centers focus on ensuring stability and leading gradual innovation (Gardner & Miller, 2005). In Table 7, we have identified key responsibilities for the management of self-access centers.

Table 7: Key Responsibilities for Self-Access Center Management

- Ensure information flow up and down
- Identify student and program needs
- Match resources and needs
- Establish routine procedures that are efficient and easy to follow
- Seek management training for themselves as needed
- Ensure training for staff
- Evaluate programs (Note: Only 23% of SACs investigated by social media have been evaluated in the last two years.)

Effective leadership often relies on a well-though-out and broadly communicated mission statement to focus and motivate staff members. While 68% of our survey respondents indicated that they were aware of their SAC's mission statement, only 14% said that they could articulate it clearly. This gap suggests an opportunity for effective SAC leadership.

Case Study: The English Help-Desk at Yeungnam University

Our interest in self-access research was originally prompted by a precipitous drop in student visits to the Yeungnam University (YU) self-access center, "The English Help Desk," in 2013. During 2013, the weekly student visitation rate fell from 67 during the spring semester to 35 during the fall semester. This represented a decline of 48%. Table 8 indicates student usage during the period under study.

Table 8: English Help Desk Student Visitations in 2013 (% decline)

Semester	No. of Student Visits	Average Per Week	Average Per Day
Spring 2013	804	67	13.4
Fall 2013	422 (<48%)	35	7.0

The YU English Help Desk (EHD), part of the university's Foreign Language Institute (FLI), is a single-focus self-access center; that is, it provides one-on-one sessions between faculty and students as the primary support vehicle for helping students with their English language development needs. Approximately 90% of the faculty serve a 2-hour stint at the EHD on a weekly basis, providing conversation practice, writing assistance, help with resumes and cover letters, guidance and practice for interviews, and other similar services. The EHD is open from 9:00 AM to 4:30 PM, Monday through Friday.

> *"... the tenets suggest that faculty who staff self-access centers should consider how their role changes between the more traditional classroom role and that expected in an SAC."*

Separate surveys were developed to assess both student (N=642) and faculty (N=42) perceptions of the English Help Desk. We discovered that literally half of the students did not know about the EHD (50%). Furthermore, of the 50% who did know, 73% had not visited it. These findings suggest an opportunity to increase participation if students are informed about the EHD, its services, and the benefits of usage.

Table 9 describes student responses (n=320) to the question "Why haven't you visited the English Help Desk?" The findings in Table 9 led us to conclude that a number of these variables, in particular, a, b and c, could be addressed with more welcoming and friendly service.

Table 9: Responses to Student Survey Question "Why haven't you visited the English Help Desk?"

Response Item	No. of Students	Percentage (%)
a. It doesn't look like a friendly place.	102	32%
b. I've never needed it.	90	29%
c. I am too nervous.	43	14%
d. I don't know when it's open.	42	13%
e. I am too busy.	22	7%

Faculty members, most of whom staff the EHD, were also surveyed. Table 10 indicates findings from a key question: "How often have you recommended the EHD to your students?"

Table 10: Faculty responses to the question "How often have you recommended the EHD to your students?"

Response	No. of Faculty	Percentage (%)
- Never/hardly ever	1	3%
- Once or twice a semester	15	38%
- 3-6 times a semester	16	40%
- 7-12 times a semester	8	20%

Faculty could also easily and regularly inform students about the hours of operation. Table 10 suggests that during regular classes faculty members could more frequently remind students about the program,

its services, and benefits. Notably, 41% of the faculty told their students about the EHD twice a semester or less. The results of our Yeungnam University-specific findings were shared and discussed with faculty and members of the administration. A number of changes were implemented, including the designation of a faculty member to be coordinator of the EHD, redistributing EHD program posters, encouraging faculty to more frequently inform students about the EHD, and asking faculty to reflect on and enhance their customer service focus while working at the EHD. These efforts, and others implemented prior to and during the Spring semester 2014, contributed to an increase in the number of student visits to the EHD during 2014 (see Table 11).

Table 11: English Help Desk Student Visitation (2013-2014)

Semester	No. of Student Visits	Average Per Week	Average Per Day
Spring 2013	804	67	13.4
Fall 2013	422	35	7.0
Interventions: After Fall 2013 Semester to Spring 2014 Semester			
Spring 2014	999	83	17.0
Fall 2014	698	58	12.0

Conclusions

Self-access centers, an important supplement to traditional ESL classrooms, can be found in more than half of Korean tertiary institutions. They are more likely to be found at larger universities with student populations above 5,000. They range from single-focus service centers, such as the English Help Desk at Yeungnam University, to multi-faceted self-access centers. Their operations may be based on the principles of self-access, self-access learning, and autonomous learning. These tenets suggest that faculty who staff self-access centers should consider how their role changes between the more traditional classroom role and that expected in an SAC. Furthermore, there are important considerations for the managers and leaders of self-access centers, which include how SAC services are marketed to the university community, what services are provided, the expectations for staff, how these expectations are communicated and monitored, and how the SAC mission statement is used to ensure the overall effectiveness of the self-access center. The case of the "English Help Desk" at Yeungnam University provides some examples of how slumps in student participation can be overcome as a result of problem identification, effective decision-making, and leadership.

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The Author

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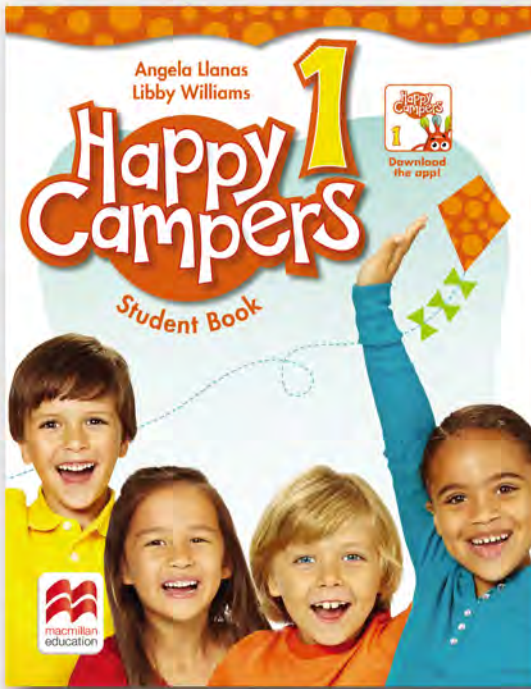**Switzerland:** Suzanne Oswald – s.oswald@bham.ac.uk
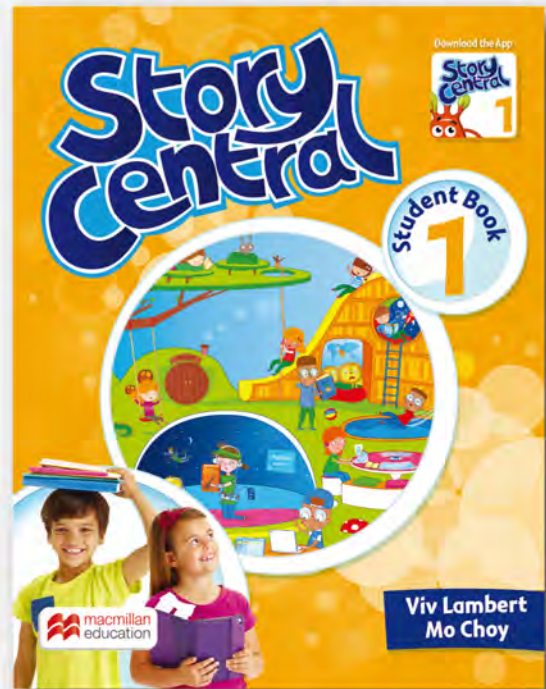**UK and rest of world:** Beverley Stubbs – b.stubbs.1@bham.ac.uk

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