Issues in EFL Vol. 10, No. 2: Fall 2014 - *Sookmyung Women's University MA TESOL Journal*

Issues in EFL

Sookmyung Women's University
MA TESOL Journal

Fall 2014 Vol. 10, No. 2

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Mission Statement

Issues in EFL is a semi-annual, entirely student-run academic journal which aims to support Sookmyung students in their study by providing insightful and up-to-date community-based articles on areas of interest within the Sookmyung MA TESOL course and beyond.

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The Issues in EFL Journal Committee is open to all current Sookmyung Women's University MA TESOL students, and relies on their support. There are a variety of roles available, regardless of experience. Please do check the MA TESOL message board for information on when the next committee opens. Email enquiries can be made to tesolma@sookmyung.ac.kr.

Editor's Letter

Andrew Langendorfer

Welcome to the Fall 2014 edition of Issues in EFL; I hope you find these pages interesting and useful. It is our ongoing goal to provide insights from students and faculty; academic, personal, and practical.

In order to celebrate the 15th anniversary of the Sookmyung MA TESOL program, we are once again featuring some special contributions from students. This issue features a range of topics, with a special focus on taking advantage of all the program has to offer for whatever type of student is taking part. New students in particular will hopefully appreciate some of the immediately practical tips in this section, as well as hearing accounts from their farther-along peers.

We are also proud to share a small selection of articles, written by students and selected by their professors, to represent just a tiny bit of the innovative and thoughtful research being done presently. What you will find is representative of the types of work our students engage in, including in-depth literature reviews, analysis, reflective practices, practical application of modern theories, and original research.

To close, you will find the abstracts from our most recent graduates' theses. I hope that you find reading through them as interesting as I did; if you would like to read the authors' work in full, you can access their complete papers through the Sookmyung library. Current students pondering a thesis topic might find it valuable to see what has been possible thus far, and how that work might color or inspire their own.

I extend heartfelt thanks to our small but dedicated editorial board for this issue, and to the contributors who have helped give a personalized polish to this part of our community.

Andrew Langendorfer
Editor-in-chief
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www.tesolma.com

Community Contributions

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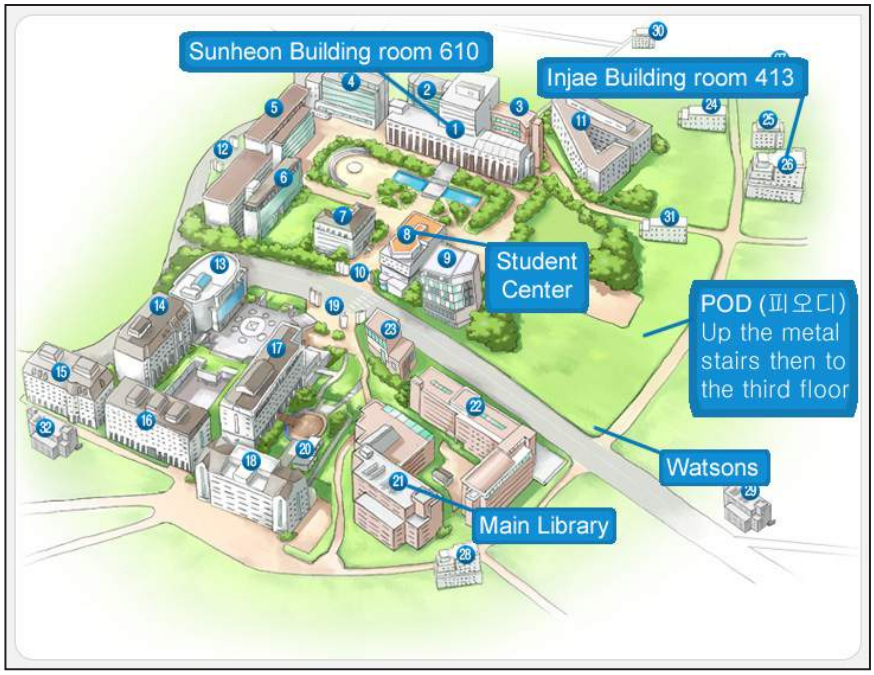
Tips and Useful Resources for the MA TESOL Program

Seongwon Yoon

Before taking our MA TESOL courses, most of our students begin their courses in the InJae-gwan building. Therefore, some students have difficulty finding resources provided at the University main campus or the resources around the campus. As the TA in the MA TESOL program I would like to provide some useful tips to our MA TESOL students.



Where is "POD" (Print on Demand)?

One of the common question that students ask at their first or second semester is "Where is POD located?" For those who are unfamiliar with POD (Print-On-Demand), it is a printing office, previously called 'Copy Plus.' This is where most of our program's students go to make book copies and also our professors sometimes leave a book copy for some of the course materials. It usually takes from one to two weeks for the company to make bookbinding copies after the order. So, it is better to contact the office and check how long it will take for making the copies and the price in advance. The contact number for POD is 02-715-0213.

How can I find articles for my research?

Of course you can visit the library (see below) and take advantage of either online access or the many hard copies available to you. But did you know that you can also search all of the journals that Sookmyung has access to from the comfort of your home or office?

Use the library's proxy server! Simply type this into your browser's address bar,

log in, and you'll be surfing the web as if you were using an on-campus computer terminal:

http://libproxy.sookmyung.ac.kr/_Lib_Proxy_Url/

You can even save a step by adding your intended url, such as scholar.google.com after the proxy address. After logging in, you'll go directly to your desired page, but you will stay logged in wherever you go; no need to log in again for each journal or article you wish to view or download:

http://libproxy.sookmyung.ac.kr/_Lib_Proxy_Url/scholar.google.co.kr/

Whether you're searching articles from the library or remotely, Google Scholar also makes it easy to parse the mountain of information to find the most recent and relevant articles for you. You can set parameters for publication dates, for example. Or, if you find an interesting but old article, simply click on "Cited by" or "Related articles" in order to find newer research which may have borrowed from or expanded on those earlier versions of theories from the 80s or 90s.

Where can I get my official transcript or certificate of registration?

Students can get most official documents related to student information, such as official transcripts and certificates of registration, from the Student Center located in the Student Union Building office 305. There are three ways for the students to get their official transcript. One is by asking the person in the office to help you to issue a document. The second option is to use the machine in front of the office but, this machine only can issue official transcripts. Just follow the steps that are shown on the screen. You only need to enter your student ID number, and choose the language (English/Korean). It costs 1000 won per official transcript.

Main Library and TESOL (InJae Building) Library

In the main library, MA TESOL students can borrow up to 20 books for 30 days. Even students in a leave of absence status can borrow in the same term as the enrolled students. Your student ID or mobile ID is needed to enter the library, and also to borrow books from the library. Library hours are in the table above.

Semester	Weekdays Saturdays	09:00 to 22:00 09:00 to 17:00
Vacation	Weekdays Saturdays	09:00 to 19:00 09:00 to 13:00

Reading Room (Study Room) in Main Library

There are four reading rooms for different purposes in the library for the

students to study. They are A1, A2, A3, and A4. Except for room A3, which is assigned only for the graduate school students, all other reading rooms do not allow typing. Students in their final semester, such as thesis or practicum, can sign up for assigned seats in the A3 reading room in given period announced from the library website. Other students can get assign seats at the A floor information desk.

Lockers in the Main Library

The main library provides assigned lockers to the Sookmyung students. Information about the period for signing up for the assigned lockers are in the main library website – be sure to check the tesolma.com message board for reminders about this as well. It costs 15,000 won for six months, 10,000 won for four months, and 5,000 won for two months.

MA TESOL also provides free lockers for the MA TESOL students on the sixth floor of the Jinri building. The lockers allow students to keep their books and other materials safe and secure on campus. Students who are interested in using one of these lockers should contact the MA office. Students will be allowed to sign up to use the assigned locker for one semester at a time with the opportunity to extend during the break with permission from the MA TESOL office. Lockers will be awarded on a first come, first served basis but preference will be given to people who are enrolled in their thesis or practicum semester. Information on applying for the MA TESOL locker in the Jinri-building will be posted on the MA TESOL message board.

TESOL Library

Semester Weekdays & Saturdays	08:30 to 19:00
Vacation Weekdays	09:00 to 17:00
Lunch break	12:00 to 13:00

On the first floor of InJae building, there is also a TESOL library for the TESOL students to use. MA TESOL students with MA TESOL student IDs are allowed to borrow up to 5 books for 30 days. Information about the library in the InJae building can be found in the Sookmyung TESOL certificate website (www.tesol.sookmyung.ac.kr). This library has a lot of TESOL-related resources not only for the certificate courses but also for the MA program courses. Sometimes you can even find the course material from this library which is not provided from the main library. The TESOL library hours are in the table above.

tesolma.com

All student in our MA TESOL program should know our official website, in addition to the SookMyung University website. Updated current information about the MA TESOL program and important issues about upcoming events are all posted in the message board of www.tesolma.com. Being updated about the program's upcoming events from the message board is one of the encouraging ways to get tips for useful resources for the MA TESOL program. So please visit our official MA TESOL website frequently!

The Student at the Core of the MA TESOL Program

Sukyoung Chon

Recalling all the memories of being in the Graduate School of TESOL at Sookmyung Women's University, the best decision I made would be to become the departmental Teaching Assistant (TA). During the two years in the MA I had a wide range of jobs such as teaching Korean to foreign professionals, teaching English at high school and at a cultural center, tutoring, being a research assistant, web assistant, teaching assistant and making test questions for an official test. However, among them the main job was being the TA.

When I was asked to be the TA, I was not willing to take it at first. I knew how immense the amount of work would be and how poor my performance would be. However, the opportunity to be a TA is not a common thing that could happen in the rest of my life. Thus, I grabbed it.

Since I was not fully trained by the previous TA and had to start working alone in the TESOL office, I was very tense at first whenever I got calls and e-mails from other departments asking something I was not aware of. Since there is only a single TA for the TESOL department, there are a wide variety of tasks that people may not expect. These include financial planning, forecasting and monitoring for a department of 5 faculty members and around 100 students. From the beginning, I was forced to multi-task, which entailed managing our information systems and well as answering a range of different queries from many different parties. I really struggled at the beginning, juggling the heavy workload and my schoolwork at the same time. All I could do was to sleep less and read articles for papers whenever I had time. As time went by, I became accustomed to dealing with the multifarious tasks of the TESOL office and getting them done fast. It was hard at the beginning, but through this experience, I learned to read between the lines, solve problems and perform multiple tasks. I learned how to meet many different challenges with confidence and efficiency in the end.

There are a wide variety of tasks. These include financial planning, forecasting and monitoring for a department of 5 faculty members and around 100 students.

The biggest difficulty for a TA is the responsibility of functioning as the main liaison between the different administrative agencies of the university, which function entirely in Korean, and the faculty and students of the program, many of whom do not speak Korean. The system in school is not English-friendly. Most documents and forms, such as taking for a leave of absence from school, returning to school or changing one's thesis title, are written in Korean on the administrative department website. Therefore, the Korean staff in different departments always asked me to do their work by explaining the different documents in Korean to foreign students and faculty members, and filling in the forms and announcing events. Thus, I had extra work helping each foreign student register for courses, pay tuition and use the Sookmyung portal system. In addition, the school can be slow to react in helping us to make our program better. Such things as outdated information from our old website and other official school websites was not able to be changed and had been tolerated for ages. As a result, students in our course and people outside were often confused and called the TESOL office complaining about it. Like

the Korean government office, the university does not like to change their ways, even though there are much more efficient methods available for both our program and the department. I wish the school office collaborated better with our program and helped us have a better system for our MA students and faculty members. However, I believed our program now has made much progress in many ways.

But there were not only difficulties. I met amazing people while working as a TA. One of them I really appreciate is Dr. van Vlack. I remember the first week of my work at TESOL office. The phone rang as soon as I arrived at work and the person who called me was Dr. van Vlack. He checked if I had missed some tasks for the day and reminded me of what I had to do and how to deal with the task. He seemed to love sharing my difficulties and advised me about how to deal with complicated tasks. Without his help, I might not have finished my one-year term in the TESOL office. In addition, there were always wonderful research assistants and school union members who I collaborated with when organizing large and small events such as job fairs, the KOTESOL conference, graduation dinners, admissions events, and orientations for new students.

Being a TA was a wonderful experience for my life. It led me to meet those who have a warm heart and a desire for teaching.

We all managed to work together well. To be specific, when everyone was assigned work for fairs or other events they took their responsibility seriously until everything was done. We listened to other's opinions and needs fully, and tried to complete the event successfully for our program. For the 2013 KoTESOL conference, I assigned one or two people from the MA TESOL to man a booth and answer inquiries about our program. When I got to our booth, there were 6 or 7 people from our program, attracting people there and explaining our program together in detail. It was really a touching moment that I will never forget. During the conference, we made a happy environment. Through collaborating with one another, we made progress in the fairs and events and successfully finished them with little stress.

In the year that I was TA, our program has changed a lot. We have our own website and Naver café, and we can communicate easily through Google plus. We have a space to study in Jinri-gwan building. The main library accepted our inquiry, allowing MA TESOL students to type for papers and theses in the A3 study room (believe it or not, there used to be no typing allowed in that room – only reading). We changed the admission process to include people who do not have certificates and everyone participates in a fun, informative symposium.

Now, I will finish my term as Web TA and leave our program and school soon. I believe as long as there are people who value our program, our program will keep its high reputation in this field and mark a new era in TESOL.

All in all, being TA was a wonderful experience for my life. It led me to meet those who have a warm heart and a desire for teaching. This taught me a lesson to be a well-rounded person and face challenges with confidence in the future. I loved working for the Sookmyung MA TESOL, our professors and the excellent students in this program. I always want my program and our students to have a better condition, so let's not stop striving for that.

If you are thinking about working as a TA or RA, do not hesitate. It will boost your professional growth and equip you to be a qualified person in whatever career you choose. Your effort will be more fruitful and greater than your dedication. My last word for MA TESOL students is this: please visit our TESOL website, tesolma.com, as much as possible, participate in departmental events and be generous to the TA who deals with a large amount of work for you and our program.

Sustaining and Pushing Yourself as a Professional Teacher – The Korea TESOL Conference and You

Thomas S. Avery
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tomselt.wordpress.com

Although everyone takes our MA TESOL course for different reasons, be it getting a good start as a teacher, challenging our established practice, working towards a Ph.D., or just to get a piece of paper we think validates our experience, we are all professionals seeking to challenge and develop ourselves. Sookmyung is an excellent place to do this alongside many teachers and researchers, but it is intrinsically limited. Yes, we have freedom to explore our interests and choose our study, but officially we all end up with the same certificate; this doesn't have to be the case.

There are many more opportunities for professional development available in Korea, and many of them can be closely related to what you study and teach. Sookmyung in particular is well situated for this – we have very strong ties with KOTESOL, which holds a yearly international conference, last year on the Sookmyung campus and this year at COEX. While this organisation officially exists to "promote scholarship, disseminate information, and facilitate cross-cultural understanding" (KOTESOL, 2014), in my experience it is much more informal and welcoming. Teachers from all over Korea (and the world) turn up for the weekend to socialise over practical discussion, each trying to better their game, make a contact, discover some new practice, or just challenge their ways of thinking.

Sookmyung has very strong ties with KOTESOL, which holds a yearly international conference, last year on the Sookmyung campus and this year at COEX.

Sound useful?

Here are three practical ways you can get something out of KOTESOL without putting in too much work.

One – Be a Spectator

That's right, just turn up to the conference, be a fly on the wall, and soak in the atmosphere. This is what I did at my first conference, and it was a truly helpful experience. Some seminars inflated my ego and told me what I was doing was right, whereas others shed light on areas of teaching I hadn't considered or that I had been letting slide. One such example is testing – I went along to an evaluation seminar without much interest because the others at the same time looked even worse, and I found myself at a loss for words; I'd never seen a form of evaluation that are designed for students to actually learn something!

That said, not all of it may be to your taste. The quality of seminars can admittedly vary somewhat depending on your expectations, but this is a symptom

of a good practice – all of the presenters are practicing teachers and/or researcher just like us. Don't be put off by one seminar you didn't enjoy; try to find something of value. There is always something we can take away!

Two – Present a Poster

That's right, just as we have to present a poster at the symposium at the end of each semester, KOTESOL usually offers a poster session. This is a very informal, fluid set-up where people float around posters they find interesting and ask questions for you to respond to – kind of like an information finger buffet. There is very little pressure on the presenter, and you should know a lot about your poster by that point anyway – you can just re-use the symposium poster you made about one of your final papers. You've spent a semester preparing it, why not get all the mileage you can out of it and present? You get a certificate out of this saying you presented, which is definitely worth placing on your resume. It helps prove that you are an active, self-aware, reflecting teacher.

Did you know?

Korea has a huge network of teachers who share their practice online too! KOTESOL is the focal point of large teaching communities accessible online on twitter/facebook/blogs, and people who meet regularly to discuss and improve their practice. Here are a few links to get you started:

- #KELTchat – a weekly twitter conversation: http://keltchat.wordpress.com/
- www.theteacherjames.com: has a great list of teaching blogs he follows.
- KOTESOL website: http://www.koreatesol.org/
- The next KOTESOL conference (COEX, Oct 2014): http://koreatesol.org/ic2014
- My conference presentation: youtu.be/8WWKdhEOqcg

Three – Present a Main Session

Of the three this is clearly the scariest, and the one I did most recently at the KOTESOL national conference in Daegu. I even have a lovely certificate and conference proceedings booklet with my bio and research to show off for my work! As you might expect this takes a little more work, but it is certainly worth it. I was lucky enough to do it as part of my assessment for a course last semester instead of a class presentation, and it gave me a platform to present my ideas and research, get a lot of feedback, and really think through my ideas in a different format. I have no doubt that I produced a better final paper as a result.

The same definitely holds true for teaching; actually preparing a presentation forces you to think about your practice and evaluate your own teaching, therefore revealing your strengths and weaknesses. Going up on stage and presenting both of these to the teaching community is invaluable. It's not about showing off or being a perfect teacher. Rather, it is about collaboration and self-development. It makes us better teachers and researchers, it challenges others, it improves our practice – and most importantly, it helps us teach. This is the heart of a teacher. If you share this vision and passion for teaching, then the challenge has been set and the platform is ready for you: Go! Listen! Present! Become a better teacher!

Practicing through Practicum

Soo Kim

I just sent in my application to Teach for America. I chose Teach for America because I felt that it would offer me some of the exact same things that the Sookmyung MA TESOL practicum offered me. It offers me a chance to teach under the guidance of a more experienced teacher. It offers me the chance to build and reflect on my own teaching style and philosophy. It offers me the chance to actually teach and learn through experience.

I have never been the theoretical learner. I have never been the planner or the thinker. I have always been the "plunge-into-action," "trial-and-error," "fall-and-get-right-back-up," "learn-from-your-mistakes" learner. This is why when it was time for me to choose between writing a thesis or doing the practicum, I, of course, chose the… thesis! Like I said, I'm not the "thinker" and, of course, I chose without thinking how the thesis would not be right for me. After a year of being stuck in the planning stage and having to be (for the most part) independent in writing, I realized that I needed to finish off my Masters program in a way that I felt that I would get the most benefit. That way was to learn through experience and with guidance. Choosing to do the practicum track was the best thing I could have done.

Doing the practicum forced me to put theory to the test and watch how it was affecting or improving my students' learning experiences.

Practicum was an amazing experience for me and although it was intense, I was excited and engaged throughout the entire semester. One of the best things about practicum were the relationships we built. Our practicum group became my family. We were stripped bare in front of each other and witnessed each others' weaknesses and strengths in teaching. We shared insights on our students, our lessons, and ourselves. Observing the videos of our lessons and evaluating how we taught through the perspective of our peers opened our eyes up to new methods and tactics. I learned so much more with the support of my practicum group than I could have ever done on my own. Plus, Stephen and Diane were with us every step of the way.

Another great thing about the practicum for me was the chance to put theory into practice. Without doing so, I think everything I learned, read about, and wrote about would have stayed just that for me. As just theory. Just some words on paper.

The experience of practicum put actual teaching and theory together for me. It forced me to put theory to the test and watch how it was affecting or improving my students' learning experiences. It also forced me to test out how it fit into my own style of teaching and also how some methods I would have never thought to use were actually effective for me. It made me hyper-aware of what I was doing as a teacher and what I could do better for individual learners. When time came for me to study for the comprehensive exam, I felt much more confident and prepared in what to write. I feel more knowledgeable in theoretical content than I have ever been. Had I chose the thesis track instead, I would have probably been more knowledgeable in one or two specific theories than a variety of theories and material curricula building as a whole.

This piece is not so much about explaining why doing the practicum was a better experience for me than writing the thesis, but more so about explaining how important it is to choose the track that is best for you. I know many other TESOL-ers in our program who have successfully written and completed their

thesis. I know many other TESOL-ers who chose to write the thesis and enjoyed doing so because it fit their goals and learning styles. My goal, however, is to teach children, not to go into research or professorship. It made sense for me to switch to practicum because it helped me build my teaching portfolio and helped me to combine my 2 years at Sookmyung Women's University with actual teaching experience. I feel ready to go back to the States and teach. What I hope every takes to heart is that TESOL-ers should choose the path that fits them so they can also be as confident and as ready as I feel to continue my career as a teacher.

Paths through the SMU TESOL MA

Semester	Option 1 – Direct	Option 2 – Transfer
1	Elective 1	Sookmyung TESOL Certificate (tesol.sookmyung.ac.kr)
	Elective 2	
	(refer to tesolma.com for information on elective courses for both study options)	(upon completion, students need to apply to the MA program and, if accepted, can transfer up to 6 credit hours)
2	Elective 3	Elective 1
	Elective 4	Elective 2
3	Elective 5	Elective 3
	Elective 6	Elective 4
4	Elective 7	Elective 5
	Elective 8	Elective 6
5	**Practicum OR Thesis**	**Practicum OR Thesis**

My Road to Mastery

William du Plessis

It all started two-and-a-half arduously worthwhile years ago in the Sookmyung Women's University office of Professor Stephen van Vlack. Having passed the MATE language proficiency test, my mate Alan and I were both invited to interview. I still remember us sitting nervously hoping to be accepted onto a road that would open English-teaching doors for us anywhere we chose to go in a world hungry for the skill-set we would acquire somewhere along a 30-month stretch of life, and acquire it we did. Looking back now, I know we gained a deeper understanding of what it means to learn and teach English as a second language that we ever thought possible. This is my account of a journey that gifted me some of the lowest lows and highest highs of my life, and I would not exchange it for anything in the world.

Semester one of five saw me sign up for two of Professor van Vlack's classes. If memory serves, they were 'History of English' and 'Teaching Listening.' After reading everything I could get my hands on about MA TESOL study options, I decided to pay the 4.5 million tuition fee - hoping to take advantage of the remaining 20 million performance-based scholarship that straight A's would get me. I had no idea if I could make it, but, as I started making contact with some former and current students, I realized there was an even chance if I could find a way to apply myself. Two winter reading projects became my first swing of the bat.

I had no idea if I could make it, but, as I started making contact with some former and current students, I realized there was an even chance if I could find a way to apply myself.

The first six months spun by. I learned how to access the university data bank, reacquired APA format, bought a printer, made visits to the course message board and the lecturer website a habit, found ways to complete the two 3-4 page weekly assignments, did my first two mid-term papers, and tried to catch my breath as I finally set my two 20-page final papers down on the front desk. I have no idea how it happened, but I got my A's and scholarship. I called Alan and he'd done the same. Our relief was palpable and, as we celebrated clearing the first hurdle, we started to grasp what would be needed to navigate the remaining four.

'Genre Analysis' with Professor Mirador and 'Sociolinguistics' with Professor McNeil came next. Now, however, I had slotted into a rhythm that meant my time was divided between study, work, my very long-suffering soon-to-be wife and my best mate. I realized that I would need to make sacrifices, but I had no idea what that really meant until after the second semester. I somehow did better than I did in the first, but a year of discovering limits I didn't even know I had, had taken its toll - I needed a break and escaped to Thailand before launching into the third and most important semester of the course.

Before I forget, Alan and I had both applied directly and gone straight into course-work, and in so doing skipped the usual first semester in the SMU-TESOL program. What this meant, is that our third course-work semester would have been the second course work semester of most. I mention this, because this is the point where a decision should be made about what your thesis will be on. If you choose your course carefully, you'll be able to begin laying the foundation for the 50-page dissertation that needs to have completed by the end of your journey. The courses I chose were 'Teaching Reading' and 'Bilingualism.' Bilingualism was what I ended up doing my thesis on, and

I was able to use the work done for my assignments, and term papers during this semester to build on over the following year.

With my fourth and final semester looming, I was fortunate enough to have the option of taking 'TESOL Research Methods' with Professor McNeil. It is exactly what I needed at the time and it gave me a succinct understanding of how I needed to shape the thesis that was now looming very large in front of me. It was looming so large in fact, that I remember seriously considering tucking tail and giving up, but, of course, no one would let me and I had to forge ahead. Forging ahead meant finding an organization willing to let me do research, setting up survey questionnaires, scheduling and doing interviews and starting to make sense of it all. My goal was to have completed data collection and a first rough draft by the end of that fourth semester. I nearly didn't make it. At least this is what it felt like at the time.

Of course, looking back now, it's easier to see it for what it was - I just needed to push a little harder. I recall watching a TED-talk on success by Richard St. John. Pushing yourself physically and mentally was an essential ingredient to success. Easier said than done, but like Nike I had to 'Just Do It'. And that just about sums up what is needed to complete a master's degree - just do it. All of us who have walked this road had to find a way to stop feeling sorry for ourselves and to overcome inhibitions and self-doubt. We had to find a way to exchange sacrifice for growth and success.

My time was divided between study, work, my very long-suffering soon-to-be wife. I realized that I would need to make sacrifices, but I had no idea what that really meant until after the second semester.

By comparison, the final semester was a breeze. It mostly involved a whole bunch of editing and re-writing. For me it was like savoring the fruits of 24 months of hard labor. The only reason this was possible, of course, was because my academic mentors guided me through every step of the process; making sure I was ready when I needed to be. I'm not sure how much of this was down to just putting my head down and not stopping until my thesis adviser said I can go to print, and how much was a result of the leading and solid structure the faculty provided, but I got there. I passed my thesis defense, made the final changes, went to print, registered copies with the library, and I got there.

Sure there were pitfalls, and sure the administrative process was not always easy to get your head around, but I always knew that I could find guidance on the message board, from the MA TESOL office, from those studying with me and, most importantly, on the always accessible other side of Professor van Vlack's office door. As with most successes in my life, the keys became hard work, planning, and open communication. Whether you find yourself at the beginning of this rewarding journey, or if you're at the end like a former SMU MA TESOL student who is now bringing home $140,000 per year teaching English with all expenses paid, the same truth remains - nothing worthwhile in life comes easy, but then I'm not sure I would have wanted it to.

Sookmyung MA TESOL, 15 Years On

Andrew Langendorfer

1999. Britney Spears' …*Baby One More Time* and G.O.D.'s 어머님께 were topping the charts. Businesses and governments were fretting about Y2K – and so were the 40% or so of people in developed nations with home internet access. The Seoul Metropolitan Subway System had seven lines, compared with the 17 it boasts today.

At the same time, in a very small corner of the Sookmyung Women's University campus, the TESOL MA program was founded – the very first of its kind in Korea. A lot can happen in a few short years. I sat down with Dr. Stephen van Vlack, original faculty member of the TESOL MA and current department head, for a bit of a retrospective on the 15th anniversary of the program.

iEFL: It's been 15 years since the program started. We'll talk about some of the changes it's gone through, but let's start with the present. What differentiates the Sookmyung program, in its current form, from other programs?

Dr. vV: Well, one really important thing, and it's unique not just among MA TESOL programs but I think among grad school programs in general, is that the university has given us professors who are actually in the program. In a lot of other programs, the professors are just assigned to have one person do one class, and then they just have part-time lecturers do everything.

iEFL: Was the program always supported in that way? Or am I opening up a whole can of worms?

Dr. vV: No, it's not a can of worms, it's kind of the historical way the program developed. It was me, at the beginning, and that was kind of it. Going through the first semester it was me and one person who was actually hired to be the head of Lingua (the on-campus language center). So he wasn't really in a department. He was the head of Lingua and he taught one class in the MA.

iEFL: So just the two of you teaching classes?

Dr. vV: Well, we took in 10 students the first semester, and they had no choice – there were two classes we offered, and those were the two they took. We ran it like that for a little while, where people didn't have a lot of choice. To me, especially in a field like TESOL, which is potentially such a huge field, that just seemed problematic. When I did my master's, I wasn't allowed to choose any courses. I wasn't particularly pleased with that – especially coming from where I did my undergrad, which was a huge university with about 40,000 students and a lot of choice. So that's kind of been my mission, what I'm pushing for here, is to make sure that students have choice.

iEFL: I can see that. So how did you get from one full-time and one part-time professor to where we are today?

Dr. vV: After the first couple of semesters, we had a few people come in and out, but at least they started with one person who was in the MA. That was my principle job, to be in the MA and make it work. I think that makes a big difference – having at least one person who's responsible for that. In most programs, there's not even one person who's involved just in that program. Now, there are four full-time MA professors, which is really quite unique. Students – if they want to be – can be quite well taken-care of, and there's a lot you can do with the program. It can be frustrating when students don't take advantage of the opportunities that are there, but we try to provide a lot of opportunities that just don't exist in other situations.

Innovation is seriously lacking at all levels, even at universities, which are supposed to be centers of innovation. Trends come and go but real innovation is sadly almost nonexistent in classrooms.

iEFL: How about the students – have there been any sea changes in the types of students that come into the program?

Dr. vV: Well, it kind of comes in waves; there are different trends. I mean, in the beginning, because we were the only MA program in TESOL, a lot of the SMU TESOL (certificate program) students, the good ones that couldn't go overseas, were just kind of waiting for this program to open. So when it did open, we had huge numbers of applicants. I mean, we'd pick 10 out of a hundred-and-something applicants. There was another big spike around 2008 or 2009, then there was a huge fall after that in the number of people. The national interest seems to have waned to a certain extent. I mean, it has but it hasn't – it's shifted. Where people felt that being an English teacher was a good job, I'm not sure people feel that way anymore – but this kind of thing is always changing. Right now, for example, we have very few public school teachers, where there used to be a lot of them. It's partly because the government has started a lot of training programs – not good ones, but a lot of them, and so some of those people just figure they should do that and get paid to do it. But there's no innovation there. Innovation is seriously lacking at all levels, even at universities, which are supposed to be centers of innovation, right? Trends come and go but real innovation is sadly almost nonexistent in classrooms.

iEFL: On that topic, I hear from a lot of current students, "Well that's fantastic, but I could never implement that at my school." They just feel they don't have any control. Do you have any good stories from students?

Dr. vV: Well, I think for every bad story there's a good one. Honestly, I think it kind of evens out, although we tend to focus on the bad ones. And really, a lot of people say they can't do it without even trying. That's part of what we want to do in the practicum. I think one of its strengths is that we actually force people to do things they've never done before. They'll never be able to do something exactly as they do it in the practicum, but hopefully they start integrating aspects of it into their classrooms. So, rather than saying "Oh, I could never do groupwork because my students blah blah blah," we show them, "This is how you do groupwork." And that's what you see in the literature, too. A big issue in teacher training programs is just getting people to follow through on what they've

been trained to do.

iEFL: You're here at the university, but I'm sure you follow stories about language education elsewhere as well. Overall, do you think things are moving in a different direction than you thought they would when you first came here?

Dr. vV: Well, yeah – I mean the pendulum swings, and it swings in all different directions, right? When I first came here, things were very much done in a rote-memorization approach. Foreigners were a rare commodity, so they didn't have them in the classrooms much. There weren't many joint teaching sessions; it was usually that Koreans would teach grammar and reading and things, and the foreigners just ran their own conversation classes. You didn't have them together in class. Then the trend moved to where they had some people together. Now, I think part of it is political – I mean, language education comes down to politics – we were moving towards realizing that you have to use language to learn it, but that seems to be out the window in the last couple of years. I think it's because people don't know how to handle the system – it's an assessment dilemma. People don't know how to assess that (type of learning) in middle schools and high schools. Sadly, in some ways things have actually gone backwards in the last few years, with the schools copying the hagwon instead of vice-versa. I mean, how can you have a class like TOEIC preparation as a freshman English class? There's no way that should be happening.

The big change in the last few years is looking at the socialization processes of learning. The Vygotskyan idea, that people have talked about for a long time is finally sinking in, that learning is actually a social process.

iEFL: How about changes in the field overall, since you started studying and researching?

Dr. vV: Well I started with more theoretical linguistics for my undergrad and then my master's degree. Back then, and this has been a big change since I started getting involved in these fields 20 years ago or more, there was no link between theoretical and applied linguistics. The theoretical linguists didn't think anything about the applied linguists. Seriously, they looked down on them. There were no courses in it at my university (of Arizona). They had a good linguistics department, but nothing in applied linguistics, nothing in SLA; you had to go to different language departments – Spanish as a second language, English as a second language dealt with linguistics. But other linguists looked down on those people, like "Oh, it's not scientific." Things have changed a lot since. That same university actually opened a PhD in SLA. They were one of the first ones in the world. So, things have come a long way, and I've kind of moved in that direction – I suppose out of necessity.

iEFL: More of an applied approach? Your PhD is in applied linguistics, right?

Dr. vV: Yes, although still in a more theoretical realm. I think the big change in the last few years is looking at what it actually means to learn, and the socialization processes of learning. That seems to be the big trend. I think the Vygotskyan idea, people sort of talked about it for a long time, but now it's finally sinking in that learning is actually a social process. Going way beyond Vygotsky, who just described these things very much on the surface level, we're getting into the processes of how people learn as social beings. What's interesting is that this is kind of having an effect on theoretical

linguistics, and theoretical linguistics is going to go through some big changes in the near future.

iEFL: It'll be interesting to see how long it takes for the new theoretical approaches to catch on with different administrations, despite all the swings of the pendulum. Any parting advice for new students?

Dr. vV: Yeah – take advantage of as many opportunities as you can in the program; we fought tooth and nail for them over the years. There's the journal, there are teaching assistant and research assistant positions. Speak to your professors, early and often – start forging those relationships. Take a look at the 2-year cycle of classes. Of course you're not necessarily going to want to plan out all of your electives right from the get-go, but look what's on offer. Some of them are only going to be offered once during your whole time here. Take advantage of the choices that the Sookmyung MA TESOL gives you.

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Imagined Selves in Imagined Worlds: Identity and Power in Negotiated Communities

Daniel Brown
Creating Multimedia for Education

This mini-research project explores the identities and power structures formed within a negotiated community (NC) that emerges from implementing a classroom role-playing game (CRPG) with university students. General theories of SLA have noted that output and interaction are requisites for L2 acquisition, while more social theories have called attention to conflicting identities and power structures that may aid or hinder the amount and types of such interactions as they occur during acculturating into a discourse community. This paper expands on Norton's (2001) interpretation of imagined communities to introduce NCs, which are dynamic, collaboratively imagined communities that are created and mediated in real-time in the classroom. Through a questionnaire and interviews, this paper explores to what extent students felt invested in their fictional identities as well as how equal they felt the power structures were in the NC. The results of this project suggest that the majority of students were invested in their identities, and that they definitively agreed that power was spread equally, although not necessarily due to the specifically examined game mechanics of the CRPG presented in this paper.

1. Introduction

In Wenger's (1998) seminal work on communities of practice, it is posited that imagination can grant membership into future or fictional groups through its power of "transcending our time and space and creating new images of the world and ourselves" (p. 176). Taking the stance that "engagement in social practice is the fundamental process by which we learn and so become who we are" (p. 2), the ability to create and work within these imagined communities could have profound effects on the design of educational spaces. While the concept of imagined communities has been defined and explored to an extent (e.g., Norton, 2001; Kanno & Norton, 2003), in this research paper I will expand on the idea and introduce the construct of negotiated communities (NCs). In so doing, I will analyze my students' investment in identities and struggles with power structures within the context of the NC that emerges as they play a Deadway-like classroom role-playing game (CRPG).

1.2 From Imagined to Negotiated Communities

When Norton (2003) ponders the implications of imagined communities for classroom teaching, the question of how teachers can "address the imagined communities of learners in classrooms in which there may be over thirty learners, each with her or his own investments, histories and desires for the future" (p. 167) is addressed in the context of adult ESL learners in Canada. Half a world away and teaching in an EFL university context in South Korea, this situation must be approached differently. In my own situation, my students are not taking English courses as an elective or because it relates to their major, which might imply some level of integrative motivation (Gardner & Lambert, 1972) or an ideal L2 self (Dörnyei, 2005). Rather, they are enrolled simply because the course is a basic requirement to graduate. Thus, many students most likely bring no imagined communities at all to the classroom. To fill this void, an NC is created in the classroom, which can be defined as a jointly imagined community which students can affect and engage with through created identities. While an imagined community is mediated by the self and kept mainly internally, an NC, by contrast, is mediated through interactions with others and openly manipulated in the classroom.

Daniel is an English instructor at the Foreign Language Education Center at Sogang University in Seoul, South Korea. He has been teaching in an EFL context for more than ten years. His interests in ELT include identity, communities of practice, imagination, critical pedagogies, materials development, and game-based learning. His work was nominated in 2013 for a British Council ELTons award in innovative writing.

This paper will be organized into four parts: a review of the literature, a description of the activity and how I measured and observed the classroom data, the results, and a discussion. First, the literature review offers a theoretical background into identity, power, and imagined communities. I then turn to two recent articles involving imagined communities, one of which examines girls' visual representations of literacy in Uganda, and another which follows two Korean families as they live abroad in the United States. Next, I give an overview of the CRPG and briefly explain the game's mechanics with some observations on how they relate to the theoretical underpinnings of work on identity and community. Subsequently, I talk about how I measured and observed the data. Lastly, I show the results and discuss them.

Given that NCs are an expansion of the previous concept of imagined communities, my research questions seek to address similar issues to those presented by researchers in the literature review. The two questions I wish to address are:

1. How invested do my students feel in their imagined identities and the NC created through the CRPG?

2. How equal is power distribution spread when planning, executing, and resolving missions during the role-playing game? Specifically, I wish to find if students feel the combo and call-an-NPC mechanics equate to equal speaking opportunities in all stages.

2. The Phenomenon

The term imagined communities was first coined by Anderson (1991) when describing nationalistic camaraderie amongst citizens though they had never met. Consequently, the term has been used in work on identity and language learning to describe "groups of people, not immediately tangible and accessible, with whom we connect through the power of the imagination" (Kanno & Norton, 2003, p. 241). This connection with imagined communities can have immediate and profound effects on a learner's actions. An imagined community can be engaged with fervently, as evidenced by the account of Rui (Kanno, 2003), a Japanese teenager who spent most of his life in English-speaking countries. His idealized notion of Japan and his identity within it drove him to diligently study Japanese. On the other hand, an imagined community can also stop participation dead in its tracks, as recounted in the tale of Katarina (Norton, 2001). A Canadian immigrant who had been a teacher in her homeland of Poland, she abruptly quit her English classes when her instructor failed to validate her perceived future membership in a community of Canadian professionals. The result of the mismatch between her imagined community and what the course offered validated that "as language learners seek more contact in the wider community, their investments in their imagined communities may grow stronger, and the risk of non-participation in language courses may increase correspondingly" (p. 170).

2.1 Identity and Power

Inextricably intertwined with the concept of community is the notion of identity. Norton and Toohey (2011) delineated six central theoretical arguments taken by identity and language learning researchers that will be used to guide the research questions for this study. The first claim is that language learning is situated in a larger social world. This world is variable through time and space, and may even exist in conflict with the individual, but is always resulting in identity that is "multiple, changing, and a site of struggle" (p.414). The second point is that language learners may appropriate diverse positions to participate in L2 environments. While it is possible for them to negotiate more advantageous social positions for interaction and agency, it is just as likely that they could end up in less desired positions where their opportunities are constrained. This seems closely related to the third point, which states that power distribution in social spheres can restrict access to interaction in the target language communities. Fourth, the triality of identity, practice, and resources can have an impact on the development of a learner's identity if access to practice or resources is limited. A fifth claim notes that "learning is not entirely determined by structural conditions and social contexts, partly because these conditions and contexts are themselves in states of production" (p. 415). Learners will, in other words, redefine their relationship to the ever-changing community by adopting alternate identities. This penultimate claim is that a learner's motivation to learn English may be irrelevant if they do not have investment (Norton, 2000) in the current classroom practice. Lastly, researchers in this field feel that imagined communities are important to SLA because a learner's investment in a target language can be seen as their hope towards an imagined identity within an imagined community. Consideration of these arguments of identity and language learning researchers will be taken up within the space constraints of this paper later when the CRPG is introduced.

3. Review of Studies

Before getting into the idea of NCs, it is important to consider how imagined communities have been taken up in the literature. Beyond the previously mentioned examples of Rui and Katarina, the idea of imagined communities has been investigated to some extent in recent studies. In Kendrick and Jones' (2008) study on Ugandan girls' drawings and photos on the topic of literacy, the researchers set out asking two questions. Their first question was how girls in a rural Ugandan community could use drawing and photography to capture

literacy in their daily lives. The second question they asked was whether engaging in those practices could allow the girls to perceive and situate themselves in new ways in relation to literacy practices within their communities.

Implementing the study was done in two distinct parts, the first being a drawing task, and the second a photography task. For the drawing task, the girls were primed on the topic of literacy through questions such as "What kinds of reading and writing do you do inside and outside of school?" or "How do you think you will use reading and writing in the future?" (p. 381). The girls were then allowed to draw any pictures they saw fit, without restrictions. Similarly, their photography tasks were initiated through group discussions on how literacy practices were related to career and life opportunities, after which they were free to explore the community to find appropriate images.

After compiling their drawings and photos, the researchers looked for results by searching their images for emerging patterns. Common themes included drawings of girls engaged in literacy practices while in nice clothes and in respectful postures, as well as photos of people engaged in literacy practices who were in positions of authority or importance. The images suggested that through engaging in literacy practices, the girls could envision themselves in an improved condition in their future. Through this analysis, the researchers addressed their questions in the conclusion by stating that giving girls the freedom to explore their world "served as a catalyst for the positing of imagined communities," and that this "held immense potential as a pedagogical approach to cultivate dialogue" (p. 397).

In another study, Song (2012) investigated imagined communities in two Korean families living in the United States. This study was also driven by two research questions. The first asked to define the mothers' imagined communities and relate them to their past and present memberships and experiences. The second sought to determine how those imagined communities influenced their view of their children's language learning goals and socialization practices.

The study took an ethnographic approach whereby the researcher embedded herself into the lives of the families (initially in the role of an English tutor) to collect data from observations and interviews over the course of a year. The corpus of data included 135 audio recordings averaging about 1 hour each, as well as 35 video recordings lasting about half an hour each. Analysis of this data consisted of three steps. The first step involved an initial data analysis that began three months into collection which focused on the children's interaction with parents and peers in order to identify their linguistic practices. The second step involved ongoing data analysis and theorization using a grounded theory method (Glaser & Strauss, 1967), which led to the author's discovery of the concept of imagined communities. In the last step, the researcher refined and reformulated the theory based on a final analysis of the data.

Using these methods, the researcher concluded that "through the notion of ICs, the families' current practices can be understood in the context of future affiliations and identification" (p. 522). Furthermore, like the previous study, the researcher links the concept to education by stating that "pedagogically, by acknowledging a process of building ICs, teachers can guide their students to create ICs that have a positive impact on their current language learning practices" (p. 523).

4. The Task

Both studies in the previous section pointed to the importance of imagination in pedagogy, and with those studies as starting points, I will begin examining the unique configuration of imagined communities, termed NCs, I wish to study in my own classes. In order to show how an NC emerges in class, I will briefly explain the CRPG used to generate and support the communities. The students in this study played a derivative of Deadway, a freely available L2 CRPG. A CRPG involves students in groups constructing identities with which they work together to complete missions while adhering to specific role-playing game mechanics. The moniker Deadway-like refers to a specific ruleset in CRPGs, most notably different in that experience points for character advancement are awarded in relation to the number of unique difficulties faced in each mission.

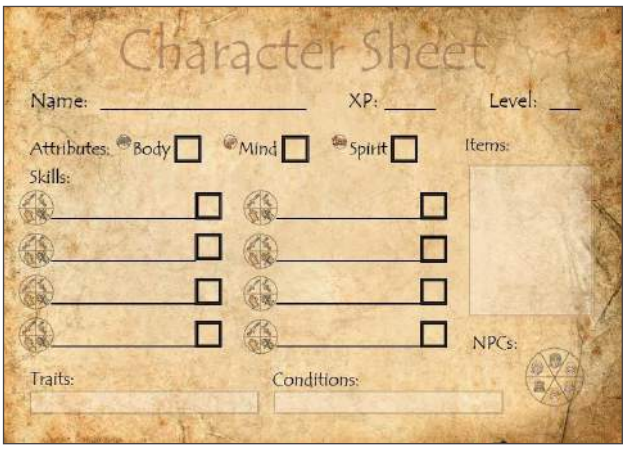

Figure 1: A character sheet for identity construction.

To begin the CRPG, students first construct their identities on character sheets (see Figure 1). The character sheet reifies the available resources students have to draw on when working together on missions. One notable section of this sheet is for skills, which are typically organized into academic, self-defense, survival, social,

Figure 2: Situating with a background image and NPCs.

and occupational categories. There are also sections for items, traits, and conditions, with all of these parts changing through time based on their interactions with the fictional in-game. The upgrading and addition of skills, accumulation of items, and embodiment of traits are a few ways in which students can negotiate their position within their groups.

The imagined world is then initiated with a background image juxtaposed with non-player characters (NPCs) who have specific missions (see Figures 2 & 3). For the classes in my study, the background world had a fantasy setting, although it could just as easily be housewives in a deceivingly quiet suburb or doctors in a busy hospital, based on the students' target situations.

Students then, in groups of around four, start working on completing their missions following a game mechanic introduced to them over the course of a few classes in a tutorial-style manner. The procedure for how they work through missions can be divided into three distinct stages. First is the planning stage, where they decide their roles (i.e., hero, helper, or NPC), what problems they will encounter, and how they will deal with those problems. In this stage, students typically draw a schematic (see Figure 4), make short scripts, or

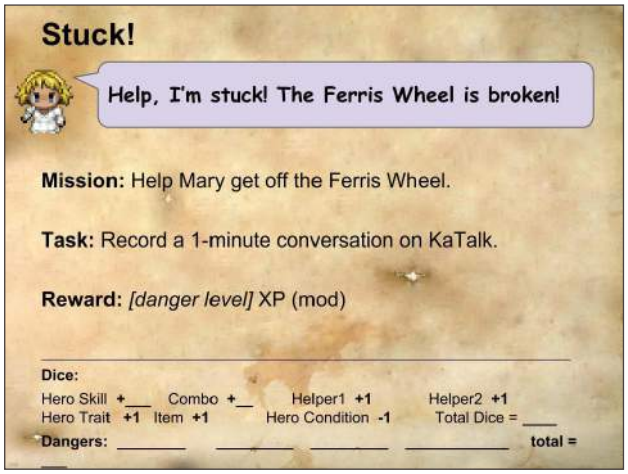

Figure 3: Individual mission assignments.

just talk about it. Next is the execution stage, where they actually record their role-plays and submit them to the teacher. This is done in my classes through audio file sharing made possible via the social networking tool KakaoTalk, although this could just as easily be done live without the aid of technology. Last is the resolution stage, where the teacher follows up on their mission, the outcome is determined, and the fictional world is reconfigured accordingly. At this stage, students are awarded experience points based on how many unique problems were encountered, and based on a roll of the dice, they can: receive or be cured of bad conditions; win or lose traits; earn, break or lose items; and gain or relinquish narrative control of the fictional storyline underlying the role-playing game. As a last step, the students record these changes on their character sheets and tick off certain markers based on their roles. They then start a new mission, albeit in a slightly renegotiated community.

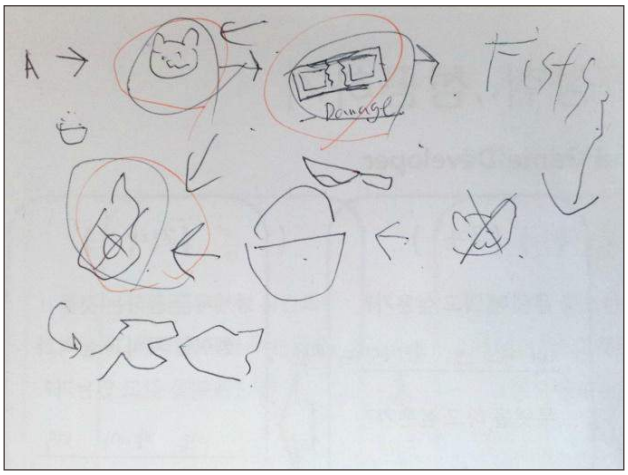

Figure 4: Actual students' mission planning.

Two final game mechanics that need to be explained due to their role in this study are the combo and call-an-NPC mechanisms. As mentioned, students tick off their roles on their character sheets at the end of a mission. When a student ticks off enough hero and helper roles for two or more skills, they can string them together for a combo in a subsequent mission which earns them extra dice, thereby giving them a greater chance at more XP and winning narrative control at the end of more dangerous missions. When a student ticks off enough NPC marks, they can reroll a failed (or successful, if they so need) die to bring in an NPC for help. These mechanics are meant to discourage students from "spamming" skills and roles, and their implications on power structures will be looked at in my second research question.

5. Observing and Measuring

To address the questions asked, the instruments I used were questionnaires and interviews. This study was done in a qualitative manner. Forty-three students were involved, spread out over four classes. While

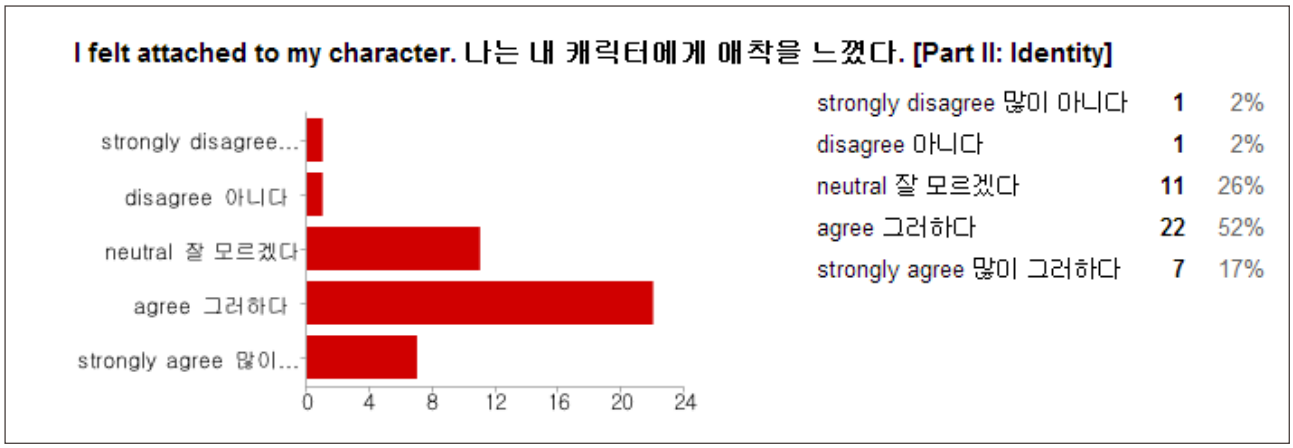

Figure 5: Students' attachment to identities

the students participated in the CRPG twice a week for approximately twelve weeks, the interviews and questionnaire were only employed in the final two weeks. The procedure for collecting audio for both the observations and interviews involves using the KakaoTalk application on students' devices. The process for implementing the questionnaires was through Google Docs.

Neither of the two studies examined in the previous section employed questionnaires in their research. Despite this, I felt like questionnaires could be a quick and easy way to get more students' general input on their experiences in the NC. The questionnaire was divided into four sections: a survey of their English background and daily use, a section on how they perceived of their identity in the CRPG, a section on how they viewed the NC, and a section on how they thought power was distributed in the NC. All questions were based on a 5-point Likert scale.

Both studies included interviews as a source of data for their interpretations. Interviews provide a good opportunity to hear more in depth accounts of students' experiences. For this project, I had students interview each other about their experiences. I prepared seven questions that they had to include in their interviews, and gave them time in class to conduct and record them. The interview questions addressed the first research question I posed concerning their investment into their characters.

6. Results

6.1 Research Question 1

The first research question asked how invested my students felt about their imagined identities and the NC created through the CRPG. When asked directly in the post-class questionnaire if they felt attached to their characters, the majority agreed, with only 4% outright disagreeing (see Figure 5).

When asked if they wanted their character to succeed, the students showed even more agreement, with only 12% responding neutrally (see Figure 6).

During interviews, students were asked many questions about their characters as a way to gauge their level of investment in their identities. Overall, students showed meaningful attachment to their characters' identities. For example, when asked to describe his character, 'Orc' stated that:

> Orc is very strong and have good friendship.

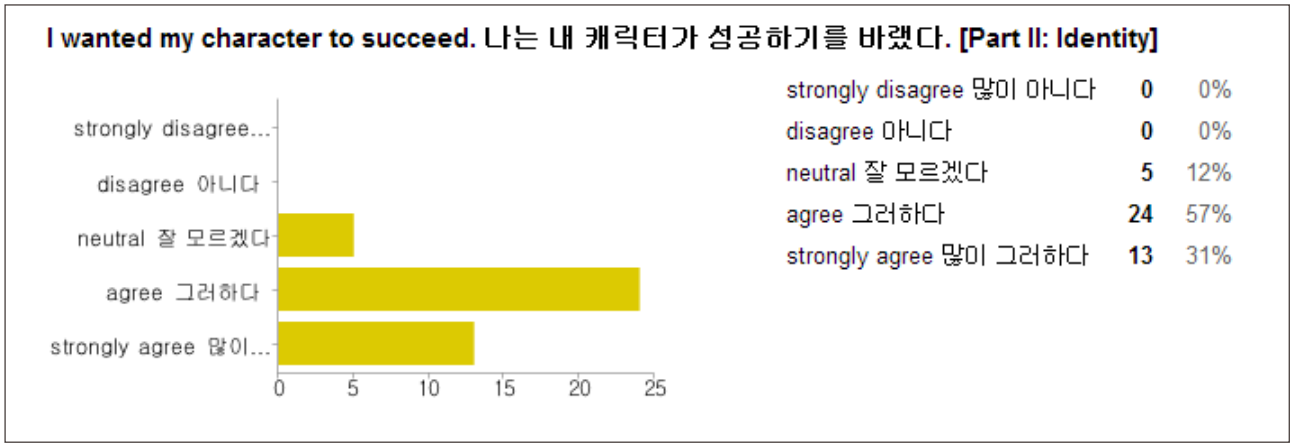

Figure 6: Desire for character success

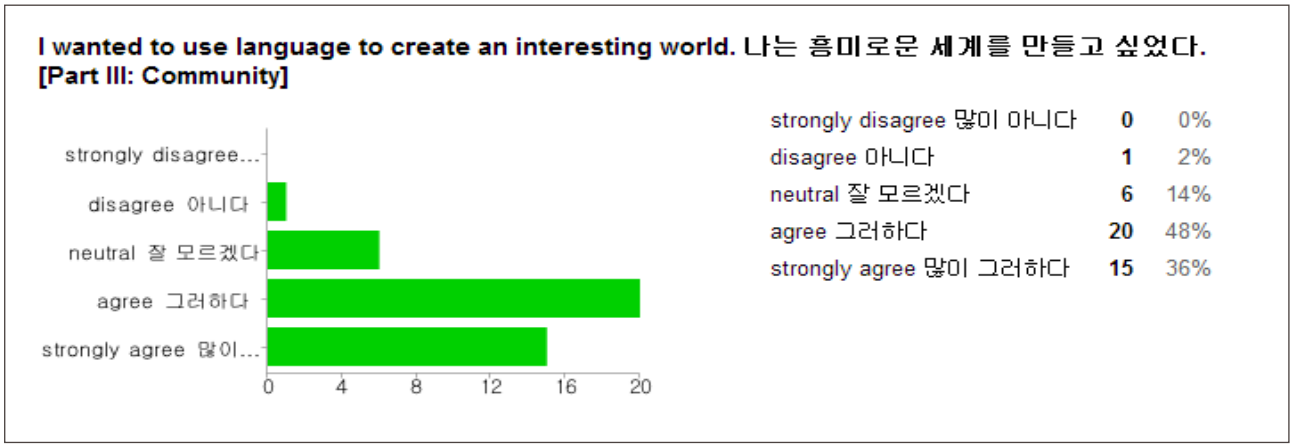

Figure 7: Creating an interesting world

> And orc have his father, but father is dead. Father's friend betrayed to save his own skin. So Orc's revenge father's friend.

When asked in the interview to describe how her character had changed, 'Ari' replied:

> She had a curly red hair, but now change. She has a rainbow hair, very shiny. And she teached magic in adventure. She can anything… Ari is now vampire. She don't see sun.

Asked about how they saw their character in the future, 'Flora' answered:

> Flora is a very famous thief in the future, but a very kind thief. She cares for poor people.

In the second half of the first research question, I was concerned with how they felt in relation to the NC. To this end, one question I posed was how interested they were in being a part of a compelling narrative within the world, to which they responded overall favorably (see Figure 7).

Lastly in regards to the first research question, I was curious how they felt about interacting with NPCs and each other in the NC (see Figures 8 & 9).

Looking at these results, the answer to the first research is that students were overall invested in their characters and wanted to create an interesting world. While they wanted to succeed and do so through helping each other, they were not as attached to NPC characters existing in the NC.

6.2 Research Question 2

The second research question I asked pertained to how equal power was distributed spread when planning, executing, and resolving missions during the role-playing game, and if students felt the combo and call-an-NPC mechanics equate to equal speaking opportunities. This was addressed through several questions on the questionnaire. Little variation was found in perceived speaking opportunities across stages, with the answers generally following the question pertaining to their overall speaking (see Figure 10).

During interviews a question that was posed pertaining to power distribution was "Did you ever feel your character was not as important as other characters?" Students interpreted this question in various ways, for example Altair said "Yeah, sure. He was not as important. He can't do everything." Paladin answered: "My character very important to me, but other character important too. So i just say all character important." Panda

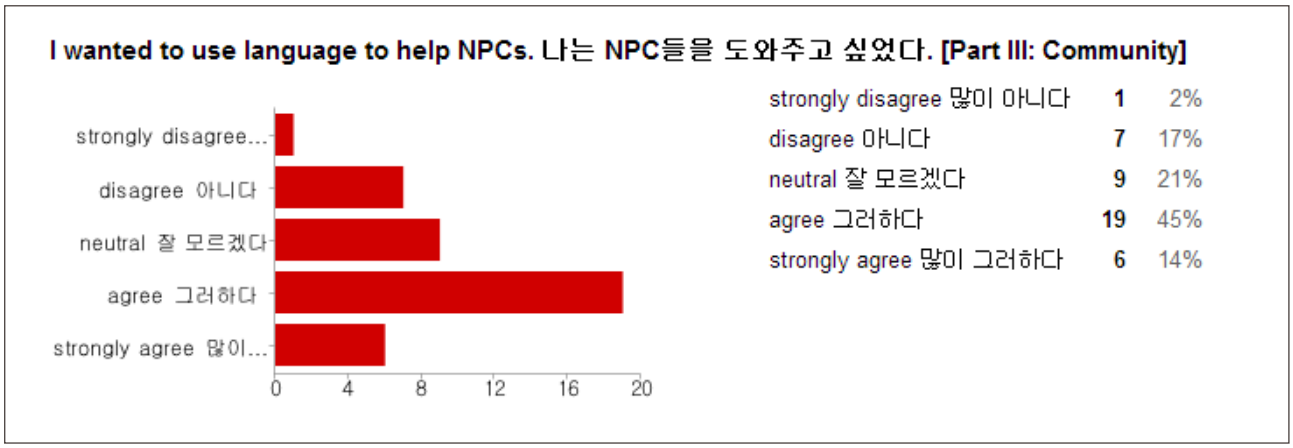

Figure 8: Helping NPCs in the fictional world

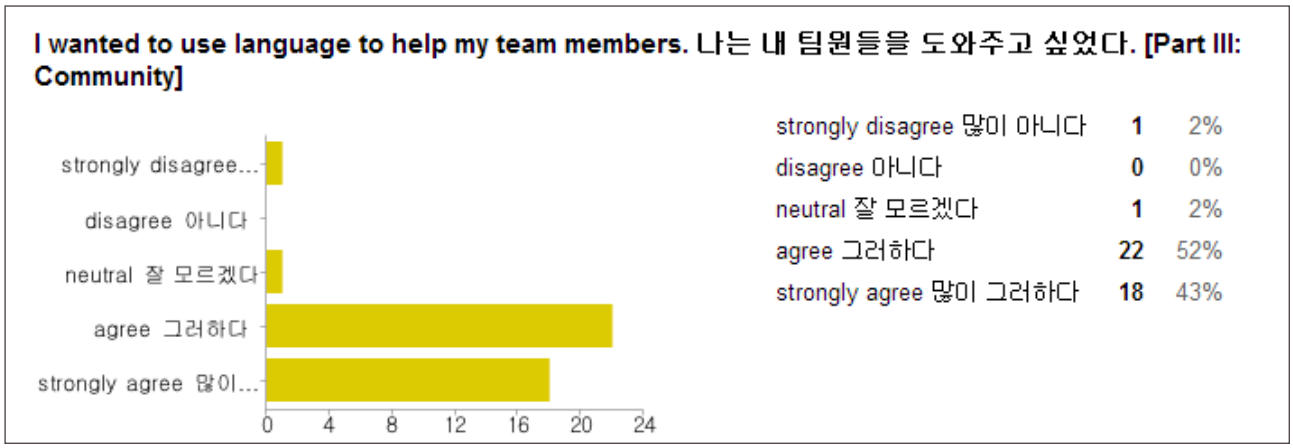

Figure 9: Helping each other in the fictional world

answered: "No, I didn't think about that. My character always important. Always is a hero." Link said "We are equal. It is not a character importance."

The questions relating to the combo and NPC help mechanics were characterized by a higher propensity towards neutral responses as opposed to other questions (see Figures 11 & 12).

Given this data, the answer to the second research question is that students predominantly agreed that they had equal speaking opportunities. However, given the high number of neutral responses the second questions, both the combo and NPC help mechanics do not seem to be the main reasons for that.

7. Discussion

I asked these questions because I was looking for insights into how my students worked through situations in the CRPG we were engaged with this semester. In terms of investment, I discovered that they were overall interested in their characters, helping each others' characters, and creating compelling stories. They were less interested, though, in the welfare of the NPCs they were tasked to help in the contexts of the missions. I also discovered that they felt they had equal speaking opportunities, although that was not necessarily due to the combo or NPC help mechanics.

7.1 Identity and the NC

That low-proficiency students in a Korean EFL university setting had such strong connections to fictional L2 identities is something that should not be underestimated. Similar to how the L2 ideal self and imagined communities can drive participation in L2 language use, my own students were compelled to participate via their identities in the NC. The reasons for this are various and weren't directly investigated in this paper, but research into the effectiveness of game-based learning could offer clues, such as the inclusion of agency, problem-solving, goals, collaboration, contextualized information, and world creation (Gee, 2003).

The narrative aspect could also play a role in why they were not concerned with the fates of NPCs whom they were usually tasked with aiding. In fact, during class when missions would end unfavorably, it would usually be the NPCs who were the first to experience negative consequences. I think that in the interest of creating a compelling story, students viewed NPCs as pawns to their greater schemes.

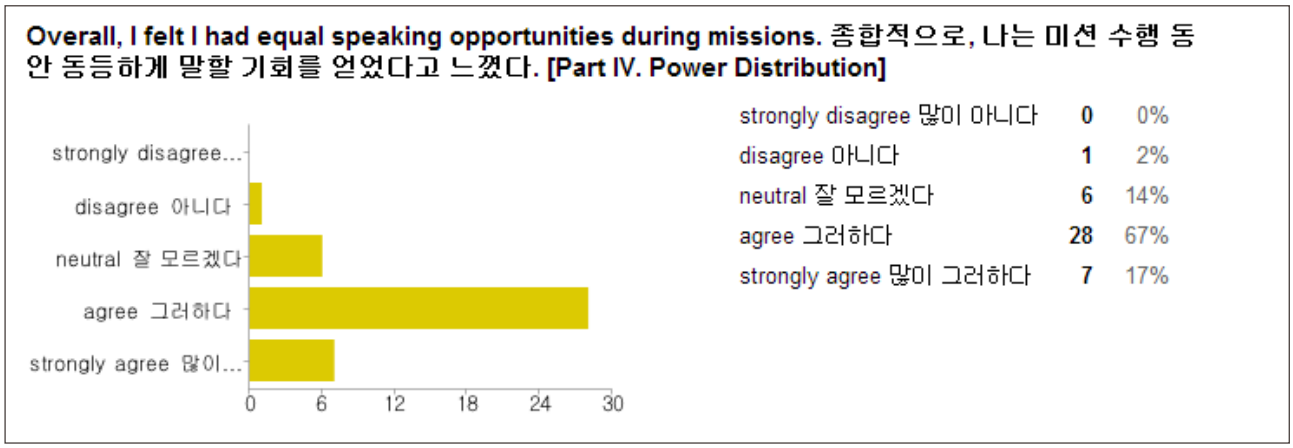

Figure 10: Power distribution as equal speaking opportunities

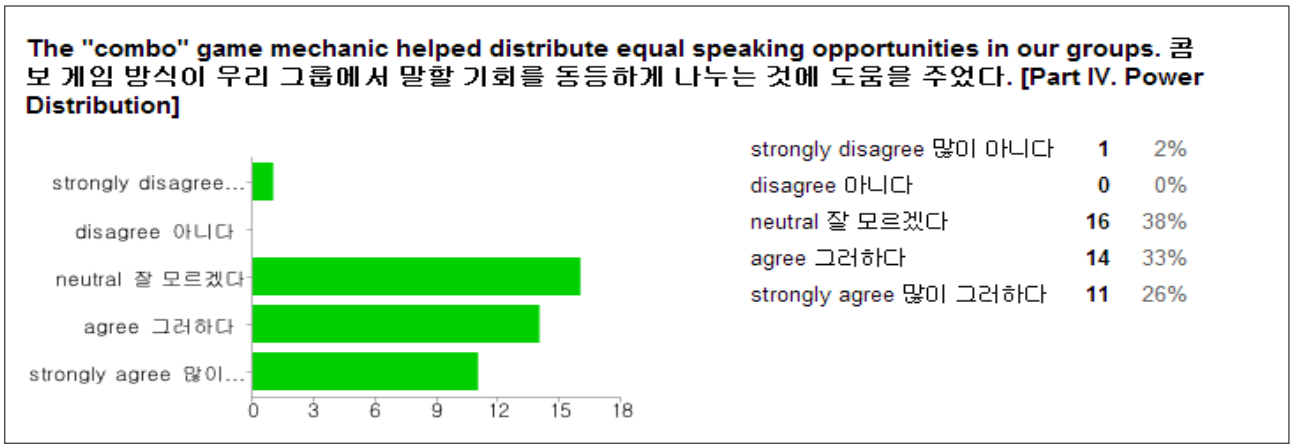

Figure 11: Assessing the combo mechanic on power distribution

Compared to the works previously reviewed on imagined communities, the investment that my students showed towards their fictional identities and the NC seems on par. While the Ugandan girls participated in art to visualize themselves in a better future, the identities my students assumed while participating in the CRPG allowed them to create a world that was interesting to them. Likewise, as the actions of the Korean families living in the United States can be seen as an investment into their future imagined communities, my students' aspirations of succeeding, helping each other, and creating interesting storylines in the CRPG can be seen as investment into the NC.

7.2 Power

The overall sense of speaking time equality students expressed across all phases of completing missions was a bit of a surprise to me. Even despite how the game mechanic is set up to reward collaboration, I thought that students with more dominant personalities would prevail. During mission resolutions, I was cognizant of times where higher-proficiency students would speak up for lower-proficiency ones, despite not being the designated hero or NPC for that particular mission.

Even though the combo and NPC help mechanics were designed partly to keep students spreading around the hero and NPC roles within a group, I was not too surprised that a good number of students felt neutrally about their contribution to equal speaking times. This is mainly due to the somewhat frenetic pace that can accompany using CRPGs. Since marking off whether they passed or failed a particular skill on their character sheets is the very last thing they do for each mission, it often gets overlooked as I have to hurry to resolve other group's missions. In addition, the reward for using combos was not as enticing as leveling up a skill and using it over and over. In a frank conversation with one of my highest-proficiency students who used his dagger skill as a hero repeatedly, it was determined that if a lower level-cap had been put on skills, he probably would have used other ones more often and not persuaded his group to let him be the hero so often.

Like the previous studies where participants saw themselves or their immediate family increasing in power in their imagined communities, my students also saw their characters as becoming more powerful in the NC. In the study on Ugandan girls' literacy, imagined communities allowed them to envision themselves in a future where the ability to participate in literacy has put them in

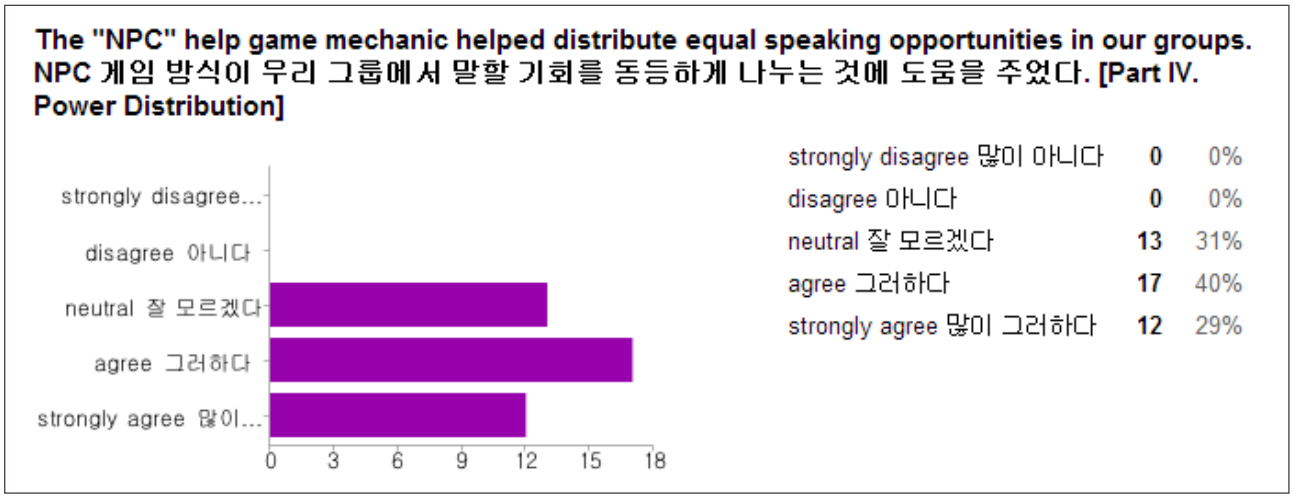

Figure 12: Assessing the NPC help mechanic on power distribution

positions of higher status. Similarly in the study on Korean families, the parents envisioned the status they would gain back in the affluent Seoul neighborhood of Gangnam compared to their peers. Slightly differently, though, the aim of the CRPG in regards to power is more geared towards balancing it out between group members. In the CRPG, power control can be regulated through game mechanics, so students can explore various perspectives with differing amounts of power at will.

If I were to do this study again, there are several things I would do differently. First of all, there would be several changes to the CRPG that I would enact based on the results of this report. For example, I would set lower skill level caps, better enforce filling out of pass/fail markers on the students' character sheets, and add a captaincy marker so that one student can take my role as resolver once in a while so I have more time for other feedback. Secondly, I would like to focus on certain groups or, given the plug-and-play nature of group memberships, certain students and the groups they are a part of over time. It would be good to record whole sessions to confirm that students actually participate as equally as they felt in the questionnaire. In addition, I would like to explore the literature more deeply to bring in more theories, in particular relating to gaming, identity, and power. After more consideration, I do not necessarily feel that the two studies presented related well enough to this topic. Lastly, I do not feel some of the translations in the questionnaire captured the nuances of the original questions. In particular, the question that asked "I wanted to use language to help my team members" is simplified in Korean to "I wanted to help my team members." I will need to double-check those before sending them out, next time.

8. Conclusion

My first research question for this project asked how invested my students were to their identities and the NC in general. The second question inquired into how power was distributed through the various stages of completing missions, and what role the combo and NPC help mechanics played in that. I collected data through a questionnaire and interviews. The answer to my first question is that students felt overall invested in their identities and the experiences they shared in the NC. The answer to my second question is that students expressed a sense of speaking equality, but that cannot be mainly due to the combo and NPC help mechanics. I still want to confirm power equality through observations, as well as exploring other reasons why students felt they had equal speaking opportunities.

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Two Korean Students' L2 Reading Strategy Use in Online Chats

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Teaching Reading

A number of studies have examined readers' strategic behaviors using questionnaires or think-aloud protocols, but not much in the context of online-chats. Therefore, this paper explored the records of the online chats, discussing academic texts, between two Korean college students with different English proficiencies. The research questions were: 1) What kinds of L2 reading strategies are they using most in their online chats? 2) How can the different L2 proficiency affect the students' strategic behaviors? 3) Does the low-proficient reader come to use the strategies applied by a high-proficient reader? Utterances in the were coded into reading strategies through the revised Coding Scheme for Reading Strategy (CSRS) presented by Lin and Wu (2013), and the frequency of L2 reading strategy use was observed. The results indicated that skimming and using context clues were the most frequently applied strategies by the readers and the high-proficiency reader used more strategies than the low-proficiency reader in L2 reading. Regarding the influences between the readers, there was some transfer of strategic patterns from the more- to the less-proficient reader.

1. Introduction

Among researchers in the field of second and foreign language reading, how proficient readers differ from less proficient readers in their second language (L2) reading is a crucial issue. Part of these differences can be explained by taking into account the different reading strategies used by high- and low-proficiency L2 readers (Brantmeire, 2002; Huang, Chern, & Lin, 2009; Ikeda & Takeuchi, 2006; Jimenez, Garcia, & Pearson, 1996; Malcolm, 2009; Sheorey & Mokhtari, 2001; Zhang & Wu, 2009). This paper used the definition of reading strategies suggested by O' Malley and Chamot (1990, as cited in McNeil, 2010). The researchers defined reading strategies as the conscious actions readers used to repair breakdowns in comprehension (cognitive strategies) or the deliberate actions readers used to monitor and oversee those attempts at repair (metacognitive strategies). The studies examining L2 reading strategy use consistently reported that high-proficient L2 readers appeared to apply the strategies more effectively and appropriately (Anderson, 1991; Huang et al., 2009; Ikeda & Takeuchi, 2006; Jimenez et al., 1996; McNeil, 2012).

For example, Ikeda and Takeuchi (2006) examined 10 Japanese university EFL students (half were proficient and other half were less proficient readers) through journal entries. The researchers illustrated that proficient L2 readers used more strategies and also better understood why they used the strategies and when to use them. Furthermore, the advanced readers used more combinations of strategies, and had better knowledge about how and when to evaluate their own strategy use compared to the less proficient readers. More recently, Zhang and Wu (2009) identified the different frequency of the reading strategies categories (e.g., global, problem-solving, and support strategies) used by high-, intermediate-, and low-proficiency EFL students. The researchers found that the high-proficiency students outperformed the intermediate and low-proficiency students in two categories of reading strategies, global and problem-solving but no statistically significant differences were found from using support strategies. Regarding the results of the study, Zhang and Wu noted "the effective use of global strategies was found to be correlated with the students' higher English achievements" (p. 48). While some scholars argued that the tendency of low-proficient L2 readers' strategy use was not only a reading problem but also a language problem (Alderson, 1984; Carrell, 1991), many L2 reading researchers proved the crucial role of L2 reading strategies through empirical studies (e.g., Ikeda and Takeuchi,

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2006; Zhang and Wu, 2009).

In addition to the theoretical underpinnings of L2 reading strategies, studying the strategies is also a meaningful job to me. As an L2 reader, I used to struggle with reading. At that time, I believed the only way to be a proficient L2 reader was memorizing as many words as possible and I got often frustrated with L2 reading when I met difficult texts. Fortunately, I persevered and became a better reader but I know there are still many L2 learners who are struggling with L2 reading as I did before. Personally, I hope my study about L2 reading strategies could help and guide many L2 readers, especially those with low proficiency.

In this study the records of the online chats between two Korean college students were examined. The participants were expected to use reading strategies when they were discussing academic texts. More specifically, this study examined the following three research questions:

1. What kinds of L2 reading strategies are the two Korean college students using most in their online chats about academic texts?

2. How can differing L2 proficiencies affect the students' strategic behaviors?

3. Does the low-proficient reader come to use the strategies applied by a high-proficient reader?

While there were many studies using readers' questionnaires (e.g., Lien, 2011; Sheorey & Mokhtari, 2001; Taki & Soleimani, 2012; Zhang & Wu, 2009) and some think-aloud protocols (e.g., Anderson & Vandergrift, 1996; Lin & Wu, 2013; Tabataba'ian & Zabihi, 2011) to identify L2 readers' strategies, to the best of my knowledge, relatively fewer studies have attempted to observe reading strategies through online chats. In the following sections, I review two empirical studies focusing on measurements and present my own study with two EFL college students.

2. Relevant Literature

There are two highly relevant studies examining EFL students' L2 reading strategy use with think-aloud tasks. First, Lin and Wu (2013) compared 36 Taiwanese college students' reading strategy use in L1 (Chinese) and L2 (English) at different reading levels. In order to investigate the readers' strategic behaviors, not only think-aloud tasks but also observation and semi-structured interviews were used. Specifically, think-aloud tasks were conducted at the last passage of the English and Chinese reading tests and all data were audio-recorded. Observation and interviews followed the think-aloud tasks to gain further insight into the students' actual strategy use. Before the think-aloud tasks, think-aloud training was given to the students.

The data obtained from the think-aloud tasks were transcribed first, and then coded and categorized based on Survey of Reading Strategies (SORS) developed by Sheorey and Mokhtari (2001). A few modifications were made to the original version (Sheorey & Mokhtari, 2001) by Lin and Wu (2013). First, the original three categories of reading strategies – meta-cognitive, cognitive, and support – were further classified into two types according to whether they were counted only once or more than once. The strategy of using prior knowledge, noting text characteristics and taking notes were counted only once. The researchers also added the strategy of translation from English to Chinese in the support reading strategy category. At the same time, they removed three strategies from the meta-cognitive (e.g., setting purpose for reading, checking how text content fit the purpose, and using text features) and three other strategies from the cognitive strategy category (e.g., reading aloud when text becomes hard, trying to stay focused on reading , and paying close attention to reading) from the coding scheme. They regarded those six reading strategies as not possible to be used in the given type of reading passages and the nature of the think-aloud tasks. Lastly, the researchers made a clear distinction between two cognitive strategies, using context clues and guessing word meanings to prevent confusions of the coding. After categorization, the scores indicating the frequency of using reading strategies were calculated. The strategies in the counted-only-once category and the actual frequency count category were considered differently. For the former strategies, only one point was awarded when the participants use the strategy, whereas, the strategies in the actual frequency count, one point was given every time they drew on a strategy. At the end, the scores from both categories were added together.

The think-aloud tasks and online chats are quite similar considering the participants in both studies are expected to show their reading strategy use in talk. In addition to the role of the participants, both studies asked to handle transcribed texts to observe and analyze students' strategic patterns in L2 reading. Although, the types of transcriptions between the think-aloud tasks and the online chats are somewhat different, the former ones are monologues and the latters are dialogues, but still the measurement used in think-aloud tasks seemed to be shared in online chats. In this study, Lin and Wu (2013) adapted the original version of SORS (Sheorey & Mokhtari, 2001) to analyze students' reading strategy use obtained from the think-aloud tasks. In respect of the online chats involving verbal language in the think-aloud tasks, some parts of the modification done by Lin and Wu seemed to also be applicable to the present study. Furthermore, the researchers' methods of

revising the measurement for their own experiment was a good model for mine.

Similar to Lin and Wu (2013), Tabataba'ian and Zabihi (2011) applied the think-aloud tasks to examine how EFL readers used the strategies differently when they were reading General Purpose English (GPE) and English for Specific Purposes (ESP) texts. They chose four Iranian college students and directed them to read two passages of a GPE and an ESP text. After the readings, the participants were asked to think aloud to elicit the reading strategies they used, and all the reports were tape recorded and later transcribed. The researchers applied O'Malley and Chamot's (1990) model of language learning strategies to analyze the transcribed data. O'Malley and Chamot's model consisted of two parts: cognitive and metacognitive strategies. Specifically, the cognitive strategies involved seven sub-strategies: repetition, transfer, translation, inferencing, deduction, skipping, and watcher's strategy. In the metacognitive strategies, there are four sub-strategies such as self-management, confirmation of background knowledge, self-monitoring, and self-evaluation. Based on the above model, initially, the strategies they observed in the participants' utterances were identified and the researchers examined if there were any differences in strategy use between reading an ESP and a GPE text. The frequency of the reading strategy use was presented for each text and also the percentages were shown.

As previously mentioned, investigating transcriptions of think-aloud tasks and the records of the online chats within peer reading are closely related. In contrast to Lin and Wu (2013), who used scores to show their participants' frequency of L2 reading strategies use, Tabataba'ian and Zabihi (2011) demonstrated the frequency and percentages not merely with scores. I thought the researchers' way of indicating the frequency of used strategies was not only easy to understand but also appropriate to present the students' tendencies to use reading strategies. Considering the traits of the current study, such as a small number of participants and focus on the types and frequency of the strategic use in L2 reading, adopting Tabataba'ian and Zabihi's method seemed the most appropriate.

3. Measuring Process

The previously reviewed studies by Lin and Wu (2013) and Tabataba'ian and Zabihi (2011), measured the participants' L2 reading strategy use in think-aloud tasks by the adapted version of SORS (Sheorey & Mokhtari, 2001) and the model of language learning strategies (O'Malley and Chamot, 1990). After identifying students' strategic behaviors in L2 reading, Lin and Wu made scores of L2 reading strategies use for examining several variables, while Tabataba'ian and Zabihi reported the results with the frequency for the different types of texts. Based on the above studies, I observed and analyzed two Korean college students' L2 reading strategy use through the records of online chats.

Initially, I got the students' records of online chats discussing about the academic texts given from their professor. In this experiment, one pair of Korean college students (one is high-proficient and another is a less proficient L2 reader) talked online for around 20 minutes about one academic text, and it continued for 10 weeks. Next, as Lin and Wu (2013) did in their study, I coded the participants' utterances into reading strategies through Coding Scheme for Reading Strategy (CSRS) presented by Lin and Yu. Their CSRS is an adapted version of Sheorey and Mokhtari's (2001) SORS. However, I modified Lin and Wu's CSRS to meet the needs of my own study. The differences between the adapted one (Appendix A) and the original CSRS (Lin & Wu, 2013) are as follow. First, I removed the three categories (e.g., the meta-cognitive, cognitive, and support reading strategies) that were in the CSRS by Lin and Wu because I got a number of questions regarding why certain strategies must be in certain categories (e.g., Why does "guessing text meaning" belong in meta-, but "guessing word meaning" go in cognitive reading strategy? "Paraphrasing" and "going back and forth" are in support? Not in cognitive strategies?). In addition, I eliminated the further delineation between single and multiple use of strategies to observe the frequency of using each strategy as Tabataba'ian and Zabihi (2011) did. I thought there was no need to make scores like Lin and Wu did, for a small-scale study as mine.

With regard to each strategy, some strategies were eliminated and at the same time some were added or modified. Firstly, a total of five reading strategies (e.g., previewing text before reading, adjusting reading rate, pausing and thinking about reading, taking notes and underlining) were excluded in this adapted coding scheme. I assumed the five strategies could not possibly be used by the readers who talked in online chats. In contrast to the removed strategies, skimming was added in the coding scheme as a new strategy. As Pressley and Afflerbach (1995) demonstrated skimming as one behavior that could be observed in readers, the two Korean readers in the present study actually produced a number of utterances that were appropriate to be coded as skimming. Lastly, the criteria of using context clues and translation strategy were modified. As for the strategy of using context clues, while Lin and Wu (2013) did not explain what context clues meant exactly in their CSRS, I illustrated "context clues" with several examples (e.g., conjunctions, relational terms and sentences around the blanks). I thought unless the term of context clues was defined clearly, so many things could be included in this strategy with much confusion. Regarding the strategy of

translation, reflecting the Korean readers who participated in this study, Chinese was changed into Korean.

After coding the participants' statements into the reading strategies through the adapted CSRS (Appendix A), I presented the frequency of L2 reading strategy use as per Tabataba'ian and Zabihi's (2011) model. However, unlike Tabataba'ian and Zabihi, who merely showed the frequency according to the different text types, I demonstrated the frequency of the L2 reading strategies with some examples. Furthermore, how different L2 proficiency affects the participants' strategic behaviors in L2 reading was observed based on the results of the frequency of the strategies. Finally, whether the less proficient reader began to follow the more proficient reader's strategic patterns or not was investigated.

4. Results

In order to answer the research questions regarding frequency of the L2 reading strategy use by the readers with different proficiency and the impacts of the online chats on the less proficient reader's strategic behaviors, CSRS by Lin and Wu (2013) was adapted and employed in this study.

4.1 Research Question 1

To examine the most used L2 reading strategies by the two Korean college students in their online chats about academic texts, every utterance by the participants were coded according to the modified CSRS (Appendix A). The frequency of L2 reading strategies use was summarized in Table 1 (See Appendix B for more examples). Among 19 reading strategies presented in the adapted version of CSRS, 12 strategies were observed from the two participants' utterances. Especially, among 12 reading strategies, skimming (36.4%) and using context clues (19.8%) accounted for more than half (56.2%) of the applied strategies. In addition, the strategies of using prior knowledge (11.5%) and paraphrasing (9.4%) comprised around 10 percent each. In contrast to the above strategies used relatively often (e.g., skimming, using context clues, using prior knowledge, and paraphrasing), there were three strategies (e.g., confirming predictions, evaluating what is read, and asking questions) shown only once during 10 online chat sessions. This result provided the answer to the first research question: What kinds of L2 reading strategies are the two Korean college students using most in their online chats about academic texts?

Strategy	Examples	Frequency
Noting text characteristics	I think number 4 is explaining a little bit about number 1. Like supports?	6 (6.3%)
Using context clues	Because in the sentence after that, they discuss about the idea of instructional scaffolding.	19 (19.8%)
Predicting or guessing text meaning	And that "something" seems like creating linguistic form and meaning.	3 (3.1%)
Confirming predictions	If we put the 3 as the last it cannot make sense.	1 (1%)
Skimming	The last part discusses the shift in learning from teacher-centered to student-centered model….	35 (36.4%)
Using prior knowledge	I feel like I've read a lot of sentences where they say "learning takes places"….	11 (11.5%)
Rereading	So I'm reading again now.	4 (4.2%)
Evaluating what is read	But it doesn't really explain in the text what learners can do in functional terms.	1 (1%)
Guessing word meaning	This would mean "level" because it's just describing	2 (2.1%)
Paraphrasing	It stated that when the renovation is finished the scaffolding is removed.	9 (9.4%)
Going back and forth	They talk about decomposition nowhere else than the last part.	4 (4.2%)
Asking questions	The "resort to" is same meaning as "depend on"?	1 (1%)
Total	96 (100%)	

Notes: Percentages are in parentheses.

Table 1 The use of reading strategies in online chats (N=2)

4.2 Research Question 2

To investigate the impacts of different L2 proficiency on the two students' different strategic behaviors in L2 reading, the frequency of the used strategies was counted separately in the low- and high-proficiency readers. The frequency of L2 reading strategies use by each reader (one with high and another with low L2 proficiency) was summarized in Table 2. Among the 96 utterances using the reading strategies, 39 (40.6%) were applied by the less proficient L2 reader and 57 (59. 4%) were from the more proficient reader. While the high-proficient reader used most of the strategies applied by

both readers, the low-proficient reader used only eight strategies out of 12. That means the strategy of "asking questions" was applied only by the lower proficiency reader and the other four strategies (e.g., predicting or guessing text meaning, confirming predictions, evaluating what is read, and guessing word meaning) were found only in the high-proficient reader's utterances.

Especially, in the less skilled reader's strategic patterns, "skimming" comprised around half of all strategies used (48.6%). On the other hand, the low-proficiency reader applied three other strategies (e.g., noting text characteristics, rereading, and asking questions) only once during 10 online chat sessions. Similar to the dominant use of "skimming" by the low-proficient reader, the advanced reader applied "skimming" most frequently (28%), as well. However, the more proficient student used not only "skimming" but also "using context clues" (22.7%) often; these two strategies encompassed over half of all strategies used (50.7%). In contrast to the strategies implemented with high frequency, there were four reading strategies that were observed only one or two times from the high-proficiency reader's chats (e.g., used one time: confirming predictions, evaluating what is read, and going back and forth; used two times: guessing word meaning). Regarding the strategies that were used by both readers with different proficiency, some strategies were preferred by the less proficient reader (e.g., skimming, paraphrasing, and going back and forth) and others were more frequently applied by the more proficient reader (e.g., noting text characteristics, using context clues, using prior knowledge, and rereading). Therefore, the second research question was answered by this result.

Strategy	**Frequency**	
(Percentages are in parentheses.)	**Low proficiency**	**High proficiency**
Noting text characteristics	1 (2.6%)	5 (8.8%)
Using context clues	6 (15.4%)	13 (22.7%)
Predicting or guessing text meaning	-	3 (5.3%)
Confirming predictions	-	1 (1.8%)
Skimming	19 (48.6%)	16 (28%)
Using prior knowledge	3 (7.7%)	8 (14%)
Rereading	1 (2.6%)	3 (5.3%)
Evaluating what is read	-	1 (1.8%)
Guessing word meaning	-	2 (3.5%)
Paraphrasing	5 (12.8%)	4 (7%)
Going back and forth	3 (7.7%)	1 (1.8%)
Asking questions	1 (2.6%)	-
Total	39 (100%)	57 (100%)

Table 2 The use of the reading strategies for low- and high-proficient L2 readers

4.3 Research Question 3

In order to find out whether the low-proficient reader began to use the strategies applied by the high-proficient reader or not, initially seven of the strategies implemented by both readers were chosen based on the data presented in Table 2. Next, among the seven items, four strategies (e.g., noting text characteristic, using prior knowledge, rereading, and paraphrasing), were observed by the more proficient reader first. Table 3 demonstrated some of the utterances that showed the transfer of the strategic patterns from the more proficient to the less proficient reader (see appendix B for more examples of the transferred reading strategies).

Strategy	Task	Examples
Noting text characteristics	2 5	(Hi) They should introduce the sentence in the front and mention hypothesis testing. (Lo) The first paragraph needs to have introduction and it has function like that.
Using prior knowledge	4	(Hi) Number 1 is "input". We've learned this before. (Lo) We learned last time about the Krashen's theory of input so….
Rereading	1 3	(Hi) So I'm reading again now. (Lo) I read again the number 4.
Paraphrasing	3 5 6	(Hi) It stated that when the renovation is finished the scaffolding is removed. (Lo) Even though the project is different, it has same goal. (Lo) In here they said we usually misunderstood the fact so….

(Note: Hi= the high-proficient L2 reader; Lo= the low-proficient L2 reader)

Table 3 Transferred reading strategies from the high- to the low-proficiency L2 reader

Noting text characteristics. The strategy of noting text characteristics was one of the four strategies that started from the high-proficiency and moved to the low-proficiency reader. First, this strategy was used by the more proficient reader in task 2 (see Table 3). In the task, the reader talked about the necessity of the introductory. Similarly, in task 5, the less proficient reader applied noting text characteristics by mentioning the introduction. Within task 5, the highly proficient reader also used the strategy of noting text characteristics once and she applied this strategy two more times in tasks 9 and 10. Among five uses of this strategy, one came from low- and last four were produced by the high-proficient reader.

Using prior knowledge. There was a total 11 instances of "using prior knowledge" – three from the lower proficiency reader and eight from the highly proficient reader. Initially, the high-proficiency reader used her prior knowledge two times in task 2. Furthermore, three more uses of this strategy were observed from the more proficient reader in task 4. Within the same task, the low-proficient reader also mentioned Krashen's input theory and it was her first attempt at "using prior knowledge" (see Table 3). In the following tasks (e.g., task 5 and 7), the less proficient reader applied this strategy twice more as well as the more proficient reader used it three more times in task 7.

Rereading. The strategy of rereading was implemented only four times by both readers, three from the high- and one from the low-proficient reader's talks. The first two uses were shown in the more proficient readers' talks in task 1. In task 3, only the less proficient reader applied this strategy (see Table 3). In task 5, the reader with higher proficiency used the rereading strategy again.

Paraphrasing. Among the nine instances of "paraphrasing", even though the more frequent uses were observed from the less proficient reader (5 times), the first use of "paraphrasing" was shown in the utterances of the more proficient reader in task 3 (see Table 3). Next, in task 5, the low-proficient reader initially implemented "paraphrasing" as well as the high-proficient reader applied this strategy again. Similar to task 5, in task 6, both the low- and high-proficiency used "paraphrasing" in order to solve their reading tasks. While this strategy was shown once from the more proficient reader in task 7, in task 9, only the less proficient reader used paraphrasing three times.

Therefore, the answer to the third research question showed that the low-proficiency reader tended to apply the strategies (e.g., noting text characteristics, using prior knowledge, rereading, and paraphrasing) after they were previously used by the high-proficiency reader.

5. Discussion

5.1 Research Question 1

Among the 12 reading strategies observed in this study, the readers used skimming (36.4%) more frequently than other strategies. Aside from skimming, the frequent application of "using context clues" (19.8%) was shown. The dominant use of these two strategies seemed to be related to the types of the tasks the participants were expected to complete through the online chats. Four types of tasks were implemented in this study: (1) choosing a title, (2) making a main idea question, (3) filling the gaps, and (4) rearranging the paragraphs. While the former two tasks seemed to be strongly related to the skimming strategy, the latter two tasks appeared to encourage the readers to apply not only "skimming" but also "using context clues". Thus, the characteristics of the tasks seemed to encourage the readers apply "skimming" and "using context clues" more than other strategies.

Even though the types of the tasks appeared to be a strong predictor of the readers' strategic behaviors, the tasks themselves were not sufficient to make the readers use the strategies naturally. For example, in task 8, the readers were asked to make main idea questions, but without other instructions (e.g., discuss why or how they found the answers). In this task, the students generated the questions as usual but they did not show any strategic utterances during the task. It showed that there were relationships between the tasks and strategic behaviors. At the same time, in order to examine the readers' strategic patterns, giving clear instructions (e.g., asking readers to explain their answers with the respect of why or how) was also very crucial.

In addition to skimming and using context clues, two other strategies (e.g., using prior knowledge and paraphrasing) were used relatively often compare to the last eight strategies.

The strategic patterns regarding using prior knowledge seemed to be related to the given texts.

Nine out of ten texts were associated with the readers' major, TESOL, and this undoubtedly affected their strategic behaviors. If I do this research again I will divide the strategy of using prior knowledge into two sub strategies (e.g., regarding content and regarding structures). I thought unless these two different factors were distinguished clearly, the results of this strategy use could be interpreted variously depend on the text. As for "paraphrasing," the participants' need to have understood each other within the tasks appeared to make them restate parts of text continuously.

In contrast to the strategies with higher frequency, another three strategies related to the critical reading (e.g., confirming predictions, evaluating what is read, and asking questions) were implemented only once by the readers. These findings might be explained by the way in which they handle feedback on the tasks from their professor. During the 10-week experiment, their answers of the tasks were not checked or evaluated. It seemed to make the readers care less about the correctness of their answers as well as about using the strategies associated to critical reading. I think there is a need to observe readers' strategic behaviors within the context and giving feedback on the tasks in future studies.

5.2 Research Question 2

Low or high L2 reading proficiency seemed to affect the readers' strategic behaviors.

Among the 96 utterances using the reading strategies, 57 (59.4%) were from the more proficient reader and 39 (40.6%) by the reader with less reading ability. This result was consistent with the L2 reading research reported that high-proficiency L2 readers applied more strategies than readers with low proficiency (Ikeda and Takeuchi, 2006; Lin & Yu, 2013; McNeil, 2011; Jimenez et al., 1996). Specifically, Lin and Yu (2013) noted "English reading ability has a positive influence on the variety of reading strategies among the EFL college readers" (p. 13) and that corresponded to the results of this study. Regarding this issue, McNeil (2011) argued students with low L2 language knowledge had fewer resources to apply to higher-level cognitive or metacognitive strategies because they had to spend much attention on the language-based features.

In addition to the frequency of the strategy use, the number of the implemented strategies by the high-proficient reader (11 strategies) was greater than those employed by the low-proficient reader (8 strategies). Within the 10 online chats, four strategies such as "predicting or guessing text meaning," "confirming predictions," "evaluating what is read," and "guessing word meaning" were observed only from the more skilled reader. In addition, four other strategies were used more frequently by the high-proficient reader (noting text characteristics, using context clues, using prior knowledge, and rereading). The more proficient reader's strategic behaviors in the present study were quite similar to Brantmeier's (2002). The successful readers in his study preferred top-down strategies such as integrating information, recognizing text structure, using background knowledge, drawing inferences and predicting content than bottom-up strategies. Similar findings were also observed by Huang et al. (2009). They applied a web-based reading program to see the online reading strategies of 30 Taiwanese college students with varying proficiency in the L2. In their study, the most obvious difference was that the advanced group used global strategies (e.g., using prior knowledge, prediction, previewing and noticing text characteristic) more often than the less proficient group. Three out of four strategies (e.g., using prior knowledge, prediction, and noticing text characteristic) overlapped with those used by the more skilled reader in the present study.

While the traits of the successful readers in Brantmeier's (2002) research were more or less the same as this study's proficient reader, there was one exception: rereading. According to him, rereading was involved in the bottom-up strategies and it was more likely to be applied by poorer readers. The present study showed opposing results (e.g., rereading were used three times by the high- and one time by the low-proficiency reader). The reason "rereading" was observed more in the proficient reader might be explained by the characteristics of the online chats as well as the reading tasks. This study analyzed the participants' strategic patterns based on the records of the online chats. It meant only the typed utterances by the readers in the chats could be coded into the strategies. However, unlike other strategies they were relatively easily shown from the readers' utterances (e.g., skimming, using context clues, etc.), the strategy of rereading seemed to occur without typing about the strategy. Furthermore, for some tasks, individual silent reading was allowed before the chats but the strategic behaviors in those periods were not measured in this study. "Rereading" might have occurred more often with the lower proficiency reader than the proficient reader in the silent reading time.

The findings in this study, however, contrast Malcolm's (2009, as cited in Lin & Yu, 2013) results. Malcolm reported reading strategies applied by high- and low-proficiency students showed similar patterns except for the slight differences in "translation" and cognitive skills (e.g., adjust reading rates and visualize the information). In contrast, neither reader who participated in the present study used any of the strategies that Malcolm pointed out (translation, adjust reading rates, and visualize the information) during their discussions. These contradictory findings appear to show the presence of diverse variables that could affect readers' strategic behaviors (e.g., types of texts and tasks, traits of participants, etc.). As for further studies, investigating readers' strategic patterns with diverse variances (e.g., different types of texts or tasks) seems to be interesting.

5.3 Research Question 3

The major finding regarding this research question was half of the strategies (e.g., noting text characteristic, using prior knowledge, rereading, and paraphrasing), were used by the more proficient reader first and then applied by the less skilled reader. Considering the previously conducted studies (Brantmeier, 2002; Huang et al., 2009) as well as the date of this study, the transfer seems to have occurred for at least two strategies (e.g., noting text characteristic and using prior knowledge). According to Brantmeier and Huang et al., "noting text characteristic" and "using prior knowledge" was observed more frequently in high- than low-proficiency readers. Moreover, in the present study, both strategies were dominantly applied by the advanced reader compared to less proficient reader (e.g., "noting text characteristic" used 1 time by low- and 5 times by high-proficiency reader, "using prior knowledge" used 3 times by low- and 8 times by high-proficiency reader).

However for the last two strategies (e.g., rereading and paraphrasing), just the fact that they were used by the more proficient reader first, seemed to not be enough to regard them as the strategies transferred from the high- to low-proficient reader. As mentioned in the results, the traits of the online chats and tasks appeared to affect the use of "rereading." More frequent use of "paraphrasing" by the low-proficient readers also made me have a question about the transfer. However, observing only two readers undoubtedly affected the results: future studies examining the transfer between readers need larger sample sizes.

6. Conclusion

This research was investigating reading strategy use in L2 academic reading with two Korean college students who had different L2 proficiency (e.g., one has low- and another has high-proficiency). I had three research questions. First, I asked what kinds of reading strategies were used most by the two readers in their online chats. My second question was how the different L2 proficiency could affect the readers' strategic behaviors. Lastly, I asked whether the low-proficient reader came to use the strategies applied by a high-proficient reader. The online-chats between the two participants conducted for ten weeks and every chat continued for 20 minutes with one academic text as well as one or two proscribed tasks related to the text. After collecting the data, I coded the readers' utterances based on a modified CSRS (Lin & Yu, 2013) and analyzed it to answer my questions. Among 12 reading strategies observed by the readers, "skimming" (36.4%) and "using context clues" (19.8%) were most frequently applied. According to the different L2 proficiency, the high-proficiency reader applied more number of the strategies and more frequently than the low-proficiency reader. There were at least two strategies (e.g., noting text characteristic and using prior knowledge) that could be regarded as having transferred from the high- to the low-proficiency L2 reader. However, the results from the small sample size in this study, are undoubtedly problematic to generalize to other contexts. In future studies, I want to see how reading strategy use can be transferred from advanced readers to less skilled readers by focusing on the effects of the tasks with a large sample size.

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Appendix A

Coding Scheme for Reading Strategies adapted from Lin and Yu's (2013) CSRS

Code	Strategy	Criteria
Tch	• Noting text characteristics	• The reader skims the text first by noting characteristics such as length and organization
Det	• Determining what to read	• The reader decides what to read closely and what to ignore
Typ	• Using typographical aids	• The reader uses typographical aids such as bold face and italics to identify key information
Cont	• Using context clues	• The reader uses context clues (e.g., conjunctions, relational terms, sentences around the blanks) to help him or her better understand what he or she reads
Pred	• Predicting or guessing text meaning	• The reader tries to guess what the material is about when he or she reads
Conf	• Confirming predictions	• The reader checks to see if his or her guesses about the text are right or wrong
Skim	• Skimming	• The reader read only for the gist using key words or topic sentences
Pri	• Using prior knowledge	• The reader thinks about what he or she knows to help him or her understand what he or she reads
Slo	• Reading slowly and carefully	• The reader reads slowly and carefully to make sure he or she understands what he or she is reading
Visu	• Visualizing information read	• The reader tries to picture or visualize information to help remember or comprehend what he or she reads
Eval	• Evaluating what is read	• The reader critically analyses and evaluates the information presented in the text
Resl	• Resolving conflicting information	• The reader corrects or changes an idea formed earlier in his or her reading
Rer	• Rereading	• The reader rereads to increase his or her understanding
Guess	• Guessing word meaning	• The reader tries to guess the meaning of unknown words or phrases by recalling the meaning of a seemingly familiar word, or by analyzing a word in itself
Ref	• Using dictionary	• The reader uses dictionary to help him or her understand what he or she reads
Para	• Paraphrasing	• The reader restates ideas in his own words to better understand what he or she reads
Gbf	• Going back and forth	• The reader goes back and forth in the text to find relationships among ideas in it
Ask	• Asking questions	• The reader asks questions about the text
Trans	• Translation	• When reading the text, the reader translates from English to Korean

Appendix B

Examples of the Reading Strategy Use in Online Chats

Strategy	Examples
Noting text characteristics	I think number 4 is explaining a little bit about number 1. Like supports? At the first paragraph need to have introduction and it has function like that. And the passage gives examples explaining and backing this theory up.
Using context clues	Because in the sentence after that, they discuss about the idea of instructional scaffolding. The number 3 seems like "amount" because it's saying sufficient of something and the something is comprehensible input and… Because the sentence before that states that there are "little" differences but writes "however"…
Predicting or guessing text meaning	If we put the 3 as the last it cannot make sense. And that "something" seems like creating linguistic form and meaning. So I think the "some" is referring to the "variety of ways".
Confirming predictions	If we put the 3 as the last it cannot make sense.
Skimming	It talks about a whole different thing, decomposition. They are talking about linguistic knowledge. The last part discusses the shift in learning from teacher-centered to student-centered model….
Using prior knowledge	Number 1 is "input". We've learned this before. The reason why the answer is acquisition is that the purpose of this hypothesis is…. I feel like I've read a lot of sentences where they say "learning takes places"….
Rereading	So I'm reading again now. I read again the number 4. Just a second. Let me read it over.
Evaluating what is read	But it doesn't really explain in the text what learners can do in functional terms.
Guessing word meaning	This would mean "level" because it's just describing scaffolding in education… I don't really understand what circular is meaning here. It just goes round and round?
Paraphrasing	It stated that when the renovation is finished the scaffolding is removed. Even though the project is different, it has same goal.
Going back and forth	In here they said we usually misunderstood the fact so it is important to know the real fact. They talk about decomposition nowhere else than the last part. The back of the blank sentence they will….and before giving information about…
Asking questions	I think it is "however" because Krashen's theory was criticized for being ambiguous and the point wasn't clear. The "resort to" is same meaning as "depend on"?

Appendix C

The Transferred Reading Strategies from the High- to the Low-Proficient L2 Reader

Strategy	Task	Examples
Noting text characteristics	2 5	(Hi) They should introduce the sentence in the front and mention hypothesis testing. (Lo) The first paragraph needs to have introduction and it has function like that. (Hi) I think number 4 is explaining a little bit about number 1. Like supports?
Using prior knowledge	2 4 5	(Hi) And that "something" seems like creating linguistic form and meaning. (Hi) They should introduce the sentence in the front and mention hypothesis testing. (Hi) Number 1 is "input". We've learned this before. (Lo) We learned last time about the Krashen's theory of input so…. (Hi) It should be and adjective. (Hi) For number 5, since it states…, it should be a noun, yeah! (Lo) Because at the first paragraph need to have introduction and it has function like that.
Rereading	1 3 5	(Hi) I read again and the 2 is behind the 1 and the number 1 will be after the B. (Hi) So I'm reading again now. (Lo) I read again the number 4. (Hi) Just a second. Let me read it over.
Paraphrasing	3 5 6 9	(Hi) It stated that when the renovation is finished the scaffolding is removed. (Lo) Even though the project is different, it has same goal. (Hi) In number 4, it says "in a collaborative classroom" which is describing…. (Lo) In here they said we usually misunderstood the fact so…. (Hi) Since it is talking about CLT not adhering to one specific theory.... (Lo) The paragraph said that the language is a tool…. (Lo) The function of the language at the sociocultural view…. (Lo) The skilled individual can do some activities by….

Note: Hi= the high-proficient L2 reader; Lo= the low-proficient L2 reader

Implementing Corrective Feedback in a Group Writing Class

Bom E Kim & Dongwon Park
Practicum

This action research investigates what kinds of corrective feedback are most effective in improving students' English writing. According to Swain (1991), Ellis (2009), and Guénette (2012), giving and receiving corrective feedback will help L2 learners improve their writing. This action research was performed with 18 students at a South Korean university in a required reading and writing course geared towards passing the G-MATE exam. During the six-week intervention, three different types of corrective feedback, explicit, explicit with indicators, and implicit, were implemented to see which type of feedback is most effective in improving the participants' writing. Data collection tools included a needs analysis to gain background information, analysis of homework to monitor post-feedback improvement, and a post-intervention student survey on students' perceptions and thoughts regarding receiving and giving corrective feedback. By analyzing all data, this study aims to implement three types of corrective feedback and find out which feedback is most effective for the students who prepare pass the G-MATE and their improvement in English writing.

1. Introduction

There are many ways for a teacher to enhance the learning of the students. One of the teacher's roles is to provide feedback on the students' outcomes whenever the students make errors and guide them to use the language in appropriate ways. Making errors are an important component of learning language, and they must be corrected in order to help the students to learn the target language accurately (Selinker, 1972 & 1992). Through providing corrective feedback, the students can be aware of their mistakes and have opportunities to amend them and prevent them from making the same errors. Most students who are learning English as a second language have a strong preferences towards learning grammar and having direct corrections or feedback by their teachers (Schulz, 2001). However, there are myriad ways of giving correction to the students' mistakes and none of them are always suitable for all the students. Although there are common strategies employed by teachers, whether explicit or implicit, the feedback should be given based on the students' needs.

Most Korean students do not have chances to write in English or get corrective feedback from someone else, and the students' perceptions about getting explicit and implicit feedback is quite different. In language classrooms geared towards doing well on a test in order to enter university, get a job, or get promoted, they normally do not have chances to produce anything especially writing in the target language; therefore, students are very used to being receptive in a language classroom. Even if they have done English writing before, it is not very common to have any type of corrective feedback for their writing – or they may have had only explicit types of feedback such as direct explanation. In order to

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make their learning effective, it is essential to first know how the students see or receive different types of corrective feedback.

2. Context

This action research was done at a women's university in Seoul, South Korea. The number of participants in the experimental group was 18, with an age range of 20 to 30 years old. Out of those 18 students, 11 students were seniors, three freshmen and three sophomores. The students' majors varied since this particular course is requirement for graduation. The class's subject was 'English writing and reading,' and this is a pre-requisite course for G-MATE – an English proficiency test in writing and speaking, which they must pass in order to graduate. Needs analyses were conducted in the second week of the semester to get information about the students' background and their interests. Each lesson was designed with a theme based on the students' interests. Most of the students studied the language in school and language institutions an average of 3 hours every day. According to the result of needs analyses, a majority of the students answered that listening and reading skills, which were receptive skills, are the top two skills that the students feel confident in learning a language. However, the students think overall they still have low proficiency in English.

The class was led by six graduate students taking practicum courses. The students were divided into groups of three, and each graduate student was assigned to each group. The graduate students were dubbed 'big sisters' to make the learners less pressured, and to make a positive studying environment. Big sisters had different roles as teachers and facilitators. This was a 160-minute-long class held every Tuesday evening. Since it was an evening class, most of the students were coming from their work, or it was the last class of the day. Every week, the students were given reading homework before class as a preview and writing homework after the class as review. The class usually started with giving feedback on their homework. To provide free-writing opportunities to lower their affective filter regarding English writing, the students were asked to write on the on-line writing board three times a week; they could write about anything without being concerned about grammar mistakes. All the activities or tasks in a lesson were connected to each other to promote English writing with different themes and functions. The results of needs analyses showed that learners were frustrated with English writing and group work as well, so the big sisters carefully designed lessons to lessen learners' fears about writing by putting them in pairs or groups to work together.

3. Problem Area

One of the main goals of this GEP class is to help students pass the G-MATE exam in order to graduate, and as teachers and facilitators we have responsibilities to help students improve their reading and writing skills. We provided lessons and tasks based on G-MATE test questions so that they had ample chances to practice or experience these types of questions before they took the actual test. Since G-MATE is a writing test, we as facilitators also needed to provide corrective feedback regarding their writing during the class. Learning how to write using appropriate formats was essential in this class, but learning how to write accurately was also important in order to get them to achieve higher scores. According to their needs analyses, the students were not confident in English writing or grammar. In addition, the first diagnostic test results proved that their level of English writing is moderate low which means they surely were not good at writing or grammar even after at least six years of grammar study. In fact, during the first five weeks of the semester, we experienced difficulty in finishing the class on time which meant there was no time to give any type of corrective feedback to improve their accuracy. After the midterm, the professor and big sisters felt it was necessary to cover accuracy in writing. We observed that just like many other Korean students, our students also expected or wanted to have lessons in which they would not have to actively participate. They wanted to listen to the teachers' lectures and do small activities with clear answers given. In addition, based on observations from the first few weeks, it seemed that the students were not used to any kinds of revisions or corrective feedback.

In order to improve the accuracy of their writing and make their learning effective, we realized that it was necessary to give some kind of corrective feedback on their writing. Swain (1991) added the importance of having corrective feedback by saying that "if students are given insufficient feedback or no feedback regarding the extent to which their messages have successfully (accurately, appropriately, and coherently) been conveyed, output may not serve these roles" (p. 98). In a similar vein to what Swain stated, corrective feedback is required in English writing and its development. However, as we observed, they had not had or were not getting any corrective feedback before or during this course, so first it was important for us to know how they received different types of feedback which may affect their L2 development. Regarding this, here is our research question:

1. What kinds of corrective feedback are most effective in improving students' writing?

For the first five weeks of the GEP class, as teachers and big sisters we realized that the students had not had much experience in receiving corrective feedback

except maybe some direct corrections from previous teachers. By knowing the effectiveness of corrective feedback on language learning, in this particular research, we would like to survey how the students perceive different types of corrective feedback and how we could use this information to make their language learning more effective.

4. Intervention

For our research, we used peer corrective feedback given by big sisters and other students with a student survey at the end of the intervention period. During the intervention period, the students were asked to do both self-revision and give peer corrective feedback to each other following the teachers' demonstrations. The six week intervention was divided into three major parts depending on three types of corrective feedback: explicit, explicit with indicators, and implicit. When there was a new type of corrective feedback introduced, it was done by the big sisters first as a model or demonstration to show the students how to do it, and then we let the students give peer corrective feedback in the following week. This was to see how students perceive each type of corrective feedback or how they feel about it.

In order to do this in class, we needed all groups of big sisters who were not the leading teachers that week, because we needed to set aside some time for feedback. In addition to the survey and reflections, we also provided a checklist for self-revision and asked the students to do it every time before they had corrective feedback and do it themselves as the last step of their writing homework procedure. Guénette (2012) stated that "For learners to truly benefit from CF, they must be held accountable for revising or rewriting their texts" (p. 123). The main reason of providing explicit or implicit corrective feedback is to help learners eventually notice and correct their own errors. By providing them opportunities to give and receive corrective feedback to or from others as models and guidance, it will eventually help them be responsible of their own writing and improve it (Ellis, 2009) (see Appendix II).

The table below was the six week plan of our action research regarding types of feedback given each week and the writing homework, with survey scheduled at the end. During the six week intervention, week 8 was the midterm week for students where we did not actually have a class. Therefore, we skipped the intervention for week 8.

Weeks	**Action Plan**	
Week 6	Corrective Feedback – Explicit	Writing homework as a pre-test
Week 7	Peer-Editing – Explicit	
Week 9	Corrective Feedback – Explicit with indicators	
Week 10	Peer-Editing – Explicit with indicators	
Week 11	Corrective Feedback – Implicit	
Week 12	Peer-Editing – Implicit	Student survey Writing homework as a post-test

Table 1. Six week intervention plan

We planned to begin with explicit feedback because Korean students are more familiar with explicit corrective feedback. Not only for the familiarity of types, but also explicit corrective feedback can promote 'noticing' and which is essential for learning (Schmidt, 1990). According to Carroll and Swain (1993), explicit feedback is defined as "any feedback that overtly states that a learner's output was not part of the language-to-be-learned" and implicit feedback as "… such things as confirmation checks, failure to understand, and request for clarification (because learners must infer that the form of their utterance is responsible for the interlocutor's comprehension problems)" (as cited in Russell & Spada, 2006, p. 137). To begin with more familiar types and more focused-form types, then traverse to the more unfamiliar and independent learning type of feedback, we designed explicit to implicit corrective feedback.

In giving feedback, we concentrated on five criteria of grammar: Verb tense, Subject-verb agreement, preposition, article, and punctuation. For explicit feedback, we directly wrote the correct form. For explicit with indicators, we used 'v' for verb tense, 'sv' for Subject-verb agreement, 'prep' for preposition, 'art' for article, and 'p' for punctuation. In giving the indicators, we underlined the verb tense and subject-verb agreement, and circled for preposition, article, and punctuation (see appendix I. A). For the implicit feedback, we only used underlining and circling the words to indicate the errors (see appendix I. B).

By providing a model for corrective feedback, the students were able to do the given task each week. Every week before they had corrective feedback, the students were given time to do self-revision with the guidelines in order to assist themselves to have feedback of their own. Brandl (1995) showed that high achievers are independent learners who try to find the answers to their errors themselves; understanding why they committed the mistake are important for them. Through self-revision, the learners can practice to be independent learners. The self-revision guideline had two parts; mechanics and grammar (see Appendix II). Mechanics is for the

structure of the writing which is important in G-MATE, and grammar is for the accuracy of the writing.

Prior to receiving and giving corrective feedback, we encouraged students to do self-editing first during and after the class with a self-editing checklist. According to Diab (2011), writers who have engaged in self-editing notice more errors than writers who have engaged in peer-editing. Therefore, we provided a self-editing checklist and designated some time during the class to have students do self-editing so that they could be ready to read others' writing and give corrective feedback. We also encouraged students to do self-editing while writing so that they could be trained outside of the classroom.

5. Methodology

In order to see how students perceive different types of corrective feedback, we conducted a student survey at the end of the intervention period. The first part of this survey contained questions regarding how they felt about giving and receiving corrective feedback from other students or big sisters and also about self-editing. In the second part, we asked the students to write their own thoughts about their perceptions focusing on three different types of feedback. We used these survey results as our quantitative data and found out how they perceived corrective feedback.

Second, we used the big sisters' weekly reflections as observation data to see what they actually did during the class with giving and receiving feedback. Even though they answered the survey, how they felt might be different from what they actually did in class. Therefore, we carefully reviewed the weekly reflections by the big sisters who led their own groups and observed their students. We also collected Week 6 and Week 13 writing homework to see their improvement in English writing and its accuracy. Even though students were not given any corrective feedback for their homework besides the professor's corrections, we wanted to see how they might have improved their own writing in terms of accuracy. Originally, we were supposed to collect week 12 writing homework results, but there were only few students who actually turned in their homework, so we chose to use Week 13 writing homework to compare it with Week 6 homework.

6. Findings

To gather the results of intervention, we used three methods: a student survey about students' preferences and awareness of giving and receiving corrective feedback, reflections as classroom observation from the big sisters who actually taught and interacted with students, and writing homework for Week 6 and Week 13 to check their progress and improvement in accuracy.

6.1 Student Survey

After the intervention period, we had a survey for qualitative data of the students' preferences and awareness regarding corrective feedback. It was designed in Korean, and we allowed students to write some of the answers in Korean to hear more honest answers. The first part of the survey was three Yes / No questions regarding their experience of writing in English, having any kind of corrective feedback, and if they had done self-editing on their own.

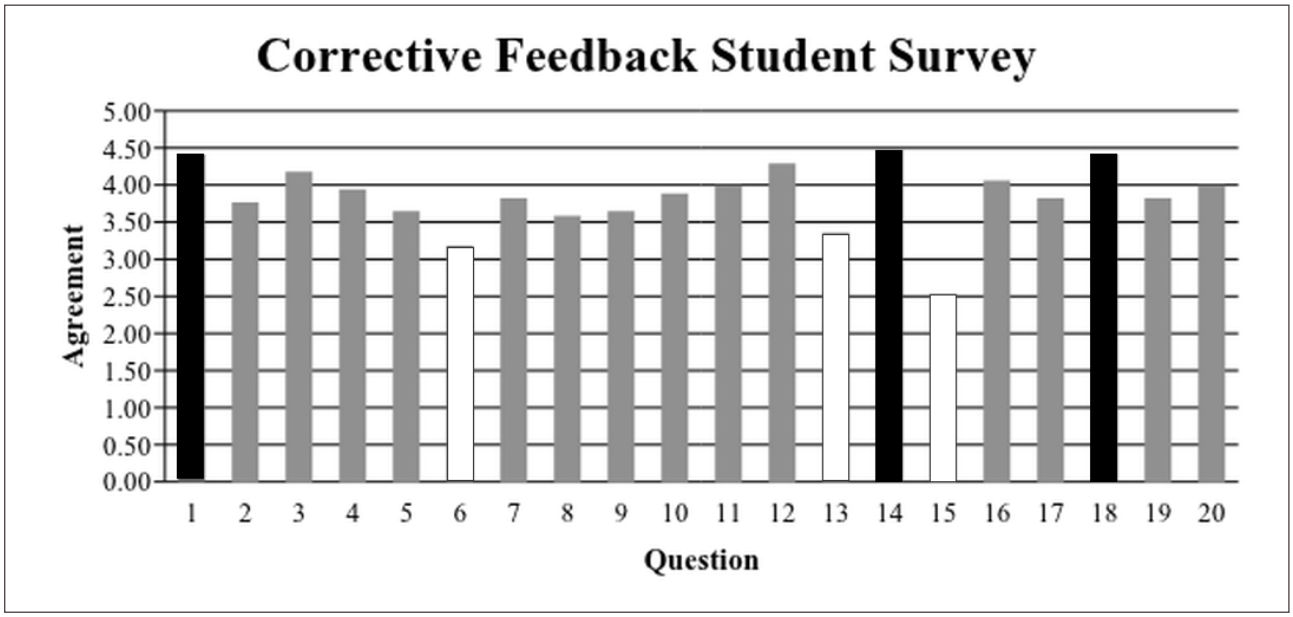

Figure 2. Agreements of corrective feedback questions

This figure 2 has the answers of 20 questions that show

how strongly students agreed or disagreed with each statement about corrective feedback. The statements that most of students agreed with were questions 1, 14, and 18, whereas only few students agreed with statements 6, 13, and 15. Question 1 was whether they thought their writing improved as they did self-editing or had someone revised their writing, and Question 14 was about their preference to have comments and feedback from the professor or big sisters instead of other students. Question 18 was their belief about accepting revision and corrective feedback as one of the steps to go through when writing. Most students strongly agreed that their writing has improved when there was revision, whether it was self-revision or revised by someone else; they strongly agreed that revising is one of the steps they have to do when writing. It also shows that the students prefer having feedback from the professor or big sisters instead of other students.

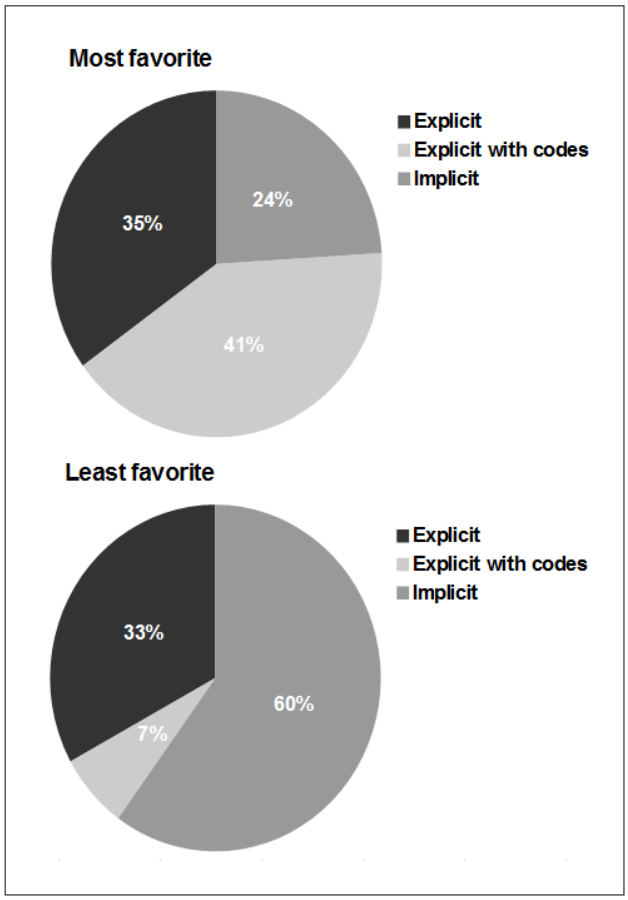

Figure 3. Most and least favorite type of corrective feedback

On the other hand, in Question 15 we asked whether they preferred self-editing to peer-editing; the students answered that they prefer peer-editing instead of self-revision. Interestingly, Question 13 asked them whether they could trust their classmates' feedback as well as the professor and big sisters' feedback, and they answered that they do not trust their classmates' correction; they prefer to have corrective feedback from the professor or big sisters instead of other students. Regarding Question 6, whether they would like to have more chances to read and revise other students' work more, the students were not fully negative about this, but not overwhelmingly positive either.

In the second part of the survey, we asked the students to rank the three types of feedback according to their preference and asked them to give us reasons why they chose that particular feedback as their preferred feedback to receive. Figure 3 shows that 41% of the students liked explicit feedback with codes among the three types of feedback. The majority of students who chose this as their favorite stated that they needed hints to find the correct answers as their reason. They stated that it provides hints and direction to correct the errors, and these hints led them to actively take part in the learning process by correcting errors themselves.

Those who chose explicit feedback (without codes) stated that they prefer to have clear and direct feedback because they are unsure of the right answers. The students that chose implicit feedback answered that they could not learn more with explicit feedback because it only gives a direct answer which does not allow them to think. They also mentioned that explicit feedback with codes made them more confused because of the codes; they would rather find the right answers by themselves.

On the other hand, for the least favorite feedback, 60% of students ranked implicit feedback as their least favorite because they at least needed some kind of guidelines or direction to find the right answers. Since they make certain grammar errors, students wanted to know why they are wrong or what to correct.

Along with their favorite type of feedback to receive, we also asked which one they found most helpful or not when correcting the errors by themselves. One of the main reasons we distinguished the 'most favorite' and 'most helpful' types of feedback was to see if what they like may not be the one they think is helpful in correcting their errors. As mentioned earlier, Korean students still prefer to be receptive in language learning classroom. Needs surveys of this course showed that they think they are good at receptive skills such as listening and reading and feel burdened by doing group work. However, even though they prefer to be receptive, they might have a different perception of which feedback is more helpful; it may not be their favorite type, but if they still think it is helpful it means we as teachers should be able to lead them to learn more effective by challenging them to do what is not their favorite.

Figure 4 shows that 41% of the students chose explicit feedback with codes as the most helpful one, and the least helpful is implicit corrective feedback. One of the

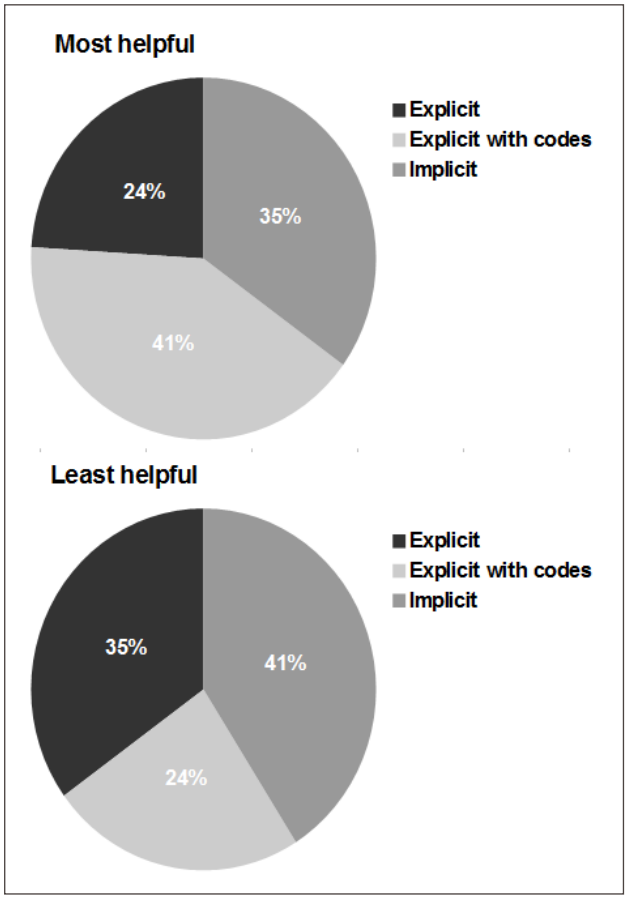

Figure 4. Most and least helpful type of corrective feedback

reasons that they chose the explicit feedback with codes is that it is less vague than implicit feedback and allows them to actively correct errors without someone else's help. By having hints, students can figure out what is wrong and how to make corrections. However, we still need to look at the percentage of the students who chose implicit feedback as most helpful. Even though the majority of students chose implicit feedback as their least favorite, they still chose the same one as the second most helpful feedback.

Through this survey, we realized that the students strongly agreed that they need some kind of revision or feedback in order to write well in English and improve their writing habits and skills. However, the students do not prefer having implicit corrective feedback, and they do not prefer self-editing or peer corrective feedback from other students because they do not trust their classmates' skills or their own. Although they trust neither their classmates nor themselves, through revision, they were able to fix their errors and learn words or grammar by correcting the errors. We will discuss this more below.

6.2 Observation through reflections

Based on the observations from the big sisters, we found that self-revision was helpful at the beginning stages for better awareness of their writing. One of the big sisters' reflections found the following:

> Self-revision went very well and I believe that this will help students tremendously. However I feel more explanation and introduction was needed on this before students were asked to revise, as this will be something we will be doing in every class and will be encouraging them to do outside of class. (Soo's Reflections, 2014)

Another big sister reflected that:

> In addition, doing the editing worked well too. Although there was a little confusion in explaining the checklist form … I saw students realizing their mistakes using the self-editing checklist. (Bom E's Reflections, 2014)

Since students were not accustomed to self-revision, students were initially confused but were eventually able to revise their own writing. Also, when they were doing self-revision, students were able to find their own grammar errors. Having a checklist helped students to go over their writing and be aware of the errors. Without much help from the big sisters, they were able to find and correct errors themselves. This could be seen in one of the reflections.

> First, I thought their sentences would have a lot of mistakes, but surprisingly they discussed and helped each other use correct grammar and were adept with the self-revision as well. Once they clearly understood what it was and the importance, they did the self-editing effortlessly, and there were not a lot of things for me to correct. (Dongwon's Reflections, 2014)

In this reflection, explaining the purpose or the importance of doing self-editing was effective for making revision more efficient.

Along with self-revision, we proceeded with corrective feedback. Before we let students do peer-revision, the big sisters always first modeled each type of corrective feedback so that students could have ideas regarding what to do and how it works. For peer-revision, students performed a lot better than what we first expected. Peer-editing provided opportunities to read others' work, and this seemed to help students learn more about grammar, or activate their knowledge of grammar, and reflect on it in their own writing. One of the big sisters noticed the following:

> Not just writing, but having a critique of others' work was also a good idea because that made the students to be aware of their mistakes. When the students had the peer-editing, my little sisters were discussing the corrections of other group. Although some errors were not necessary to have, having discussion about their

> mistakes helped them to go over their mistakes and learn from that discussion. (Bom E's Reflections, 2014)

Another reflection stated that:

> I agree on your comment regarding reading other group's work and peer-editing. So far, we have let students read other groups' work and just give stickers to their favorites. However, asking them to critique made them think and discuss more, and like what you've said, reading others' work can also help them improve their own writing as well. (Dongwon's Reflections, 2014)

Most students were able to do well in revising their writing explicitly and implicitly. Students became accustomed to self-revision with the checklist, peer-revision, and corrective feedback. For the implicit corrective feedback and peer-revision, students were able to edit their work well, as indicated in the following reflection:

> Another interesting point was to see how well students can understand our implicit corrective feedback. This week, our action research intervention was to give them implicit corrective feedback, so big sisters had to either underline or circle the mistakes in their groups' writing and let little sisters figure out what they needed to correct. Surprisingly, as we went over each feedback, I did not have to explain a lot; they just saw my marks and fixed mistakes. I just reminded them how much they already know and the importance of revising their work because they are completely capable of finding and correcting their mistakes. (Dongwon's Reflections, 2014)

Through the reflections of the big sisters, we found that students were able to find their errors and be aware of grammar when they were writing.

6.3 Writing Homework Results

We collected homework in weeks 6 and 13 to see if the students had made any development in writing accuracy, and the results were somewhat unexpected. The Week 6 homework was to write a descriptive paragraph about making Easter eggs. The students had experienced making Easter eggs in class, so they had to write a paragraph based on their experience. The students' paragraphs had the average of 6-7 sentences, and the major errors included articles / noun markers or some verb choices. They either did not include any articles or got confused with 'a' and 'the'. Compared to that, the Week 13 homework was much longer – a three-paragraph essay – and due to its length, it usually contains more errors than a paragraph. Interestingly, about six weeks after Week 6, the students mostly made the same mistakes, noun markers. Most students who turned in the Week 13 homework had a hard time choosing correct articles, and some of them had subject / verb agreement errors. With this result, it is hard to tell whether they have improved their accuracy or not since these two different writings were hard to simply compare to see the achievement.

7. Discussion

Regarding corrective feedback, the students were quite positive about receiving feedback. Through this six week experience, they realized that it is helpful for their writing as well as an essential part of the writing process. Based on the reflections of big sisters, the students' attitudes towards corrective feedback have changed positively and they have become somewhat confident about receiving it. However, the students still feel uncomfortable with, or have difficulty doing, self-editing or giving feedback to other students. Related to this, the students also trust feedback from the professor or big sisters over that from other students in the class. In addition, they strongly prefer more explicit form of feedback, which they believe is more helpful. We are going to talk about these three main perceptions from the current research to see how our findings relate to others, and to similar research, and what we can do as teachers.

7.1 Students' Perceptions of Self-editing

According to the survey results, the students were frustrated with self-editing even though they understood the importance of it. Based on Question 15 in Part A and Questions 1 and 2 in Part B, we can tell that the students did not feel comfortable correcting their own work. Questions 1 and 2 in Part B were asking them whether they would like to self-correct their own work and whether they have found it helpful or not. In Question 2, concerning the perceived usefulness of self-correction, the students said the self-editing checklist helped them determine what to look at and what to correct; therefore, it is helpful. However, in Question 1 most students still answered that they do not prefer self-editing; they would rather have someone else do it for them. Ellis (2009) showed that explicit feedback is clearly desirable if learners do not know the correct forms or are not capable of self-correcting. Sul and Kim (2013) also found that the students generally prefer metalinguistic feedback which tells them the locations of errors, correct answers, and explicit explanation. This is because the students have a tendency to rely on someone more dependable instead of doing it themselves.

The interesting point we found in the survey, which is a bit different from Ellis (2009) or Sul and Kim (2013), is that our students did not want to have

self-editing because they believed that they were not capable of revising their own writing. A majority of those respondents who declared they would rather have corrective feedback from someone else self-reported their proficiency or competence level as not high enough to perform the given tasks. However, what big sisters' observations differed from those of the students. According to the reflections by big sisters, the students were capable of doing it because they still had enough knowledge about it. What big sisters observed in class was that they were able to do it without someone else's help; although there were some errors that they missed, we still saw them doing it a more successfully than what we had originally expected.

This shows that the students do not trust their own knowledge of English and ability to complete self-editing since they had never done this kind of editing themselves before or had not had much experience in being engaged in active language using and learning. Due to this, they also answered that it is difficult to find things to say about other students' work. In one of the survey questions, we asked them how they felt about giving feedback to others. More than half of the students answered that it was hard to find things to comments about in other students' writing. This is closely related to earlier comments saying that they did not think their knowledge was adequate to correct others' work. Therefore, they do not feel comfortable doing it for others either.

7. 2 Students' Preference in Having Feedback from a Dependable Person

Another noticeable point in the results of this research is that the students prefer feedback from someone who they think is more dependable than other classmates. Here, a dependable person means someone who is much more knowledgeable and intelligent in the language, such as the professor or big sisters in our case, rather than classmates. Only a few students answered that they trust other classmates' comments and feedback; the majority of them answered that they would rather have feedback from the professor or big sisters. Zhang's (1995) study showed similar results. The participants in Zhang's study preferred teacher feedback to peer feedback since they did not trust their classmates' English competence and though their peers were not as qualified as their teachers (as cited in Arslan, 2014). Nelson and Carson (1998) also stated that their students liked to have teacher comments and corrections rather than peers' because they believed that teachers' feedback would lead them to greater improvement (as cited in Arslan, 2014).

It seemed that our own participants had a similar perception about peers' corrective feedback. As discussed earlier, the students prefer getting corrective feedback from others, but only the professor or big sisters, not their classmates. Since they believe that their own proficiency is not adequate, they think their peers are similar to them – unqualified – and believe that they would learn more only from a dependable person's feedback. However, other studies such as Tsui & Ng, (2000), Berg (1999), and Storch (2005) indicated the positive side of peer corrective feedback. They argued that peer feedback can help students identify each others' strengths and weaknesses, encourage crucial reasoning, and produce better texts (as cited in Arslan, 2014). Arslan (2014) suggested that "participants … were able to improve their writing skill while giving peer feedback rather than receiving peer feedback" (p. 145). Teachers' feedback and peers' feedback are not a 'one or the other' issue. It is the teacher's responsibility to give more interactive and collaborative writing tasks and decide what kind of corrective feedback is more effective depending on the situation.

7.3 Students' Perception on Explicit and Implicit Feedback

In Part B of the survey, we can see the students' differing perceptions between the most favorite type of feedback and the most helpful one. The students chose explicit feedback with indicators (codes) as their favorite type of feedback because these indicators suggested or guided them what to work on or made them think one more time. However, the result about the most helpful feedback is different from their favorite one. They chose explicit feedback with codes and implicit feedback as the most helpful ones, which is noteworthy. Even though they answered that implicit feedback is their least favorite, they noticed that it would eventually help them. The students who selected implicit feedback as most helpful stated that they believe that by actively participating in error correction without someone else's help, they learn more compared to being passive. As the previous studies mentioned, students are still receptive in language learning and do not trust themselves to correct errors; therefore, they prefer explicit corrective feedback by more dependable people.

However, some studies have different opinions regarding explicit and implicit feedback. Bitchener, Young, and Cameron (2005) mentioned that implicit feedback is more effective than explicit forms in helping learners' development in writing accuracy. On the other hand, Ellis (2009) argued that explicit feedback with codes does not prove to help learners achieve greater accuracy and is not more effective than other types of corrective feedback. Brandl (1995) also argued that learners' achievements are not significantly impacted by different types of corrective feedback. All these studies presented different opinions about the effectiveness of different

corrective feedback, but on the other hand, we can tell that different types of feedback have different effectiveness. Guénette (2012) defined explicit and implicit corrective feedback as following:

> Direct corrections do not lead the learners to think about the language, but they may help those who are not yet proficient enough to self-correct as they model what is acceptable in the second language. Indirect corrections, on the other hand, push the learners to question their hypotheses about the language, but they may also lead to frustration. Yet as the tutors discovered through their experience, both strategies can and should be used. (p. 121)

As Guénette suggests, it is necessary to consider using both strategies depending on learners' needs not just because they like it or think it is helpful.

8. Conclusion

This action research focused on the students' perceptions of what kind of feedback was most favorable in helping students improve their writing. Overall, the students prefer to be receptive by having explicit feedback from more dependable people instead of self-editing or peer-editing from other classmates. They are fully aware of the importance of revision as one of the essential steps in writing and have also noticed the effectiveness of giving and receiving corrective feedback. Even though students are still somewhat receptive in regards to receiving corrective feedback, they perceived that having less explicit feedback will eventually help them improve their own writing and accuracy. As we can see, their view of giving and receiving corrective feedback has changed positively, and it is necessary to encourage students to do more revision.

There were some limitations to seeing how effective each type of corrective feedback is due to homework issues. We wanted to see how this kind of corrective feedback can affect the students' writing and its accuracy by collecting their homework from Week 6 and Week 12. However, there were only 5 of them handed in their homework in the last week of the intervention period. We postponed the collection by a week, but of 18 students, we only had 8 of them turned both Week 6 and Week 13 homework. In addition, the nature of the writing assignments made it difficult compare the achievements. Week 6 writing homework was a single paragraph in length, but Week 13 was a three-paragraph essay, and by length alone had much more opportunity for errors to occur.

Based on the survey result data, big sisters' reflections, and students' writing including in-class work and their weekly homework, we were able to find that students need more chances to have various types of corrective feedback when writing in the L2. It is not easy to simply say that the participants' improvement in English writing was all down to corrective feedback given in class. Due to the unexpected difficulty of collecting students' work to compare, it was not easy to find direct improvement, but according to what we have got and big sisters' reflections, the majority of the participants tried not to repeat the same mistakes they made previously or at least noticed and corrected the errors faster and easier. Some students even improved in terms of making less grammatical errors in their writing homework. The students now understand that corrective feedback will eventually help them improve their writing even though it was only six week long. The students' survey comments indicate that they are still reluctant to have less explicit feedback. However, we have found that when there is more feedback given to them, their improvement will be significant.

For future research, we first suggest to have a longer intervention period to give students more time to get used to getting and giving corrective feedback. Within six weeks' time, we had to cover all three of them, and the students got only three chances to do it themselves. Towards to the end of the period, they got more used to, but still it was not enough to make them become fully confident or believe in the need for it. Therefore, it is still too early to see clear evidence of the effectiveness of corrective feedback and its achievement. Another suggestion is to have fixed groups to try different types of corrective feedback.

Even though there were limitations and unexpected results, this action research still suggested to us that any type of corrective feedback is necessary, especially for this kind of class. Since the students in this class have to take the G-MATE Writing exam to pass the class or graduate, revising their own work or getting feedback from someone is a must. There is no definite answer when deciding which type of feedback will be given, but it is essential to know what the students prefer to understand what could lower their affective filter in giving and receiving corrective feedback and what might be helpful depending on their needs.

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Appendix I

Peer and Corrective Review Criteria

Part A. Explicit with indicator and grammar code

Criteria	Codes	Examples
동사의 시제 Verb Tense	v.	Past tense / present tense / future tense
주어와 동사 수일치 Subject-verb agreements	sv.	Singular / plural +s
전치사 Preposition	prep.	Of / for / in / before / after / at / into / by …
관사 Articles	art.	A / an / the
구두법 Punctuation	p.	. , ; ? ! ‘ ’ “ ” ( ) [ ] …

Part B. Implicit (Indicator only)

Criteria	Codes	Examples
Verb Tense	Underline	Past tense / present tense / future tense
Subject-verb agreements	Underline	Singular / plural
Preposition	Circle	
Articles	Circle	
Punctuation	Circle	

Bitchener, Young, & Cameron. (2005); Ellis, Loewen, & Erlam. (2006);

Russell & Spada (2006)

Appendix II

Self-Editing Checklist

Mechanics

- I capitalized the first word in every sentence.
- I capitalized all proper nouns.
- Each sentence I wrote ends with a period, a question mark, or an exclamation point.
- I used punctuation correctly (commas, apostrophes, quotes, etc.).
- I spelled all words correctly. (Check carefully for commonly confused words like they're, their, there; your, you're; its, it's; etc.)
- I indented the beginning of each new paragraph.

Grammar

- Each of my sentences is a complete thought with a subject and a verb.
- There are no sentence fragments in my work.
- There are no run-on sentences that are incorrectly joined by commas.
- Subjects and verbs agree in number (singular subject, singular verb; plural subject, plural verb).

- When I use pronouns, they clearly refer to someone or something.
- I use verb tenses consistently unless a change is required (past, present, future).

Appendix III

Student Evaluation Survey Part A

본 설문지는 '영어 읽기와 쓰기' 수업시간에 여러분들의 영어 작문에 대해 다른 학생들 및 Big sister들에게 받은 검토 (review) 및 수정 (editing and revising)과 관련하여 여러분들의 의견을 조사하고자 합니다. 이 설문지의 결과는 TESOL 대학원 석사과정의 리서치 자료로만 활용되며, 학생 여러분들의 해당 수업 성적과는 아무런 관련이 없습니다 (이름이나 학번, 그룹 이름은 적지 않아도 됩니다). 여러분의 솔직한 의견을 기술해 주시면 감사하겠습니다.

Part A. 다음 각 항목에 대해 각자 얼만큼 동의하는지 혹은 동의하지 않는지 표시해 주십시오.

매우 그렇다	그렇다	보통이다	그렇지 않다	전혀 그렇지 않다
5	4	3	2	1

이 수업을 듣기 전에 (한 단락 (paragraph) 이상의) 영작문을 해 본적이 있다.	Yes / No
영작문을 해 본 적이 있다면, 누구에게든, 혹은 어떤 방식으로든, 자신이 쓴 글에 대해 검토나 수정을 받은 적이 있다.	Yes / No
지난 6주 동안 Writing 숙제 할 때, self-revision checklist를 사용해서 스스로 직접 검토 및 수정을 해 본 적이 있다.	Yes / No
1. 작문한 것을 검토하고 (스스로) 수정 하는 것, 또는 (누군가로부터) 수정을 받는 작업은 내 작문실력 향상에 도움이 된다고 생각한다.	5 4 3 2 1
2. 내가 쓴 글을 두 명 이상의 다른 사람에게 검토 및 수정을 받는 것을 선호한다.	5 4 3 2 1
3. 내가 쓴 글을 여러 번 검토하고 수정 하는 것 (혹은 수정 받는 것)이 훨씬 도움이 된다고 생각한다.	5 4 3 2 1
4. 다른 사람이 쓴 글을 읽어보는 것은 내 작문에 도움이 된다.	5 4 3 2 1
5. 다른 사람의 글을 검토 및 수정 하는 것은 내 작문에 도움이 된다.	5 4 3 2 1
6. 다른 사람이 쓴 글을 더 많이 읽고, 수정 해 보고 싶다.	5 4 3 2 1
7. 다른 사람이 쓴 글을 수정할 때, 주어진 체크리스트가 도움이 되었다.	5 4 3 2 1
8. 내가 수정 해 준 내용이 그 사람의 작문에 도움이 될 것이라고 생각한다.	5 4 3 2 1
9. 다른 사람이 쓴 글에 대해 수정 할 부분을 찾아 고치는 것이 어렵거나 부담스럽다.	5 4 3 2 1
10. 나는 내가 쓴 글에 대해 다른 사람의 수정을 받는 것이 좋다.	5 4 3 2 1
11. 내 작문을 다른 사람이 더 많이, 더 자세하게 수정을 해 주었으면 좋겠다.	5 4 3 2 1
12. 내가 쓴 글을 두 명 이상의 다른 사람에게 검토 및 수정을 받았으면 좋겠다.	5 4 3 2 1
13. 교수님이나 big sister가 아닌 다른 학생들이 내 글을 읽고 수정 해 주는 내용을 신뢰할 수 있다.	5 4 3 2 1
14. 다른 학생들이 내 글을 수정 해 주는 것 보단, big sister나 교수님이 검토 및 수정 해 주는 것을 선호한다.	5 4 3 2 1
15. 다른 사람(다른 학생, 교수님, big sisters)이 내 글을 읽고 수정 해 주는 것보다, 내 스스로가 직접 내 글을 수정하는 것(self-editing)을 선호한다.	5 4 3 2 1
16. 지금까지 다른 학생들 및 big sister, 혹은 교수님으로부터 수정 받은 부분들을 보고, 내가 주로 어떤 실수를 하는지 알게 되었다.	5 4 3 2 1
17. 작문 할 때, 한 번 혹은 반복적으로 수정 받은 부분은 다음 작문 시에 혹은 검토 및 수정 할 때 좀 더 신경을 쓴다.	5 4 3 2 1
18. 영작문에 대해 수정 및 검토를 하는 것은 글을 쓰는 전체 과정에서 반드시 거쳐야 하는 과정이라고 생각한다.	5 4 3 2 1

19. 나는 앞으로도 영어로 작문을 할 때 스스로 수정 작업(self-editing)을 할 것이다.	5 4 3 2 1
20. 앞으로 영작문을 할 때, 주변에 다른 누군가로부터 검토 및 수정 작업을 받을 것이다.	5 4 3 2 1

Student Evaluation Survey Part B

Part B. 아래 항목들에 서술형으로 대답 해 주시기 바랍니다. 우리말로 작성해도 상관 없습니다.
1. 스스로 자신의 글을 수정 하는 것(self-editing)을 선호 하나요? 아니면, 다른 사람이 읽고 수정 해 주는 것(peer-editing)을 선호하나요? 이유도 같이 적어주세요.
2. 스스로 자신이 쓴 글을 다시 읽고 수정하는 것(self-editing)은 어떤 점이 도움이 되었나요? 도움이 되지 않았다면, 이유는?
3. 지난 6주 동안, 수업시간에 여러분이 작성한 글에 대해 big sister 혹은 다른 학생들로부터 검토 및 수정을 받는 작업에 대해 어떻게 느꼈나요?
4. 다른 학생들이 쓴 글을 읽어 보고 검토 및 수정을 하는 것의 장점은 무엇이라고 생각하나요? 혹은, 단점은 무엇이 있나요?
5. 지난 6주 동안, 세 가지 다른 방식으로 작문에 대한 수정 및 검토가 이루어졌습니다. 아래 세 가지 방법 중을 가장 선호하는 순서대로 1, 2, 3으로 번호를 매겨주세요. (1이 가장 선호하는 방법, 3이 가장 덜 선호하는 방법)
(a) 직접적인 수정을 받는 방법 (틀린 부분을 직접 고쳐주는 방법)
(b) 수정 해야 하는 부분에 정해진 코드 (v., sv., prep., art., and p.)를 사용해 어떤 종류의 문법 사항을 수정해야 하는지만 알려주고 스스로 고치는 방법
(c) 수정 해야 하는 부분만 표시(밑줄, 동그라미) 해 주면 직접 어떤 문법 사항이 잘못 되었는지 찾아내서 수정 하는 방법
가장 선호하는 방법을 선택한 이유는?
6. 이번에는 아래 세 가지 방법 중에 본인에게 가장 도움이 되었다고 생각되는 순서대로 1, 2, 3으로 번호를 매겨주세요. (1이 가장 도움이 많이 된 방법, 3이 가장 덜 도움이 된 방법)
(a) 직접적인 수정을 받는 방법 (틀린 부분을 직접 고쳐주는 방법)
(b) 수정 해야 하는 부분에 정해진 코드 (v., sv., prep., art., and p.)를 사용해 어떤 종류의 문법 사항을 수정해야 하는지만 알려주고 스스로 고치는 방법
(c) 수정 해야 하는 부분만 표시(밑줄, 동그라미) 해 주면 직접 어떤 문법 사항이 잘못 되었는지 찾아내서 수정 하는 방법
가장 도움이 많이 되었다고 생각하는 방법을 선택한 이유는?
7. 이 수업에서는 영문법과 관련된 검토 및 수정만 진행하였습니다. 만약, 앞으로도 여러분의 영작문에 대한 검토 및 수정을 받을 수 있다면 문법 이외에 어떤 부분에 대한 검토 및 수정을 받기를 원하는가? (예를 들어, 내용, 구조, 의견 등등)

Hosack, I. (2004); Meskill, C., & Anthony, N. (2010).

Appendix IV

Results of Student Evaluation Survey Part A

This survey is to hear what you think about your writing, and the self- and peer-corrective feedback that you received from your big sisters and other students during this class. The result of this survey will ONLY be used as action research data for MA TESOL and not affect your grade, so please answer honestly (you are not required to write your name, student ID number, or group name). We would love to hear your honest opinions.

Part A. Please indicate whether you agree or disagree each of the following statements.

Strongly Agree	Agree	Neither agree or disagree	Disagree	Strongly Disagree
5	4	3	2	1

I have done any kind of English writing (longer than a paragraph) before taking this class.	Yes 58.82%	No 41.18%
If yes, I have received any type of reviewing or revisions from anyone.	Yes 90.00%	No 10.00%
When doing my writing homework in the last six weeks, I have tried to use the self-revision checklist to revise my own writing.	Yes 70.59%	No 29.41%

1. My writing improves if I do revisions myself or have someone revise my writing.	4.41
2. I prefer to have my work revised by more than two people.	3.76
3. Revising my work (self and peer) and writing several drafts is really helpful for my writing.	4.18
4. It is useful to read other people's work.	3.94
5. Reviewing and revising other students' work helps my own writing.	3.65
6. I would like to have more chances to read and revise other students' work more.	3.18
7. When revising others' work, the given checklist is helpful.	3.82
8. My classmates probably found my comments useful when revising their work.	3.59
9. It is difficult to find things to say about my classmates' writing.	3.65
10. I enjoy receiving my other students' comments on my writing.	3.88
11. I prefer to have more people read my work and have more detailed feedback.	4.00
12. I would like to have more than two people review my writing.	4.29
13. I can trust my classmates' feedback as well as my professor or big sisters.	3.35
14. I prefer to have comments and feedback from the professor or big sisters instead of other students.	4.47
15. I prefer self-revision to peer-editing or getting feedback by my professor or big sisters.	2.53
16. My classmates', big sisters', or professor's corrections show me what kind of mistakes I usually make.	4.06
17. When writing or revising my work, I try to be careful with the mistakes that have been pointed out or corrected repeatedly.	3.82
18. I believe that revising is one of the steps that I must go through when writing.	4.41
19. From now on, I'm going to self-edit my own writing.	3.82
20. From now on, I'm going to have my work reviewed or revised by someone.	4.00

Result of Student Evaluation Survey Part B

Part B. Please write full answers to the following questions. You may write in Korean if you wish.
1. Would you like to self-revise your own work or have someone else revise your writing and why?
2. Have you found it helpful to revise your own writing? What has been helpful and why? If not, then why not?
3. How did you feel about getting your work revised by your big sisters or other students during the last six weeks?
4. What do you think are the pros and cons of reading and revising other students' work?

5. During the last six weeks, corrective feedback has given in three different ways. Among the three ways below, rank them in order of your preference. (1 is the most preferable and 3 least preferable.)		
	Most	**Least**
(a) Explicit corrective feedback (correcting mistakes directly).	35.30%	33.33%
(b) Explicit corrective feedback with codes only (v., sv., prep., art., and p.). You were supposed to interpret the codes and correct mistakes yourself.	41.17%	6.67%
(c) Implicit corrective feedback with indicators only (underline and circle). You had to figure out the kinds of mistakes and correct them on your own.	23.53%	60.00%
Why is it your favorite?		

6. This time, rank them in order of most helpful feedback to you. (1 is the most helpful and 3 least helpful.)		
	Most	**Least**
(a) Explicit corrective feedback (correcting mistakes directly).	23.53%	35.29%
(b) Explicit corrective feedback with codes only (v., sv., prep., art., and p.). You were supposed to interpret the codes and correct mistakes yourself.	41.18%	23.53%
(c) Implicit corrective feedback with indicators only (underline and circle). You had to figure kinds of mistakes and correct them on your own.	35.29%	41.18%
Why do you think it is most helpful to you?		
7. In this class, we only have only dealt with grammar-related mistakes. If you can receive further revision from someone in the future, what kind of feedback or comment would you like to have other than grammar? (For example, contents, structure, ideas, and so on)		

Hosack, I. (2004); Meskill, C., & Anthony, N. (2010)

Lexical Notebooks in the EFL Classroom

Lindsay E. Dennison
Introduction to Corpus Linguistics

Studies show that lexical notebooks can increase a second language learner's vocabulary depth and breadth. However, these studies also show that using a lexical notebook is not always easy or desired. Many students do not understand how to use the basic tools needed to keep a notebook and have difficultly choosing useful vocabulary to include. The purpose of this paper is to assist teachers in developing lesson plans that focus on teaching, modeling, and practicing the skills needed to keep an effective notebook.

This paper will analyze studies of how lexical notebooks have been used in EFL classrooms and the results they produced. Next it will focus on practical classroom implementations. A series of lesson plans will be implemented over the course of 10 teaching weeks, modeling and training Grade 7 international language arts students how to use lexical notebooks. Then the paper will give a detailed explanation of the plans and the underlying theories and rationales that went into their design. Last, this paper will suggest ways teachers can assess the effectiveness of lexical notebooks in relation to vocabulary retention and vocabulary depth.

1. Introduction

Acquiring vocabulary is a crucial task for any language learner. Schmitt (2000) states that acquiring vocabulary is incremental in nature – moving on a continuum from zero to partial knowledge to precise knowledge. It is not the case that learners either know a word, or not; depth of knowledge focuses on the idea that learners should have more than a superficial understanding of a word. It is necessary to have a rich and meaningful understanding of a word's features, which requires a mastery of a number of lexical aspects such as knowing word meaning, written form, spoken form, associations, grammatical behavior, collocations, register, and frequency. Thus, it is obvious that one exposure to a vocabulary word will not facilitate vocabulary depth. Several studies show that lexical notebooks can increase a learner's vocabulary depth and breadth (McCrostie, 2007; Moladoust & Baleghizadeh, 2012; Schmitt & Schmitt, 1995); this is because a lexical notebook is a good way for learners to record information beyond just the word and its meaning. By using lexical notebooks students are given a chance to learn multiword lexical units such as phrasal verbs, phrases of expression, collocations and colligations. Learners do not only focus on definitions and form. They build an understanding of word families, synonyms and antonyms, parts of speech, and associations (Moladoust & Baleghizadeh, 2012), which increases vocabulary depth and breadth. Word association tests can also be used in order to assess a learner's vocabulary growth from using a lexical notebook. Word association tests (WATs) are effective tools to assess the types of word knowledge that learners have, and the vocabulary they have learned using lexical notebooks. By analyzing if the associations from stimulus words are syntagmatic, paradigmatic, schematic, or clang, teachers can determine if the learner's depth of word knowledge has increased after using a lexical notebook.

This paper will analyze how lexical notebooks have been used in the classroom and the results they produced. Next it will focus on practical classroom implementations. A series of lesson plans will be implemented over the course of 10 teaching weeks, with the purpose of modeling and training Grade 7 international language arts students how to use lexical notebooks. Then the study will give a detailed explanation of the plans and the underlying theories and rationales that went into their design. Last, this paper will suggest ways teachers can assess the effectiveness of lexical notebooks in relation to vocabulary retention and vocabulary depth.

1.1 Lexical Notebook Definition

A lexical notebook refers to any form of personal dictionary used to record new or useful vocabulary, and additional word information beyond a word's meaning.

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Lexical notebooks can record word meanings, parts of speech, word forms, collocations, synonyms, antonyms, context sentences, semantics, and pronunciation. They help learners engage more meaningfully with the new words they encounter. While lexical notebooks can be used to learn vocabulary independently, they do not replace extensive reading, nor learning explicitly through classroom instruction or implicitly through a task. Lexical notebooks should be used in support of these other forms of vocabulary learning to promote greater amounts of vocabulary acquisition (Schmitt & Schmitt, 1995).

1.2 Lexical Notebook Benefits

L2 learners greatly benefit from keeping a lexical notebook. Since learners are actively engaged with adding new kinds of vocabulary knowledge for each word, theoretically, lexical notebooks enable extensive rehearsal of vocabulary. This leads to better vocabulary retention (Schmitt, 1997; as cited in Bozkurt, 2007). Using a lexical notebook also encourages learners to integrate the use of vocabulary learning strategies such as how to use a dictionary, how to infer from context, and how to seek clarification (Fowle, 2002). Furthermore, Schmitt and Schmitt (1995) and Fowle (2002) suggest that using a lexical notebook enhances learner autonomy. Keeping a lexical notebook develops self-management skills since learners are able to independently choose what words are included. In addition, learners are involved in the planning and organization of how entries are made. Most importantly, lexical notebooks increase receptive and productive knowledge of vocabulary items (Fowle, 2002). Learners can increase their results on productive and receptive vocabulary tests, and they begin to use a wider variety of vocabulary from their lexical notebooks in their compositions (Bozkurt, 2007).

1.3 Theoretical Framework

Craik and Lockhart (1972) and Craik and Tulving (1975) have proposed a Levels of Processing framework called the Depth of Processing Hypothesis. This hypothesis states that when readers have to infer word meaning, they need to invest more mental effort. The deeper the mental processing used when learning vocabulary, the more likely a learner will remember it. Therefore, because recording lexical items in a notebook requires more thought, it promotes higher levels of learning (Schmitt & Schmitt, 1995). The Load Hypothesis Theory (Laufer & Hulstijn, 2001; as cited in D'Onofrio, 2009) arose from a desire to operationalize the notions of the Depth of Processing Hypothesis. It also theoretically supports why lexical notebooks increase depth of vocabulary knowledge. This theory states that more vocabulary is likely to be retained when the learner has higher involvement with a task, whether it be an input or output task. There are three components to the theory: need (motivational achievement), search (attempt to find an unknown word meaning), and evaluation (examination of other words and multiple meanings to determine the best meaning for that context). When students are asked to work and manipulate vocabulary, by continuously adding more word knowledge, they are able to evaluate their knowledge. Through evaluation, learners are able to have higher levels of retention. Last, the Expanding Rehearsal (Schmitt & Schmitt, 1995; as cited in Bozkurt, 2007) explains why the recycling method of reusing and revisiting a lexical item helps increase learner retention. When studying vocabulary, the greatest retention loss occurs soon after the learning session. However, the rate of forgetting gradually decreases as time passes. Therefore, students must review vocabulary soon after their initial encounter. One schedule suggests that learners should review 5-10 minutes after the end of the study period, 24 hours later, one week later, one month later, and finally six months later (Russell 1979; as cited in Schmitt and Schmitt, 1995). Lexical notebooks will facilitate the kind of review proposed by the Expanding Rehearsal Theory and will theoretically improve vocabulary retention.

2. Considerations of students

2.1 General descriptions

The students who will participate in the lexical notebook project are Grade 7 students in their second semester at an international school in Seoul, South Korea. There are 15 students participating. A small number of them have had overseas living experience, and the majority of them have previously studied in international schools. They have constant exposure to an English environment during the school day, and study all subjects in their L2 with credentialed native English-speaking teachers. All 15 students study Grade 7 language arts. This class' emphasis is on comprehending literature, including authentic stories, poems, and non-fiction articles, in the Grade 7 complexity band proficiently, with scaffolding as needed at the high end of the range (Common Core State Standards Initative, 2014). The Grade 7 language arts standards and benchmarks have been adapted from the Common Core State Standards (CCSS), which includes a vocabulary component (see Appendix A).

These students have currently participated in a motivation to read survey and two questions they answered were "What do you find hard about reading?" and "How can you become a better reader?" Not surprisingly, 10 out of 15 students answered that hard or new vocabulary was the most difficult aspect of reading. Eight of the students said that learning, memorizing, or translating new vocabulary while reading was the best way to become better readers. Therefore, because they recognize the need to acquire and learn new vocabulary to become

better readers, they were chosen to participate in the lexical notebook project.

2.2. Ability in terms of the WIDA Model Assessment and ACTFL

The students' English proficiency in reading, writing, speaking and listening was assessed at the beginning of Grade 7 using the WIDA Model Assessment (see Appendix B for detailed descriptors). Seven of the 15 students were identified as EFL, and were enrolled in an additional EFL class. The ESL WIDA scores ranged from a 3.0 to 4.1 – six being proficient. Appendix B gives both overall performance definitions for English language proficiency, and reading proficiency definitions for Grades 6 through 8. Five students had on an overall proficiency level of developing (level 3), six students' proficiency level was expanding (level 4), and four students' proficiency level was bridging (level 5). On the ACTFL (2012) reading scale, students range from intermediate high to advanced mid.

3. Lesson Plans

3.1 Class

The Grade 7 language arts class will be studying The Giver by Lois Lowery for 10 weeks. Lessons are 75 minutes in length and follow an A/B block schedule, which means classes meet every other day. Approximately 30 minutes per lesson will be devoted to lexical notebook training, development, sharing or activities. While there is a vocabulary strand in the Grade 7 language arts curriculum, I often grappled with how to incorporate this into my literature lessons. I was unaware of how to model, train, and practice these skills my students. Even though students briefly practiced guessing meaning from context (CCSS.L.7.4A), and interpreting figures of speech (CCSS.L.7.5.A), this was not a core aspect of class. Students were not required to keep a vocabulary notebook and they were not tested on their vocabulary knowledge from the novel. Students were not given dictionary training, and they were not made aware of collocates. When students did take the time to learn unknown vocabulary they either asked the teacher, their friend or looked up the Korean translation. They never recorded the vocabulary word in a notebook or studied it in the future. Therefore, I believe the students' depth and breadth of vocabulary did not increase as much as it could have.

3.2 Lesson Plans: Grade 7 Literature Arts

Essentially, the desired results for this set of lessons was: Students will increase their depth of knowledge for key vocabulary items chosen from The Giver by Lois Lowry. For desired learning outcomes (standards and benchmarks), see Appendix A. For learning outcomes (knowledge and skills) and assessment tools, see the tables below. The complete lesson outlines for all ten weeks of class can be found in Appendix G.

Learning Outcomes (Knowledge and Skills):

Students will know:	Students will be able to:
1. Organization and format of a lexical notebook	1. Organize a notebook (online, written, notecards, or loose-leaf binder paper) in a way that is most helpful for them
2. Why the lexical items on The Giver vocabulary lists were chosen	2. Use an online text analyzer, and online word frequency program to help them choose important vocabulary
3. What websites can be used for an online dictionary and thesaurus and what a synonym and antonym are	3. a) Use an online dictionary to identify parts of speech, synonyms and antonyms, word forms (derivations), and definitions b) Match word context from the book and the dictionary to choose the best definition
4. What collocations are	4. Use the COCA corpus of 450 million words to find collocates
5. The importance of context clues in deciding word meanings	5. Infer word meaning through context clues

Assessment Evidence

Assessment (including self-assessments)

1. Handout – how to choose the correct definition from a dictionary (matching The Giver context to dictionary context)

2. Write a story using the words in your notebook. It can be any topic you like, but try to include at least 10 vocabulary words.

3. Crossword puzzle made using a range of vocabulary in the notebook

4. Handout on guessing words from context

Assessment Tools

Vocabulary Notebook Checks
Notebooks will be collected and evaluated every two weeks (after each mini lesson has been modeled, practiced and reviewed). Feedback will be given to make sure students are able to: - Find correct dictionary definitions for each vocabulary word
- Find correct synonyms and antonyms using a thesaurus - Use the corpus to find collocations
Depth of knowledge vocabulary tests
1. A four-level word knowledge WAT test 2. 20-question word association test

4. Theoretical Rational for the Lesson Plans

The lexical notebook lesson plans focus on modeling, assisting and practice to show students how to keep notebooks individually and independently. Students will improve their organization, word choice, dictionary/thesaurus, collocations, and context strategies. This will help them improve their depth of vocabulary knowledge and vocabulary retention.

4.1 Organization Training

The first step in implementing lexical notebooks in the Grade 7 language arts class is to explain what tools can be used to make a notebook. Students have the option of creating a fixed notebook, a notebook with moveable loose-leaf pages, or an index card notebook. They may also choose to make electronic notebooks using programs such as Microsoft Word, Google Docs, PPT, or One Note. All options have their benefits and drawbacks. Loose-leaf paper can easily be moved around to practice known and unknown vocabulary, while notecards are easy to transport. On the other hand, electronic notebooks can be accessed and updated at anytime. Once students decide on an electronic, paper or card notebook, they will decide how to organize the entries. Schmitt and Schmitt (1995) state that the more organized the lexical notebook is, the easier it is to learn from. However, a study conducted by Leeke and Shaw (2000) shows that students do not know how to organize their vocabulary. When asked, "How did you organize your notebook?" 28% of participants answered "randomly." If notebooks were organized at all, they were organized alphabetically, which Leeke and Shaw suggest does not help improve retention. Therefore, students need guidance. Teachers should provide examples and models on how to organize a lexical notebook. Some organizational options are to organize lexical items by how well they are known; are they known receptively or productively? In this example learners should put the lesser-known words in the front, and the better-known words at the back. This will help students revisit unknown words more frequently, which will hopefully enhance their understanding of the lexical item (Schmitt & Schmitt, 1995). Students can also organize their notebooks by topic, theme, or parts or speech with expressions and phrases at the back of the notebook.

4.2 Word Choice Training

The next stage in the implementation of a lexical notebook is vocabulary choice. This topic has been widely debated over the years. Schmitt & Schmitt (1995) argue that instructors should not be too prescriptive when teaching vocabulary. Learners should choose their own vocabulary to include in the notebook since learners all have different needs and styles of learning. Leeke and Shaw (2000) also agree that self-directed learning is preferential because vocabulary needs depend on the individual learner. Nation (2001; as cited in Moladoust & Baleghizadeh, 2012) on the other hand, suggests that learners should be given more prescriptive guidance such as consulting frequency lists in conjunction with personal needs when selecting vocabulary.

Alternatively, there are numerous studies that show EFL students have great difficultly deciding which words to include in their lexical notebooks (Chien, 2013; McCrostie, 2007; Moladoust & Baleghizadeh, 2012). McCrostie's (2007) study showed that 80% of learners wanted teacher-provided lists. This is because learners in this study had trouble identifying high frequency words, and they picked too many bad (less frequent; therefore less important) words. First, many learners stated that they usually selected a word for their notebook because it was unknown. However, there are often too many unknown words in a text to record. Learners need to realize that not all unknown words are equal or important to learn. Also, learners could not differentiate between low frequency and high frequency words. Only 8% of participants recorded valuable high frequency words. This proves that learners must learn how to consult a frequency list.

Next, learners tended to neglect certain parts of speech when choosing their vocabulary. Students favored nouns and verbs, and did not include collocations, expressions or phrases. Students were unaware that words work in conjunction with one another. Out of 17,483 entries there were only 99 collocation entries. This is a problem since knowing collocations and chunks improve learners' fluency and increases vocabulary acquisition (McCrostie, 2007).

The results of Moladoust & Baleghizadeh's (2012) study

also suggest that instructors should have more control choosing vocabulary, and spend more time training learners how to effectively choose vocabulary themselves. The study assessed students' opinions of using teacher-provided vocabulary notebooks or student-produced vocabulary notebooks. Their results showed that learners who used teacher-provided notebooks outperformed learners who used student-made notebooks. While both groups increased their vocabulary knowledge, teacher-provided notebooks saw higher productive and receptive test scores. This was because learners using student-produced notebooks believed it was unnecessary to include a lexical item if they understood it from context. They did not include any lexical items that they knew receptively. However, as Carroll and Mordaunt (as cited in McCrostie, 2007) state, learners need to elaborate on word knowledge and increase depth of the lexical items that learners have partial knowledge of. Students should choose words that are semi-familiar to help receptive vocabulary become productive vocabulary (Carroll & Mordaunt; as cited in McCrostie, 2007).

Additionally, Chien's (2013) study of the usefulness of lexical notebooks showed that 90% of learners choose to include unknown vocabulary, only six out of 157 learners chose words that they forgot easily, one picked words that he could not use productively, and five learners chose words at random. This further shows that learners must be trained on which words to include or exclude in their lexical notebook.

Learning the most common words in English should be the goal for L2 learners. Since these studies show that learners have difficultly identifying high frequency vocabulary, choosing words they have partial knowledge of, and including multiword units, I decided to spend two weeks modeling this with my students. I used three websites to make vocabulary lists for The Giver. The first two were word counter and text analysis websites. These helped me to identify the most common words in the text, and prevented me from randomly choosing words. Next I checked the lexical items to see if they were in the COCA 5000 list of most frequent words. This makes sure students are learning relevant words. Last, I asked myself the questions in figure 1 to determine if there were any other important vocabulary words from each chapter appropriate for Grade 7 students to learn (Frey & Fisher, 2009; Graves, 2009; as cited in Chien, 2013). I choose to include 15 words for each word list (Appendix D) to be studied over a two-week period. The words selected were words that my students should know receptively, but may not know productively, and words that are used in different situations. I also tried to include useful collocations and expressions.

Categories	Questions
Repeatability	- Is the word representative of a family of words that students should know? - Is the concept represented by the word critical to understanding the text? - Does the word represent an idea that is essential for understanding another concept?
Transportability	- Is the word used again in this text? If so, does the word occur often enough to be redundant? - Will the word be used again during the school year?
Contextual analysis	- Will the word be used in-group discussions? - Will the word be used in writing tasks? - Will the word be used in other content or subject areas?
Structural analysis	- Can students use context clues to determine the correct or intended meaning of the word without instruction? - Can students use structural analysis to determine the correct or intended meaning of the word without instruction?

Figure 1: Questions to consider in word selection

4.3 Dictionary Training

Weeks three through six focus on dictionary and thesaurus modeling, training and practicing. These weeks will cover the following standards and benchmarks:

1. CCSS.ELA-LITERACY.L.7.4.C: students must learn to consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
2. CCSS.ELA-LITERACY.L.7.4.D: Students must verify their predictions of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
3. CCSS.ELA-LITERACY.L.7.5.B: Students must use synonym/antonym to better understand each of the words.

There have been many studies that support the use of dictionaries in language acquisition (Stoller 1997; as cited in Bozkurt, 2007; Hulstijn, Hollander, & Geridanus, 1996; as cited in D'Onofrio, 2009). Hulstijn et. al's study showed that learners who look up words in a dictionary have higher retention rates. Learners who

used a dictionary had a retention rate of 25% for new vocabulary while those who did not only had a retention rate of 18%. Schmitt and Schmitt (1995) also state that by learning word pairs such as synonyms and antonyms learners are able to retain more vocabulary. However, L2 students having limited dictionary training, and often have difficulties choosing the correct example sentence, meaning, synonyms or antonyms.

Learners in Walters & Bozkurt's (2009) study felt negatively towards using a dictionary. They stated that it was too difficult to find synonyms and antonyms, and that they hated looking in the dictionary. Learners in Bozkurt's (2007) study had similar feelings towards using dictionaries. They could not find the right definition and feared their definition choice was incorrect. If students lack the motivation to use a dictionary, they will begin to produce inaccurate word knowledge in their lexical entries. Eventually they may lack motivation to continue reviewing and adding to their lexical notebook. Therefore, teachers need to model how to use an online dictionary and thesaurus. Activities should be created so that students are able to match the vocabulary word in context to the appropriate dictionary definition, since many students struggle with this skill.

Dictionaries should also be used to check predictions for words learned in context, because learners usually have a very low success rate from guessing words in context.

4.4 Collocation Training

By including collocations, word chunks, phrases and expressions in the lexical notebook, a learner can increase their fluency. However, studies show that students rarely include these kinds of lexical items in their notebooks. McCrostie's (2007) study showed that out of 17,483 entries there were only 99 collocation entries. Furthermore, only 20% of participants in Leeke & Shaw's (2000) study included phrases or multiword units. Since students are unaware of the importance of including multiword units, collocations, phrases and expressions, I decided to include these types of words into the vocabulary lists. Students will also spend two weeks training and practicing how to use the corpus to find collocates for other words on the vocabulary lists.

4.5 Assistance/Pair Work

Once students are comfortable with the skill of the week, teachers are able to gradually give more control to the students. This is where pair work comes in. Vygotsky's (1978) Zone of Proximal Development suggests that learners are not mentally the same even though they are the same age. Therefore, they can achieve more with the help of more capable peers. Vygotsky also states that what students can do today with the assistance of others, they can do without help tomorrow. Therefore, in Grade 7 language arts each EFL student will be paired with a mainstream learner. Students can work together using the given vocabulary list and reference tools to add to their entries and share problems they find. They can also share knowledge they have about certain vocabulary items that the other student may not have. Together they will build their depth of knowledge and overcome any problems they may have. This supports the Expanding Rehearsal since students are able to revisit vocabulary words they studied in the past, which will also hopefully help to increase their depth of knowledge.

4.6 Practice

It is essential that students are constantly adding to their notebooks and reviewing vocabulary. I assigned one lesson a session for students to practice and review independently, and another lesson for students to review with their partner. To learn a word, a learner must be exposed to the same word between 5-16 times; no one encounter with a word will lead to great depth of word knowledge (Schmitt & Schmitt, 1995; Nation 1990; both as cited in D'Onofrio, 2009). Ellis (2002; as cited in Bozkurt, 2007) also states that each time a word is repeated the strength of connections is increased. Thus, by giving my students numerous opportunities to practice, review and add to their notebooks they greatly increase their exposure to the same vocabulary items. I hope this will increase my students' retention and depth of knowledge for the vocabulary studied.

4.7 Motivation

Motivation is an important deciding factor on whether or not lexical notebooks will be successful in turning students into autonomous, life-long vocabulary learners. Motivation can influence the rate and success of foreign language vocabulary learning (Applegate & Applegate, 2010). While some studies show that students did enjoy using lexical notebooks, many other participates said they would not use the tool if the teacher did not require it. Eight percent of participants in Chien's (2013) study disliked keeping lexical notebooks because they were too time-consuming. While Walters & Bozkurt's (2009) students found it useful, they believed lexical notebooks are tools only for motivated students. Many even stated that they would not continue keeping a notebook even though they increased their vocabulary knowledge. Bozkurt's (2007) students found lexical notebooks useful, however, many would similarly not continue using them afterwards, since they require too much effort and students do not like studying. Once again D'Onofrio's (2009) students stated that keeping the notebook was too time-consuming and too hard because the instructor did not give enough feed back or explain the strategies.

These feedback results and attitudes towards lexical notebooks show that learners did not become autonomous learners and would most likely not continue using their lexical notebook. Therefore, what can instructors do to increase students' motivation to use lexical notebooks? I believe that the reason so many of these studies failed to increase motivation to use lexical notebooks was because teachers did not provide enough support, modeling, and practice to acquire the vocabulary strategies needed to make a lexical notebook. Therefore, my lessons will spend 10 weeks focusing on modeling and teaching these skills. Hopefully, students will build confidence in these areas and will understand how to choose vocabulary, use a dictionary, find collocations and infer from context. To support this, I will give feedback at the end of each mini lesson, every two weeks. I will be able to monitor improvement and identify the students who are still struggling and provide them with extra support. I will also include a vocabulary activity at the end of each mini lesson that will be based on the words and phrases students have been learning. Hopefully, students will realize that learning vocabulary can be fun, and they will want to continue keeping a lexical notebook after the study has finished.

5. Measuring Progress

By implementing a lexical notebook approach in my Grade 7 language arts class, I hope students are able to acquire and accurately use grade-appropriate words and phrases, and gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. In other words, I hope students increase their receptive and productive vocabulary knowledge, become more aware of different kinds of paradigmatic and syntagmatic word knowledge and increase vocabulary depth. If accomplished students will have met the CCSS standards and benchmarks for Grade 7. In order to assess this students will complete a pre, mid and post word association test.

5.1 Testing Tools

In order to assess students' growth of vocabulary depth and breadth, they will be given two pre, mid, and a post word association tests. The first test will be based of Dale and O'Rouke's (1986; as cited in Sedita, 2005) model of the four-levels of word knowledge:

1. I have never seen it
2. I have heard about it, but I don't know it
3. I recognize it in context, and it has something to do with…
4. I know it

Twenty words will be chosen from The Giver vocabulary word lists. This test is necessary for students to self-assess the depth of knowledge they have about the given vocabulary words. As Reed (1997) suggests, it is useful to demonstrate in a verifiable way the degree to which learners know a word. The pretest, midtest and posttest results will be used to identify how depth of knowledge increases over time with the assistance of lexical notebooks.

As Meera (2009) states, in most situations self-assessment tests are an unreliable assessment of the depth of a learner's vocabulary. Therefore, a word association test using the same words as the depth of knowledge test will be given. Students will follow the WAT structure used by van Vlack (2013) in which 20 stimulus words are given in English, followed on the right by a black space. This ensures that students are producing their primary associations. The words will be repeated four times in order to allow for a variety of word association types. This will hopefully illustrate the students' depth of knowledge for each stimulus word.

Responses given will then be analyzed as being paradigmatic, syntagmatic, schematic, clang or other. Meera (2000) states that most normal speaking L1 adults have a tendency to produce paradigmatic responses, responses that are semantically related to the stimulus, in preference to syntagmatic responses, responses where two words appear as a collocation or in close proximity. Therefore, it is possible to assume that L2 learners who give more paradigmatic associations have a higher proficiency level than learners who give fewer paradigmatic associations. Therefore, the pre, mid and posttests will assess if students are able to increase their paradigmatic responses to vocabulary words encountered in literature class by using lexical notebooks.

5. Conclusion

Several studies conducted over the years show that lexical notebooks are valuable tools for L2 learners to use to increase depth of vocabulary knowledge. Learners develop important strategies to use when they encounter unknown, or partially known vocabulary. Lexical notebooks promote vocabulary recall, which helps improve retention and depth of knowledge. However, these studies also show that using a lexical notebook is not easy or desired.

Many students do not understand how to use the basic tools needed to keep a notebook, such a dictionary, thesaurus or corpus. Students also have difficultly choosing what words to include in the notebook. Therefore, if teachers want to implement lexical notebooks in their class, a great amount of time needs to be spent on modeling how to create the notebook. Time also needs to be given to practice alone and with partners. This will allow

students to recall vocabulary words, and teachers will be able to monitor and identify students that are having difficulties. Once students acquire the necessary skills and strategies needed to use a lexical notebook, hopefully they will begin to see the value in keeping one. The ultimate goal is for students to become autonomous lifelong learners of vocabulary.

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Appendix A

CCSS ELA Literacy Descriptors

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.7.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.7.4.A
Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.7.4.B
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

CCSS.ELA-LITERACY.L.7.4.C
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

CCSS.ELA-LITERACY.L.7.4.D
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CCSS.ELA-LITERACY.L.7.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.7.5.A
Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

CCSS.ELA-LITERACY.L.7.5.B
Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

CCSS.ELA-LITERACY.L.7.5.C
Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

CCSS.ELA-LITERACY.L.7.6
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Appendix B

WIDA Performance Definitions

Performance Definitions for the Levels of English Language Proficiency in Grades K-12

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

6 Reaching	• specialized or technical language reflective of the content areas at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • oral or written communication in English comparable to English-proficient peers
5 Bridging	• specialized or technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports • oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material
4 Expanding	• specific and some technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences, or paragraphs • oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support
3 Developing	• general and some specific language of the content areas • expanded sentences in oral interaction or written paragraphs • oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support

Can Do Descriptors: Grade Level Cluster 6-8

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	• Associate letters with sounds and objects • Match content–related objects/pictures to words • Identify common symbols, signs, and words • Recognize concepts of print • Find single word responses to WH- questions (e.g., "who," "what," "when," "where") related to illustrated text • Use picture dictionaries/ illustrated glossaries	• Sequence illustrated text of fictional and non-fictional events • Locate main ideas in a series of simple sentences • Find information from text structure (e.g., titles, graphs, glossary) • Follow text read aloud (e.g., tapes, teacher, paired-readings) • Sort/group pre-taught words/ phrases • Use pre-taught vocabulary (e.g., word banks) to complete simple sentences • Use L1 to support L2 (e.g., cognates) • Use bilingual dictionaries and glossaries	• Identify topic sentences, main ideas, and details in paragraphs • Identify multiple meanings of words in context (e.g., "cell," "table") • Use context clues • Make predictions based on illustrated text • Identify frequently used affixes and root words to make/extract meaning (e.g., "un-," "re-," "-ed") • Differentiate between fact and opinion • Answer questions about explicit information in texts • Use English dictionaries and glossaries	• Order paragraphs • Identify summaries of passages • Identify figurative language (e.g., "dark as night") • Interpret adapted classics or modified text • Match cause to effect • Identify specific language of different genres and informational texts • Use an array of strategies (e.g., skim and scan for information)	• Differentiate and apply multiple meanings of words/ phrases • Apply strategies to new situations • Infer meaning from modified grade-level text • Critique material and support argument • Sort grade-level text by genre	Level 6 - Reaching

Goal of unit

Assessment plans

Individual lesson plans

Theoretical justification of lesson plans

Appendix C

PPT Presentation of Example Lexical Notebook Styles

Lexical Notebooks

What is it?

- A lexical notebook is a personal dictionary.
- A lexical notebook has different kinds of word knowledge.
  - Definitions
  - Synonyms (similar) and antonyms (different)
  - Word form
  - Collocations (BLACK + COFFEE)
  - Personal knowledge
  - Example sentences
  - Pronunciation

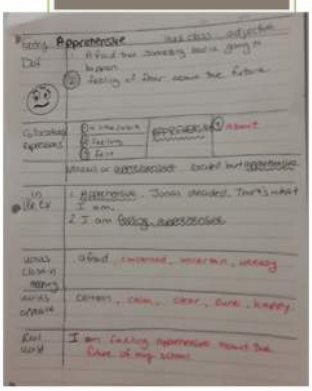
Benefits

- Lexical notebooks help you practice vocabulary
- Learn different parts of word knowledge
- Learn more about vocabulary words
- Learn word chunks, phrases and expressions
- You can REMEMBER words better
- Lexical notebooks help build vocabulary skills

Format-Loose-Leaf Paper

- Written loose-leaf notebook paper can be moved around and organized easily
- They can be kept in a binder
- New sheets can be added if you need to add more word knowledge.
- Free to choose what word knowledge you write

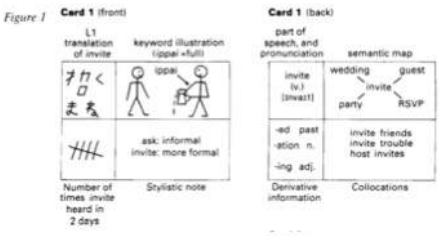
Loose-leaf hand written entry



Note cards (Cue cards)

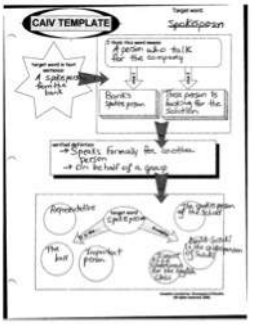
- Small and easy to carry
- Can write the word on one side and information on the back (allows you to study easily)
- Able to move them around and organize them easily
- Free to choose what word knowledge you write

Example notecard



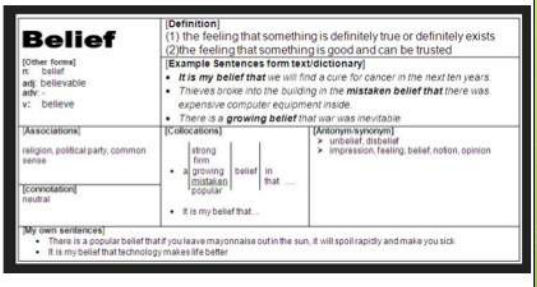
Pre-made templates

- Guideline to what information should be included
- Can move them around- organization is easy
- But you may not want to include all word knowledge – and you don't have to ☺

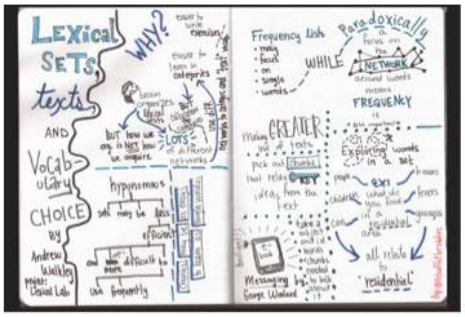


Online programs

- Can use PPT, Microsoft office, One Note
- Easy to add more information
- Neat and tidy
- Can organize any way you would like
- Easy access any time you want



Be CREATIVE and have FUN



Appendix D

Vocabulary Lists from The Giver

Chapter 1-5	Chapter 6-10	Chapter 11-15	Chapter 16-20	Chapter 21-24
Assign	*Chief*	Dwelling	*Spouse*	*That's enough*
Community	*Stage*	Annex	*Suffer*	Syringe
Ceremony	*Through*	*Flesh*	*Aware*	*Overwhelmed*
Release	*Receiver*	*Beyond*	*Citizen*	*Selection*
Committee	*Stirring*	*Wisdom*	*Comfort item*	*Glance*
Volunteer hours	*Replacement*	*Interrupt*	Warfare	*Been chosen*
Elder	*Had been*	*Expected to*	*Consciousness*	Exactly the same
Nurture	*Fade away*	*Previous*	*Elsewhere*	Sarcastic voice
Recreation	*Inadequate*	*Realized that*	*Perceived*	*Stared at*
Frighten	Lacking in prestige	*Generations*	*Landscape*	*Exhausted*
Apprehensive	*Profound*	*From this moment*	Excruciating agony	*Told him firmly*
Against the rules	Avert their eyes	*Greatly honored*	*Irrational*	*Deal with it*
Ironic	Integrity	Origin	*Injustice*	*Request*
Attendant	*Beaming*	Disobedience	Relief of pain	*Wrapped*
Of course	*Family unit*	*Nodded*	*Diminished*	*Twin*

The italicized words were part of the most frequent 5000 words in the COCA corpus of 450-million words.

Appendix E

Sample Questions for Text and Dictionary Definitions

This is a small sample of a much larger collection of instructions and questions for students to work through.

Directions: Practice choosing the correct dictionary definition for the following words. Read the vocabulary word again in and try to guess the definition that is being used in the giver.

1. Such a selection is very, very rare," the Chief Elder told the audience. "Our community has only one Receiver (p. 60).

a. the act of choosing something or someone from a group
b. someone or something that is chosen from a group
c. a collection of things chosen from a group of similar things

2. He saw the others in his group glance at him, embarrassed, and then avert their eyes quickly (p 57).

a. to turn (your eyes, gaze, etc.) away or aside
b. to prevent (something bad) from happening

3. Even the matching of spouses was given such weighty consideration that sometimes an adult who applied to receive a spouse waited months or even years before a match was approved and announced (p. 48).

a. person or thing equal or similar to another
b. a pair suitably associated <carpet and curtains are a match>
c. a contest between two or more parties <a golf match> <a soccer match> <a shouting match>
d. a contest (as in tennis or volleyball) completed when one player or side wins a specified number of sets or game
e. a marriage union
f. a prospective partner in marriage

Appendix F

Sample Questions to Help Guess Meaning from Context

This is a small sample of a much larger collection of instructions and questions for students to work through.

Directions: For each vocabulary word (in bold print), first indicate the part of speech in which the word appears (noun, verb, etc.). Also, infer a definition for the vocabulary word based upon the clues in the sentence. Finally, look up the word and write its definition.

Follow these steps to help you

1. Read the sentence again without the word can you guess what word could be used there?

2. Look for clues in the sentences before the vocabulary word

3. Look for clues in the sentences following the vocabulary word

4. Look for a definition in the text

Sample Questions:

1. Birthmother was an important job, if lacking in prestige. (p. 53)

Part of Speech: _____

Inference: _____

Definition: _____

2. Such a selection is very, very rare," the Chief Elder told the audience. "Our community has only one Receiver (p. 60).

Part of Speech: _____

Inference: _____

Definition: _____

3. He saw the others in his group glance at him, embarrassed, and then avert their eyes quickly (p 57).

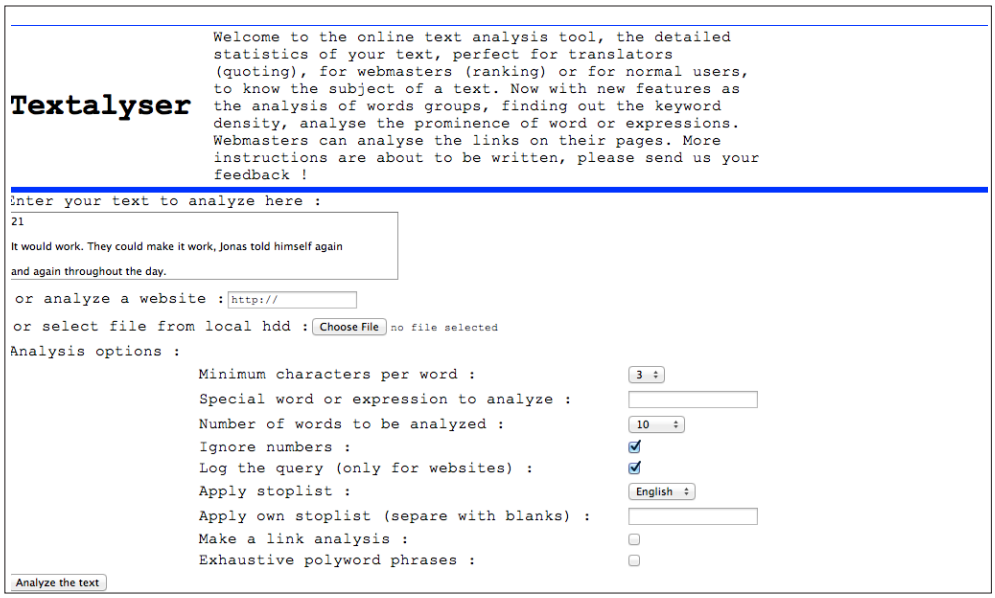
Part of Speech: _____

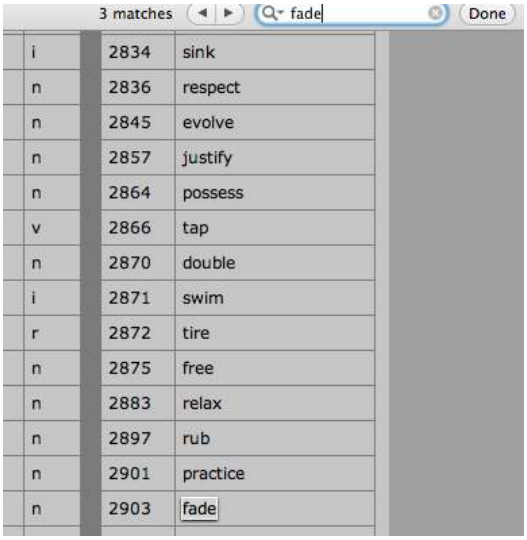
Inference: _____

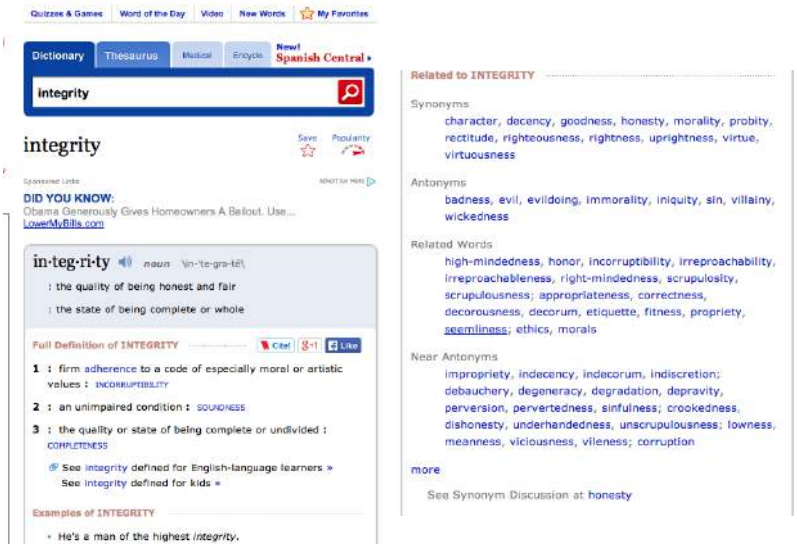
Definition: _____

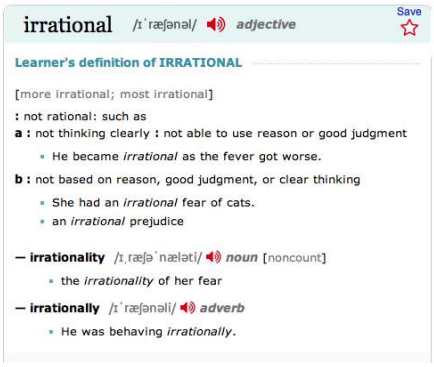
Appendix G

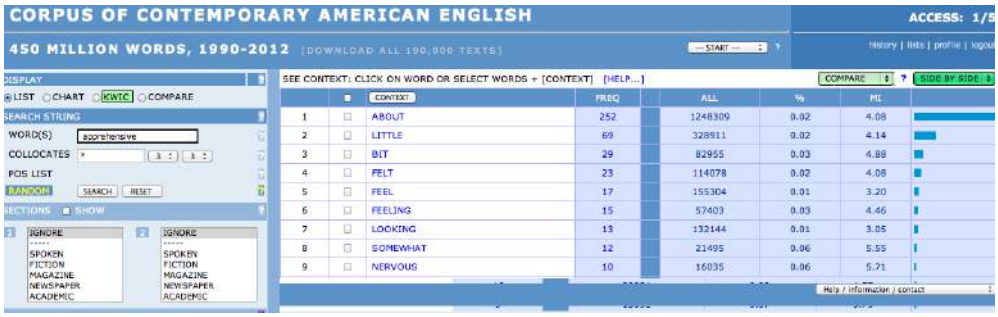
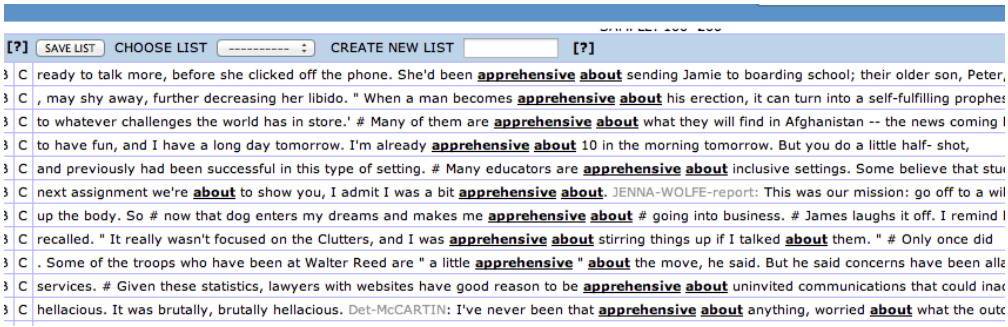
Lesson Plans

Instructional Experiences	
Week 1-2: Overview:	FORMAT/ORGANIZATION: Students will be introduced to the idea of lexical notebooks. They will be taught and shown examples of the different notebook formats (see Appendix C). Students will be introduced to the different programs they can use to make it. Students will learn organization strategies. WORD CHOICE: Students will learn how to use word frequency programs to find the most frequent words in a text, and verify that word is on COCA top 5000 words. Student will practice identifying necessary words to include in their notebook. Students will be given 15 words (Appendix D).
Week 1: Lesson 1	1. Introduce the lexical notebook. 2. PPT presentation illustrating example notebook formats (written, notebooks typed, notecards). 3. Student must prepare their material for next class.
Week 1: Lesson 2	1. Model: how to use the word frequency programs. The programs will pick the words that are most frequently used in the text. It is even possible to check for chunks and phrases. 2. Show a tutorial. Each student will follow along on their computer. http://www.wordcounter.com http://textalyser.net Enter the text to be analyzed click search and students are able to see the most frequent words and expressions. 

Week 2: Lesson 3	1. Model: How to use the COCA 5000. Explain the importance of learning high frequency vocabulary; 80% of texts are written using the top 2000 most frequent words. Therefore, it is necessary to acquire these first. 2. Show a tutorial- each student will follow along on their computer. 3. Go to this website http://www.wordfrequency.info/free.asp?s=y 4. Command + Shift 4 will allow students to search for a specific word on the site. They will be able to see what the frequency is and if they should include it in their notebook. 
Week 2: Lesson 4	1. Assist: Give students an online copy of The Giver text. 2. They will run it through the word frequency program. 3. Students will select unknown words with their partner that they think are high frequency. 4. Run them through the COCA 5000 word frequency list.
Week 2: Lesson 5	1. Practice: Students can add a Korean translation to their entries. 2. Students can copy example sentences from *The Giver* that use the words on the word list. Students should work on the words they know least first. Books will be collected today – Feedback will be given.
Week 3-4 Overview	DICTIONARY TRAINING: Model how to use an online dictionary to find single words and expressions. Model how to find synonyms and antonyms using an online thesaurus. Make sure that students understand that not all words have a direct synonym or antonym, and some words have no synonyms and antonyms. CHOOSING THE CORRECT DEFINITION: Students should think about how the information they've found relates to the word as they encountered it. If there are multiple definitions, decide which one matches the source or context for the word and notice how the different definitions are related to one another. In an English dictionary, the most common meaning is usually placed first whenre there are multiple meanings. PART OF SPEECH: Students will also match the part of speech to the context and record that in their notebook. EXAMPLE SENTENCES: Try writing an example sentence for words on the vocabulary lists. Students will be given 15 words

Week 3: Lesson 6	1. Model: How to use an online dictionary to find the definition of single words or expressions. 2. Model how to find synonyms and antonyms. 3. Model how to identify parts of speech. 4. Do five examples as a class using this week's word list. Possible websites: http://www.merriam-webster.com; http://dictionary.reference.com The dictionary shows the part of speech and three different definitions. If students scroll down they will see synonyms and antonyms. For chunks such as sarcastic voice, words can be looked up separately. Or students can use Google to search for "What is the meaning of …" This will help with phrases and idioms. 
Week 3: Lesson 7	1. Model: how to choose the correct definition by matching the text content to the dictionary content. 2. Handout will help students practice this (Appendix E).
Week 4: Lesson 8	Assist: Students will work in pairs to find the correct definitions/meanings for the words on their vocabulary lists. Match the book context to the dictionary examples.
Week 4: Lesson 9	1. Practice: Students will work alone to add definitions, examples, and part of speech to their previous vocabulary entries. 2. The teacher will monitor students to make everyone is on the right track. 3. Students will be able to ask their vocabulary partner if they have any difficulties or need help. 4. Students should work on unknown words first.
Week 4: Lesson 10	1. Activity: Vocabulary Jeopardy. 2. Students will be divided into three teams. 3. In turns, teams will be able to choose from categories such as synonyms, antonyms, definitions, example sentences, frequency, and part of speech. 4. Teams will answer the question and receive points. 5. Vocabulary will be from the vocabulary words they studied. Books will be collected today – Feedback will be given.

Week 5-6: Overview	DICTIONARY PRACTICE: Continue to work on choosing the correct dictionary meaning by matching the contexts. Continue to work on choosing the correct synonyms and antonyms. WORD FORMS: Show students that they can find other related word forms in the dictionary as well.
Week 5: Lesson 11	Assist: Students will work with partners and share the information they found in the dictionary about definitions, synonyms, antonyms, and example sentences. Students will have the opportunity to fix any problems they may have.
Week 5: Lesson 12	Model: How to find related word forms in the dictionary. Not all words and phrases will have related word forms. So, if students can't find them, that's ok.  irrational /ɪˈræʃənəl/ *adjective* Save **Learner's definition of IRRATIONAL** [more irrational; most irrational] **:** not rational: such as **a :** not thinking clearly **:** not able to use reason or good judgment ▪ He became *irrational* as the fever got worse. **b :** not based on reason, good judgment, or clear thinking ▪ She had an *irrational* fear of cats. ▪ an *irrational* prejudice **— irrationality** /ɪˌræʃəˈnæləti/ *noun* [noncount] ▪ the *irrationality* of her fear **— irrationally** /ɪˈræʃənəli/ *adverb* ▪ He was behaving *irrationally*. For example, the word irrational is an adjective. However, other word forms are irrationality (noun), and irrationally (adverb). These word forms are often found under the definitions and example sentences.
Week 6: Lesson 13	Assist: Students will work with their partner to find word forms. They will also share with another group of two students to see what word forms they found.
Week 6: Lesson 14	Practice: Students should continue to add word knowledge to their entries. Work on unknown words first.
Week 6: Lesson 15	1. Activity: Students will create their own crossword puzzles using the vocabulary words they studied. The crosswordsy will be shared with other students. Students will receive a model made by the teacher. Books will be collected today – Feedback will be given.2. Collect books to give feedback
Week 7-8 Overview	COLLOCATIONS: Explain what a collocation is and why they are important with a PPT. Model how to find collocations with the COCA-corpus of 450 million words. Show the students different ways they can write collocate in their notebooks. Students will be given 15 words.

Week 7: Lesson 16	1. Model: Go to http://corpus.byu.edu/coca/ 2. Enter the word into the WORD(s) box. 3. Click COLLCATES select 3 and 3 from the drop down box (This means 3 collocates to the left and 3 to the right). 4. Click SEARCH 5. On the right a list of the common collocates and their frequency appears.  6. Students can click on the blue words under CONTEXT to see how these words are used with their target word(s). 
Week 7: Lesson 17	Model: Continue to model how to use the corpus to find collocates, and read example sentences fromon the corpus. Model how to match the example sentences in the corpus context to The Giver context. These sentences can also be used as example sentences.
Week 8: Lesson 18	Assist: Students will work with their partner to find collocates for entries in their notebook. They will work together to match the context sentences in the corpus and The Giver.
Week 8: esson 19	Practice: Students will work alone to fill out different kinds of word knowledge. They have learned: collocates, parts of speech, example sentences, definitions, synonyms, antonyms, word forms.
Week 8: Lesson 20	Activity: Students will write a story using the words in their notebook. It can be any topic they like, however it should include at least 10 vocabulary words. Students then share their story with a partner.
Week 9-10 Overview	CONTEXT: Student will work on guessing words from context. 1. Read the sentence again without the word can you guess what word could be used there? 2. Look for clues in the sentences before the vocabulary word. 3. Look for clues in the sentences following the vocabulary word. 4. Look for a definition in the text. 5. Check your guess in the dictionary. SCHEMA: personal knowledge Students will be given 15 words.
Week 9: Lesson 21	Model: How to guess from context using the five steps listed above.

Week 9: Lesson 22	Model: How to guess from context. Handout – to help students practice guessing words from context (Appendix F).
Week 10: Lesson 23	Model: Write any personal knowledge you have about the vocabulary word. This helps tie the word to a personal experience, and students should be able to remember it better.
Week 10: Lesson 24	Assist: Students will work with a partner to guess the new vocabulary words using context clues. Students will write and share personal knowledge about the vocabulary words.
Week 10: Lesson 25	Practice: Students will work alone to continue filling out information on all entries Collect books to give feedback.

Resources

COCA corpus of 450 million words: http://corpus.byu.edu/coca/

Online dictionary: http://www.merriam-webster.com

Word counter to check text frequency: http://www.wordcounter.com

Word counter to check text frequency: http://textalyser.net

COCA top 5000 words: http://www.wordfrequency.info/free.asp?s=y

Online copy of The Giver: http://www.jeffersontrojans.org/apps/download/SGezEXTPbkdcBhqgzZHg9UGFY5rj4nS2QZQ54lqWjONkp2aD.pdf/Full%20Text%20of%20The%20Giver.pdf

Lesson Plans for Specific Business Needs

Richard Hawkes
English for Specific Purposes

This paper outlines the development of four lesson plans and discusses the theoretical reasoning behind them. The four lessons in this paper were devised as part of a twenty-lesson course that was to be taught to twelve, Korean, adult workers from a well known Korean construction company. The course was designed to increase the workers' use of English in their day-to-day work, specifically, negotiation, reading and summarizing, telephone bulk ordering, describing company histories, and describing work tools. This paper also looks at some of the limitations I had to work within in terms of what the course administrators and the companies' HR department wanted the teachers to focus on. The lessons are shown to incorporate theoretical principles from the field of teaching English for specific purposes in that definitions of both learning and language are identified, as well as definitions of the specific needs of the learners.

1. Introduction

1.1 Background

I made four lesson plans designed to be part of a twenty-week intensive course for twelve workers from a major Korean construction firm that, at the time of writing, was being planned to run in the summer of 2014. If the course is scheduled, the learners will be attending ten hours of classes over two days a week. The part I may be teaching will run one of those hours per week. In 2011, I taught a similar course and was instructed by the course planners to base my part of the twenty-week course on Business Grammar and Usage, part of the Market Leader business English series (Strutt, 2010). The syllabus I prepared in 2011 was based on the contents pages of the Strutt book, divided into twenty classes, with the main class objectives being that the students understood and could use the language structures presented in each unit by the end of the twenty-week course. The workers were given a written test at the end of the course.

Looking back, I feel there was a lot wrong with how I prepared and presented my part of the original course. The original lessons focused almost entirely on the surface features of the language simply because that is how the book is structured; it is divided into units which focus on grammar structures, for example, Unit 1: Present tenses. For this reason, I decided to use this assignment as an opportunity to prepare the course in a different way, using some of the current theories and practices in the field of teaching English for specific purposes (ESP).

My remit for the 2014 course, as defined by the class administrators, is still to focus on grammatical structures, because other teachers on this intensive course will be covering other areas of English instruction. This time however, I wanted to design my part of the course so that the learners would be exposed to the target language structures in a less grammatically isolated fashion, and more through communicative and information gathering situations that could conceivably be connected to their workplace needs. Ideally, I wanted the grammar to be presented in a more authentic way.

1.2 Needs analysis

Doing a needs analysis is one of the most important preparatory steps one can take in designing any English language course. Unfortunately, it is sometimes the one thing that teachers do not do due to the nature of how some class administrators and human resource departments go about setting up corporate business English classes. I have not had a chance to do any kind of needs analysis for the coming students because they have not been selected by the construction firm's HR department yet. Also, if the course is scheduled, I will need to stay within the objectives that my school's class administrators and the firm's HR department have set. The main objective of the whole course (not just the section I am tasked with) will no doubt be to improve the all-round level of the workers' English in ways that will enable them to work more efficiently in English. As mentioned above, The main goal is fairly broad but, based on the

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information gained from the workers I taught in 2011, I have an idea of the types of situations in which they commonly English in their day-to-day work. This information was collected informally within the first few weeks of the 2011 course while I was teaching the classes.

To conclude, I started with the assumptions that the specific purposes my students need to be able to use English for are varied, because the workers will probably be from different departments of the company. These needs can be described as necessities, which according to Hutchinson and Waters (1987, p. 55), are "determined by the demands of the target situation". All the four language skills will need to be practiced since the workers routinely use email, messaging and telephones, as well as attending face-to-face meetings and audio and video conferences. Some of the specific tasks that they need to be able to perform in English are (based on information gathered in 2011):

- reading and analysing contracts;
- negotiating contracts;
- ordering and checking supplies;
- arranging dates and time scales for construction projects;
- describing tools and products;
- using appropriate register in business conversation.

This is not an exhaustive list and it will be vital to do some kinds of needs analysis during the program, so I will be setting some time aside in the classes to try and get a sense of how each of the students uses and might need to use English. The first few classes will also be an opportunity to get a sense of their strengths and weaknesses. What I discover in each class will have to be fed back into my lesson planning somehow, a process which is in itself is actually an important part of needs analysis; constant reassessment of the needs of the learners throughout the duration of the lessons and course (Hutchinson & Waters, 1987).

1.3 Pronunciation

Based on the information I gathered from the students I taught in 2011, I am assuming that the workers are mainly communicating to non-native speakers of English from other Asian countries and the Middle East, so there is no need to encourage the students to focus on any particular accent. English in the students' work environment is used as a lingua franca. However, I want to spend some of each class on intonation, stress patterns and prominence since, according to Walker (2010), these are key points in pronunciation that can aid intelligibility and understanding in situations where the speakers are from non-native English speaking countries. The reason pronunciation is something that I want to spend some time on is that it is something the previous group of workers from the same firm have requested help with, even though they were aware that the class was mainly focused on grammar. One of the most common complaints I heard from the learners about using English is that they did not feel confident when negotiating and in conference calls. They felt that their pronunciation made them seem stupid to the listeners. I think I can use part of each class to give them pronunciation tips and reassure them that in today's world, no one outside of Korea is going to be judging them on their accents. What I cover in my classes will hopefully reinforce what they will be learning in other, more communicative parts of the course.

1.4 Syllabus types

The lesson plans in this article were designed with various syllabi types in mind, as described in Hutchinson & Waters (1987). Hutchinson and Waters identify a few syllabus types which I think will be useful for this particular group's set of needs. The needs are target based in that I tried to anticipate what the students will need to know in order to do perform their work tasks based on what I know of their company and from what I learned doing this course in 2011. I have tried to base them on skills and functions rather than pure structures and have kept the structural content to a minimum in order to be more flexible with target language during classes. I wanted the syllabus to reflect the structural, situational, discourse and skill aspects of language use, as well as including tasks.

2. Lesson Plans

The lesson plans are separate to this paper, but below is a brief outline of the goals of each one.

Lesson 1	Describing the history and current status of the company the students work for.
Lesson 2	Placing bulk orders over the telephone with an aim to getting a discount.
Lesson 3	Summarized description of industry tool using notes made from skimming and scanning an article
Lesson 4	Negotiating a deal between manufacturer and store.

Table 1: Outline of lesson objectives.

3. Defence

The rationale behind these lesson plans is that they focus on different skills needed for the students' work environment. I tried to use definitions of language and language learning in ways that would be most useful in

preparing the lessons, meaning I had to take a number of definitions and combine them since single definitions alone were insufficient to cover the needs of the classes.

3.1 Definition of language

For the main part, I have decided to view language largely in the functional / notional sense and less in the purely structural sense (Wilkins, 1976). While language structure is a useful thing for students to be aware of, the weakness of solely structural approaches is that they can lose focus on the communicative aspects of language. Since my students will be required to use English in a vast array of situations, and each student has a different role to play in the company and will use English differently, I think it is far more valuable to build skills and confidence based on situations similar in principle to those that they may find themselves in. However, too much focus on functional English can lead teachers and learners too far away from language knowledge; necessary structures and accuracy can suffer (Hutchinson & Waters, 1987, ch. 4). As mentioned in the background section, I am to provide more explicit instruction in grammar than other teachers on the course. Focusing and content and form has been shown to improve writing skills where "accuracy oriented" feedback has been given (Faris, 1997, cited in Master, 1999).

3.2 Definition of learning

In order to facilitate learning, I have chosen to take an approach which relies heavily on what I think are skills and situations which are relevant to the students' working environment. Even if a lesson activity or task is not directly connected to their field of work, the basic function of the language being encouraged will hopefully connect to the functions they need in their work. Where I have deviated and left the field of the construction industry, this is down to two factors. The first is that there is not always an authentic source or example to be found to present the situation and language, and secondly, just because a student spends their working life surrounded by one field of work, it does not necessarily mean that they are going to want to spend their entire time learning English surrounded in the language of the construction industry. We need to inject motivation into English classes and one way to do this is by not subjecting the learners to sources which, regardless of the authenticity and connection to their working lives, might be extremely dull (Hutchinson and Waters, 1987, p. 61).

Learning in my classes is intended to occur through the students negotiating the meanings of the situations they will be asked to deal with. The Vygotskian concepts of socio-cultural theory of language acquisition will hopefully come into play in my classes due to the slightly different levels of the students, plus the necessity to work together in order to "succeed" in some of the tasks (Lantolf, 2000). Also, the flexibility of the target language (due to me not adding too many structures to explicitly acquire) means that no student really "fails" and I can adjust the language I teach to those that seem to need or want it the most. Students who find themselves working with others that know slightly more than them will hopefully aspire to modify their own language. By the same token, those who find themselves with lower level students will hopefully be motivated to help their classmates out.

3.3 Defence of lesson 1

This lesson is designed not to be overwhelming or too challenging. I am not sure how well the students know each other (if at all) or exactly which departments they work for. By focusing on their company's history and status, I can hopefully lay the ground for the students to see themselves as part of a group and since camaraderie has been shown to positively affect learning experiences through the building of strong social connections (Hinger, 2006), I think this is an essential first step.

This class will also introduce stricter reading strategies that the students might not be used to. All of the students will need reading skills, and it is vital that they be able to read for gist at speed. This is something I have noticed lacking in the Korean students I have had before in that they focus on small details. Because of this, I will be encouraging top-down reading strategies at an early stage in anticipation of more explicitly covering reading strategies in a later class. This lesson's reading task is not too challenging and there is no real danger of failure which I hope will keep the students motivated. The pair and group tasks in this class are also necessary in terms of motivation and the building of social connections.

This class is also designed to build confidence and motivation by allowing the students to apply knowledge they already have in terms of their knowledge of the company and the field.

In terms of the reading task and final task, the rationale is that a lot of the students travel, and I have heard that they often talk to other company workers about their own companies, including the company history. I have used the biography of another, similar construction company because the one in English available on the students' company's website was not particularly well written, and I wanted to use their employer's website for the final task. Having to use the information about another construction company will hopefully open their eyes to different or new ways of describing their own companies, while at the same time keeping them within their comfort zone due to their current background knowledge form their own jobs.

This article was specifically chosen because it describes

the foundation of a company, a company's principles and awards, and also mentions BIM, a construction software tool that will feature in a later lesson (lesson 3, handout 3).

Having the students use their smartphones to read and make notes made sense to me in that it closely relates to how a lot of workers use technology these days. I believe it is an authentic task in that the time is limited. Additionally, due to working in groups to recreate their company's history, there will hopefully be less concern about the supposed success or failure of the task from the students.

The language structures are also quite simple but useful, since a lot of students at that level still gets confused when using simple present and past forms; I hope that these tasks will reinforce their prior knowledge of appropriate times to use such tenses.

3.4 Defence of lesson 2

I know that at least a few of the students are involved in purchasing for their (large) company and in a company that size, it is vital to get bulk discounts. I could not find any authentic construction related sources for showing the language in use, so I opted to use a different situation that uses similar language forms. Since motivation is a key part of learning, I felt that a shift into non-construction related material would be more fun. This way we can focus on the forms of discourse and less on complicated vocabulary items. The final activity however requires the students to focus on the concept of discounted bulk purchases. The fact that the roles require conflicting outcomes will hopefully inject a little fun competition into the class. The idea of negotiation will of course be covered in other lessons too, including Lesson 4 below.

3.5 Defence of lesson 3

Here, I have returned specifically to the field of construction in analysing quite a technical article. As mentioned above, I want to improve their confidence in skimming and scanning and so have used a common technique of pre-reading tasks to encourage prediction. The article is very technical, but I know from experience that, at least in reading, the students already have a large base of construction-based terminology in English due to their experience in working abroad and having to follow international standards. The article was specifically chosen due to the software's use in high-level construction projects. It is a tool that those in the construction industry will be familiar with. This is important since it allows the students to refer to prior knowledge to help them deal with the main tasks of this lesson. BIM was also referred to in the article in lesson 1 about the history of the Turner construction company.

The purpose of the final task is to reinforce what was practiced in Lesson 1 but at a more complex level of processing. Varying processing in terms of difficulty and complexity can have a positive effect on memory storage (Hutchinson & Waters, 1987).

As in the previous lessons, the group and pair work is designed to reduce anxiety of failure. The students will not be performing for the class, but in small groups.

Also, not mentioned before, but set out in all the lesson plans, is my input in their pronunciation, particularly intonation and prominence. I have no idea what their pronunciation will be like before the first class so this is something that will have to be worked on case by case and as situations arise. However, the final reading and presentation tasks allow the students an opportunity to focus on sound since less language processing will be needed due to their preparation.

3.6 Defence of lesson 4

Again, this lesson is designed not to focus specifically on the field of construction. The classroom tasks involve similar discourse patterns and functions that they will need in their own negotiations. Some of the workers are involved in contract preparation and disputes, labour hiring, purchasing and other negotiation scenarios. This task has a strong competitive element to it and I'm hoping that the social connections built up over the weeks will make it a fun task. Once more, the group work and lead up to the task are designed to reduce anxiety, and here there is a clear task: to win! There is no single winner or loser, since this is a team game of sorts.

The language structure here is very simple. I can anticipate that they will be introducing a lot of their own language and discourse patterns and may slip into less formal language due to their comfort with each other. This will be a situation that I the teacher will have to try and draw useful language points from in order to give them something more than basic conditionals, yet the use of conditionals as target language also ensures success in their task, regardless of differences in their levels.

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Appendix A - Lesson Plans 1 to 4

Lesson plan 1

LP 1.1 - Cover Sheet

NOTE: This will be the teacher's first class with the students

Duration: 55 minutes duration.

Location: Private English language institute in Samsung-dong, Seoul. One classroom big enough for thirteen people seated around one large, rectangular, central table. There is a whiteboard at one end of the room. There are other classrooms in the vicinity that can be used if empty if students need privacy for smaller group activities or preparations. Also, students will have their smartphones and sometimes laptops.

Student profile: Adults: 12 professionals; workers at Lotte Construction in a range of different departments and jobs, such as marketing, purchasing, health and safety, management, engineering and design.
ACTFL: In the region of Listening: *Int-M*; Speaking: *Nov-H*; Reading: *Int-H*; Writing: *Int-M*. NOTE: Students have been grouped together based on a placement test but there are only two groups. This means the class will consist of mixed level students.

Target language content (TLC):

***Function* / Task / Grammar (example)**	1. *Describe past* / Describe history of a company / Past simple: (Lotte was founded in 1972). 2. *Describe achievements* / Describe company achievements. Present perfect (Lotte has been a leader in its field for decades). 3. *Describe past* / Describe history of a company / Passive voice (Lotte was founded in 1972). 4. *Describe current frequent actions* / Describe the usual activities of a company / Present simple (Lotte operates around the world).
Vocabulary	Construction company related: company, firm, building (v), construction Company history related: *founded, CEO, founder, achievements*
Pronunciation	Intonation and sentence stress/prominence patterns appropriate for talking about the history of a company to fellow professionals.

Terminal objectives (TOs): 1. Talk and write about the students' company's history and profile.

Enabling objectives (EOs):
1. Learn about and/or reinforce reading for gist and comprehension.
2. Learn about and/or reinforce note taking useful for the workplace.
3. Develop knowledge of TLC above.

Anticipated difficulties; and solutions:

Conceptual	Structural	Phonological	Cultural	Other
- Ideas of achievements; find things that the students are proud of having done	- The present perfect tense; allow time to show basic concepts. If it's a big problem, adapt a future class to take this into account	- Intonation styles; model and practice together	- None	- Mixed level of group causes p; divide groups again? -

Materials and resources:

1. Students' own smartphones or laptops
2. Pens and paper for each student
3. Whiteboard and markers
4. *Handout 1*: Reading about Turner Construction
5. *Handout 2*: Comprehension questions regarding *Handout 1*
6. *Handout 3*: List of language items to find in *Handout 1*.
7. *Lotte E&C* English language website

LP 1.2 - Learning activities and procedures

Materials	Learning activities and procedures	Time
	Warm up	
-Whiteboard (WB) -Markers	T introduces him/herself, writes name on the WB, asks students if they know each other. If not, brief introductions or QnA with classmates (T can write *name, job, hobbies* on the WB to prompt questions).	**5"**
	Preview	
-WB -Handout 1	T writes *Company history* on WB. T says and writes on the WB that the school they are in ● was founded in 1972 in Europe, and that the school ● has been in Korea since 2002, and the school ● has branches in 20 countries ● teaches English conversation T asks about the class's company. Anticipated answers are going to include *construction*, *building*. T asks if they know about their company history. Some Ss may and say something about it.	**3"**

	Presentation	
-WB -Pens for Ss -Handout 1 -Handout 2 -Handout 3	T will handout the *Turner* company reading (Handout 1) and ask the students to look at for 10 seconds, and try to work out where it is from and what the article is about. Ss then turn it face down on the table and talk to the classmates on their left or right about what they saw. T will then ask for Ss to brainstorm to the class what they saw, including any vocabulary items. T writes these on the WB. T asks what they thought the article was (website article of the history of a construction company). T tells class that we will be skimming the article for information. T tells the tells class that they need to read through the article in about two minutes so they cannot read every word. T hands out *Comprehension questions* (Handout 2) and asks Ss to read questions for a minute. Ss then read the article again to try to get as much info as they can. T will let Ss know when the time is half-way through. T asks Ss to compare their answers with their classmates. T can brainstorm answers as a class if pair-work seems quiet. T hands out the *Useful language* handout (Handout 3), a list of kinds of language in the T asks Ss to work in pairs and look at the article one last time and find examples of the language in the list and underline them in the article. T brainstorms answers with the class.	**5”** **5”** **5”**
	Isolation	
-WB	T writes examples of the language that the class found on the board of: ● Simple past ● Simple present ● Present perfect ● Passive voice T explains that the above language can be used to talk about the history and profile of a company.	**5”**
	Practice	
-WB -Handout 4	**[TIME PERMITTING]** T hands out the *Practice* handout (Handout 4). Ss need to look at the language on the WB and try to use it to talk about their lives. The T will monitor the class and give help where needed. Ss should be using the tenses on the WB.	**6”**

	Production	
-WB -Smartphones or laptops -Paper & pens for Ss	T explains that the Ss will be writing their own version of their company history. T asks class to find the English language pages on their company's website using their smartphones or laptops. Ss have 5 minutes to read and make notes from the website's company history pages. T emphasises the time limit and encourages the class to skim and note take at the same time. T will monitor class and let the classk know when each minute has passed. Teacher must also encourage the Ss NOT TO PANIC about getting all the information! Ss now work in groups of three with ONE assigned writer. The Ss talk from their notes and create a written piece of work that describes their company's history and profile. They can of course use their own company knowledge.	**10"** **5"**
	Wrap up	
	Round up with any language features that might have caused problems. Ask if there are any questions. Praise the class for their hard work. Outline what will be in the next class.	**6"**

Lesson Plan 2

LP 2.1 - Cover Sheet

NOTE: The final task for this lesson was adapted from a lesson from OneStopEnglish.com.

Duration: 55 minutes duration.

Location: Same as lesson 1.

Student profile: Same as lesson 1.

Target language content (TLC):

***Function* / Task / Grammar (example)**	1. *Order over the telephone* / Place an order for your company / Modals (I'd like. Can I have) 2. *Asking questions* / Inquiring what a customer wants to buy / Modal (What would you like? We have got.) 3. *Indicating noun plurality* / Ordering differing quantities of various countable and uncountable objects / Plurals & uncountables (some, any, NOUN+s)
Vocabulary	Ordering related: order, book, inquire, discount, bulk order Telephone related: call, put through, hold the line
Pronunciation	Intonation and sentence stress/prominence patterns appropriate for inquiring, ordering on the telephone..

Terminal objectives (TOs):
1. Promote fluency in bulk ordering over the telephone.
2. Place and take orders over the telephone in a business context using countable and uncountable noun objects.

Enabling objectives (EOs): 1. Learning/reviewing language features in the TLC.

Anticipated difficulties; and solutions:

Conceptual	Structural	Phonological	Cultural	Other
some, any; brief explanations Modal verbs for politeness; offer up more examples	"Like" for requests; explain and model	Intonation and stress patterns for maximum intel-ligibility over the telephone; model with Ss in chorus	None	None

Materials and resources:

1. Pens and paper for each student
2. Whiteboard and markers
3. *Handout 1*: ordering a suit
4. *Handout 2*: A&B parts for A&B partners Ss.
5. Students' own telephones (optional)
6. Extra classroom nearby (optional)

LP 2.2 - Learning activities and procedures

Materials	Learning activities and procedures	Time
	Warm up	
-Whiteboard (WB)	Greet students and ask them to greet each other (if they're not talking), and ask their classmates when they last went shopping for clothes.	**5"**
	Preview	
-WB	Ask the Ss to suggest where they could go to get a nice suit. Elicit the idea of a tailor. Have they ever bought a tailored suit or shirt? Elicit the idea of bulk orders and discounts.	**4"**

	Presentation	
-WB -Handout 1	Distribute the *Suit buying conversation* (Handout 1). Ask Ss to look at it for 5 seconds and turn it face down, then talk to their classmates about what they saw. Brainstorm any useful vocab. Write the following on the WB: 1. Who is visiting who? 2. What kind of product is being ordered? 3. How many items were ordered? 4. How much were they? 5. Were there any discounts offered? Ask students to read the WB questions then give them two minutes to find the answers. Keep to the time limit and encourage scanning by letting them know how much time they have left after one minute. Ask Ss to discuss the answers to the questions with the classmates next to them. Write the following on the WB while Ss are discussing the comprehension questions: Find words, phrases or sentences that mean 1. I want something 2. You want to help someone 3. Find all countable and uncountable items 4. Find *anything* and *some*; why are they used? And underline them. Get Ss to discuss their findings in pairs or small groups. Brainstorm the language on the WB as a class.	**10”**
	Isolation	
-WB	Go through some of the brainstormed language, adding and adjusting TLC where necessary. Go over the use of *would* as a polite form. Get Ss to say them out loud, focusing on intonation and “feeling”.	**5”**
	Practice	
-Handout 1	Get Ss to act the dialogue out with a partner and switch roles once.	**4”**

	Production	
-Handout 2 (A and B)	Ask if Ss every receive promotional gifts? What do they think of them? Do they think they're expensive? Why not? Try to elicit the idea of bulk order discounts. Divide the class into As in one part of the room and Bs in another. Give the As and Bs the appropriate part of the handouts (Handout 2). If possible, put the As and Bs in separate rooms. Explain: ● As look at their handout and work together to suggest gifts to buy as promotional gifts for clients. ● Bs work together and come up with suggestions of discount policies for bulk items. Ss work in pairs (A and B) each with their appropriate handout. They need to keep their handouts hidden from each other. If there are extra rooms available, see if the students would be willing to use their telephones to do this roleplay. A places an order, B fills in the form(s). Have Ss switch roles and repeat.	**12"**
	Wrap up	
	Round up with any language features that might have caused problems. Ask if there are any questions. Praise the class for their hard work. Outline what will be in the next class.	**6"**

Lesson Plan 3

LP 3.1 - Cover Sheet

Duration: 55 minutes duration.

Location: Same as lesson 1.

Student profile: Same as lesson 1.

Target language content (TLC):

***Function* / Task / Grammar (example)**	1. *Describe* / Describe an industry tool / Simple present; Passive voice (BIM is a modeling tool used around the world in modern construction). [more to be added]
Vocabulary	Construction design related: CAD, Building information modeling, [more to be added]
Pronunciation	Intonation and sentence stress/prominence patterns appropriate for delivering technical information in a business context.

Terminal objectives (TOs): 1. Summarize an article and expand on it using their own knowledge having made notes from a different source.
2. Build fluency in verbally communicating the above.

Enabling objectives (EOs): 1. Learn about and/or reinforce reading for gist and comprehension.
2. Learn about and/or reinforce note taking useful for the workplace.

Anticipated difficulties; and solutions:

Conceptual	Structural	Phonological	Cultural	Other
None	None	Intonation and stress	None	

Materials and resources:

1. Pens and paper for each student
2. Whiteboard and markers
3. *Handout 1*: Pre-reading task
4. *Handout 2*: Comprehension questions
5. *Handout* 3: Main article
6. *Handout 4*: Language focus
7. Scissors

LP 3.2 - Learning activities and procedures

Materials	Learning activities and procedures	Time
	Warm up	
-Whiteboard (WB)	Greet students and ask them to greet each other (if they're not talking), and ask their classmates what they did yesterday.	**5"**
	Preview	
-WB -Handout 1	Draw an outline of a building on the WB. Ask if this is a good way to plan a construction project. What other ways are buildings designed? Elicit the idea of computer aided design CAD.	**3"**
	Presentation	
-WB -Handouts 1, 2, 3, 4	Hand out *Pre-reading* task (Handout 1) and tell Ss they will soon be looking at an article. Explain that the article has the headings that are in the handout, but that the headings are in the wrong order. In groups of three, Ss try to work out the order of the headings. Next, ask the Ss to predict using brainstorming the words, phrases and ideas that might come under each heading. Hand out the *Comprehension questions* (Handout 2) to the groups of three and ask Ss to read them and try to predict the answers. Next give out the *Main reading* (Handout 3) and ALONE, the Ss must scan the article for two minutes to find the answers. This is an article about a widely used piece of construction, design and building management software.	**8"** **5"**
	Isolation	
-WB -Handout 4	Give out the *Language focus* handout (Handout 4), and ask the Ss to work with a partner to find the TLC in the article.	**5"**

	Practice & Production	
-Scissors	Ask the Ss to divide the article (Handout 3) into three pieces (with scissors). Ss next read the article in their groups of three and make notes. Instruct the Ss to make four points each, but NOT TO WRITE FULL SENTENCES. Collect the main article pieces from all the students. Students then recreate the article using their notes. Assign ONE writer per group of three to encourage talking and discussion. Students then present their article to another group, reading carefully, with attention to intonation and stress. Ss compare their groups versions with other groups. Encourage the listening students to ask questions.	**4”** **8”** **5”**
	Wrap up	
	Round up with any language features that might have caused problems. Ask if there are any questions. Praise the class for their hard work. Outline what will be in the next class.	**6”**

Lesson Plan 4

LP 4.1 - Cover Sheet

NOTE: Adapted from a *OneStopEnglish.com* negotiation task

Duration: 55 minutes duration.

Location: Same as lesson 1.

Student profile: Same as lesson 1.

Target language content (TLC):

***Function* / Task / Grammar (example)**	1. *Negotiating* / Negotiate prices between a clothes designer and a chain of shops / Conditionals (If you give this to us at this price, we will make a deal. If we were to offer you more store space, would you reduce your unit price?).
Vocabulary	Sales and wholesale related: cost per unit, wholesale price, reduction, discount
Pronunciation	Intonation and sentence stress/prominence patterns appropriate for emphasis, maintaining respectful manners, and diplomacy.

Terminal objectives (TOs): 1. To negotiate a deal using business appropriate language.

Enabling objectives (EOs): 1. Develop knowledge of 1st, 2nd conditionals.

Anticipated difficulties; and solutions:

Conceptual	Structural	Phonological	Cultural	Other
None	Conditionals; additional practice. Plan to include in another class if necessary	Intonation that shows commitment and persuasion; modeling	None	

Materials and resources:

1. Pens and paper for each student
2. Whiteboard and markers
3. *Handout 1*: Conditional examples and practice
4. Handout 2: Background information for roleplay
5. Handout 3: A or B group negotiation points.

LP 4.2 - Learning activities and procedures

Materials	Learning activities and procedures	Time
	Warm up	
-Whiteboard (WB)	Greet students and ask them to greet each other (if they're not talking), and ask their classmates the last time they went shopping.	**3"**
	Preview	
-WB	Talk about a time in Dongdaemun. Prices are cheap but you can sometimes get cheaper. How? By haggling or negotiating. Ask Ss to talk to their classmates about which departments might negotiate and out if any classmate has negotiated before. Brainstorm answers with the class. T writes *Negotiation* on the WB	**5"**
	Presentation and Isolation	
-WB -Handout 1	Give out 2nd *Conditional Practice* sheet (Handout 1) Go through the beginning of the sheet as a class, then ask the students to work with a partner to complete the rest. NOTE: this is focused on 2nd conditionals, but the teacher can easily bring the 1st conditional to the class's attention too.	**7"**

	Practice	
-Handout 2 -Handout 3	Tell Ss that they are going to prepare for a negotiation role play. Give out handout 2 and write the following questions on the WB: 1. Who is Paul Jones? 2. What do LeGrand sell? 3. Where are LeGrand's central offices? 4. What are Paul Jones's business plans? 5. How much does a Paul Jones suit normally cost? 6. How much will the new suits cost? Ask Ss to read the WB then read Handout 2 and find the answers to the questions. Brainstorm the answers with the class. Ss of the SAME negotiating teams go into different rooms (if available) and work together to come up with negotiation points and anticipate the other teams negotiation points. Ask them to use the sheet from the isolation part to help them come up with ideas. Monitor for language and intonation/stress.	**5"** **5"**
	Production	
-Handout 2 -Handout 3	Ss of one negotiation team now get together with an opposite negotiation team and act out the negotiations. The negotiations can be carried out in separate rooms. Emphasise that they will get points for each item on their negotiating list that they succeed in securing. Monitor and offer language advice where necessary.	**22"**
	Wrap up	
	Ask for a round up of scores. Round up with any language features that might have caused problems. Ask if there are any questions. Praise the class for their hard work. Outline what will be in the next class.	**6"**

Appendix B - Materials for lessons 1 to 4

Lesson 1 Handout 1

Turner Construction

Rising to Meet the Challenges of a Future Bright with Possibility

Henry Turner founded Turner Construction Company 111 years ago based on the core values of teamwork, integrity and commitment. Today, The company's reach is global, and each of its offices upholds its founder's vision to provide valuable services to clients, build partnerships in the community, and deliver important resources such as schools, hospitals, workplaces, and social and cultural centers.

Henry Turner's insistence on quality of service, hard work, and responsiveness to client needs remains the company credo and has led to its success in a competitive industry. The company's ability to address changing conditions and demands, find and serve diverse markets, and expand its services has resulted in the company to growing far beyond its founder's dreams.

The construction industry is filled with buzzwords and phrases: "We want to do things differently," or "We have to be innovative," or "We need more teamwork and collaboration!" Turner transforms these vague concepts into concrete ways of doing business. The company uses sustainable systems and practices while implementing new and better approaches to deliver client projects.

Using the principles of Lean construction, Turner finds ways to minimize waste and maximize use of time, labor, and materials. Planning is integral, collaboration is key, and the result is an uninterrupted workflow, which helps deliver a project to the full satisfaction of the client.

Turner has become the leading industry exponent of the transformational construction tool and process Building Information Modeling (BIM), with more than $30 billion in BIM project experience. With BIM, the company builds its project twice: the first time digitally, so that every member of the building team can see a fully detailed, 3D model of the project before ground is broken; the second time in the field, after construction activities are fully coordinated.

As a founding member of the U.S. Green Building Council, Turner has long been involved in environmentally sensitive building practices. Turner now has more than 400 green projects either completed or in progress.

On June 4, 2013, the National Building Museum awarded Turner its Honor Award, which recognizes Turner's 111 years of leadership in the construction industry. The Museum created the Honor Award to recognize leaders that have shaped our heritage, defined our culture, developed our communities, and crafted our built environment. Turner was honored for making remarkable contributions in these areas for more than a century.

Source: http://www.turnerconstruction.com/about-us/history

Lesson 1 Handout 2: Comprehension questions

Read the following questions, then try to find the answers in the article.

1. Who founded Turner and when was it founded?
2. Is it a global company? How do you know?
3. What kind of things does Turner build?
4. What is "BIM"?
5. How many "green projects" are Turner involved in?
6. What awards does Turner have?

Lesson 1, Handout 3: Useful language

Find find any words, phrases or sentences that

1. mean starting a company
2. mean working together
3. talk about the company's past
4. talk about the company's achievements
5. talk about the company's present actions

Underline any words, phrases or sentences that you find.

Lesson 1, Handout 4: Language practice

Look at the language on the whiteboard. With your partner, talks about the following topics:

1. Some things in your past at work.
2. Some things you have achieved recently or in the past few years at work.
3. Some things that you do regularly at work.

Lesson 2 Handout 1: Ordering a suit

Ordering from a suit from tailor

R = Shop worker C = Customer

R: Welcome to Dainty suits, how can I help you?
C: Hi. I'd like a suit and five shirts.
R: Great. What would kind would you like?
C: I need a single breasted suit, charcoal grey and five, white dress shirts.
R: Okay. Would you like slim fit? Or a traditional fit?
C: Slim fit please.
R: I'll need to measure you. Is that okay?
C: Of course.
R: I need your arm and neck measurements, your leg length and chest size. When I'm finished, you'll need to choose some fabrics.
C: Hmm, okay. Wow this colour is very good. How much is it?
R: For the style suit you want, that will be $380.
C: Really? Why is it so much?
R: This is real wool from Scotland.
C: I see. Well okay then. But since I'm ordering 5 shirts, can I get a discount?
R: Hm, well perhaps. You'll need to choose the shirt fabric first.
C: Well this one seems quite nice. How much?.
R: Those will be $60 each.
C: Wow, that soon adds up. So how about that bulk discount then.
R: I'll give them to you for $50 each.
C: And a free tie?.
R: Hm, okay, but only from this selection here. Is that okay?
C: That sounds great. So how long will it take?
R: Three days for the shirts and a week for the suit.
C: Do you deliver?
R: Yes we do! Please leave your address here and we'll send the whole lot to you by this time next week.

Lesson 2 Handout 2 -These handouts were downloaded and cannot be printed here

Handout 2 (Placing an Order. (Emmerson (2002). 15)

Lesson 3 Handout 1: Pre-reading activities

These are headings from the article. Put the headings in the correct order.

1. BIM in construction management
2. BIM throughout the project life-cycle
3. Building information modeling (BIM)
4. Management of building information models
5. Anticipated future potential
6. BIM in facility operation

When you have finished, brainstorm with your partner what you think will be in each section of the article, using the headings to help you. Brainstorm ideas and vocabulary.

Lesson 3 Handout 2: Comprehension questions

Look at the following questions. Read the article by scanning it try to find the information needed.

1. What does BIM stand for?
2. How were buildings traditionally built?
3. Who uses BIM?
4. Is BIM only used for design? What are some other uses?
5. What are the advantages of BIM?
6. Are there any disadvantages?
7. How can BIM help construction companies in the future?

When you have finished, compare your answers with your partner.

Lesson 3 Handout 4: Language focus

Can you find the following language in the article? Work with a partner.

1. Words that mean:

a. a range of
b. complicated structure
c. 3D space
d. to give
e. original concept to final product
f. things hitting other things
g. accept changes

When you have finished, compare your answers with your partner.

Lesson 3, Main article (Handout 3)

Building information modeling (BIM)

From Wikipedia, the free encyclopedia

Building Information Modeling (BIM) is a process involving the generation and management of digital representations of physical and functional characteristics of places. Current BIM software is used by individuals, businesses and government agencies who plan, design, construct, operate and maintain diverse physical infrastructures, from water, wastewater, electricity, gas, refuse and communication utilities to roads, bridges and ports, from houses, apartments, schools and shops to offices, factories, warehouses and prisons, etc.

Traditional building design was largely reliant upon two-dimensional drawings (plans, elevations, sections, etc.). Building information modeling extends this beyond 3D, augmenting the three primary spatial dimensions (width, height and depth) with time as the fourth dimension (4D) and cost as the fifth (5D), etc. BIM therefore covers more than just geometry. It also covers spatial relationships, light analysis, geographic information, and quantities and properties of building components (for example, manufacturers' details).

For the professionals involved in a project, BIM enables a virtual information model to be handed from the design team (architects, surveyors, civil, structural and building services engineers, etc.) to the main contractor and subcontractors and then on to the owner/operator; each professional adds discipline-specific data to the single shared model. This reduces information losses that traditionally occurred when a new team takes 'ownership' of the project, and provides more extensive information to owners of complex structures.

BIM throughout the project life-cycle

Use of BIM goes beyond the planning and design phase of the project.

Management of building information models

Building information models span the whole concept-to-occupation time-span. To ensure efficient management of information processes throughout this span, a BIM manager (also sometimes defined as a virtual design-to-construction, VDC, project manager – VDCPM) might be appointed. The BIM manager is retained by a design build team on the client's behalf from the pre-design phase onwards to develop and to track the object-oriented BIM against predicted and measured performance objectives, supporting multi-disciplinary building information models that drive analysis, schedules, take-off and logistics. Companies are also now considering developing BIMs in various levels of detail, since depending on the application of BIM, more or less detail is needed, and there is varying modeling effort associated with generating building information models at different levels of detail.

BIM in construction management

Participants in the building process are constantly challenged to deliver successful projects despite tight budgets, limited manpower, accelerated schedules, and limited or conflicting information. The significant disciplines such as architectural, structural and MEP designs should be well coordinated, as two things can't take place at the same place and time. Building Information Modeling aids in collision detection at the initial stage, identifying the exact location of discrepancies.

The BIM concept envisages virtual construction of a facility prior to its actual physical construction, in order to reduce uncertainty, improve safety, work out problems, and simulate and analyze potential impacts. Sub-contractors from every trade can input critical information into the model before beginning construction, with opportunities to pre-fabricate or pre-assemble some systems off-site. Waste can be minimised on-site and products delivered on a just-in-time basis rather than being stock-piled on-site.

Quantities and shared properties of materials can be extracted easily. Scopes of work can be isolated and defined. Systems, assemblies and sequences can be shown in a relative scale with the entire facility or group of facilities. BIM also prevents errors by enabling conflict or 'clash detection' whereby the computer model visually highlights to the team where parts of the building (e.g.: structural frame and building services pipes or ducts) may wrongly intersect.

BIM in facility operation

BIM can bridge the information loss associated with handing a project from design team, to construction team and to building owner/operator, by allowing each group to add to and reference back to all information they acquire during their period of contribution to the BIM model. This can yield benefits to the facility owner or operator.

For example, a building owner may find evidence of a leak in his building. Rather than exploring the physical building, he may turn to the model and see that a water valve is located in the suspect location. He could also have in the model the specific valve size, manufacturer, part number, and any other information ever researched in the past, pending adequate computing power.

Anticipated future potential

BIM is a relatively new technology in an industry typically slow to adopt change. Yet many early adopters are confident that BIM will grow to play an even more crucial role in building documentation.

Proponents claim that BIM offers:

1. Improved visualization
2. Improved productivity due to easy retrieval of information
3. Increased coordination of construction documents
4. Embedding and linking of vital information such as vendors for specific materials, location of details and quantities required for estimation and tendering
5. Increased speed of delivery
6. Reduced costs

BIM also contains most of the data needed for building energy performance analysis. The building properties in BIM can be used to automatically create the input file for building energy simulation and save a significant amount of time and effort. Moreover, automation of this process reduce errors and mismatches in the building energy simulation process.

Green Building XML (gbXML) is an emerging schema, a subset of the Building Information Modeling efforts, focused on green building design and operation. gbXML is used as input in several energy simulation engines. With the development of modern computer technology, a large number of building energy simulation tools are available.

Lesson 4 Handouts - These handouts were downloaded and cannot be printed here.

Handout 1 (Second Conditinals in Business (Griffiths, S. 2012). Adapted from http://www.teachthis.com/images/resources/second-conditional-business.pdf)

Handout 2 (Negotiation (Emmerson (2002). 12d)

Handout 3A & 3B (Negotiation positions (Emmerson (2002). 12c & d)

Emmerson, P. (2002). Business Builder. Modules 7, 8, 9. Intermediate Teacher's Resource Series. Oxford, Macmillan.

Evaluating ELT Textbook Activities on the Basis of Theories in Child Psychology

Jieun Kim
Child Psychology

The purpose of the study is to evaluate the activities of ELT textbook on the basis of the child psychology theories, especially in terms of how the activities take the cognitive development of the learners into account. These activities are then modified based on child psychology theories. The result of evaluation shows that the activities helps students to become academically proficient in foreign language through the relevant and interesting topics, and prepares them for further study. The activities help students to practice their cognitive skills through various tasks. The topic of the unit might fulfill student's interest in terms of providing cognitively appropriate topics for the children. However, the content is not understood right away for lower students, and the activities lack opportunities for adjustment and scaffolding. Additionally, the activities lacked a real fun factor through which the items to be remembered can be meaningfully connected.

1. Introduction

The purpose of the study is to evaluate the activities of ELT textbook on the basis of the child psychology theories. This paper is laid out as follows; first, I will give a brief overview of the theoretical background of the child psychology development. Second, I will describe the target unit for evaluating activities and its underlying approach. Third, an evaluation of the activities on reflect of child psychology development will be conducted in order to see how it takes the cognitive development of the learners into account for activities in ELT textbook. Last, these activities will be modified based on child psychology theories.

2. Literature Review

2.1. Cognitive Learning Theory

2.1.1. Piaget's Theory of Cognitive Development

Piaget proposed that the basic unit of understanding was a scheme. A scheme can be defined as a cognitive structure that forms the basis of organizing actions and mental representations so that we can understand and act upon the environment (Slater & Bremner, 2011). As children age, they begin to use schemes based on internal mental representations rather than using schemes based on physical activity (Bornstein & Lamb, 2002). Piaget called these mental schemes operations (Slater & Bremner, 2011).

In order to explain how children modify their schemes Piaget proposed two innate processes: organization and adaptation. Organization is the predisposition to group particular observations into coherent knowledge, and it occurs both within and across stages of development (Slater & Bremner, 2011). Piaget believed that adaptation is composed of two processes, called assimilation and accommodation, that work together to drive development forward. When faced with a new experience, infants or children try to assimilate this new information by incorporating the information into their existing schemes – thus, through the processes of accommodation and assimilation we adjust to reality rather than distort it (Slater & Bremner, 2011).

Although Piaget provided typical ages for the four main stages and various sub-stages, the ages at which they are achieved will vary from one child to another. However, the order of progressing through stages is invariant, with each stage based on development in the previous stage (Slater & Bremner, 2011). Piaget believed his stages

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were universal in two senses. First, he thought all people would develop through the same sequences of stages. Second, he thought that for any given stage children would be in that stage for all of their thinking and problem-solving strategies, whether in mathematical understanding, problem-solving skills, social skills or other areas, although he recognized that there were transitional period as children moved from one stage to the next, higher age (Ibid).

According to Piaget, stages of cognitive development include sensorimotor, preoperational, concrete operations, and formal operations. Between the ages of zero and two years of age, the child is in the sensorimotor stage. During this period all that infants know is derived from information that comes in through the senses and the motoric actions that they can perform (Slater & Bremner, 2011).

During sub-stage 4 (coordination of secondary schemes), which lasts from 10 to 12 months, the infant develops object permanence – an an understanding that an object exists even if it is not within the field of vision. In sub-stage 5 the children consolidate their understanding of causal relations between events, so they begin to systematically experiment with varying the means to test the end results. Such activities enable children to discover more about their world and new ways of solving problems (Ibid).

During the children's second and seventh year, they are considered to be in the preoperational stage. Piaget stated that this stage is characterized by an impressive increase in mental representation and accompanied by equally impressive limitation. The children in the preoperational stage have the ability to mentally represent an object that is not physically present. This ability to engage in symbolic thought expands the child's mental world as they are no longer tied to the here and now and they no longer require sensory input to think of things (Slater & Bremner, 2011). According to Piaget, children in this stage are considered to be egocentric. During this stage, the most important limitations shown by children in the symbolic function sub-stage are egocentrism and animism.

Egocentrism is the tendency to perceive the world solely from one's own point of view, and is a concept that has been extensively studied under the heading of theory of mind (Slater & Bremner, 2011). Another important aspect of the preoperational stage is the acquisition of the skill of conservation. Children who are able to conserve must recognize that certain characteristics of an object remain the same even when their appearance changes. According to Piaget, the order of progression through different conservation tasks is constant, because knowledge of the simpler concept is essential in order for the child to attain the more abstract concept (Slater & Bremner, 2011).

According to Piaget, concrete operations occur between the ages of seven to eleven years. Children develop a new set of strategies called concrete operations. Piaget called these operations concrete because although children's thought is more logical and flexible, their reasoning is tied to concrete situations. They have attained the processes of decentration, compensation and reversibility and thus, can solve conservation problems (Slater & Bremner, 2011). By this time, they can also seriate mentally, an ability named transitive inference. However, while the concrete operational child can seriate mentally, it appears that the objects necessary for problem solution need to be physically present. Children can also able to classify objects and begin to pass Piaget's class inclusion problem. They can attend to relations between a general and two specific categories at the same time (e.g. Fischer & Roberts, 1986; Ni, 1998).

Piaget demonstrated that young children think differently from adults and the questions he raised about how children develop continue to inspire today's developmental researchers (Johnston et. al, 2008). Although Piaget's theory remains highly influential, a number of weaknesses are now becoming apparent. Many researchers argue that the basic processes are vague (e.g. Siegler & Ellis, 1996) and tend to describe, rather than explain how change occurs. Additionally, although Piaget was more interested in the sequence of change across development than the specific ages at which such change occurs (Lourenco & Machado, 1996), it is clear that Piaget often misjudged the ages at which children show evidence for understanding a particular concept. Hence, it may be that children failed tasks not because they lacked competence but rather because they failed to demonstrate their competence on classical Piagetian tasks due to performance demands.

Piaget and most contemporary theorists of child development argue that children actively 'construct' their knowledge of the world. Although Piaget accepts that social experiences and interpersonal behavior are an important part of development, they play a rather limited and secondary role in his theory. The child's intercourse with the physical world provides the main constraints on and contributions to intelligence. Children construct their own knowledge by acting upon objects in space and time. Piaget argues that language exerts no formative effects on the structure of thinking. It is a 'medium', a method of representation, within which thought takes place. Mental actions and operations, the processes of thought, are derived from action, not talk. Although language does not create the structure of thinking, it does facilitate its emergence. He suggests, for example, that it is through talking

to others, particularly other children, that the child's thinking becomes socialized. But it is the structure of the child's intelligence, based on activity that determines when such collaborative exchanges come about.

According to Piaget, what can be talked about is determined by children's stages of development. The preschool child's thinking is largely egocentric. The social instinct in well-defined form develops late. The first critical period in this respect occurs towards the age of 7 or 8. True 'reciprocity' and attempts at mutual understanding only emerge with the development of concrete operations, at around age seven. This is why young children playing and talking in each other's company are usually involved in 'collective monologues' rather than true dialogue.

2.1.2. Vygotsky's Sociocultural Approach to Cognitive Development

Vygotsky viewed the child as an active seeker of knowledge. However, he emphasized that children's thinking is influenced by social and cultural contexts. He viewed children as being part of society and collaborators in their own learning with adults (Slater & Bremner, 2011). According to Vygotsky, we share lower mental functions such as attention and memory with other animals and these functions develop during the first two years of life. Those abilities, which differentiate humans from other animals, are the mental or psychological tools we acquire that transform these basic mental capacities into higher cognitive processes. Vygotsky proposed that psychological tools are acquired through social and cultural interactions. Vygotsky argued that children engage in private speech as a form of self-guidance (e.g. Berk, 1992). As children master the use of language they not only use language as a means of communicating with others but also for guiding thinking and behavior. At first children talk to themselves out loud. However, as they gain more experience with tasks (e.g. categorization, problem-solving) they internalize their self-directed speech. Vygotsky called this private speech. Eventually, this private speech becomes the mediating tool for the child's thinking and the child uses private speech to think and plan (Duncan & Pratt, 1997). This perspective has been strongly supported by a number of studies (e.g. Berk, 2003; Winsler & Naglieri, 2003).

Vygotsky argued that children's learning takes place within a fuzzy range along the course of development; within the zone of proximal development (ZPD). According to Vygotsky, the zone covers three developmental levels. The lower level is called the actual level of development and reflects what the learner can do unassisted; while the upper level of the zone is called the potential level of development and reflects what the learner cannot yet do independently. Everything between these levels is called proximal development (Slater & Bremner, 2011).

Vygotsky drew attention to the fact that whether a child can successfully solve a problem or pass a task depends on many environmental factors. This type of teaching is referred to as scaffolding. As the child becomes more competent and begins to master the task the adult gradually withdraws assistance. The child internalizes the language and behaviors used in these social interactions and it becomes part of their private speech, which in turn mediates their thinking and planning (Slater & Bremner, 2011).

Vygotsky proposed that each domain, such reading and mathematics, has its own dynamic zone. Scaffolding, as a means of supporting the learner, may not be appropriate in all contexts. Vygotsky saw pretend play as an area in which children advance themselves as they try out new skills. When children engage in pretend play, imaginary situations are created from internal ideas, rather than outside stimuli eliciting responses from the individual (Slater & Bremner, 2011).

Another major feature of pretend play is that it is rule-based. Children adhere to social and cultural norms that govern behavior. Such play helps children internalize social and cultural norms that govern people's behavior. Vygotsky saw learning as coming first and bringing about development. Learning occurs within the ZPD as the child attains new skills with the aid of others. Through his theory Vygotsky placed greater emphasis on both the cultural and social influences on cognitive development than Piaget (Slater & Bremner, 2011).

Childhood speech, in Vygotsky's view, is both social and communication in both origin and intent. For Vygotsky, they represent an important stage of transition between two quite different functions of language. In the beginning, speech serves a regulative, communicative function. Later, it also serves other functions and transforms the way in which children learn, think and understand. It becomes an instrument or tool of thought, not only providing a 'code' or system for representing the world but also the means by which self-regulation comes about. For Vygotsky, not only do physical actions that serve to manipulate and organize the world get internalized to become thinking: the physical activity of speaking, which serves to regulate the actions of others, also becomes internalized to create verbal thinking. All forms of thought are activities. The child who is talking to him is regulating and planning his own activities in ways that foreshadow verbal thinking.

In the Vygotskian view, the development of certain ways of reasoning and learning about things is a direct product of both spontaneous and contrived social

interactions between the developing child and more mature members of his or her community. Social interactions come about as a result of explicit educational goals. Learning is obviously not synonymous with schooling. Similarly, many spontaneous encounters between children and their parents, relatives and peers involve an element of informal teaching.

Vygotsky argues that the capacity to learn through instruction is itself a fundamental feature of human intelligence. When adults help children to accomplish things that they are unable to achieve alone, they are fostering the development of knowledge and ability, as described in Vygotsky's ZPD. Childhood speech in Vygotsky's view, is not a personal, egocentric affair but the reverse: it is social and communicative in both origin and intent. For Vygotsky, not only do physical actions that serve to manipulate and organize the world get internalized to become (verbal) thinking: the physical activity of speaking, which serves to regulate the actions of others, also becomes internalized to create verbal thinking. All forms of thought, then, are activities. Such an understanding is constructed by the child through his own, self-selected problem solving; not through any direct efforts of his teachers.

2.2. Memory Development

2.2.1. Knowledge, strategies, and metamemory

Knowledge is the material that influences how we experience the flow of events and what we pay attention to. At the same time, it is the material that our experiences modify. Children differ from adults in the number of facts they have stored in their memories, in their understanding of the structure of events, and their expectations about the way the world works. Occasionally, children may have more knowledge than adults (for example, when they possess greater knowledge about cartoon characters than adults do). And occasionally, younger children's reduced knowledge inoculates them against suggestions (see Brained et al., 2008). But, generally, knowledge increases as a function of age. In this section we will discuss the role of content knowledge on remembering.

All of us have been asked and have applied effort to remember a poem, a telephone number, or an event. A strategy is a "routine or procedure deliberately employed to achieve some end" (Wellman, 1988). Strategies that facilitate remembering are called mnemonics. We are going to review the development of three of the most popular mnemonics: rehearsal, organization, and elaboration.

Cognitive capacities are limited and oftentimes remembering is an effortful process. Thus effort allocation in remembering needs to be regulated. We need to be able to recognize the type of effort different situations require and to distinguish the situations in which applying effort will help us accomplish the memory task we have from the situations in which the memory tasks are just too hard to be accomplished. Metamemory refers to the awareness, monitoring, and regulation of the contents of memory, and it is the mechanism regulating effort allocation in the memory process. The better the regulatory mechanism, the more efficient memory should be. Thus, it is assumed that the development of metamemory leads to better remembering. Metamemory has two components (Flavell & Wellman, 1977; Schneider, 1999). The first is awareness of how memory works (sometimes called procedural metamemory) for example awareness of what is easier or more difficult to remember and the circumstances that facilitate encoding and recall. The second component is memory monitoring (sometimes called declarative metamemory) or knowledge about the appropriate use of mnemonics.

2.2.2. Memory Strategies

Rehearsal is the repetition of the items to be remembered. In an early investigation of children's use of strategies, Flavell et al. (1966) documented that children would repeat to themselves the items they had to remember. Although this strategy appears early in children's repertories of mnemonic devices and its use is very robust throughout life, rehearsal patterns change with age. This was demonstrated when children were explicitly asked to repeat the words they have to remember (Ornstien et al., 1975). The younger children in the study repeated only the last word that they had heard. In contrast, the older children repeated not only the last item but also the items preceding it.

Organization refers to the classification of the items to be remembered into meaningful groups or categories. The study of the organization strategy has been motivated by the cluster effect in recall tests: subjects consistently retrieve objects that can be grouped together according to some principle (Bower, 1970). This finding motivated the hypothesis that imposing a structure on the set of stimuli to be remembered can positively impact later performance on memory tests. In tests of organization, children are usually given time to group the items they have to remember in any way that might be helpful. Such tests show that children do not use the organization strategy consistently until age of 8 (Best & Ornestein, 1986). However, preschoolers can organize items on the basis of semantic meaning: they comply with explicit instructions to do so (Corsale & Ornstein, 1980).

Finally, elaboration refers to the action of making mental or verbal connections between the items to be remembered or between these items and salient objects in

one's memory. Elaboration is a strategy that works well for the paired-associate task. In this task children have to remember pairs of unrelated items. In the recall test they are given one of the items as a cue and have to retrieve the other one. Using elaboration children create a representation in which the items to be remembered are meaningfully connected. For example, if children have to remember the pair 'fish-fork' they might imagine eating fish with a fork. Beuhring and Kee (1987) found that 96 per cent of the increase in performance on the paired-associated task between fifth (10-11-years-olds) and twelfth (17-18-year-olds) graders is explained by the increased use of the elaboration strategy. The spontaneous use of this strategy does not appear until adolescence (Pressley & Levin, 1977).

3. Methodology

3.1. Material

The title of the target textbook is Basic Essential CLIL 2 for elementary school students. This book is underpinned by a CLIL approach. CLIL stands for Content and Language integrated Learning – a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language (Coyle, et al., 2010, Mehisto, et al., 2008). The goals of this textbook are to develop English language and subject area skills simultaneously. The units are structured to include project work and tasks on the basis of learning through doing and autonomous learning activities.

3.2. Procedure

This evaluation of activities will be conducted in three stages. Initially, I will describe the target textbook. Secondly, the topic of unit will be evaluated on the basis of informative topics (Cameron, 2001). Thirdly, the activities of the target unit will be analyzed on the basis of child psychological development. Lastly, the activities will be modified based on relevant theories of child psychology.

4. Results of the Study

4.1. Analysis of the Topic of the Target Textbook

Cameron (2001) put forth the notion of Informative Topics for children, and including topics that are appropriate for their level of cognition. She believed that children are interested, or can be interested, not only in easy and simple topics but also in those that are complicated, difficult, and abstract.

The unit topic of the textbook being analyzed in the present study is Living Things (animals, plants, living things, non-living things). All selected vocabulary is based on the recommendation of National Curriculum guidelines for elementary school. The topic of the unit might fulfill student's interest in terms of providing cognitively appropriate topics for the children. However, the content is not understandable right away. It is necessary to include adjustments and scaffolding. Scaffolding will help all students who have a lack of linguistic competence in English. Also, not all pupils feel motivated to learn a foreign language. Therefore, the teacher should bring more fun and interesting activities to the lesson.

4.2. Evaluation of the Activities of ELT textbook

Theory-based Reflection on Activity 1

Activity 1

- Look at the photo.
  (Pictures: farming landscape including pigeons, house, cow, grass, water, tree, and tractor)
- Point to the animals and plants.
- Animals and plants are living things.
- Can you see non-living things?

Classification

By the end of middle childhood, children pass Piaget's class inclusion problem. They are able to group objects into hierarchies of classes and subclasses (such as animals vs. plants, living things vs. non living things). This activity gives the children an opportunity to develop this skill. In Piaget's view, the concrete operational children must work with real objects. In this activity, providing pictures are able to help children hold their attention to the activity.

Rehearsal

Rehearsal is continuous repetition and a powerful aid to deliberate memorization. In this activity, the children have opportunities to look, point, and see the vocabulary over and over again. This helps develop their memories.

Elaboration

Making visual or verbal connections between the items to remembered, children can create a representation in which the items to be remembered are meaningfully connected. This also helps develop their memories.

Theory-based Reflection on Activity 2

Classification

By the end of middle childhood, children pass Piaget's class inclusion problem. They can now group objects into hierarchies of classes and subclasses (such as animals vs. plants, living things vs. non living things)

Rehearsal

In this activity, children are able to use the mnemonic strategy of rehearsal when they think of the question, decide and write the answers.

Organization

According to Information Processing Theory, children's memory capacity and the ability to use their memory also increases and improves during middle childhood. In addition to increases in actual memory capacity, children also become more sophisticated in the ways that they organize the information they remember (the cluster effect).

Theory-based Reflection on Activity 3

Activity 2

- Look and do
  What are they?
- Decide and write.
  Animals: _____
  Plants: _____
  Non-living things: _____

Classification

By the end of middle childhood, children pass Piaget's class inclusion problem. They can now group objects into hierarchies of classes and subclasses (such as animals vs. plants, living things vs. non living things)

Assimilation

This activity gives students the opportunity to classify & group information, and use outlines & hierarchies to facilitate assimilation of new information with previously-learned knowledge.

Vygotsky's developmental theory

This theory has highlighted the important contribution of social, interpersonal and linguistic factors in facilitating children's mental development. Vygotsky observed that very young children tend to talk out loud as they problem-solve and try to learn a new mental task. This external dialogue helps children guide themselves through tasks.

Theory-based Reflection on Activity 4

Activity 4

- Look and Do
  (Pictures: forest including river, animal, tree and bird)
  (Keyword: Animal, Plant, Non-living)
- Identify and write.

Classification

By the end of middle childhood, children pass Piaget's class inclusion problem. They can now group objects into hierarchies of classes and subclasses (such as animals vs. plants, living things vs. nonliving things).

Assimilation

According to Piaget, assimilation is using already-existing knowledge in learning new things. This activity gives students the opportunities to classify & group information, use outlines & hierarchies to facilitate assimilation of new information with previously learned knowledge.

In Piaget's view, the concrete operational child must work with real objects. Providing pictures helps children work with real objects and facilitate their schema.

Theory-based Reflection on Activity 5

Activity 5

Investigate: (Chart including pictures, categories, words and phrases)

Find out and report.

Decentration

Decentration involves the ability to pay attention to multiple attributes of an object rather than being locked into attending to only a single attribute. Through the development of decentration skills, older children start to be able to pay attention to more than one thing at a time. In this activity, the children are given an opportunity to practice this skill.

Theory-based Reflection on Activity 6

Activity 6

1. Students label the pictures in pairs.

2. They check to complete the table.

Memory fostered in social interaction

Vygotsky's developmental theory has highlighted the important contribution of

social, interpersonal and linguistic factors in facilitating children's mental development. In this activity, the children are given an opportunity to develop social interaction.

Theory-based Reflection on Extension Activity

Extension Activity

- Create simple sentences to describe living and non-living things.
  (Rhyme: living things.)

Relevant to their own lives

This activity gives the children an opportunity to use memory for specific personally experienced events. This also helps develop their memories.

4.3. Modification of the Activities of ELT Textbook

Overall, my evaluation of the activities suggests that they are very well constructed for developing children's language skills and subject knowledge. However, they lack attendance to students' own experiences and intuitions and their strong sense of curiosity. It is believed that since children's concentration span is shorter than adults, various methods of practice and learning using a variety of methods will be needed. Therefore the activities should be modified to include various activities, games, and songs to stimulate the children's attention and interest in the target language.

Additionally, the activities lack explicit language instruction. Lower-level students might have difficulties in talking with their classmates. The activities should include more examples such as phrases and words to facilitate dialogue in the classroom.

Three of six activities will be modified and reflected on given the aforementioned theories of child psychology.

Activity 1 (Original)

- Look at the photo.
  (Pictures: farming landscape including pigeons, house, cow, grass, water, tree, tractor)
- Point to the animals and plants.
- Animals and plants are living things.
- Can you see non-living things?

Modification of Activity 1

- Look through these photos and decide whether you think they are living or non-living. (Pictures: Flowers and plants, water and waves, a zebra, clouds in the sky, chicken eggs in a nest, a burning fire, a tropical fish, mold growing on a lemon)
- Put an O next to the living things and an X next to the non-living things.
- When you are done, discuss your choices with your class.

The original activity provides a picture of farm landscaping including pigeons, a house, a cow, grass, water, trees, and tractor. The items in the picture are not clear, so pigeons are too small to even identify. Furthermore, these words and pictures might be not familiar to the children. More familiar pictures should be shown to the children for drawing their attention. Modification of activity 1 will be providing many different kinds of pictures of living things. Children differ from adults in the number of facts they have stored in their memories, in their understanding of the structure of events, and their experiences about the way the world works. And new pictures are easy to see when some things are living or non-living. This activity also suggests more specific instruction and gives the students to interact with each other. Vygostky observed that very young children tend to talk out loud as they problem-solve and try to learn a new material talk. This external dialogue helps children guide themselves through tasks.

Activity 4

- Look and Do
  (Pictures: forest including river, animal, tree and bird)
  (Keyword: Animal, Plant, Non-living)
- Identify and write.

Modification of Activity 4

- Living and Non-Living Classroom Activity
  A teacher could have the students partake in a series of lessons. One such lesson would be to have the students walk around outside the school building and take notes on things that are living and things that are nonliving.

This modified activity will help students realize that living things need water, air and other natural elements to survive. The teacher could also discuss with the students residual aspects such as the types of shelter living things need and what could potentially destroy the quality of

the air. At the end of this activity, students would be asked questions on what qualities living things had versus nonliving things.

Activity 5

- Investigate: (Chart including pictures, categories, words and phrases)
  Find out and report.

Modification of Activity 5

- Quiz Activity
  Can a living thing change and grow?
  Is an animal a living thing?
  What does an animal need to survive?
  What do plants need to survive?
  True or False: Living things can reproduce.
  Can non-living things reproduce?

Instead of filling in a chart, a quiz activity will be provided. In this quiz activity, children use elaboration to create a representation in which the items to be remembered are meaningfully connected.

5. Discussion & Conclusion

In this study, an evaluation of activities in an ELT textbook was carried out based on relevant theories of child psychology. The result of evaluation shows that the activities helps students to become academically proficient in foreign language through relevant and interesting topics, and prepares them for further study. The activities help students to practice their cognitive skills through various tasks. The textbook provides the students dual objectives: content and language skills for language learning. The topic of the unit might fulfill students' interests in terms of providing cognitively-appropriate topics for the children. However, the content is likely not understood right away for lower students. The activities inevitably require adjustments and scaffolding. Scaffolding will help all students who have a lack of linguistic competence in English. In addition, these activities lack explicit language instruction; therefore the students might have difficulty in talking with their classmates. Some pictures are not familiar to the students and unclear for identifying the items. These pictures should be changed to those which feature items which are clear and familiar to the students. Lastly, the activities have lack an element of interest-stimulating fun. Games such as quiz activities should be provided. In this quiz activity, using elaboration, children create a representation in which the items to be remembered are meaningfully connected.

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Pronunciation Tutoring Project

Sujung Kim
Teaching Pronunciation

This paper represents a small selection from a portfolio built over a 6-week series of intensive pronunciation tutoring sessions with two TESL undergraduate tutees. In addition to lesson plans and materials, the tutoring project consisted of a battery of diagnostics, analyses, and reflections. Due to printing constraints, only the project description, initial diagnostics and final achievement tests (with analyses thereof) are contained here. The full portfolio is viewable in PDF form on www.tesolma.com.

1. Introduction to the project

Jenkins (1998) suggested that an emerging notion about uses of English as an international language (EIL) has changed learners' thoughts about learning English pronunciation. Learners may no longer hope to acquire native-English speakers' accents and they even may want to communicate with people not only from native-English speaking countries but also non-native-English speaking countries (ibid.). In addition, Kirkpatrick (2007) proposed that varieties of English are increasing in the world as more people use English as a communication tool. Walker (2010) also described the new role of English as a phenomenon in which more and more people from the so-called 'expanding circle' countries are communicating with people from other expanding circle countries.

Even though some research indicates that the majority of Korean college students tend to feel familiar with American accents of English (Kim and Joo, 2012), Korean English teachers may be required to consider that they do not need to teach only English pronunciation with American accents because it is not certain whether their students will communicate with only Americans or not. Rather, they will communicate with people from different countries with different first languages. In consideration of this, teaching pronunciation may need to concentrate on improving comprehensibility in speakers' utterances to other speakers of English.

In the light of the rise of English to the position of lingua franca in many professional and social spheres, the purpose of the pronunciation tutoring project is to make tutees' pronunciation be intelligible not only to native-English speakers but also to non-native-English speakers; meaning, to be intelligible to various speakers with different backgrounds and then develop comprehensibility in their speaking. For me, the aim of this project is to demonstrate how non-native English teachers may be advantageous in teaching English pronunciation in an EFL situation because acquiring a native English speaker's accent is not an aim in the EFL environment – and it may not mean that the accent is intelligible in the EFL (Walker, 2010).

Through this project, the tutor will concentrate on tutees' specific weaknesses in English pronunciation and then make them focus on the weaknesses which may interrupt intelligibility of tutees' pronunciation to improve comprehensibility to other speakers of English. I will begin by providing some relevant background information about the participants. Next, diagnostic tests and analysis results will be presented. After that, the achievement test with the analysis of the results of the test will be introduced. Finally, conclusions for the pronunciation tutoring project will be discussed.

2. Participant profiles

In the pronunciation tutoring project, I am the tutor. In the interests of protecting privacy, the tutees are referred to only by their surnames, Kim and Lee. Before creating diagnostic tests and lesson plans for the project, a needs analysis: background information survey was devised and then conducted face-to-face. The purpose of the survey was to collect and understand tutees' general background information, English learning experience especially English pronunciation, motivation, and self-awareness about the pronunciation. Sources for background information survey are from Celce-Murcia et al. (2010), Hewings (2004), and Rogerson-Revell (2011). The reason why I employed those sources to devise the survey is that collecting and then accumulating information of tutees' data about general information,

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personal awareness towards their proficiency of English pronunciation including pronunciation, experiences of learning English with pronunciation, and motivation for learning English pronunciation may be helpful for creating lesson plans for the pronunciation tutoring project with considering results of diagnostic tests. In addition, those sources can be served as a good reference for analyzing the result of the diagnostic tests.

See Appendix A for background information surveys completed by each tutee. (Adapted from Celce-Murcia et al. 2010, pp. 477-478; Hewings 2004, p. 26]; Rogerson-Revell 2011, p. 256.)

3. Diagnostic test

3.1 Overview

The purpose of pronunciation diagnostic tests is to get information about pronunciation of tutees and how the tutor might best devise the lesson plans considering the results of the diagnostic tests. Through the diagnostic tests, it may be possible to figure out which parts have to be improved the most among the myriad features of pronunciation. In this way, the tutor may understand tutees' problems and then establish objectives of pronunciation tutoring based on the results of the diagnostics.

For this, the pronunciation diagnostic tests are divided into six parts consisted of reading paragraphs, reading lists of words, describing pictures, and free speech in this portfolio considering the analysis of background information survey for tutees. When I conducted the diagnostic tests, I video-recorded tutees' speech. At first, tutees seemed to be a little embarrassed but they adjusted to the circumstances quickly. Through the video, I could gather information about both tutees' shapes of the mouth and gestures; these sources were useful for evaluating and analyzing the diagnostics.

The reason why I provided the tutees with different types of tasks for the diagnostic tests such as reading given sources and free speaking is to elicit as much information regarding the tutee's English pronunciation as possible because their pronunciation may be different between reading given sources and free speaking. Pronunciation diagnostic A and B were reading paragraphs. Sources for the pronunciation diagnostic A and B were from Gerhiser and Wrenn (2007). From these diagnostics, it was possible to gain insight to both suprasegmental and segmental features of tutees' pronunciation in a given reading. In test A, tutees read interrogative sentences and declarative sentences. Using this information, I identified different intonations or pitches considering prominence and sentence stresses. In addition, I could observe segmental features such as consonants and vowels and it was possible to watch different qualities of consonants and vowels between words.

Test B made tutees produce '-ed' endings in a connected speech and I could figure out whether there were problems or not. Moreover, it may be useful for observing vowel reduction. In test D, tutees read lists of words. Sources for the pronunciation diagnostic D are from Benwell (2010). The purpose of this test is to identify segmental problems and word stresses more specifically in a limited circumstance. To gather information about free speech, tests C, E, and F were provided to tutees.

Pronunciation diagnostic C was created by me and pictures for the pronunciation diagnostic test E and F are from van Vlack (n.d.). Before conducting diagnostics for free speech, I let tutees prepare their speech without writing information. In describing pictures, tutees could freely produce declarative sentences as much as they wanted. It was useful to gather information about speaking declarative sentences in free speech.

Through tests C and F, tutees could freely speak both interrogative and declarative sentences. They could also express their feeling and thoughts through the conversations. These tests were especially good for observing tutee's intonation in free speaking in addition to the segmental features examined through the tools above.

3.2 Analysis of the diagnostic test results

After collecting enough information of the tutee's English pronunciation, the tutor may need to evaluate the data consistently and accurately. In this respect, rubrics are required to be employed in analyzing the results of the diagnostic tests both from a comprehensive view and specific view. The purpose of rubrics is to evaluate intelligibility of the tutee's pronunciation both from a macro and micro view. Sources for creating the rubrics are from Celce-Murcia et al. (2010) and Rogerson-Revell (2011). The rubrics consist of four parts: overall analysis of speech, suprasegmentals, segmentals on consonants, and segmentals on vowels.

The reason why I divided the rubrics into four parts is that to evaluate the results of the diagnostic tests from both a holistic perspective and a specific view. Through using the rubrics, it can be helpful for the tutor to identify which parts the tutees have problems for the intelligibility of pronunciation. In addition, the tutor may get clear ideas about how to devise the lesson plans considering the evaluation of the diagnostic tests using the rubrics. Thus, the rubrics may guide the tutor to that which features the tutor should concentrate on setting up goals and objectives for devising lesson plans.

3.3 Kim's diagnostic test results

Overall analysis of speech

Elements of Speech	Degree
Intelligibility	Strong ☺ Weak
Speed	Slow ☺ Fast
Fluency	Fluent ☺ Non-fluent
Voice range	Wide ☹ Narrow
Voice volume	High ☹ Low
Voice quality	Close to L1 ☹ Close to L2
Impact	Low ☹ High

Suprasegmentals

Elements of Speech	Strengths	Weaknesses
Thought group division (appropriate pauses)	More pauses considering thought groups were in free speech than reading paragraphs.	No appropriate pauses in reading paragraphs considering thought groups
Intonation & Pitch	Falling and rising intonation in interrogative sentences	• Flat intonation in reading declarative sentences • No clear pitch within utterances
Rate of speech	Fast in reading paragraphs	She read paragraphs faster than free speech. Irregular rate of speech in free speech
Rhythm	Expressing feeling in free speech	No rhythm in reading paragraphs
Word stress	Generally appropriate stresses on words	Mistake in pronouncing 'certain'
Sentence stress	Put stresses on expressing feeling in free speech	Not clear sentence stresses in sentences
Prominence	A little prominence on expressing feeling in free speech	Not clear prominence in utterances
Connected speech	Good (e.g. 'have you,' 'need you')	No
Syllables and/or grammatical endings (ex: -s, -ed)	Good (e.g. 'connected,' 'unrelated,' 'advertisers')	No

Segmental: Consonants

Elements of Speech	Strengths	Weaknesses (Substitution & Omission)
Plosives	Both initial and final plosives are good	• Sometimes she strongly pronounced /t/ instead of putting no stress (e.g. 'certain') • Sometimes she pronounced /t/ strongly (e.g. 'explicitly')
Fricatives	Overall fricatives are good	• Substitution: /sh/ for /s/ (e.g. 'consumer'), /dʒ/ for /z/ (e.g. 'pleasant') • Sometimes she pronounced /s/ instead of omission (e.g. 'island')
Affricates	Overall affricatives are good	• Weak in pronouncing /dʒ/ (e.g. 'language')
Nasal	Overall nasals are good	• Weak in nasal /n/ (e.g. 'own,' 'sentence')
Approximants (liquid & glide)	Good at between syllables (e.g. 'from,' 'middle')	• Substitution: /l/ for /r/ (e.g. 'rude') • Weak in pronouncing /w/ (e.g. 'warm')
Clusters (initial / final)	Both initial and final clusters are good (e.g. crisps, shrimp)	• Unnatural pronunciation in initial 'cl-' cluster (e.g. 'classification')

Segmental: Vowels

Elements of Speech	Strengths	Weaknesses (Substitution & Omission)
Rounded vowels	/ʌ/ (e.g. Americans)	• Substitution: /ʌ/ for /ɑ/ (e.g. 'conversation,' 'product'), /ʌ/ for /æ/ (e.g. 'advertisement'), /ʌ/ for /ɔ/ (e.g. 'cause') • Not well rounded because of small shape of mouth (e.g. /ɔ/: 'taught') • Substitution: /oʊ/ for /ɔ/ (e.g. 'law')
Spread vowels	Good at /ɪ/ (e.g. 'until')	• Substitution: /ɛ / for /æ/ (e.g. 'unsuccessful,' 'connected') • Substitution: /æ/ for /ɛ / (e.g. 'hand')
Tense vowels	Good at /ɛ/ (e.g. 'American'), /ɪ/ (e.g. 'influence')	• Substitution: /ʌ/ for /ɔ/ (e.g. 'formed') without tense • No tense in /ɜ/ (e.g. 'observed')
Lax vowels	Good at /ʊ/ (e.g. 'put')	• Strongly pronounced /ɪ/ (e.g. 'effect')
Short vowels	Good at /ɪ/ (e.g. 'crisp')	• /ɪ/ (e.g. 'fill,' 'stimuli')
Long vowels	Good at /æ/ (e.g. 'enhance')	• No long vowel on /i:/ (e.g. 'appreciate'), /ɔ/ (e.g. 'cause')
Diphthongs	Good at /i/ (e.g. 'free,' 'people'), / ʊ/ (e.g. 'would')	• No
/r/-coloring & /l/-coloring vowels	Good at /l/-coloring vowels (e.g. 'alter,' 'stimuli')	• /r/-coloring vowels (e.g. 'formed,' 'powerful')
Reduction	Good (e.g. 'middle of,' affected')	• Sometimes pronounced 'a' respectively and strongly between words (e.g. 'to a discussion') • Substitution: /ɑ/ for /ə/ (e.g. 'American')

3.3.1 Analysis of Kim's diagnostic test results

In consideration of intelligibility in pronunciation, I could understand what she was pronouncing but her pronunciation sounded less impressive because she narrowly opened her mouth when she was pronouncing. She showed different speed of speech between reading paragraphs and free speech. When she spoke freely, she was less quick than reading paragraphs and thus the speed of her free speech was slower than reading paragraphs. She seems like that feel more comfortable and be confident on pronouncing English fluently in reading a given material. Her voice range and volume were narrow and low and thus her pronunciation sounded less powerful. She may need to improve voice range and volume with stronger impact on her pronunciation.

Regarding suprasegmentals, the weakest points were appropriate pauses considering thought groups, intonation, sentence stress and prominence. Good points were connected speech and '–ed' endings. She did not show appropriate pauses during her speech both reading paragraphs and free speaking. She quickly read the paragraphs without appropriate pauses. However, she produced more pauses in free speaking because she might want to divide different ideas within her utterances.

In interrogative sentences, she tended to put stresses on initial and final words of the sentence, but there was no prominence for emphasizing important meaning in the sentence. In declarative sentences, there were no appropriate intonations considering the meaning and intention of the sentence and thus sentence stresses were not distinctively appeared. Her general rate of speech was irregular. She generally well put stresses on words except for some mistakes such as 'certain.' In pronunciation 'certain,' she put strongly stressed the word. However, in free speech, she presented sentence stresses in expressing her feelings and thus there were some rhythms in her free speaking. On the contrary, there were no appropriate sentence stresses in her utterances and thus there were no prominence with rhythm. When she pronounced connected speech between words such as 'need you,' she connected the words smoothly. In addition, she pronounced the grammatical ending '-ed' well.

In pronunciation of consonants, she generally pronounced well in both initial and final parts in words but there were mistakes in /t/ sound between syllables, /n/ between syllables and in a final part, /r/ sound in an initial part, and discriminating between similar sounds. When a /t/ sound came at the beginning of the word, she pronounced it well but if a /t/ sound was located between syllables, she tended to pronounce /t/ strongly even in a situation that she should not pronounce that sound strongly such as 'explicitly.' In addition, sometimes she pronounced /t/ sound instead of omitting it in words such as 'certain.'

She substituted /sh/ for /s/ such as 'consumer' and /dʒ/ for /z/ such as 'pleasant.' Her /dʒ/ sound was not clear and it

seems like that it affected stresses in her utterances. In the case of /n/, the nasal sound was not really marked. When she pronounced /l/ sound between syllables, she did clearly pronounce but when the /r/ sound came at the beginning of the word, she pronounced /l/ sound instead of /r/. Considering her problems on fricatives, nasals and approximants, it seems like that she have difficulties in discriminating similar consonant sounds in pronunciation.

In pronunciation vowels, she did not well discriminate between vowels through differing her mouth: lips, tongue, and jaw and it seemed to affect her vowel pronunciation and thus rounded vowels were not clearly appeared by substituting other vowels. She had made mistakes in pronunciation /ʌ/ instead of /ɑ/, /æ/ and /ɔ/ such as in 'conversation,' 'advertisement,' 'cause.' She did not round her mouth for /ɔ/ such as 'taught.' She also had difficulties in discriminating pronunciation between /e/ and /æ/ such as in 'unsuccessful,' 'connected,' and 'hand.' In addition, she substituted /oʊ/ for /ɔ/ in pronunciation 'law.' There was no distinct difference between tense vowels and lax vowels and it seems that it affected stresses in her pronunciation. Sometimes she put stress on a syllable but sometimes she did not, thus there was no specific feature for tense vowel.

In addition, her low voice volume might affect distinct differences between tense and lax vowels. However, she did well with tense vowels at the beginning of words such as /ɪ/ in 'influence.' She was generally good at short and long vowels such as /ɪ/ in 'crisp' but sometimes pronounced long in 'fill.' In long vowels, she was generally good at /æ/ as in 'enhance' but sometimes made mistakes in /i:/ in 'appreciate' and /ɔ/ in 'cause.' In the case of diphthongs, she was good at /i/ in 'free,' 'people,' /ʊ/ in 'would.' She had difficulties in /r/-coloring sound such as in 'formed.'

On the contrary, she did well at pronouncing /l/-coloring vowels such as 'alter' and 'stimuli.' She was good at reduced vowels such as 'affected' and 'middle of' but sometimes she pronounced 'a' clearly between words such as 'to a discussion.' The general problems in vowel sounds may be due to less information about features of vowel sounds and low voice volume with narrow voice range and thus those factors may affect mistakes in vowels.

3.4 Lee's diagnostic test results

Overall analysis of speech

Elements of Speech	Degree
Intelligibility	Strong ☺ Weak
Speed	Slow ☺ Fast
Fluency	Fluent ☺ Non-fluent
Voice range	Wide ☺ Narrow
Voice volume	High ☺ Low
Voice quality	Close to L1 ☺ Close to L2
Impact	Low ☺ High

Suprasegmentals

Elements of Speech	Strengths	Weaknesses
Thought group division (appropriate pause)	• Pauses at each word in a list (e.g. 'disapproval, disagreement, unsuccessful')	• No pauses considering content words
Intonation & Pitch	• Rising intonation at the end of interrogative sentences • Distinct pitch in expressing feeling in free speech	• Rising intonation in every interrogative sentence. Especially in wh-questions • Pitch is not vary and it does not connect to the purpose of speaking • No clear intonation and pitch • Almost flat
Rate of speech	• Moderate speed in both reading paragraphs and free speech	• More breaks in free speech

Rhythm	• Listing words – consistent rhythm by putting stresses at the end of words	• No clear rhythmic patterns in reading paragraphs and free speech • Slightly monotonous
Word stress	• Generally she put appropriate stresses in words.	• Rising intonation by putting stresses at the end of words
Sentence stress	• Putting stresses at the end of the sentence in asking during free speech • Emphasizing interrogatives	• Putting every stresses at the end of interrogative sentences • Not appropriate stresses considering content words
Prominence	• Putting stresses on listing words • Content words in free speech	• Not clear prominence in reading paragraphs
Connected speech	• Generally well connected words (e.g. 'Have you,' 'try to,' 'noticed that,' 'observed the')	• Sometimes she pronounced each word respectively (e.g. 'connected to,' 'not to')
Syllables and/or grammatical endings (ex: -s, -ed)	• Well pronounced both syllables and grammatical endings (e.g. 'dominates,' 'turns,' 'formed')	• Omit 's' in 'advertisements' one time

Segmental: Consonants

Elements of Speech	Strengths	Weaknesses (Substitution & Omission)
Plosives	• Both initial and final plosives are good	• Strongly pronounced /t/ between syllables (e.g. 'noticed,' 'united,' 'certain,' 'literature')
Fricatives	• Overall fricatives are good	• Substitution: /s/ for /sh/ (e.g. 'finish'), /s/ for /z/ (e.g. 'praise'), /dʒ/ for /z/ (e.g. 'pleasant')
Affricates	• Overall affricatives are good	• Weak in pronouncing in /dʒ/ (e.g. 'image')
Nasal	• Overall nasals are good	• No
Approximants (liquid & glide)	• Good at /l/ (e.g. 'rule,' 'little,' 'stimulus') and /w/ (e.g. 'warm,' 'powerful')	• Substitution: /l/ for /r/ (e.g. 'observed,' 'rude')
Clusters (initial / final)	• Both initial and final clusters are good (e.g. 'crisps,' 'shrimp')	• Omission: /-gh/ (e.g. 'thoroughly,' 'cough')

Segmental: Vowels

Elements of Speech	Strengths	Weaknesses (Substitution & Omission)
Rounded vowels	• /ɔ/ (e.g. 'for')	• Substitution: /ɑ/ for /ə/ (e.g. 'Americans'), /ʌ/ for /ɑ/ (e.g. 'product,' 'other'), /ʌ/ for /ɔ/ (e.g. 'on,' 'formed'), /ɑ/ for /ɔ/ (e.g. 'daughter') • Not well rounded because of small shape of mouth (e.g. 'taught') • Substitution: /oʊ/ for /ɔ/ (e.g. 'law,' 'cough')
Spread vowels	• Good at /ɪ/ (e.g. 'learning')	• Substitution : /ɪ/ for /ɑi/ (e.g. 'stimuli') • Substitution: /ʌ/ for /æ/ (e.g. 'advertiser')
Tense vowels	• Good at /iy/ (e.g. 'variety,' 'difficulty'), /ɔ/ (e.g. 'gorgeous'), /æ/ (e.g. 'hand')	• Substitution: /ʌ/ for /ɑ/ (e.g. 'product'), /ʌ/ for /ɔ/ (e.g. 'on,' 'formed') with less tense
Lax vowels	• Good at /ʊ/ (e.g. 'put')	• Substitution : /ɪ/ for /ey/ (e.g. 'unfortunate') with tense
Short vowels	• Good at /ɪ/ (e.g. 'crisp')	• Pronounced long vowel /ʌː/ instead of short vowel (e.g. 'interrupt')

Long vowels	• Good at /æ/ (e.g. 'hand'), /ɑ/ (e.g. 'product'), /ɪ/ (e.g. 'stimulus'), /ʊ/ (e.g. 'should')	• No • Sometimes she pronounced long all syllables in a word without differing length (e.g. 'interrupting')
Diphthongs	• Good at /i/ (e.g. 'free,' 'people'), / ʊ/ (e.g. 'would')	• No
/r/-coloring & /l/-coloring vowels	• Good at both /r/ and /l/-coloring vowels (e.g. /ɔr/ 'formed,' /æl/ 'challenge')	• No
Reduction	• Good (e.g. 'create a,' 'kind of,' 'appreciate')	• Not reduced and put strong stresses on /ɔ/ 'on,' /ʌ/ 'American, /ə/ 'to a'

3.4.1 Analysis of the diagnostic test results

Her pronunciation was intelligible and her voice was clear. The speed was moderate and the speed in both reading paragraphs and free speech was similar. Fluency in reading paragraphs was slightly worse than free speech and it seems due to some words being difficult to pronounce. Her voice range was not wide but she tried to pronounce interrogative sentences with rising intonation. However, when she read declarative sentences, there were no crucial variation in her voice. Her volume was good and pronunciation was understandable, however the impact of the pronunciation was moderate. It may be because of narrow range of voice.

With regard to suprasegmentals, even though she had put some stresses in words and sentences, it was not influential. Syllables and grammatical endings were generally good. When she read a sentence containing a list of words, she put stresses on the end of each word with appropriate pauses. However, it was not clear whether she had put stresses on content words within the sentence or not. In reading other sentences such as declarative and interrogative sentences, she did not show pertinent pauses by dividing thought groups.

When she read interrogative sentences such as wh-questions, she put stresses on the initial part of the sentence and read the sentence with rising intonation. However, there were no various intonations in declarative sentences. In free speech, when she tried to express her feelings, she produced wider variation in intonation than reading paragraphs. In consideration of these features, it seems that she may not know where she should put stresses with appropriate pauses considering content words and this may result in less distinctive intonation and pitch in her pronunciation.

In reading paragraphs, she showed a constant rate of speech but there were appropriate breaks in free speech and thus the rate of speech was slightly more diverse than reading paragraphs. Identifying the rhythm in her pronunciation was not clear and it may be because of lack of stresses. Except for reading listing words, there were no clear rhythmic patterns in both reading paragraphs and free speech and thus her pronunciation was slightly monotonous. She was generally good at word stresses but she tended to put stresses at the end of the words and this seems like because of her habit that she tends to read a sentence with rising intonation.

Regarding sentence stress, she put appropriate stresses on interrogatives in asking during free speech. However, there were no specific stresses for emphasizing content words except for interrogative sentences. She tended to express relatively better prominence in free speech than in reading paragraphs. She did well in connected speech such as 'have you,' 'try to,' and 'noticed that' but sometimes she pronounced each word distinctly, such as 'connected to' and 'not to.' She pronounced both syllables and grammatical endings such as 'dominates,' 'turns,' and 'formed' well, except one mistake in skipping pronunciation of plural -s in 'advertisements.'

In pronunciation of consonants, she generally pronounced both initial and final consonants well but there were some mispronunciations in final consonants and sometimes consonants between syllables in a word. When she pronounced stop consonants, both initial and final stop consonants were good but she strongly pronounced /t/ which was between syllables such as 'noticed,' 'united,' 'certain,' and 'literature.' She substituted several fricatives in her pronunciation such as /s/ instead of /sh/ in 'finish,' /s/ instead of /z/ in 'praise,' and /dʒ/ instead of /z/ in 'pleasant.'

In pronunciation of affricates, she did not pronounce /dʒ/ in 'image' well, with less voiced sounds. Nasal sounds pronunciation was generally appropriate. She pronounced /l/ well in initial, middle, and final positions of the word. However sometimes she substituted /l/ sound instead of /r/ both initial and middle of the word such as in 'observed' and 'rude.' She well pronounced /w/ sound in 'warm' and 'powerful.' She well pronounced both initial and final clusters such as 'crisps,' 'shrimp.' On the contrary, she omitted pronouncing '-gh' ending in 'thoroughly,' 'cough.' In this respect, she generally pronounced both initial and final consonants well except for some mistakes on pronouncing consonants in the final position or between syllables.

In pronunciation of vowels, the weakest point was

discriminating between rounded vowels and spread vowels because she narrowly opened her mouth without clearly differing tongue and jaw and thus she did not appropriately distinguish between vowels. She had difficulties in discriminating /ɑ/, /æ/, /ʌ/, and /ɔ/ sounds, and alternatively substituted those sounds for each other. For example, she substituted /ɑ/ for /ə/ in 'Americans,' /ʌ/ for /ɑ/ in 'product' and 'other,' /ʌ/ for /ɔ/ in 'on' and 'formed,' and /ɑ/ for /ɔ/ in 'daughter.'

In addition, she substituted /oʊ/ for /ɔ/ in 'law,' 'cough.' She did not produce enough of a mouth opening for rounded vowels such as 'taught' for /ɔ/. However, she was good at spread vowels such as /ɪ/ but she pronounced 'i' as /ɪ/ in the final vowel instead of /ɑi/ in pronouncing 'stimuli.' She substituted /æ/ for /ʌ/ 'advertiser.' She well pronounced tense vowels in the final vowels such as putting stresses at the end of syllables in pronouncing 'variety' and difficulty.' However, she substituted /ʌ/ for /ɑ/ 'product,' /ʌ/ for /ɔ/ 'on' and 'formed' with less tense. She pronounced /ʊ/ lax vowel such as 'put' well but she substituted /ɪ/ for /ey/ in 'unfortunate' with tenseness. She did well on short and long vowels except for some mistakes.

She had no troubles pronouncing /ɪ/ 'crisp' for a short vowel and /æ/ 'hand,' /ɑ/ 'product,' /ɪ/ 'stimulus,' /ʊ/ 'should' for long vowels. However, sometimes she pronounced long all syllables in a word without differing length each syllable in 'interrupting' and this affected a mistake in pronouncing a short vowel. She generally pronounced diphthongs well, such as the /i/ in 'free' and 'people,' and the /ʊ/ in 'would' but she did not distinguish between '-aw' and '-ow' vowels such as between 'low' and 'law.'

Her pronunciation in /r/-coloring and /l/-coloring vowels was relatively distinctive. For instance, she was good at both /r/ and /l/-coloring vowels such as /ɔr/ 'formed,' /æl/ 'challenge.' She reduced 'a' article vowels between words well in pronunciation but sometimes she pronounced 'a' and 'o' clearly even in between words such as 'create a' and 'kind of.' However, sometimes she strongly pronounced a vowel sound in 'on' and /ə/ 'to a.' The overall problems in vowel sounds may be caused by lack of information about features of vowels and this may affect mispronunciation of vowels.

4. Goals and objectives

The tutor will focus on some specific parts of pronunciation in the pronunciation tutoring project because a time for the project is not enough to cover all weaknesses in tutees' pronunciation. Through the diagnostic tests, both tutees generally discriminated well between consonants except for some mistakes, but the mistakes were not critical to understand and comprehend the meaning of their utterances. However, both tutees seem to have problems in distinguishing vowel sounds.

In addition, their intonation was not clear due to lack of clear prominence considering crucial information with appropriate pauses for thought groups. Discriminating between vowel sounds can be difficult for Korean students because the Korean articulation area is smaller than the English articulation area (Koo, 2000). Koo noted that the areas for the articulation of English may be more various in pronouncing vowels than Korean. In consideration of this, the limitation may cause difficulties in discriminating vowel sounds for Korean students. For another reason, Koreans' tendency to transfer from Korean sounds to English sounds may retain to distinguish vowel sounds (ibid.). However, this may be a starting point for understanding English vowel systems and tutees may extend the vowel quality through accepting other vowel qualities (Walker, 2010).

Thus, in consideration of tutees' diagnostic tests results with factors of reasons for difficulties in discriminating vowel sounds, final goals and objectives of the pronunciation tutoring project are to discriminate between /ɑ/, /ɔ/, /æ/, /ʌ/, and /ɛ/ vowel sounds with appropriate intonation and then make tutees pronounce those vowels distinctively. The major purpose is to make tutees be aware of distinguishing /ɑ/, /ɔ/, /æ/, /ʌ/, and /ɛ/ through understanding each distinctive feature which is the vowel quality compared to other vowels.

For a secondary purpose, changes in tutees' intonation will be observed through the project. To satisfy these purposes, the tutor will provide authentic materials which can be used in their daily life considering their needs. Within the plans, tutees will practice from a controlled way to a communicative way to accomplish the goals and objectives which are to discriminate between /ɑ/, /ɔ/, /æ/, /ʌ/, and /ɛ/ vowel sounds with appropriate intonation.

5 Achievement test

5.1 Overview

The purpose of the achievement test is to evaluate both tutees' progress from the pronunciation tutoring project. Through this achievement test, I tried to assess how they changed or corrected their weaknesses in their pronunciation and then whether intelligibility is increased or not, which may affect comprehensibility compared to the diagnostic test. In addition, I tried to concentrate on the objectives of the pronunciation tutoring project and thus the test range was limited to the objectives. To check the progress, I provided the tutees with 4 different achievement tests: reading words, reading a conversation, role-play with a shopping list, and

free conversation about vacation plans. All the achievement tests were video-recorded for analysis.

Achievement tests 1 and 2 were controlled tasks to examine both tutees' knowledge whether they may appropriately produce target features of objectives of the tutoring project. The first test was reading aloud words which was similar to diagnostic test D, but I created different words by myself to focus on objectives of the tutoring project. Thus, I devised the test containing /ɑ/, /ɔ/, /æ/, /ʌ/, and /ɛ/ with /r/-coloring and /l/-coloring and vowel reduction.

The second test was reading a conversation aloud (Clark & Yorkey, 2011). In this part, I tried to elicit information on both vowels and intonation, which were objectives of the project. Since this was also a controlled task, I provided tutees with time for practice before starting the test and thus they could comprehend the context which may affect intonation. Through these two controlled achievement tests, tutees could focus on specific features related to the objectives of the tutoring project and I could get information about how well they understand discriminating between /ɑ/, /ɔ/, /æ/, /ʌ/, and /ɛ/ with different vowel qualities and appropriate intonation.

Achievement tests 3 and 4 were less-controlled tasks to assess whether the tutees could appropriately and correctly produce the objectives in authentic contexts. For this, I provided them with familiar topics such as shopping and summer vacation plans to make them show themselves at their best. The third test was about shopping and tutees had to talk about which item(s) they wanted to buy and explain the reason (Hewings & Goldstein, 1999).

The fourth test was talking about their summer vacation plans, which was related their real plans. I created this by myself. To make the tutees engage in the fourth test more, I also provided them with several pictures of activities which can be done during the vacation. Through these less-controlled tests, I tried to evaluate their progress within the framework of holistic speaking. All the tests were conducted with video-recording for analysis.

5.2 Analysis of the achievement test results

The rubrics for analyzing results of the achievement test need to be devised more narrowly than the diagnostics in order to specifically concentrate on the objectives of the pronunciation tutoring project. For the rubrics on the achievement test, I divided the rubrics into two parts: segmentals for vowels and suprasegmentals for intonation including prominence, rhythm, and pauses. The purpose of using the rubrics for the achievement test results is that the rubrics may allow the tutor to assess the tutees' accomplishments and recognize how the intelligibility of the tutees' pronunciation has improved compared to the diagnostic tests. I referred to sources from Gerhiser & Wrenn (2007) and Rogerson-Revell (2011) to create the rubrics for the achievement test.

5.2.1 Kim's achievement test results

Segmental: Vowels

Vowels	Elements of speech	Degree of correctness	Problems
/ɑ/	**Rounded & spread vowels**	Accuracy: 88.24% 30 out of 34	Substitution: /ʌ/ for /ɑ/ (e.g. 'sociology,' 'economy'), /ɔ/ for /ɑ/ (e.g. 'psychology,' 'politics')
	Tense & lax vowels	Accuracy: 90.48% 19 out of 21	A stress on a wrong place (e.g. 'standard') No stress ('economy')
	/r/-coloring & /l/-coloring vowels	Accuracy: 100% 14 out of 14	No
	Reduction	Accuracy: 33.33% 1 out of 3	No reduction (e.g. 'Korea,' 'standard,' 'not')
/ɔ/	**Rounded & spread vowels**	Accuracy: 93.33% 28 out of 30	Substitution: /ʌ/ for /ɔ/ (e.g. 'caught,' 'wanna')
	Tense & lax vowels	Accuracy: 93.75% 15 out of 16	Strong stress on 'on' without less stress
	/r/-coloring & /l/-coloring vowels	Accuracy: 94.12% 16 out of 17	Omission /r/ (e.g. 'corner')
	Reduction	Accuracy: 75% 3 out of 4	Strong stress on 'on' without reduction

/æ/	**Rounded & spread vowels**	Accuracy: 98.28% 57 out of 58	Substitution: /ɑ/ for /æ/ (e.g. 'calories')
	Tense & lax vowels	Accuracy: 100% 27 out of 27	No
	/r/-coloring & /l/-coloring vowels	Accuracy: 100% 10 out of 10	No
	Reduction	Accuracy: 80% 4 out of 5	No reduction (e.g. 'have' between words)
/ʌ/	**Rounded & spread vowels**	Accuracy: 98.04% 50 out of 51	Substitution: /ɑ/ for /ʌ/ (e.g. 'another')
	Tense & lax vowels	Accuracy: 93.33% 28 out of 30	No stresses when stresses is required (e.g. 'but,' 'because')
	/r/-coloring & /l/-coloring vowels	Accuracy: 97.37% 37 out of 38	Substitution: /r/-coloring for /l/-coloring (e.g. 'bulb')
	Reduction	Accuracy: 98.25% 56 out of 57	No reduction (e.g. 'computer')
/ɛ/	**Rounded & spread vowels**	Accuracy: 93.75% 30 out of 32	Substitution: /æ/ for /ɛ/ (e.g. 'better')
	Tense & lax vowels	Accuracy: 100% 13 out of 13	No
	/r/-coloring & /l/-coloring vowels	Accuracy: 100% 11 out of 11	No
	Reduction	Accuracy: 100% 3 out of 3	No

Suprasegmentals

	Impressions	**Problems**
Intonation/Pitch	• Intonation/pitch in both reading aloud and free speaking was become more various than the diagnostic tests	• Flat intonation in declarative sentences and before rising intonation in questioning • Voice pitch is still a little low
Prominence	• Put prominence on an appropriate place (e.g. 'I don't like pineapples very much,' 'Or you can start with tomato soup') • Put prominence on expressing importance of contrasts (e.g. 'but') • Good at prominence for important and new meanings in free speaking (e.g. 'disgusting,' 'put,' 'heavy,' 'useful,' 'one,' 'garbage,' 'a lot of,' 'Hawaii,' 'different,' 'future')	• No appropriate prominence (e.g. 'I said the pie was berry-blackberry!') • Even though there were prominences in utterances, it was not powerful for emphasizing importance
Intonation: alternative-choice	• Good (e.g. reading aloud: 'we have ice cream, pie, and apples,' 'soup or salad,' free speaking: 'which one do you like better between paint-brush and toothpaste?')	• No
Intonation: rising or falling in questions	• Well discrimination between rising and falling intonation (e.g. finding out: 'what can I have to start with?,' making sure : 'very what?,' 'excuse me?')	• No
Rhythm	• Good • More various rhythm in free speaking than reading aloud	• No

Thought groups: pauses	• Good putting pauses after punctuations and conjunctions both in reading aloud and free speaking	• No clear pauses considering dividing sentences into meaning units in reading aloud

Analysis of Kim's achievement test results

Kim has generally improved her pronunciation in both vowels: discriminating between /ɑ/, /ɔ/, /æ/, /ʌ/, and /ɛ/ vowels with different qualities and intonation: distinguishing between rising and falling intonation, prominence, rhythm, and pauses. Thus, intelligibility of her pronunciation has, by and large, increased compared to the diagnostic tests.

With regard to vowels, she could discriminate well between vowels with pronouncing appropriate vowel qualities on the whole but she still had some problems on vowel reduction. Even though she substituted /ʌ/ for /ɑ/ in 'sociology,' /ɔ/ for /ɑ/ in 'psychology,' /ʌ/ for /ɔ/ in 'caught,' /ɑ/ for /æ/ in 'calories,' /ɑ/ for /ʌ/ in 'another,' and /æ/ for /ɛ/ in 'better,' it can be regarded that the overall discrimination between vowels were improved considering the accuracy of the performance.

/r/-coloring vowels, which were her weakness in the diagnostic tests, were also developed compared to the diagnostics but sometimes she still have difficulties in /r/-coloring vowels such as omission /r/ in 'corner' and substitution /l/ for /r/ in 'bulb.' However, she pronounced /l/-coloring vowels well. In producing tense and lax vowels, she generally put appropriate stresses on words except for some mistakes such as putting stress in the wrong place in 'standard' or no stress in 'economy.'

In the case of vowel reduction, she seemed to be confused about where and how she could reduce vowels at the word level such as 'Korea,' 'standard,' 'not,' and 'computer.' However, vowel reduction between words such as 'a,' which was the problem in the diagnostic tests, was corrected. Considering these results, even though she has some problems with vowel reduction, she has improved knowledge on discriminating between /ɑ/, /ɔ/, /æ/, /ʌ/, and /ɛ/ vowels with appropriately changing vowel qualities.

Regarding intonation, she generally produced appropriate intonation such as rising and falling intonation, prominence, rhythm, and pauses well. Variation in intonation was improved compared to the diagnostic tests. Intonation and pitch in both reading aloud and free speaking became more various than the beginning of the project. However, when she asked questions with rising intonation, she tended to produce flat intonation before the rising intonation without putting appropriate stresses considering the meaning of the utterance, thus it seems to be improved more.

In expressing prominence, she placed appropriate prominence considering crucial and new meanings. However, in consideration of her pitch, expressing prominence may need to be more strongly produced. When she read and spoke alternative-choice sentences and questions, she appropriately produced appropriate rising or falling intonation considering the intentions of utterances: finding out or making sure. As to thought groups: pauses, she paused after punctuations and conjunctions both in reading and free speech but pauses in reading were not clearly related to the meaning units. However, putting pauses considering thought groups was improved in comparison with the diagnostic tests. In this respect, her knowledge about producing suitable intonation such as rising and falling intonation, prominence, rhythm, and pauses showed improvement.

Consequently, it can be concluded that intelligibility of Kim's pronunciation is developed because she became to be good at discriminating between /ɑ/, /ɔ/, /æ/, /ʌ/, and /ɛ/ vowels with different qualities and producing appropriate intonation considering distinguishing between rising and falling intonation, prominence, rhythm, and pauses.

5.2.1 Lee's achievement test results

Segmental: Vowels

Vowels	Elements of speech	Degree of correctness	Problems
/ɑ/	**Rounded & spread vowels**	Accuracy: 100% 25 out of 25	No
	Tense & lax vowels	Accuracy: 100% 10 out of 10	No
	/r/-coloring & /l/-coloring vowels	Accuracy: 90.91% 10 out of 11	Substitution: /r/-coloring for /l/-coloring (e.g. 'involve')
	Reduction	Accuracy: 10% 1 out of 10	No reduction (e.g. 'Korea,' 'America,' 'not,' 'Las Vegas')
/ɔ/	**Rounded & spread vowels**	Accuracy: 92.5% 37 out of 40	Substitution: /ʌ/ for /ɔ/ (e.g. 'already,' 'august'), /ɑ/ for /ɔ/ (e.g. 'caught')
	Tense & lax vowels	Accuracy: 75% 18 out of 24	Strong stress on 'or' and 'for' without less stress
	/r/-coloring & /l/-coloring vowels	Accuracy: 85.71% 24 out of 28	Omission /r/ (e.g. 'New York') Substitution: /r/-coloring for /l/-coloring (e.g. 'called'), /l/-coloring for /r/-coloring (e.g. 'form')
	Reduction	No	No
/æ/	**Rounded & spread vowels**	Accuracy: 97.03% 98 out of 101	Substitution: /ɑ/ for /æ/ (e.g. 'Manhattan'), /ɛ/ for /æ/ (e.g. 'anything')
	Tense & lax vowels	Accuracy: 93.33% 28 out of 30	Less stress (e.g. 'anything')
	/r/-coloring & /l/-coloring vowels	Accuracy: 100% 6 out of 6	No
	Reduction	Accuracy: 50% 5 out of 10	No reduction (e.g. 'at' between words, 'Manhattan')
/ʌ/	**Rounded & spread vowels**	Accuracy: 93.75% 60 out of 64	Substitution: /ɑ/ for /ʌ/ (e.g. 'other,' 'another')
	Tense & lax vowels	Accuracy: 90.91% 30 out of 33	No stresses when stresses are required (e.g. 'double,' 'because')
	/r/-coloring & /l/-coloring vowels	Accuracy: 94.64% 53 out of 56	Substitution: /r/-coloring for /l/-coloring (e.g. 'bulb,' 'musical') Omission /r/ (e.g. 'super')
	Reduction	Accuracy: 98.25% 56 out of 57	No reduction (e.g. 'computer')
/ɛ/	**Rounded & spread vowels**	Accuracy: 92.54% 62 out of 67	Substitution: /æ/ for /ɛ/ (e.g. 'better,' 'said,' 'already,' 'next,' 'end')
	Tense & lax vowels	Accuracy: 100% 43 out of 43	No
	/r/-coloring & /l/-coloring vowels	Accuracy: 100% 17 out of 17	No
	Reduction	Accuracy: 100% 7 out of 7	No

Suprasegmentals

	Impressions	Problems
Intonation/Pitch	• More various intonation/pitch in free speaking than reading aloud • Good at producing suitable intonation/pitch for expressing feelings in free speaking	• Flat intonation in declarative sentences
Prominence	• Put prominence on an appropriate place (e.g. 'I said the pie was berry-blackberry!') • Put prominence on expressing importance of contrasts (e.g. 'but') • Good at prominence for important and new meanings in free speaking (e.g. 'useless,' 'I think,' 'choose,' 'tour,' 'yet,' 'only,' 'cellphone')	• No • Better prominence in free speaking
Intonation: alternative-choice	• Good (e.g. reading aloud: 'we have ice cream, pie, and apples,' 'soup or salad,' free speaking: 'do you like to buy a can opener or a garbage can?')	• No
Intonation: rising or falling in questions	• Well discrimination between rising and falling intonation (e.g. finding out: 'what can I have to start with?,' making sure : 'very what?,' 'excuse me?') Making sure in free speaking (e.g. 'yogurt?'	• Not clear in reading aloud Consciously producing falling intonation for questioning in free speaking (e.g. 'what will you do in the summer vacation?') • Rising intonation in declarative sentences when falling intonation is required in free speaking
Rhythm	• Good at alternative-choice sentences and questioning sentences • More various rhythm in free speaking than reading aloud	• No clear rhythm in declarative sentences due to lack of appropriate pauses
Thought groups: pauses	• Good at putting pauses in alternative-choice sentences • Good at putting pauses after punctuations Better at putting creating thought groups in free speaking than reading aloud	• No clear pauses considering dividing sentences into meaning units in reading aloud

Analysis of Lee's achievement test results

On the whole, Lee has improved knowledge on discriminating between /ɑ/, /ɔ/, /æ/, /ʌ/, and /ɛ/ vowels with changing vowel qualities and producing appropriate intonation through distinguishing between rising and falling intonation, prominence, rhythm, and pauses. Therefore, intelligibility of her pronunciation is generally developed in comparison with the diagnostic tests.

In regards to vowels, she generally discriminated well between /ɑ/, /ɔ/, /æ/, /ʌ/, and /ɛ/ vowels with correctly altering vowel qualities but putting stresses on suitable places for tense and lax vowels and vowel reductions need to be improved more considering the accuracy. Although she substituted /ʌ/ for /ɔ/ in 'already,' /ɑ/ for /ɔ/ in 'caught,' /ɑ/ for /æ/ in 'Manhattan,' /ɛ/ for /æ/ in 'anything,' /ɑ/ for /ʌ/ in 'other,' and /æ/ for /ɛ/ in 'end,' it seems that her knowledge of discriminating between /ɑ/, /ɔ/, /æ/, /ʌ/, and /ɛ/ vowels were generally improved considering the accuracy.

/r/-coloring and /l/-coloring vowels were not weaknesses in the diagnostic tests but she substituted /r/-coloring vowels for /l/-coloring vowels in 'bulb' and /l/-coloring vowels for /r/-coloring vowels in 'form.' Thus, it needs to be improved more but in consideration of her accuracy, she may generally have good production of /r/-coloring and /l/-coloring vowels. However, when it comes to vowel reduction which was her weakness on the diagnostic tests, she still has problems on that. For example, she substituted /ɑ/ for /ə/ in 'America.'

In addition, she still had problems on distinguishing tense and lax vowels. For instance, she put strong stresses on 'or' and 'for' without less stresses. In consideration of these results, she may be required to improve vowel reduction and distinguishing tense and lax vowels but discrimination between /ɑ/, /ɔ/, /æ/, /ʌ/, and /ɛ/ vowels with correctly altering vowel qualities was improved compared to the diagnostic tests.

In terms of intonation, knowledge about how to produce appropriate intonation considering the contexts of utterances was improved compared to the diagnostic tests. Overall her intonation patterns and pitch were various except for some tendency to producing flat intonation in declarative sentences.

With regard to prominence, she put prominence in relevant places considering important and new meanings in her utterances. In questioning sentences such as alternative-choice and rising or falling intonation, she improved a lot in comparison with the diagnostic tests because she tended put rising intonation in most questioning sentences but she began to produce different intonation considering different intentions in the contexts in the achievement test.

With respect to thought groups, she did well with putting pauses after punctuation, and this more clearly appeared in free speech and thus it positively affected more various rhythm in her utterances. However, rhythm in reading declarative sentences was not clear due to a lack of suitable pauses considering meaning units. In this manner, she began to generally do well with producing appropriate intonation considering situations of the utterances.

In a nutshell, it can be concluded that Lee's knowledge of discriminating between /ɑ/, /ɔ/, /æ/, /ʌ/, and /ɛ/ vowels by altering vowel qualities and producing appropriate intonation through distinguishing between rising and falling intonation, prominence, rhythm, as well as pauses is developed compared to the diagnostic tests.

6. Conclusions

Nowadays English is used as a lingua franca for speakers who are from different countries with various first languages (Walker, 2010). In consideration of this, developing intelligibility in pronunciation may be important in communication between the speakers because it may affect comprehensibility between speakers and listeners.

The purpose of the pronunciation tutoring project was to improve intelligibility of tutees' pronunciation both native English speakers and non-native English speakers. To accomplish this, I set goals and objectives aimed at discriminating between /ɑ/, /ɔ/, /æ/, /ʌ/, and /ɛ/ vowel sounds, in concert with appropriate intonation. I then sought to raise their awareness of distinguishing the vowels through understanding each specific quality in comparison with other vowels. Through the 6 tutoring sessions, both tutees have improved discrimination between /ɑ/, /ɔ/, /æ/, /ʌ/, and /ɛ/ vowel sounds with relevant intonation, considering meaning of the utterance compared to the diagnostic test. However, the tutees and I felt that it was not enough time to greatly correct and improve their weaknesses for intelligibility. Even though the project was not sufficiently long, both tutees said that it was a good opportunity to practice pronunciation and improve their weaknesses.

It was also a great experience for me, because I could learn how to prepare for the English pronunciation class and devise classroom practice activities in a communicative way with authentic purposes and contexts. In addition, I realized the importance of accommodation skills in pronunciation. With regard to learning pronunciation, students may tend to concentrate on producing appropriate and intelligible pronunciation without considering that they may also be required to have accommodation skills in listening. Considering this, teachers may also need to teach accommodation skills to students to improve their intelligibility in pronunciation.

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Appendix A – Student Background Information Surveys

Adapted from Celce-Murcia et al. (2010), pp. 477-478; Hewings (2004), p. 26; Rogerson-Revell (2011), p. 256.

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Pronunciation Tutoring Project
Background information survey

General background

Name	
Major	TESL
Age	22
First language	한국어
Frequency of English use (on the basis of 100%)	70%.
Purpose of learning English	외국에 나가서 소통하기 위해서

Please describe about proficiency (between High: 5 and low: 1) in your English pronunciation and write which part you want to improve the most

Consonants	3~4
Consonants clusters	3
Vowels	3
Connected speech	3
Stress	2 (improve most.)
Intonation	2~3 (〃)

Please describe your experience in learning English in Korea

How long	about 13 years
Where	학원 / 학교
Purpose	학교공부 하기 위해서
What kinds of courses	학교 과정 / 학원 과정
What kinds of teachers	학교 선생님 / 외국인(원어민) / 학원 한국인 선생님
Experiences in learning pronunciation	어렸을 때 파닉스 배울 때 말고 특정하게 발음교육을 배운 적은 X
How did you feel	

Please describe you experience in English-speaking countries

How long	
Where	
Purpose	
What kinds of courses	
How did you feel	

Extra question: Which countries' pronunciation would you like to learn the most and why?

표준 미국식 발음

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Motivation for learning English pronunciation

- Why do you want to learn in English pronunciation?

  In communication, pronunciation very huge as well as grammar or vocabulary.
  (the effect of)

- In which situation do you think English pronunciation affects your speaking? (Presentations in classes, conferences, informal or formal speaking, etc.)

  ① presentation (official)
  ② informal speaking

- What is your final goal in Pronunciation Tutoring Project?

  be intelligible to both native speakers and non-native speakers.

Self-Awareness

- In which situation do you think that native-English speakers have difficulties to understand you due to your pronunciation?

  hesitation, intonation, awkward stress pattern

- Do you have any experience for asking a help to native-English speakers about your pronunciation? Please explain how it had helped you.

  I participated in a Forum which was held in English, last summer.
  Because I had to do a presentation in front of many audiences,
  I asked my friend to correct my pronunciation.

- Are there any specific situations that make you nervous about your pronunciation?

  I am often nervous at any situations.

- In which situation do you feel the most relaxed with pronunciation?

  informal talking with friends.

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English Pronunciation, Stephen P. van Vlack

Pronunciation Tutoring Project
Background information survey

General background

Name	
Major	TESL
Age	22
First language	한국어
Frequency of English use (on the basis of 100%)	70%.
Purpose of learning English	외국에 나가서 소통하기 위해서

Please describe about proficiency (between High: 5 and low: 1) in your English pronunciation and write which part you want to improve the most

Consonants	3~4
Consonants clusters	3
Vowels	3
Connected speech	3
Stress	2 (improve most.)
Intonation	2~3 (〃)

Please describe your experience in learning English in Korea

How long	about 13 Years
Where	학원 / 학교
Purpose	학교공부 하기 위해서
What kinds of courses	학교 과정 / 학원 과정
What kinds of teachers	학교 선생님 / 외국인(원어민) / 학원 한국인 선생님
Experiences in learning pronunciation	어렸을 때 파닉스 배울 때 말고 특정하게 발음교육을 배운적은 X
How did you feel	

Please describe you experience in English-speaking countries

How long	
Where	
Purpose	
What kinds of courses	
How did you feel	

Extra question: Which countries' pronunciation would you like to learn the most and why?

표준 미국식 발음

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Motivation for learning English pronunciation

- Why do you want to learn in English pronunciation?

  I think (English) fluent pronunciation makes speaker have confidence. I want to get the fluent pronunciation and get confidence when I speak English in front of others.

- In which situation do you think English pronunciation affects your speaking? (Presentations in classes, conferences, informal or formal speaking, etc.)

  Presentations in classes & in classroom (왜냐하면 저의 수업이 다 영어로 진행되고, 수업 중에 자유로운 토론을 자주 해서 항상 영향을 미친다고 생각해요).

- What is your final goal in Pronunciation Tutoring Project?

  이번 self-검진 하고 나서 발음이 뭉쳐지더라고요 (consonant cluster 같은 부분이요)

Self-Awareness

- In which situation do you think that native-English speakers have difficulties to understand you due to your pronunciation?

  뭉치거나 Vowel Sound 같은 것 때문에

- Do you have any experience for asking a help to native-English speakers about your pronunciation? Please explain how it had helped you.

  하루 20분씩 전화 회화 → 얼굴을 보지 않고 발음만 듣고 하는 것이니까 이상한 발음은 고쳐주고 따라해야 하는 방식으로 해서 도움이 됐음

- Are there any specific situations that make you nervous about your pronunciation?

  과에 외국에 살다온 사람이 많고 그 사람들은 원어민 발음이라서 같이 있으면 비교되서 발음에 자신이 없어진다

- In which situation do you feel the most relaxed with pronunciation?

  혼자 집에서 연습할 때나 오히려 생판 모르는 외국인과 대화할 때 relaxed 됨.

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Feedback, Uptake, and the Negotiation of Meaning for Native-Speaker to Non-Native-Speaker Dyads in Mobile Messaging

Andrew G. Brown

This study looked at the mobile-messaging negotiated interaction between adult Korean learners of English and a native-speaking instructor. Research questions concerned the model of negotiation of meaning for mobile messaging, the feedback-uptake relationship in mobile messaging, and learner attitudes regarding native-speaker to non-native-speaker (NS-NNS) conversation in mobile messaging. Results confirmed negotiation *sequences observed in previous computer-mediated studies as well as sequences novel to mobile-messaging. Low feedback-uptake rates prompted secondary analysis of single and multiple feedback episodes in which both facilitated uptake at equal rates, putting to question correlation method to no-uptake.*

Learners expressed positive attitudes toward mobile-mediated NS-NNS conversation, especially in terms of ubiquity and NS feedback. Results and deductions substantiate further inquiry into the theoretical and pedagogical uses for SLA in mobile-mediated conversation.

The Relationship of Bicultural Identity Integration to Factors among Twelve Korean Bilinguals

Sukyoung Chon

This study examines the degree of Bicultural Identity Integration (BII) in twelve Korean bilinguals to determine how Korean bilinguals perceive their two cultural identities. The variables of personality and other factors – such as the length of time being in other societies and their attitudes toward another culture, language preference, and cultural frame switching (CFS) – are examined to see how they might influence Korean bilinguals' BII levels. This study found that there is a large degree of variation in bilingual's two cultural identities regarding perceptions of cultural distance and cultural conflict. The main finding of this study is that perceptions of levels on BII for the Korean bilinguals by self-report are higher than the results of the actual BII scale. It is posited that, due to globalization and a tremendous amount of information about Western culture, they feel they have integrated with American culture. In conclusion, the results also indicated that the level of BII is related to personality, acculturation, and antecedents.

Key words: Bicultural identity integration, personality, acculturation, antecedents, cultural frame switching, perceptions, globalization

Linguascapes in Multilingual Organizations: An Initial Study

William du Plessis

Multilingual organizations (MLOs) are complex communication environments. In these contexts, language can be regarded as a key enabler, but also as a troublemaker in corporate communication (Charles, 2007). With increased levels of globalization, it becomes progressively more important for management to understand the linguistic landscapes ('linguascapes') of their corporations before an effective language policy can be designed. A large body of research has shaped the emerging field of organizational linguascaping, but much of this research has been conducted in Western environments where English is often the common corporate language (CCL) and where an official language policy exists. Furthermore, little empirical research has been done to establish the generalizability of various research models used in MLO contexts. The present study uses mixed methods data collection techniques to address these shortfalls and account for the ways in which meaning is negotiated through language in the multilingual environment of a Seoul-based, South Korean university. The quantitative part of the research creates a theoretical frame on which a narrative for the linguistic landscape of this university can be built. The aforementioned frame is based on six discursive practices (6DPs) found by Steyaert, Ostendorp, and Gaibros (2011) in a European business context, and identifies the same practices in similar proportions in one South Korean setting. It also finds that three new linguascape features emerge from the semi-structured interview stage of this research. These three features (linguistic climate, exclusion and accommodation) are triangulated by the results of the survey questionnaires and the theoretical base of the present study.

Key words: six discursive practices (6DPs), common corporate language (CCL), negotiation for meaning, linguascapes, linguistic climate, exclusion, and accommodation.

A Blended Approach to Vocabulary Teaching Using Twitter

Michael Elliott

This paper reports on the use of the microblogging tool, Twitter, as part of a blended-learning approach to vocabulary teaching. The study was conducted over a 12-week, 10-session period at a public high school in South Korea. The study sought to determine if the combination of Twitter use and in-class activities would result in the learning of new vocabulary. This was measured by a comparison of pre- and post-vocabulary test mean scores. Qualitative data was also collected from open-ended questionnaires that addressed the participants' processes for reading and writing tweets, and their perceptions of Twitter as a tool for practicing English. The results suggest that the treatment raised learner awareness of the target vocabulary through noticing (Schmidt, 1990, 1993) and an increased involvement load (Hulstijn & Laufer, 2001). Moreover, the questionnaires revealed that the participants enjoyed using Twitter for practicing English and reading their classmates' opinions.

Key words: blended learning, vocabulary, Twitter

Effects of Textual Input Enhancement on Grammar Uptake

Matthew Hobden

This present study investigated: (a) the effect of input enhancement on the uptake of a grammar form; and (b) whether textual enhancement (TE) enables learners to better retain the knowledge of a grammar form. Sixteen Korean university students in an ESL conversation class were placed into four groups of 4 – two experimental and two control groups. A pre-test was administered to measure the students' knowledge of past modals prior to any treatment. The students in both the control and experimental groups (textually enhanced group) were required to read a short story and discuss the questions following the story in their Facebook groups. The results indicated that both the control group and experimental group performed equally well on the post-test, but the experimental group outperformed the control group in the retention test. This suggested that textual enhancement enables learners to retain knowledge better. Analysis of the target form in the chat sessions reveal that the enhanced group also produced more accurate examples of the target language.

Task-Based Interaction Through Smartphones

Alan Hunt

This study examines task-based mobile-assisted language learning (MALL) in an extended area of synchronous computer-mediated communication (SCMC). The research specifically explores a) common triggers during interaction, b) how task selection can effect interaction and negotiation for meaning (NfM), and c) the students' perspectives of task-based interaction using Smartphones and Kakaotalk – a popular chatting application in the host country, South Korea. 12 NNS-NNS dyads completed 4 communicative tasks through Kakaotalk. Each dyad completed 2 jigsaw tasks and 2 decision-making tasks. This extension of task-based SCMC to MALL makes this study empirical; a third perspective was needed to understand how using Smartphones to interact outside the classroom would influence the outcome of the tasks. To achieve this, two questionnaires explored students' perspectives of what took place. The first questionnaire was given immediately after the last task was completed. A further questionnaire was prepared after an initial analysis of transcripts revealed lower-than-expected episodes of NfM. As predicted in previous studies, task type was found to influence the frequency of negotiated focus on form episodes and NfM. Overall, the level of NfM is called into question and the participants' perspectives go some way to explain how NfM can be affected by the challenges L2 speakers experience when using Smartphones to complete tasks through Kakaotalk.

Learning Vocabulary Strategies through Collaborative Strategic Reading

YooLim Kwon

Vocabulary learning strategies play important roles in successful vocabulary learning, in that they have language learners notice the target vocabulary items and engage them in the process of elaboration with the words. While previous studies demonstrate the benefits of vocabulary strategy instruction on development of vocabulary test scores, there have been few attempts to investigate differences in students' knowledge and use of the target vocabulary strategies through strategy instruction. This study examined differences in students' knowledge and use of determination strategies through collaborative strategic reading. This type of reading teaches four determination strategies explicitly, and offers reading discussion for students to practice applying those strategies. It also investigated students' perceptions of learning vocabulary strategies through collaborative strategic reading. Ten Korean middle school students at an English institute in Seoul participated in this study. Over three weeks, students learned the four determination strategies explicitly. They also participated in collaborative strategic reading, applying the strategies for lexical inferencing. Students' test scores from pre-, mid-, and post- Vocabulary Strategy tests were analyzed to examine differences in students' strategy knowledge. Additionally, the transcripts from students' group reading discussions were analyzed to investigate any changes in students' strategy use. Questionnaire data showed that students perceived learning vocabulary strategies through CSR as helpful and fun to learn; furthermore, the results show that students' knowledge developed meaningfully and students' strategy use became independent and successful over time. This study recommends future research investigating personal factors of strategy development.

Key words: vocabulary strategies, collaborative strategic reading

A Case Study of Factors for Retelling Scores and Perceptions of QtA

Youngyi Lee

This thesis examines the factors that may affect retelling scores in Questioning the Author (QtA) and the perception of QtA. Two participants took retelling tests after QtA for 12 weeks. Surveys, observation, unstructured interviews and the teacher's journal were used to figure out the factors and perceptions of QtA. The findings indicated that their world knowledge about the content contributed to their retelling scores and their inferences of the words' meanings. Additionally, participants' interest and teacher's inferential questions influenced their retelling scores. Participants also showed a positive preference for QtA because they thought QtA provided them with opportunities to focus on building the meaning, thus helping them improve their thinking power. These findings implied that teachers need to focus more on letting students construct the meaning from the text by trying to link students' world knowledge with the content for deep reading comprehension, in order to help students become critical readers.

Key words: QtA, retelling, reading comprehension, factors

Changes in Language Learning Beliefs After a Short-term Study Abroad

Inae Seo

The purpose of the study was to investigate what changes were brought to two middle school students' language learning beliefs after a short-term study abroad. It also aimed to find out the reasons for the changes made. Data were gathered through Beliefs About Language Learning Inventory (BALLI) and blogs, as well as interviews with the participants, parents, and tutor. Comparisons between pre- and post-BALLI revealed that the participants experienced changes in their language learning beliefs, especially those regarding the difficulty of language learning, and learning and communication strategies. The blogs and interviews provided insight to identifying possible causes of the changes. It was found that their experiences of communicating and tutoring with English speakers of a different first language influenced their belief changes. Moreover, living in an English-speaking environment was shown to have affected their beliefs. The findings of this study support that beliefs about language learning are changeable, context-dependent and individualistic; and, that they have a significant impact on language learners.

Key words: beliefs about language learning, short-term study abroad, BALLI, blogs

Middle School Learners' Perceptions of Drama-based Activities and Their Effects on Reading and Writing Skills

Jaehee Suh

This study examined drama-based activities as an instructional tool for reading and writing skills improvement, as well as middle school learners' perceptions of the relationship between drama-based activities and reading and writing skills. This study used a descriptive qualitative design. Three South Korean middle school males took part in drama-based activities such as reading-aloud, role-playing, and playwriting in a reading class, twice a week for 10 weeks. Data include comprehension check-up tests and student scripts to assess comprehension and writing skill improvement respectively. In addition, interviews, questionnaires, observation, audio- and video recordings were used to reveal participants' perceptions toward reading and writing. The results suggest drama-based activities seem to be associated with reading comprehension and writing skill improvement either directly or indirectly, and that the participants' perceptions of drama-based activities and their relationship to reading and writing skills changed from negative to positive. The findings suggest that drama-based activities can motivate students to read and write even with difficult content-based literature, and may be an effective supplemental instructional tool to improve reading comprehension and writing skills, especially for difficult texts.

Key words: reading comprehension, writing skill, perceptions, drama-based activity, reading-aloud, role-playing, playwriting