

TESOL

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between TESOL, Critical perspectives and Multimedia through mixed
and qualitative research methodologies*

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From the editor

Editor's note

Eric D. Reynolds

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Thank you all for reading the first issue of *TESOL Interfaces*. The journal used to be called simply *Interfaces*, and our hope is the new title will help disambiguate us from other journals in the field. In another beginning, this is my first issue as editor in chief, and as such I want to extend my earnest thanks to all of the people that submitted papers for this issue, particularly those that you find here, but also those that did not make this issue. I sincerely want to encourage those researchers and writers to continue their efforts: You can do it! This issue has a bit of an eclectic flair as it represents the Proceedings of the KOTESOL National conference 2012 held in Busan. Bear with me as I briefly introduce the contents.

Christie Provenzano, Arina Brylko, and Naomi Miki explore the many ways that teacher's blogs can improve teaching. Looking at specific examples from their practice they offer a careful qualitative analysis exploring the phenomenon. Ultimately, they found many positive effects over a variety of factors, including: "study habits, language skill-building, language input and output practice, and overall enjoyment."

Tory S. Thorkelson considers how motivation works in EFL classrooms. Additionally, he examines the Korean EFL environment, in particular, relative to the issues of intrinsic and extrinsic motivations. Finally, the author offers us insights from the one he is most familiar with, his own.

Sarah Elizabeth Seitzinger opens up a world of opportunities by showing us how to use film-making to teach English at an English camp. The project utilized a project based approach primarily through student centered activities. Moreover, she tells us how to take advantage of readily available technology without sacrificing quality. Ultimately, she lays out a cost-effective and highly motivating way to engage young students in learning English.

Eric Reynolds, that's me, offers advice on conducting researching, particularly that first step of searching the literature. Many researchers find a big difference in the access they have to academic research in TESOL after they arrive in Korea. The article provides some advice for using free Internet based tools—e.g. Google Scholar—and integrating those tools with the more traditional access sources that may be available. But most important he points out how to leverage your community to the best literature search possible. This serves as the first installment of a new section of the journal, *On Research*, which will prove snapshots of how we do qualitative and mixed methods research in the field of TESOL.

Oh, one last thing: do you like the wordle at the top of the contents page? For those of you who do not know, Wordle creates a word cloud where the most common words in the text appear larger. Thus, as a way to summarize the issue, I plugged the complete text of the journal into the application, and this is what came out. What are we focusing on? Clearly our “students” matter more than anything else. “English” was in second place and then the topics of the individual papers—blogs, motivation, film camp, and research and writing—rise out of the wordle. It looks like we did our job. We have put our students first.

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Teacher Blogs: Expanding the Classroom and Empowering Students

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Abstract

With the Internet becoming an indispensable resource in academic life, it is no surprise that TESOL practitioners are actively and energetically exploring ways that learners can benefit from information and tools on the World Wide Web. One such tool that is well suited to TEFL/TESL applications is the web log (blog). This paper explores the utility and versatility of the teacher blog; that is, a blog maintained by the teacher not only to keep students informed of homework assignments and deadlines, but also to consolidate lesson material, to expand on topics covered in class, to link students to related information and resources on the Internet, and to act as a forum for dynamic communication among class participants beyond the confines of the classroom. Literature on blogging in ESL/EFL will be reviewed, and background for the projects described is outlined. Skill-specific applications for teacher blogs are then described in detail. Finally, the results of a survey of 165 students that gauged their

perceptions of the usefulness of teachers' blogs to their own learning are discussed. The survey showed that a majority of students perceived the teacher's blog as having positive effects for the following factors: study habits, language skill-building, language input and output practice, and overall enjoyment.

Keywords: Blogging, CALL, classroom management, CMC, learner autonomy

Introduction

With access to computers and high-speed Internet connections becoming standard features on university campuses around the world, instructors are increasingly making use of Internet tools and resources for pedagogical purposes. The robustly growing body of research in the field of computer aided language learning (CALL) continues to explore the potential of these tools as they are applied in the teaching of English as a foreign or second language (TEFL/TESL). The web log, or blog, is one communicative Internet tool that has a wide variety of useful applications in this field. As outlined by Campbell (2003), learner blogs, class blogs and tutor blogs are three blog types commonly used in TEFL/TESL situations. While studies about the effectiveness of the first two blog types are widely available (Amir, Ismail, and Hussin, 2011; Huffaker, 2005; Nepomuceno, 2011), information about the effective use of tutor, or teacher, blogs is more difficult to find. This paper explores the utility and versatility of this last type. It suggests that an effective teacher blog can facilitate language learning, and computer and Internet literacy while at the same time enhancing motivational factors such as autonomy and enjoyment. It can be especially valuable in TEFL settings, where learners' contact with the teacher is limited to relatively brief class times.

Literature Review

The popularity of using blogs in teaching and learning, especially in the English as a second or foreign language (ESL/EFL) setting, has grown tremendously in the past decade, since educators discovered the benefits of incorporating blogs in teaching practice and blogs potential to enhance learning. Blogs have probably become one of the most widely used tools offered by Web 2.0. Benefits of using blogs in teaching are well documented in the literature. Richardson (2006) views blogs as powerful teaching tools, the pedagogical values of which lie in their being constructivist tools for learning, their ability to expand the classroom walls outside the confines of the actual classroom and their archival capabilities to store teaching and learning materials. Kavaliauskiene, Anusiene and Mazeikiene (2006) list several

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applications of blogs in language teaching. They maintain that blogs can be used for raising language awareness and learner development and enhancing the students' motivation and self-esteem. Furthermore, blogs allow learners to receive individual feedback not only from the teacher but also from classmates and any Internet reader. Finally, blogs present the opportunity to teach students to reflect upon their learning process and achievements.

Blogs have aroused attention among educators and researchers thanks to their user-friendly nature and their rich potential as teaching tools. Huffaker (2005) explored the role blogs play in promoting literacy in classroom settings and concluded that blogs "provide an excellent tool where storytelling and literacy advance for both individual expressions and collaborative learning" (p. 91). Some researchers looked at blogs as tools to encourage and promote reflective practices both among learners and teachers. Hourigan and Murray (2010) investigated using blogs to help language learners develop reflective learning strategies. Ray and Hocutt (2006) conducted a study on the efficiency of teacher-created, teacher-centered blogs as reflective tools. The findings of their research demonstrate that many of the teachers used blogs to reflect on their students' learning processes and evaluate their own teaching practice. Blogs have also been found useful not only in fostering teachers' individual reflections, but also in creating communities of practice, where teachers can give and receive feedback from colleagues from various geographical locations. Blogs, being collaborative and social in nature, allow teachers to exchange ideas and promote collaboration between educators.

Several research studies on blogging have explored students' perception of using blogs as educational tools. The results of a study conducted by Song and Chan (2008) showed that students perceived blogs as useful and effective learning tools as well as being a useful means for reflection. Bakar, Latif, and Ya'acob (2010) investigated student feedback on the use of blogs in a Malaysian university. The study revealed that students viewed blogs as tools that enhanced their L2 skills, developed their self-confidence and reduced anxiety when learning and using the language among the peers. In their study of using blogs to encourage students to write constructively in English, Bakar and Ismail (2009) also found that their students had a positive attitude towards incorporating blogging in language learning and perceived blogs as contributing to a motivating learning environment. This favorable perception of blogging by students is also supported by a study by Aljumah (2012), who reported that Saudi students responded positively to the use of blogs in their writing course.

Digital literacy

In 1996, literacy experts in The New London Group asserted that the teaching of literacy in the digital age “must account for the burgeoning variety of text forms associated with information and multimedia technologies” (p. 1). The authors of this paper, instructors in the Academic English Program (AEP) at a small prefectural women’s university in Japan, agree that this assertion holds even more veracity in 2012. Particularly in the AEP context, it is incumbent upon instructors to facilitate the development in learners of strong traditional literacy skills in their L2 as well as the literacy necessary to navigate the current “networked, digital, and overwhelming information landscape” (Warlick, 2007, p. 21). This year’s typical first year student was born in 1994, making her a “digital native” (Prensky, 2001) by virtue of her generation. Even so, we find a majority of incoming freshmen have very little experience with computers, and their Internet literacy is confined to tasks that can be accomplished using a mobile phone. Even for those students comfortably digitally literate in their L1, navigating the World Wide Web in English is often a daunting task. As Smith (2009) concludes in her paper on blogging in the ESL classroom, “in the 21st century, [the] understanding and use of digital technology is not a luxury – it is essential for young adults moving into higher education or careers in our global economy” (p. 79), and for AEP students this necessity extends to the need for digital skills in English. In addition to detailing how a teacher’s blog can facilitate the development of a variety of L2 skills, this paper outlines how its creative use can facilitate the development of the digital literacy.

Getting started

Christie Provenzano created her first teacher’s blog out of desperation. She was searching for a way to bring some order to the chaos of her private university’s big classes of relatively unmotivated freshman and sophomore students. Students were frequently absent and would then claim to be unaware of homework assigned in the class they missed, despite the teacher’s exhortations to contact her if they missed a class.

Provenzano saw a need to make this kind of information easily accessible to students for two reasons. First, she wanted to be able to stop nagging her students. Second, she wanted to place responsibility for complying with the class schedule and activities firmly into the hands of the young adults in her classes, seeing this as a step towards learner autonomy in that learners would be responsible (to some degree at least) for their own study and learning (Benson & Voller, 1997). Even with only

limited blogging experience, she easily created a blog for one class to see if it could effect any change. The URL was included on the course syllabus and in the first weeks of class students were repeatedly reminded that it was their responsibility to check the blog to find out about homework and to review material covered in class. To ensure that a majority of students would access the blog and establish a habit of doing so, the first several homework assignments were announced only on the blog, not in class. Students had to check the blog in order to know what had been assigned. Students quickly realized that they could access the blog by cell phone, and, as a result, the teacher noted a marked reduction in undone or late homework. Moreover, there were far fewer e-mails of inquiry from students clarifying due dates or other administrative matters. The pilot blog was so successful as a management tool that the teacher has set up blogs for each of her classes ever since.

With students checking the teacher's blog on a regular basis, it became clear that the blog had the potential to become more than a simple bulletin board. Increasingly, the teacher found it a useful place not only to recap what had happened in the class, but also to expand on it, and to generate interest and motivation to explore topics raised in class by linking to relevant (and often entertaining) material on the Internet. A shift in the usual impersonal class dynamic that is common in large classes in large universities was noted as students became more relaxed and open during class time, commenting orally on the funny video clip or interesting story to which the teacher had linked her most recent post. Although at that point the communication was still a one-sided flow from teacher to student, it was clear that computer mediated communication (CMC) outside of class was adding a new dimension to the face-to-face class time. For the purposes of this paper, CMC is defined as "human interaction via computer networks and in online environments" (Shulman, 2001, para. 1).

Applications for Teachers Blogs in Various Class Types

Proponents of CMC hail its ability to take language and learning beyond the classroom in ways limited only by instructors' and learners' imaginations (Chen, 2005; Rezaee & Ahmadzadeh, 2012; Serag, 2011; Shulman, 2001; Smith, 2009). Indeed, as many tech-savvy teachers are well aware, the weblog is a versatile tool that can do much more than serve as a virtual cork-board. In the teacher's hands it can be applied to a variety of class subjects and types, as the overview that follows explains.

Writing classes

Much of the literature available on the topic of blogging in EFL and ESL focuses on its benefits for learners as bloggers, particularly in writing classes (Johnson, 2004; Serag, 2011; Smith, 2009; Soares, 2008; Wu, 2005). However, even in classes where students have their own blogs, the teacher's blog can play an important role. Fledgling L2 writers require support in many forms, including explanation and models. With a teacher's blog, students can have access to teacher-produced writing models that are pitched to that particular group of students. Furthermore, if students are submitting their work digitally - that is, by e-mail, e-mail attachment, comment on the teacher's blog or a post on their own blog - it is very easy for the teacher to copy, paste, and publish anonymous samples of student writing to illustrate strengths or weaknesses, or to be used by peers for editing practice either in class or for homework. Yet another valuable feature of many blogs is the ability to create a number of pages in addition to the blog's main page. These pages can be used in a variety of ways, including organizing and updating lists of target vocabulary and highlighting grammar points.

In each class type discussed in this paper, the usefulness of embedded links to online material will be emphasized, and writing classes are no exception. As noted above, a large number of students are unaware of learning resources on the Internet despite being digital natives. The laws of inertia ensure that if a teacher tells students about a great learning website or even gives them a handout with the URL noted on it, the chance that they will actually visit the website and make use of it are very slim. If, on the other hand, a clickable link is featured in a blog post that students are visiting anyway, the chance of them visiting the website are much greater. For example, Naomi Miki linked her students to an online word card website called Quizlet (<http://www.quizlet.com>), where she had made sets of cards for students to review target vocabulary items. Once the students were introduced to the site, the teacher gradually stopped updating the sets; however, feedback from students indicated that a number of them continued using the website by making their own card sets. Thanks to the gateway offered by the teacher's blog, students gained experience and knowledge of a web-based learning resource that they will be able to use far beyond that teacher's classroom. In effect they have taken another step towards learner autonomy.

In writing classes where students create their own blogs, either individually or in groups, the teacher's blog can play an important role as the main page for the class project. By adding a clickable list of links to class members' blogs, teachers can

facilitate visits by students to peer blogs, where they have a chance to read and comment on the writing of their peers. Furthermore, the teacher can highlight good peer models by linking to individual posts. Students in EFL situations, who lack exposure to the L2, can benefit from this type of dynamic exchange, both with their peers and with the teacher, in a forum outside the confines of the classroom (Chen, 2005). Such activities “can not only increase both input (exposure) and output (use) of the TL that is needed for learners to promote their English proficiency, but also promote learning motivation, learner autonomy, social equality and identity” (para. 3).

Oral communication classes

Given the preponderance of EFL/ESL blogging research in the area of writing, one might think that blogging has limited applications for oral English classes; however, the diversity of media types available to the average Internet user these days allows for all manner of creative uses. Opportunities for students to access listening material abound, and suggested applications for listening classes can be found below, but there are a number of ways the teacher’s blog can facilitate practice and learning in oral communications classes, too.

In addition to functioning as a notice board and as a gateway to Internet resources, blogs can extend the time during which students can benefit from their teacher’s instruction. Last term, Provenzano experienced an unexpected situation in an oral presentation skills class. Thinking that her students already had the rudimentary skills to create PowerPoint slides, she was planning to have them create a few simple slides as homework to practice displaying survey results in graph and table form. Upon discovering that, in fact, only a few students had experience with PowerPoint, she instructed them to check the class blog to learn how to do it. Then she prepared a PowerPoint file demonstrating how to do the assigned task. She uploaded the file to the blog’s media library (a feature of blogs hosted by www.wordpress.com) and embedded a link in a blog post so that students could access it (readers may access the file by visiting this URL: <http://tinyurl.com/7x4q8hx>). Guided by the teacher’s file, every student was able to make a reasonably good PowerPoint presentation with tables, graphs, and images, and no valuable class time was used up in the process because they were able to access the teacher’s guidance in their own time at home. This type of guidance is not limited to oral communication classes, but it demonstrates the ways in which a teacher’s blog can maximize class time and support students off campus as well.

A survey of the literature about blogging in EFL/ESL highlights some

applications that are particularly suited for speaking. Sun (2009) conducted a study involving the use of a teacher-developed and maintained class voice blog to provide students with out-of-class extensive speaking experience. Students were required to record themselves speaking on a variety of subjects for a set number of oral posts during the term. Furthermore, they needed to listen to peers' posts and post oral comments in response. Her findings showed that the voice blogging project was perceived by the students to be not only educational, but also socially rewarding. She concludes, "that [voice] blogs constitute a dynamic forum that fosters extensive practice, learning motivation, authorship, and development of learning strategies" (Sun 2009, p. 99). In this study, the teacher-researcher had the computer skills to develop her own voice blogging website; however, less technologically literate educators may be at a loss to do the same. Fortunately, sites like VoiceThread (<https://voicethread.com/>) offer free, user-friendly platforms for voice blogging that can be used in ways similar to Sun's journaling activity, or they can be applied to other voice-recorded activities such as pronunciation practice, oral book reports or online presentations.

Reading classes

Research on using blogs in ESL/EFL settings indicates that using blogs promotes not only the development of writing but also the development of reading and vocabulary skills (Güttler, 2010; Ho, 2009). The authors believe that teacher blogs can be used in a variety of creative ways to enliven reading lessons taught in the classroom and make reading more interesting and meaningful to the students.

Teacher blogs present teachers with numerous opportunities to provide students with additional reading. In the classroom, students are mostly exposed to reading the printed text; however, very little time is devoted to teaching EFL/ESL students to read texts online or hypertexts, which have become very common in the present technological age. Arina Brylko found that doing Webquests is an excellent tool that allows students to be actively engaged in reading hypertexts in a foreign language without being overwhelmed by the content in that language. To introduce the Webquest to the class, the steps of doing a Webquest were posted on a blog, and the link to the Webquest site was embedded in the blog, making it easy for the students to access the site quickly. Posting the explanation on the blog allowed the teacher to save valuable class time and ensure that the students understood what exactly they were required to do as the students could refer to the explanation at any time. Furthermore, the authors' teaching practice has shown that, frequently, students'

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reading skills are much more advanced than their listening skills. Thus, posting an assignment on the blog can help to ensure that it is understood by all of the students. Finally, doing the Webquest gave students the opportunity to read various websites in English, giving them valuable practice with reading skills such as skimming and scanning. Being able to navigate the World Wide Web in English is an important skill that today's students must possess.

Another extremely useful feature of blogs is their ability to link a teacher blog with the plethora of resources available on the Internet such as online dictionaries, grammar and quiz sites. Quite often students are unaware of the resources that are available to them on the Internet, so providing links to language materials carefully selected by the teacher exposes students to self-study materials, which, in turn, can lead to raising students' autonomy. Links to online resources can also be utilized by the teacher to create additional tasks for the students. Links to online dictionaries, in particular, are very useful as the teacher can capitalize on students' free access to these resources to further develop the vocabulary skills of the students.

Some blogging platforms, such as Wordpress.com, allow their users to upload audio and video files. This function can be utilized by language teachers on their teacher blogs to provide additional material and/or explanation to the material covered in the class. Recently, in Provenzano's and Brylko's reading classes, students read a story about volcano surfing. The text provided only a brief description of the activity, and the students could not fully grasp the concept of volcano surfing. To help the students have a better understanding of the text, the teachers embedded into their blogs two YouTube.com videos that depicted volcano surfing. Indeed, quite often after reading about something new to them, students express their desire to know more about it. Supplementing reading texts with video materials helps make reading more interesting and engaging for the students, and can increase motivation by catering to students' real interests.

Extensive reading (ER) is an important component of all reading courses taught by the authors. ER, as it is organized at the authors' institution, involves the choosing of graded reading materials by students according to their language level and interest. Students in the program are encouraged to read at least one book a week. The authors make use of their teacher blogs to monitor their reading students' ER activities. Students are asked to write a short comment on the book they have read and post it on the teacher blog. Comments are kept rather brief so as not to burden the students with heavy writing activities, as ER should be for pleasure and should not be

burdensome. At the beginning of the semester, the guidelines on how to write a comment were posted on the blog, and a sample comment was provided. The students were instructed to post their comments under each week's blog entry. Posting comments on the blog presents a number of advantages for both the teacher and the students. As blog entries are dated, it makes it easy for the teacher to check whether a comment was submitted on time (Wu, 2005). Reading students' comments also shows the teacher whether the students have actually read the book. As for the students, posting comments on the teacher blog gives them access to each other's comments, which is beneficial in a number of ways: they can see that their peers are keeping up with the ER program and may be motivated to do the same, and they can see what books their peers recommend reading. Thus, creative use of the teacher's blog can capitalize on the blog's potential to function as a forum for sharing opinions and, as a result, foster a real sense of community among learners (Ho, 2009; Richardson, 2003).

Listening classes

Teaching listening is one of the most challenging and demanding tasks for an EFL teacher. Student levels, especially in listening classes, are often unpredictable, making the choosing of an appropriate listening textbook a daunting task for the teacher. In order to avoid this situation, the authors decided not to use a particular textbook for their listening classes. Instead, they found that photocopiable resources such as books from the Cambridge Copy Collection (Brook-Hart, 2004; Craven, 2010; Ford, 2007; Lane, 2011) offered more flexibility.

The development of listening skills happens slowly, over time. It requires continued practice on the learner's part, and the availability of a wide variety of input sources. Students need to be exposed to a range of genres, including conversations, interviews, news stories, speeches and lectures in order to become familiar with the English sound system. They need repeated exposure to models of English pronunciation, rhythm, intonation and phonetic rules such as linking, weak vowels, word stress and reductions. The authors' listening classes were limited to a single 90-minute class per week, despite the clear need for more time to fulfill these demanding requirements. One of the significant benefits of using a teacher's blog in such a situation is that it allows the teacher to effectively double the length of the listening class by linking students to a variety of listening material via the blog. Students can access this material out of class time, freeing up face-to-face class time for schema-building pre-listening activities such as brainstorming, predicting and vocabulary study. Extensive listening activities can be undertaken as homework, while more

intensive activities aimed at grasping the gist of talks, completing comprehension questions, or supported note-taking can be guided by the teacher in class.

The rapid growth of the Internet has given rise to an explosion in the variety of online resources available for developing listening skills in learners of English as a second language. ESL Pod (<http://www.eslpod.com/website/index.php>) is an example of a website designed for this purpose. It contains stories and dialogs with everyday topics and presents the audio twice: once at a reduced pace and once at a natural pace. Furthermore, an explanation of expressions and phrases is offered between the two. Randall's ESL Cyber Listening Lab (<http://www.esl-lab.com/>) and elllo (<http://elllo.org/>) are useful online resources that supply the teacher with not only audio files and texts but also ready-made vocabulary and comprehension questions. Teachers can assign these activities for homework or simply link to them as a way to bring them to the attention of motivated students wishing to undertake further study on their own.

Although the use of podcasts or video is becoming more and more popular in EFL/ESL education, discussions regarding the application of podcasting in language education are often related to computer lab-based CALL courses. For example, O'Bryan and Hegelheimer (2007) describe a useful and well-received activity that makes use of podcasts but requires that the course be taught in a university's computer lab. Out-of-class instruction via a teacher's blog can effectively integrate not only podcasts, but also a much broader range of materials into a cohesive listening curriculum that allows students to develop and test their skills outside the confines of traditional classroom while still being supported and guided by the teacher. In this way, students can develop greater confidence for undertaking the more intensive classroom activities.

Linking students to online content can benefit them in other ways, too. Easy access to the world news may encourage students to become regular consumers of news in English. Although many authentic sources like BBC or CNN are too challenging for students with lower proficiency, BBC Learning English (<http://www.bbc.co.uk/worldservice/learningenglish/>), CNN Student News (<http://edition.cnn.com/studentnews/index.html>) and Behind the News (<http://www.abc.net.au/btn/>) provide viewers with audio or video clips that include transcripts. These can help English learners visualize what they are listening to. A list of links to popular news sites from English-speaking countries can serve as extensive listening resources for students who are interested in widening their worldview. The

language learning potential inherent in these sites can be exploited via the teacher's blog. Students can post brief reports on topics they have listened to; for example, they can post comments about new vocabulary items and their own personal reactions to the news topics.

Naomi Miki usually gives her students two types of listening homework through the teacher's blog. In the first, students listen to in-class audio materials again at home, but this time, in a more intensive way. If the teacher chooses the in-class audio material carefully, based on the students' listening levels, it should be somewhat challenging for them. In this situation, it is unlikely that all the students will be able to fully understand the materials after listening just once or twice in class. Enabling students to experience repeated exposure to the material through a cloze activity given as homework can allow them to grasp the details more deeply and to review the material at the same time. Creating a separate page in the teacher's blog with links to in-class audio materials gives students access that they can control themselves. The list helps students to practice more intensive listening at home by listening again and again. It is especially useful to low-proficiency students with high motivation to improve their skills. The online list can also allow students who were absent from class to keep up with the material.

The other blog-related homework assignment involves listening to new audio material related to subjects covered in class. Linking students to online resources for homework helps them reflect on the concepts they've learned in class as they work through the new material by themselves. For example, after listening to a lecture about the availability of technology in developing countries, students in Provenzano's and Miki's listening classes were linked to the website of a project called One Laptop Per Child in order to do their homework. The website contains promotional videos for a project that aims to put computers in the hands of underprivileged children all over the world. The authors created a worksheet for the students to use in gathering information about the project by watching the videos. The activity helped students build confidence because they realized that they were listening to authentic English, not just a CD recorded especially for language learners. The enhanced confidence, of course, motivated the students to do their homework and even piqued the interest of a number of students to further investigate the project and its activities.

Attitudinal Survey

The authors have found clear advantages for teacher blogs as classroom

management and learning tools but were interested to know how students perceived their usefulness. An attitudinal survey was distributed to gauge blog user responses. 165 first year students participated in the survey, all Japanese women between the ages of 18 and 20. They were non-English majors enrolled in classes in an Academic English Program at a prefectural women's university in Japan. 57 respondents used a teacher's blog in a listening class, 44 in reading class, and 64 in writing class. The classes met for ninety minutes once a week over a 15-week semester. At the end of the semester, students responded to an anonymous, eleven-item survey. Responses to the first eleven items were given on a six-point Likert scale. The survey items and response choices were written in the students' L1 to avoid any possible misunderstanding. An English translation of the eleven items can be found in Appendix A.

The survey items were designed to glean information about the degree to which using the teacher's blog was perceived by respondents as encouraging good study habits (items 2 and 5), promoting language learning in specific skill areas (items 1, 4, 7 and 9), providing opportunities for authentic language input and output (items 6 and 8) and being enjoyable (items 3 and 10). Item 11 was designed to determine respondents' overall attitude towards using teacher's blogs. While a table showing questionnaire results can be found in Appendix B, a discussion of the results is detailed below.

Encouraging good study habits

As expected, a majority of respondents (65%) strongly agreed that the class blog was very useful in confirming homework assignments. Nearly all of the remaining 45% responded positively as well, meaning that 99% of participants agreed to a lesser or greater degree that the "bulletin board" function of the blog was useful. Similarly, 81% of respondents found the class blog very useful for reviewing class material. These responses suggest that the teacher's blog encouraged participants to revisit material covered in class on a regular basis as they checked the blog to ensure they were complying with class assignments.

Promoting specific language skills

Responses to statements regarding perceived improvement in specific language skills showed decisively that the teacher's blog was seen as helpful in improving the particular skill being taught in that class. That is to say, listening students agreed that their listening had improved by using the blog, reading students felt their reading had improved, and so on. As much as 84% of respondents agreed to

some degree with the statement, "Using the class blog helped me to improve my (*relevant class*) skills in English." Naturally, given that the majority of the teacher's blog communication with students was text-based, even respondents in listening and writing classes (81% of listening and writing students) agreed to greater or lesser degrees that using the teacher's blog helped to improve their reading skills in English. These findings highlight the versatility of the teacher's blog in its ability to focus on specific language skills, yet still provide valuable practice and learning in non-target areas.

Language input and output

Using blogs, teachers can easily link students to a vast variety of authentic, web-based input such as podcasts, online articles, and videos, which provide students with the opportunity to deepen their comprehension of related classroom topics and encourage independent inquiry. Accordingly, a majority (77%) of survey respondents viewed the expansion of classroom topics via the medium of the teacher's blog as a useful feature of their learning experience. Being required to provide output on the web in the form of blog comments was slightly less favorably viewed. Even so, two thirds of the respondents agreed at least somewhat that making comments on the teacher's blog was a useful activity. Indeed, EFL/ESL blogging researchers have noted that CMC in a public forum such as a blog is often seen as being more authentic than paper-based teacher-student interaction (Campbell, 2004).

Enjoyment and overall attitude

Perhaps because of the more authentically communicative nature of the blog forum, three fourths of the respondents agreed that reading comments on the blog left by their peers were enjoyable. The required writing of those comments was perceived to be less enjoyable, with only 58% agreeing to some degree. Even so, respondents agreeing that these interactive tasks were enjoyable were in the majority. The correlation between enjoyment and intrinsic motivation to learn language is well documented (Gardner, 2001); therefore, these findings suggest that CMC via a teacher's blog can have a motivating effect on language learners. Considering that 70% of respondents agreed that they would like their other AEP classes to have a teacher's blog, it is reasonable to conclude that the use of this web tool can enhance enjoyment and motivation in EFL/ESL classes.

Conclusion

Teacher blogs

Teacher blogs may be used as an initial step towards acquainting learners with CMC as they are maintained by the teacher and provide an unthreatening way for learners to engage in exploring technology in a foreign language. At the same time, teacher blogs can provide a gateway to teachers who are intimidated by technology and are afraid to make the first step towards exploring the possibilities offered by Web 2.0 features. Blogs, especially teacher blogs, provide an excellent way to introduce technology in teaching practice as they offer a simple interface to both the teacher and the student, making them easy to use even by people who lack computer skills.

Teacher's blogs provide a means for delivering syllabi, assignments, links and other materials in a convenient and dynamic way, thus making classroom management easier for the teacher and the learning process more enjoyable and richer for the student. The fact that the use of blogs in teaching is often viewed as very demanding for the teacher because it requires her to be well prepared (Güttler, 2010) may intimidate some teachers. Certainly, it takes time to set up and update blogs, and sourcing appropriate material on the Internet requires some effort. However, despite all the rigors of using blogs in the classroom on the part of the teacher, blogs are a welcome addition to teaching practice for the many benefits they bring to all parties concerned. For the teacher, they offer ease of classroom management, extension of instructional time, and improved communication with students. Students benefit from improved specific language skills, extension of on-task time, enhanced digital literacy, and exposure to a wide variety of input.

In today's highly technological society, where it is expected that people will be adept at using the increasing number of technological tools available, it is the responsibility of the teacher to help students become technologically multiliterate. Blogs provide a perfect platform for engaging the students in exploring various kinds of technological tools, thus preparing them for real world activities. For all these reasons, it seems to be imperative for language teachers to integrate and incorporate media literacy and new technologies in their teaching practice.

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Appendix A - Attitudinal Survey Items (English translation of the original Japanese)

Note: The teacher's blog was referred to in class as the "class blog", so that is the term used in the survey items.

1. Using the class blog helped me to improve my reading skills in English.
2. The class blog was very useful for reviewing class material (for example: vocabulary, strategies, answers to in-class activities, pronunciation tips).
3. I enjoyed reading comments left by other students on the class blog.
4. Using the class blog helped me to improve my writing skills in English.
5. The class blog was very useful for confirming homework assignments.
6. The class blog was very useful for getting extra information about topics we covered in class.
7. Using the class blog helped me to improve my oral communication skills in English.
8. Making comments on the class blog was a useful part of my English study.
9. Using the class blog helped me to improve my listening skills in English.
10. I enjoyed making comments on the class blog.
11. I want my other English classes to have this kind of blog.

Appendix B - Survey Results

Table 1. Teacher Blog - Student Questionnaire Results: Listening Classes

Item	Strongly agree	Agree	Agree Somewhat	Disagree Somewhat	Disagree	Strongly Disagree
1	2	17	23	11	3	1
2	9	19	23	5	1	0
3	2	15	18	10	5	7
4	0	8	14	11	4	20
5	35	11	9	0	2	0
6	10	25	15	3	3	1
7	2	4	19	18	6	8
8	4	7	22	12	4	8
9	18	22	13	4	0	0
10	1	4	20	12	11	9
11	9	6	21	12	5	4

Table 2. Teacher Blog - Student Questionnaire Results: Reading Classes

Item	Strongly agree	Agree	Agree Somewhat	Disagree Somewhat	Disagree	Strongly Disagree
1	2	15	15	10	2	0
2	3	12	13	13	3	0
3	3	13	18	8	2	0
4	2	15	14	9	4	0
5	21	17	3	3	0	0
6	1	14	15	13	1	0
7	2	3	16	17	2	4
8	2	14	21	7	0	0
9	0	2	4	12	13	13
10	1	8	16	13	4	2
11	3	11	15	10	5	0

Table 3. Teacher Blog - Student Questionnaire Results: Writing Classes

Item	Strongly agree	Agree	Agree Somewhat	Disagree Somewhat	Disagree	Strongly Disagree
1	5	31	21	5	2	0
2	11	27	17	6	3	0
3	15	27	13	9	0	0
4	9	29	15	10	1	0
5	49	10	5	0	0	0
6	8	22	18	13	3	0
7	1	17	20	17	3	6
8	13	18	20	11	2	0
9	2	9	11	13	10	19
10	7	18	22	12	3	2
11	15	20	18	9	0	2

Table 4. Teacher Blog - Student Questionnaire Results: All Classes Combined

Item	Strongly agree	Agree	Agree Somewhat	Disagree Somewhat	Disagree	Strongly Disagree
1	9	63	59	26	7	1
2	23	58	53	24	7	0
3	20	55	49	27	7	7
4	11	52	43	30	9	20
5	105	38	17	3	2	0
6	19	61	48	29	7	1
7	5	24	55	52	11	18
8	19	39	63	30	6	8
9	20	33	27	29	24	32
10	9	30	58	37	18	13
11	27	37	55	30	10	6

Intrinsic and Extrinsic Motivation (and Discipline) In the EFL Environment

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Thorkelson, T. S. (2012). Intrinsic and extrinsic motivation (and discipline) in the EFL environment. *TESOL Interfaces*, 6(1), 23-40.

Abstract

What are the theories behind motivation? How can motivating your students, or helping them find their own motivations for learning, make your job in the classroom easier? By reviewing some of the more dominant theories on motivation, and showing how they can be actualized for classroom use as well as dealing with some of the more common classroom problems the author has heard about or encountered in 16 years of teaching Adults in Korea, this paper aims to offer some of the strategies and approaches that have worked well for both the writer and his colleagues over the years.

Introduction

And if education is always to be conceived along the same antiquated lines of a mere transmission of knowledge, there is little to be hoped from it in the bettering of man's future.
Maria Montessori (1870-1952), Italian Doctor and Educator.

Time is a great teacher, but unfortunately it kills all of its students.

Hector Berlioz (1803-69), French Composer.

We all know that every student is different, every class is different and every term is different, but how many of us actually treat them as such? For new teachers who are forced to test and reinvent themselves, this is probably a daily truth but for older, more experienced teachers this is something we need to remind ourselves of on a regular basis. Therefore, the purpose of this paper (and the accompanying workshop) is to address how motivating our students, and ourselves, is an essential element of keeping our teaching fresh, relevant and worthwhile for ourselves and our students. To address this best, I will first need to define motivation and review some of the more popular theories related to educational psychology (as well as some new ideas on the science of motivation) and then show how a few simple things have made all the difference in my own classroom over the years.

Part One: Definitions and Theories of Motivation

According to Woolfolk (2004), motivation can be defined as, “an internal state that arouses, directs and maintains behaviour” (p. 351). Further, there are two types of motivation, “**Intrinsic:** Belonging to the nature of a thing, like a game which is fun and inspires interest and curiosity. Activities are their own reward. **Extrinsic:** external or coming from outside the activity, like punishments and rewards.” (p. 351).

From an educational perspective, intrinsic motivation is far more powerful than extrinsic which is the theoretical equivalent of the carrot and stick, and we all have had students who excel because they love English for its own sake rather than being motivated by the teacher, the test, the desire to get an A+, or whatever other external factors may be pushing them to do well in our classes. This (preference for intrinsic motivations over extrinsic ones?) is also reflected in the four dominant theories of motivation as summarized in Figure 1 below:

<u>Four Theories of Motivation:</u>
Behavioral Approaches: Assumes that our basic physiological needs motivate us, and that when hunger, thirst and so on are satisfied, we will behave in certain ways because they are associated with these needs. (Skinner and Pavlov, for example)
Humanistic Approaches: Emphasize personal choice, freedom, self-determination and striving for personal growth. Stresses the importance of intrinsic motivation. (Maslow and Carl Rogers, for example)

Cognitive Approaches: People respond not to external events or physical conditions like hunger, but rather to their interpretations of those events. Cognitive theorists believe that behavior is determined by our thinking, not simply by whether we have been rewarded or punished for the behaviors in the past. People work hard because they enjoy the work and want to understand. Once again, motivation is intrinsic. (Ulric Neisser, for example)

Social Learning Approaches (or Sociocultural): Combine behavioral and cognitive approaches so that both the effects of outcomes and the impact of individual beliefs are taken into account. Motivation is seen as a product of the individual's expectation of reaching a goal and the value of that goal to him or her. (Bandura, for example)

Figure 1: A brief summary of the four major approaches to motivation (adapted from Woolfolk, pp. 352-8)

As Behaviourism was replaced by less punishment and reward oriented approaches which valued the students as self motivated “partners” with their teachers and classmates in the learning process, students gained more autonomy over their learning and the teacher stepped back out of the center of attention and took on more of a facilitative or “coach” role rather than the more traditional one as the authority or “reservoir of knowledge” on and for their subject area. Both Maslow and Bloom offered their own individual interpretations of this process and trend which became staples of Educational psychology from when they were originally proposed up until the present day. Maslow’s (1954) original Hierarchy of Needs is shown below along with the newly revised version:

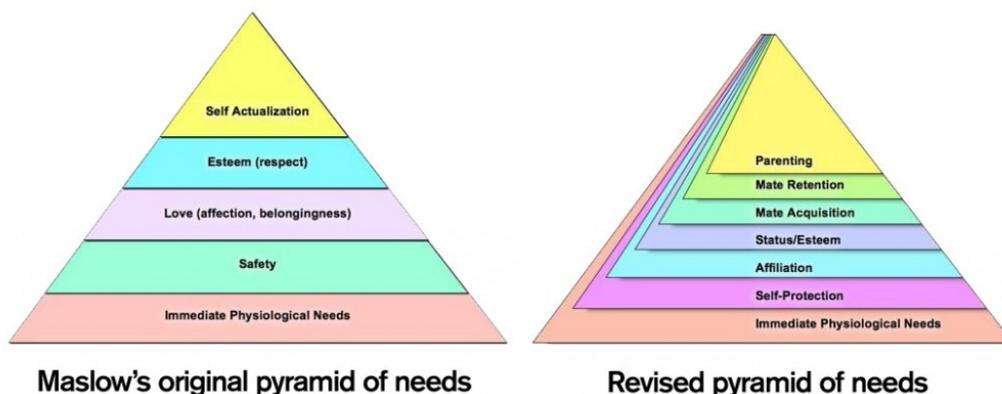


Figure 2. Maslow's Original and Revised Hierarchies of Needs shown in Pyramids.

From: <http://blogs.babble.com/strollerderby/2010/09/13/maslow-hierarchy-of-needs/>

Anyone who has dealt with tired or hungry students in their classrooms can appreciate what Maslow was trying to get at in his original work. The revised version leaves a lot to be desired in terms of what education is all about. Bloom’s *The*

Taxonomy of Educational Objectives (1956) and Gardner's *Multiple Intelligences* (1983) along with Gardner's *Five Minds for the Future* (2007) are all seen as attempts to show how to teach students to think critically and function at higher levels of 'intelligence' (Bloom's taxonomy) while acknowledging that students are unique individuals with unique needs (Gardner's multiple intelligences) that go beyond simply being well educated members of a given society (Gardner's five minds). Unlike Maslow, Bloom has been re-interpreted and reworked to be more directly applicable and useable by the classroom teacher. For proof of this see both the revised Bloom's taxonomy and Dalton and Smith's (1986) interpretation of the original taxonomy in Appendix 1.

First, the new taxonomy takes the original nouns and transforms them into verbs (or more active words), which are much easier to teach to and integrate into the curriculum, objectives, classroom and activities per se. Also, creativity certainly ranks higher than the ability to simply synthesise or analyse what has already been learned, so it becomes the top skill and final destination of the educational process itself.

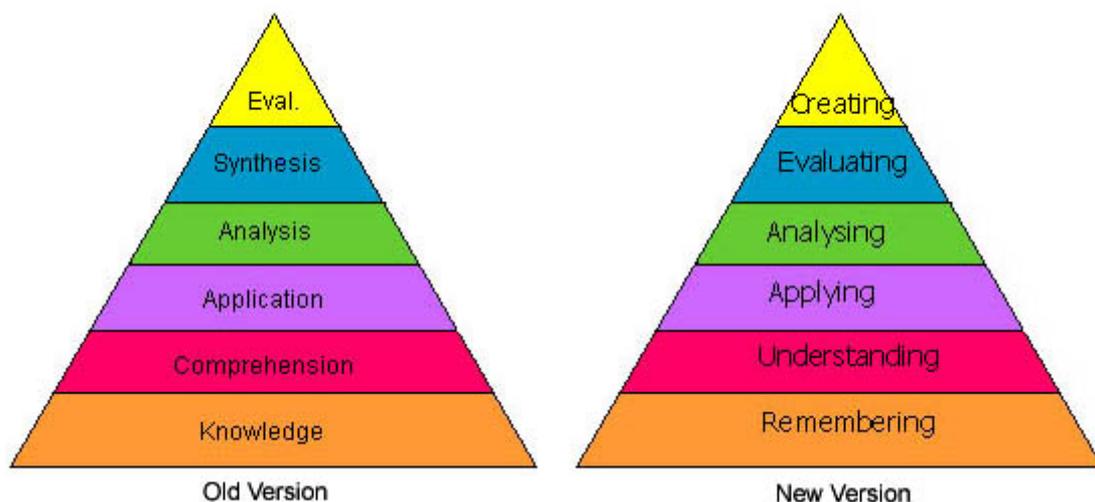


Figure 3. Bloom's Original Taxonomy (1956) and the Krathwol and Anderson (2001) revised version in Pyramids.

Second, Dalton and Smith take a slightly different approach by creating questions to stimulate the critical and higher order thinking at each stage of the original taxonomy, while also providing tasks and activities for classroom use at each stage as well. While this works well in many ways, at least two vital questions remain. Do students evolve and move up the taxonomy naturally, or do they need to be "pushed"? If teachers can help, then how can they assist students to advance from one stage to the next? For me, the answer to the first question rests again with motivation.

Motivated students are curious students and will explore and discover things for themselves – but as Vygotsky (1978) argues letting the teacher “point them in the right direction” or guide them only when students truly need it will facilitate the process. One answer to the second question would be for teachers to vary tasks from lesson to lesson and move up the taxonomy as students develop more advanced skills which ties in well with Vygotsky’s Zone of Proximal Development (ZPD) which is defined as “.... the distance between the actual development level as determined by actual problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (p. 86)”. In this way, both teachers and students can have input into when an adjustment in tasks done in class moving up the taxonomy is both desirable and advisable.

While Gardner’s multiple intelligences typology has been criticized by some for its lack of academic rigour (see Morgan (1996) as just one example), it allows for addressing students’ needs through effective use of their “talents” (alone or in combination) while making explicit the idea that students have both strengths and weaknesses that need to be developed and addressed for the educational process to be truly effective. The “5 minds” only take this even further by showing what students should come out of the educational process being able to do as effective members of a given society.

Gardner’s Contributions:

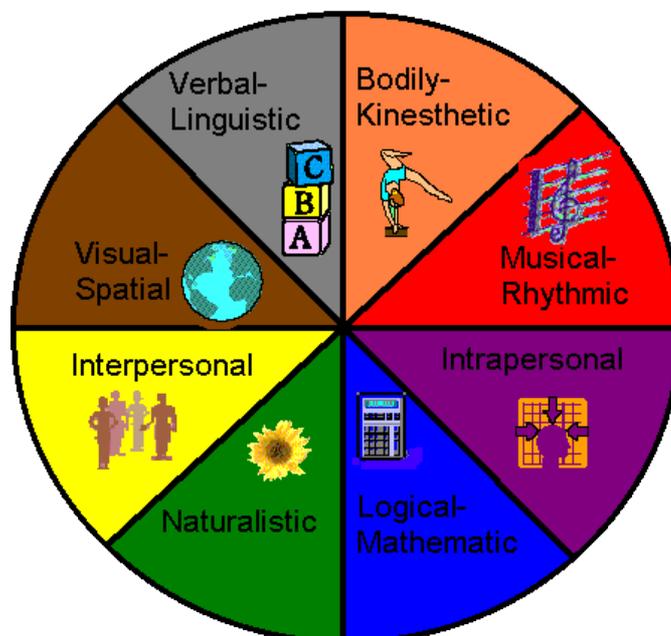
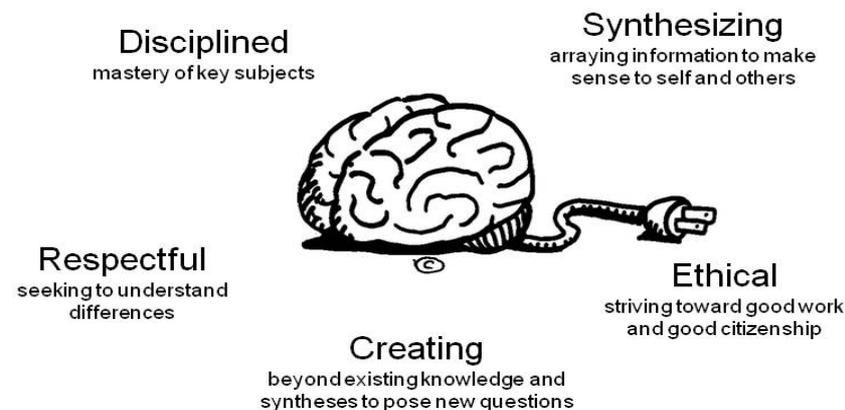


Figure 4. Gardner's original Multiple Intelligences.

The five minds take this a bit further by showing marked similarities to Bloom (synthesis and creating) and also addressing many of the social skills we expect from the best members of a given society. I particularly like the visual below because the brain in the picture needs to be “plugged in” and it is the teacher’s job to do this by harnessing students’ curiosity, desire to learn and finding what motivates them. Only then can our classrooms, lessons and schools be filled with the best that education can offer to present and future generations.

Five Minds for the Future



Gardner, Howard. (2007). *Five minds for the future*. Boston: Harvard Business School Press.



Figure 5. Gardner's Five Minds. From: www.Discoveryschool.com (used with permission)

Finally, I would like to discuss Daniel Pink’s (2009) *Drive: The Surprising Truth about What Motivates Us* about the science of motivation. For me, his work epitomizes the best of what we need to accomplish in our classrooms and beyond. While Pink focuses mostly on business environments, his three tenets of motivation are highly relevant to fostering motivated learners, in my opinion. His ideas can be summarized as follows:

When it comes to motivation, there’s a gap between what science knows and what business does. Our current business operating system—which is built around external, carrot-and-stick motivators—doesn’t work and often does harm. We need an upgrade. And the science shows the way. *This new approach*

has three essential elements: 1. Autonomy – the desire to direct our own lives. 2. Mastery – the urge to get better and better at something that matters. 3. Purpose – the yearning to do what we do in the service of something larger than ourselves. (Italics mine) (pp. 218-219)

Personally, I would add 'recognition' to this list, as we need also to acknowledge publicly those who do well in big ways and small in our classrooms, boardrooms and lives. Praise in public and chastise in private where possible is my view on this. If our students have some independence in how they do the tasks we set them, see their skills evolve in some ways during their time with us, and understand the purpose of what we and they are doing in the classroom, I firmly believe that they will become co-enthusiasts and true partners in their own and other students' learning rather than obstacles to our teaching and other students' learning.

Part Two: Putting the Theories into Practice

Now, in part two, I would like to show how setting clear rules for your classroom, treating your students as people, and expecting more from your students than they expect from themselves will help you deal with many of the "problems" that most often get in the way of education – especially in an environment where teachers and students have very different goals, cultural backgrounds, and expectations for their classroom experiences.

First, let me describe my day one. As with many teachers, I spend maybe half the class period going over the details of the class content, and grading scheme, but of particular importance to understanding my students' motivation, I will discuss my standard class rules in some detail. Let me explain each of the seven rules briefly in turn.

Be on time. (Western time, not Korean!).

This teaches students to respect their classmates' time as well as yours. Late students lose points after 15 minutes in my classes and absences also count against them (although I do give them one free absence per class per term as an acknowledgement that we are all human and some things can't be controlled).

Ask questions. (In this case, silence is NOT golden.)

Korean students are notorious for being silent even when they have a question because they don't want to stand out or look foolish. I make sure they know I expect questions in class but also offer office hours and have my email and office number on my syllabus in case they are more comfortable asking questions outside of class.

Speak English ONLY. (This is NOT a Japanese, German, French, or Korean class.)

Even though I expect some L1 to slip out sometimes, I do not encourage it unless absolutely necessary.

Attendance and participation are important, and will be reflected in your mark.

Some students still expect that they will get an A+ just by being in class every day. My students need to be in class and doing what I ask them to do to get full credit for both of these.

Cell Phones MUST be turned off. (Need I explain?!)

While I do allow some use of their dictionaries (especially in a writing class), I monitor carefully and will take points off if I catch them sending messages or visiting Facebook during class – except during exams when no cell phones are allowed to be on or in use at all.

This is OUR class, so let's make it interesting and fun.

A happy class is a productive class. I am also known to joke with my students on occasion (which tends to make the point better than yelling or getting angry might when something goes wrong).

Bring ALL class materials every day.

Many of my classes do not have textbooks, and making handouts is both time consuming and can be costly, so students who don't bring materials can copy or share a friend's materials but – if the problem occurs more than once – they will lose points for this as well.

Let me offer one more tip: I used to get a lot of students who would say, "Teacher, I did not understand the rules," when I had to enforce something. Then a friend said he made a Korean version and had his students sign two copies – one for him and one for them. I did the same thing, and rarely had a problem after that, and when I did, the signed rules on file solved it!

Problems and Solutions discussed in the Workshop

Now, let us look at some of the more common problems that teachers have told me that they have in their classrooms—based on my 16 years of teaching adults here in Korea.

Reticence

What do you do when despite your best effort, a student in your class refuses to speak any English? Take them aside, and remind them that their mark is based on English usage and participation--not simply attendance. More importantly, try to find out why they are refusing to use English in class. Use a "Red, Yellow, and Green" card system and allow students to monitor each other. Assign one group member as a "Language monitor" during group activities.

Lateness

A student, or students, continuously comes late to class and/or always takes 15 minutes instead of the 10-minute break everyone else takes. Lock the door when you start your class, and then take points off if a verbal warning after the incident does not work.

Cell phones

What should you do when a student's cell phone is constantly going off while you are trying to teach, and sometimes s/he actually answers the phone or makes calls during class? Give the students one verbal warning, then take the phone away for the duration of the class. If it occurs again, require a letter of apology before returning the phone. One friend used a "Cell Phone Jail" at the front of the class to great effect. Another made the student in question buy them a coffee by way of apology. Answering their phone yourself might also work.

Sleeping

What do you do when a student comes on time everyday but then sits in the back and sleeps through the entire lesson? Remind the student of the class requirements for participation. If that does not work, kick them out until they decide they want to learn. Be sure to check if they have a part time job as well, since many students work nights to pay for tuition, living expenses, and other issues.

Long bathroom break

What can you do when students go to the "washroom", and do not bother to come back for 30 minutes or more? Mark them as absent, and make a point of noticing their absence so that their friends will tell them what happened when they were not there. Be sure to welcome them back to class if and when they return.

Forgotten materials

What do you do when a student never brings their textbook, a pen, or other necessary materials for class? Remind them that they need to bring their materials to

class, and perhaps lend them a book once. After that, I ignore them and let them be bored or ask their friends for help.

Evaporating students

What do you do when a couple of students come for the roll call (attendance) and then slip out while your back is turned? Mark them as absent, and make a point of noticing their absence so that their friends will tell them what happened.

Coffee break spies

What do you do when you catch some students going through your bag and looking at your attendance sheets when you return to class after break? Remind them it is impolite to do this, and then kick them out of class if it happens again. A letter of apology may be used to give them a chance to come back.

Sweet pleaders

What should you do when your students are constantly pressuring you to let them go early or have outdoor classes when the weather is nice? Reward them for doing a good job or finishing early, but be sure that the outdoor classes are well structured and induce learning. My solution for this pleading was an “infohunt” activity where the students did a scavenger hunt all over Hanyang’s hilly campus, while I read my newspaper. See appendix 2 for the list of questions and items they had to collect in a 50-minute period.

Complaints about grades

What do you do when students complain that grading is unfair? I hand back all homework, as well as going over at least the midterms in class. I also keep notes of what rules they broke: cell phones, late arrivals, and the rest. Finally, I break assessment into categories spread throughout the term including Quizzes, Presentations, Journals, Interviews, and others depending on class type. I often give some kind of bonus work related to the class, but the bonus is never worth more than 5% of the overall grade.

Boredom

What can you do when students say that the topics are boring? My best solution has been to give students two lists of topics for discussion in groups. I use *Instant Lessons* (MacAndrew & Martinez, 2003) and *Taboos and Issues* (MacAndrew & Martinez, 2001) and have the students choose up to eight from each list of forty as a group and then I mix the groups up and have them negotiate to choose five to six

topics they like in their new groups. I use all three lists to decide what to teach – supplementing with material from *Breaking News English* and other sources. Then when they say, “Teacher, this is boring,” I can say, “You chose it!” For other classes, I give lots of choices, but they must confirm all topics with me first before they present, write a paper or the other classroom tasks. An example of how confirmation is critical arose when a student wanted to demonstrate how to commit suicide in a variety of ways. Because this was clearly inappropriate, we changed the topic to how to help someone who is thinking of committing suicide stop thinking this way.

Mixed level classes

What do you do when you have a large, class with wide differences in skill level? I provide a variety of activities about the same topic for beginner, intermediate, and advanced students or create open-ended materials and questions that let students engage at their own level. Try to get to know your students’ names and use the space/classroom to your advantage. Use nametags to keep attendance and recognize students. Be organized and prepared and use the board/AV effectively as well as provide effective outlines/handouts. Have a routine so students know what to expect.

Conclusion

In conclusion, I would offer the following general tips and advice for any teachers dealing with students in Korea. I sincerely hope they work as well for you and your students as they have for me and mine.

Know something about the theories and research available on motivation: autonomy, mastery, purpose (Pink, 2009) and recognition where appropriate, for example. Keeping every student motivated at all times is an impossible task, but addressing their needs specifically, helping them to find their own reasons for learning and allowing them to apply their talents (and develop new ones) are all important to having a good classroom experience for you and them.

Inspiration starts with you, not your students. Passionate teachers are usually successful teachers. Combined with knowledge of your subject and a genuine regard for and concern about your students as people, it is a very successful combination of factors.

Move from more strict to less strict as the class progresses. The class rules are meant to keep students focused and on task. They should not be arbitrary in either their contents or their application. One of my former bosses told me I had a reputation among students for being “Firm but Fair”. I strive to maintain that to this day with all

my classes and students.

Students do not care what you know: they care whether you care. Some flexibility is a good thing (e.g. my Hanyang Infohunt story). Get to know your students as people and treat them with kindness and respect. Be aware of what is going on in their lives--exams, projects, assignments, and sometimes even who just broke up with their boy/girlfriend and has a part time job at nights and are always tired in class. Tone your lessons up or down accordingly, and do not be afraid to go off topic on occasion as long as learning is still going on.

Remember students' names and get to know your students as people. Many articles over the years have stressed that knowing students' names is important. When you have 200 or more students a term, it can be hard to do, but nametags and photos that are used to keep track of attendance or a seating chart are good ways to "cheat" and speed up the process.

Teach by example, by finding ways to relate to your students in ways they will understand, and then the lessons you conduct will be much easier and more fulfilling. Always relate classroom topics to their experience where possible. Give them autonomy over topics they speak or write about where possible, and they will often surprise you with how much they accomplish as a result.

Learning is a cooperative process. Learn from your students as they learn from you, and both of you will get far more out of the process than you put in. Let your students teach you something about their language and culture, and they will be far more open to learning what you have to teach about English and your culture in turn. Do not worry too much about making mistakes. You are going to make them, so learn from them and carry on.

Discipline and extrinsic motivation go hand in hand – Carrot & Stick – but only use them sparingly and when absolutely necessary. It may only take one or two public instances of taking points off for being late or not bringing their textbook to class to make the point for the rest of the class at the beginning of term, so take the time to set a high standard of expectations at the start. You can always ease off later in the term when the class knows each other and you much better.

My philosophy is this: Teachers do not fail students: students fail themselves. I start every class/term with every student at an "A+". I remind them that their actions will influence their grades, so it is up to them to keep their participation, attendance and quality of work high to earn that high grade they all want at the end of the term. Finally, a recent article rated "Friendliness" as the most highly valued quality by students when rating excellent teachers. Are you friendly and caring without

necessarily being a “friend”?

About the author

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Appendix 1: Dalton and Smith's (1986) Reinterpretation of the original Bloom's taxonomy (1956).

Knowledge

Useful Verbs	Sample Question Stems	Potential activities and products
tell list describe relate locate write find state name	What happened after...? How many...? Who was it that...? Can you name the...? Describe what happened at...? Who spoke to...? Can you tell why...? Find the meaning of...? What is...? Which is true or false...?	Make a list of the main events.. Make a timeline of events. Make a facts chart. Write a list of any pieces of information you can remember. List all the in the story. Make a chart showing... Make an acrostic. Recite a poem.

Comprehension

Useful Verbs	Sample Question Stems	Potential activities and products
explain interpret outline discuss distinguish predict restate translate compare describe	Can you write in your own words...? Can you write a brief outline...? What do you think would have happened next...? Who do you think...? What was the main idea...? Who was the key character...? Can you distinguish between...? What differences exist	Cut out or draw pictures to show a particular event. Illustrate what you think the main idea was. Make a cartoon strip showing the sequence of events. Write and perform a play based on the story. Retell the story in your words. Paint a picture of some aspect you like. Write a summary report of an event.

	between...? Can you provide an example of what you mean...? Can you provide a definition for...?	Prepare a flow chart to illustrate the sequence of events. Make a colouring book.
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Application

Useful Verbs	Sample Question Stems	Potential activities and products
solve show use illustrate construct complete examine classify	Do you know another instance where...? Could this have happened in...? Can you group by characteristics such as...? What factors would you change if...? Can you apply the method used to some experience of your own...? What questions would you ask of...? From the information given, can you develop a set of instructions about...? Would this information be useful if you had a ...?	Construct a model to demonstrate how it will work. Make a diorama to illustrate an important event. Make a scrapbook about the areas of study. Make a papier-mâché map to include relevant information about an event. Take a collection of photographs to demonstrate a particular point. Make up a puzzle game using the ideas from the study area. Make a clay model of an item in the material. Design a market strategy for your product using a known strategy as a model. Dress a doll in national costume. Paint a mural using the same materials. Write a textbook about... for others.

Analysis

Useful Verbs	Sample Question Stems	Potential activities and products
analyse distinguish examine compare contrast investigate categorise identify explain separate advertise	Which events could have happened...? I ... happened, what might the ending have been? How was this similar to...? What was the underlying theme of...? What do you see as other possible outcomes? Why did ... changes occur? Can you compare your ... with that presented in...? Can you explain what must have happened when...? How is ... similar to ...? What are some of the problems of...? Can you distinguish	Design a questionnaire to gather information. Write a commercial to sell a new product. Conduct an investigation to produce information to support a view. Make a flow chart to show the critical stages. Construct a graph to illustrate selected information. Make a jigsaw puzzle. Make a family tree showing relationships. Put on a play about the study area. Write a biography of the study person. Prepare a report about the area of study. Arrange a party. Make all the

	between...? What were some of the motives behind...? What was the turning point in the game? What was the problem with...?	arrangements and record the steps needed. Review a work of art in terms of form, colour and texture.
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Synthesis

Useful Verbs	Sample Question Stems	Potential activities and products
create invent compose predict plan construct design imagine propose devise formulate	Can you design a ... to ...? Why not compose a song about...? Can you see a possible solution to...? If you had access to all resources how would you deal with...? Why don't you devise your own way to deal with...? What would happen if...? How many ways can you...? Can you create new and unusual uses for...? Can you write a new recipe for a tasty dish? Can you develop a proposal which would...	Invent a machine to do a specific task. Design a building to house your study. Create a new product. Give it a name and plan a marketing campaign. Write about your feelings in relation to... Write a TV show, play, puppet show, role play, song or pantomime about...? Design a record, book, or magazine cover for...? Make up a new language code and write material using it. Sell an idea. Devise a way to... Compose a rhythm or put new words to a known melody.

Evaluation

Useful Verbs	Sample Question Stems	Potential activities and products
judge select choose decide justify debate verify argue recommend assess discuss rate prioritise determine	Is there a better solution to... Judge the value of... Can you defend your position about...? Do you think ... is a good or a bad thing? How would you have handled...? What changes to ... would you recommend? Do you believe? Are you a ... person? How would you feel if...? How effective are...? What do you think about...?	Prepare a list of criteria to judge a ... show. Indicate priority and ratings. Conduct a debate about an issue of special interest. Make a booklet about 5 rules you see as important. Convince others. Form a panel to discuss views, "Learning at School." Write a letter to ... advising on changes needed at... Write a half yearly report. Prepare a case to present your view about...

Adapted from: Dalton, J. & Smith, D. (1986) "Extending Children's Special Abilities –

Strategies for primary classrooms" pp. 36-37

Appendix 2: Hanyang Infohunt:

Hanyang/PEEC Information Hunt

Directions: In groups of 2 or 3, you will answer the following questions about Hanyang University. Some answers are posted in locations around the Humanities and Education Buildings, but other questions will require you to search around the campus. Good Luck!

Time: 1 Hour (Sixty Minutes).

Questions:

1. Who is the PEEC teacher who has been here the longest? +
_____.
2. Who is the Chairperson of PEEC? +
_____.
3. What are the names of the PEEC's assistants? +
_____.
4. Which is the oldest building at Hanyang University?
_____.
5. How many students are at Hanyang University?
_____.
6. How many floors does the Paiknam Information Center have?
_____.
7. What's the oldest department at Hanyang University? (Major)
_____.
8. What is the name of the English language magazine at Hanyang?
_____.
9. How many Bank machines (ATM's) are on campus?
_____.
10. Where are the Faculty Restaurants located?
_____.
11. Which subway lines are near Hanyang University?
_____.
12. How many buildings are on Hanyang's Seoul Campus?
_____.

13. Why was Hanyang's Seoul campus built here?

_____.

14. What building has a different number of floors in front and back? (Hint: think money and Kids)

_____.

15. What languages can you study at the Hanyang Institute?

16. How many colleges and postgraduate schools are at Hanyang?

17. How many PEEC teachers are there and what are their office numbers?

+ = Check outside my Office for these answers.

Bonus Items:

For each item found and brought back, an extra point will be added to your team's score.

- A menu from a restaurant near Hanyang University.
- A schedule of Foreign Language classes at the Hanyang Institute.
- A copy of the Hanyang Journal.
- Information from a Gym/Health Club near the university.
- A business card with English on it.
- Something from "Starbuck's".

Giving Creative Control to EFL Students through Short Film-Making

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Abstract

Inter-session camps and after school classes are ideal settings for conducting English short film-making projects. Putting creative control of the filmmaking process into students' hands can inspire students to take charge of their own learning and to exceed their task requirements. By teaching students the basics of genres, storyboarding, character design, script-writing, camera techniques or angles, light and sound, setting, and editing, and then employing that information in a hands-on project, instructors can empower students to use English in an engaging task-based learning activity. Taking advantage of readily available technology (digital cameras or smart phones), this project puts tools in students' hands to create a meaningful final product using English in every step of the production. Students will gain confidence with English speaking by interacting with the teacher and by seeing their efforts come to fruition in a tangible and lasting way through film. Additionally, teachers often work with limited budgets and facilities, but a film-making unit can be cost-effective and conducted with relatively limited financial resources. This project was carried out by public school high school students during a 7-day English camp, though it can apply to other levels and settings.

Key words: EFL, English language learners, English as a second language, short film, film making, secondary education, high school, South Korea

Introduction

I hear, and I forget
I see, and I remember
I do, and I understand.
~Confucius

What inspires a person to create? Perhaps we find scope for the imagination in creative works of others that we desire to imitate. Maybe there is an inner desire to take pieces or materials and compose a piece of art greater than the sum of its components. Possibly we see an opportunity to play in a proverbial sandbox and are surprised by what we can produce when given the opportunity, encouragement, and tools we need. Movies have captured the imagination, and the desire to express oneself in a moving, visual narrative has inspired the creative efforts of many aspiring filmmakers. With the Digital Revolution, the technology able to make movies grew in accessibility as it fell in price, and today's students have access to tools our forerunners could not have envisioned outside of science fiction. South Korea has embraced this technology even as English language study has vaulted into a booming area of commerce. Amidst all the changes, it is easy for the needs of students to get lost, yet students can reap many rewards from a student-centered EFL pedagogy that embraces the technology of digital film making and puts students at the wheel of creativity in driving their English studies.

In 2011, I encountered several native English teachers (NETs) who incorporated short filmmaking into their public high school English camps. Only having casually studied film as an art form, watched many behind-the-scenes featurettes, and co-created home videos with friends and siblings in high school, I knew little about filmmaking from experience. However, watching some EFL student-made films inspired me to take the plunge, unprepared as I was, and run a short filmmaking summer English camp at Sorae High School. I took the idea and ventured out with it, drawing from the ideas of others and my own amateur video-making experiments. I was overwhelmed by the positive verbal and written response from students who attended the camp, and by the quality of films they produced with limited time and resources. It is my goal to share some ideas from that process to encourage EFL teachers to try similar projects, and to show that it does not demand

prior expertise or expensive equipment to accomplish a meaningful, creative, student-driven English learning activity using short film making.

Few educators have published research thus far on using student-driven filmmaking in the EFL classroom. McKenney and Voogt (2011), EFL teachers in the Netherlands, wrote, "When it comes to integrating video-making into the language arts curriculum, no other support materials, in English or Dutch, have been located after extensive searching in both research and practice publications" (p. 711). McKenney continues to conduct training seminars for teachers to encourage them to explore such projects with their EFL students, but few other educators seem to be publishing their results. Part of my motivation in writing is to build onto a young field of research and to encourage fellow educators to join in the ongoing dialogue to explore the possibilities of project-based short film activities.

This dearth of research does not seem caused by incompatibility between EFL classrooms and short film projects. Consider the following research findings gathered by Hofer and Swan (2005), "Digital video projects can promote student creativity, accommodate students with different learning styles and ability levels, and connect students with their out-of-school interests" (p. 105). The benefits of a short film camp for fostering student creativity outweigh the costs of time investment and front-end planning work. Many students who attend English camps or after school classes do so because they are interested in learning English, but some students have other favorite subjects, and they have enrolled in the English class for other reasons. Students generally have a broad array of learning styles, and it is almost guaranteed that NETS will find several English proficiency levels within a single class. A film project can bridge some of those gaps.

A helpful place to begin facilitating a film project is by determining the learning goals you have and setting the film requirements to coincide with those goals. For example, if a teacher wants students to develop skill with second-language storytelling, then he or she should emphasize character development, plot structure, and dialogue. One of the strengths of this project is that it makes students think about the message design process. McKenney and Voogt (2011) describe the process as follows: "(1) formulating a message goal; (2) considering the audience; (3) mapping necessary elements; (4) collecting and organizing content; (5) reducing the elements to the essentials (editing and revising); and (6) publication" (p. 710). This process can be used in any message medium, whether audio, video, text, or others. Students in my project experiment did not deal with the final step, but they addressed the other steps that McKenney and Voogt outline.

Camps about filmmaking are also beneficial to students because they tap into all four language skills: listening, reading, writing, and speaking. The first is listening. Students must listen attentively to get directions from the instructor, though this may be aided by some L1 explanations from fellow classmates with higher listening proficiency. Some of the supplemental games and warm-up activities also help students develop listening skills. During the production stage, the ELL students in charge of directing their film need to use listening skills to decide if a line of dialogue was clearly pronounced enough, or if another take is necessary for listeners to understand. Students will also listen to example films along the way, and perhaps listen to video tutorials about using editing software or other skills.

Not only does the receptive skill of listening play a role, but reading is also an integral part of filmmaking since students read directions, re-read the English script after they complete it, read it with the intention of memorization or performance in mind, and read the film pack or workbooks to discover project requirements. While focusing on specific reading strategies was not a major element of this particular film camp, reading practice is clearly present in filmmaking camps or after school classes. Students even have the opportunity to combine reading and listening comprehension through following the subtitles on the student films as they watch the end results.

Perhaps an even more strongly emphasized language skill in a film camp is writing. Students must begin by writing a well-plotted storyboard narrative, using visuals and text together to communicate meaning. Other stages of pre-production require script writing, including using grammar, dialogue, idioms, informal speech, and storytelling elements. Students in my camp wrote brief reflections about their film making and collaborative working experience. All of this writing had relevance to the project, and was more meaningful than simply making the students write for the practice. If given another few days to complete the project, I would have allotted more time for students to write character descriptions as well; writing for character development took a back seat.

Fourth, while a film camp may not use conversation in the same way a debate camp or other speaking-emphasis classes do, it still requires numerous conversations. Spoken interaction takes place from teacher to student, from student to teacher, and from student to student. Even though a finished EFL movie may not have thousands of words of spoken dialogue, a look behind the scenes reveals plenty of conversation used for clarification, problem solving, topic vetting, giving instructions, and other planning purposes. I made a conscious effort to stop lecturing at key points, and to let students discuss their projects. Much of the discussion was in English, with a switch

to Korean taking place mainly for comprehension checks. Pronunciation and enunciation in the second language become more important when students have to be understood by multiple audiences, and English camps include speaking activities that can improve the actual film dialog.

Second language students benefit from short film projects in other ways besides practicing the four language skills and message creation. Student creativity and autonomy come into play with character design, film genre selection, amount of dialogue used, locations for shooting, costume design, filming technique, directorial decision-making, post-production editing and use of special effects. The filmmaking process is outstanding for teaching to ELLs because it provides opportunities for behind-the-scenes creativity and design in addition to the end result that the public sees. From the beginning of camp, I emphasized that I was not the director; I was the producer—the money person, the negotiator with the “studio” (in this case, our high school), and the one keeping everything on a budgeted schedule. Students were the directors, camera operators, assistants, actors, concept designers, scriptwriters, costumers, and all the other roles they filled in various ways, sometimes with 2-3 different jobs per student. Learners needed to choose their roles and type of involvement in the project according to their talents and interests for it to provide a meaningful experience of creative freedom.

This selection of roles early in the project helps students feel more secure about their responsibilities and more aware of your expectations for them. EFL students will nearly always have different levels of comfort with speaking and writing, and even among native speakers, some teenagers will be less willing to place themselves in front of a recording camera than others. For each short film group, students were allowed a maximum of two members who were not participating as actors. Even with this behind-the-scenes crew option, most of the students chose to participate in the acting roles, but the more bashful students were relieved not to have to perform in front of a camera or classmates they barely knew. They were still active contributors to the group as cinematographers, scriptwriters, directors, and other roles. It may seem that these students missed out on the English learning opportunity, but the students still had to communicate with me about the project, listen to presentations in English about filmmaking methods, contribute to English games, and watch the final product in English along with students who did jump at the chance to be actors.

Depending on the ages and skill levels of the students, the responsibilities attached to each role may vary between camps. Directors in my camp served as important liaisons between their group and me, either asking me their questions

directly or delegating the responsibility to other students. Elementary students might have less directorial power, while university students can be given more responsibility. Actors had the task of checking their own dialogue and scenes for errors and the weight of carrying the story. Camera operators or assistant directors sometimes switched between creative control and acting jobs.

Regardless of their film cast and crew roles, students all needed to learn the filmmaking process together so they could work more effectively towards the finished product; therefore, it's wise to take enough time on all the pre-production elements. A teacher who collaborated on a filmmaking project for ELLs writes, "Kim required the proper steps of planning, storyboarding, script writing, and, finally, viewing the iMovie tutorial. Sounds logical, but too often those essential ingredients are ignored by both teachers and students" (Anderson, 2002, p. 19). Students and instructors naturally want to move to more interesting production stages, but the project moves more smoothly with attention to pre-production.

Providing general film topics for students to consider might keep them from thinking outside the box in this early stage, but it gives them a jumping off point if the topic suggestions stay non-specific (Appendix 5). Students were given four broad topic ideas in my initial film camp, but I encouraged students early in the camp to choose their own theme if they wanted. This helped boost creativity because students are less limited by the teacher's ideas and imagination than if they have been told to choose only prescribed topics. I asked students to commit to a genre early on, but one group ended up changing their genre and topic on the second day when they saw the topic was not developing satisfactorily in the storyboard stage. Giving ideas to students can help them, but consider saving specific topic ideas for when students have spent too much time in indecision. This decision-making opportunity allows students to gain a deeper sense of ownership and control over the direction of their creative efforts. When thinking about vital pre-production steps, it is also important to ponder the technology used in short filmmaking.

Digital filmmaking obviously requires technology, and working with tech often brings complications and the need for troubleshooting. This is one reason that teachers shy away from giving students a filmmaking project: teachers' inexperience working with technology. A project like a summer film camp requires the teacher to have basic PowerPoint competence, general understanding of how to use a digital camera, a little familiarity with file types, and access to and willingness to spend a few minutes learning a free PC-based movie editing program (iMovie for Apple products and Windows Live Movie Maker for Windows operating systems). If a teacher is not

an expert in all these areas, they should not dismiss the project idea completely though.

One method for overcoming nervousness about the technical side of overseeing a film course is to practice with the camera's video function and with video editing software. Instructors can create a sample movie, including storyboarding, script writing, filming, editing and production to acquaint them with the basics and have a better frame of reference when explaining to their students. The students will enjoy the teacher's finished work, and some will appreciate that the teachers underwent the process themselves. YouTube has numerous tutorials on how to use the intuitive editing software. Windows XP Movie Maker, the program on many Korean schools' computers, has features that netizens review more highly than the Windows 7 version of the software. Regardless of the version one has, Windows Movie Maker is a powerful, free, and user-friendly program.

Adding another layer of worry onto teachers who are already unsure about the technology is the looming concern about how to explain these details to students who seemingly have trouble responding to a simple imperative to raise their hands. How does a teacher communicate all of the instructions to students and still have time for them to make their movies? Having a film pack or camp workbook helps significantly improve student understanding and efficiency. It also helps to have groups of mixed or higher level proficiency students, but this isn't always in our control. Teachers do not have to know how to explain directions to every student; they only have to communicate the instructions to the highest level students and give them the responsibility of helping the others understand. This gives students some control and it also empowers them to help others learn and gain understanding of the materials.

While exploring these technologies, avoid getting so caught up in the bells and whistles that pedagogy is sacrificed. Hofer and Swan (2005) write in their "Digital Moviemaking and Pedagogy" article, "The danger starting with the technology, however, is that the use of technology can be separate from, and often incongruent with, typical classroom practice and lead to forced or contrived use in the classroom" (p. 102). This danger they mention is a real concern in the English camp environment. Additionally, Heitink, Fisser, and McKenney (2012) quoted EFL teachers as saying, "Video recording gave so many extra points of attention that [we] tended to forget the content and language part of the activities" (p. 1368). One teacher in their study overcame the problem by watching the students' videos as a class and asking critical questions to get students thinking about the films in new ways (Heitink, et al., 2012, p.1368). In my particular camp, students did not have time to critically analyze their

films, but students may be given more time for thinking about their finished work in future film camps.

Timeframes for camp length can vary widely. Teachers on the website Waygook.org talk about running film camps over the course of 3-15 days (Shhowse and Arsalan, 2012). Some NETs teach a semester-long course on short filmmaking, though the feverishly paced momentum present in camp seasons helps move the project along efficiently and keeps student interest fresh. An instructor might sacrifice a little finesse and polish by having a briefer camp, but that simply produces a different final look, not necessarily a worse one. Further teacher experimentation might be helpful for observing how the quality and depth of short films can change if the students have more time to bring the project into existence.

Typically, native English teachers do not contribute to the camp or after school schedule, but ideally each day can be a separate module rather than combining two modules. McKinney and Voogt (2011) ran a filmmaking course for elementary students, and according to their findings:

It was more difficult for teachers to organise double-lessons than had been anticipated. And the start-up time and effort were deemed too great for lessons that picked up where a previous session had ended more than a day before. Single-lesson-sized chunks of 45 minutes worked best. (p. 713)

This “one module per day” schedule may be hard for NETs to carry out, but it is something to consider if one is given scheduling leeway.

This high school’s film camp schedule was broken down into seven daily units (Appendix 3). Students spent the first day on introductions, chose groups, reviewed movie genres, and watched a few “viral videos,” including a Korean student-made film. The second day was for studying storyboards, choosing a film topic, establishing group roles, and creating storyboards. The third day was a focused script-writing session that built on plotlines from the storyboards written a day earlier. Students needed far more teacher interaction this day while they were checking script dialogue and grammar. Changing the pace a little, the fourth day was a venture into basic filming techniques, camera angles, shot composition, plus sound and lighting tutorials. The fifth and sixth days (straddling a weekend) focused on primary filming and preliminary editing, and the seventh day was final editing and the film presentation event.

On paper, the film camp lasted a total of fourteen in-class hours, including time for explanations, ice breakers, English games, and warm-ups, but the number is

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slightly misleading. The time spent creating daily lesson materials added hours to the total. The time needed for completion may also vary per specific film. It was necessary to spend time outside of class toward the end of the camp to help one film crew edit their movie, since they had problems with file formats and compatibility. These particular students also spent an additional six to ten hours editing and filming bonus footage, or filming darkness-based scenes for their horror film. The investment paid off by the end of the camp. Lessons flowed more smoothly, final edits were cleaner, the award show worked well, and the students could focus on the joy of their creations instead of being distracted by problems caused by laziness.

This project was simplified logistically because high school students were the ones working and managing their time, as opposed to younger students. Leading such an activity with younger groups is possible, but it would be a different experience for teachers to step back and let students at those age levels explore their independence more. Having some prior awareness of the students' personalities and degree of responsibility helps too, though it is not necessarily a prerequisite. For the particular group of students with whom I was working, I had no qualms about sending them into the school grounds to film in an outdoor location while others went to a different floor of the school to film their interior shots. Other students might need more careful monitoring and supervision. These students knew how to operate their own cameras, had probably made short films on their own or in other classes, and could work responsibly within a time frame. Despite the students' responsible work habits, some aspects of collaboration added difficult variables to manage.

Unless the scheduling works out exactly according to plan, some groups will finish their assigned tasks sooner than other groups. When this happens in a sequential project, it can be difficult to keep the quicker students occupied productively. Keep some extra games planned on the side. Also, they might have to share cameras; some students will be filming while others will be waiting for their turn, or be unable to work with their movie data. Depending on the production stage, students can revise scripts, play English games, practice lines, experiment with camera techniques and filming angles, make bonus films that relate to their other interests, or talk about editing strategies. Whether or not students are sharing cameras, they should hold up a sign between takes identifying the movie project, scene number, and take number. My students used a laminated piece of paper as a low-cost whiteboard for keeping track of takes. This added task helps students stay organized and saves time at the editing stage.

Timing conflicts are not the only factors, since sound, lighting, and other

technical problems may also arise. For example, some of the scenes in the finished films had poor audio, and the students did not find the problem in time to re-shoot. This issue was a limitation with the technology hardware, and maybe if camp had been longer or if I had been more experienced, the students could have worked with voice-overs, re-shoots, and other tools to improve the end result. The students realized this audio error before the movie screening day, and they were resourceful enough to include subtitles throughout their movie. Subtitles were so well received that I uploaded subtitles for the other two films. Is it the end of the world if the students' final film is not suitable for an art film festival? By no means. But depending on one's goals for the course, details like how well audiences can understand the dialogue could be part of a grading rubric.

Careful script review should also be done mid-project, including having the teacher check the progress students are making and comparing that progress to the camp goals; not enough time went into this aspect in this English film camp. Grammar errors in the students' dialog were acceptable since the goal was emphasizing student-driven learning and creativity over perfection; however, one film had significantly less dialogue than the others, and was mostly special effects shots aside from two isolated scenes of dialogue and some "silent film-esque" typed titles spliced between action scenes. The students had a successful learning experience though, and as researchers of EFL short film projects found, "A bad script didn't mean the students didn't learn anything [...]" (Heitink, et al, 2012, p. 1368). The students under observation went on to revise their script and re-shoot. It might be wise for NETs to set a minimum number of spoken lines. While this might feel limiting, it helps students develop a fleshed-out narrative more effectively.

Scheduling is important, but one must also consider the bottom line as a factor in planning a film camp. If you make some equipment and supply concessions, it is possible to offer a film camp at an extremely low cost. My school had no summer camp budget that year, so I decided to spend my own funds on camp supplies. Some schools do provide a budget for camps—others do not. In the latter case, one must decide if or how much to spend from one's own resources (Appendix 4). Since students provided their own props and cameras, costs were minimal, only requiring a few large purchases like a tripod. Camera enthusiasts might already have this, though teachers should consider whether or not to let students borrow their camera equipment. Most students wore their school uniforms during filming, though some groups added costumes as needed. Having an extra spotlight was helpful, but the students survived poorly lit shots without it after it disappeared from the classroom

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(be sure to secure your film making supplies). Food on the last day of class is optional; having popcorn is a cheap option that lends a cultural aspect and movie theater feel to the event.

Considering the present digital age, it's not necessary to make DVD copies of the movies for students to access the finished content. Even so, I felt that students should have something tangible to take away from the project. If camps or classes allow for more time, and if the instructor has access to a DVD burner at the school, students could potentially be part of the DVD making process as well. I did not set aside enough time for this during camp, so the physical DVD of collected short films the students received several weeks later was more of a memento gift than a product they had crafted themselves. When making the final edit, I added a bonus movie encouraging them and praising their creative accomplishment.

A cautionary word: if instructors decide to teach this project to minors, they ought to be mindful of privacy. Some students asked that their films not be made public for all of YouTube, so I set the video uploads to "private"; they are accessible only with a URL. If students have no nametags on their uniforms, anonymity is slightly easier, though the students should have some sort of identification in their film credits. Should one decide to use a short film project, it's immensely helpful to have existing content to show students so they gain a general concept of project possibilities. It is helpful to have sample movies from other teachers when teaching a film project for the first time, and I'm grateful that NETs on Waygook.org openly shared their classes' films.

Review and pre-screen the student films apart from the group before debuting them at the awards show or another public venue, in the unlikely scenario that something problematic slipped through the editing cracks. It may be an obvious tip, but this scrutiny is particularly important if some of the filming takes place away from the teacher's supervision. One never knows what may have made it to the final cut, and it is better to spend the extra few minutes ahead of time and avoid problems or student embarrassment later. Whether the problem is a mispronounced line, a distracting noise or person in the background, bad lighting in a shot, or a wardrobe malfunction, it makes a huge difference to invest a few extra minutes of review.

While it's necessary to mention problems, highlighting the positive side of giving EFL students a chance to shine through short film making also merits some attention. Educational and personal benefits to EFL students participating in a film camp can be numerous. Among those benefits, students overcame their initial shyness, and several students mentioned their increased confidence on camp feedback sheets

that they wrote after finishing their projects. Others may enjoy the discovery that they can collaborate and make friends with younger classmates; considering the Korean hierarchical system of social distance between grade levels, that is no minor discovery. Students will likely exhibit tremendous perseverance with the project, remaining excited about completing their projects and avoiding getting discouraged with small bumps in the road. In this 2011 camp, all three film crews overcame scheduling problems, technology failures, bouts of the giggles, and complications with trying to pronounce a second language clearly in front of a camera. With the exception of one group's last-minute editing, students all finished their projects in a timely way.

Relying on students' creativity led to successful results. All three groups completed films that had recognizable narrative elements. Each project had different strengths: one focused primarily on the main star's character development, one had clever special effects and suspense (for a horror parody, it is acceptable to omit character development), and the third had a good narrative structure, story framing, and witty interactions. If an instructor wanted to use a short film project in the context of graded work, it would be important to hold to certain criteria and develop an evaluative rubric, but for an inter-session camp, the variety in the projects and the different strengths they displayed far exceeded expectations. While all of their short films are imitative in nature (i.e., parodies), the students worked hard to let their own creative ideas permeate the scripts and final productions.

When students get the opportunity to create something, and the assignment catches their interest, one may be pleasantly surprised by the amount of time and energy the students are willing to invest in the project. Not only did these students subtitle and edit the films over the weekend without being prompted to do so, two of the three groups filmed bonus content or a bloopers reel to include in the final awards show. This proved to me that the ELLs were excited to use their talents, and they produced greater quality and quantity results by being more engaged in their schoolwork than they might have with a standard format language production assignment. Hofer and Swan (2005) report similar findings, saying,

[One teacher] described a video in which his classroom of English language learners produced their own video tour of their school campus. He reported that the students were highly motivated and that the project spurred the students to further develop their language skills following the project" (p. 105)

Many students in this camp competed in a speech contest later in the year. Whether the seven days of movie camp contributed to that display of confidence cannot be measured.

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red, but some students mentioned increased confidence after attending film camp.

Remember the importance of taking a background role as a resource, producer, and facilitator; the people to empower are the students. As Anderson (2002) writes, "The teacher must give up control; it's hard, but needed for student success and experimentation" (p. 19). The experiences above offer suggestions, but when the rubber meets the road, the students should be the ones in the driver's seat, not the teacher. It is of paramount importance for students to take responsibility and feel ownership of their projects. One way to help students apply the intangible lessons they learned to other subjects and areas of learning is to give them ample opportunities for reflection. Reflection helps reinforce the lessons, and teachers ought to emphasize reflective thinking during and after the process for students and for ourselves.

When I watch the short films and reflect on my students' responses, I am convinced that the benefits of this project outweigh the costs involved. The more NETs who engage students in these projects and inspire other teachers, the more instructors can give these students positive opportunities for growing as creative learners. Watching student-made videos is what led me to try the camp initially, but the creative joy and enthusiasm I saw in my own students is what prompted my interest in improving my methods and repeating the project in the future. Students can get lost in the commerce of education, but by teaching short film making camps in a second language, we can empower our students to pursue creative freedom and take over the wheel as they accelerate toward new learning opportunities.

About the author

Sarah E. Seitzinger holds an MA in English from Tennessee Technological University (TTU), is TEFL certified, and earned BAs in English and Spanish at TTU. She teaches English at Sorae High School in Gyeonggi-do. Her teaching goals include developing cultural awareness of EFL students through English instruction, inspiring students to seek further learning, and increasing students' learning potential by helping them enjoy English in a communicative learning environment. Her academic interests include reflective teaching practices, project-based learning, and using cultural multimedia such as film, TV, music and graphic novels to enhance students' English studies. Soli Deo Gloria. Sarah.Seitzinger@gmail.com

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Appendix 1 - Film Pack Contents

One film pack (placed in folders by the teacher) was distributed to each group of students on the second day of film camp, and these packs contained the following project planning items.

- Camp cover page
 - lists school name, camp theme, and dates of the camp)
- Group roles sign-up sheet
 - includes director, camera operator, assistant, and actors, with Korean translations
- Filming themes page
 - gives students an idea of some topic or genre options
- Equipment checklist
 - lists name tags, completed film pack, camera, battery, memory card, tripod, scripts, costumes, props, with Korean translations
- Costume and prop list
 - for both categories, students write what they already have and what they still need
- Filming location sample
 - consists of a map of school grounds in English
- Editing form
 - includes students' directions for how to edit (if the teacher has to complete the editing)

Appendix 2 - Short Films and Video Clips Used in Film Camp

Since many of these clips are accessed through YouTube, and some may disappear from time to time, I created a playlist of EFL-friendly resources videos that were used in the 2011 Sorae High School English Camp. This list may be modified or updated from time to time. The playlist can be accessed at the following URL:

<http://www.youtube.com/playlist?list=PL01DFB67B768176D1>

Appendix 3 - Camp Schedule and Syllabus/Outline

	Warm-ups, English games, Activities	Practice and Production	Follow up, Review, and Application	Key Terms	Materials List
Day 1: Orientation & Intros	-Introductions and make name tags. -icebreaker game. -Daily “silly songs” -Introduce theme. -Review supplies. -Learn film vocab.	-Learn film genres. -Watch short films for ideas. -Films: TBA -Brainstorm what students saw.	-Play a genre ID game. -Decide team members. -Design a team name and logo.	-Go viral -Make a movie -Popular culture -Our favorite genre is ____	Name tags Videos A4 paper PPT Markers, etc.
Day 2: Storyboards	-Play “2 Truths and a Lie” icebreaker. -Learn about storyboarding thru video & PPT. -Film <i>For the Birds</i>	-Explain boards. -Groups make storyboards. -Vote on best storyboards. -Complete forms in film packs.	-Determine film roles for students. -Submit decided roles to teacher. -Reflect on the day’s activities.	-Writer, actor -Scene, enter, exit, screenplay -Director -Filmmaker -Cameraman	Name Tags Film packs Game supplies/items PPT Pens/Pencils
Day 3: Script Writing & Characters	-Play “chutes and marbles” game to build teamwork. -Write a “silly story,” contrast with a real story.	-Work in teams to write screenplay. -Discuss ideas or grammar. -Watch short film samples.	-Play group English game or outdoor activity. -Revise & practice with film scripts. -Compare scripts.	-We plan to ____ -We will ____ -INT(erior) -EXT(erior)	Name Tags Film packs PPT Pens/Pencils Sample script(s) Game supplies
Day 4: Light, Sound, Costumes, & Angles	-Play “All my neighbors” to get students speaking. -Work on scripts again to check grammar & vocab.	-Learn & practice film methods by watching videos and PPT shows. -Practice with actual cameras. -Film rehearsal.	-Play quiz game to review filming angles. -Plan costumes. -Reflect on current progress.	-Panoramic sweep -Close up/widen -Point of view -Transition -Fade in/out -Emotion words	Name Tags Film packs Game supplies/items Laptop Cameras (for practicing)
Day 5: Filming	-Play “Would you Rather” to practice speaking. -Check equipment and review roles.	-Begin filming movie. -Have 1 camera per student team. -Play games during down time.	-Get next day’s instructions. -Write reflection of filming status if time allows.	-Lights, Camera -Action -Cut -That’s a wrap! -Take it from the top	Name Tags Film Packs Cameras Tripod(s) Memory Cards Editing forms
Day 6: Filming & Editing	-Play “This Is a Fork” for focus -Practice speaking with warm-ups. -Talk about PiFan (Bucheon film fest).	-Finish filming, reshoot takes as needed. -Act in, film, & direct the movie. -Watch Korean EFL short films.	-Edit films at school or give files to teacher. -Groups submit editing form. -Take group photo for DVD.	-Roll the credits -Flash Cut -Inter cut -Back to -Review earlier terms	Name Tags Laptop (demo) Cameras Tripod(s) Group photos for DVD cover
Day 7: Movie Screening	-Sing “silly songs.” -Review key terms & watch a warm-up video.	-Watch finished movies together. -Have a party and awards ceremony.	-Reflect on movies: what worked, what to change, give camp feedback.	-I enjoyed ____ -I did not enjoy ____ -I would change ____	Completed films Party food (DVDs to be given out later.)

Appendix 4 - Budget and Cost Details

<u>Material</u>	<u>Description/Notes</u>	<u>Number used</u>	<u>Cost (KRW)</u>
Camera	Point and shoot digital cameras. Teacher brought one and a student from each group brought one.	4	Previously owned, no added expense.
Tripod	Expensive, but an extremely helpful tool, and able to be used after completion of camp.	1	35,000 won
Lighting Aids	A purchased, battery-powered LED-lamp to overcome lighting problems.	1	15,000 won
Paper goods	Name tags, colored paper, copies, workbook folders and film packs.	School provided copies. Teacher bought colored paper, folders & name tags.	25,000 won
Props	Costumes, items relevant to narrative, brought by students/	Varied by group, but all students used props.	Costs not borne by teacher.
Snacks	Teacher bought snacks for a party.	Adjust to class size.	30,000 won
Student rewards	Stickers, candy, U.S. coins, pencils, small writing tablets, foreign postage stamps, misc.	Several awarded to each student daily	30,000 won
DVDs	Blank DVDs for recording movies	20	25,000
Total expenses			160,000 won

Appendix 5 - Movie Theme Ideas

Theme Type	Description:	It Could Include:	It MUST Include:	Length:
About School	A promotional film about our school	-Reasons to attend our school. -Student or teacher interviews. -Music, Sports, Classes, Lunch.	[Our School Name] on location, speaking roles	5-10 min
Famous Story	Recreate a famous event from history	-Music (soundtrack), costumes, and historical settings.	Dialogue, character interactions, drama	5-10 min
K-Drama	Create a scene or story like a Korean Drama	-Music (soundtrack), costumes or props, and a sad or funny theme.	Dialogue, character interactions, drama, storyline	5-10 min
Music Video	Make a music video	-Lip syncing, dancing, or singing. -Action relating to the story. -Storytelling through music.	Scripted dialogue (This can fit in with the song's theme)	3-6 min
Mystery/Suspense	Make a scary movie, but take it seriously	-Special effects, fake blood, costumes, or a mystery. -Detectives, supernatural creatures, or political people.	Dialogue, character interactions, sound effects, props	5-10 min
News Show	Weather report, or world or local news	-Business costumes and appropriate set. -Serious or funny tone.	Dialogue, speaking roles, character interaction, news	5-10 min
Parody	A short film to make fun of a famous movie or genre type	-Scary movie concept. -Sitcom concept. -Action movie concept. -Reality TV concept .	Dialogue, character interactions or voice-overs, subtitles, costumes and props	5-10 min

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* This resource offers tips for teaching the filmmaking process to children, and contains a resource page, ranging from editing software to free (legal) music websites.

AsQkcom. "Film School: Framing Techniques." *YouTube.com*. n.p., 21 Jun. 2011. Web. 14 May 2012 http://www.youtube.com/watch?v=myxiMMa2u_g.

* Rule of Thirds (framing technique how-to) in carefully pronounced U.S. English.

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* This web source offers troubleshooting ideas for the logistics of film classes, and gives ideas for guiding L1 students through the writing process of digital storytelling.

CNET *Download.com*. CBS Interactive. 2012. Web. 14 May 2012. <http://download.cnet.com/windows/>

* A well-established and critically acclaimed software resource. Users can download video players, file converters, and sound recorders.

Devon (MrKrashmoney) "Adding both music and voiceover in Windows Live Movie Maker." <http://www.youtube.com/watch?v=X0XhF60KoR0>.

* A helpful tutorial for a tricky task.

"Digital Storytelling/Video Conference Proceedings." *Society for Information Technology and Teacher Education*. 9 Mar. 2012. Web. 6 Oct. 2012. http://m.site.aace.org/papers/search/?search_topics=DV

* This March 2012 conference website lists 38 academic presentations on the topic of digital storytelling and video, and provides links to the full text of all the conference texts if provided by the authors, as well as presentation slides or handouts as available.

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* This program is useful for recording brief audio clips.

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<http://www.youtube.com/playlist?list=PL8655E21667E96019&feature=plcp>.

* Tutorials of creative and low budget filming FX. This 10-part video series shows viewers how to manipulate sound effects and camera angles to create impressive looking scenes.

McKenney, Susan, and Joke Voogt. "Facilitating Digital Video Production in the Language Arts Curriculum." *Australian Journal of Educational Technology* 27.4 (2011): 709-726. Web. <http://www.ascilite.org.au/ajet/ajet27/mckenney.pdf>.

* One of few research projects on film making with EFL learners, this article offers guidance on EFL film class schedule, group organization, troubleshooting, and pedagogy, and provides a bibliography of further research.

"New York Film Academy Film Camp." NYFA. 2012. 14 May 2012. <http://www.nyfa.edu/film-camp/>.

* Providing a detailed breakdown of the stages involved in movie making, this webpage offers teachers ideas of how to structure a successful (first language) film camp.

Shhowse and Arsalan. "Make a Movie Camp." *Waygook.org*. n.p., 2011. Web. 14 May 2012. <http://waygook.org/index.php/topic,2318>.

* This teachers' forum discussion has brainstorming, sharing of resources and materials, and offers an interactive dialog with fellow EFL teachers working on film camp projects in Korea.

"Summer Filmmaking Camp." Austin Film Society. 2012. Web. 14 May 2012 <http://www.austinfilm.org/page.aspx?pid=316>.

* Moving beyond a mere camp registration site, this resource offers detailed movie theme ideas and videos of past student work. While these are not made by EFL students, the samples still offer possible outcomes of student work.

Author's Note:

Having access to tested classroom resources allows a teacher to step more confidently into unfamiliar territory. This was the case when I decided to embark on an English summer filmmaking camp for Korean public high school students. Several teachers collaborated to make and share resources, and much of the structure for the camp plus many of the materials in this presentation had their beginnings in teachers' collaborative dialog.

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I am indebted to whitespider (Kate Davison), Brit_1 (Tim Eustace), and other contributors on Waygook.org for resources and lesson ideas that motivated me to carry out a filmmaking camp. My lessons and my students' final projects might not have come to pass if not for these teachers' generosity with their materials, expertise and EFL camp experiences. I hope my resources will aid readers who seek to help Korean EFL students be creative through film.

Continuing the conversation is part of becoming better teachers, and students will benefit too. I welcome feedback and idea sharing. Contact me at sarah.seitzinger@gmail.com.

Best wishes,
Sarah E. Seitzinger
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On Research

Getting started with TESOL research: Searching the literature

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Reynolds, E. D. (2012). Getting started with TESOL research: Searching the literature. *TESOL Interfaces*, 6(1), 62-72.

Abstract

This paper is part of a larger series of articles that seeks to break the process of conducting research into manageable parts. Within this article some of the foundations of how a variety of processes are at play in research, and how they mirror some of the processes associated with writing. Looking specifically at the literature search process, distinction between the Korean environment and the environment from which many of have come, looking specifically at what “can” be done with free, nearly free and available resources to create the best research that we can.

Introduction

One of the most important and pressing responsibilities both in my work with the graduate students in our MATESOL program and in my role as research special interest group facilitator for Korea TESOL is figuring out how to set novice researchers up for success. This work is intended as part of a longer project that attempts to break the act of conducting TESOL research into manageable steps. Obviously, as Confucius

said, a journey “begins under one’s feet,” and in the case of the journey of a research project what is under our feet is previous research on the topic. The intent of this paper then is *not* research in its own right, but to offer a “how to” for conducting a literature search, as a first step in a literature review for a research project. While novice researchers will likely gain the most from this article, it’s my hope that more seasoned researchers will find many useful ideas, tips, and hints for improving their literature search.

The writing process

The steps in the process of research mirror the steps in the writing process in many ways. My first introduction to process writing was as an undergraduate English major in the 1980s. In my teaching of composition class we read Peter Elbow’s (1981) *Writing with Power*. For me, it was mind blowing. Like most in my generation, the standard teaching methodology for the process of composing essays I received had been to:

1. construct an outline
2. to match the specific genre (comparison and contrast, informative, persuasive, etc.)
3. then write the paper and
4. finally to turn it in.

However in actual practice, we only received limited instruction on creating outlines. Moreover, for the vast majority of papers I turned in, the only significant feedback I received was corrective feedback on the final draft. Of course, volume and quality of that feedback varied greatly between my individual English teachers. However, here is the “kicker,” I like many of my peers often tossed my returned papers in a folder (or the trash) after checking my grade without reviewing the detailed comments and edits from those teachers who did take the time and care to give extensive feedback.

The preceding anecdote well illustrates the most important thing that I learned in that undergraduate teaching of composition course: teaching through a process writing approach not only increases the students’ writing abilities, but it also greatly increases the potential for the instructors feedback on writing to have direct and greater impact on both the students’ writing process and their writing products (Paulus, 1999; Tuzi, 2004; Lee, 2011). That kernel of knowledge brings us back to the intent of this article. While the process of writing in general, me errors the process of conducting a research project, the research process is more complex—and often more chaotic! Obviously, this increasing complexity is due to the fact that in addition to

“just writing”, researchers need to engage in a number of other activities/products, in roughly this order: search and survey the literature in the field, write the literature review and posit their research questions, design methodology and research instruments to study those research questions, collect and analyze the data generated, write the results and conclusions, and weave the entire research project into a coherent manuscript. A cursory glance over these activities/products reveals two major points of written composition—the literature review and the discussion section—however, each and every stage in the process of conducting a research project involves some level of writing, whether taking notes during a literature survey (Rempel, 2010; Crowley, 2007), designing, drafting, and finalizing research instruments (Creswell, 2008), or making scratchings and fieldnotes while collecting data (Emerson, Fretz, & Shaw, 1995). Ultimately, just as writing is integral to each step of the research process, and understanding of process is integral to the successful completion of a research product.

What is a literature search?

Aside from the passion for a particular topic that provides the impetus for beginning, the first step in a research project is usually a survey of the literature in the field. The two specific activities in this step of the research project that are the focus of this paper are literature search and reference/citation management. While most academic writers are intimately familiar with the process of a literature review, it's important for me to pull out the notion of “literature search” from the overall literature review process. The operational definition of literature search for this paper is the act of accessing the Internet, particularly Google search and library databases, which has become the ubiquitous source of academic research in the 21st-century. For novice researchers and those who have been away from academic research for even a year or two, the most effective – and *cost*-efficient – tools for literature search may be thoroughly new and unfamiliar. Thus, the primary purpose of this article is to introduce tools available for novice researchers and those returning to research after a temporary hiatus, and to offer tips and how-to advice for the use and implementation of these software tools.

Literature Search “How to”

One impetus to start this project is how little attention the topic of literature search received in the literature. While a research project as opposed to this how-to article, would have inspired me to a more thorough literature search, the fact is I was not able to come up with a single research article focused specifically on the literature

search as an element of second language academic writing. Neither through a cursory Google scholar (GS) search, nor through a review of the extensive selected bibliographies of “recent scholarship in L2 academic writing” Tony Silva and colleagues at the *Journal of Second Language Writing* (cf. Silva & McMartin-Miller, 2012; 2011; Silva & Paiz, 2012) was I able to find a single article focused on the issue. My goal in this section is to offer some practical advice on how to conduct your literature search in the Korean environment. If you're a Korean reader who grew up here and attended a Korean university, you may well know more about this process than I do and will explain in this paper, but perhaps you will find some useful tips. If however, your educational background is in a North American or European country, you may be quite surprised in the substantive differences in access as you begin your literature search. The section is broken into four parts: Welcome to Korea!, using Google, integrating Google with your database access, and leveraging community to improve your literature review.

Welcome to Korea!

While the phrase is a bit tongue in cheek, my purpose in “Welcoming” you to Korea is to point out some of the systemic difficulties and differences that I have faced—and you may face—in conducting a literature search in Korean. In relating my stories, I will also offer the ways that I have worked through the problems in hopes that my solutions may serve to address some of the issues that you will run into. Indeed, in terms of my ability to search through the literature in our field, the transition from being graduate student and a big American university, the University of Illinois at Urbana-Champaign (UIUC), to being at a much smaller Korean university, Woosong University in Daejeon, was more than a little disheartening. Admittedly, UIUC is one of the most wired universities in the United States, and indeed in the entire world (Rhey, 2006) and Woosong is “just” a regional institution, so the comparison is hardly fair. Simultaneously, my frustration in moving from a palace of technology to the backwoods of the academic connectivity was palpable. Let me review some differences that you might notice in your institutions.

While a PhD student, whenever I accessed an academic database or even GS, my web browser communicated directly the University of Illinois from wherever I was hooked up to the Internet. Then through an authentication process that calls itself “Shibboleth” recognized me as an active student and entitled to access the databases that the university has purchased. The process was seamless, like hand in glove. That is how easy start a literature search when you are a member of the technological

“haves.”

At Woosong, however, conducting literature searches for my projects requires the navigation of a variety of obstacles, particularly language, limitations to access. The first one, language, is my fault. Unsurprisingly, most of the library’s resources are for Korean faculty and students and therefore are not in English. Similarly, while some of the faculty do access the international journals in English, our university is a regional school, not a national flagship university, so the pressure to publish the results of our research in internationally recognized, read “English Language,” journals is not as high as the pressure at the upper echelons of academia. Moreover, the staff at our university library is working primarily to serve their primary customers: Koreans. Consequently, no library staff have been selected for English proficiency, or assigned to assist the international faculty in English.

The second problem that threaten to stymie my efforts at literature search probably has less to do with the differences between Korea and the United States than it has to do with the difference between small programs at small, young universities and large programs at large, established universities: a general lack of resources. Our MATESOL program is very well known and established in Korea, so by local standards we are fairly well. Relative to international standards we are a step or two down the ladder from institutions with truly international reputations. Consequently, our faculty works hard to share what resources we have and build our own access. One big project over the years has been creating our own library and writing center. Unlike the US, Canadian, and Australian institutions our faculty members are familiar with, Woosong does not appear to have long term plans for the acquisition of such resources and renewal of them as their value depreciates—academic journals and reference works depreciate only slightly more slowly than our computers. Thus, our program took it upon ourselves to submit “case-by-case” requests for funding for books for the library as well as computer hardware and software. While a long-term plan to manage our library is definitely needed, we created in-house a useful, albeit tiny, version of the sort of palace I recall the UIUC library being. Moreover, the faculty placed in the library—and carefully marked as “on loan”—their own resources including copies of the journals from the professional organizations to which they belong, textbooks they purchased with their own funds, and even photocopies of seminal articles from their own academic careers. In all of these materials have been catalogued into a library database, come and where possible within copyright restrictions, they have also been digitized.

Another issue connected to the lack of resources is again an issue of funding:

“In a world where subscriptions to some medical journals can cost more than \$10,000 a year, and many colleges in developing countries cannot afford more than a handful of scholarly publications” (Schmidt, 2010). As you may well know, there is a major debate within academia regarding the profit motive associated with academic journals resulting in what John Willinsky of Stanford’s Public Knowledge Project <<http://pkp.sfu.ca/>>. At the root of this “open” movement (open source/open access/open journal) is an issue that requires critical attention: the differential access to academic publishing available to people in “have nations” versus those in the “have not nations.” While not the central point of this article, I can viscerally feel the handicaps associated with conducting research as a faculty and researcher at a globally middle level institution versus my previous status at a, globally-speaking, upper echelon university. Fortunately, our administration has supported efforts campus-wide to increase our faculty access to international databases. Moreover, in a completely coincidental stroke of good luck, one of the staff from campus’ main library joined our MATESOL program as a student. Upon discovering her connections, we were able to work closely with her in making the most of what *was* available, as well as using her expertise to access online services and even received a bit of free faculty training. While these three obstacles—language barriers, lack of local resources, lack of access to international journals—have hampered our ability to do our research work in the program, we have done just about as well as we could with the available resources, and have found plenty of ways to expand our opportunities which will be addressed in the following sections.

Google: Something everybody learns how to use, but *not* at school

If you had not noticed, one of the harsh realities of academic research is money—the “haves” versus the “have nots.” Thank goodness for the anarchy of the Internet! Of course, Internet access is not entirely free, and I have worked at universities in the Third World that have no Internet access. The relative difference in cost for Internet access versus the cost of creating a physical rather than virtual library, or purchasing access to academic journals through individual memberships or academic databases, as to make the cost of Internet access nearly free. Google, too, is free to the user, because it is supported entirely by advertisements. While the youngest of the readers of this journal will have grown up in a Google world, we should note that Google arose from the Stanford Integrated Digital Library Project to “develop the enabling technologies for a single, integrated “virtual” *library*” (Berry, 1996, p. 26; italic emphasis added). Moreover, Google is not yet 20 years old (Brin &

Page, 1998). Indeed, the ubiquity of the explosion of Google into our lives means that we have lived with Google as a verb almost as long as we have with Google itself (McFedries, 2003).

However, any teacher that assigns writing tasks assignments knows that the original Google has severe limitations for academic writing and literature search--the most often noted weakness is the preference for popular rather than rigorous sources. Consequently, "specialist, in-depth information required by academic users" (Taylor, 2007, p. 4) was still relegated to traditional libraries and databases, that is, until GS came along in 2004. While I am not entirely certain what an algorithm is, Google assures us that the GS algorithms work to filter out much of the less rigorous research from commercial interests, non-academic groups and organizations, and dreaded bloggers. However, as many of my students have found, when your database has not purchased access to the article you want, you often meet a screen that allows you to purchase the article, but at prices few of us can afford--generally in the range of 30-50 US dollars per article. As a point of reference, my reference page for this article has about 20 references so far, which at the high-end rate would amount to \$1000! [Don't worry! I have not paid a penny, yet.] GS provides a partial workaround, because it often returns multiple links for the individual documents it finds, some free and some not, whereas your library-based database searches can only provide access through their individual databases. Ultimately, I advise my students and colleagues to use GS first for four basic reasons: GS offers a more thorough review of all of the information available on the Internet, the filter out the "rash" well enough, multiple links are often returned for each source and yes, GS is free.

Discovering your institution's database access

While GS is certainly my initial recommendation to students and colleagues, I always encourage students to use whatever traditional academic databases to which they have access. If you work in a public school or a private institution, then you may find have no paid database access whatsoever. If however, you work in a university, you may be pleasantly surprised at what has been hiding right under your nose. A number of reasons support this plan of action: Sources from traditional databases are more likely to meet the rigorous standards of academic research, some sources are only available through traditional databases, Korean language sources are often not accessible through GS, and in those cases where GS can provide free access, you may determine that your university has purchased access for that source.

While it may be a professional conceit among librarians, few would disagree

that some truth lies in suggestion that Google, in particular, but GS as well, “might not, perhaps, be the best source of information in a particular field” (Taylor, 2007, p. 4). GS does return links to non-academic sources. Moreover, GS still relies on the popularity of the source as part of its search, instead of relying solely on the applicability to the search terms. Academic databases on the other hand rely heavily on keyword searches in particular terms that have been inserted by the authors and managers of the database. Consequently, we have good cause to believe that such databases will return superior results in terms of the quality of the sources. So, learning how to use the databases to which your university has access can be tremendously important. If, like me, your Korean is not very good at all, and, like Woosong University, your university does not or cannot provide much English language assistance it behooves you to call in some favors of your bilingual friends.

The first step is just to go to the library, and start asking questions. If you have not already found out the web address of your library's website, make sure you get it. Work with your bilingual friends to poke around on the site and try to find the page that links up to databases—one tip is that the letters “DB” may be used to indicate the database in either the link address, or the linked text itself—a bit of Konglish. Our library separates the databases between internal, Korean databases (국내학술DB) and international databases (해외학술DB). Accessing both types of databases can actually be quite useful for you in your research, particularly if your research is focusing on the Korean environment. When using Google scholar to find resources, Korean journals appear much less often in the list returned than Western journals. However, a great deal of the research conducted about ESL in Korea is published in Korean journals. Some of that is published in Korean, but a good portion of the articles in Korean EFL journals are indeed written in English. Consequently, you may be missing out on some of the better research in our field by not looking in Korean databases. As far as the international databases are concerned, and again my experience is limited to Woosong, access to databases through our library link directly to the same databases you're familiar with when working at Western universities. One unfortunate reality of the database profit earning system became clear through the level of access we have at Woosong. Many databases are not single monolithic service, rather they are broken up and sold as individual packages. This can be good or bad news for you. On the bad side, your University may not have access to the package that most closely matches your field of study. For example, we have a strong business program, so we have the business package from JSTOR, but not the linguistics package or the education package—so no TESOL Quarterly. On the good

side, a smaller, and therefore cheaper, package specific to the research interests most closely related to TESOL may prove easier to acquire finding for. In spite of such disappointments, we often meet happy surprises. We do have access to the Web of Knowledge, Emerald, EBSCO, and Science Direct. That access lets us retrieve articles from several good journals from our field including *System, Teaching and Teacher Education*, the *Journal of English for Academic Purposes*, *World Englishes*, the *Journal of Second Language Writing*, and others; however, as you can see, we do not have access to some of the biggest journals in the field.

Leveraging community for access

For the students and faculty in our program this final point has proven to be the most important. Simply put, we return to the money issue: Institutional support for academic research is substantially less than what is common in North American universities. So how do you fix that problem? The same way you did as a student: community. As mentioned above, we pooled our resources, so that each of us knew about the resources each of us had individually acquired, and added them to a web accessible database available on the university intranet. Also as mentioned above, we encouraged a student who worked in the library to arrange a tour of the resources available there. In classes students were encouraged to collaborate and share resources. Students who have friends enrolled in “big” western university with more complete Internet access have been able to use those contacts for access. I hope this sounds like normal “collegiality” to you: it should. Our goal was to take the community to another level, to leverage what we had. Using the programs Moodle we made great strides in building that community. In addition, students and faculty have been able to inter-connect our community with other communities, using their places of work and their external professional communities (like KOTESOL) as additional as resources. Social media like Facebook have proven useful access points for materials and information.

Most importantly, the use of community helps support the sorts of divergent thinking that only communities are capable of doing. In other words, technology generally does what we tell it too, it does what it is designed to do. Community however works to find the best solution to mutual problems. When we go to our friends and colleagues and explain what we are doing the problems we have and what we need to get, they are likely to say, “Let’s try this” and introduce you to something new as they are to stick with something that does not work well. This is how we become aware of new techniques and software advances. Because the landscape of

online literature searches is changing so rapidly, normal academic publishing channels struggle and often fail to keep pace. Indeed, this article is likely to seem out of date by the time you are reading it. A virtuous cycle of community interaction seems the best medicine for keeping pace in this rapidly changing and highly competitive area.

Conclusion

If you are new to academic research, you will face a learning curve in doing your literature search. If are experienced at research but have stepped away for even a very short while, the tools available to you have improved and changed, and you will find some newer and better ones. Remember that this is a process, much like the writing process, but with more stages, different elements, ore complexity and often a touch of chaos. My first advice is the Google Scholar is a great tool for the price, making it your go-to starting point is not a bad choice. However, traditional databases and libraries offer advantages that Google cannot yet match. Integrating traditional (paid) library sources with brand new (free) sources is a great plan. Also, Korea has not caught up to the level of access that you may have found if you had the chance to work at one of the “palaces” in the western, but do not let that discourage you. By leveraging your community for the maximum access that is possibly available, you can conduct a world-class literature search that will meet the most rigorous standards.

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TESOL Interfaces seeks submissions of previously unpublished works on any topic related to TESOL pedagogy, Multimedia Assisted Language Learning (MALL), and Critical English Language Teaching (CELT)—the areas of discipline taught by the Graduate School of TESOL-MALL. Submissions should be written so that they are accessible to a broad readership, including those who might not be familiar with the subject matter addressed. More detailed information concerning submissions can be viewed in the Guidelines for Contributors.

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