The English Connection

A Korea TESOL Publication

Special Issue

TIME...in EFL Education

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The English Connection

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

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Editorial
At Our Own Pace:
Time in the Lives of EFL Educators

By Dr. Andrew White Editor-in-Chief, *The English Connection*

"You got time?"

Time is both our most abundant and our most elusive resource. For educators and learners in EFL, time is everywhere: printed out in class schedules, measured in contact hours, and felt in the pacing of syllabi and school years. Time is also psychological, shaping our patience with students, our expectations for progress, and our own long-term goals as professionals. And don't forget the march of time, as we review our next contract and (perhaps) contemplate our retirement and pension fund.

How time is managed makes up a large chunk of the theories of language learning and teaching we follow: in the pauses we allow for thinking, the repetition needed for acquisition, the exposure required for fluency, and the years-long curriculum mapping. The successful motivation of our students is largely in knowing when to speed things up or slow things down, a balancing act of getting the timing right in the classroom.

In this special, themed issue of *The English Connection*, we explore how time operates – in the EFL classroom, in our research, and in our careers. Each contribution offers a different lens on how we measure, value, and experience time in the world of English language education.

Thomas Duverney, a resident of Korea since the 1980s (talk about a chunk of time!), brings a seasoned perspective to the nuanced relationship between time and culture, entitled "From Event Time to Clock Time: Teaching Temporal Concepts Through Cultural Reflection in the Korean EFL Classroom." In this thought-provoking article, he contrasts Western notions of clock time, regarded as rigid, scheduled, and measurable, with Korean cultural perceptions of time, which often emphasize relationships, flexibility, and situational awareness. Drawing on decades of personal experience and cultural anecdotes, Duverney illuminates how these differing frameworks can lead to communication gaps… and rich teaching moments. He then offers practical strategies for incorporating time and cultural awareness into the EFL classroom, fostering not just linguistic accuracy but intercultural understanding as well.

Ever feel stuck on an academic project that just won't move forward? Wondering how others manage the long, lonely road of dissertation writing? Lindsay Herron, KOTESOL president and recent doctoral graduate, candidly shares her journey through setbacks, distractions, and pandemic-era burnout while completing her EdD. Her "Countdown to an Advanced Degree: Tips for Finishing That *&#$! Dissertation" offers time-tested advice, with humor and humility, for regaining momentum and overcoming inertia. Her "I've been there" story is a reassuring reminder that slow progress is still progress… and that finishing is possible, even with a few hiccups along the way.

Eve Dennard Kim, in her article "Keeping on Track with Time: Managing Behavior for Effective Lessons," draws from her wide-ranging teaching experience to tackle one of the most pressing challenges in private academy (*hagwon*) settings: managing short class periods with maximum efficiency. Focusing on 50-minute classes for elementary and middle school students, Kim outlines a structured approach to lesson planning that balances routine with flexibility. From warm-up to wrap-up, she shares her tips for keeping students engaged and maintaining a smooth flow. Her strategies empower teachers to make the most of every minute, creating a classroom rhythm that supports both attention and achievement in Korea's fast-paced educational environment.

Author of the EFL textbooks *Tell Me About It*! and *Think About It*!, Stephen Walker reflects on the time investment behind creating teacher-made materials, in his article "It's Time to Create Your Own Textbook: A Step-by-Step Guide for EFL Teachers." From initial concept to final publication and printing, he outlines the hours of drafting, trialing, revising, and editing required to bring an EFL coursebook to life. Walker offers insight into the unique challenges and rewards of self-publishing in Korea, encouraging fellow educators to take ownership of their ideas and trust the process.

Yours truly, Andrew White, *The English Connection* editor-in-chief, revisits a classroom-based study exploring the benefits of repeating a dictogloss task to enhance vocabulary acquisition, in the article "Looping Back in Time: Repeating Dictogloss to Promote Vocabulary Noticing." The findings reveal that task repetition allows learners to reallocate cognitive resources, refine their output, and engage more deeply with target vocabulary. By returning to the same task with increased familiarity, students process language more effectively and with greater precision. The article suggests that task repetition acts as a form of temporal scaffolding, offering learners a structured second chance to notice, internalize, and better succeed in their language development.

Victor Reeser, KOTESOL's Incheon Chapter president, introduces speed dating as a dynamic communicative activity that energizes the classroom in "Tik-Tok in Class? No, Try Tik-Talk!: Speed Dating in the Classroom." With minimal setup, this engaging format gets students speaking with multiple partners in rapid succession, promoting authentic language use and spontaneous interaction. Reeser shares practical tips for implementation and adaptation, showing how timed conversation rounds can inject fun, structure, and fluency practice into any EFL class.

Kara Mac Donald, editor-in-chief of *Korea TESOL Journal*, and her colleague Unsoon Won highlight the critical role of social emotional learning (SEL) in Korea's high-pressure academic environment. Their article, "Empowering Korean EFL Learners Through Social Emotional Learning: A Time-Oriented Approach to Language Growth," explores how time-conscious SEL strategies can help learners build confidence, reduce language anxiety, and manage academic stress. By aligning SEL interventions with the rhythms of the EFL classroom, weekly routines, semester milestones, and long-term goals, the authors provide a framework for fostering both emotional resilience and language growth. Their time-oriented SEL approach empowers teachers to nurture well-being alongside language proficiency.

Time. Think of that moment when you glance at the clock with five minutes left in class: Some of us breathe a sigh of relief, others spring into action. As teachers, we all hold a unique perspective on what time allows, and that should be our principal reflection. So, whether you need to hurry up or slow down in your teaching life, I invite you to *find the time* to explore this special issue of *The English Connection*.

President's Message
Time Flies When You're Having Fun!
– Looking Forward to the Fall with KOTESOL

By Dr. Lindsay N. Herron KOTESOL President

I can't believe it's already autumn! I hope everyone had a wonderful summer break replete with opportunities to relax, reflect, and replenish their resources. Are you ready for the upcoming semester (and cooler weather)? I hope so!

In the Blink of an Eye

This past July, I celebrated my twentieth anniversary in Korea. The past two decades have absolutely flown past – and yet it also feels like only yesterday that I was arriving in Chuncheon for training and then fumbling my way through my first year of teaching. I think we all can relate to this sense of dynamic stasis, of simultaneous time-pressure and timelessness, in both our personal and professional lives, can't we?

In fact, when I heard the theme of this issue, I smiled because time is such a huge player in teachers' lives. Looming deadlines, short-term vs. long-term memory, the timing of lessons, teacher talking time vs. student talking time, using time effectively, planning time, reflection time, filling time, killing time, personal time, vacation time, time to renew the visa, time to change schools, time to retire, time to leave Korea. There's an amazing ebb and flow of minutes and years in a lifetime, and they can all coalesce in the minute-by-minute orchestrations of a teacher existing in individual lessons while building an overarching curriculum with an eye toward lifelong impact. And yet, in that moment when an activity is spectacularly failing, it can help to step back into the reassuring vastness of eternity; this, too, shall pass (though those students might not).

This issue contains some very innovative and informative conceptualizations of time, and I'm sure there's something for everyone. But that's always true for KOTESOL!

The Time Is Ripe

As I look ahead to the autumn term, I see a wide variety of opportunities for KOTESOL members to share, connect, and collaborate! Among the highlights: Many chapters are planning social or networking events in the next couple of months; the 2025 KOTESOL National Conference will be held in Incheon in October; and the Daejeon-Chungcheong Chapter is hosting its annual symposium, including its beloved traditional Thanksgiving dinner, on November 15. Many of our partner organizations are hosting conferences that we are excited to support, as well; in Korea, our members might be interested in attending GETA (October 25), while the overseas conference calendar includes MELTA (September 13–14; Petaling Jaya, Malaysia), ELTAM (September 26–28; Ulaanbaatar, Mongolia), TEFLIN (October 8–10; Malang, Indonesia), JALT (October 31 to November 2; Tokyo, Japan), ETA-ROC (November 7–8; Taipei, Taiwan), ELTAI (November 12–15; Bengaluru, India), SPELT (November 15–16; Karachi, Pakistan), and PALT (November 27–29; Manila, Philippines).

No Time Like the Present

Members are also encouraged to participate in the KOTESOL national elections this fall, either as a candidate or as a voter (or both). The nominations period runs from September 1–21, and candidates' information and endorsements will be available online throughout the voting period. Ballots will be sent on October 1 to all current KOTESOL members at their respective registered email addresses. If you don't receive a ballot but believe you should have, please (a) confirm that your membership has not expired (the expiration date can be found on your profile page on the KOTESOL website, under "Expiring Roles"), (b) confirm you are looking at the email inbox associated with your KOTESOL membership, and (c) check your spam filter. If all else fails, please contact the Nominations and Elections Committee at elections@koreatesol.org to request your missing ballot. Voting will be open October 1–19, and the results will be announced at the Annual Business Meeting on November 1.

Beat the Clock

Some important deadlines are coming up faster than you might expect! Start thinking about where you'd like to take your professional development in the spring – and how you can bolster your resume. Would you like to present? Publish? Participate in international ELT events? KOTESOL's got you covered. The call for proposals for the 33rd Korea TESOL International Conference (May 16–17, 2026; Sookmyung Women's University, Seoul) will be opening soon and closing early in the spring. Keep an eye on the KOTESOL website later this year, as well, for details about applying for our need-based presenter travel grant, designed to support accepted conference presenters with financial hardship from countries traditionally under-represented at KOTESOL conferences. We'll also have additional information about applying for KOTESOL conference or travel grants to represent us overseas, applying for research grants of up to 750,000 KRW, publication opportunities, and more.

Time Marches On

What are your goals and ambitions for the fall semester? Whatever your thoughts and plans, I hope you make the most of your time! I wish you a term filled with professional and personal growth and gratification. Life's too short; let's finish the year strong!

From Event Time to Clock Time: Teaching Temporal Concepts Through Cultural Reflection in the Korean EFL Classroom

By Dr. Thomas Duvernay

Introduction

When I first came to Korea in 1984, I was a young, single, adventurous American. Korea was still developing, and life moved at a more fluid, unhurried pace. Appointments were flexible, days were shaped by natural rhythms, and time often felt more like a suggestion than a rule. I didn't know it then, but I was living in a culture guided more by event time than clock time.

Fast forward to today: I'm 1.5 years away from retirement, happily married for 41 years, and though in my mind I'm still 25 – I carry more than four decades of experience on top of that with me. I've spent most of my adult life here in Korea, watching the country grow, modernize, and transform – along with my own sense of time.

Recently, in one of my university EFL classes, we came across a unit on time. It introduced the concepts of event time and clock time, terms that immediately brought back memories of my early days in Korea. I asked my students if they had ever heard of the expression *Korean time*. In all my classes, only two students said yes – one of them notably older than the others. I told them to ask their parents; I was certain they would know the term. That moment led to a larger reflection: time, like language, is culturally shaped. And that shaping affects not only how people live but how they learn and communicate.

Event Time and Clock Time: More Than Just Schedules

Back in the 1980s, it was common in Korea for someone to arrive well after the agreed meeting time without it seeming rude. People operated on what was widely known then as *Korean time*. It wasn't about carelessness or poor planning – it was a different cultural relationship to time. What I later came to understand is that Korean time was an example of what scholars call *event time*.

Event time is when activities begin or end in relation to other activities, natural cues, or social readiness. It is flexible, contextual, and often communal. *Clock time*, by contrast, segments the day into uniform units, governed by mechanical devices and expectations of punctuality.

In the Korea I first encountered, clock time governed institutions, but event time still ruled much of daily life. What I was witnessing – and adjusting to – was a society in temporal transition. As Edward T. Hall (1983) observed, time functions as "a primary organizer for all activities, a synthesizer and integrator, a way of handling priorities and categorizing experience" while simultaneously serving as "a special message system revealing how people really feel about each other" (p. 3).

From Korean Time to Clock Time: Witnessing a Cultural Shift

In 1984, most Koreans did not own cars. To get anywhere, you walked, biked, or depended on buses, trains, and taxis. That meant your schedule depended on someone else's. Appointments were more like timeframes. The society still moved to the rhythm of event time. As Robert Neff reflects in his 2024 article, even noblemen had to adapt to stricter time expectations with the introduction of systems like the trolley, which "waited

for no one." He also described how unreliable transportation and communication – such as sold-out bus tickets, broken-down vehicles, long lines at public phones, and the need to guess someone's whereabouts – made punctuality nearly impossible. These limitations gave rise to an informal cultural understanding: People would wait, often up to thirty minutes or more, because lateness was expected and accepted.

The 1988 Seoul Olympics marked a cultural and economic turning point. Korea modernized rapidly. Roads expanded. Private car ownership rose dramatically. For the first time, many people could control their own schedules.

And with control came punctuality. Clock time gradually replaced Korean time in daily life. Arriving late became less acceptable. Institutions ran tighter schedules. Being "on time" became a personal responsibility.

This transformation reflects what sociologist Hartmut Rosa calls "social acceleration" – the way modernization compresses time and intensifies temporal pressure (Rosa, 2013). Rosa identifies three dimensions of this acceleration: technological acceleration, evident in transportation and communication; acceleration of social change, reflected in cultural knowledge and social institutions; and acceleration in the pace of life. According to Rosa, these processes create a "shrinking of the present" (p. 147), where expectations based on past experience become increasingly unreliable guides to the future. For Korean society, this acceleration happened with remarkable speed, creating the generational divide I observe in my classroom today.

I saw this shift in schools as well. In the high school where my wife and I taught in 1984, class periods didn't change with a bell but with music played over the loudspeakers – classical pieces like *Für Elise* or *Home Sweet Home*. It was a gentle, cultural way of signaling time. In hindsight, it reminded me of the bells and drums of Joseon-era Seoul, used to open and close city gates or mark the night watches.

Time was becoming standardized. But I remembered when it was shared.

Time Before the Clock:
Joseon Korea and the Flow of the Day

Long before modern clocks, people in Korea kept time through shared rhythms, natural events, and public signals. In Joseon Korea, days were divided by the twelve Earthly Branches (each spanning about two hours), and nights by the five-night watch system (*ogyeong*, 오경), which changed with the seasons.

Time wasn't simply kept – it was announced. The monarch had the responsibility of "observing the heavens and informing the people" (*gwansang-susi*, 관상수시). In Seoul, Injeong and Paru signals used distinct instruments – bells and drums – to help citizens distinguish between curfew announcements, with Injeong marking the closing of city gates and Paru marking their opening. A curfew was between these signals, enforced with real consequences. These auditory cues governed the capital.

In addition to bells and drums, Joseon Korea used water clocks (*jagyeongnu*, 자격루) to strike signals automatically, sundials (*angbu ilgu*, 앙부일구) placed in public spaces, incense clocks used in temples and official exams, and star-based time observation (Needham et al., 1986). These weren't crude systems – they were practical, communal, and meaningful. People rose with roosters, paused with the noonday drumbeat announcement (*ogo*, 오고), and rested when the sun set. Time was part of life's texture, not a constraint to be managed.

Cross-Cultural Perspective:
Noon Is When the Sun Is Highest

In 2016, as a citizen of the Little Traverse Bay Bands of Odawa, I received my tribal name: Naawiyihiimiigwan (Middle Feather). It refers to the middle tail feather of the eagle, the one that turns first and helps guide the others. The elder who revealed my name was Joe Mitchell, who had also performed my late father's naming ceremony twelve years earlier.

As I planned the event, I called Joe and asked what time I should tell people to arrive at the tribal government center. He said, "Noon."

"So... 12 o'clock?" I asked.

He snapped, "No! Noon!"

To Joe, *noon* meant "the sun's highest point," not a digital timestamp. I looked up "solar noon" online and tried to clarify. That only irritated him more.

"Just tell people 'noon'! They'll know."

And they did.

That moment reminded me of the time before watches and alarms, when people listened to bells, followed the sun, or moved when the moment called for it. Joe's concept of time wasn't outdated. It was culturally embedded. It was event time.

I told everyone to come at noon. We didn't start at 12:00. We started when the time was right.

Teaching Time, Culture, and Communication in the EFL Classroom

Time shows up everywhere in language. We teach verb tenses, adverbs of time, scheduling vocabulary, and polite ways to arrange meetings. But rarely do we stop to ask: What kind of time are we teaching?

Hall's anthropological research reveals that understanding time as a cultural system is "virtually impossible to separate time from culture at some levels" (Hall, 1983, p. 3). His distinction between monochronic cultures, which handle tasks sequentially and treat time as a tangible commodity (such as scheduling meetings back to back), and polychronic cultures, which approach functions and events simultaneously and prioritize relationships over schedules (such as conducting multiple conversations at once), provides essential framework for cross-cultural communication.

For learners, especially in Korea, understanding clock time norms in English is essential. But so is recognizing how their own

> **The goal isn't to choose between event time and clock time, but to develop what we might call "temporal literacy."**

cultural instincts might differ. A Korean student might say "around 3 o'clock" and not realize how that flexibility could be misread by a native English speaker from a monochronic culture. Or they might interpret "noon" as a fixed number, not a natural high point.

Classroom Applications
In my classes, I use personal stories like the tribal naming or my early experiences with Korean time to open up discussion. Students reflect on their parents' habits, the way appointments are made, or how time is perceived differently between generations. To help students internalize these ideas, I developed a few classroom activities that blend personal reflection, cultural inquiry, and pragmatic language awareness.

1. Cultural Time Archaeology: Students interview parents or grandparents about pre-digital timekeeping practices, often uncovering family stories about seasonal work rhythms, communal gathering patterns, or generational differences in punctuality expectations.

2. Scenario-Based Temporal Navigation: Small groups work through cross-cultural timing challenges, planning meetings between American managers and Korean colleagues, coordinating international conference calls, or explaining different cultural approaches to "fashionably late."

3. Pragmatic Language Analysis: We examine how English time expressions like *right away, in a minute,* or *whenever convenient* carry different cultural assumptions than their Korean equivalents, building awareness of hidden temporal messages.

4. Temporal Identity Mapping: Students create parallel timelines showing how they might structure a day using clock time versus event time principles, leading to discussions about stress, efficiency, and life satisfaction.

5. Media and Literary Time Markers: We analyze how English-language films and literature use temporal references symbolically – the gunfight at high noon, the dawn raid, the midnight deadline – to understand how time carries cultural meaning beyond mere scheduling.

These lessons aren't just about vocabulary; they're about worldview. Helping students recognize their own cultural frameworks allows them to better understand the assumptions behind English usage and navigate cross-cultural conversations more skillfully.

Conclusion: Living Between Times
Time, like language, is not neutral. It carries memory, culture, values, and power. The way we measure it, talk about it, and move through it says a great deal about who we are and how we live.

But event time hasn't disappeared. It lives on in the cultural past, in older generations, in rural villages – and in places like my tribal community back home, where noon is still when the sun is highest, and people know without looking at a watch when it's time to gather.

As EFL educators, we are in a unique position. We don't just teach grammar and vocabulary. We help our students cross cultural thresholds, navigate new ways of thinking, and reflect on their own identities. Concepts like time are deeply embedded in language, appearing in verb tenses, expressions, and social expectations. When students understand how time is experienced differently across cultures, they begin to recognize the cultural assumptions behind the language they are learning. This helps them speak more naturally, listen more carefully, and communicate more meaningfully.

The goal isn't to choose between event time and clock time, but to develop what we might call "temporal literacy": the ability to recognize, interpret, and navigate different cultural approaches to time. This literacy serves our students not just in English-language contexts but in an increasingly interconnected world where temporal assumptions often remain invisible until they clash.

In the end, whether by bell, drum, chime, or smartphone alert, time is something we both measure and live. And as teachers, we can help students do both – in English, and in rhythm with the world around them.

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Countdown to an Advanced Degree: Tips for Finishing That *&#$! Dissertation

By Dr. Lindsay N. Herron

I'm probably not the best person to talk about finishing a dissertation in a timely manner. When I started my distance doctorate program at Indiana University Bloomington (USA), I eagerly took a full course load – two courses per term, six courses per year – and passed my qualifying exam at the beginning of Year 4, right on schedule. But when it came time to write my dissertation proposal (and then the rest of the dissertation), I floundered. First, I was slightly derailed by a well-intentioned dissertation committee member who recommended that I read three particular books that might be relevant (they weren't). Then COVID hit, denting both my momentum and motivation as my priorities shifted. It took a lot of effort to get back on track, and I finally graduated with an EdD last December.

Actually, maybe that makes me the perfect person to talk about finishing a dissertation, because I've *been there*. I know how daunting it is to have a single, overwhelming task on your to-do list: "Write dissertation." I understand how easy it is to slip into productive procrastination, electing to wash the dishes or do laundry or… chair an international conference or two, instead of writing. I can relate to anyone who has lost steam due to a lack of extrinsic motivation; when your employer doesn't care whether or not you have a doctorate, it's easy to amble along at your own pace. And I can empathize with people exhausted from the endless grind of grad school, who give themselves a short reprieve from writing, but then find it difficult to get back into the routine. I've experienced all these stumbling blocks and more; if you're struggling, believe me when I say, *I feel you*.

That said, here's what finally worked for me; perhaps some of these recommendations will help push you beyond whatever roadblocks you're facing, as well.

1. Before Starting: Early Opportunities to Make Progress During Coursework

Few people enter graduate school with their dissertation firmly planned out; coursework is a great time to start exploring and experimenting, broadening your knowledge, practicing explaining your thoughts, bouncing ideas off classmates and professors, and finding your passion. (NB: Your dissertation will completely saturate your life for months or even years; make sure you are passionate about your topic!) During your coursework, you can lay a solid path for the future by doing these things:

Look for topics, theories, and inquiry approaches that interest you; start thinking about how they fit together and relate to your worldview. Could some of these areas work together to inform your research and shape your conceptual framework?

Start looking for possible dissertation committee members. Which professors are talking about the topics, theories, and approaches that you find engaging? Which professors give you solid, timely feedback and seem interested in your ideas?

Take notes on what you read. Over many classes, I compiled an informal annotated bibliography full of citations, key quotations, and my own notes on how the pieces related to my topic and to each other. This was an invaluable resource when I was writing my literature review and theoretical framework chapters.

Try to integrate your potential dissertation topic or theoretical framework into papers for your classes. You might even have a chance to run a pilot test during an early inquiry course, which could help you refine your methodology ideas. Take advantage of these opportunities to get feedback (and also to generate a repository of writing you can later repurpose).

2. While Writing: Maintaining Motivation & Making Steady Progress

Once you've passed the qualifying exam and are ready to write your dissertation proposal and dissertation, it's easy to lose momentum! Here are a few things that ultimately helped push me over the finish line.

Try productive procrastination specifically oriented around your dissertation. Feeling overwhelmed or uninspired? Try setting up the formatting, writing the dedication, adding the requisite cover pages, formatting your bibliography, updating your CV (often appended at the end of a dissertation), etc.

"Body doubling" can be very motivating. I was surprised to discover how focused I was when working alongside companions who were also working. You can meet with accountability partners in person or online, though I personally preferred face-to-face "productivity hangouts" over coffee.

Create a habit. A podcast I enjoy once described the process of creating a habit as requiring the removal of points of friction (that deter you from performing your target behavior) and the

addition of points of facilitation (that make it easier to perform your target behavior). For me, this meant a few things:

(a) Setting aside a dedicated time for writing. What time of day works best for you? I found I was quite productive at dawn, but I really preferred writing during the afternoon, especially on scheduled days with my accountability partners.

(b) Minimizing distractions and responsibilities during dedicated writing time. I found it helpful to close tabs and apps during my "diss time" so I wouldn't get distracted. I usually didn't turn off notifications entirely because I knew if I did, I'd fret about what I might be missing; a quick check when a notification arrived typically either reassured me it could be ignored or provided a momentary break while I responded.

(c) Taking advantage of comfortable "third spaces." Writing at home was ineffective for me, as I constantly got distracted by miscellaneous household chores. Ultimately, I found I was most focused when writing in my favorite
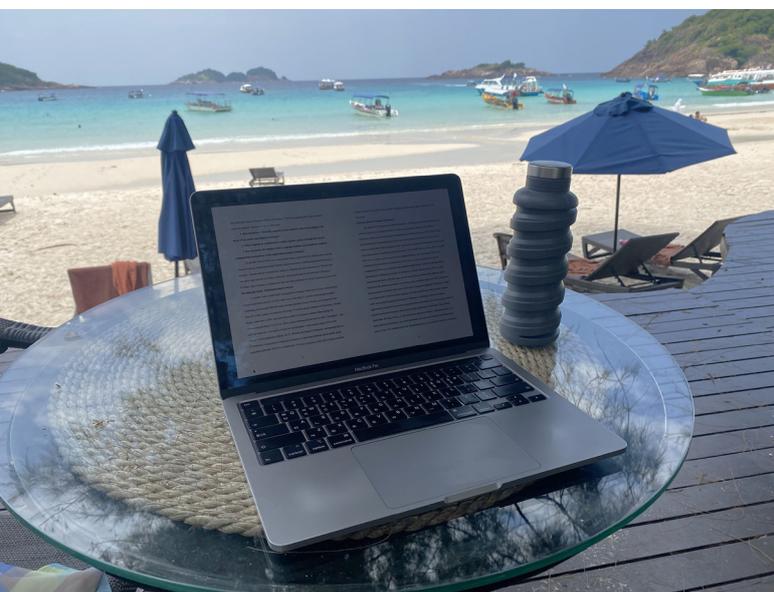
cafes and pubs, happily sipping a beverage as a kind of incentive and reward. In fact, Bulk Coffee, Mega Coffee, and the Ghost Light Saloon (in New Mexico) all got special recognition in my acknowledgements section for unknowingly providing me with a dedicated workspace and tasty libations.

(d) Ensuring easy access to resources. I carried my laptop with me everywhere while I was working on my dissertation. If I found a few spare moments – on a KTX train, during down time at a conference, etc. – I would pull it out and write or revise, depending on my attention span. All of my readings, quotations, citations, etc., were available in digital form on my computer (and backed up in the cloud), so I had access to them at all times.

3. Tips for the Process, Overall
Make sure your committee members are all available and on board for the duration (note upcoming retirements, sabbaticals, etc.). Nothing derails a dissertation's forward momentum like losing a committee member and having to find a new one! One of my committee members just retired, in fact, so it's good that I finished when I did.

Check your institution's timeline carefully. My institution, for instance, provided me with a document that had a mandatory checklist including deadlines ("*At least* 40 days

before the defense, or earlier…," "*At least* 30 days before the defense…," "By the 15th of the month you wish to graduate…," etc.). It might help to write out a timeline with goalposts for yourself.

Create a separate "cut bits" document. At first, I agonized over what to cut and what to keep, but once I created a separate document to save everything I removed, I was much more efficient (even savage) with my slashing. In fact, when confronted with writer's block, I sometimes found it useful to remove an entire section and then start anew, assured that my old draft was patiently waiting in my "cut bits" file to serve as a safety net if this rewrite failed.

Memorize APA7 formatting to streamline your citations. Citation management software such as Mendeley or Zotero can also be helpful, but for me, there was no substitute for knowing how to do it properly!

Finished is better than perfect. At some point, you have to let go. Instead of proofreading the document for the umpteenth time and endlessly making minor changes, stop; mentally assure yourself that it's good enough, and send it to your committee. They'll tell you if it's not ready or if it needs to be changed. Get it done!

Save early, save often! Fortunately, I didn't lose anything due to a hardware malfunction, but the longer my paper got, the more often I saved a dated version to Google Drive. (I was working in Word for formatting purposes.) Losing everything and having to start over would certainly be the worst way to lose time on a dissertation!

Ultimately, once you embark on your dissertation adventure – or any major project, really – momentum can often be sustained by creating an environment conducive to progress. Once I minimized obstacles (and excuses) and added elements to increase access, focus, and incentives, I finally was able to normalize my writing routine and streamline my process. Whipping out my laptop during any moment of downtime no longer felt onerous but rather became a pleasant, satisfying experience. While it was nice to have an apartment that was cleaner than ever (thanks, procrastination!), it felt even better to make progress and finally finish.

If you're currently working on or thinking of starting an advanced degree, I hope these suggestions are useful to you – especially if you're struggling. Regardless, I'm proud of you for your journey. *Fighting!*

The Author

Lindsay N. Herron has been a visiting professor at Gwangju National University of Education since 2008, and she finally completed her EdD in literacy, culture, and language education at Indiana University last year. Dr. Herron's research focuses on the critical cosmopolitan literacies of language learners participating in cross-cultural exchanges. Email: lnherron@gmail.com

Keeping on Track with Time: Managing Behavior for Effective Lessons

By Eve Dennard Kim

A well-structured class not only keeps students engaged but also helps maximize learning within limited time. By breaking lessons into clear, purposeful segments, teachers can maintain momentum and ensure students stay focused from start to finish.

I teach students of elementary and middle school ages at a *hagwon* in Gwangju. My current class format is for 40 minutes for both elementary and middle school students. In each class, we focus on new vocabulary at the beginning of class, practicing and discussing it. Next, we have a reading and a discussion. Then, we have reading comprehension questions and further discussion at the end of class. This format is perfect for 40-minute to 50-minute classes.

Here are a few tips for structuring class time to keep your elementary through middle school students focused and engaged.

Start strong with a short, consistent routine to set the tone.

1. Starting with a Routine

Start strong with a short, consistent routine to set the tone. Write the date and your students' names on the board, if you have small classes, to keep them grounded in the classroom. You can also add stars or smiley faces next to their names when they perform well in class, behave well in class, are quiet in class, or do anything extra special or amazing in class. This simple activity will keep them focused on doing their best in class. You can award the students who have collected the most stars or smiley faces at the end of each class (or at the end of each week) to encourage positive behavior. Some great gifts are stickers, candy, and snacks.

2. Settling In

Use the first few minutes to settle in and ease into English. Allow students to use the bathroom and get pencils and erasers at the beginning of each class before class starts. The first 5–10 minutes of class should be used for saying hello, allowing students to use the bathroom and getting settled as you are checking homework. A great warm-up activity for every class period is to have each student ask their neighbor: "How are you today?" / "How was your weekend?" and/or "What did you do today" / "What did you do this weekend?" You can change the questions as needed and have everyone practice with their classmates (in small classes). This helps to encourage casual conversation in the classroom. You can lead the conversation with guided questions and answers as needed. For example, after a holiday break, you can write on the board,

Q: How was your holiday?
A: It was great/wonderful/fantastic/terrible/just okay.
Q: What did you do?
A: I went to_____. / I stayed at home.

Help students as needed. You can have each student share their partner's answer with the class if you have time.

3. Checking Homework; Review Test

Once homework has been checked by you, or together as a class, take five minutes for a quick test on the previous unit (as needed).

4. Practicing Vocabulary

Spend 10 minutes introducing and practicing new vocabulary, as you move into the new lesson for the day. Take the next few minutes of class to read the vocabulary words aloud together, and introduce or expound on any new words that you will be using in class. Have the students repeat after you and use the new vocabulary words verbally in sentences.

I normally pick three vocabulary words from the list to practice aloud. For example, if one of the new words is *hobby*, you can ask each student, "What is your favorite hobby?" They should answer in a complete sentence: "My favorite hobby is swimming because I love the water," or "My favorite hobby is soccer because I love to kick the ball." If students have trouble, then you give the first example. Write your example on the board with your name. For example, "My favorite hobby is photography because I love to take pictures." Then, write their names on the board and ask for their examples (if you have a small class).

When you give your example with your name attached, this normally encourages students to participate. If they still have trouble, ask other students first, then go back to the students who were having trouble. Skip students who are unable to answer, and go back to them later during the class. Students will normally participate as they feel more and more comfortable in class. There is no need to get upset, angry, or pushy. You simply focus on those who are participating and continue to ask each person to participate. Each student will participate as they learn the skills needed to speak more and more confidently. Focus on compliments and continue to encourage all students with extremely positive words like "Excellent!" "Wonderful!" "Perfect!" "Great job!" "Great answer!" "Fantastic!" These words are very empowering, and this encouragement will motivate students to participate more and more in class.

5. Focusing on Reading

Dedicate the next 10 minutes to focusing on a reading followed by comprehension questions. Make sure each student has a chance to read aloud. When students have trouble with words, give them a chance to self-correct, and then correct them as needed. You can also write a few common errors on the board to go over in class together. After the reading, make sure to ask

comprehension questions related to the reading. I recommend a combination of easy questions and hard questions for each student (depending on the student level).

When students have trouble answering questions quickly, I recommend giving them a clue or hint on where to find the answer (e.g., "Check the first paragraph," or "Read the last line."). In cases where books indicate line numbers, I would give the student the line number to find the answer quickly and say the answer. If I'm walking around the class or near the student, I will point out the answer in the book. If they are still having trouble, I normally say, "Good try! No problem. I will come back with another question." Then, I will be sure to ask them another question later.

You should always lead every part of class and not allow one or a few students to talk over other students or answer all the questions. Each student should be called on in class to participate and given a chance to read aloud and to give answers aloud. Here is another chance for students to shine in class, gain stars/points and compliments. If students are being too talkative or disruptive in class, then you can remind them to listen to others (e.g., "Time to listen – not to talk."). You can also separate students as needed or bring disruptive students closer to you in the classroom (to the front of the class). Additionally, you can let their Korean teachers know if you are having trouble and let the student's parents know if the student will not behave properly in class. If students are acting silly or not serious in class (e.g., reading in a silly, loud, or fast voice), you can say, "Good try! Now try again," or "I want you to do really well and improve your English," or "Let's read one more time slowly and clearly." You could also skip that student and have the student read last when they are ready to read properly.

6. Using Vocabulary
This part of class can also focus on using the vocabulary words correctly in sentences. Many books have fill-in-the-blank exercises, multiple-choice questions, or unscramble sentence options after the reading. You can also create these options on your own for your classes. A combination of fill-in-the-blanks, multiple-choice questions, and scrambled-word sentences all work very well for remembering vocabulary and using it correctly in sentences. You could give students a few minutes to complete these questions on their own, or you can work on them all together. I tend to do a combination of both (depending on the student level), and then we go over the answers together in class. Here is another chance for students to be called on one by one to participate in class.

7. Writing and Review
Use a quick five minutes for guided writing and sentence review. The last class activity should be to write sentences together if you have time. I tend to do guided-writing sentences on the board. Each student will have a chance to create a sentence using the vocabulary words, then the entire class will write the sentence in their writing books. This is great practice for constructing sentences properly together in class. You can also ask each student to write their sentence and verbally share it with the class if you don't have time to write sentences together. Instead of playing games at the end of class, this is a great way to train your students to end class by reviewing what they have learned and putting it into practice.

8. Assigning Homework
Reserve the final few minutes of class to assign homework. Each student should have a homework notebook where they record their homework for each class. Once students are trained to participate in class, ask questions, read aloud, write sentences, and write down their homework at the end of class, then classes tend to go very smoothly. Always have students write the unit number, the page number(s), and the workbook or practice book page(s) in their homework books. I also assign 5–10 sentences for them to write at home as homework. Reading a story at home and writing a journal entry for homework is also a great idea. Students can write a summary of the story and share their opinion of the story. More advanced students can write about the pros and cons of the story if applicable. Teaching poetry and descriptive writing is also fun if your school will allow you to do more creative writing in class and for homework. And make sure you check student homework when they return. Students are more likely to do homework for teachers who check homework consistently when they return to class.

Always remember to remain positive and encourage your students to do their best in class. Reward them and compliment them as they do well. I tend to give pizza parties and snack parties after a month or two of continuous progress and excellent behavior in class. (Make sure this is okay with your academy/school). Learning a second language is always extremely difficult and challenging. Your students will not improve or be perfect speakers overnight. However, as time passes, you will continue to see growth and progress from those students who are putting forth the effort. Make sure to reward those students who are doing really well in class. One of the most rewarding parts of being a teacher is seeing your students' improvement over time. Let's always celebrate their progress and help them move to higher levels. As teachers, we are shaping the next generation of citizens, workers, business owners, and leaders.

Let's always do our best to motivate our students and keep their learning on track during every season throughout the year. Focusing on clear time management throughout each stage of the lesson helps maintain a smooth class flow and maximizes learning opportunities. When students know what to expect and when to expect it, they stay more engaged, motivated, and ready to participate actively from start to finish.

The Author

Eve Dennard Kim is from Atlanta, Georgia, USA. She has a double degree in print journalism and English from Georgia State University. Eve has over seven years of experience as an ESL teacher in South Korea and in the USA. Her background includes positions where she has been a teacher, writer, marketing manager, operations manager, executive assistant, and a top-producing realtor in the USA. Eve has taught all ages and enjoys teaching a variety of class formats and subjects to her students. Email: eve.kim@metrobrokers.com

It's Time to Create Your Own Textbook:
A Step-by-Step Guide for EFL Teachers

By Stephen Walker

If you were to ask "What's the most important thing to know about creating your own textbook from start to finish?" the answer is simple: time. Not just time in the literal sense, but time as an investment. Time spent developing, designing, and ultimately publishing something that reflects your educational philosophy.

If you're not sure where to begin but are open to learning and taking some chances, you're already halfway there. So what are you waiting for? There's no time like the present to learn some new skills and take your teaching career to the next level. Let's get you published.

Getting Started: Are You Ready?
Before diving in, there are a few questions to ponder. Do you primarily use textbooks provided by your institution, or do you have the freedom to implement your own materials? Have you been developing your own resources for class? If so, are they substantial enough to fill the pages of a full-length textbook that ranges between 90 to 140 pages? And finally, are you hoping to elevate your professional profile while possibly generating some extra income?

If you answered yes to most of the above, then you're ready to take the next step. Even if you're unsure about layout, design, photography, or formatting, a willingness to learn can take you to the finish line.

▲ Stephen Walker's first self-published textbook, *Tell Me About It!*

There are six major stages in the self-publishing process, and I will offer my personal insight into how to turn classroom-tested materials into a polished, professional textbook from start to finish:
1. Developing your concept and content
2. Choosing the right software
3. The learning curve
4. Finalizing your draft and finding a printer
5. Promoting and distributing your textbook
6. Lessons learned: Practical dos and don'ts

> To save a lot of time and energy, you should focus on completing the format of one unit before you move on to the others.

Step 1: Developing Your Concept and Content
Before you sign up and pay for any design software, your focus should be on your curriculum. What do you want students to learn from using your book? Will it be designed for a single semester or can it span two? Who is your primary target: beginner, intermediate, or advanced learners? You should also decide on the number of units and the number of pages per unit.

To build a well-rounded, engaging textbook, try incorporating a variety of activities:
• Vocabulary development and functional language exercises
• Fill-in-the-blank or short-answer comprehension tasks
• Speaking activities like Q&A, dialogues, and opinion sharing
• Guided writing prompts
• Group activities and real-world research tasks
• Debate formats and etiquette for civil discourse

Also, decide how you want to incorporate the four skills: listening, speaking, reading, and writing. A strong textbook gives each one attention, often through tasks that mirror real-life communication.

Once your basic curriculum is developed, it's time to envision the layout. Examine other textbooks you admire. What makes them visually appealing or student- and teacher-friendly? If you don't have basic layout experience, I recommend following the basic layout (headers, sidebars, image placement) of a textbook you like for your own project.

To save a lot of time and energy, you should focus on completing the format of one unit before you move on to the others. Your first unit will serve as a template, so it's essential to get the format right early on: font styles, font sizes,
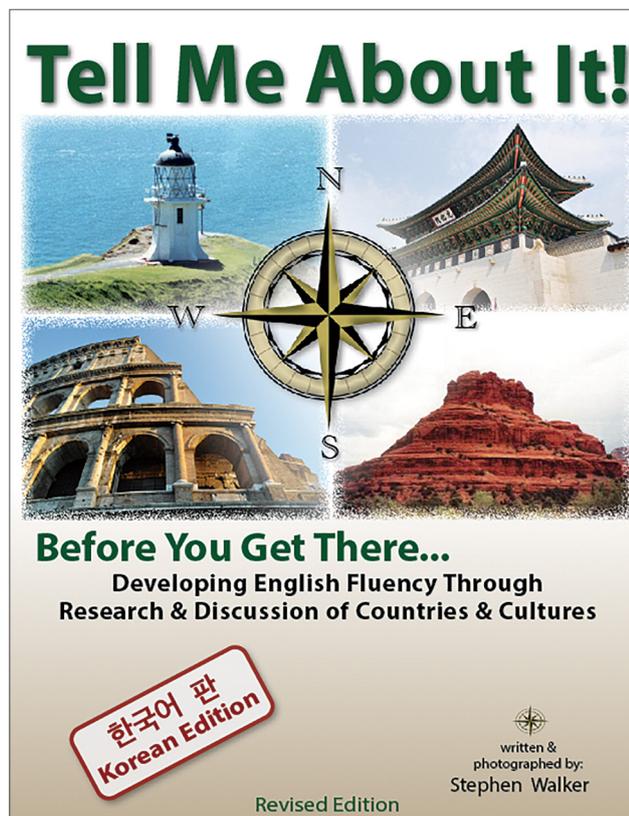
your project. My first book took about a year to complete, from writing original content, using Photoshop to edit and touch up images, designing pages, and working with a printer.

Step 4: From Draft to Print
Once your main text is complete, print out a hard copy at home and begin proofreading for capitalization, spelling, grammar, layout, and consistency. Run all text through spellcheck, but don't rely on this as your editor. Ask two or more trusted friends or colleagues to review your work.

At this point you should also think about getting an ISBN (International Standard Book Number). It's required for distribution and costs anywhere from $29 to $129, depending on format and country.
- ISBNs are for identification and distribution; they don't give or affect copyright.
- Copyright is automatic once your work is fixed in a tangible form.
- If *you* purchase the ISBN, you are considered the publisher. (More on this under Conversation Based Learning below.)

When you and your editors are finally finished proofing, you are ready to send it to print. The printer will need two PDF files: one for the main content, one for the cover (including spine). You should request a test copy from your printer before you make your full order.

I've used two printers in S. Korea and highly recommend both:
- Tara TPS: Used for first textbook: *Tell Me About It!*
  - 1,000 books (including journal and CD) at 3,000 won/set.
  - Total: 3 million won plus tax and shipping
- KSI: Used for the second textbook: *Think About It!*
  - 1,000 books at 2,248 won/book (no journal or CD).
  - Total: 2,248,000 won plus tax and shipping
  - KSI charged 14,500 won for a test copy delivered to your door.

paragraph spacing, image placement, color schemes, and overall feel should be consistent across all units.

Once your first unit is complete, you can simply copy and paste the format throughout the remaining units for consistency.

Step 2: Choosing the Right Software
The next step is choosing the right design software. There are many options available, but I will focus on two popular publishing programs: Adobe InDesign and Affinity Publisher.
- Adobe InDesign is the software I have used. There is a sharp learning curve at the beginning, but free tutorials are available on YouTube. It requires a subscription: as of 2025, anywhere from 30,800 won (InDesign) to 78,100 won (Creative Cloud) per month. I have used InDesign for all three of my books and numerous other projects.
- Affinity Publisher is a cheaper alternative with a one-time cost of around 74,000 won. Though I haven't used it myself, a colleague has had good experiences with it.
- If you plan to include your own photographs in your text, which I recommend, you'll also need photo-editing software like Adobe Photoshop, which is part of the Adobe package. Using your own visuals adds professionalism, a personal touch, and keeps your book royalty-free.

If you do choose stock photos, plan ahead. Sites like Bigstock and Shutterstock offer daily download limits on monthly plans. Before purchasing, you should have a strong vision on the type of images you want to use in each unit. Then, once you purchase a plan, you can maximize the limited downloads per day, and cancel the subscription after one month to save money.

Step 3: The Learning Curve
Welcome to YouTube University! If this is your first time using design software, be ready for a steep but interesting learning curve. Most every technique and skill you need to design your book is available for free online. Take your time at the beginning to learn the basics, write down important prompts and key shortcuts, don't forget to save your work frequently, and make a back-up file once every few months in case something happens to your master file.

How much time is needed to push through the learning curve? This all depends on you and the time you devote to

How much time is needed to push through the learning curve?
This all depends on you and the time you devote to your project.

You'll be asked to choose a gloss or matte cover, paper weight, and binding. Most textbooks use perfect binding and gloss lamination, but matte offers a softer visual.

Below are some specifics you may wish to use when making your decision:
- Cover: 4C/0C, Gloss Art 300 gsm / Gloss Lamination
- Paper quality: (Body) 128p, 4C4C, New Plus White 100 gsm
- Binding: Perfect binding

If you do not wish to purchase 1,000 units or if printing costs are too high, you can order fewer copies, but the price per unit will be increased.

An alternative to using a printing company in Korea is to use Amazon's Kindle Direct Publishing (KDP). This is a print-on-demand site and is popular with many authors. It's free to use, though royalties are much lower. KDP will also provide a free ISBN if needed. You retain copyright and grant Amazon permission to distribute under their terms.

A final option is to contact Conversation Based Learning (CBL), a small Korea-based company run by Gunther Breaux (author of *Jazz English*). They offer ISBN services, some guidance with a printing company, and can help you advertise your book on a few Korean websites like Gmarket and Aladin. Your copyright remains yours, but on the copyright page of your book you need to list: "[Book Title] is an imprint of Conversation Based Learning." Gunther has years of experience teaching in Korea, writing, and self-publishing books.

Finally, let's crunch some numbers. What's the financial incentive for investing so much time and energy into this project? For example, if you print 1,000 books with KSI at 2,248 won per unit and independently sell each book for 20,000 won, you can make a 17,752-won profit, or around 17.7 million won for 1,000 units. The profit margin is much less if you choose to use KDP or CBL; however, you are able to reach a much larger audience, thus more sales in the long run.

Step 5: Promoting Your Book
Once your book is printed, it's time to spread the word. Some low-cost ideas include:
- Self-promotion (word of mouth): Slow, but stands the test of time
- Sharing free trial copies with students and colleagues
- Asking your school to allow you to create a class around your book
- Creating a presence on YouTube, Instagram, Naver, other social media
- Sending review copies to TESOL influencers
- Create a teacher package: USB flash drive that has a PPT (that shadows book and includes answers), all audio tracks, quizzes, tests
- Get interviewed on a local station or social media outlet

I created YouTube channels for both textbooks with free audio tracks. I also launched a second channel called *Tell Me About It! 40 Questions*, where I interviewed international residents in Korea using questions from my journal insert. Outside of class, students watch the interviews and take comprehension quizzes.

If you're planning to create a social media channel, reserve the name and URL before printing so you can generate a QR code for the book. A QR code visible on the back cover linking to videos, guides, or your homepage adds major value for readers and teachers alike.

You may also consider renting a booth at a book fair or presenting at KOTESOL conferences.

Step 6: Lessons Learned – What to Do (and Avoid)
What to do:
- Complete your first unit before others – it's your template.
- Choose clean, readable fonts (Myriad Pro 14 pt / 12 pt for body text).
- Backup everything, often.
- Use students to test activities.

- Give free (half-priced) copies to teachers for honest feedback.
- Accept constructive criticism. Thick skin is a must!
- Create extra content (PPTs, YouTube worksheets, quizzes, tests).
- Enjoy the process and learn from your mistakes.

What to avoid:
- Font matters: Don't use Papyrus, Comic Sans, or anything "cute."
- Don't spend on unnecessary advertising schemes (mugs, shirts, etc.).
- Don't ignore layout inconsistencies.
- Don't rely on just one proofreader.
- Don't give up! Keep the fire burning!

Final Thoughts
If you've ever dreamed of seeing your name on a book cover or wanted material that reflects your actual classroom experience, self-publishing is a rewarding endeavor. It requires time, dedication, and a willingness to learn, but the final result is something tangible, meaningful, and impactful for you and your students. It's a long road, but trust me, it's time well spent.

Contact Information – Printers in South Korea
Tara TPS
Tel: +82 31-939-2234
Email: jlee3@taratps.com
Website: www.taratps.com
Address: 245 Sangjiseok-gil, Paju-si, Gyeonggi-do, 10911, Korea

KSI (Korean Studies Information Co., Ltd.)
Tel: +82 31-940-1113
Email: jh_oh@kstudy.com
Address: 3rd Floor, A Building, 230 Hoedong-gil, Paju-si, Gyeonggi-do, 10881, Korea

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Looping Back in Time: Repeating Dictogloss to Promote Vocabulary Noticing

By Dr. Andrew White

Introduction: Finding Form in Meaningful Communication

Language teachers working in communicative classrooms often face a familiar challenge: how to help students become more fluent without neglecting grammatical accuracy. Striking the right balance between communication and attention to language form, what is commonly referred to as *focus on form* (FonF), has long been a point of discussion among language educators and researchers. In essence, FonF involves drawing students' attention to grammar, vocabulary, or pronunciation as these issues naturally arise during otherwise meaning-focused tasks. It is not about interrupting communication for grammar drills, but about responding to breakdowns in understanding or production and using them as teachable moments (Long & Robinson, 1998).

One key setting for this kind of reactive language learning is *negotiation of meaning*, the back-and-forth interaction where learners clarify, adjust, and repair their speech to be better understood. This process allows learners to recognize gaps in their language ability and compare their output with that of others. The result can be increased noticing, reflection, and improvement. Among the classroom activities that support this kind of interaction, task-based approaches are particularly effective. Language tasks, defined as goal-oriented uses of language to achieve a specific outcome, allow learners to use the target language meaningfully, while still offering space to focus on form as needed (Willis, 1996).

One such task, the *dictogloss*, has gained attention for its ability to combine both fluency and form in an integrated way. Learners reconstruct a target text after hearing it, drawing attention to grammar, vocabulary, and structure through collaborative dialogue and reflection. It's this reconstruction process, and its potential to promote language awareness, that sets the stage for dictogloss, the communicative task explored in this article, and the in-depth discussion of the study within.

Background in Dictogloss

The dictogloss method, sometimes referred to as "grammar dictation," is a task-based activity that helps learners focus on linguistic form through meaningful interaction. Originally developed by Wajnryb (1990), it evolved from traditional dictation exercises into a more collaborative and communicative classroom practice.

The basic four-stage task in the dictogloss method (Wajnryb, 1990) is as follows:

1. The Preparation stage, in which the teacher prepares the students for the upcoming text's subject matter by whole-class discussion of the topic and background knowledge as well as text type. Ensuring that the students have some background knowledge can help increase listening processing features. As Wajnryb explains, students' effective listening improves "when they are able to anticipate what they will hear (and) when their interest in the topic has been aroused" (p. 7). Vocabulary suspected by the teacher to be unknown should be pre-exposed to the students.

2. The Dictation stage, in which the teacher reads the text aloud twice to the students at normal spoken speed. At the first dictation, students should listen for the global feeling of the text. During the second reading, students attend to noticing and are encouraged to take notes and write down valuable content words that will help in reconstructing the text in the next stage. Wajnryb calls these words "memory cues or triggers" (p. 8). As the speed of the dictation disallows writing every lexical chunk, students should consider the sentence to be the semantic grouping of focus.

3. The Reconstruction stage, in which students work in small groups to pool their noted fragments and reconstruct the meaning and form of the original text. One student, acting as scribe, may write down the group's text as it materializes through discussion and peer negotiation. The teacher's role at this stage is to act as passive monitor, though a certain degree of unobtrusive help related towards peripheral errors not related to a target language point (if any) can occur.

4. The Analysis and Correction stage, in which as a whole class, teacher and students can discuss and identify the variations in

> **The dictogloss method, sometimes referred to as "grammar dictation," is a task-based activity that helps learners focus on linguistic form through meaningful interaction.**

meaning and form between the various reconstructed student versions and the original text. "In this way, errors are exposed and discussed so that learners understand the hypotheses, false and otherwise, that underlie their choices" (p. 9).

In its classic four-stage structure, preparation, dictation, reconstruction, and analysis, dictogloss encourages learners to listen for meaning, take strategic notes, and reconstruct a target text through group negotiation. Students draw on their listening and writing skills during the dictation and rely on speaking and reading skills during reconstruction. This integrated use of all four language skills, paired with peer collaboration, makes it a dynamic tool for developing accuracy and fluency. The method fosters *noticing*, a key process in second language acquisition, by asking learners to compare their output with others' or with the original text. As Jacobs and Small (2003) noted, dictogloss promotes attention to form in an engaging, meaning-driven context. It is this blend of form and function that inspired the development of this communicative task, further explored below.

Dictogloss and What the Research Tells Us

Recent research continues to support the value of tasks like dictogloss as useful tools for promoting learner engagement with language form during meaning-focused communication. Studies have shown that the reconstruction stage in dictogloss is particularly rich in what researchers call *language-related episodes* (LREs), moments when students pause to reflect on grammar, vocabulary, or meaning while completing a collaborative task. For instance, Kowal and Swain (1994) found that nearly 40% of LREs during dictogloss activities involved form-focused discussion, showing that the task naturally encourages learners to engage with syntax and structure. Han (2008) found that the dictogloss task effectively promoted learners' focus on form, with learners frequently noticing and discussing grammatical features during collaboration, thereby supporting its use for integrated form-focused instruction. Other studies, like LaPierre (1994), highlight how teacher modeling of metalinguistic talk, essentially talking *about* language, can amplify these benefits. Her findings suggested that learners exposed to metatalk produced significantly more LREs and performed better on post-task assessments. Similarly, Swain and Lapkin (2001) found that dictogloss tasks supported more accurate use of target forms than traditional information-gap tasks. Collaborative learning also plays a central role. Kim (2008) found that students working in pairs generated more LREs and learned more vocabulary than those working alone. In essence, interaction and negotiation seem to improve both fluency and accuracy.

Together, these findings support the idea behind dictogloss: that students can benefit from structured yet flexible activities where they use their own language resources to complete a communicative task, while being nudged toward noticing and refining their output. It's this balance between meaning and

form that continues to make dictogloss both practical and pedagogically sound.

Noticing, Repetition, and the Role of Time

In language learning, time isn't just about clock hours; it's about creating the right kind of moments for learning to deepen. The *noticing hypothesis* argues that learners must first notice a language feature in order to begin acquiring it. Repetition, especially of meaningful input, creates more opportunities for such noticing to occur. In this way, repetition can be thought of as *time extended*, giving learners another pass at the same material, with greater familiarity and less cognitive load.

Research supports this view. Bygate (2001) found that when learners repeated a video narration task, their performance improved significantly; fewer errors, more precise vocabulary, and language that better approximated native-like norms. Similarly, Lynch and Maclean (2001) observed gains in pronunciation, word order, and fluency during repeated communicative tasks. Like spaced practice in vocabulary learning, repeated exposure over time allows learners to refine, recycle, and eventually master new language, turning moments of use into lasting competence.

Looking Closer: What This Study Explores

This article now turns to an exploratory study that looks at how task repetition, specifically through the dictogloss method, can impact language development in the ESL classroom, specifically vocabulary. As previously outlined, dictogloss creates a space where learners engage meaningfully with language, reflect on form, and negotiate meaning with peers. But what happens when this task is repeated over multiple sessions? Can simply doing the same activity again, with slight variation, deepen learning?

The small-scale classroom study at the heart of this article sought to better understand that process. It focused on two key questions: 1. Did the group reconstruction phase of the dictogloss task benefit the noticing of target lexical items (TLI's)? 2. To what degree did an immediate repetition of the dictogloss task show increased levels of noticing the target lexical items? The answers, while tentative, point to the power of returning to the same task with fresh attention, and the value of time, repetition, and peer interaction in building linguistic confidence.

Method

Participants – The study involved 53 Korean university students (28 women and 25 men), enrolled in a required English Department Tourism English course at a university in Seoul. Their English proficiency ranged from low to high intermediate, assessed by past TOEIC scores and the instructor's judgment. For the group-based task phase, students were placed into 15 groups, each consisting of three or four members, to carry out collaborative reconstructions of the task texts.

Target Lexical Items – To identify suitable vocabulary for the task, learners completed a Vocabulary Knowledge Scale (Zimmerman, 1997) using a list of 25 airport-related lexical items. Learners rated their familiarity with each word, and any item rated as unknown, only vaguely familiar, or not able to be used in a sentence was flagged. From these results, six key lexical items – *check-in counter, passport, aisle seat, carry-on bag, frequent flyer*, and *boarding pass* – were selected as the target lexical items (TLIs) for inclusion in both task texts. These items served as the focus for evaluating vocabulary uptake and noticing during the dictogloss tasks.

Procedure – The study spanned three weeks during normal classroom hours. In Week 1, students identified unknown words via the vocabulary scale. Week 2 included teaching and familiarization with the target vocabulary words. In the third week, students participated in two back-to-back dictogloss tasks. Each began with a brief topic discussion, followed by the instructor reading each text twice at normal speed with pauses between sentences. Students listened and took notes individually on the dictations, using provided worksheets, then regrouped to reconstruct the text collaboratively. One student acted as scribe in each group. Target vocabulary to be included in the two original texts then set the framework of the texts' theme. The text for Dictogloss 1 was a dialogue of two people (traveler and check-in counter worker). The text for Dictogloss 2 was an expository procedure (how to get a boarding pass at the airport). Both texts included the same six TLIs.

Data Analysis – The worksheets were analyzed to track whether and how the TLIs appeared in both individual notes and group reconstructions. In the individual stage, approximate spellings of each TLI were accepted as evidence of noticing, provided they demonstrated recognition of both words in the phrase. In the group reconstruction stage, only fully correct TLIs were counted, reflecting higher expectations for form and accuracy. All data were coded twice by the researcher and reviewed by a second instructor, with any differences resolved through discussion to ensure consistency and reliability in analysis.

Results
Reconstruction and Noticing of TLIs – The first research question asked whether the reconstruction stage of the dictogloss task enhanced learners' noticing of TLIs. In Dictogloss 1, learners had 318 total opportunities to notice TLIs (53 learners × 6 TLIs), resulting in 153 provisions, a 48% success rate. This meant that, on average, learners noted just under 3 of the 6 TLIs individually.

In the group reconstruction stage, however, 67 of 90 possible TLIs were correctly included (15 groups × 6 TLIs), raising the success rate to 74%. This equates to roughly 4.5 TLIs per group and a 22% improvement over individual performance. Notably, 14 out of 15 groups improved their results through collaboration.

In Dictogloss 2, the same number of opportunities (318) yielded 172 provisions during the dictation stage, a 54% success rate. On average, learners recorded just over 3 TLIs each. The group reconstructions showed marked improvement; 77 of 90 TLIs were correctly provided (86% success), averaging 5.2 TLIs per group. This reflected a 31% improvement from individual to group performance, and all 15 groups showed gains through collaborative work.

These results suggest that the reconstruction stage significantly enhanced TLI noticing, particularly when learners worked in groups.

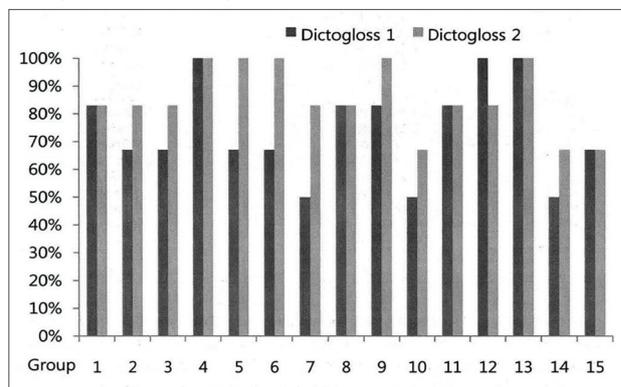**Immediate Repetition and Increased Noticing of TLIs** – The second research question examined whether immediate repetition of the dictogloss task led to increased noticing of TLIs.

Two comparisons were made: first, learners' individual dictation notes from Dictogloss 1 and Dictogloss 2, and second, the groups' reconstructed texts from both tasks.

In the individual dictation stage, learners showed 153 TLI provisions out of 318 opportunities in Dictogloss 1 (48%). This rose to 172 provisions in Dictogloss 2 (54%), indicating a modest 6% improvement in TLI noticing on the second attempt.

In the group reconstruction stage, TLI provision increased more notably. In Dictogloss 1, 67 of 90 possible TLIs were correctly provided across 15 groups (74%). This rose to 77 TLIs in Dictogloss 2 (86%), a 12% improvement. Eight of the 15 groups showed gains, while six remained unchanged. Four of these steady groups showed high but slightly limited results (e.g., 83% or 66%), and two maintained a perfect 100%, indicating a ceiling effect. Only one group saw a decrease (see Figure 1 below).

Figure 1. Provision of Six TLIs in Group Reconstruction Stage of Dictogloss 1 and Dictogloss 2.

Overall, the findings suggest that immediate repetition enhances learner noticing of TLIs, especially in group tasks where collaborative reconstruction supports increased accuracy and retention.

Discussion: Revisiting Language Through Time and Task
This study set out to explore how learners notice and produce recently taught vocabulary during a dictogloss task, and how repeating that task immediately might deepen the learning experience. The results point to two encouraging conclusions: first, that collaborative group work during the reconstruction stage significantly boosts attention to TLIs; and second, that time, when managed through task repetition, can be a powerful ally in language learning.

In response to the first research question, findings showed that learners provided more TLIs in the group reconstruction than in their individual dictation notes. On average, TLI provision increased by 22% in the first dictogloss and by 31% in the second. This suggests that collaboration encouraged learners to pool and negotiate meaning from their notes, helping them notice vocabulary items that might have slipped past them individually. This kind of noticing can take multiple forms: hearing a word in dictation, discussing it in a group, or finally comparing one's output to the original model. Each layer adds another moment of cognitive attention, each a small tick of the clock pushing language from passive input toward active use.

While note-taking reveals early noticing, the group reconstruction stage allows for more dynamic learning. As students engage in discussion, they confront gaps in their understanding, triggering more focused attention on form. Even at the final comparison stage, where learners view the original text, there's an opportunity for what Schmidt and Frota (1986) call "noticing the gap"; the moment learners see how their version diverges from the target and reflect on why. The collaborative nature

of dictogloss likely amplified these benefits. When students worked together, they not only shared linguistic knowledge but also supported each other in problem-solving, what Swain (1999) calls "languaging." The collective attention devoted to reconstructing a text, particularly when fueled by social dynamics and peer motivation, may help explain the strong results.

The second research question looked more closely at repetition; specifically, whether immediate repetition led to greater noticing of TLIs. Again, the results were clear: Learners improved both in their individual dictation (from 48% to 54%) and in their group reconstructions (from 74% to 86%). Even without corrective feedback between tasks, learners seemed to internalize more of the vocabulary the second time around. This supports broader findings on the benefits of task repetition (Bygate, 2001; Lynch & Maclean, 2001). Familiarity with the task seems to free up mental resources, allowing learners to shift their focus from organizing content to refining their linguistic output. With the process itself less cognitively demanding the second time, learners could devote more attention to precise vocabulary usage.

This repetition is, in effect, a form of temporal scaffolding. Dictogloss 1 introduces the vocabulary in stages, gradually building familiarity through multiple exposures: listening, note-taking, discussing, and comparing. Dictogloss 2 then loops back in time, offering a second cycle of rehearsal. The result is what Schmitt and McCarthy (1997) call "expanding rehearsal," a pattern of review and reactivation that strengthens memory. In this sense, repeating the task is like looping back in time just far enough to run it more efficiently the second time.

Overall, the study illustrates that dictogloss, when used with targeted vocabulary and immediate repetition, offers learners a meaningful way to revisit language over time, moving from exposure to noticing, from noticing to use, and from use to opportune chances for acquisition.

Pedagogical Implications and Conclusion
The study in this article highlights several key pedagogical takeaways for vocabulary instruction in EFL classrooms, particularly those with large learner groups. Dictogloss, as a collaborative task, offers a practical and communicative way to integrate vocabulary learning, encouraging learners to notice and use new lexical items in meaningful context. This is especially relevant in the Korean EFL context, where pair and group work can help manage class size while promoting interaction and engagement.

A further advantage lies in the teacher's ability to design input. By crafting texts that target specific vocabulary, especially topic-related lexical chains, teachers can guide learners toward deeper lexical awareness. These texts not only provide controlled exposure during dictation and reconstruction but also serve as useful models during the post-task analysis phase.

Crucially, the role of *time*, through immediate repetition, emerges as central. Repeating the dictogloss task allowed learners to reallocate attention, process language more effectively, and deepen their noticing of target items. As such, task repetition appears to function as a form of temporal scaffolding, giving learners a second chance to succeed. Continued research on dictogloss and its variables, particularly regarding repetition, will further inform how best to support vocabulary acquisition through collaborative classroom practice.

This article is in partial reference to White (2011), a study published in *English Teaching*.

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> **This repetition is, in effect, a form of temporal scaffolding.**

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The Bowing Head of Rice

Korean Proverbs About Time

The Korean language is rich with proverbs and maxims that reflect how deeply time is woven into everyday life and wisdom. From expressions about patience and aging to proverbs that capture urgency or the fleeting nature of moments, these phrases offer insight into cultural values and human experience. Below is a collection of Korean sayings that explore the many dimensions of time.

시작이 반이다

"The start is the half."
Meaning: Well begun is half done.

시간을 죽이다

"Kill time."
Meaning: To pass time without doing anything productive, often while waiting.

서당개 삼 년이면 풍월을 읊는다

"A school dog recites a poem after three years."
Meaning: You automatically learn what you are exposed to.

발등에 불이 떨어지다

"Fire comes off your feet."
Meaning: You're in a hurry because something urgent just came up. You're under sudden pressure.

배움에는 왕도가 없다

"There is no shortcut to learning."
Meaning: There is no shortcut to learning.

하루아침에 안 된다

"It can't be done in a single morning."
Meaning: Good things take time; nothing worthwhile happens overnight.

눈 깜짝할 사이

"In the blink of an eye."
Meaning: Something happens very quickly… often unexpectedly or suddenly.

시간이 쏜 살 같다

"Time is like an arrow."
Meaning: Time flies.

때를 놓치다

"Miss the time."
Meaning: Refers to missing an opportunity because the right time has passed. Often used with regret. *"The chance has gone."*

소 잃고 외양간 고치기

"Fixing the barn after losing the cow."
Meaning: Hindsight is 20/20.

가는 세월 막을 수 없다

"You can't block the passing years."
Meaning: Time keeps moving, no matter what we do. Often used when reflecting on aging or change.

십 년이면 강산도 변한다

"In ten years, even rivers and mountains change."
Meaning: Time brings great change, and even the most unchangeable things will transform eventually. Used to reflect on how people or situations evolve.

참을 인(忍) 세 번이면 살인도 면한다

"If you write the character for patience (忍) three times, you can avoid even murder."
Meaning: Extreme patience can prevent even the worst outcomes. A lesson in restraint and time-based wisdom.

시간이 금이다

"Time is gold."
Meaning: Time is precious; don't waste it. Similar to "Time is money."

나이는 숫자에 불과하다

"Age is just a number."
Meaning: Getting older doesn't define what you can or cannot do. Often used to encourage people not to worry about age.

벼는 익을수록 고개를 숙인다

"As rice ripens, it bows its head."
Meaning: Maturity and wisdom come with time… and those who gain it become more humble. Closely related to aging and personal growth.

세월이 약이다

"Time is medicine."
Meaning: Time heals all wounds. Used to comfort someone going through a hard time.

Tik-Tok in Class?
No, Try Tik-Talk!: Speed Dating in the Classroom

By Victor Reeser

In a world where language students have access to more gadgets and digital resources than ever before, the best way to improve conversation skills is as analog as it gets: simply having a conversation. Providing students with authentic, engaging, and cognitively stimulating opportunities for language production (i.e., actually using their language skills) is more important now than ever. As a matter of fact, recent research suggests active use of a second language leads to more efficient neural communication in the brain (Li et al., 2024). My favorite activity that has consistently proven effective in my classes is the "speed dating" style of freetalking, where students rotate through a series of short, timed conversations with different partners.
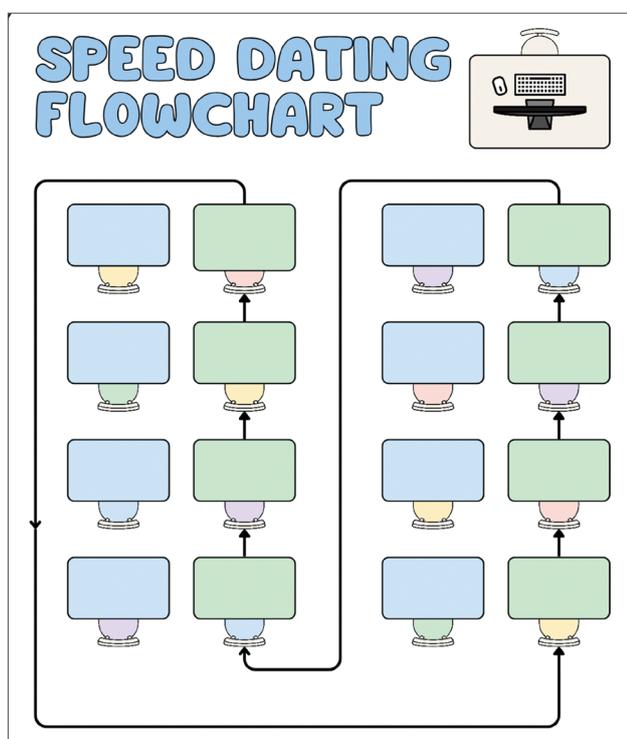
Unlike typical pair work and partner conversations, the "speed dating" format keeps students moving, talking, and engaging with multiple partners in quick succession. The strict timing of the activity creates a sense of urgency that keeps students on their toes from start to finish. The partner rotation, guided by the teacher's cues, adds a physical component and keeps the flow of conversation moving without pauses. This combination of variety, pacing, and structure makes it much more energetic and engaging than traditional partner conversations.

At its core, this activity is about original student production. It challenges learners to use their vocabulary, grammar knowledge, and conversational skills in real time, pushing them to make meaningful use of the English they've studied. While some advanced students occasionally question the activity's value – often remarking, "Are we just talking to each other? Is this really helping our English?" – those same students frequently become its greatest advocates by the end of my course. I receive consistent positive feedback from multiple students on course evaluations every semester. It's especially beneficial for learners who don't

have access to English-speaking environments outside the classroom. The authentic speaking practice this activity provides makes a lasting impact on both their confidence and fluency.

The setup for this fun, effective activity is simple:

1. Classroom Layout. I typically arrange students in two rows, sitting face-to-face in pairs. In my classroom, long tables seat two students each, but the exact seating furniture is less important than the pairing itself. The key is that students have one partner directly across from them, which makes the rotation process simple and consistent regardless of classroom setup.

2. Pairing and Rotation. Each round lasts about two minutes. After each round, one row of students rotates forward, while the student at the front wraps around to the back of their row of desks. The same row of students always rotates while the other row stays in place. Over the course of one question, each student speaks with eight different classmates. If your class has an odd number of students, you can either participate as a rotating partner or assign one student to observe and give feedback each round. Occasionally jumping into the rotation yourself is a nice way to mix things up.

3. The Questions. The success of this activity hinges on well-crafted questions. I always prepare a set of open-ended questions related to the day's theme or current unit. I avoid closed questions or use them only as conversation starters. For example, a question like "Do you like to read?" would be followed by "Why or why not?" to encourage elaboration. Good prompts are open-ended and thought-provoking and should be within your students' abilities to discuss. For example, before a lesson on shopping, I would use the following questions:
- "How often do you visit traditional markets, and what do you like to buy there?"
- "Do you prefer shopping online or in-person? Why?"
- "Tell me about a time you had trouble shopping. What happened?"

Questions can be somewhat indirectly related to the day's lesson. The goal is to stimulate conversation and activate students' background knowledge. Occasionally, I'll throw in an off-topic, humorous, or unexpected question to catch students off guard and spark laughter – another powerful motivator.

I typically project one question at a time for the class to see. This keeps students focused on a single question as opposed to rushing through multiple questions at once. You could also give students a handout or write all questions on the board, but I've found revealing them one at a time leads to richer, deeper discussions. In general, two questions per session are enough.

4. Timing. Time management during this activity makes a huge difference. Think of it like a recipe where the time allotted for each question is the salt. I recommend two minutes of salt for most classes, but it is up to you to season to taste. In my experience, two minutes allows enough time for meaningful interaction without the conversation lagging behind. At two minutes per pairing, a single question rotation takes about 16 minutes in a class of 16 students. I typically aim for 25 to 40 minutes of this activity per session depending on the day's goals and class dynamics. No pauses whatsoever, just rotation until

every pair has been cycled through. Then, next question and keep going. No pauses once we get started!

Like many dishes, the beauty of this activity is its flexibility. If students are deeply engaged in conversation, I may extend their time slightly. If a question is particularly complex, I give them the space to explore it in greater depth. The time limit adds a sense of urgency to the activity and that encourages focused discussion. The real goal is for students to have short but meaningful conversations with each partner. Interestingly enough, I have found if students finish answering the question early, they often segue naturally into discussing related topics.

5. Supplies. All you need is a timer, a whiteboard or screen to display questions, and a prepared list of open-ended questions. That's it. A timer of some kind is necessary. I typically project a two-minute countdown on the screen so everyone knows how much time is left. Clock app timers on your phone work great, as well.

6. Recommended Skill Level. This activity is ideal for intermediate to advanced learners: students who can express themselves in English. For lower-level classes, the activity may need significant scaffolding or adjustments, such as a list of example responses to work with.

7. Teacher's Role. Outside of setup, the primary role of the teacher in this activity is facilitator. These responsibilities include:

- Setting up the classroom layout and ensuring pairs are seated together
- Explaining the timing and rotation process
- Introducing the questions
- Managing time using aforementioned tools
- Observing and supporting conversations, including encouraging quieter students and explaining questions as necessary
- Joining the rotation if there's an odd number of students

Whether observing or participating, your role is to keep the activity flowing smoothly and making sure students are engaged in conversation.

Warm-Up or Wrap-Up Tool
Depending on the time of day and student energy levels, I might use this activity to open or close a class. Morning sessions often benefit from the energy boost it provides, particularly after long commutes or late nights. Likewise, afternoon classes coming back from lunch and the elements are able to focus their energy and attention much better. Regardless of when you do it, it will leave students feeling energized and ready to study.

Building Camaraderie and Confidence
One of the beautiful outcomes of this activity is the rapport it helps build among classmates. Communicating with multiple partners, learners quickly realize that the challenges they face

> **Unlike typical pair work and partner conversations, the "speed dating" format keeps students moving, talking, and engaging with multiple partners in quick succession.**

are shared by their peers. This shared experience creates a sense of camaraderie among the class while reducing the anxiety of speaking in a second language.

Additionally, the white noise generated by a room full of conversations creates a buffer for more introverted students. Without the pressure of the entire class listening in, even the quietest learners find it easier to speak up during one-on-one interactions.

Final Thoughts
The "speed dating" speaking activity remains one of the most powerful tools in my teaching toolkit. It's simple to implement, requires minimal materials, and delivers maximum impact. After implementing this activity in various courses over the years, I've gathered a wealth of anecdotal evidence supporting its effectiveness. Students regularly tell me how much they value the chance to talk freely in class. Their fluency, comfort, and confidence grow tangibly over the semester. Even more tellingly, students begin using English more frequently outside the activity. Students that previously struggled to interact with their peers and me inside and outside of class started approaching me with questions or comments in English.

So if you're looking for an activity that will bring energy, purpose, and real language use into your classroom, I highly recommend giving this a try. The proof, as they say, is in the pudding, and after years of positive feedback, I can confidently say this activity will have a positive impact on your class.

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Empowering Korean EFL Learners Through Social Emotional Learning: A Time-Oriented Approach to Language Growth

by Unsoon Won & Kara Mac Donald

Introduction

Teachers often prioritize academic language development because the academic demands students face and the educational context's focusing on standardized testing. This focus can unintentionally overshadow the social and emotional aspects of language learning. For Korean English learners, addressing the social and emotional components of learning (i.e., Social Emotional Learning (SEL)) plays a crucial role in building students' confidence, managing language anxiety, and navigating academic pressures of the highly competitive academic climate. However, SEL is more than acquiring awareness, attitudes, and skills to understand and manage emotions to set goals and foster positive interactions around empathy and understanding (CASEL, 2020; Pentón Herrera & Darragh, 2024).

SEL also encompasses how learners perceive and experience time in the classroom – not just in terms of instructional minutes but in how they emotionally evaluate whether their time feels well spent based on their learning progress and achievements, both within individual lessons and throughout the program. In this regard, time is more than the number of instructional hours or the allotted time for study. It shapes the pacing of instruction, the timing of interventions, and students' emotional engagement with learning in the classroom. Korean learners often face long study hours, high-stakes testing, and intense academic pressure, which can lead to emotional burnout and hinder social-emotional growth. The authors offer practical, time-oriented SEL strategies for Korean ELT classrooms. These strategies aim to support the development of emotional well-being alongside language development in the classrooms for learning effectiveness.

Benefits of SEL

Research demonstrates students' emotional states (i.e., anxiety, motivation, stress) significantly impact cognitive functions like memory and attention (Pekrun, 2006). SEL helps increase focus and motivation by fostering a supportive and engaging environment where students feel safe to participate and take risks (Durlak et al., 2015), which are crucial for language learning. SEL interventions have shown to reduce language learning anxiety and improve test performance by teaching students self-regulation and coping skills (MacIntyre, 2020). Therefore, SEL enhances academic performance, personal development, and emotional well-being, while fostering resilience, reducing stress, and preparing students for real-world situations.

Time in SEL

The use and perception of time in learning can provoke stress and anxiety, so students also need SEL awareness

> **[Time] shapes the pacing of instruction, the timing of interventions, and students' emotional engagement with learning in the classroom.**

and interventions regarding time. By its nature, time can be understood in various ways. First, it functions as a resource, where effective time management helps learners set goals and stay motivated. Time also serves as an emotional space, giving students opportunities for reflection, emotional processing, and destressing. Time has a developmental dimension as well, as proficiency development requires long-term growth and short-term goals. Lastly, cultural perceptions of time shape how learning unfolds, influencing classroom dynamics and students' emotional experiences regarding the perception of urgency, time structures, and deadlines. Attending to these four facets of time can help teachers create more thoughtful, responsive, and emotionally supportive learning opportunities.

Table 1. Conceptualizing Aspects of Time in SEL

1. **Time as a Resource** (i.e., time management)
2. **Time as Emotional Space** (i.e., reflection, processing)
3. **Time as Developmental** (i.e., long-term SEL and language growth)
4. **Time as Culturally Mediated** (i.e., perception of urgency, time structures, deadlines)

Time-Oriented SEL Interventions for Korean EFL Learners

It can be understood that time is not only a practical resource for managing tasks and organizing lessons, but also a space for learners to reflect, process, and recharge, playing a developmental role in supporting long-term growth and short-term language proficiency goals. The authors provide several SEL practices that offer ways to integrate considerations of time into language instruction. Each time-oriented SEL practice is described, accompanied by its value on social and emotional aspects of language learning and personal development.

1. Check-Ins and Timed Reflection Moments. Students can benefit from daily or other periodic "check-ins" that consist of two-minute reflections at the start and end of class or before and after a graded event. This builds students' self-awareness of their own academic growth/challenges and feelings/emotions over time. These check-ins can be solely for students, without the teacher collecting them, to track aspects of themselves. Or they can be collected anonymously to get an understanding of students' concerns and orientations as a class community over time.

2. Time Journals and Learning Logs. Students can track how they spend study time and reflect on how they feel about what they learned and how they use their time, with a focus on what is working and what is not. This can be done as part of class or assigned as out-of-class work. The value of this practice is that it integrates metacognition and puts students in a position of decision-making when they identify something is not working as intended.

3. Pacing and Pausing in Instructional Practice. Intentional pauses incorporated into lesson delivery allow students to not only assess what has been comprehended but also provides an opportunity for their emotional processing individually or with a peer. Lessons often are delivered in a lock-step fashion with a lot of content addressed in an instructional hour or week. Slowing down the rush in the instructional delivery to *complete* encourages engagement with the self and/or peers. In this way, students are put in positions to regulate themselves during instruction, seeing learning as a process and not solely as the attainment of the instructional content.

4. Long-Term vs. Short-Term Goals. It is important to help learners set not only long-term but also short-term goals to support their responsible study decision-making and self-motivation. An exclusive focus on proficiency achievements as measured by major graded events or standardized assessments hides the incremental processes and developmental steps that occur between initial learning and mastery. Students should be encouraged to make short-term goals and be asked to revisit the nature of their accomplishment of those goals.

5. Relationship Building Opportunities. Students frequently transition between English classes, participate in fragmented learning communities, and have limited opportunities within teacher-centered classrooms to form meaningful connections with their peers. Incorporating time for structured peer activities with meaningful communicative interaction can foster peer bonding that can provide a socio-emotional foundation and safety for risk-taking in the classroom.

Measuring Impact
To evaluate the effectiveness of time-oriented SEL practices, formative assessment tools can be integrated into instruction:
- **Self-Assessments**: Students can regularly rate their perceived learning progress, motivation, and confidence – either weekly or at the end of class. When self-assessment becomes a routine practice, students develop greater self-awareness of their learning processes and can identify both strengths and areas for improvement. These self-monitoring skills also help students reflect on whether their time has been well spent, reinforcing a sense of incremental growth.
- **Peer Feedback**: Structured peer reviews incorporated into lessons' activities foster shared responsibilities in learning and develop students' comfortability with providing meaningful peer feedback. Familiarity with giving regular peer feedback develops a positive attitude toward collaboratively addressing challenges.

These tools not only assess SEL outcomes but also reinforce SEL skills by promoting self-awareness, empathy, reflection, and openness to feedback for continuous improvement.

Conclusion
Applying a time-oriented SEL approach in Korean EFL classrooms offers a holistic framework for language education. By recognizing time as a resource, a space for emotional support, a developmental process, and a culturally influenced construct, teachers can design learning experiences that nurture both linguistic and emotional growth. At the same time, this approach enables teachers to better identify students' learning challenges and adjust classroom activities to make the most of instructional time. The strategies and tools outlined in this article empower students to take ownership of their learning journeys with greater self-awareness, resilience, and motivation. As Korean learners navigate the pressures of academic achievement, SEL practices

Students can track how they spend study time and reflect on how they feel about what they learned and how they use their time...

provide the emotional scaffolding necessary for sustainable language development and personal well-being.

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Reviewed by Christopher Miller

The Image of English Language Teaching
Kieran Donaghy & Daniel Xerri, Eds. (2017). ELT Council.
Pages: x + 202. ISBN-13: 978-99957-1-151-1

Introduction

My earliest deep dives into academic literature in my late teens centered around Marxist analyses of popular culture. Stuart Ewen's *Captains of Consciousness* (1977) and Sut Jhally's *The Codes of Advertising* (1987) still resonate with me decades later. It's a topic I revisit every couple of years as a type of morbid routine. Noticing Kieran Donaghy and Daniel Xerri's edited volume entitled *The Image in English Language Teaching* (henceforth *Image)* afforded me the opportunity for *dulce et utile* (Latin, meaning "to combine the sweet and useful"), whereby I could combine a personal interest with professional benefit.

This book contains 18 articles, with authors primarily from Europe (and one Brazilian-based author). Though not explicitly listed in the table of contents, the editors list five

sections in this book: (a) "use and production of film in the language classroom," (b) social media-sourced images, (c) "other-sourced images" (in this case advertising and "learner-sourced"), (d) exploiting artwork for language learning and cultivating visual literacy, and (e) "storytelling capacity of images" (p. 9). The articles are a compilation of writings taken from The Image Conference series held from 2014 through 2018 (apparently the final Image Conference was held in 2021).

Overall the articles within *Image* provide excellent historical contextualization of the rise and role of scholarly attention to "the visual turn" (p. 23) in educational research generally and in ELT in particular; for instance, Corder's distinction, initially published in 1966, between talking about images vs. talking with images (p. 1) and Debes' definition of visual literacy in 1969 (p. 5). Various authors discuss the changes in resource

books and attitudes related to video and image in ELT dating from Maley's *The Mind's Eye* (1980) until the contemporary period (pp. 1, 24).
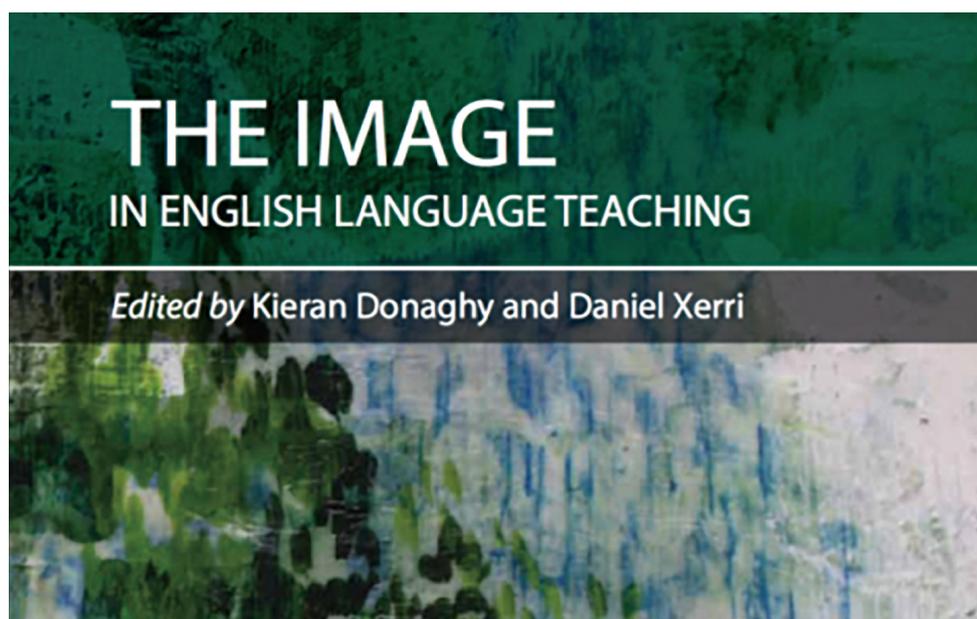
It would be equally tedious and daunting to summarize each article in *Image*. Rather, this review will provide an overview of arguments advanced in this volume for giving greater pedagogical consideration to the role of the image, list a variety of frameworks discussed in the text for approaching and utilizing images during instruction, and then discuss some of the concrete activities put forth for teaching both "with" and "about" images. Finally, I will provide limited criticism of this work.

Why Imagery?

The authors in *Image* supply abundant justification for making purposeful use of imagery for instruction. There is a suspicion by multiple authors, such as Romera and Bobkina, that "hardly any attention is paid to the development of students' visual literacy" (p. 61). Seburn (p. 81) claims that approximately 50 percent of images in teaching materials are "decorative" (as opposed to "utility-based"). According to Goldstein, the use of video in language instruction has not been fully appreciated until fairly recently, rather it was viewed as "glorified audio" (p. 24).

However, those attitudes fail to appreciate the centrality of visual processing to not only learning but to our very existence as a species. Driver notes that 70 percent of all sensory receptors are found in the eye and that there is more sensory processing performed in the eye than any other part of the body (p. 181). In a similar vein, Drummett claims that vision combined with visualization are responsible for more than half of all brain activity (p. 145). These basic facts might help explain why we are so enamored with visual media. Grasping these facts can help motivate a committed teacher to locate ways to leverage visual media to aid language acquisition.

This book documents the rise of the visual throughout global culture. We learn that Singapore, Canada, and Australia have made "viewing" and "visually representing" part of their national curricula (p. 6). We find out about the level of penetration of social media into the lives of young people: Papalazarou (p. 54) reports that 92 percent of teenagers

are avid users of social media (meaning they use it for more than one hour daily). Multiple commentators note that we are increasingly "steeped in" (p. 17) visual data. As visually based data and representations seep into more of our public and private spaces, the ability to communicate visually has become more democratized. This, as Kness alludes to (p. ix), entails a disappearance of boundaries between the educational and the recreational, and Driver argues that the division between passive consumer of media and active participant is currently dissolving (p. 155). This opens up spaces for more engaging educational possibilities.

Instruction concerned with imagery provides opportunities for teachers and learners to connect materials and instructional objectives to areas traditionally not aligned with formal education. For example, Zakime illustrates how the well-known website Pinterest and the sharing of learner-generated media can engage learners. Through these digitally mediated activities, Zakime argues that learners not only engage in higher order thinking but contribute to materials creation actively, as opposed to being passive recipients (pp. 55–56). Fresacher (p. 71) guides learners to consider the role of color in advertising, thereby helping learners deconstruct this prevalent and, perhaps, pernicious area of global culture.

Frameworks
This book provides excellent frameworks to consider for optimal use of imagery related to instruction. Clear distinctions are drawn, such as decorative vs. utility-based images (p. 80) and learner-generated vs. teacher-generated images (p. 56). Zakime adapts Bamford's (2003) framework for analyzing the "syntax" (i.e., color, view perspective, graphic choices) and "semantics" (i.e., interpreting an image, identifying values and assumptions) of an image.

A variety of potential activities, though at times fleetingly, are suggested at multiple points throughout this book (pp. 26, 27, 79, 106), as well as suitable video genres (pp. 28–29). They include vox pops, claymation projects, and student photo exhibitions. Drummett provides details for how imagery can help students develop narrative intelligence (pp. 147–148). Finally, Theuma cites frameworks to help teachers best situate the role of imagery to engage learners at either the emotional, behavioral, or cognitive level (p. 181). The same author later references Wolfe's (2010) three levels of learning: concrete, representational, and the most difficult: the abstract. Theuma convincingly argues that imagery can help learners conceptualize abstract concepts at the cognitively less demanding representational level (p. 182).

Concrete Activities
The contributors fill the pages with easy-to-adapt-and-implement activities. Papalazarou offers six activities to get learners to engage with artistic paintings that primarily involve perspective taking (pp. 92–96). Freascher, Papalazarou, and Karasthathi provide full lesson plans related to analyzing color in advertising, current events, and reflecting on museum art in ways that are both analytical and, in the case of Karathathi, more creative, as the latter author suggests a variety of strategies for learners to engage in "ekphrastic writing" (i.e., writing about works of art (p. 105)).

Other contributors provide classroom ideas related to using and generating memes (p. 60), and writing acrostics (i.e., a poem where each line starts with a letter from a single word), inspired by modern works of art advocating for a more peaceful world (pp. 122–124). Lewis offers six potentially compelling strategies and engaging hooks for learners to begin writing short stories based on comic strip panels (p. 170). Though largely absent in other chapters, strategies to exploit

images to promote professional development are explored in the final chapter by Benevolo Franca. She illustrates how still photographs of spatial arrangements in a physical classroom can build awareness of grouping dynamics. This appreciation may help to strengthen connections among learners and heighten the quality of interaction between a teacher and their pupils (p. 191).

(Modest) Criticisms
Despite the clear usefulness of this text, there are a few points of criticism warranted. The selections sometimes move beyond a clear focus on "the image." We find ample discussion on storytelling, video, video games, and even methods to analyze sculptures. Additionally, the volume might have been strengthened had more images actually been included in the work itself. Somewhat ironically, 11 of the 18 articles contained zero images. Though there was a small smattering of QR codes and simple graphic organizers included in some of those articles. In the remaining seven articles, only 22 images were present, with Papalazarou providing 10 of them.

Arguably to the point of excess, *Image* argues for giving greater attention to the purposeful use of imagery in the classroom. Many, but most likely not all, of these arguments will be familiar to dedicated educational practitioners who devote some of their time to reading professional literature. Likewise, many of the activities contained within this volume, but most likely not all, will be familiar to most committed language educators. For instance, a variety of activities listed by several contributors are essentially slightly customized versions of the activities found in Nation and Newton's foundational text *Teaching ESL/EFL Listening and Speaking* (2009). Thus, this work will appeal primarily to language teachers working in elementary, secondary, and to a lesser extent, undergraduate contexts, though there is one noteworthy aforementioned chapter suitable for teacher training.

Conclusion
Donaghy and Xerri have done a service by compiling the "best hits" from early editions of The Image Conference. Most readers of *Image* are bound to find something of professional value within its pages. Jamie Keddie begins his 2009 teacher resource book *Images* with Stuart Ewen's words from the digital stone age – 1988: "If you really want to move people, don't use words, use images." The contributors to *Image* articulately provide the why, what, and how to buttress that statement.

References can be found here: http://bit.ly/3Un7grQ

The Reviewer

Christopher Miller has been engaged in leveraging images to enhance the learning process for nearly two decades. He believes that appreciating the proverb "a picture is worth a thousand words" can help reduce unnecessary teacher talk time. He currently helps facilitate reflective practice meetings in conjunction with the Seoul Chapter of KOTESOL. Email: chriskotesol@gmail.com

The Classroom Connection

Lexical Resource in the Digital Age

By Jake Kimball

Each summer, many language learners enroll in intensive "Sparta" courses – fast-paced programs that compress months of material into just a few weeks. One familiar ritual there is the vocabulary test: long lists of L2 words translated into L1, memorized quickly, and forgotten just as fast. Teachers, too, often rush through coursebooks, prioritizing coverage over comprehension to meet curriculum demands.

But are these methods truly effective for long-term learning? As the semester begins, it's worth reflecting on how we teach vocabulary – and whether we are unintentionally reinforcing the Ebbinghaus Forgetting Curve. How can we ensure that our students not only memorize but also retain and apply the language they learn?

> **Reflection Point 1:** Is the content you teach, especially the number of words and their lexical frequency, appropriate for your learners' age and proficiency level?

Memorizing Vocabulary
While the previous concerns about rote memorization are valid, it's essential to acknowledge that word list learning is not entirely without merit. As Paul Nation noted during a past KOTESOL International Conference plenary, this method can be a fast and efficient way to build lexical knowledge – especially in the early stages of language acquisition. In fact, I've met university students who participated in intensive TOEIC Sparta courses and demonstrated impressive short-term gains. Moreover, this approach mirrors a natural strategy many learners adopt early on in their language journey – including myself.

Memorizing
However, the issue lies not in memorizing itself, but in how it's done. Too often, vocabulary lists contain isolated headwords – single words without meaningful context – that are rarely reviewed or recycled. Learners may memorize and quickly forget, resulting in a frustrating cycle of repetition during their summer study. The selected words are often obscure, given their proficiency level, and offer little practical value.

A suitable starting point for reinforcing vocabulary learning is to establish a baseline of what students already know. Paul Nation's website offers many helpful resources. One such tool is the vocabulary size test available at VocabularySize.com, which can be used to assess students' current lexical knowledge. Similarly, the Complete Lexical Tutor website offers vocabulary tests that are effective in both traditional and flipped classroom settings. In addition, it is helpful to identify the CEFR level of target words, phrases, or texts. Online tools like the one at cefrlookup.com make this process quick and accessible for teachers.

Another powerful tool for reinforcing lexical learning is retrieval practice – the act of recalling words or phrases from memory rather than simply rereading them. Research shows that actively retrieving vocabulary strengthens retention far more than passive review. To incorporate this into class routines, I often make use of cloze tests. A cloze test (Thornbury, 2017) is a type of gap-filling activity that assesses comprehension. It forces students to read and understand the context of a sentence or passage and fill in a gap with an appropriate word or words. Usually, every fifth, sixth, or seventh word is deleted; however, specific words can also be deleted.

> A suitable starting point for reinforcing vocabulary learning is to establish a baseline of what students already know.

These days, I use AI to generate texts from word lists. Simply take a screenshot or picture of a list of words, attach the file, and prompt AI (e.g., ChatGPT, Gemini, Perplexity): *Create a coherent 100-word passage using words from this list. Make it appropriate for A2 Korean middle school students*. Typically, I present this kind of activity one week after students have studied content from a unit. Another way to encourage learners to make more productive use of their time is to write example sentences on paper, select a student, and have them read the example sentence or create their own. Classmates listen and guess. Gamifying these activities with points or team-based competition can increase motivation while ensuring repetition and retrieval.
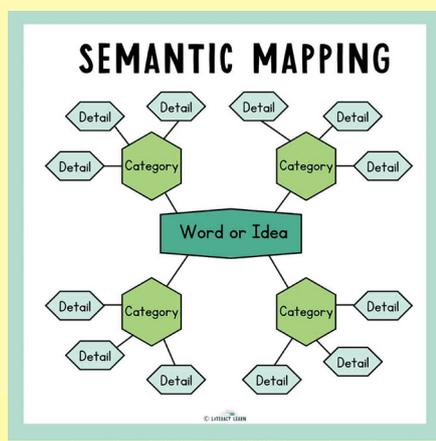
Spaced Repetition

To address the problem of inefficient vocabulary retention, let's turn to spaced repetition – also known as expanding rehearsal. There are two main approaches: expanded retrieval practice, in which review sessions are spaced at gradually increasing intervals, and uniform-interval retrieval, where reviews occur at consistent, evenly spaced times. Research by Storm et al. (2010) suggests that while both methods have benefits, it remains uncertain which is superior. Perhaps this is a fruitful area of academic inquiry that could lead to your submission to the *Korea TESOL Journal*?

Semantic Mapping

One key aspect of lexical learning involves understanding core concepts through meaning. Semantics deals with the meaning of language (Thornbury, 2017). One effective way to build semantic awareness is through graphic organizers – tools that visually map relationships between ideas, concepts, and vocabulary. These include Venn diagrams, concept maps, story maps, t-charts, and family trees. Semantic mapping works particularly well for group work, as each group can build their own map and work independently. For example, when teaching the concept of health, students might create subcategories such as Good Health, Maintaining Health, and Mental Health. Learners can then add related words, share personal experiences, and collectively build a word wall. Many free templates are available online; search for "editable semantic map graphic organizer" to find printable or digital tools suitable for classroom use.

SEMANTIC MAPPING

Collocations

Often, our learners do not have a large enough productive vocabulary to complete semantic maps. For A2 learners, I find it acceptable to use their L1 first and then use online resources to translate it into L2. As long as they are on task, I find it helps them expand their English vocabulary. Beyond single headwords are collocations (Thornbury, 2017). These are sets of words that can be predictably found together. Here are some examples: *strong coffee* or *bright future* (adjective + noun); *give a presentation* or *take a break* (verb + noun); *excited about the future* or *afraid of spiders* (adjective + preposition + noun). In this respect, AI is a valuable tool for supplementing coursebooks. If your unit of study is sports, then prompt AI: *Create a list of essential lexical collocations related to sports*. It is also possible to create worksheets from the output. However,

in my experience, these worksheets are prone to errors and must be checked for mistakes.

Beyond the Coursebook

Let's now consider practical activities that help consolidate learning – particularly vocabulary – by encouraging transfer to new and unfamiliar contexts. In many classrooms, students follow a coursebook, and instruction is limited to what is presented. But in my view, coursebooks should serve as springboards rather than recipes.

> This repetition and variation help move information from short-term to long-term memory...

Most coursebooks come with a teacher's guide, often including a range of supplementary activities. While some of these may be more suitable for specific contexts than others, integrating a variety of tasks remains valuable. Pedagogically, this variety can enhance learning by incorporating integrated skills and catering to multiple intelligences.

Now, I understand you may be thinking that "learning styles" have been debunked – and rightly so. There is little empirical support for matching instruction to a student's preferred learning style. Yet, from my experience, multimodal instruction – involving visual, auditory, kinesthetic, and interpersonal elements – better meets the varied needs of my students, who differ widely in background knowledge, proficiency levels, and motivation. When tasks are designed around previously taught content, they offer opportunities for retrieval and repetition – two essential ingredients for long-term retention. Best of all, they allow learners to revisit the same words in different, meaningful ways.

My goal is to consolidate learning by reviewing and recycling lexical resources so that input becomes uptake. Expanding coursebook activities creates valuable opportunities for vocabulary recycling in engaging ways. This repetition and variation help move information from short-term to long-term memory, making vocabulary more accessible and usable over time. I find that one of the most significant benefits of this approach is that it builds and expands our students' schema – their knowledge of the world and the mental frameworks that help them make sense of new information.

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The Columnist
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The Fascinating Way the Brain Saves Time

By Dr. Curtis Kelly

Brain. Time. Completely interwoven in so many ways. Brain, time, language learning? Again, connected in many ways. For example, we have all experienced teaching larks and owls, or you might be one yourself. Larks are those people who wake up in the early morning and are ready to go. They sparkle in your first period classes, but flag when they do homework at night. They go to sleep at nine or ten. Owls have a hard time getting up, a hard time staying alert before noon, and are at their best in the wee hours. They are the miserable ones in your first-period classes. Estimates vary on the percentages of these circadian rhythm types in the population, anywhere from 10% of each type to 30%. Naturally, just being aware that these types exist makes grading for "participation" a little more fair. And we are less likely to tell a student, "You should go to bed earlier" just because they look groggy. That's often like saying, "You should stop having ADHD."

Another way time is important, and my favorite, is related to sitting time. As the late, great Marc Helgesen often told us, when students sit for any length of time, their blood goes down to their legs instead of up to their brains where it is needed. Cognitive function goes down as well. But if you have your students stand up after 20 minutes of sitting, blood flow increases 15 percent, and thereby, so does cognitive performance (from Sousa, 2004). Sitting for very long periods in the day is particularly bad. Your blood flow gets weaker and as a result, glutamates, a nasty toxic waste product, accumulate in the brain, making you feel headache-y and a little stupid. No surprise. Our brains evolved from humans who ran or walked 10–20 kilometers a day, with a steady blood flow to clear out those toxins.

Now think about those two-hour faculty meetings you've sat through where intelligent discussion slowly deteriorates and

> You are usually filling in the words someone is saying even before they come out of her _____.

you feel increasingly lousy. That is caused by the toxins. If only you could climb a few flights of stairs at the one-hour mark to get your blood flowing, you'd feel as refreshed as when the meeting started. At the next conference you attend, try climbing some stairs between presenters! (I did and it works.)

Blood flow improves cognitive ability. So don't do what I did for twenty years: letting them sit comfortably while I passed out prints, collected homework, and had them sit through pairwork. Now I make them come to the front to get papers, and I have them stand while speaking to a partner. It helps.

Going on, maybe the most important aspect of time is speed. The speed by which the brain figures out its environment and moves to deal with it is critical for survival. Whether the predator or prey is faster at identifying the other determines which of them survives. (Maybe that is why mice heart rates are ten times faster than humans.) Considering how much sensory input we get each fraction of a second – thousands of bits all blended together – it is pretty amazing that a brain can sort it out into separate objects, directions of movement, intentions, importance, and affordances almost instantly. How in the world can our little three-pound brain process the flood of information it gets from at least nine different senses?
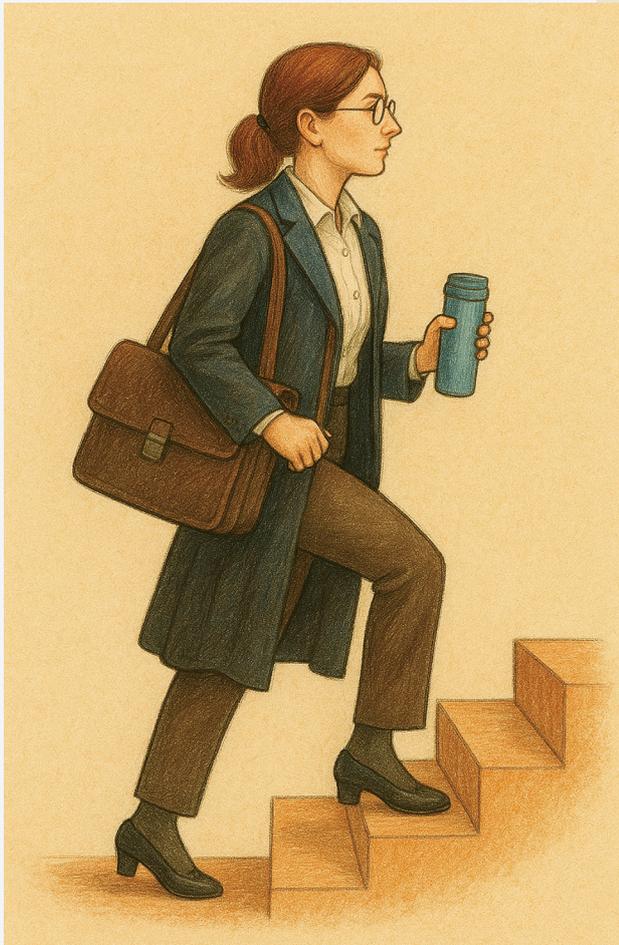
> **The speed by which the brain figures out its environment and moves to deal with it is critical for survival.**

Actually, it can't. And it doesn't. A recent surprise in neuroscience was the discovery that our traditional model of processing – that (1) our senses send information to the brain, (2) the brain sorts it out, and then (3) decides how to act on it – is wrong! That would take far too long. Instead, the brain has developed a neat little way to avoid all that effort by, rather than processing input, predicting it! That's right. Our brains are prediction machines. A smidgen of sensory input might be taken in, like a basic shape and color, and the brain, knowing what to expect in that particular situation from previous experiences, fills in the rest. In fact, something like nine times as much information goes *down* to the sensory areas as goes *up*. The brain sends down what it has already predicted to cancel any additional sensory information that fits it. Only prediction errors get sent back up (and these are the source of all learning).

This thing the brain does, predictive processing, makes it super-fast at figuring out the world. It is important to us because it also shows how our brains figure out language. You are usually filling in the words someone is saying even before they come out of her _____. (idea borrowed from Lisa Feldman Barrett). And grammar! Predictive processing gives us a whole new view of what is a mystery for most language teachers. Grammar is a predictive model that the brain has developed to reduce linguistic processing. Grammar limits the number of words likely to come after each other, thereby making the predicting easy: "The student asked…" is likely to be followed by either "the teacher" or "another student," less likely by "a friend," "a parent," or "a staff member," and almost certainly not by "a pickle."

Understanding that the brain uses previous experiences to predict those unfolding in the moment, gives us implications for language teaching as well. We need to expose students to lots of comprehensible language to give them stronger language models to predict by. (And if you see something similar to how ChatGPT works, you are on the right track.) We want them to *notice* grammar forms before we *point them out*. We need to use language related to situations they are familiar with and invested in, not alien to.

There is a lot here, and there will be more on predictive processing in the next issue, but for now, let us understand that it is not just some odd phenomenon of the brain, it is the basic principle of how the brain operates in almost everything it does.

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The Columnist
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