



UNIVERSITY OF BIRMINGHAM

A mixed-methods study comparing the beliefs of 5 native English-speaking teachers (NES) regarding the principles of Communicative Language Teaching and their practice in a Korean university context

Author: David Toft

University of Birmingham

British Council ELT Master's Dissertation Awards 2019

Commendation

**A MIXED-METHODS STUDY COMPARING THE BELIEFS OF 5 NATIVE
ENGLISH-SPEAKING TEACHERS REGARDING THE PRINCIPLES OF
COMMUNICATIVE LANGUAGE TEACHING AND THEIR PRACTICE IN A
KOREAN UNIVERSITY CONTEXT**

ABSTRACT

The principles of Communicative Language Teaching (CLT) have been hugely influential not least because they prioritise the development of ‘communicative competence’ and aim to prepare students for ‘real world contexts’. In Korea however, a number of studies (Li, 1998; Choi, 2000; Jeon, 2009) have identified ongoing issues teachers have with regard to its practice. In order to enhance the effectiveness of CLT in Korea, this study employed a mixed-methods approach, comprising of an attitude scale, semi-structured interview, lesson observation and transcript analysis, to investigate the current beliefs and practices of five native English speaking (NES) teachers teaching in a Korean university context. Karavas-Doukas’ (1996) five characteristics of CLT were used to assess and compare the teachers’ beliefs and practices as they relate to ‘group/ pair work’, the ‘importance of grammar’, ‘error correction’, the ‘role of teacher’ and ‘learner contribution’. This study found that, while teachers favoured a ‘weak’ version of CLT, this was not fully realised in practice. Teachers were able to point to a number of contextual barriers to CLT implementation as well as suggest some solutions. Given the limitations and shortcomings of this study, further research addressing contextual barriers to CLT implementation are encouraged.

TABLE OF CONTENTS

Chapter 1	Introduction	1
Chapter 2	Teachers' Beliefs	3
2.1	Approaching Belief	3
2.2	The Relationship of Belief and Practice	3
2.3	The Subjectivity and Complexity of Beliefs	3
2.4	Implications for Studies on Belief	4
Chapter 3	Communicative Language Teaching	6
3.1	The Principles of CLT	6
3.2	Problems with CLT Implementation	7
3.2.1	Ambiguity of CLT Methods	7
3.2.2	Flexibility of CLT	7
3.2.3	Criticisms of CLT	8
3.2.4	Difficulty implementing CLT in some contexts	8
3.3	Recognising CLT in Practice	9
3.3.1	Group/ pair work	10
3.3.2	Importance of Grammar	10
3.3.3	Error Correction	10
3.3.4	The Role of Teacher	10
3.3.5	Learner Contribution	11
3.3.6	CLT is not simply observed	11
3.4	Classroom Discourse and Meaningful Communication	11
3.4.1	Teacher Talk	12
3.4.2	Alterations of the IRF Model	12
3.4.3	Communicative Teacher Talk	13
Chapter 4	Context	15
4.1	CLT implementation in Korea	15
4.1.1	A brief history of English education in Korea	15
4.1.2	1996 top-down shift to communication- its failure, and remedies	15
4.2	Barriers to CLT implementation in Korea	16
4.2.1	Li's study (1998)	16
4.2.2	Later studies- Choi (2000) and Jeon (2009)	17
4.2.3	The Korean university context	18
4.3	Implications for this study	19
Chapter 5	Research on Native English Speaking Teachers' Beliefs and Practices at a Korean University	20
5.1	Research Questions and Methodology	20
5.2	Participants and Context	20
5.3	Data Collection: To what extent do teachers believe in CLT?	22
5.3.1	Attitude Scale (Appendix I)	22
5.3.2	Semi-Structured Interview (Appendix III)	22
5.4	Data Collection: To what extent do teachers practice CLT?	23
5.4.1	Lesson Observation	24
5.4.2	Analytical Framework	24
5.4.3	COLT observation scheme (Appendix IV)	25
5.4.4	Transcript Analysis (Appendix V)	26

Chapter 6	Results and Discussion 1: To what extent do teachers believe in CLT principles?	27
6.1	Results: Attitude Scale	27
6.1.1	Controversial Statements	28
6.1.2	Areas where the traditional approach is favoured	29
6.2	Results: Semi-Structured Interview	30
6.2.1	Anne's Responses	30
6.2.2	Jim's Responses	32
6.2.3	Matt's Responses	33
6.2.4	Paul's Responses	35
6.2.5	Simon's Responses	37
6.3	Discussion of Stated Beliefs	39
Chapter 7	Results and Discussion 2: To what extent do teachers practice CLT principles?	41
7.1.	Results: COLT Observation Scheme	41
7.1.1	To what extent is group and pair work evident?	41
7.1.2	How much importance is placed on grammar?	42
7.2	Results: Transcript Analysis	42
7.2.1	How frequently was error correction given?	42
7.2.2	What role does the teacher play in the classroom?	43
7.2.3	What role do students play in the classroom?	43
7.3	Discussion of Classroom Practice: the Results of the COLT Observation and Transcript Analysis	44
7.3.1	Group and pair work	44
7.3.2	Importance of grammar	45
7.3.3	Error Correction	45
7.3.4	The role of teacher	45
7.3.5	Learner Contribution	46
7.4	Summary of Findings	46
Chapter 8	Implications of this Study and its Limitations	47
8.1	Barriers to Communicative Practice	47
8.1.1	Lack of Motivation	48
8.1.2	Large Class Sizes	49
8.2	Overcoming Barriers to CLT practice	50
8.2.1	The future of CLT in Korea	50
8.2.2	Solutions proposed by teachers	50
8.3	Understanding the conflict between belief and practice	52
8.4	Limitations of this Study	54
Chapter 9	Conclusion	57
References		59
Appendix I	Comparison of Attitude Scale Responses	64
Appendix II	Semi-Structured Interview Questions Outline	67
Appendix III	Semi-Structured Interview Transcripts	69
Appendix IV	COLT Observation Schemes	108
Appendix V	Lesson Observation Transcripts	117
Appendix VI	Types of Feedback used in the observed lessons	174

LIST OF TABLES

Table numbers are assigned according to corresponding subsections in the main text.

Number of Table	Title of Table	Page
3.4.3	Suggested Features of Communicative Teacher Talk	14
4.2.2	Problems and Issues Implementing CLT in Korea	17
5.1	Summary of participant details	21
5.4.1	Details of participant's observed lesson	24
5.4.2	Karavas-Doukas' (1996) Characteristics of CLT and their proposed measurable outcomes	25
6.1	Participants' communicative scores on Karavas-Doukas' (1996) attitude-scale (Appendix I)	27
6.1.1	Most controversial statements on the attitude-scale (Appendix I)	28
6.1.2	Statements causing the most disagreement/ uncertainty amongst participants (Appendix I)	29
6.2.1	Anne's comments relating the five characteristics of CLT	30
6.2.2	Jim's comments relating the five characteristics of CLT	32
6.2.3	Matt's comments relating the five characteristics of CLT	34
6.2.4	Paul's comments relating the five characteristics of CLT	36
6.2.5	Simon's comments relating the five characteristics of CLT	37
7.1.1	Comparison of the participating organisation of each observed lesson	41
7.2	Comparison of the minutes spent focusing on form in each lesson observed	42
7.2.1	Comparison of participants use of error corrections according to their 'communicativeness' as defined by Lyster and Ranta (1997)	43
7.2.2	Comparison of the types of questions used in each observed lesson	43
7.2.3	Comparison of the number of student initiations in each observed lesson	44
8.1	Proposed barriers to CLT implementation in the Korean university context	47
8.2.2	Proposed solutions to some problems implementing CLT in a Korean university context	51

CHAPTER 1: INTRODUCTION

Communicative Language Teaching (CLT) has become so widely accepted in the field of second language teaching that, according to Brown (2007:48), “few teachers would admit to a disbelief in the principles of CLT; they would be marked as heretics”. He states, “you can with some assurance latch on to the CLT label and, like a member of a club, aver that you ‘believe in CLT’, and be allowed to step inside the gates” (Brown, 2007:48). Savignon (2007:208) also acknowledges the “seemingly worldwide” use of ‘CLT’ as “a buzzword in discussions of the practice and theory of second and foreign language teaching”. Despite the term’s popularity however, there is increasing evidence that teachers who use the term ‘CLT’ do not necessarily practice what they preach (Karavas-Doukas, 1996). As a result of this, a number of studies have questioned the effectiveness of CLT in certain contexts (Kumaravadivelu, 2006). It is therefore vital that problems in implementation continue to be examined, not least because policy-makers have made great efforts to make classrooms more communicative (Yook, 2010; Nishino, 2012). Since verbal assent to the principles of CLT does not mean the approach will be used in actuality, a closer investigation of the relationship between teacher beliefs and practice is needed.

A study on the implementation of CLT requires three major factors be considered in detail; individual teacher beliefs, the principles of CLT and the context in which they interact. Firstly, a review of important characteristics of ‘belief’ will be invaluable. In the past, simplistic definitions of ‘belief’ have failed to acknowledge its complex nature however, in recent years, researchers have sought to rectify this oversight and illuminate complex findings (Borg, 2003; Nishino, 2012; Zheng, 2013). Chapter 2 will briefly consider some of the prominent features of belief in the hope of gaining more insight into its role in CLT implementation. Secondly, it is necessary to identify the main features of CLT. As Brown (2007) and Savignon (2007) acknowledge widespread confusion concerning CLT, clarification is vital if teaching practice is to be correctly analysed and compared. A number of developments and criticisms will therefore be outlined in Chapter 3. Thirdly, belief and practice ultimately manifest themselves in specific contexts; the context of this study is university teaching in South Korea (hereafter Korea). As each socio-culture has a unique history of teaching practice and reform, a context-sensitive approach is crucial. In Chapter 4,

a review of CLT implementation in Korea will allow a more informed comparison of findings later.

While this particular study cannot hope to resolve the complex issues of belief and practice in general, it may be possible to identify some of the lingering issues hindering CLT implementation in the context of Korean university teaching. In particular, it will be helpful to see if there are any signs of change since attempts to implement CLT in Korea have previously been met with criticism (Li, 1998; Choi, 2000, Jeon, 2009). This study represents something of an update on Li's (1998), Choi's (2000) and Jeon's (2009) respective studies although, as this study's participants are native English speaking (NES) university teachers, this represents a markedly different context. The findings of this study may be particularly relevant to educational policy-makers and NES teachers in Korean universities.

Having outlined belief, CLT and context, this study will go on to investigate the beliefs and practices of five NES teachers working in the context of a Korean university in Chapter 5. Using a mixed-methods approach, incorporating an attitude-scale, semi-structured interview, lesson observation and transcript analysis, the extent to which these participants believe and practice CLT principles will be investigated.

The immediate purpose of this study is therefore to discover:

- 1) To what extent do NES teachers working at a Korean university believe in CLT?
- 2) To what extent do they practice CLT?

It is hoped that the subsequent qualitative and quantitative data will provide in-depth insight and enable a useful comparison of findings. Beyond a simplistic answer to each research question, the findings, presented in Chapters 6 and 7 of this study, should reveal any mismatch of belief and practice with regard to CLT principles in this context.

As the larger purpose of this study is to maximize the effectiveness of CLT implementation in Korean universities, a discussion of implications in Chapter 8 will consider any changes in the perception and impact of CLT as well as the role of CLT in Korea in the future. The qualitative data produced will be carefully analysed in order to identify possible causes of any discrepancies. While attention will be drawn to persistent sources of difficulty for would-be communicative teachers, it is hoped that the identification of these problems will lead to a more informed approach to CLT implementation in the future. An acknowledgement of the limitations of this study will also identify areas for further study.

CHAPTER 2: TEACHERS' BELIEFS

2.1 Approaching Belief

'Belief' has been labelled a "messy concept" (Pajares, 1992) and an "entangled domain" with regard to educational research (Nespor, 1987:325). Even the subcategory 'educational beliefs' has been considered "too difficult to operationalize, too context free" for effective analysis (Pajares, 1992:316). In line with previous studies therefore, beliefs about teaching must be considered in highly specific contexts if findings are to be comprehensive. In this study, the role of belief in the implementation of certain CLT principles is considered.

The close relationship of belief and practice make beliefs particularly worthy of investigation. 'Belief' has been defined as "a subset of a group of constructs that name, define, and describe the structure and content of mental states that are thought to drive a person's actions" (Zheng, 2009:74). Michella Borg (2001:186; cited in Farrell and Bennis, 2013:164) states that while beliefs "may be consciously or unconsciously held", they are "accepted as true by the individual" and "[serve] as a guide to thought and behaviour". Consequently, the outworking of teacher beliefs is of paramount concern as they profoundly influence classroom practice.

2.2 The Relationship of Belief and Practice

The relationship of belief and practice is not straightforward, however; multiple researchers have shown that teachers do not always practice the principles to which they claim allegiance (Basturkmen et al, 2004; Phipps and Borg, 2009; Mansour, 2013; Tamimy, 2015). Zheng (2013:340) coins the term 'token adoption' to describe the phenomena wherein "teachers only adopted the names of certain practices without implementing them in real practice". This seems to be the case with CLT as Brown (2007:48) has acknowledged. The implications are significant; since teachers fail to practice parts of their stated beliefs, it is clear that sympathy towards communicative principles does not guarantee their implementation.

2.3 The Subjectivity and Complexity of Beliefs

Beliefs are highly personal and have been described as a "guide [which helps] individuals define and understand the world and themselves" (Pajares, 1992:325; Zheng, 2009:74). It is widely agreed that personal experiences in the past create a 'template' or 'guiding image' which influences and informs an individual's understanding and practice in the present

(Nespor, 1987; Goodman, 1988; Johnson, 1994). It is therefore essential that studies on belief approach participants as unique individuals.

Beliefs are also highly complex. Investigating one teacher's beliefs and practices, Zheng (2013:339) found that "no single belief was totally independent of all other beliefs. Individual beliefs took their place in belief systems, never in isolation. Some of them were positively related, while others contradicted each other". This interconnectedness and irregularity prompted Zheng (2013:340) to acknowledge the 'chaotic' unpredictability of belief and draw value from 'complexity theory' which "offers a theoretical framework to... break away from a reductionist view". Certainly, an individual may hold 'central' or 'core' beliefs' or temporary, less-influential beliefs (Pajares, 1992:318; Zheng, 2013:339). Phipps and Borg (2009) argue that recognising these 'core' and 'peripheral' beliefs allows greater insight into teachers' practice. Evidently, the task of comparing a large number of teacher beliefs is obstructed by the enormous idiosyncrasy and complexity of the subjects. An in-depth study on belief and practice should therefore concentrate on small number of participants and consider the strength of each stated belief.

2.4 Implications for Studies on Belief

Researchers must approach 'belief' with realistic expectations. In their study investigating the relationship between teachers' beliefs and instructional practices in grammar teaching, Phipps and Borg (2009:381) define belief as "propositions about all aspects of their work which language teachers hold to be true or false" and outline some assertions, informed by previous investigations into belief and practice, which shape their approach. These are summarized here:

- 1) "Teachers' beliefs exist in a system in which certain beliefs are core [i.e. stable and influential] and others are peripheral".
- 2) "Tensions between what teachers say and do are a reflection of their belief sub-systems" and are to be expected.
- 3) Contextual factors (e.g. a prescribed curriculum, time constraints and high-stakes examinations) may limit "the extent to which teachers can act according to their beliefs".
- 4) There is evidence that "different elicitation strategies may elicit different responses" and "beliefs elicited through discussion of actual classroom practice may be more rooted in reality".

Phipps and Borg (2009:381)

Bearing these in mind will help the researcher avoid simplistic conclusions such as ‘the teacher fails to implement their stated beliefs because they lack teaching ability’; such a statement fails to acknowledge the characteristics of belief and the powerful influence of context. Rather, as Borg (2003: 81) has summarized, “teachers are active, thinking decision-makers who make instructional choices by drawing on complex, practically-oriented, personalised, and context-sensitive networks of knowledge, thoughts, and beliefs”. The above assertions are also useful in guiding research; for example, in considering the influence of belief on practice it will be useful to distinguish the extent to which certain beliefs are ‘core’ and to ascertain any perceived contextual barriers which impede desired practice.

In conclusion, beliefs are fundamental to understanding behavior in the classroom and yet they are complex and subjective by nature. Careful consideration of how to assess and analyse the effect of belief is therefore crucial. Pajares (1992) insists that “beliefs must be inferred” (315) and, concerning educational research, “teachers’ verbal expressions, predispositions to action, and teaching behaviors must all be included in assessments of beliefs” (Pajares, 1992:327). Basturkmen et al (2004:243) also argues that “investigation of teacher beliefs, especially unplanned elements of teaching... need to be based on stated beliefs and observed behaviours”. Since studies that rely on self-report questionnaires are unlikely to yield accurate data, a multifaceted approach is required.

CHAPTER 3: COMMUNICATIVE LANGUAGE TEACHING

3.1 The Principles of CLT

Before considering teacher's beliefs about Communicative Language Teaching (CLT), it is necessary to briefly outline its key principles as well as address some of the uncertainty that surrounds it.

CLT emerged after the rejection of Situational Language Teaching and Audiolingualism in the 1960s (Richards and Rogers, 2001:153). These approaches, characterised by the memorisation of vocabulary and grammatical structures, were called into question after the observation that students, despite knowing the rules of language, were unable to use them in genuine interaction (Larsen-Freeman and Anderson, 2011). Rather than present language as an object to be studied therefore, CLT applied the theoretical perspective of the Communicative Approach (Larsen-Freeman and Anderson, 2011:115) and prioritized the social, functional aspects of language (Savignon, 2007:209). The ultimate goal of CLT is therefore "the engagement of learners in communication in order to allow them to develop their communicative competence" (Savignon, 2007:209). 'Communicative confidence', broken down further, consists of grammatical, discourse, socio-cultural and strategic competence (Savignon, 2001:17).

The core principles which define CLT are summarised by Richards and Rogers (2001:172) as follows:

- *Learners learn a language through using it to communicate.*
- *Authentic and meaningful communication should be the goal of classroom activities.*
- *Fluency is an important dimension of communication.*
- *Communication involves the integration of different language skills.*
- *Learning is a process of creative construction and involves trial and error.*

It is important to note that these guiding principles have been interpreted with differing intensity, however. Howatt (1984) distinguishes a 'strong' version of CLT which focuses on "engaging in real-life, authentic language in the classroom" but excludes "helpful controlled exercises, grammatical pointers, and other analytical devices" and a 'weak' version which "carefully sequences and structures tasks for learners and offers optimal intervention to aid learners in developing strategies for acquisition" (Brown, 2007:48). Howatt (1984:279) explains the 'weak' version as "learning to use" while the 'strong' version entails "using

English to learn it”. While the ‘strong’ version leans more toward Krashen’s (1985) influential Input Hypothesis in its rejection of explicit language instruction, it is the ‘weak’ version which has become “more or less standard practice” since the 1970s (Howatt (1984:279). In communicative classrooms today therefore, teachers are likely to maintain significant control of communication in the classroom.

3.2 Problems with CLT Implementation

In recent years, there have been questions about how communicative principles should be practiced in specific contexts. While the principles seem clear when contrasted with the Audiolingual Method (Finocchiaro and Brumfit, 1983:91-93), “widespread confusion and debate” proves that implementation is not so straightforward (Savignon, 2007:208).

3.2.1 Ambiguity of CLT Methods

Most immediately, since CLT is not found in “any one textbook or set of curricular materials” (Savignon, 2007:213), lacks closely prescribed techniques (Klapper, 2003; cited in Larson-Freeman and Anderson, 2011) and “does not provide a universal scale for assessment of individual learners” (Savignon, 2001: 19), it is not easy for would-be practitioners to know how to apply it. Savignon (2007:213) also warns of “a jumble of materials and activities labeled ‘communicative’” which ultimately cloud the essential features of CLT. Brown (2007:50) cautions that while “it is tempting to figure that everyone agrees on its definition”, there are “many possible versions of CLT” and he identifies ‘bandwagon terms’ as “learner-centred, cooperative, interactive, whole language based, and content based” which may add to the confusion. These ubiquitous labels see teachers claim adherence to CLT while implementing markedly different strategies. This, in turn, creates “understandable frustration” for would-be practitioners (Savignon, 2001:19).

3.2.2 Flexibility of CLT

On one hand, diversity in context and practice demonstrates a healthy adaptability; “the relatively varied way in which it is interpreted and applied can be attributed to the fact that practitioners from different educational traditions can identify with it, and consequently interpret it in different ways” (Richards and Rogers, 2001:157). Brown (2007) recognises that this confusion arises from “legitimate attempts to label current concerns and recent developments”. Larsen-Freeman and Anderson (2011:115) also suggest that “this fuzziness has given CLT a flexibility which has allowed it to endure for thirty years”. In support of this,

a number of studies reveal that teachers in different contexts do hold positive views of CLT principles- yet confusion about application still endures (Karavas-Doukas, 1996; Choi, 2000; Razmjoo and Riazi, 2006; Ngoc and Iwashita, 2012).

3.2.3 Criticisms of CLT

On the other hand then, such division represents a crucial weakness which threatens the authenticity of CLT. For some researchers, CLT's lack of specificity brings its very validity into question. Brown (2007:50) acknowledges that "some of those in the profession... feel uncomfortable using the term, even to the point of wishing to exorcise it from our jargon". Kumaravadivelu (2006:63) directly challenges the optimism of communicative principles and argues that CLT promotes the "linear and additive view of language learning" and "the presentation practice-production view of language teaching".

3.2.4 Difficulty implementing CLT in some contexts

Certainly, depending on their preparation and experience, teachers react differently to CLT (Savignon, 2001:19); traditional teachers, for example, doubt that grammar can be learned in a learner-centred classroom (25). Such doubts are likely to increase as teachers, seeking to apply CLT principles, encounter unique obstacles in their own socio-cultural contexts. Not only may CLT principles challenge the long-held, personal beliefs of teachers, they may challenge deeply formative cultural and contextual norms. In Thailand, university teachers reported that CLT application was greatly hindered by the level, learning styles and responsibility of their students as well as class sizes, time periods and the demands of the examination system (Jarvis and Atsilarat, 2004:8). Moreover, students reported "a learning style where loss of face, shyness and a reluctance to question the teacher are important factors" and "an overwhelming preference for a deductive teacher-centred learning style" (Jarvis and Atsilarat, 2004:10). Enforcing a student-centred curriculum here then may contradict important cultural values and have a negative impact on language learning overall. In Japan also, student conditions such as low motivation as well as the persistence of grammar-based university entrance exams are presented as major contextual barriers (Nishino, 2012). Such findings add support to Kumaravadivelu's (2006:64) criticism that CLT represents a "classic case of a center based pedagogy that is out of sync with local linguistic, educational, social, cultural, and political exigencies". Anticipating and addressing these contextual barriers to CLT is critical if implementation is to be successful.

3.3 Recognising CLT in Practice

With these problems in mind, it is essential to assess CLT with a clear view of its purpose. Regarding contextual barriers, proponents insist that “CLT is properly viewed as an approach, or theory of intercultural communicative competence to be used in developing materials and methods appropriate to a given context of learning” (Savignon, 2007:213). As such, CLT represents an ongoing shift away from teacher-centred classrooms with the specific goal of student autonomy and not a teaching methodology. Teachers should take into account the unique contexts they find themselves in. Regarding overwhelming ‘communicative techniques’, it is stressed that CLT is not “exclusively face-to-face oral communication”, nor necessarily “small group or pair work” nor either exclusive of “metalinguistic awareness or knowledge of rules of syntax, discourse or social appropriateness” (Savignon, 2007:213). Rather than adhere to prescribed techniques, CLT practitioners must evaluate the effect that strategies have on meaningful communication in the classroom. Crucially, activities should be “characterised by authenticity, real-world simulation, and meaningful tasks” (Brown, 2007:45).

Despite the ‘flexibility’ of CLT however, it is necessary to outline some core characteristics with which communicative practice might be correctly identified. There are a number of features that appear to be common in communicative classrooms; in order to measure teachers’ attitudes towards the communicative approach, Karavas-Doukas (1996:190) conducted an “extensive review of the communicative approach and the reports of the Council of Europe” to produce 85 statements. These statements were then streamlined and organized around five “main aspects of the communicative learner-centred approach”. These five characteristics may help the researcher recognise CLT in practice:

1. *Group/ pair work*
2. *Quality and quantity of error correction*
3. *The role and contribution of learners in the learning process*
4. *The role of the teacher in the classroom*
5. *Place/ importance of grammar*

Karavas-Doukas (1996:190)

3.3.1 Group/ pair work

While Savignon (2007:213) has cautioned that ‘group/ pair work’ is “helpful” but not “essential and may well be inappropriate in certain contexts”, it is clear that CLT does typically involve student-to-student interaction. The teacher engages with the ‘whole group’ of students on occasion but “activities in CLT are often carried out by students in small groups” (Larsen-Freeman and Anderson, 2011:123). Group and pair work naturally suggests ‘student-centredness’ and such organization may not only encourage student participation but may closely replicate discussions and meetings that take place in outside the classroom.

3.3.2 Importance of Grammar

Karavas-Doukas’ (1996) characteristics draw attention to CLT’s focus on ‘content’ rather than ‘form’. Relating to the ‘place/ importance of grammar’, Savignon (2001:25) advises that “learners seem to focus best on grammar when it relates to their communicative needs and experiences”. Here then, the functionality of grammar is emphasized. Opposed to traditional techniques, “collective participation in a process of use and discovery” is central (Savignon, 2001:25).

3.3.3 Error Correction

Similarly, ‘error correction’ must not impede meaningful communication. Complimenting a ‘weak’ version of CA, Lyster and Ranta (1997) suggest that negative feedback can be given communicatively if the teacher refrains from correcting error directly but encourages a ‘negotiation of form’. They propose that ‘elicitation’, ‘metalinguistic feedback’, ‘clarification requests’, and ‘repetition’ are more communicative than ‘recasts’ or ‘explicit correction’ and lead to greater uptake.

3.3.4 The role of teacher

Opposed to being ‘founts of knowledge’, teachers act as ‘facilitators’ and ‘empathetic coaches’ on the students’ journey towards autonomy (Brown, 2007:47). Teachers may also be considered as ‘needs analysts’, ‘counselors’ and ‘group process managers’ as they respond to students’ specific needs, exemplify communication and organise interaction in the classroom (Richards and Rodgers, 2001:167). The teacher’s objective is to prepare students for ‘real-world’ contexts; “We are equipping our students with tools for generating unrehearsed

language performance ‘out there’ when they leave the womb of our classrooms” (Brown, 2007:45).

3.3.5 Learner contribution

The learner is viewed holistically and placed at the centre of the learning experience; their needs and interests profoundly influence the activities and materials used. Activities that stimulate meaningful exchanges may include “a variety of games, role-plays, simulations and task-based communicative activities” (Richards and Rodgers, 2001:169). Some researchers also regard Task-Based Language Teaching (TBLT) as a form of CLT since the students negotiate meaningfully towards a specific outcome (Brown, 2007:50; Richards and Rogers, 2001:223). Students are to be active participants (Brown, 2007:47) and expression of individual ideas, a ‘focus on content’, is encouraged (Larsen-Freeman and Anderson (2011:124).

3.3.6 CLT is not simply observed

It should be noted however that the activities suggested above, while ‘symptomatic’, do not guarantee effective implementation of communicative principles; Thornbury (1996:279) bemoans that some teachers, claiming allegiance to CLT, use ‘canonical techniques’ that “rarely do more than initiate exchanges at a trivial level” (278) and ‘group work’ which permits “the lowest possible level of involvement”. This observation casts doubt on the effectiveness of certain activities and types of group work alone. Intensifying his criticism of CLT, Kumaravadivelu (2006:62) asserts that “a communicative curriculum, however well conceived, cannot by itself guarantee meaningful communication in the classroom”. He refers to a number of classroom-orientated studies (Legutke and Thomas, 1991; Kumaravadivelu, 1993a; Thornbury, 1996) which suggest that “so-called communicative classrooms” were “anything but communicative” (Kumaravadivelu, 2006:62). This accusation challenges the assumption that students can be ‘coerced’ into speaking English meaningfully. As “authentic and meaningful communication” (Richards and Rogers, 2001:172) is essential in CLT, this is critical concern and necessitates a deeper consideration of ‘meaningful communication’.

3.4 Classroom Discourse and Meaningful Communication

Beyond surface-level, observable features of CLT therefore, it is necessary to consider the properties of ‘meaningful communication’ in the classroom. Seeking to analyse classroom

discourse empirically, many studies have concentrated on ‘teacher talk’ (TT) as teachers work to promote certain patterns of interaction.

3.4.1 Teacher Talk

Sinclair and Coulthard’s (1992) Initiation, Response, and Follow-up (IRF) model has proven a valuable tool for classroom discourse analysis. Most significantly, they proposed that “a typical exchange in the classroom consists of an initiation by the teacher, followed by a response from the pupil, followed by feedback, to the pupil’s response from the teacher” (Sinclair and Coulthard, 1992). Despite the IRF model having understood as “a powerful pedagogical device for transmitting and constructing knowledge” (Cullen, 2002: 181) which provides “a way of scaffolding instruction” and “assisting learners to express themselves with maximum clarity” (Van Lier, 2001:96), the model undermines CLT’s goal of student autonomy. The assumption that it is the teacher’s duty to “create, manage and decide the different types of students’ interactions carried out in the classroom” (Nazari and Allahya, 2012: 20) inevitably means that students are dependent on teacher initiations and feedback and are unable to initiate conversation independently.

If IRF is viewed as a model to be adhered to, Thornbury’s (1996:279) sense that “the only real communication between the learners takes place during the break, or after class” (Thornbury, 1996:279) would only be exacerbated. Gharbavi and Irvani (2014:552) go as far as suggesting that dominant teacher talk can be “hurtful”, “stressful” and “could block learning opportunities”. Waring (2009) suggests a move away from the IRF structure can increase students’ willingness to communicate. These views echo Krashen’s (1985) Affective Filter Hypothesis, which suggests student anxiety and defensiveness prevent language acquisition. It is important to stress therefore, that the IRF model promotes a pattern of interaction which undermines the principles of CLT. Dominant teacher talk and regular ‘feedback on form’ are unlikely to generate communicative competence. Nevertheless, as McCarthy (1991:19) suggests, the IRF model retains its usefulness as a contrastive tool- “a yardstick for the kind of language aimed at in communicative language teaching”.

3.4.2 Alterations of the IRF model

CLT not only encourages student-to-student interaction therefore but should change the way in which teachers interact with students. Rather than existing in predictable exchanges, proponents of CLT have recommended that teacher talk more closely resemble patterns of

communication that occur outside the classroom. Francis and Hunston (1992:124) propose that “I (R/I) R (Fn)” better reflects the “various possibilities” of complex exchanges. Corresponding with the increasing popularity of CLT principles therefore, there have been a number of proposed alterations to the IRF model.

While initiation has been traditionally seen as the teacher’s responsibility, Coulthard and Brazil (1992:75) suggest that a ‘reply’ act, originally fixed as part of a ‘response’ move and given in anticipation of feedback, might also function as an opening move; this more closely resembles a conversation between equal participants. It has also been suggested that the teacher initiates conversation through a greater use of ‘referential’ questions where an answer is not known beforehand and a ‘genuine’ information exchange is sought. Alternatively, ‘display’ questions simply ‘test’ students since the answers are already known.

Regarding the ‘follow-up’ move, Nazari and Allahyar (2012: 22) recognise recent efforts to make the ‘F’ move more inclusive of the student; feedback on form, which does often not occur outside the classroom, is made more interactive. As mentioned, Lyster and Ranta (1997) have suggested that ‘elicitation’, ‘metalinguistic feedback’, ‘clarification requests’, and ‘repetition’ encourage negotiation of meaning and generate student-generated repair more effectively. Longer exchanges and student participation in error correction may therefore be considered symptomatic of communicative classroom discourse.

3.4.3 Communicative Teacher Talk

Identifying salient characteristics of ‘meaningful communication’, Thornbury (1996) emphasizes the importance of referential questions, feedback on content rather than form only, extending wait time, and student-initiated talk. Lei (2009) compliments this by listing the avoidance of the IRF structure as well as referential questions, feedback on content, student-initiated talk and a focus on the ‘value’, or function, of vocabulary. Presenting concept of ‘facilitator talk’, Clifton (2006:148), suggests that allowing students to ‘self-reflect’ and ‘self-select’ would encourage them to take responsibility in initiating and developing topics. Furthermore, the teacher as ‘facilitator’, should use referential questions, back channeling and co-authored turns to introduce a ‘richer lexis’ and encourage the student to increase the quantity of their output (Clifton, 2006:148). These characteristics, compared in Table 3.4.3, represent a way in which ‘communicative’ teacher talk might be differentiated from traditional teacher talk.

Table 3.4.3 Suggested Features of Communicative Teacher Talk

Thornbury (1996)	Clifton (2006)	Lei (2009)
Referential Questions	Referential Questions Back-channeling Co-authored turns	Referential Questions
Content Feedback	Back-channeling feedback and reformulating deviant utterances	Content Feedback
Student Initiations	Student self-selecting topics Student-initiated instruction	Student Initiated Talk
Reducing “an over-reliance on IRF sequences” (287)	No “one fixed recursive pattern of interaction” (148)	Avoidance of IRF Sequence
Wait time		The teaching of ‘value’, vocabulary in context, rather than ‘significance’, explicit definitions only.

While not everyone agrees that ‘meaningful communication’ in the classroom should resemble communication outside the classroom (Cullen,1998:182), as CLT is chiefly concerned with preparing students for ‘real world’ contexts, strict adherence to ‘traditional’ forms of teacher-dominated interaction, with no respite, may indicate a rejection of CLT principles. An analysis of TT therefore provides a valid means of measuring ‘communicativeness’ in classrooms. Previous studies have also incorporated transcript analysis into their overall analyses; Basturkmen et al (2004:252) identified ‘focus on form episodes’, while Harfitt (2012:10) counted the number of ‘display’ and ‘referential’ questions.

CHAPTER 4: CONTEXT

4.1 CLT implementation in Korea

Having considered the nature of belief and the key principles of CLT, it is necessary to consider the context in which these elements interact. Context is a crucial factor with regard to teachers' beliefs and in the application of CLT.

4.1.1 A brief history of English education in Korea

While Jeon (2009: 123) states that 'communicative competence' has become "the focus of English language learning and teaching in Korea", this has not always been the case. Korea falls easily into Kachru's (1996:137) 'Expanding Circle' category and the evolution of English education has been slow; although first introduced in 1883, its significance has only been realized in the last few decades (Yook, 2010). A number of unique socio-political factors have accelerated English education in Korea; after the involvement of UN forces in the Korean War, the country experienced rapid economic development and a dramatic increase in wealth. In the light of ever-increasing globalization also, the vitality of English as a 'global language' became undeniable. As the Korean economy relies on manufacturing and trade, many employment positions now require a certain level of English proficiency; "English has become a critical part of high-stakes tests, deciding major opportunities in the lives of Koreans" (Yook, 2010:3). Yook (2010:3) surmises that English is "the most important foreign language in Korea, and it permeates almost every aspect of Korean life".

4.1.2 1996 top-down shift to communication- its failure, and remedies

Seeking to raise the level of English proficiency in the general population, the Korean government sought to reform traditional teaching practice. Most significantly, the 6th National Curriculum in 1996 marked a dramatic shift in favour of communicative-orientated approaches (Yoon, 2004; Yook, 2010). Going against years of tradition, The Ministry of Education (MOE) announced that classrooms "should be learner-centered, positioning teachers as collaborators and monitors in support of student learning instead of their traditional role as knowledge holders and controllers" (Kim, 2008:44). With the stated aim of 'communicative competence', this has been viewed as the official introduction of CLT in Korea (Kim, 2008:43).

Despite the progressive ambitions of educational policy-makers in Korea however, the implementation of CLT has been imperfect. Yoon (2004) argues that the 6th National Curriculum was flawed as its “emphasis on fluency” (7) and “opposition to grammar... does not appropriately reflect the viewpoint of CLT” (8) and instead proposes that “curriculum developers should consider more essential features of communication rather than simply replacing grammar with functions in syllabus design” (Yoon, 2004:15). Yook (2010:146) also criticizes the inadequacy of ‘top-down’ reform, pointing to “the urgency of providing a reform-friendly environment and, more importantly, the necessity of ‘reality informed’ and/or ‘bottom-up’ reform efforts”. Kim (2008:44) has suggested that initial attempts at reform disregarded “the process of implementation”. In summary therefore, initial attempts to implement CLT in Korea seem to have lacked a clear understanding of its principles and failed to appreciate teachers’ beliefs and unique teaching contexts.

More recently, there are signs that the Korean government is beginning to recognise the importance of teacher cognition; intensive training courses for Korean teachers of English have been introduced (Yook, 2010:26) and huge investments have been made to recruit native-speakers to teach alongside Korean teachers (Yook, 2010:25). It is hoped that these measures will decrease the antipathy and accelerate CLT in Korea. In support of these initiatives, Choi (2000:25) found that a number of factors contribute to the successful implementation of CLT methods; a positive view of CLT, a high self-evaluation of proficiency and study experience in an English speaking countries. For NES teaching at university therefore, ‘a positive view of CLT’ may be all that is required.

4.2 Barriers to CLT implementation in Korea

Evidently, the implementation of CLT in Korea is a work in progress. The initial failure to set out an appropriate version of CLT and take into account teacher beliefs and their unique teaching context led to multiple problems in the application of CLT.

4.2.1 Li’s study (1998)

In Li’s (1998) survey of 18 South Korean secondary teachers four main sources of difficulty are highlighted; the *teachers*, *students*, the *educational system* and *CLT* itself. Firstly, teachers pointed to their own ‘deficiencies in spoken English’, ‘deficiencies in strategic and communicative competence’, ‘lack of and few opportunities for CLT training’, ‘misconceptions about CLT’ and a ‘lack of time for and expertise in material development’.

Secondly, they believed that they were constrained by students' 'low proficiency', 'little motivation' and 'resistance to class participation'. Thirdly, the educational system's 'large classes', 'grammar-based examinations', 'insufficient funding' and a 'lack of support' contributed to difficulties. Fourthly, they judged that CLT was an 'inadequate account of EFL teaching' and lacked 'effective and efficient assessment instruments'.

Some of these initial problems appear to spring from the teachers' lack of English proficiency and experience with CLT techniques. Brown (2007:46) acknowledges that "some of the characteristics of CLT make it difficult for a nonnative-speaking teacher... to teach effectively". Jeon (2009:124) finds these difficulties unsurprising as many Korean teachers have lacked of experience of learner-centred instruction, did not learned to speak English competently and continue to operate in an exam-focused education system. These complaints are likely a factor in the Korean government's decision to recruit native-speakers into public education (Yook, 2010).

4.2.2 Later studies- Choi (2000) and Jeon (2009)

Later studies have revealed some change in teacher beliefs about CLT. Choi's (2000) survey showed that 97 middle school teachers held largely positive views of CLT although many continued to value drill activities and remained unconvinced about CLT's approach to grammar teaching. The misconception, first identified by Li (1998:689), that CLT does not teach 'form' and "totally neglects accuracy" appears to have continued. Furthermore, comparing the results of a survey administered in 1996 and 2008, Jeon (2009) found that elementary, middle and high school teachers continue to be concerned with "the number of students in the classroom, opportunities for on-going teacher training, and the availability of supplemental materials". A comparison of Li (1998) and Jeon's (2009) findings, see Table 4.2.2, also suggests that student motivation and ineffective assessment methods are ongoing issues.

Table 4.2.2 Problems and Issues Implementing CLT in Korea

Li (1998) Teachers identified difficulties caused by...	Jeon (2009) Teachers identified issues regarding...
1) the Teacher <ul style="list-style-type: none"> - Deficiency in spoken English - Deficiency in strategic and sociolinguistic competence 	<ul style="list-style-type: none"> - changing from an education system centered on passing a university entrance exam - developing assessment techniques to

<ul style="list-style-type: none"> - Lack of training in CLT - Few opportunities for retraining in CLT - Misconceptions about CLT - Little time for developing materials for a communicative class <p>2) Students</p> <ul style="list-style-type: none"> - Low English proficiency - Lack of motivation for developing communicative competence - Resistance to class participation <p>3) Educational System</p> <ul style="list-style-type: none"> - Large classes - Grammar-based examinations - Insufficient funding - Lack of support <p>4) CLT</p> <ul style="list-style-type: none"> - Inadequate account of EFL teaching - Lack of effective and efficient assessment instruments 	<p>match with communicative objectives.</p> <ul style="list-style-type: none"> - developing curriculum that allows flexible use of the textbook - developing practical and interesting materials - developing supplementary materials - providing tools and technology - providing instruction on using technology and resources - improving teacher's communicative competence - developing detailed teaching techniques for communicative competence - providing experience in the learner-centered approach - providing opportunities for systematic in-service teacher training - promoting teacher motivation to comply with the communicative approach - having a reasonable number of students in the classroom - appropriate seating arrangements - promoting learner motivation and participation - lowering student's anxieties about new teaching methods
--	--

4.2.3 The Korean university context

More recently, DeWaelche (2015:131) has suggested that “cultural and institutional factors, as well as limitations in English language proficiency, impacts participation in student-centred, critical thinking activities” in the Korean university setting. He implies that underlying Confucian ideals mean there is reluctance to accept teachers as ‘facilitators’ and students as ‘autonomous’. This acknowledges the importance of student beliefs as well as teacher beliefs. Lee et al (2015) agree that socio-culture and institutional factors impact styles of learning; they found that Korean university students perceived themselves as ‘receptive’ learners and some held negative views about ‘critical’ or ‘creative’ learning (142).

4.3 Implications for this study

Korea represents a unique social context with unique barriers to CLT implementation. Some of these barriers appear to have decreased in significance over time, for example teachers' low proficiency and lack of exposure to communicative techniques, while some have lingered. Regular evaluation is necessary to ensure the effectiveness of ongoing CLT implementation. In particular, it is useful to consider whether the cultural and institutional barriers identified by Korean teachers in the past, continue to cause difficulties for NES teachers in Korean universities. This study will therefore provide an update on teachers' perceptions of contextual barriers to communicative techniques in a university setting.

CHAPTER 5:

RESEARCH ON NATIVE-ENGLISH-SPEAKING TEACHERS' BELIEFS AND PRACTICES AT A KOREAN UNIVERSITY

5.1 Research Questions and Methodology

Previous studies investigating CLT in Korea (Li, 1998; Choi, 2000; Eun, 2001; Yook, 2010) and in other contexts (Chang, 2011; Nishino, 2012; Zheng, 2013) have used mixed methods to ensure triangulation and allow deeper insight into the beliefs and practices of participants. Mixed-method approaches acknowledge the 'messiness' of teacher beliefs and hold the unique social context of each classroom in high regard. Dörnyei (2007:42) remarks that mixed method research "has been increasingly seen as a third approach" which combines qualitative and quantitative elements and, in so doing, eliminates some of the weaknesses of each. Such an approach may also lead to a "better understanding of complex phenomenon" and "increase validity" since "words can be used to add meaning to numbers and numbers can be used to add precision to words" (Dörnyei, 2007:45). Adopting this approach therefore, this study will investigate these research questions:

RQ1) To what extent do the teachers believe in CLT principles?

RQ2) To what extent do the teachers practice CLT principles?

In order to answer these questions, Karavas-Doukas' (1996) characteristics will be used to focus the study on five distinct aspects of CLT. Given the abstractness of CLT principles, these permit a manageable assessment of beliefs and practice. The colour-coding of these characteristics in the appendices allows for easier identification and analysis of belief and practice; 'group/ pair work' (purple), the 'importance of grammar' (orange), 'error correction' (green), the 'role of teacher' (blue) and 'learner contribution' (red).

5.2 Participants and Context

Although ten teachers were invited to participate in this study, five were either unwilling or unable to participate. The participants are therefore five NES teachers teaching at a Korean university. As each was assured of anonymity, pseudonyms are used and identifiable personal details have been kept confidential. Nevertheless, all are native-speakers from 'Inner Circle' countries; four teach at the same university, three from the same department, while one

teaches at a different university in the same city. Each participant has a post-graduate qualification, some form of teacher training and more than 5 years teaching experience in Korea. Reflecting the male-female ratio of NES teachers at these two universities, four are male and one female. Other similar studies have used both mixed groups (Kissau et al, 2012:583) and single gender groups (Basturkmen, 2004; Harfitt, 2012).

The relatively small group of participants is in keeping with similar studies which attempt in-depth analysis; Mansour (2014) used 4 participants while Basturkmen et al (2004) and Harfitt (2012) used three. It is important to recognise that each participant represents a complex belief system, influenced by personal experiences, in a unique context.

The context in each case is a university in Korea. All of the teachers teach Korean students on a mandatory English course; Simon, Paul and Anne teach a general English speaking course to large, mixed-major classes of first year university students, Jim teaches a general English speaking course to mixed-major, second year students, Matt teaches a writing class to second year students as part of their English Literature degree.

Table 5.1 Summary of participant details

Teacher (pseudonym)	University (pseudonym)	Highest Academic Qualification	Years of teaching experience in Korea	Subject/ Course	Under- graduate Grade taught	Average Class Size (approx.)
Jim	University X	MA	15+ years	English Speaking	2nd	30
Simon	University Y	MA	5+ years	Action English: Speaking	1st	45
Paul	University Y	MA	5+ years	Action English: Speaking	1st	45
Anne	University Y	MSc	5+ years	Action English: Speaking	1st	45
Matt	University Y	phD	15+ years	Writing (English Literature Course)	2nd	30

5.3 Data Collection: To what extent do teachers believe in CLT?

To investigate the teacher's stated beliefs regarding CLT, two different research methods were employed- 1) an attitude scale and 2) semi-structured interview.

5.3.1 Attitude-Scale (Appendix I)

This study utilizes Karavas-Doukas' (1996:194) Likert attitude scale in order to address RQ1 and determine the 'stated beliefs' of each participant with regard to 'group/ pair work', 'the importance of grammar', 'error correction', 'the role of teachers' and 'learner contribution'. While typically used to gather quantitative data from large numbers of participants, its use brought advantages to this small-scale study.

Firstly, it generates quantitative data which allows an easier comparison of participants' stated beliefs and indicates the intensity of those beliefs. It does this by attributing a score (1-5) depending on how strongly participants agree or disagree with each of the 24 statements. The wording of the statements was not changed and, since a similar format has been used successfully in other contexts (Razmjoo and Riazi, 2006; Al-Mekhlafi and Ramani, 2011; Chang, 2011; Ngoc and Iwashita, 2012), cross-cultural comparisons are possible.

Secondly, due its streamlined design, which uses the 'split-half method' to improve validity (Karavas-Doukas, 1996), the attitude scale could be completed independently, minimizing disruption, and helping to ensure continued, willing participation. Consequently, the attitude-scale was sent to the participants individually and received between April 19th and May 1st, 2018 prior to the lesson observations.

Taking Dörnyei's (2007: 110) advice, participants were thanked at the end of the questionnaire and invited to leave additional comments which gave additional insight into participants' understanding of the statements.

5.3.2 Semi-structured Interview (Appendix III)

As Phipps and Borg's (2009:382) caution that questionnaires and surveys "may reflect teachers' theoretical or idealistic beliefs" about what *should* be as opposed to what *is* the reality, this study also incorporated a semi-structured interview to yield more qualitative data. A question outline (Appendix II) provided structure to the interview but the interviewee was encouraged to elaborate on their responses freely. This provided a "compromise between two

extremes” (Dörnyei, 2007:136) which recognises the complexity and relativity of belief while enabling a degree of comparison.

The semi-structured interviews took place last of all within 10 days of the lesson observations at the participants’ convenience. Each lasted around 30 minutes. The interviews occurred at location suggested by the participants; this helped ensure a comfortable environment and encouraged openness. Once again, participants were assured of confidentiality and encouraged to answer honestly. The conversation was recorded with permission and later deleted after interview transcripts were produced (Appendix III).

Addressing RQ1, the semi-structured interview questions were designed to elicit the participants’ beliefs about CLT and identify any barriers they felt limited their teaching practice. In light of Brown’s (2007:48) comments regarding confusing terminology, jargon words were avoided. In order to avoid leading participants, the interview questions were first piloted with another teacher before being used. The questions were then refined and altered in order to be as neutral as possible.

Participants were invited to talk openly along the themes of their beliefs about teaching, their practice, their students and, finally, their teaching context. Only on finishing the interview were participants directly asked whether their teaching was ‘communicative’. Finally, as recommended by Dörnyei (2007: 138), they were invited to make any additional comments. To further ensure accuracy, the participants were also invited to comment on the answers they had previously given on the attitude-scale and give insight into any abnormalities regarding the observed lesson.

At the judgment of the researcher, the interview transcripts (Appendix III) were analysed and colour-coded according to the relevance of teacher comments to each of Karavas-Doukas’ (1996) five characteristics of CLT. The most salient comments could then be compared with the findings of the attitude-scale in an exploration of RQ1. Teacher comments regarding any barriers to CLT implementation were also highlighted in order to provide deeper insight into any failure to practice communicative principles.

5.4 Data Collection: To what extent do teachers practice CLT?

To investigate the extent to which the teachers practice CLT, two different research methods were employed- 1) a lesson observation and 2) lesson transcript analysis.

5.4.1 Lesson Observation

The purposes of the lesson observations were twofold; to assess whether participants practiced CLT in actuality and to observe any obstacles to CLT implementation.

As these observations took place between mid-term and final term exams and a spate of national holidays, time was limited. Consequently, each participant was observed for approximately 50 minutes during their usual class timetable (see Table 5.4.1). With the exception of Matt, whose whole lesson lasted around 50 minutes, only the first half of the participants' 100 minute lesson was observed.

Table 5.4.1 Details of participant's observed lesson

Participants	Dates	Portion	Duration
Anne	09/05/18	The first 50 minutes of a 100 minute lesson	2:03- 2:55pm
Jim	14/05/18	The first 50 minutes of a 100 minute lesson	11:03- 11:55pm
Paul	10/05/18	The first 50 minutes of a 100 minute lesson	2:05- 2:55pm
Matt	23/04/18	A whole 50 minute lesson	12:02- 12:56pm
Simon	03/05/18	The first 50 minutes of a 100 minute lesson	2:05- 2:45pm

In order to discourage unnatural behaviour, the researcher assured participants of confidentiality and sought to be a non-participant observer of a 'typical' lesson. In order to avoid technical difficulties and further distraction (Dörnyei, 2007:184), audio-recording, rather than video-recording, was chosen to document teacher talk. Before the class, two voice-recording devices were placed at the front of the classroom. The subsequent recordings were used to create transcripts which were analysed for insight into the communicative strategies used by each teacher.

5.4.2 Analytical Framework

In order to supply quantitative data for an easier comparison of participants' practice, each of Karavas-Doukas' (1996) five characteristics of CLT was paired with a closely-related, measurable outcome. These five characteristics and their corresponding measurable outcomes are outlined in Table 5.4.2.

Table 5.4.2 Karavas-Doukas' (1996) Characteristics of CLT and their proposed measurable outcomes

5 Characteristics of CLT (based on Karavas-Doukas, 1996)	Data Collection Method	Measureable Outcome
group and pair work	Part A of Spada and Fröhlich's (1995) COLT observation scheme (participating organisations)	Minutes spent in pairs, groups or individually
importance of grammar	Part A of Spada and Fröhlich's (1995) COLT observation scheme (content)	Minutes spent explicitly focusing on form
error correction	Transcript Analysis	Total number of error correction types
role of teacher	Transcript Analysis	Total number of 'display' and 'referential' questions
learner contribution	Transcript Analysis	Total number of student initiations

5.4.3 COLT observation scheme (Appendix IV)

As CLT entails that students interact “a great deal with one another” (Larsen-Freeman and Anderson (2011:123), the characteristic of ‘group/ pair work’ was represented by the number of minutes spent in pairs, groups or individually. As “less attention” is paid to the “discussion of grammatical rules” (Brown, 2007:47), the number of minutes spent explicitly focusing on form reflected the teacher’s view of the ‘importance of grammar’.

An adapted version of Part A of Spada and Fröhlich’s (1995) COLT observation scheme was used to record the length and type of activities, participating organizations, content, student modality and materials in real time. As classroom dynamics are noted every two minutes, the amount of minutes spent in ‘groups’ or ‘focusing on form’ can be counted and compared.

Supporting its use in this study, Wang (2008) successfully used this scheme to identify differences between language policy and teachers’ actual practice. At Dörnyei’s (2007:179) suggestion, the observation was adapted slightly from the original, with the multiple options relating to ‘other topics’ of ‘content’ replaced with an empty space for notes; this allowed faster and more efficient use.

5.4.4 Transcript Analysis (Appendix V)

Concerning ‘error correction’, Lyster and Ranta’s (1997) 6 categories were used to expand the acts proposed by Sinclair and Coulthard’s (1992:24). Of these, ‘elicitation’, ‘metalinguistic feedback’, ‘clarification requests’ and ‘repetition’ were classed as ‘more communicative’ since they generate ‘negotiation of form’ while ‘recasts’ and ‘explicit correction’ were ‘less communicative’. In analyzing teachers’ responses to students, Sinclair and Coulthard’s (1992:20) definition of ‘acknowledge’ was used where form was overlooked and comments seemed to ‘focus on content’; although ‘acknowledge’ was originally defined as an ‘act’ used by the student, this may represent communicative teacher talk. For the sake of succinctness, this study also merges Sinclair and Coulthard’s (1992:21) ‘evaluative’ act with the ‘accept’ act to describe expressions such as ‘ok’, ‘great’, and ‘good job’; these typically represent positive feedback on form. These were classified and labeled on each lesson transcript (Appendix V).

As referential questions are understood to be symptomatic of CLT (Thornbury, 1996; Clifton, 2006; Lei, 2009) and “promote more meaningful communication between the teacher and the learner” (Chaudron, 1988:127), the ‘role of teacher’ was considered according to the number of referential questions directed at students. Long and Sato (1983) define ‘referential’ questions as those to which the answer is not known by the teacher while ‘display’ questions are used to elicit an answer known by the teacher. Occurrences of both question type were marked on the transcripts (Appendix V) and counted.

‘Learner contribution’ was reflected by the total number of student initiations. These were identified where the student was judged to have required a response from the teacher and marked on the transcripts (Appendix V). Frequent student initiations are interpreted as highly communicative (Thornbury, 1996; Lei, 2009).

CHAPTER 6: RESULTS AND DISCUSSION 1:

TO WHAT EXTENT DO TEACHERS BELIEVE IN CLT PRINCIPLES?

Relating to the research questions, the findings are presented in two parts. Firstly, data from the attitude-scale and semi-structured interviews are used to explore RQ1. Secondly, data from the COLT observation scheme and transcript analysis give insight into RQ2. Following the presentation and discussion of each of these, the overall implications and limitations of this study will be explored in Chapter 8.

6.1 Results: Attitude-Scale

Depending on the extent to which they agreed or disagreed with the statements, participants scored up to five points per question. With the lowest possible total score being 24 and the highest being 120, Karavas-Doukas (1996:192) suggests a score above the neutral point of 72 indicates a leaning towards communicative values. The mean average of the teachers' communicative scores, shown in Table 6.1, suggests that the 5 participants hold favourable attitudes toward CLT principles in general.

Table 6.1 Participants' communicative scores on Karavas-Doukas' (1996) attitude-scale (Appendix I)

Characteristics of CLT	Participants' Communicative Scores				
	Anne	Jim	Paul	Matt	Simon
group and pair work (4 statements: 2, 9, 13, 22)	16/20 (80%)	18/20 (90%)	18/20 (90%)	17/20 (85%)	16/20 (80%)
importance of grammar (6 statements: 3, 12, 15, 17, 18, 23)	19/30 (63.3%)	23/30 (76.6%)	20/30 (66.6%)	23/30 (76.6%)	22/30 (73.3%)
error correction (4 statements: 1, 6, 10, 14)	12/20 (60%)	13/20 (65%)	14/20 (70%)	15/20 (75%)	13/20 (65%)
role of teacher (4 statements: 7, 16, 19, 21)	15/20 (75%)	17/20 (85%)	15/20 (75%)	17/20 (85%)	13/20 (65%)
learner contribution (6 statements: 4, 5, 8, 11, 20, 24)	22/30 (73.3%)	25/30 (83.3%)	23/30 (76.6%)	20/30 (66.6%)	23/30 (76.6%)
Total: (all 24 statements)	84/120 (70%)	96/120 (80%)	90/120 (75%)	92/120 (76%)	87/120 (72.5%)
Mean Average:	89.8 (74.8%)				

All of the participants appear similarly sympathetic to CLT principles although Jim appears more confident in his views while Anne is slightly less certain. The percentages suggest that participants believe most strongly in the value of group and pair work although Matt scores

equally concerning ‘the role of teacher’. Every teacher appears marginally less certain about the ‘importance of grammar’ and ‘error correction’ except Matt who appears less certain about ‘learner contribution’.

6.1.1 Controversial Statements

The ‘Compared Responses’ questionnaire (Appendix I) indicates that the participants thought similarly except on a few points. Table 6.1.1 shows these controversial statements; two concern the ‘importance of grammar’ (orange text), one concerns ‘error correction’ (black text), one concerns ‘learner contribution’ (red text), and one concerns the ‘role of teacher’ (blue text). This suggests some uncertainty particularly with regard to the development of grammatical competence. Statements favourable to CLT are marked with an asterisk (*), added during analysis.

Participants’ notes (Appendix I) provide greater insight into some of these controversial statements. Concerning statement 19, Anne comments that imparting knowledge through ‘explanation, writing and example’ is “partly” valid. Jim suggests that, “even in TBLT, there is a place for explanation, writing and example”. Some statements were viewed as overly divisive therefore and participants may take a more eclectic approach in actuality. This is further enforced by Simon’s complaint that the questions “may be subtly ‘leading’ the responses to subjective outcomes”. Matt’s comment that most of his answers are considered “through the lens of attempting to teach a very basic introduction to academic writing” suggests he views context as a key factor impacting approach.

Table 6.1.1 Most controversial statements on the attitude-scale (Appendix I)

		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
6	For students to become effective communicators in the foreign language, the teachers' feedback must be focused on the appropriateness and not the linguistic form of the students' responses. *		P, S	M	A, J	
11	It is impossible in a large class of students to organize your teaching so as to suit the needs of all.		A, M, S	J		P
17	By mastering the rules of	J			A, P, S	M

	grammar, students become fully capable of communicating with a native speaker.					
19	The role of the teacher in the language classroom is to impart knowledge through activities such as explanation, writing, and example.		A	J, S	P, M	
23	Direct instruction in the rules and terminology of grammar is essential if students are to learn to communicate effectively.		A, S	M	J	P

6.1.2 Areas where the traditional approach is favoured

Significantly, there are statements where the majority of participants seem to favour more traditional principles rather than CLT principles (see Table 6.1.3). Anne, Matt and Simon agree with statement 11 that it is impossible to ‘suit the needs of all’ in large classes while Jim is uncertain. In her notes (Appendix I), Anne provides more clarity by adding “if they are a ton of different levels”. The majority of participants therefore appear to believe that student-centredness cannot be achieved in large classes.

Further supporting a traditional approach, Anne, Paul, Matt and Simon disagree with statement 14 that ‘much error correction is wasteful of time’. This suggests a positive view of frequent error correction and ‘focus on form’ as opposed to ‘focus on content’. In statement 6, however, Paul and Simon contradict this response by agreeing that feedback must be focused on ‘appropriateness’ as opposed to ‘linguistic form’. Evidently, participant views on error correction appear contradictory.

Table 6.1.2 Statements causing the most disagreement/ uncertainty amongst participants (Appendix I)

		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
11	It is impossible in a large class of students to organize your teaching so as to suit the needs of all.		A, M, S	J		P
14	Since errors are a normal part of learning, much correction is			J	A, P, M, S	

	wasteful of time. *					
15	The communicative approach to language teaching produces fluent but inaccurate learners.			A, P, M	J, S	

Statement 15 generated the most uncertainty overall. Significantly, this is also the only time the word ‘communicative’ is used in the statements; it is possible that participants were confused by the ‘jargon’ terminology or that the participants have no strong opinions on the effectiveness of CLT.

6.2 Results: Semi-structured Interview

The transcript of the semi-structured interview (Appendix VI) was analysed along the 5 themes proposed by Karavas-Doukas (1996) which characterize CLT. This highly qualitative data complements the quantitative data produced by the attitude-scale.

6.2.1 Anne’s Responses

As seen in Table 6.4, Anne views ‘group and pair work’ positively and uses it to facilitate conversation between her students (Interview 1: 027). Concerning, ‘the importance of grammar’, Anne admits that enjoys teaching grammar and addresses it explicitly while trying to ‘elicit’ answers from students in a format comparable to PPP (Interview 1: 031, 039). Anne appears to believe that ‘error correction’ and feedback on form is an important aspect of teaching; she values metalinguistic feedback and sometimes explicitly corrects students during their discussions (Interview 1: 029, 031, 033). Anne’s ideal approach to teaching involves guiding the students and providing what they need to practice however she says this is difficult if “students don’t want to be there” (Interview 1: 010). Anne thinks her students benefit most from mixing with other students and exchanging language with each other (Interview 1: 041).

Table 6.2.1 Anne's comments relating the five characteristics of CLT

Characteristics of CLT	Anne (Excerpts taken from Interview 1, Appendix III)
group and pair work	<i>Why did I do group work for that activity? So they can speak. So they can talk. The problem is obviously some partners are a bit lazier than others so lately I've been trying to move them around a lot- the odd lesson move them around a bit and, yes, if they have a four as well they're going to talk to different people. I think with</i>

	<p>vocabulary games as well it's just a bit more interesting to have different people in it. (Interview 1: 027)</p>
importance of grammar	<p><i>How do I teach grammar? I normally try and elicit it from them first and present it to them in the most simple structure, with as much structure as possible on the PPT slide on the board and then get some open class examples and then do the thing in the book. If it's particularly difficult, go over the first question as a class and then get them to do it themselves. Pick on people to answer and then, after that, they can do some free practice or whatever.</i> (Interview 1: 031) <i>I like teaching grammar and I actually like the boring stuff.</i> (Interview 1: 039)</p>
error correction	<p><i>One thing I try and do; this is an idea I got from doing my CELTA- we had to watch some other teachers and one teacher was really good. Every time the students were doing something she'd go around and listen and write down errors and, at the end of that activity, she'd present them to the class. So I normally try and do that. For example, if there's a pronunciation error or a really useful grammar error that's useful for everyone, I'll be like, 'Can you change this? Can you correct it for me?'</i> (Interview 1: 029) <i>if I think that a student is going to be particularly embarrassed, I'll change it a little bit. For example, today they were saying 'Last year winter vacation' when you can just say 'Last winter vacation' so I changed it to summer vacation and asked the class as a whole whether they could change it. If it's a bit more complicated, I'll write it and speak it.</i> (Interview 1: 031) <i>If they're doing partner work and I walk past I might correct them to their face or something like that. Especially if they are doing writing but speaking I would normally just tell them, 'it's this'. If they are doing writing, I'll point and say 'what goes there?'- try and give them a hint. Or, if they're doing grammar activities in the book, I'll normally walk around and specifically say something to them.</i> (Interview 1: 033)</p>
role of teacher	<p><i>My ideal approach to teaching is when the students are doing most of the work and they're speaking and I can just guide them to the right places but it can be difficult if students don't want to be there so, in an ideal situation- give them what they need to do it and then they just go and do it as much as possible, practice as much as possible.</i> (Interview 1: 010)</p>
learner contribution	<p><i>I think at that age, especially at university, what should be fun and interesting is having conversations with each other and the times I feel like they're enjoying themselves the most is when I do actually, except for the two or three awkward ones who don't want to talk to anyone, they generally seem like they are having the best time when they have a full class mingle activity or if I set them up- it's difficult to do in those classrooms- but, for example I got them to do job</i></p>

	<i>interviews and like a speed-dating thing, and I feel like they like it. I feel like for them it's not a game. When I see that they like that, I try to incorporate it. I feel like they like it.</i> (Interview 1: 041)
--	---

6.2.2 Jim's Responses

As seen in Table 6.2.2 Jim values 'group and pair work' highly as it engages his students and encourages speaking (Interview 2: 030). Jim says he is moving more towards TBL and thinks 'grammar' teaching is not the most important, and shouldn't be 'the central thing', but remains necessary especially 'in the context of correction' (Interview 2: 008, 014). Jim supports frequent 'error correction', favouring metalinguistic feedback, however he may ignore errors if students are 'expressing themselves' (Interview 2: 012, 038, 040). Concerning 'the role of teacher', Jim believes that TBL is 'one of the better approaches' but also supports the usefulness of teacher lectures and PPP (Interview 2: 012). Jim believes that his 'students' maybe disappointed after having studied English for over ten years with little increase of communicative competence (Interview 2: 117). He thinks his students expect a 'fun' and 'easy' class with a foreign teacher (Interview 2: 042).

Table 6.2.2 Jim's comments relating the five characteristics of CLT

Characteristics of CLT	Jim (Excerpts taken from Interview 2, Appendix III)
group and pair work	<i>To me, pair work creates the most opportunity for students to be engaged. That's why. And they're going to be speaking- hopefully.</i> (Interview 2: 030)
importance of grammar	<i>...it is the most important, yeah, I would strongly disagree with that. I would say that it is a necessary component. But that it is the most important? No.</i> (Interview 2: 008) <i>Yeah, definitely training because these days I'm moving more and more towards TBL- as in getting the students to do meaningful tasks. Yes, grammar is done but it's done in the context of correction but not the central thing which I think is a mistake.</i> (Interview 2: 014)
error correction	<i>But my main teaching philosophy to practice in the classroom and for me to listen for errors and to provide students with correct and, hopefully over time with enough practice, for them to write in notebooks and for them to improve.</i> (Interview 2: 012) <i>I correct most things that we do. Like today there was an activity in which we review and so students write on the board- they answer a question. Then I will do error correction and sometimes elicit from the student- 'so what's the error here' - in order to get the students</i>

	<p><i>thinking and also for them to hopefully move forward in their knowledge.</i> (Interview 2: 038)</p> <p><i>It depends- sometimes error correction is done, especially if it's something that we have time for or it's something- again, it depends. If they're just speaking to their partner I might stop them if it's something- if it's a mistake I think they shouldn't be making- but if they are just expressing themselves I may not say anything.</i> (Interview 2: 040)</p>
role of teacher	<p><i>Well, again, if the goal is for language to be learned, which is what I do- I'm a language instructor, then my teaching philosophy is to use whatever method best meets that objective. And I have changed over time because I'm constantly reading so I do change. So, for example, even though I do believe that TBL is one of the better approaches, that doesn't leave out the value of a lecture on grammar because there are some students, and in fact even Rod Ellis who is one of the main proponents of TBL says that there's definitely a place for PPP- for example, he says, for teaching the articles, PPP is better for students to get a strong grasp. So my teaching philosophy is to do what works.</i> (Interview 2: 012)</p>
learner contribution	<p><i>I think most students expect an easy class. Unfortunately. But, again, they are hopefully busy with their majors. There is a preconception related to foreign instructors that it is supposed to be "fun". That's something I've read about. And they expect not too much homework.</i> (Interview 2: 042)</p> <p><i>...we have to realise, in this context, students in Korea have been going to school, studying English for ten years- they start in the third grade- all the students that are now freshmen and sophomores- that program started over ten years ago so they've been studying English for ten years and yet a lot of them cannot use the language very well and they are probably justifiably, whether it be disappointed or embarrassed or not happy about that, so I think that probably affects their attitude towards learning English.</i> (Interview 2: 117)</p>

6.2.3 Matt's Responses

As seen in Table 6.2.3, Matt says he 'very often' uses 'pair and group work' to generate discussion in his writing class or for an assignment (Interview 3: 014). He thinks it is ok for students to discuss in Korean depending on what the assignment is (Interview 3: 036). Matt says he does not want to spend 100% of time on 'grammar' but, as his students will be judged on their grammatical accuracy, believes it is important to address directly as well as in the context of academic writing (Interview 3: 002, 024, 059). Matt supports 'error correction' if it relates to the topic of the lesson (Interview 3: 020). Concerning 'the role of teacher', Matt

says he doesn't want to be 'teacher-orientated'; he tries to be aware of student needs and uses questions to keep his student engaged and awake (Interview 3: 002, 008, 016). Concerning 'learner contribution', Matt does not believe that students should decide the course of the lesson as they are sometimes unmotivated and 'have no idea why they're here' (Interview 3: 002, 010).

Table 6.2.3 Matt's comments relating the five characteristics of CLT

Characteristics of CLT	Matt (Excerpts taken from Interview 3, Appendix III)
group and pair work	<p><i>Normally, if I have time I will give them something to look at- whether its sentence level or paragraph level- and very often, most often I will suggest or put them into groups of two, or three, or four students and say work on this, discuss what you see, discuss these examples.</i> (Interview 3: 014)</p> <p><i>If they're doing group work, if they're doing an assignment and if I request that they speak English then they tend to go into conversation class mode and then they're capable and willing to do that. Without some kind of prod from me, at least half of them will immediately drop into Korean. And, most of the time, I don't mind- it depends on the assignment, it depends on what they're working on. Sometimes it's quicker and easier to get to the point of, if it's structure for example, something theoretical, there's no reason why they couldn't discuss it in Korean</i> (Interview 3: 036)</p>
importance of grammar	<p><i>Whether its balance of- there was a question about grammar- no, I don't believe it's the most important thing but, yes, they will be judged on it so we do have to address it but I'm not going to spend 100% of my class teaching grammar. (Interview 3: 002)</i> <i>We try to focus on groups of related things but, yes, it's really grammar.</i> (Interview 3: 024)</p> <p><i>English is not monolithic and writing is not monolithic. And then we go into expository, descriptive, narrative and persuasive. And I'm thinking about ditching persuasive and even narrative- the only reason I really do narrative is because it's a good excuse to really work on verbs and tenses and I can work in a lot of good grammar that way.</i> (Interview 3: 059)</p>
error correction	<p><i>In the writing class, I would only correct a grammatical mistake if it's directly related to what we're talking about at that time. Just this morning we were talking about determiners and adjectives and constructing noun groups and a student used 'a' instead of 'the' in her example that she was reading from her homework; I corrected her and I said, "we would use 'the'" and I explained why, "but otherwise your adjectives were really good". So we were focusing on the adjectives but, noticing this, I did correct it. Normally I</i></p>

	<p>wouldn't bother correcting somebody unless it's directly to do with what we are talking about. (Interview 3: 020)</p>
role of teacher	<p><i>My teaching philosophy is almost reactionary, I guess. Trying to be aware of what the students need and how those needs are changing overtime.</i> (Interview 3: 002) <i>So I'm really driven by this idea of trying to make it clear to them in a way that is accessible to them. Because it is so teacher orientated- but I don't want to be that kind of teacher. I don't know if this answer is making any sense but anyway.</i> (Interview 3: 008) <i>The primary purpose [of teacher questions] is just to keep the students engaged. When I'm asking questions, and again trying to keep in mind the fact that it's a very teacher-orientated culture, trying to keep the students engaged and expressing the answer is good practice for them in many ways but also just to stay awake sometimes!</i> (Interview 3: 016)</p>
learner contribution	<p><i>I don't think it's fair to the students to do only what they want or what they think they need. So, yes, every time somebody asks me that I always say balance is a real key.</i> (Interview 3: 002) <i>I feel like a lot of these students are completely unmotivated and have no idea why they're here. And I can't motivate them. Well, I mean, I often can't motivate them- I try to, I want to motivate them just by being enthusiastic about and saying, 'look, this is interesting- it's worth learning'.</i> (Interview 3: 010)</p>

6.2.4 Paul's Responses

As seen in Table 6.2.4, Paul incorporates 'group and pair work' by seating his students so they can discuss answers and sometimes do role play or read from a script; he believes this efficient as there is not enough time for teacher-student interaction (Interview 4: 014, 032). Concerning 'grammar', Paul appears to reject 'repetition' and 'drill' to a certain degree (Interview 4: 026). Paul tries to give 'error correction' sympathetically and recasts students' erroneous utterances (Interview 4: 016, 018). Paul uses the term 'humane approach' to describe 'the role of teacher'; he tries to make himself approachable by sharing personal stories, using humour and welcoming questions (Interview 4: 020). Paul uses a class list to select 'students' with whom he interacts (Interview 4: 016). He believes Korean students are fearful of making mistakes and speaking in front of others so he stresses the importance of trying (Interview 4: 018, 086).

Table 6.2.4 Paul's comments relating the five characteristics of CLT

Characteristics of CLT	Paul (Excerpts taken from Interview 4, Appendix III)
group and pair work	<p><i>Nearly on an everyday basis when it's the main speaking book itself students are grouped to sit with each other to share answers, to discuss answers, but also we have activities where they have to talk about a topic or maybe discuss the topic that's going to be based on their mid-term or final exam. So I encourage them to share ideas, to test ideas, to do it as a group. They're not tested as a group- they're tested individually, but because of the amount of students that we have and time, it's a better that they practice with each other because we don't have enough time for teacher-student interaction. (Interview 4: 014)</i></p> <p><i>Yes. Sometimes. It is something that is encouraged because I do the group work. I tell them that, before you give me an answer, you discuss the topic, practice with each other. And we do role play as well sometimes. They have to do reading or I give them small scripts to interact or something. It's part of the curriculum. (Interview 4: 032)</i></p>
importance of grammar	<p><i>Probably the Korean system of middle school, high school and then after school programs in this country are huge- they're so incredibly popular- but that is just drills, repetition- repetition is important in EFL education- but the interaction, again, student and teacher, there's a sense of fear I think. That's not a good method of teaching. (Interview 4: 026)</i></p>
error correction	<p><i>Whenever I ask questions, I ask them straightforward questions but then I use that as a basis for correcting their answers. I never try to interrupt them but I just correct them afterwards by saying, 'Oh, so you've been going to the gym', etc. (Interview 4: 016)</i></p> <p><i>Feedback, again, is like I just said but I try to use a well-constructed method to correct them but in a positive way because, if I was to interrupt or just like, 'no, no, no, no', then, they feel shot down. (Interview 4: 018)</i></p>
role of teacher	<p><i>My teaching philosophy is the humane approach. So I believe that, from previous practice, and seeing that there's quite a distance of relationship between a professor and the student and there's this idea that there's a fear boundary. Wherefore my approach is that I let the students know that I am approachable. They can talk to me, they can confide in me and I can help them but there's still a gap between educator and educatee. (Interview 4: 004)</i></p> <p><i>I try to make myself approachable. So, I've talked about my personal life in terms of food I like, games, sports, etc- jokes as well. But then, as I said, I make myself approachable- I repeatedly tell them, every class, that A) ask for help- questions are great, there's no such thing as a bad question so always ask for help if you need it. (Interview 4: 020)</i></p>
learner contribution	<p><i>I try to have a basis of, because I use a class list but my list is</i></p>

	<p><i>exactly the group lists, I want to have at least one interaction with every student because that way they don't feel left out and they have a part of the lesson- they have a little bit of interaction with the teacher.</i> (Interview 4: 016)</p> <p><i>Something from research I've learned- Korean students have such a fear of making mistakes and speaking a foreign language in front of others.</i> (Interview 4: 018)</p> <p><i>I've said before to my students that, if you want to get points in class, you speak. Actually, the very first thing I do with a new class is I put the word 'try' up in giant letters on the projector screen and I say, 'you want to get points in this class, you want to get an A+, this is all I want you to do, just try', and it's a case of, if the students just speak out and they ask me something, even if they correct me on something, it's great and I'm so happy about that and I let them know- 'thank you, that's fantastic'- because they're being encouraged and they're taking charge.</i> (Interview 4: 086)</p>
--	---

6.2.5 Simon's Responses

Simon 'group and pair work' is helpful and fun and tries to use it each class to encourage his student to verbalise answers in English (Interview 5: 022). Simon addresses grammar directly as it arises in the textbook but tries to make it 'fun'; he believes grammar is important for communicative competence as well as reading and writing (Interview 5: 024, 050). Simon tries not to put too much emphasis on error correction but often uses recasts to draw attention to grammatical accuracy without upsetting his students (Interview 5: 026, 028). Concerning 'the role of teacher', Simon says his approach depends on class size, situation and level but he tries to get everyone involved (Interview 5: 006, 072). Concerning 'learner contribution', Simon is aware that his students are taking a mandatory class and may lack motivation; he also says that students generally ask him questions after or before the class rather than during the class (Interview 5: 036, 074).

Table 6.2.5 Simon's comments relating the five characteristics of CLT

Characteristics of CLT	Simon (Excerpts taken from Interview 5, Appendix III)
group and pair work	<i>I try to have pair work and group work each class because some days it's pulling teeth to get them to answer questions. And, when they do get into groups, yes- they have to answer the questions, of course sometimes you'll hear a lot of Korean but in the end they</i>

	<p><i>have their English answers so it's helpful I find and it's fun for them.</i> (Interview 5: 022)</p>
importance of grammar	<p><i>There are some sections [in the textbook]. If you make it fun you can get them laughing about it. It's basically to show them that spoken English is a lot different than written English because they often talk like they're reading and there's no natural intonation at all. So they need to practice it.</i> (Interview 5: 024)</p> <p><i>...they've been having this class since grade 3 or 4 but, for most of them it's taught in Korean by Koreans, there are lectures with maybe some parroting but, real conversational English, this is probably their first class. There's been a huge focus on grammar being the most important- yes, it's important to be able to read and write but to not sound like a dummy when they're travelling- I think they're all worried about that.</i> (Interview 5: 050)</p>
error correction	<p><i>Well, I try not to go on auto-correction mode in class. I will usually restate their answers without saying, 'no, that's wrong'. If they say, 'He wears blue shirt'- 'Oh, he's wearing a blue shirt'. They've actually heard it enough that they know I'm not correcting them out of spite or anything.</i> (Interview 5: 026)</p> <p><i>Well, that's not really feedback- I'm echoing them, I'm letting them hear if they did make a mispronunciation or the like- they can hear a mistake. But I'm not making them feel bad about it, hopefully.</i> (Interview 5: 028)</p>
role of teacher	<p><i>I try to keep up with my own training but I can't say it's task-based learning or whatever; I find it's a mixed bag. It really depends on the whole scenario; how many students you have, what situation you're in, level, everything.</i> (Interview 5: 006)</p> <p><i>Well, I try to get everyone involved and, if there are a few people who are reluctant or seem anxious, if we're doing group work, I'll work with them and just try to give them some examples or try to get them interested.</i> (Interview 5: 072)</p>
learner contribution	<p><i>I usually go that at the beginning of term. It's like, 'show of hands- how many are learning because it's a mandatory?'. I'll usually go through that if I find they're getting restless or lazy in the middle of the term.</i> (Interview 5: 030)</p> <p><i>this might be going back to what I said earlier about cultural appropriateness, but, if they have some direct questions for me or even about the lesson or some upcoming or past project, they'll ask me at break time or after class or before class. It's really strange.</i> (Interview 5: 036)</p> <p><i>I usually go down the registry so everyone knows they're going to get a turn. It also lets them see in advance, they can prepare an answer and they know, 'teacher's going to call me in 5 minutes'</i> (Interview 5: 074)</p>

6.3 Discussion of Stated Beliefs

The quantitative data generated from the attitude-scale suggests that each participant has a positive view of CLT. These results are comparable to studies done in other contexts. In Karavas-Doukas (1996:192) study of 101 Greek secondary school teachers, the average score was 83. The mean average of Chang's (2000) study with 54 college teachers in Taiwan was 83.77. The mean average amongst public school teachers in Iran was 81.86 (Razmjoo and Riazi, 2006). Although a different scale was used, Ngoc and Iwashita (2012) also found that Vietnamese university teachers held mildly favourable to favourable attitudes to CLT. The mean average of this study, 89.8, suggests that these NES teachers working in Korean universities are also sympathetic to CLT principles. The slightly higher average may be due to differences in socio-cultural context, teacher training, or the smaller sample size. Overall however, the results of the attitude-scale appear to affirm the world-wide appeal of CLT recognised by Savignon (2007).

Most prominently, participants empathized with the end-goal of communicative competence and strongly endorsed 'group and pair work' in the classroom. Analysis of the semi-structured interviews also supports these findings; Anne and Jim use group work to stimulate discussion although they admitted that meaningful interaction was not always guaranteed, Paul and Simon encourage students to prepare answers before presenting them to the class, and Matt allows his students to work in groups as they analyse or prepare a piece of writing. This suggests a more learner-centred approach.

A few points of uncertainty and disagreement on the attitude-scales reveal schisms in the participants' beliefs about CLT, however. This is suggestive of more 'peripheral' beliefs. Evident in responses to statements about 'the importance of grammar' and 'error correction', participants seem slightly less certain regarding the importance of 'focus on content' versus 'focus on form'; this may lead to various practices in the classroom.

The semi-structured interviews provide valuable insight; all of the participants support regular 'focus on form' in their comments concerning the 'importance of grammar' and 'error correction'. Here therefore, they align themselves with a 'weaker' version of CLT. It is clear from the semi-structured interviews however that most pay attention to their students' 'affective filter' and try to elicit speech and give feedback sensitively. Lyster and Ranta (1997) would suggest that those favouring metalinguistic feedback, seemingly Anne (Appendix III, Interview 1:029) and Jim (Appendix III, Interview 2:038), recognise the

importance of student 'negotiation of form'. Although awareness of an 'affective filter' is evident in teachers' descriptions of interactions with students, in what Paul terms the 'humane approach' (Interview 4: 004), it seems that fixed patterns of interaction, which Thornbury (1996), Clifton (2006) and Lei (2009) argue is not communicative, are not avoided. This is especially apparent as both Paul and Simon select students by reading names from the class list (Appendix III: Interview 4:016, Interview 5:074). As their intention is to involve and engage students who may not otherwise participate however, the communicativeness of this strategy in this context is up for debate; "I want to have at least one interaction with every student because that way they don't feel left out and they have a part of the lesson" (Appendix III, Interview 4:016). It appears that student unwillingness to communicate may force traditional exchanges in the classroom.

CHAPTER 7: RESULTS AND DISCUSSION 2:

TO WHAT EXTENT DO TEACHERS PRACTICE CLT PRINCIPLES?

Using Karavas-Doukas (1996) five characteristics of CLT as a framework for analysis, this study attempts to evaluate and compare the participants' actual practice with regard to 'group and pair work', the 'importance of grammar', 'error correction', the 'role of teacher' and 'learner contribution'.

To achieve this, two observation techniques were used, namely, COLT observation scheme for recording the types of classroom organisation, and transcript analysis for recording teacher-student interactions. The results of the former will be discussed in 7.1 and the latter in 7.2.

7.1 Results: COLT Observation Scheme

The activities, participating organizations, content, student modality and materials were noted approximately every two minutes. The completed COLT observation schemes (Appendix V) were then compared.

7.1.1 To what extent is 'group and pair work' evident?

As seen in Table 7.1.1, of the various possibilities regarding participating organizations, teacher-led instruction took up the most time of each lesson. Closely related, students were much more likely to work individually than in pairs or groups; only in Anne and Jim's class did students spend any time in discussing or completing a task in groups. In Anne's class, students played a vocabulary-based game in groups of 4. In Jim's class, pairs of students asked and answered questions about best friends. A relatively short amount of choral work occurred in Anne, Jim and Simon's class. As students failed to interact "a great deal" (Larsen-Freeman and Anderson (2011:123), CLT is not immediately evident.

Table 7.1.1 Comparison of the participating organisation of each observed lesson

	Total minutes of teacher-led instruction	Total minutes of student group/ pair work	Total minutes of students working individually	Total minutes of choral participation
Anne	34/52	10/52	32/52	4/52
Jim	36/54	4/54	32/54	6/54
Paul	48/52	0/52	44/52	0/52
Matt	44/52	0/52	14/52	0/52
Simon	34/42	0/42	14/42	2/42

It should be noted that these modes of participation overlap- this occurs as activities and participating organisations transition and interact throughout the lesson; for example, the teacher talks as the students work individually.

7.1.2 How much ‘importance’ is placed on ‘grammar’?

As shown in Table 7.1.2, the COLT observation schemes reveal that all of the teachers dedicated a significant amount of time to dealing explicitly with grammar, pronunciation or intonation. Simon spent the least amount of time while Matt spent the greatest. As more attention was paid to “discussion of grammatical rules” (Brown, 2007:47), CLT was not fully implemented.

Table 7.2 Comparison of the minutes spent focusing on form in each lesson observed

	Anne	Jim	Paul	Matt	Simon
Total minutes of ‘focus on form’	20/52	24/54	30/52	34/52	18/42

7.2 Results: Transcript Analysis

Each lesson transcript was analysed according to the framework set out in Table 5.2; types of error correction, the number of display and referential questions, and instances of student initiation were identified.

7.2.1 How frequently was ‘error correction’ given?

Teacher feedback often directly followed student utterances. The various types of feedback are tallied in Appendix VI. Where the teacher did not seem to comment on grammatical accuracy, feedback was classified as ‘feedback on content’; this largely took the form of an ‘acknowledge’ act (Sinclair and Coulthard, 1992:20) or, using Lyster and Ranta’s (1997) terms, ‘repetition’ or ‘clarification request’. Where feedback drew attention to form, teachers gave both positive and negative feedback. Positive feedback was usually given in the form of an ‘accept’ (Sinclair and Coulthard, 1992:20) or ‘repetition’ (Lyster and Ranta, 1997:48). Negative feedback was categorized according to Lyster and Ranta’s (1997) six types and has been arranged in Table 7.2.1 according their suggested ‘communicativeness’. The most common type of negative feedback was ‘explicit’ correction used at least once by each participant. Alternatively, ‘repetition’ was never used to correct an error (Appendix VI).

These results suggest the teachers practice a ‘weak’ version of CLT since they gave error correction regularly but also interacted with students in a ‘negotiation of form’.

Table 7.2.1 Comparison of participants use of error corrections according to their ‘communicativeness’ as defined by Lyster and Ranta (1997)

Error Correction	Anne	Jim	Paul	Matt	Simon	Total
‘more communicative’	5	12	5	4	2	28
‘less communicative’	1	6	4	1	4	16
Total	6	18	9	5	6	44

7.2.2 What ‘role’ does the ‘teacher’ perform in the classroom?

Using Long and Sato’s (1983) definitions, display and referential questions were identified throughout each transcript (Appendix V). The types of questions used by each teacher are tallied and compared in Table 7.2.2 below.

Table 7.2.2 Comparison of the types of questions used in each observed lesson

Types of Questions used by the Teacher			
	Display	Referential	Total
Anne	47	20	67
Jim	23	33	56
Paul	30	18	48
Matt	14	4	18
Simon	27	41	68

As referential questions are understood to promote meaningful communication, Simon’s practice may be considered communicative. This corresponds with his statement that he uses questions to get students interested in speaking English (Appendix III, Interview 5: 018). Similarly, Jim’s practice reflects his belief in engaging students with questions (Appendix III, Interview 2: 036). Anne, Paul and Matt preference of ‘display questions’ suggests a more traditional approach. Alternatively, Matt asked fewer questions than the others; this appears to contradict his comment that he uses questions to keep his students awake and engaged (Appendix III, Interview 3: 016).

7.2.3 What ‘roles’ do ‘students’ play in the classroom?

Student initiations, wherein the student seeks a response from the teacher, were also counted. These numbers do not include moments of student-to-student interaction which were inaudible.

The figures in Table 7.2.3 reveal a scarcity of student initiated conversations with the teacher during the 50 minute observation periods. The first question asked by students in Matt’s class concerned classroom procedure while the second is a question about homework and comes as a response to an invitation for questions. Similarly, the student initiation in Jim’s lesson concerned the class schedule. As students are not sharing “ideas and opinions on a regular basis” (Larsen-Freeman and Anderson (2011:124), CLT is not being implemented effectively here.

Table 7.2.3 Comparison of the number of student initiations in each observed lesson

	Anne	Jim	Paul	Matt	Simon
Student Initiations	0	1	0	2	0

7.3 Discussion of Classroom Practice: the Results of the COLT Observation and Transcript Analysis

The quantitative data gathered from the COLT observations and transcript analyses suggests some crucial differences between participants’ stated beliefs and practices.

7.3.1 Group and pair work

Most immediately, although all participants appeared to value ‘group and pair work’, only two of the five teachers actively encouraged student-to-student communication during the 50 minute observation and most class time was taken up by teacher talk. This contrasts with the quantitative results of the attitude-scale and the semi-structured interviews in which participants testified to the value and regular use of ‘group and pair work’. The absence of group work seems to reflect a more traditional approach in which the teacher is the ‘fount of knowledge’.

Analysis of the COLT observation scheme shows that three participants encouraged choral repetition. While Brown (2007:47) recognises the appeal of “dialogues, drills, rehearsed activities and discussions” to nonnative-speaking teachers due to their lack of proficiency, it is significant that a majority of participants in this study also use choral work; such exercises are not considered ‘meaningful communication’ since they ‘focus on form’ and not content. There is ongoing debate concerning this issue, however; Isaacs (2009:3) has argued that, since pronunciation is “responsible for breakdowns in communication”, it should be central to “communicative instruction”. Nevertheless, many teachers remain unsure of how to teach

pronunciation communicatively; “the challenges are compounded by the importance of repetition and the widespread perceived incompatibility between repetitive practice and a communicative instructional orientation” (Isaacs, 2009:9).

7.3.2 Importance of grammar

Concerning the ‘importance of grammar’, most teachers spent a considerable amount of time explicitly focusing on form as opposed to content. This contrasts with CLT in which “we pay considerably less attention to the overt presentation and discussion of grammatical rules than we traditionally did” (Brown, 2007:47). While the participants seem to depart from CLT in this regard, this is not surprising since the findings of the attitude-scale also suggested some ambivalence. This reflects a ‘weaker’ interpretation of CLT principles.

7.3.3 Error Correction

Concerning ‘error correction’ also, participants regularly drew attention to form by giving both positive and negative feedback (Appendix VI). Data from the transcript analysis suggests that teachers often sought to give negative feedback more communicatively through ‘metalinguistic feedback’ and ‘elicitation’. In fact, based on Lyster and Ranta’s (1997) understanding, almost twice as many instances of error correction were ‘more communicative’ overall (see Table 7.2.1). Notably Savignon (2007: 213) insists that CLT “does not exclude a focus on metalinguistic awareness or knowledge of rules of syntax, discourse, and social appropriateness”. In this aspect therefore, the teachers appear to practice their belief in a ‘weaker’ version of CLT; they make regular error corrections but try to involve students in the process.

7.3.4 The role of teacher

With regard to ‘role of teacher’, every teacher used questioning to initiate conversation with their students. Unsurprisingly, the four participants teaching speaking were more likely to ask questions than Matt who taught a writing class. Although not explored here, the significant differences between Matt and other participants are worthy of further investigation and Borg (2003:104) has called for much more research regarding “teachers’ practices and cognitions in teaching writing”. Revealing the teachers’ efforts to engage students in ‘meaningful communication’, Jim and Simon favoured referential questions while Anne, Paul and Matt favoured ‘display’ questions. Although referential questions have been viewed as more communicative (Chaudron, 1988:127; Nunan, 1991:194), this has been debated in

recent years; David (2007) argues that ‘display’ questions actually create more interaction in the classroom. Here therefore, it is concluded that all of the teachers seek to engage their students with both referential and display questions. Their effectiveness in producing meaningful communication from students is worthy of further research.

7.3.5 Learner Contribution

Finally, regarding ‘learner contribution’, students only sought a response from a teacher on three occasions overall- these concerned procedural matters and not the content of the lesson. This indicates a lack of student-centredness which is inconsistent with CLT. This problem is not unique to this context however (Jarvis and Atsilarat, 2004; Nishino, 2012). Addressing student participation, DeWaelche (2015:144) states that, “While most researchers recognise the value of incorporating critical thinking in 21st century educational curricula, not all agree that it is currently appropriate in a Korean or East Asian context. A traditional classroom dynamic still exists where teachers supply students with information in a receptive learning environment”. This may be an area impacted by student belief more than teacher belief therefore. Further studies investigating Korean student beliefs with regard to their own responsibilities are recommended.

7.4 Summary of findings

In conclusion, although participants recognised the value of CLT principles such as ‘group/ pair work’, ‘the role of teacher’ and ‘learner contribution’ in their stated beliefs, this was not fully manifested in practice; in contrast to CLT ideals, there was minimal student-to-student interaction and TT dominated the flow of each lesson. With regard to ‘the importance of grammar’ and ‘error correction’, the participants’ support for a ‘weak’ version of CLT was evident as they addressed grammatical accuracy regularly throughout their lesson.

CHAPTER 8: IMPLICATIONS OF THIS STUDY AND ITS LIMITATIONS

This study reveals there are significant differences between participants' ideals and their practices. Most obviously, all participants endorsed the use of group and pair work yet each 50 minute observation was largely teacher-dominated. Similarly, participants spoke of their efforts to engage students and yet spent much time explaining grammatical accuracy. Openly differing from CLT ideals, participants practiced their belief in regular error correction and, pointing to a lack of communicativeness, student initiations were minimal. In order to promote the development of CLT practice in Korea as this study intends, the causes of these contradictions must be explored and possible solutions outlined.

8.1 Barriers to Communicative Practice

Interpreting the gap between belief and practice as hypocrisy on the teachers' part would be to ignore the qualitative data generated by this study. Evident in both comments on the attitude-scales (Appendix I) and in the semi-structured interviews (Appendix III), participants appear to believe that contextual factors, especially 'student motivation', 'class sizes' and 'student shyness', make certain communicative principles harder to realise.

Other barriers to the implementation of CLT principles in Korean universities were also identified and are summarized in Table 8.1 below. With the exceptions of the teacher's own language proficiency and the pressures of the university entrance exam, which are no longer relevant in this context, the teachers' complaints are remarkably similar to the issues identified by Jeon (2009). These areas deserve continued attention, therefore, as they indicate the inadequacies of ongoing policy changes.

Table 8.1 Proposed barriers to CLT implementation in the Korean university context

Potential Barriers to CLT	Participant Comments Semi-Structured Interviews (Appendix III)
<i>Student Motivation</i>	Anne (Interview 1: 004, 043, 073, 077, 079) Jim (Interview 2: 087) Matt (Interview 3: 010, 028, 056) Paul (Interview 4: 054, 056, 084) Simon (Interview 5: 030, 100)
<i>Large Classes</i>	Anne (Interview 1: 006, 085) Jim (Interview 2: 085, 091) Matt (Interview 3: 056) Paul (Interview 4: 022, 064, 084) Simon (Interview 5: 076, 100)

<i>Student Shyness/ Awkwardness/ Anxiety</i>	Anne (Interview 1: 057, 061, 067, 069, 079) Jim (Interview 2: 052, 061) Paul (Interview 4: 040, 060) Simon (Interview 5: 038)
<i>Students' experience and expectation of traditional teaching methods</i>	Jim (Interview 2: 117, 121) Matt (Interview 3: 028, 052) Simon (Interview 5: 032, 050)
<i>Korean Culture</i>	Matt (Interview 3: 052) Paul (Interview 4: 060) Simon (Interview 5: 032, 040)
<i>The use of certain, prescribed textbooks</i>	Matt (Interview 3: 056) Paul (Interview 4: 044, 080) Simon (Interview 5: 046)
<i>Seating arrangements</i>	Anne (Interview 1: 085) Jim (Interview 2: 093)
<i>Lack of Personal Development Training/ Teaching Workshops</i>	Anne (Interview 1: 093, 095) Paul (Interview 4: 076)
<i>Not enough class time with students</i>	Jim (Interview 2: 012, 069) Matt (Interview 014)
<i>Limited access to materials/ resources</i>	Jim (Interview 2: 081, 103) Paul (Interview 4: 084)
<i>Mixed-level classes</i>	Anne (Interview 1: 043, 069) Simon (Interview 5: 100)
<i>Student proficiency</i>	Matt (Interview 3: 056) Simon (Interview 5: 064)
<i>Effect of grading curve/ assessment</i>	Paul (Interview 4: 090) Simon (Interview 5: 054)
<i>Physical conditions in the classroom</i>	Simon (Interview 5: 060)
<i>Foreign Teachers failure to understand Korean culture</i>	Jim (Interview 2: 121)

8.1.1 Lack of Motivation

In the semi-structured interviews (Appendix III), all of the participants raised the issue of ‘student motivation’ which appears to impact mandatory classes in particular; Matt comments, “I feel like a lot of these students are completely unmotivated and have no idea why they’re here” (Appendix III, Interview 3:010). Inevitably, this threatens to undermine the student-centredness of classrooms and cause problems for would-be communicative teachers.

While this study supports Borg’s (2003: 106) call for more research concerning students who “may not be studying the language voluntarily”, the challenge of ‘student motivation’ is nothing new- nor is CLT immune to this problem. Jim considers this obstacle central to the role of the teacher; “my job is to encourage [my students’] further language learning” (Appendix III, Interview 2: 046). Certainly, the problem is not solved by a return to

traditional teaching techniques. Rather, CLT is much more equipped to raise motivation as Rabbini and Diem (2006:191) advise, “an important factor in motivating students is involving them in the tasks via personalization and by designing tasks that are student led... making students central to the activities and making the material relevant to the learners”. Teachers may therefore benefit from a bolder application of CLT concerning this problem.

Affirming the impact of teaching approach on student motivation, Guilloteaux and Dörnyei (2008:55) found that “even in Korea, where relatively rigid classroom traditions do not lend themselves readily to the use of motivational strategies, the limited motivational practice that was applied by the participating teachers was associated with a significant difference in student motivation”. Teacher training in this area may enhance CLT implementation.

8.1.2 Large Class Sizes

In addition, all of the participants agreed that large class sizes limit student-centredness; firstly, because the teacher cannot remember or relate to all of the students as individuals (Appendix III, Interview 5:076) and, secondly, because students feel more anxious speaking in front of many peers (Appendix III, Interview 1:085). This echoes the objections of Iranian public school teachers’ who, while favouring CLT principles overall, believed CLT was “impractical if not impossible” in large classes (Razmjoo and Riazi, 2006:152).

Unfortunately, this suggests little progress since Li (1998), Choi (2000) and Jeon (2009) drew attention to the critical effect of class size on CLT implementation in Korea.

Snow (2007:220) acknowledges that this is a harder problem to solve; “large classes are generally a result of necessity (e.g., lack of funds, staff) rather than a philosophy of education; most educators the world over would agree that smaller classes are better and would reduce class sizes if they could”. Nevertheless, he recommends that “speaking practice should ideally consist primarily of pair and small-group work rather than dialogue between teacher and student” (Snow, 2007:220). While this represents one possible solution, it is acknowledged that meaningful communication in large classes is not easy to achieve; Harfitt’s (2012:21) study of three teachers found that group work was utilized more in smaller classes and teachers were more likely to ask varying types of questions, engage in extended dialogue, and use humour in smaller classes. Much more research is needed on how this challenge might be overcome.

8.2 Overcoming barriers to CLT practice

Analysis of comments in the semi-structured interviews (Appendix III) suggests that one reason teachers do not always practice their stated beliefs is because of limitations in their context. A comparison with similar studies in Korea (Li, 1998; Choi, 2000; Jeon, 2009) suggests that many of these obstacles appear fixed. Given the effort in the last twenty years to develop CLT in Korea (Yoon, 2004; Yook, 2010), it is natural to question its effectiveness.

8.2.1 The future of CLT in Korea

Recognising the profound influence of context on the effectiveness of teaching strategies, Bax (2003) has called for an end to CLT and a shift towards a more context-sensitive approach. Indeed, as Phipps and Borg (2009) have outlined the close interrelationship of belief, practice and context, it makes good sense to emphasize the importance of context in future developments.

This study rejects the view that CLT is no longer valid in Korea, however. Instead of opposing CLT, this study reveals that the NES teachers were sympathetic to communicative principles but struggled to engage students communicatively in practice. These implementation difficulties arise as a result of contextual barriers and not the principles themselves. Savignon (2007:218) cautions against the complete abandonment of methodology and insists that “through the careful building of data sets from a wide range of contexts... researchers should aim to arrive at a more powerful set of theoretical principles to inform practice”. The continued study and development of CLT in Korea with regard to contextual barriers is therefore highly recommended.

8.2.2 Solutions proposed by teachers

Resisting the conclusion that teachers are solely at the mercy of their contextual barriers, proposed solutions were also elicited from participants over the course of the semi-structured interviews (Appendix III). These ‘bottom-up’, practical solutions, summarized in Table 8.2, may be of great value to teachers who teach in similar contexts.

Table 8.2.2 Proposed solutions to some problems implementing CLT in a Korean university context

Problem Identified	Proposed Solution	Participant Comments Semi-structured interviews (Appendix III)
Low motivation	Make questions and tasks interesting/ fun/ relevant for students	Anne (Interview 1: 089) Jim (Interview 2: 054) Paul (Interview 4: 010) Simon (Interview 5: 042)
	Incorporate various activities (videos, creative tasks, active tasks)	Anne (Interview 1: 090) Paul (Interview 4: 034)
	Tell personal stories/ anecdotes	Anne (Interview 1: 091) Paul (Interview 4: 020)
	Challenge student motivation directly by eliciting the advantages of learning English	Simon (Interview 5: 030)
Low student confidence	Begin by asking simple questions that should be familiar to students	Paul (Interview 4: 016, 062)
	Tell personal stories/ anecdotes	Paul (Interview 4: 020)
	Encourage questions	Paul (Interview 4: 020)
	Demonstrate an effort to speak the students' native language	Paul (Interview 4: 042)
	Talk with shy students individually, then in front of their group, then the whole class.	Paul (Interview 4: 062)
Student unwillingness to communicate at length/ in groups	Give students physical prompts such as cards to generate discussion	Anne (Interview 1: 043)
	Switch student partners every two minutes	Anne (Interview 1: 061)
	Explain rules and expectations at the beginning of the semester	Anne (Interview 1: 073)
	Sit students with friends or so they are comfortable	Jim (Interview 2: 095) Simon (Interview 5: 040, 042)
Poor student engagement	Encourage speaking in groups/ pairs	Anne (Interview 1: 027) Jim (Interview 2: 030) Simon (Interview 5: 022)
	Ask students questions	Matt (Interview 3: 016)
Student embarrassment resulting from error	Give a similar example of an error and ask the class to	Anne (Interview 1: 031)

correction	correct it together	
	Encourage students to try and not worry about making mistakes	Paul (Interview 4: 086) Simon (Interview 5: 032)
Lack of in-service training for teachers	Propose professional development workshops (on using tools and resources, managing classrooms, student anxiety, etc)	Anne (Interview 1: 097) Paul (Interview 4: 074)

The teachers' proposed solutions largely concern student motivation, confidence and willingness to communicate and reveal the extent to which the teachers reflect on their own practice and their students' needs. All of the proposed strategies appear to promote 'meaningful communication', although critics may take issue with Paul's suggestion of using the students' native language (Appendix III, Interview 4: 042). Certain suggestions such as using 'group work', 'asking interesting questions' and 'telling personal anecdotes' reflect the influence of CLT's focus on 'content' rather than 'form' and commend its relevance in a Korean university context. One solution, involving professional development workshops, implicates university management more than classroom teachers however; this may be less instantly applicable since it involves sustained action beyond the classroom.

8.3 Understanding the conflict between belief and practice

Of course, discrepancies between belief and practice are unlikely to be a result of external influences alone. Basturkmen et al (2004: 264) conclude that some differences "cannot be readily explained by contextual factors" but in "personal teaching styles". Pajares' (1992:317) description of beliefs as they provide 'personal meaning' to individuals, groups and social systems inevitably means that some beliefs are resistant to change. It is possible, therefore, that certain aspects of the traditional approach, such as the teacher being a 'fount of knowledge', are subconscious 'core' beliefs and are practiced accordingly. In this study, for example, Anne admits- "I like teaching grammar and I actually like the boring stuff" (Interview 1:039). With this understanding, the "tensions between what teachers say and do" are largely "a reflection of their belief sub-systems" (Phipps and Borg, 2009:381).

Such an interpretation fails to account for the teachers' awareness of contextual barriers, however. Instead therefore, this study supports the view that context, belief and practice interact in a transformative way. Rather than conforming exactly to the principles of CLT, teachers admit to adopting an eclectic approach; Jim states that his teaching philosophy is "to

do what works” and does not rule out teacher lectures (Interview 2: 012) while Simon says “it’s a mixed bag” and changes his approach depending on context (Interview 5: 006). This study clearly demonstrates that contextual factors, such as class sizes and student expectations, limit “the extent to which teachers can act according to their beliefs” (Phipps and Borg, 2009:381).

In stating that “more often than not, this is due to teachers’ existing attitudes and beliefs being largely neglected prior to the introduction of a new approach”, Karavas-Doukas (1996:194) takes a negative view of the discrepancy between teachers’ beliefs and practices. This seems to be an unfair and outdated interpretation however since it places blame on teachers and teacher-trainers regardless of context. In fact, given the prevalence of CLT in the last few decades (Brown, 2007), it is unlikely that teachers or training institutes are zealously guarding traditional teaching methods. Instead, it is more likely that ‘core’ and ‘peripheral’ beliefs (Phipps and Borg, 2009:381) manifest themselves differently in different contexts. Where beliefs appear contradictory, as Zheng (2013) has observed, teachers could be compromising on ideals in order to promote those they consider most important or applicable. This helps to explain how Matt is able to speak of his “strong sense of responsibility as an instructor” while also expressing disapproval regarding teacher-orientated classrooms (Interview 4: 008). Since DeWaelsche (2015:144) states that a ‘receptive learning environment’ in Korean universities has “cultivated a student resistance to classroom participation”, it seems teachers have little choice but compromise their beliefs to some degree. Indeed, recognising the needs and expectations of students is central to CLT. Opposed to viewing compromise in belief and practice negatively, Bax (2003:286) insists that ‘good’ teachers always pay attention to context while ‘novice’ teachers “fight against context when they should be working with it”. With this understanding, the discrepancies evident in this study can be interpreted positively.

Prioritising context, Bax (2003:286) has declared it “time for the profession to place methodology and Communicative Language Teaching where they belong- in second place- and recognise that the learning context, including learner variables, is the key factor in successful language learning”. Jarvis and Atsilarat (2004:14) support this view, proposing that methodology is “only one of several factors”, “that other methods and approaches which are often dismissed as ‘traditional’ and ‘old-fashioned’ may be equally valid” and that “language learners learn best in teaching and learning environments that are harmonious with their learning styles and expectations”. While it is important to recognise the critical impact

of context on practice, these calls fail to recognise the teacher's responsibility to challenge and motivate students. If context-sensitivity is preferred over innovative principles, improvement in students' communicative competence would be minimal in traditionally teacher-centred cultures. In addition, a poorly-defined, highly-relative, context-based approach would likely exacerbate, not remove, the ambiguity and uncertainty that has surrounded CLT. Savignon (2007:218) therefore rejects the complete abandonment of teaching principles; in her view, the effectiveness of CLT in the future "will depend ultimately on the ability of applied linguists, practitioners, and policy makers to work together". Only by continuing to challenge Korean university students to interact and communicate meaningfully in the classroom, will they be better prepared to use English to their advantage in the wider world.

8.4 Limitations

This study contains a number of weaknesses and limitations. Most immediately, the participants of this study were willing to take part however, for whatever reason, not all invited teachers were. This study focuses on a specific group of individuals therefore and cannot represent university teachers in general. More specifically, it does not shed any light on differences between nonnative-speaking and NES teachers teaching in the same context.

Moreover, in order to address the research questions, a mixed-methods approach was used. The various data collection methods involved entail a number of limitations, however.

Concerning the attitude-scale, since there were a small number of participants, anomalies were not easily distinguishable. Jim's response to Statement 17 addressing the 'importance of grammar' directly contradicted his response to Statement 12; while this may accurately reflect his complex beliefs, it may also be a result of misreading. Similarly, Jim failed to respond to statement 20 which was automatically classified as 'uncertain' by the researcher. A larger sample group or closer supervision may have reduced possible inaccuracies.

In addition, while the attitude-scale generated quantitative data useful for comparison, participants reported feeling limited by the format; in his notes on the attitude-scale, Simon suggests a "qualitative, open-ended survey" while Jim reports the questionnaire did not give much flexibility (Interview 2: 002). These objections are valid as Kagan (1990; cited by Basturkmen et al, 2004:249) explains, "standardized statements may mask or misrepresent a particular teacher's highly personalized perceptions and definitions". Pajares (1992, 327) also

warns that “belief inventories cannot encompass the myriad of contexts under which specific beliefs become attitudes or values that give fruition to intention and behavior”. Karavas-Doukas (1996:194) also admits, “Although the scores (specifically middle of the range scores) may not give insights into the exact nature of an individual's attitudes, a closer examination of the trainees' pattern of responding to favourable and unfavourable statements, followed by interviews or group discussions with the trainees, will reveal potential contradictions in trainees' beliefs”. The widely-acknowledged risk of misrepresentation affirms the validity of a mixed-methods approach in this study.

Despite the researcher's best efforts however, the semi-structured interviews were also susceptible to leading questions and the pressure to conform may have been amplified. This was risked during the semi-structured interviews when participants were asked to respond to the findings of other studies; although participants did take issue with some objections and not others, they may have tried to present themselves in a better light (Dörnyei, 2007:144). Equally possible, participants may have misunderstood the researcher's questions due to mishearing or semantic ambiguity; it is possible that Paul confused ‘text’ and ‘context’ (Appendix III, Interview 3: 043, 044), for example. Regretfully also, this interview did not closely follow Dörnyei's (2007:138) advice of using “relatively simple questions that contain only one idea” and the separate treatment of ‘grammar, pronunciation, and intonation’ may have yielded more insightful data (Interview 5: 023). Multiple piloting of the questionnaire may have highlighted these oversights beforehand.

Concerning the lesson observations, a critical weakness of this study is the amount of practice observed; a 50 minute observation period is too short to test the ‘typicality’ of each participant's lesson. Although other studies have relied upon singular observations, for example- Mansour (2013) observed 10 participants for 45 minutes each while Basturkmen et al (2004:247) concentrated on three teachers' individual lessons, multiple observations over a longer period of time would have increased the validity of these findings. Similarly, regarding the semi-structured interviews, other studies have incorporated multiple interviews in order to more accurately reflect participant beliefs (Li Li, 2013; Farrell and Bennis, 2013). On one hand, in-depth analysis is only achievable with a manageable number of participants and amount of data, but nevertheless, longer and multiple observations and interviews would have improved the validity of this study. It is recommended that more in-depth studies of CLT in Korea are carried out and contrasted in the future.

Most crucially, this study relies on Karavas-Doukas' (1996) interpretation of CLT but, as Brown (2007:50) has commented, not everyone agrees on its definition. Opposing Karavas-Doukas (1996), Savignon (2007:213) argues that "group or work should not be considered an essential feature" of CLT. If these five characteristics are rejected, the findings of this study are greatly compromised. Similarly, Brown's (2007:46) own list adds features, 'focus on real-world contexts' and 'autonomy and strategic involvement', which are not included on Karavas-Doukas' (1996:191) list. The reduction of CLT to five core characteristics may therefore be seen as an oversimplification. Furthermore, these characteristics chosen are not separated in reality and Karavas-Doukas (1996:190) acknowledges that, in designing the attitude-scale, "many statements overlapped in content but differed in wording". The breakdown of CLT into five distinct categories overlooks the interrelationship between the characteristics and weakens the validity of the participants' individual scores.

Concerning the lesson observation analysis also, some relativity in the researchers' interpretation of practice is inevitable. Most immediately, critics may disagree with the way in which Karavas-Doukas' (1996) five characteristics have been interpreted in this study. Concerning the 'role of teacher' for example; while the idea that referential questions are a tool used by teachers to encourage more meaningful communication is well supported (Brock, 1986; Nunan, 1991), this is not agreed by all (Seedhouse, 1996b; David, 2007). Also, the 'role of teacher' is not manifested solely through the use of questioning and could have included the teacher's movement in the classroom, the attention given to individual students, and the types of activities used, for example. Other elements of the transcript were also interpreted according to the researchers' judgment only; in identifying 'display' and 'referential' questions, for example, the researcher had to guess which answers were known by the participant. These are crucial areas of weakness and it is recommended that future studies consider different approaches to evaluating teachers' communicative practice.

CHAPTER 9: CONCLUSION

The influence of CLT is worldwide and, in Korea, educational policies have sought to transform traditional classrooms into learner-centred environments (Yoon, 2004; Kim, 2008; Yook, 2010). These efforts have not been entirely successful, however; Li (1998) found that Korean teachers struggled to accept all the principles of CLT and lacked the skills and support needed to apply it. More than a decade later, Jeon (2009) presented numerous issues Korean teachers had with regard to CLT implementation. This study reveals that, despite the passage of time, some of these barriers to implementation remain. Regular updates on these issues are much needed if educational policy-change, teacher-training and teacher practice are to be effective in Korea.

In evaluating the ongoing progress of CLT implementation, this study has focused on NES teachers from various 'Inner Circle' countries working at Korean universities. This represents a key difference compared to Li (1998) and Jeon's (2009) studies since teachers do not share a cultural background or learning experiences with their students. This is an important update as there has been an increase in the number of NES teachers in Korea due to government recruitment (Yook, 2010:25).

This study adopted a mixed-methods approach in order to allow maximum insight into its two research questions concerning teachers' beliefs and practices. It was hoped that a mixture of quantitative and qualitative data would better reflect teacher beliefs and allow easier comparisons between the five participants of this study and other studies which have investigated teachers' beliefs and practices regarding CLT. In this study, Karavas-Doukas' (1996) five characteristics were used as a framework through which CLT could be identified and analysed.

Concerning the first research question, this study found that the participants held favourable views of CLT principles overall. In particular, all of the teachers appeared to support the communicative concept of student-to-student interaction in the form of 'group and pair work'. While they were slightly less certain regarding the 'importance of grammar' and 'error correction', all of the participants appeared to support the view that grammatical knowledge is secondary to communicative competence. Regarding the 'role of teacher' and 'learner contribution', most teachers leaned towards the concept of learner-centred classrooms and agreed that lessons should be constructed around learners' needs.

Concerning the second research question however, this study found that the teachers' practice did not always reflect their stated ideals. In the 50 minute observations, only two teachers actively encouraged student-to-student interaction in the form of 'group or pair work', all teachers spent a significant amount of time focusing on grammar explicitly, and 'error correction' occurred regularly. Overall, teacher talk, rather than student interactions, dominated each lesson. To a large extent then, teachers failed to act on their favourable view of CLT. That being said, teachers did seek to engage students meaningfully through the use of referential questions and tended to use 'more communicative' types of error correction. It could therefore be argued that teachers practiced a 'weak' version of CLT (Howatt, 1984).

The mismatch of belief and practice evident in this study is not surprising. It corresponds with a widely recognised phenomenon with regards to CLT implementation (Karavas-Doukas, 1996; Gatbonton and Segalowitz, 2005; Razjmoo and Riazi, 2006); teachers often say one thing and do another regarding communicative principles. Multiple studies in various contexts have sought to identify the causes of this discrepancy; Kim (2008:62) has stressed the role of teacher education, Rahimi and Naderi (2014:241) have identified difficulties caused by the educational system, while Ngoc and Iwashita (2012:40) have pointed to the need for better communication between teachers and learners. This study does not contradict these suggestions. Focusing on Korea in particular however, this study concurs with the findings of Li (1998), Choi (2000) and Jeon (2009) and suggests that certain contextual factors cause problems for CLT implementation. The NES teachers who participated in this study identified similar barriers to implementation; almost all teachers complained about 'student motivation', 'large class sizes' and 'student shyness'.

While this study reveals some ongoing resistance to CLT in Korean classrooms, there is no reason to believe such barriers are insurmountable; indeed, the NES teachers in this study were already finding practical solutions to specific problems. More substantial research on how certain obstacles, such as those associated with large classes, might be overcome in the context of Korean universities would be beneficial, however.

References

- Al-Mekhlafi, A. and Ramani, P. N. (2011). 'Expectation versus Reality: Communicative Approach to EFL Teaching', *Studies in Learning, Evaluation, Innovation and Development*, 8(1), 98–113.
- Basturkmen, H., Loewen, S. and Ellis, R. (2004). 'Teachers' stated beliefs about incidental focus on form and their classroom practices', *Applied Linguistics*, 25/2: 243-272
- Bax, S. (2003). 'The end of CLT: a context approach to language teaching', *English Language Teaching Journal*, 57(3), 278-287.
- Borg, M. (2001). 'Teachers' beliefs', *ELT Journal*, 55(2): 186-88.
- Borg, S. (2003). 'Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do'. *Language Teaching*, 36, 81–109. (DOI: 10.1017/S0261444803001903)
- Brock, C. A. (1986). The Effects of Referential Questions on ESL Classroom Discourse. *TESOL Quarterly*, 20(1), 47–59. (<http://doi.org/10.2307/3586388>)
- Brown, H. D. (2007). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Pearson Longman
- Chang, M. (2011). 'EFL Teachers' Attitudes toward Communicative Language Teaching in Taiwanese College', *Asian EFL Journal*, Volume 53, 17-34.
- Chaudron, C. (1988). *Second language classrooms: Research on teaching and learning*. Cambridge: Cambridge University Press
- Choi, S. (2000). Teachers' beliefs about communicative language teaching and their classroom teaching practices. *English Teaching*, 55(4), 3-32.
- Clifton, J. (2006). 'Facilitator Talk', *ELT Journal Volume*, 60/2, (doi:10.1093/elt/cci101)
- Coulthard, M. and Brazil, D. (1992). 'Exchange structure' in M. Coulthard (Ed.) *Advances in Spoken Discourse Analysis*, 50-78. London: Routledge.
- Cullen, R. (1998). 'Teacher talk and the classroom context', *ELT Journal Volume*, 52/3, 179-187
- Cullen, R. (2002). Supportive Teacher talk: The Importance of the F-move'. *ELT Journal*, 56(2), 117-27.
- David, O. F. (2007). Teacher's questioning behavior and ESL classroom interaction pattern. *Humanity and Social Sciences Journal*, 2, 127–131.
- DeWaelshche, S. A. (2015). 'Critical thinking, questioning, and student engagement in Korean university English courses', *Linguistics and Education*, 32, 131-147.

- Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative and mixed methodologies*. Oxford: Oxford University Press.
- Eun, S. (2001). *Contextual autonomy in EFL classrooms: A critical review of English teaching methods in South Korea*, Unpublished doctoral dissertation, Ohio State University, Columbus, OH.
- Farrell, T. S. C. & Bennis, K. (2013). 'Reflecting on ESL Teacher Beliefs and Classroom Practices: A Case Study', *RELC*, 44(2), 163-176 (DOI: 10.1177/0033688213488463)
- Finocchiaro, M. and Brumfit, C. (1983). *The Functional-Notional Approach: From Theory to Practice*. New York: Oxford University Press
- Francis, G. and Hunston, S. (1992). 'Analysing everyday conversation' in M. Coulthard (Ed.) *Advances in Spoken Discourse Analysis*, 123-161. London: Routledge.
- Gatbonton, E. and Segalowitz, N. (2005). 'Rethinking Communicative Language Teaching: A Focus on Access to Fluency', *The Canadian Modern Language Review*, 61/3, 325-353
- Gharbavi, A. & Iravani, H. (2014). 'Is Teacher Talk Pernicious to Students? A Discourse Analysis of Teacher Talk', *Procedia – Social and Behavioural Sciences*, 98: 552- 561.
- Goodman, J. (1988). 'Constructing a practical philosophy of teaching: A study of preservice teachers' professional perspectives', *Teaching & Teacher Education*, 4, 121-137.
- Guilloteaux, M. J. and Dörnyei, Z. (2008). 'Motivating Language Learners: A Classroom-Oriented Investigation of the Effects of Motivational Strategies on Student Motivation', *TESL Quarterly*, Vol.42, No. 1, 55- 77
- Harfitt, G. J. (2012). 'An examination of teachers' perceptions and practice when teaching large and reduced-size classes: Do teachers really teach them in the same way?', *Teaching and Teacher Education* 28, 132-14.
- Howatt, A. (1984). *A history of English language teaching*. Oxford: Oxford University Press
- Isaacs, T. (2009). 'Integrating Form and Meaning in L2 Pronunciation Instruction', *TESL Canada Journal*, Vol. 27, No. 1, 1-12.
- Jarvis, H., & Atsilarat, S. (2004). Shifting paradigms: From communicative to contextbased approach. *The Asian EFL Journal*, 6(4), p.23.
- Jeon, J. (2009). 'Key issues in applying the communicative approach in Korea: Follow up after 12 years of implementation'. *English Teaching*, 64(4), 123-150.
- Johnson, K. E. (1994). 'The emerging beliefs and instructional practices of preservice English as a second language teachers'. *Teaching and Teacher Education*, 10(4), 439-452.
- Kachru, B. (1996). 'World Englishes: Agony and Ecstasy', *Journal of Aesthetic Education*, Vol. 30, No. 2, Special Issue: Distinguished Humanities, Lectures II (Summer, 1996), pp. 135-155

- Kagan, D. M. (1990). 'Ways of evaluating teacher cognition: Inferences concerning the Goldilocks principle', *Review of Educational Research*, 60/3, 419-469.
- Karavas-Doukas, E. (1996). 'Using attitude scales to investigate teachers attitudes to the communicative approach', *ELT Journal*, Volume 50/3: 187-198
- Kim, E. J. (2008). Status quo of CLT-based English curricular reform: A teacher's voice from the classroom. *English Teaching*, 63(2), 43-69.
- Kissau, S. P., Algozzine, B., & Yon, M. (2012). 'Similar but different: The beliefs of foreign language teachers'. *Foreign Language Annals*, 45(4), 580-598.
- Klapper, J. (2003). 'Taking Communication to task? A critical review of recent trends in language learning', *Language Learning Journal*, 27: 33-42
- Krashen, S. (1985). *The input hypothesis*. London: Longman
- Kumaravadivelu, B. (1993). 'Maximizing learning potential in the communicative classroom'. *ELT Journal*, Volume 47, Issue 1, 1: 12-21
- Kumaravadivelu, B. (2006). 'TESOL Methods: Changing Tracks, Challenging Trends'. *TESOL Quarterly*, Vol. 40, No. 1, 59-81.
- Larsen-Freeman, D. and Anderson, M. (2011). *Techniques & Principles in Language Teaching*, Oxford: Oxford University Press
- Lee, H. J., Lee, J., Makara, K. A. , Fishman, B. J. & Hong, Y. I. (2015). 'Does higher education foster critical and creative learners? An exploration of two universities in South Korea and the USA', *Higher Education Research & Development*, 34:1, 131-146. (DOI: 10.1080/07294360.2014.892477)
- Legutke, M., & Thomas, H. (1991). *Process and experience in the language classroom*. London: Longman
- Lei, X. (2009). 'Communicative Teacher Talk in the English Classroom', *English Language Teaching*, Vol. 2, No. 1, 75-79
- Li, D. (1998). 'It's always more difficult than you plan and imagine: Teachers' Perceived Difficulties in Introducing the Communicative Approach in South Korea'. *TESOL Quarterly*, 32, 677-703.
- Li Li (2013). 'The complexity of language teachers' beliefs and practice: one EFL teacher's theories', *The Language Learning Journal*, 41:2, 175-191. (DOI: 10.1080/09571736.2013.790132)
- Long, M. H., Sato, C. J. (1983). 'Classroom foreigner talk discourse: Forms and functions of teachers' questions'. In H. W. Seliger & M. H. Long (Eds.), *Classroom Oriented Research in Second Language Acquisition* (3-34). Rowley, MA: Newbury House.

- Lyster, R., & Ranta, L. (1997). Corrective feedback and learner uptake: Negotiation of form in communicative classrooms. *Studies in Second Language Acquisition*, 19, 37–66.
- McCarthy, M. (1991). *Discourse Analysis for Language Teachers*, Cambridge: Cambridge University Press
- Mansour, N. (2013). ‘Consistencies and inconsistencies between science teachers’ beliefs and practices’, *International Journal of Science Education*, Vol. 35, No. 7, 1230–1275 (DOI:10.1080/09500693.2012.743196)
- Nazari, A. and Allahyar, N. (2012). ‘Increasing willingness to communicate among English as a Foreign Language (EFL) students: Effective teaching strategies’, *Investigations in University Teaching and Learning*, 8, 18-29.
- Nespor, J. (1987). ‘The role of beliefs in the practice of teaching’, *Journal of Curriculum Studies*, 19, 317-328.
- Ngoc, K. M. and Iwashita, N. (2012). ‘A comparison of learners’ and teachers’ attitudes toward communicative language teaching at two universities in Vietnam’, *University of Sydney Papers in TESOL*, 7, 25-49.
- Nishino, T. (2012). ‘Modeling Teacher Beliefs and Practices in Context: A Multimethods Approach’, *The Modern Language Journal*, 96, iii (DOI: 10.1111/j.1540-4781.2012.01364.x)
- Nunan, D. (1991). *Language Teaching Methodology*, New York: Prentice Hall.
- Pajares, M. F. (1992). ‘Teachers’ beliefs and educational research: Cleaning up a messy construct’, *Review of Educational Research*, 62, 301-332.
- Phipps, S. & Borg, S. (2009). ‘Exploring Tensions between Teachers’ Grammar Teaching Beliefs and Practices’. *System*, 37, 380-390. (<https://doi.org/10.1016/j.system.2009.03.002>)
- Rabbini, R., & Diem, R. (2006). ‘CLT and motivating learners to communicate’. In K. Bradford-Watts, C. Ikeguchi, & M. Swanson (Eds.) *JALT 2005 Conference Proceedings*. Tokyo: JALT.
- Rahimi, M. and Naderi, F. (2014). ‘The relationship between EFL Teachers’ Attitudes towards CLT and Perceived Difficulties of Implementing CLT in Language Classes’, *International Journal of Applied Linguistics and English Literature*, 3/3. (doi:10.7575/aiac.ijalel.v.3n.3p.237)
- Razmjoo, S. A. and Riazi, A. M. (2006). ‘Is Communicative Language Teaching Practical in the Expanding Circle?’, *Journal of Language and Learning*, Volume 4, Number 2, pp.144-171
- Richards, J. C, and Rogers, T. S. (2001). *Approaches and Methods in Language Teaching*, Cambridge: Cambridge University Press

- Savignon, S. J. (2001). 'Communicative Language Teaching for the Twenty-First Century', in M. Celce-Murcia (Ed.), *Teaching English as a Second Foreign Language*, 3rd edition, London: Thomson Learning
- Savignon, S. J. (2007). 'Beyond communicative language teaching: What's ahead?', *Journal of Pragmatics*, 39, 207-229
- Seedhouse, P. (1996b). 'Classroom interaction: Possibilities and impossibilities'. *ELT Journal*, 50, 16-24
- Sinclair, J. and Coulthard. M. (1992). 'Towards an analysis of discourse' in M. Coulthard (Ed.) *Advances in Spoken Discourse Analysis*, 1-34. London: Routledge.
- Spada, N. and Frohlich, M. (1995). *The Communicative Orientation of Language Teaching Observation Scheme: Coding Conventions and Applications*. Sydney, Macquarie.
- Snow, D. (2007). *From language learner to language teacher: An introduction to teaching English as a foreign language*. Alexandria, VA: TESOL.
- Tamimy, M. (2015). 'Consistencies and Inconsistencies Between Teachers' Beliefs and Practices', *The Qualitative Report*, 20(8), 1234-1259. (Retrieved from <http://nsuworks.nova.edu/tqr/vol20/iss8/7>) (2018.07.12)
- Thornbury, S. (1996). 'Teachers research teacher talk', *ELT Journal*. 50/4: 279- 289.
- Van Lier, L. (2001). "Constraints and Resources in Classroom Talk: Issues of Equality and Symmetry." in Candlin, C. and Mercer, N. (ed.) *English Language Teaching in its Social Context: A Reader*. London and New York: Routledge. pp. 90-107.
- Wang, H. (2008). 'Language Policy Implementation: A look at Teachers' Perceptions', *Asian ELF Journal, Professional Teaching Articles*, 30. (retrieved from http://www.asian-efl-journal.com/pta_August_08.pdf) (11.06.18)
- Waring, H. Z. (2009). 'Moving out of IRF: A single case analysis,' *Language Learning* 59/4: 796–824.
- Yook, C. M. (2010). *Korean teachers' beliefs about English language education and their impacts upon the ministry of education-initiated reforms*. PhD Dissertation. U.S.A: Georgia State University.
- Yoon, K.E. (2004). CLT Theories and Practices in EFL Curricula: A Case Study of Korea. *Asian EFL Journal*, 6/3, 1-16.
- Zheng, H. (2009). 'A Review of Research on ESL Pre-Service Teachers' Beliefs and Practices', *Journal of Cambridge Studies*, Volume 4, Number 1: 73-81
- Zheng, H. (2013). 'Teachers' beliefs and practices: a dynamic and complex relationship', *Asia-Pacific Journal of Teacher Education*, 41:3, 331-343 (DOI: 10.1080/1359866X.2013.809051)

Appendix I: Comparison of Attitude Scale Responses

COLOUR KEY: Green shading= communicative principles, red shading= traditional principles.
 Purple text= 'group/ pair work', orange='the importance of grammar', green='error correction'
 blue= 'role of teacher' red text=learner contribution.

Statements favourable to CLT have been marked by an asterisk*- this was added after completion by participants.

Table showing participants' combined responses to statements on Karavas-Doukas' (1996) Likert Attitude-Scale

		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
1	Grammatical correctness is the most important criterion by which language performance should be judged.				A, J, P, S	M
2	Group work activities are essential in providing opportunities for co-operative relationships to emerge and in promoting genuine interaction among students. *	J	A, P, M, S			
3	Grammar should be taught only as a means to an end and not as an end in itself. *	J	S	P, M	A	
4	Since the learner comes to the language classroom with little or no knowledge of the language, he/she is in no position to suggest what the content of the lesson should be or what activities are useful for him/her.		M	P	A, S	J
5	Training learners to take responsibility for their own learning is futile since learners are not used to such an approach.				A, P, S	J, M
6	For students to become effective communicators in the foreign language, the teachers' feedback must be focused on the appropriateness and not the linguistic form of the students' responses. *		P, S	M	A, J	
7	The teacher as 'authority' and 'instructor' is no longer adequate to describe the	M	A, J, S		P	

	teacher's role in the language classroom. *					
8	The learner-centred approach to language teaching encourages responsibility and self-discipline and allows each student to develop his/her full potential. *		J, P, S	A, M		
9	Group work allows students to explore problems for themselves and thus have some measure of control over their own learning. It is therefore an invaluable means of organizing classroom experiences. *		A, J, P, M, S			
10	The teacher should correct all the grammatical errors students make. If errors are ignored, this will result in imperfect learning.			S	A, J, P	M
11	It is impossible in a large class of students to organize your teaching so as to suit the needs of all.		A, M, S	J		P
12	Knowledge of the rules of a language does not guarantee ability to use the language. *	J, M	A, S		P	
13	Group work activities take too long to organize and waste a lot of valuable teaching time.				A, S	J, P, M
14	Since errors are a normal part of learning, much correction is wasteful of time. *			J	A, P, M, S	
15	The communicative approach to language teaching produces fluent but inaccurate learners.			A, P, M	J, S	
16	The teacher as transmitter of knowledge is only one of the many different roles he/she must perform during the course of a lesson. *	A, J	P, M, S			
17	By mastering the rules of grammar, students become fully capable of communicating with a native speaker.	J			A, P, S	M
18	For most students language is acquired most effectively when it is used as a vehicle for doing something else and not when it is studied in a direct or		A, J, M, S	P		

	explicit way. *					
19	The role of the teacher in the language classroom is to impart knowledge through activities such as explanation, writing, and example.		A	J, S	P, M	
20	Tasks and activities should be negotiated and adapted to suit the students' needs rather than imposed on them. *	S	A, M	J (did not answer)	P	
21	Students do their best when taught as a whole class by the teacher. Small group work may occasionally be useful to vary the routine, but it can never replace sound formal instruction by a competent teacher.		S		A, M	J, P
22	Group work activities have little use since it is very difficult for the teacher to monitor the students' performance and prevent them from using their mother tongue.				A, J, M, S	P
23	Direct instruction in the rules and terminology of grammar is essential if students are to learn to communicate effectively.		A, S	M	J	P
24	A textbook alone is not able to cater for all the needs and interests of the students. The teacher must supplement the textbook with other materials and tasks so as to satisfy the widely differing needs of the students. *	A, J, P	M, S			

Participant Initials:

A= Anne, J= Jim, P= Paul, M= Matt

Additional Comments:

Anne- “Question 8- not sure I understand. Question 11- if they are a ton of different levels.Question 19- partly.”

Jim- “Some questions were difficult to answer. For example #19, since even in TBLT there is a place for explanation, writing & example.”

Paul- “As with students, every teacher and student is different. It is the task of catering a universal basis of content to suit and attend all students. That is the challenge and also the ability we must do, in order to encourage and elicit EFL learning.”

Matt- “I teach writing primarily. Most of my answers in the questionnaire are considered through the lens of attempting to teach a very basic introduction to academic writing to students who, for the most part, attend the class only as a requirement of a degree in English Language and Literature.In a general conversation class, I don’t worry too much about grammatical precision, but in the context of academic writing, I feel that students need to be aware that grammatical accuracy is something they will be judged on.”

Simon- “Some of these questions may be subtly “leading” the responses to subjective outcomes. A more objective multiple choice, or qualitative open-ended survey may be more appropriate?”

Appendix II: Semi-Structured Interview Questions Outline

Teacher Beliefs

1. How did you find the questionnaire? Was there anything else you wanted to add? Were there any questions you think needed a more complex answer?
2. What is your ideal approach to teaching? What is your teaching philosophy?
3. What do you think has most influenced the way you teach?
4. Do you think your own learning experiences have influenced the way you teach? In what ways?
5. How has your training influenced the way you teach?
6. Has your attitude changed since your training? How? What have your experiences taught you about teaching?
7. Do you wish you had more training? What sort of training?

Teaching Practice (Observed Lesson Review)

1. Was the lesson observed a 'typical' lesson for you? If not, why not?
2. Why did you decide to do group work? Why didn't you do group work in this class?
3. How would you usually go about teaching grammar/ pronunciation?
4. How do you decide what questions to ask the students? What is the purpose of those questions?
5. Do you ever give your students feedback? How? What is the purpose of your feedback?
6. If your students make a mistake, how do you normally respond?
7. Do you ever design activities for specific classes or with specific students in mind?

Students

1. How would you describe your students this semester?
2. What do you think your students expect from their English class?
3. Do you think your style of teaching meets your students' expectations? Does this concern you at all?
4. How often do your students initiate conversation? Do your students ever ask you questions directly? How often does this happen?
5. What is your experience of student-to-student communication in class?
6. How often do you change the course of the lesson based on your students' interests or understanding? How do you assess this when you are teaching?
7. What kinds of activities do your students respond best to? How often do you do these activities?
8. Are there any activities/ strategies that you find don't work well with your students? What are they? Why do you think this is?

9. Do you think your students would cope well in an English-speaking environment? Why? Why not?

Teaching Context

1. Is there anything that stops you teaching the way you want to?
2. Do you think this teaching context influences the way you teach? In what ways? Would you teach differently in a different environment?
3. Is there anything you would like to try but find you can't in this context? Do you feel limited at all in your teaching approach?
4. What are the biggest difficulties you face when teaching English?
5. In your opinion, what are the major factors which prevent your classes from being more communicative? Is there anything that stops your students participating more?
6. Do the following affect your teaching practice at all? To what extent?

Your own...

- language ability
- lack of training/ Unfamiliarity with certain teaching strategies
- limited resources
- busy schedule
- other (_____)

Your students'...

- proficiency
- motivation to learn or speak in English
- reluctance to participate
- anxiety
- other (_____)

Your context's...

- class sizes
- seating arrangements
- exam schedule
- demand of a certain kind of assessment
- provision of funding
- resources, tools and technology
- attitude to curriculum and textbook use
- employer expectations
- other (_____)

7. What strategies do you use to overcome these challenges? Are there any which you feel are easily overcome? Are there any which are more difficult? Why do you think this is?

Is there anything else you would like to add about your teacher beliefs, your teaching practice or your students? Are there any other difficulties you face? Any other questions or suggestions?

Appendix III: Semi-structured Interview Transcripts

Table of Appendix III:

Semi-Structured Interview	Participant	Page
Interview 1	Anne	60
Interview 2	Jim	79
Interview 3	Paul	87
Interview 4	Matt	93
Interview 5	Simon	100

Colour Key:

- **Purple text:** relates to ‘group/ pair work’
- **Orange text:** relates to the ‘important of grammar’
- **Green text:** relates to ‘error correction’
- **Blue text:** relates to the ‘role of teacher’
- **Red text:** relates to ‘learner contribution’
- **Yellow highlight:** identifies a potential barrier to CLT implementation

Interview 1: Anne

- 001 Did you have any problems with the questionnaire? Were there any questions that you think needed more complex answers?**
- 002 Question 8- “The learner-centred approach to language teaching encourages responsibility and self-discipline and allows each student to develop his/her full potential.” Does that mean inside the classroom or outside the classroom.
- 003 I think, inside the classroom.**
- 004 **They’d have to be really motivated to do that and it’s not going to happen in that kind of setting.**
- 005 And question 11?**
- 006 “It is impossible in a large class of students to organize your teaching so as to suit the needs of all. I feel like that at the moment”- **I feel like I can’t make everyone happy. Yes. In a large class, if everyone’s a similar level it’s more possible. But if you’ve got a massive class of low-level students you can’t really help everyone.**
- 007 Question 19...**
- 008 “The role of the teacher in the language classroom is to impart knowledge through activities such as explanation, writing, and example.” Yes, to a point.
- 009 Do you have a teaching philosophy? What’s your ideal approach to teaching?**

- 010 My ideal approach to teaching is when the students are doing most of the work and they're speaking and I can just guide them to the right places but it can be difficult if students don't want to be there so, in an ideal situation- give them what they need to do it and then they just go and do it as much as possible, practice as much as possible.
- 011 Ok. What do you think has influenced the way that you teach? Are there any influences?**
- 012 I think for sure, as I've been a teacher over time. When I've watched over peoples classes, and doing the CELTA really changed my approach of teaching. Really focussing on the outcome and what objective, what do I want them to be doing by the end of the class- so it helped me just to be really clear to think about that stuff. I went to a teaching conference recently and some of it was quite boring but there were still some interesting things- often in Korea you don't get the chance to speak to other teachers very much but if I get the chance to speak to other teachers or watch other teachers, it definitely helps me thing or refresh... So observation and talking to other people.
- 013 Some people say that their own learning experiences influence them...**
- 014 Ok, yes- that definitely. In my last job my students were low level so I'm kind of slowly trying to get myself out of that way of behaving in the classroom.
- 015 For you, you mentioned your CELTA as well, your training and your experience of working with low level students as well influences the way you teach?**
- 016 I think, yes, whatever your last job was. And my last job before that my students were quite high level so it takes some time to change back...
- 017 Let's talk about your practice then. Was the lesson I observed a typical lesson?**
- 018 It was but, after you left, we did a lot of speaking practice. We did a big mingle class activity and we did some other partner conversation style connected to the topic. So the last section was all practicing and speaking. The first part is normally more boring or learning the grammar in a kind of structured way and then the second half- kind of run with in.
- 019 So is that the way you normally do it? Input in the first half and output in the second half? Is that what you normally do?**
- 020 Yes, and normally at the beginning I'll try and start the class with some conversation questions or maybe even a video and discuss the video. For example, when I was teaching about food, I showed them different street food videos and they talk about it. Or there was another video about kids eating breakfast around the world just to normally get the class to start talking at the beginning because otherwise it starts on a bit of a low energy level.
- 021 But, actually, you did do group work in the first half...**
- 022 I did a vocab thing, didn't I?
- 023 Yes. First, from my notes, you said, 'talk to your partner'...**
- 024 Yes, they were talking about what technology they need or what to buy or something like that.

025 And then, you put them into fours to play a play- the Taboo game. And, afterwards, you put them into pairs again towards the end of the lesson. So, can we talk about group work and why did you decide to do group work in the class?

026 With those kinds of vocabulary games, I generally put them in groups of three or four if it's a general descriptive vocabulary game. I've only done it once before and, the time before, it wasn't Taboo it was just regular- for family vocabulary and to review later after we've done it. Because I think they know those technology words already, this was kind of just to get it in their minds for the lesson. So I didn't really teach it- just look at the pictures and talk about it.

027 Why did I do group work for that activity? So they can speak. So they can talk. The problem is obviously some partners are a bit lazier than others so lately I've been trying to move them around a lot- the odd lesson move them around a bit and, yes, if they have a four as well they're going to talk to different people. I think with vocabulary games as well it's just a bit more interesting to have different people in it.

028 So how would you normally teach grammar or pronunciation?

029 Pronunciation- I'll normally, before we go over a page, or if it's vocabulary or one of the photo stories or something. I'll just pre-empt which ones they might have problems with. Actually, what I'll do is I'll put the word up, I'll write it on the board and I'll see if they can read it first. And if it's completely wrong I'll be a more emphasising about it and get them to repeat it or tell them how many syllables are in it. For example, today they were saying 'watch-ed' so I told them it's just one syllable so try again- like that, for example. One thing I try and do; this is an idea I got from doing my CELTA- we had to watch some other teachers and one teacher was really good. Every time the students were doing something she'd go around and listen and write down errors and, at the end of that activity, she'd present them to the class. So I normally try and do that. For example, if there's a pronunciation error or a really useful grammar error that's useful for everyone, I'll be like, 'Can you change this? Can you correct it for me?'

030 Do you say that to individual students or the whole class?

031 I do it to the whole class. And sometimes, if I think that a student is going to be particularly embarrassed, I'll change it a little bit. For example, today they were saying 'Last year winter vacation' when you can just say 'Last winter vacation' so I changed it to summer vacation and asked the class as a whole whether they could change it. If it's a bit more complicated, I'll write it and speak it.

How do I teach grammar? I normally try and elicit it from them first and present it to them in the most simple structure, with as much structure as possible on the PPT slide on the board and then get some open class examples and then do the thing in the book. If it's particularly difficult, go over the first question as a class and then get them to do it themselves. Pick on people to answer and then, after that, they can do some free practice or whatever.

Unfortunately it's not really possible to do writing in big classes like that because you can't really check it but sometimes I do. I did the other day, I got them to write questions for the grammar in partners and I just ran around really quickly.

032 You already mentioned feedback- you give feedback to the whole class sometimes. What about if one student makes a mistake, how do you deal with that?

- 033 If they're doing partner work and I walk past I might correct them to their face or something like that. Especially if they are doing writing but speaking I would normally just tell them, 'it's this'. If they are doing writing, I'll point and say 'what goes there?'- try and give them a hint. Or, if they're doing grammar activities in the book, I'll normally walk around and specifically say something to them.
- 034 **So let's talk about your students. Do you think your students have any expectations of their English class?**
- 035 I think the general thing, if you have a foreign teacher, they probably think it's going to be games and fun.
- 036 **Then, do you think that you meet their expectations?**
- 037 No because I'm not really a fun teacher. I'm not really good with games and things like that...
- 038 **But you played games, right?**
- 039 But I don't really know what they're imagining. I'm not a super fun teacher so I think in any other country it wouldn't be such a big deal but it stresses me out in Korea because I'm not that kind of teacher. I like teaching grammar and I actually like the boring stuff.
- 040 **So does it worry you about not meeting your student's expectations?**
- 041 In terms of playing games and what-not, yes, but then, at the end of the day, I get annoyed that that is an expectation of me in Korea so I don't get too upset about it because, if I did, I'd just play more games but I don't want to play more games. I think at that age, especially at university, what should be fun and interesting is having conversations with each other and the times I feel like they're enjoying themselves the most is when I do actually, except for the two or three awkward ones who don't want to talk to anyone, they generally seem like they are having the best time when they have a full class mingle activity or if I set them up- it's difficult to do in those classrooms- but, for example I got them to do job interviews and like a speed-dating thing, and I feel like they like it. I feel like for them it's not a game. When I see that they like that, I try to incorporate it. I feel like they like it. They seem to have higher energy and stuff.
- 042 **So games with points and rules and stuff you don't like but speaking activities you do like? Or do you like being able to lecture your students in that way? Or a mixture?**
- 043 Good speaking activities but the problem is the good speaking activities you have to do in stages, take it in stages, but I also rely on them being semi-motivated to go through with it and I get so sick and tired sometimes when, some students and classes are obviously better than others, after literally thirty seconds they've dried up and they're not speaking anymore. Some classes, they don't do that and, some classes they do. And when they do, it just makes my life really difficult and you have to really think of ways to, how can you keep it going. In my old job, I remember I found that, if they have prompts- like, literally, if there are cards they have to get through- they're more likely to speak. I do do this though- I write general questions on the board to talk about because I think they're good for different levels; if they're high level, they can take it where they want to and, if they're low level they can just be really simple about it. But then, if they just give them that they're less likely to follow

through with it, if you just give them things they have to physically do or they have to write the answers.

044 Do your students ever initiate conversation?

045 With me? (laughs) You mean before class or something?

046 During the class, do they initiate conversation?

047 Sometimes.

048 Or do they ever ask you questions directly?

049 Sometimes. Sometimes when I walk around they'll ask me, 'what does that mean?'. Today, one of them was asking how can they pronounce 'valley' and another wrote the word 'dash' and asked how to pronounce that. So, sometimes they'll ask me questions. When they do listening practice, afterwards I give them a bit of time with their Korean books and I'm like, 'I'm walking around- if anyone has a question!'. And I might get one question a week, maybe two, from the same student.

050 So not too often.

051 Not too often. Sometimes, when I'm walking around, they'll just say really random stuff to me nothing to do with anything?

052 Oh, like what?

053 One of them was telling me the kakao peach character doesn't have a gender- it's like a worm. (laughs) Sometimes just random things.

054 Was he saying this in English?

055 It was a girl saying it in English, yeah. I think she just wanted to make conversation. But, yes, I walk around a lot when students are doing pair activities or anything and, definitely within each class I will probably get at least three or four questions as I walk around. I think they feel a bit more comfortable if I'm just there and they'll ask me, 'how can I answer this' or 'can you tell me this again'.

In a class of 50 you can't really deal with them throwing questions at you.

056 What about student-to-student communication? Do you think your students feel comfortable speaking English with each other in class?

057 Some of them do, some of them don't. I think a lot of the time- it's weird the way that partnering works. You can get two high level speakers but, if they're best friends sometimes they'll just be speaking Korean to each other. It really depends on who they are with and if they're shy.

058 What do you think is the biggest factor- so, if they're shy, or who they're with, is gender an issue?

059 Often, if you put boy and girl together they're more likely to speak English together, I think.

060 Age or major or anything like that?

061 If they don't really know each other, they're more likely to speak English to each other. It might be shy and awkward, but they'll do what they're told. I especially found that- I had put up some random questions about health and I was switching them every two minutes to talk with a new partner and, because they had a new partner, maybe it was someone they didn't know so well, I definitely felt they were speaking a lot more English at that time.

Age? I don't know- they're all a similar age. I have one older student and they take it a bit more seriously, actually.

062 Again, we've talked about some of this already, but what kind of activities do your students really respond well to? And what kind of activities don't they respond well to?

063 That's a good question. The Taboo game you saw- the reason I wanted to do that was because they responded really well to a previous game but I feel like they didn't really respond to that Taboo one so well- maybe because it was just quite easy. I just felt like I should do something with vocabulary- maybe I didn't actually need to, maybe it was unnecessary. When I just did it with the family words, you know, there were so many words. Have you taught Top Notch? They have so many words- 'mother-in-law', 'sister-in-law'... it gets quite out of control with the family words. They seemed to enjoy that a lot more. Maybe, if they do a similar game, it's not so fun the second time. Same thing again today we did this board game for unit 4 to 6. It's almost exactly the same as something they did in the first ever class with me which was getting to know each other and it was more random questions. They still did this but they responded a lot better the first time. It's a bit stressful because I feel like you need to have a fresh idea every time and sometimes I just want to be lazy and repeat myself. And in the first class, I did 'Find Someone Who'- that went pretty well. The other one, I showed you the other day, where they were writing in a calendar plans and then they have to use future continuous to talk with other people in the class- that worked well. I guess, in all of these examples, they've got something physical with them. I also did a job- it was to review questions- we talked about jobs, unusual jobs and then they designed an ad for an unusual job and then they wrote interview questions and then, speed-dating style, they talked to each other- and that worked really well. I guess because it was in a good order, I don't know, they just responded well to it- I don't know why. They just had quite good ideas- and again, they had physical stuff.

The one I did the other day that I don't feel went that well- on the end of the 'technology' class I did half a lesson to design an app and write information about it and write a sales pitch. And, depending on the class, one class I made, in groups of 4, present it quickly and then they had to note down their responses- which ones they liked- so they had to pay attention. And other classes I got them to talk to other pairs and talk about which ones they liked and didn't like- and I feel like they weren't really working enough in that class. They were working at different speeds, some of them had no ideas whatsoever, and I feel that didn't go super well- I thought it was a really good idea, but I won't do it again.

What else has not worked? Often, when I just give them discussion questions, they'll just do it in a minute or they can't be bothered.

064 What kind of questions do you give them?

065 Today they responded fine- it was 'where do you usually go on vacation?', 'what's your dream holiday?'- just to introduce the topic. Or, I give them stuff to practice- the grammar- but I don't want to be printing off papers for every single thing when I can just put it on a PPT. In my old job, where I had smaller classes, I'd literally print off slips of paper. If I had a smaller class, I'd give them slips of paper because, if they have something physical, they're more likely to do it. They actually did follow it today but sometimes I would expect them to get lazy.

066 Do you think your students would cope well in an English-speaking country?

067 Oh, some of them, yes. The vet students I'm sure they've lived there!

Some of them are very confident- they'll come up to me and, in really fluent English, they'll explain why their friend is not there and he's coming later or they'll send me very long, well-written emails about what the problem is today.

Or in the mid-term test- I've picked on the girl from the mid-term test in class and she'll say as little as possible. I think she's shy because, in the vet class, there's one student- he speaks the best out of everyone maybe- when he answers a question, everyone goes, 'Oooh'. Because he has an American accent and he can speak perfectly- he doesn't care, he doesn't feel shy- but other students would feel shy about that.

068 So, do you think there is peer pressure to behave in a certain way?

069 Maybe. I think it goes two ways- it's like A) they don't want to be judged, or feel stupid and embarrassed- but at the same time they don't want people to think they're showing off or put attention on them. But it depends on the person. I think maybe especially girls- that's a girl who speaks well and is shy to speak well in front of everyone in class. The one who didn't care is a boy and he has loads of friends in that class. And again, she's in a mixed major class. The vet class, they're the only class I teach where everyone's from the same major and they're a lot more comfortable and confident with each other.

There are some low levels in the class and, in the comments that I got today, some of them are writing that it's not fair- some people speak so well!

070 Right, because they're going to get the C's?

071 The ones who speak well, some of them have bad attitudes and don't come to class- so not necessarily!

072 So again, it's all kind of related here but, about your teaching context- is there anything that stops you from teaching the way that you want to teach?

073 Yes. Motivation and response to what I give them and how long they're willing to speak on the topic or something and I don't really know- I'm sure there's more I can do to deal with that but I feel like that's the sort of thing that needs to be dealt with earlier on and next semester I will try and be more on their case; I've told them it's connected with participation but being more clear. In one of my old jobs, when I wrote the class rules in Korean at the beginning of the semester I found a difference in how the students reacted during the semester. I don't know if it was a coincidence but I might do that again. So they have it written and they can read it in their own language.

074 What kind of rules did you have?

075 It's normally- 'respect each other', to me and each other 'listen', 'pay attention', 'don't play on your phone', 'don't sleep'- 'you can use your phone for a dictionary'. Just the really basic stuff- 'do your best', 'really try and speak English' ...just the basic stuff.

The question was 'What stops you from teaching the way you want to teach?' I really like teaching writing, actually, and I can't in this situation. I've done a little bit but it just got too much for me to deal with.

076 You did some this semester?

077 I gave them one homework and a writing assignment in the first ever class to introduce themselves. But, again, we're not supposed to be teaching writing and I like teaching essay writing or paragraph writing but it's not part of the job, I guess.

But motivation and interest and personal investment in the class, I guess would be the main thing. And different levels.

078 That's interesting because there have been some other studies done in Korea with Korean teachers with high school students and they've listed some things they felt stopped them from teaching a certain way. Some of this may be different because you're not a Korean teacher, but what do you think?

079 So, for me, language ability is obviously not. I feel like I have good training but I need to be more self motivated when it comes to ideas. One job I had in Korea, we had teacher meetings where we'd talk about ideas and that was so helpful. It's not a lack of training it's a lack of sharing resources and ideas informally. I think that is the most useful thing ever and it never happens in Korea.

Limited resources? There's enough resources, you just have to know where to look.

Busy schedule? I don't really give lots of homework because of my schedule. For me, yes, but I'm just getting used to a new job.

Students' proficiency? It's a lot better here than it is in other places...

Motivation to speak English? Yeah, for sure. The ones who probably do have the higher motivation, these classes are too low for them and maybe they're still motivated but...

Reluctance to participate? For some, sure.

Anxiety? Some, yes. I had one student and she was trying to speak in her test and she was just like, 'I'm so shy!' Maybe just shy in general- when I was that age, 18, I hated to talk in class, I never wanted to, I never spoke, and I remember I got a really bad participation score from my teacher as if she thought I just hated the class but it wasn't, I was just really shy. And often, the way we make groups in the classes sometimes, they're with someone they don't even know. And, when you go around the groups sometimes and say, 'who's missing today?' they don't even know their names and they've been in the same group the whole time! I think the Korean culture, in a way, is a bit of an issue, also having mono-lingual classrooms... when I've had the chance to have multi-lingual classrooms they're lot better at talking to each other because their forced to and maybe they don't feel as embarrassed or whatever.

Class sizes? Yes.

Seating arrangements? Yes.

Exam schedule? No.

Demand for a certain kind of assessment? No. Well, ah, the problem in Korea, and I guess in most countries, is there's so much emphasis on tests that they don't really care if it's not connected to a test. Maybe if I said more often, 'this will be on the test', they might care a bit more.

Funding? I guess that connects to class sizes.

Resources, tools and technology? We have really good technology- I'm happy with that. I don't like, actually, I really love writing on the board but I don't like not having the projector and the board. That's really useful- for example if there's a grammar point, to leave it on the board the whole class.

Attitude to curriculum and textbook use? Yes, if they've learnt it before and they know it already, of course.

080 Are you happy with the textbook that you use because you didn't choose the textbook?

081 I don't like Top Notch very much- there's a lot in it and it's just the wrong level. It's too simple for most of them. Not all of them. It's quite good for adapting to different levels, actually. It is a bit too easy for some of them and it's really cluttered in a unit. There's eight pages of really cluttered stuff.

Employer expectations? Just Korea expectations stress me out.

082 Ok, like what?

083 Like being fun, being so exciting. Basically, I don't know how widespread this is but I feel some students expect they can just go to English class and that will solve their problems. But, obviously, language you have to do it in your own time if you really want to. I think that applies to some.

084 And you mentioned class sizes and seating arrangements... what the problem with those?

085 A class size of 50- you can't learn their names. It makes life really difficult if you don't know their names- you can't pick on them really easily and it's really difficult to manage. They're too shy to speak in front of the whole class if I just call you only get really confident people speaking. In my old job, where I had 20 students speaking, I got them to do some very small writing things and then swap them and answer each other, check each other's work. One thing I think is really good- when students check each others' writing and then you go and check it after that. But I can't do it because it's just not possible.

And seating arrangements- the chairs and tables are attached, they're heavy, you can't move them into a circle or group. That whole 'speed-dating' thing, I generally did it standing up and there wasn't enough space in one class- everyone got really hot so we had to stop. And I have to think of really inventive ways of how to do it to make it possible. And you want space for

them to be able to walk around- they can but they get stuck in traffic jams and it's really uncomfortable.

086 Do you think that your classes are communicative? By communicative I mean, do your students get the chance to communicate naturally? To use language?

087 Yes, I think so. The part you saw- may be not so much although they were still speaking. Today, it was basically all speaking. The game was speaking- they had to ask each other questions using that grammar, the photo-story where they have to speak, then a quick grammar thing, I told them about my holiday, then they had to talk about their holiday and then repeat it to a partner. So that was pretty much the whole class- they were pretty much speaking the whole time.

I don't know if it's this book- it's a bit difficult to make sure they're incorporating simple past. I know some of them mess up sometimes but it's quite easy isn't it. For example, today, yes, it was a very communicative class, but were they using new stuff that they hadn't learnt before? Maybe not. That's actually kind of probably the case.

088 In terms of these barriers to learning- do you think there's any way that you get around those things? Or are you still working it out?

089 With the sizes, yes, there's a way for them to change partners easily without it causing a massive drama in the class. It's not that complicated. It took me a while to figure out though.

Motivation's really difficult- I try and make it interesting for them. I do my best but, for example, when we had the 'food' topic, I was asking them questions like 'if you could only eat one food for the rest of your life, what would it be?', 'why are there so many cafes in Korea?', I was trying to make the questions a little more interesting.

090 Did that work?

091 They did seem a little more interested actually. And the other question was 'if you could open a restaurant, what would you open and why?'. They really like the videos as well. Motivation- you have to just keep changing what you're doing in the class which is quite hard- to come up with new ideas all the time- especially if you're isolated and you don't see or talk to other teachers. And I don't have a particular resource where I get a weekly update that I do. I have to go and look for them. Sometimes I just don't have time or energy.

For motivation also, mix the partners up- make them work with someone else. That works, normally.

Sometimes, I've found- I told them about my holiday in Denmark. One class were really interested and the other class weren't. Sometimes, when I tell them about some random information about my life, some classes get really interested because they're curious about your life so sometimes I will do something like that.

If they're making something or doing something or seeing some image they tend to be more interested.

092 Is there anything else you want to add about your teacher beliefs, or practice or any difficulties you face? Any comments or suggestions?

093 I think in Korea there's just no training at work, personal development training. There's not many opportunities to talk with other teachers and it's really essential if you want to keep yourself motivated and growing. And, I think I've told you before, that was part of the reason I did the CELTA. But I feel like I'm getting into a bit of a rut and I don't have fresh ideas at the moment and I don't know where to get them from. So I think the way native teachers work in Korea, I think they just think we're going to be around for two minutes and they don't want to invest in us or they think we can just get on with it or Korean teachers don't feel comfortable sharing ideas with us or don't want to spend their time.

094 Do you think there are some cultural reasons then?

095 I know a Korean whose job it is to organise in-house training at the university and she said that it's quite quiet her job because no one really asks for it. And I think she said something about the native teachers- it's not really there because no one really feels comfortable to train them in English. They feel shy. But, whatever, it's not about English, it's about sharing ideas.

When I was working in another university, one teacher organised it and we had groups of six teachers- many different groups. We met every week- I used to organise our group- and every week we'd talk about a different topic. Like, we'd talk about exams, student behaviour, and people would bring what they use in class and it was fun- we'd just go to the cafe and we'd just chat and it was a really informal, nice way.

The thing is- it was in the middle of nowhere, teachers had long breaks with nothing else to do so we were quite happy and they would co-ordinate us specifically.

096 So teacher training is something that could be done?

097 Just sharing ideas- just to help teachers keep up their skills, or motivation, or be exposed to different things.

Interview 2: Jim

001 Did you have any problems with the questionnaire?

002 Well, I think I've said before- it didn't give much flexibility. What's the word? It was kind of... boxed you in?

003 Yeah, right. A little bit restrictive maybe?

004 Compared to what the questions were I thought, yeah. To strongly agree or strongly disagree.

005 Right, so you did 'strongly agree'- you strongly agreed that group work activities...

006 Oh, yeah. Some of course. Yeah.

007 Yeah, as well, you strongly agreed that grammar is the most important, right?

008 It is among. So, to say that it is the most important, yeah, I would strongly disagree with that. I would say that it is a necessary component. But that it is the most important? No.

009 I think question 19, you made a note, you said, ‘in task-based learning (TBL) there is a place for explanation, writing and example’.

010 Yeah.

011 What is your ideal approach to teaching? What is your teaching philosophy?

012 Well, again, if the goal is for language to be learned, which is what I do- I’m a language instructor, then my teaching philosophy is to use whatever method best meets that objective. And I have changed over time because I’m constantly reading so I do change. So, for example, even though I do believe that TBL is one of the better approaches, that doesn’t leave out the value of a lecture on grammar because there are some students, and in fact even Rod Ellis who is one of the main proponents of TBL says that there’s definitely a place for PPP- for example, he says, for teaching the articles, PPP is better for students to get a strong grasp. So my teaching philosophy is to do what works. **But my main teaching philosophy to practice in the classroom and for me to listen for errors and to provide students with correct and, hopefully over time with enough practice, for them to write in notebooks and for them to improve. I only see them once a week though so it’s not easy. So that’s why I have to give homework- things like that.**

013 What do you think has influenced the way that you teach? You mentioned reading... is there anything else? Do you think your own learning experiences have influenced the way you teach? Or has your training influence the way you teach?

014 Sure- my training- I wouldn’t say my learning but definitely my training. I can remember back to when I first studied teaching language things that my instructor said about the importance of clear explanations... which is still a weakness of mine but that’s related to my personality. So I try to go back to what my training has been. And training means online, ongoing learning as well...

Yeah, definitely training because these days I’m moving more and more towards TBL- as in getting the students to do meaningful tasks. Yes, grammar is done but it’s done in the context of correction but not the central thing which I think is a mistake.

015 Do you think that your experiences have taught you? Compared with your training, what you read, and then compared with your classroom experiences- do you find that it matches? It goes together well?

016 Yes, it does match. The more I’m in the classroom the more I see that yes there’s usually... I try to read things that are provided by insightful people. And usually you can find out pretty quickly if they have experience themselves. So, generally, whether it be Penner or Zoltan Dornyei or Jeremy Harmer, these are people with so much experience and they tend to be pretty smart people too. So, yes, I find that things often line up. Yeah, even Stephen Krashen.

017 Do you have a typical style of lesson? What does a typical lesson look like for you? Was the lesson that I observed a typical lesson for you?

018 Do you have a lesson outline for me?

019 Yes. So the first ten minutes were extended reading...

- 020 That's typical.
- 021 Ok, and then you did some intonation practice.**
- 022 Ok.
- 023 And then you led the class to practice their intonation**
- 024 Yeah, sometimes. Again, not typical. It is part of this semester because it will be part of their final tests.
- 025 Ok, and then you did some grammar practice- you did present-tense verb plus 'ing'.**
- 026 Hm.
- 027 And then you did some pair work- this is in the first half of your lesson- you told your students to ask about their best friend, 'What are they doing?'**
- 028 Yeah, that's probably too grammar-based but yeah sometimes I will just follow the book.
- 029 Why did you decide to do pair work?**
- 030 To me, pair work creates the most opportunity for students to be engaged. That's why. And they're going to be speaking- hopefully.
- 031 There were a few points in the lesson where you asked the students questions- how did you decide what questions to ask the students? And why do you ask the questions? What's the purpose of the questions you ask?**
- 032 Can you give me an example of a question I asked?
- 033 Ok. At the beginning of the lesson you were asking them at one point they read up to in the extract about 'Blue Valley Inn'. You were trying to get a response from them.**
- 034 Yeah- that was just 'Where are we?'
- 035 Yeah, so that was procedural. Other times, when you were doing the pair work, you went around and asked what their friends were doing. Do you plan to ask questions or do you just-?**
- 036 Yeah, to me it's not part of my plan usually. It's just I need to engage the students some. Sometimes I'm just listening and I will engage the students to see if they're accessing what we're doing.
- 037 Then what about giving feedback- do you like to give feedback?**
- 038 Yes, I do. I correct most things that we do. Like today there was an activity in which we review and so students write on the board- they answer a question. Then I will do error correction and sometimes elicit from the student- 'so what's the error here' - in order to get the students thinking and also for them to hopefully move forward in their knowledge.
- 039 If your students make a mistake, how would you normally respond?**

- 040 It depends- sometimes error correction is done, especially if it's something that we have time for or it's something- again, it depends. If they're just speaking to their partner I might stop them if it's something- if it's a mistake I think they shouldn't be making- but if they are just expressing themselves I may not say anything.
- 041 What do you think your students expect from their English class? Do you think they have any expectations?**
- 042 I think so. I think most students expect an easy class. Unfortunately. But, again, they are hopefully busy with their majors. There is a preconception related to foreign instructors that it is supposed to be "fun". That's something I've read about. And they expect not too much homework.
- 043 So then, do you think your style of teaching meets our students expectations?**
- 044 No.
- 045 Does this worry you at all?**
- 046 No. It doesn't worry. I do consider it but I don't worry about it. They can't fire me- I've signed a second contract- so they can't fire me! But I do consider it because I want the students to have good perception of the class in order to motivate their further language learning. My job is to encourage their further language learning. Not just my class. So that's why I will interject things of why I do things- I give them homework so their language can improve.
- 047 Do your students ever initiate conversation? Do they ever ask you questions and how often and when does that normally happen?**
- 048 Sure. Most questions have to do with homework, am I late, yeah. But there are students that will raise questions about what the assignment was- whether it be a homework assignment or an activity and they're not quite sure what I'm asking them to do. Some students won't.
- 049 Does this normally happen in class time or break-time?**
- 050 Well, again, if it's an activity it'll be during the class time. If it's about homework, unfortunately, some students will ask while other students surround. But some students wait until everyone else is gone and that's a problem.
- 051 What is your experience of student-to-student communication in class? Are they comfortable talking to each other in English?**
- 052 Most students, I would say that most students are. There are some students that are higher and are either proud or arrogant or it's not someone from their major and so they're uncomfortable talking. So there are various reasons for students not talking but most students are comfortable speaking English with each other.
- 053 What kind of activities do your students really respond to well?**
- 054 Usually, information gaps- that has something that is interesting or funny- especially if it's interesting- related to their lives, useful, and they have some level of competence that gets them going. Then they are more likely to enjoy it. If they have a level of confidence.

055 And are there any activities that really don't work well with your students?

056 Sure. Activities that are like a problem solving activity- things that are too hard, which sometimes I give them- or, for instance, when you were in the classroom. Actually, that activity- some students got into it but there was a group that you sat next to that didn't do it at all or very little. The girls would have done it but the two guys would not engage the girls and so therefore there was very little. And, if I'd had seen it I would have set the girls up with someone else. Unfortunately there are students that are proud.

057 Do you think that's just their personalities?

058 No, I don't. The one in the group I'm referring to- one of the guys is one of the higher levels within the class, he is a low intermediate level. It was that he didn't like the girls.

060 It's surprising how much of a difference gender can make with group work.

061 Yeah. It's maturity level, actually.

062 How often do you activities that your students don't normally like?

063 I try to do things that they like. As far as how often- I don't know. They do happen.

064 So, talking about context; you're teaching in university. Are they first year students?

065 First and second. The class you sat on were second year students. Some of them have come back from the military but generally second year students.

066 You've been teaching in Korea for over 15 years?

067 Yes. Around 15 years.

068 Do you think there's anything that stops you from teaching the way that you want to?

069 Sure. Yeah, the fact that we meet once a week. The Korean university system is atrocious for language learning. Ok, not the university system but many university programs have you meeting the student once a week. And, of course, this isn't just Korea though- it goes on all around the world. But the students are very mixed level and it's once a week and it's not conducive to language learning. All those things.

070 So if you were teaching in a different country, school, whatever, you would teach differently?

071 Well, I think it's more that I would have more opportunity if I had students three or four times a week for them to be learning more.

072 So the biggest complaint is that you don't see your students enough?

073 That's right. Even we meet once a week for two weeks, twice a week for one hour each would double the amount that they learn, I believe.

074 Do the following effect your teaching practice at all and to what extent:

Your own English language ability?

- 075 No, not language ability.
- 076 Do you think a lack of training or unfamiliarity with teaching strategies holds you back at all?**
- 077 Sure.
- 078 What kind of things?**
- 079 I don't have a masters so I'm always having to do it on my own. My masters is not in language teaching.
- 080 What about limited resources? Do you feel like you have enough resources to teach the way you want?**
- 081 **Actually, if I had a better file system or access to more resources, sure, that would help. Like, if I had a library of task- that would make any instructor much better because we have to do a lot of invention in this type of work and it wastes a lot of time.**
- 082 What about your schedule? Do you find that your schedule is too busy to teach the way you want?**
- 083 No.
- 084 Do you think your students' proficiency limits your teaching methods?**
- 085 Well, that kind of goes against what I- my job is to teach. Mixed proficiencies in the classroom- that does make some students bored and other students embarrassed and hurts the learning. **So yes, the overly-mixed proficiency levels does inhibit students in a negative way.**
- 086 Kind of related- your students' motivation to learn and speak English- does that effect your teaching practice?**
- 087 **Yeah, I have to kind of 'dumb it down'- not 'dumb it down' but I have to do less than I would like to because students are busy with their majors, of course.**
- 088 Do you think your students are reluctant to participate? Or do they have any anxiety about speaking English?**
- 089 Sure, that's natural. There's this thing called 'Willingness to Communicate' (WTC) and part of it is affect- embarrassment or losing face- things like that. But, generally though, most students are willing to try.
- 090 So what about your context- this is really practical. Do you think your class size affect the way you teach?**
- 091 **Yes, we went from 30 to 20, 25 a couple of years ago and that has made a huge difference in being able to get around to most students during a class period. That is a valuable factor for student learning. 15 would be optimal, I think, at university level.**
- 092 How about seating arrangements?**
- 093 **That can make a difference.**

094 In what way?

095 Actually, yes, that's something I should look into more but this is something Dornyei and Murphy say- it's vitally important. With friends or getting so they're comfortable.

096 So sitting them in friendship groups?

097 Well, friends or sitting so they're comfortable. Ideally so they get to know each other in the first few weeks and feel comfortable with everyone. But that generally doesn't happen because we have various majors mixed together.

098 What about exam schedule? Does that effect?

099 No.

100 Is there a demand for a certain kind of assessment that you feel you have to teach to?

101 No. Actually, that is one thing that maybe refers to an earlier question. Students are affected by the TOEIC so I've instituted some TOEIC type things in my classroom that helps raise motivation a little bit and leads to learning. So that can be of benefit.

102 What about provision of funding? Do you feel you have sufficient fund to teach in the way that you want?

103 Actually, our school- they limit the amount of paper they want us to use. But every classroom that we use has a smart podium and a digital projector. But I don't see them supporting materials, as far as online materials, which would make life easier for a lot of professors as I said earlier.

104 I was going to ask you about 'resources, tools, technology' but that's kind of it I guess.

105 Yeah, technology, again, is pretty good and, again, the students have that- they have their smart phones and we have the podiums. But, as far as resources, the school could do a better job than that.

106 In terms of your university's attitude to curriculum and the use of textbooks- does that affect the way you teach?

107 Actually, recently they have given us more of a say. We all have to use the same book because they buy it for everyone at the same time. But the university has given us more of a say in the books that we do choose. I think there's more apathy among the instructors because it's a bunch of individuals who have their own agendas, their own choices.

108 Your employer's expectations- are the university expecting you to teach or act a certain way?

109 They now want us to respond to students at the mid-term and final and to do quality control- which is fine. If the students say something that is valid, we should respond. So, yes, that can be a good thing. The university is doing some positive things in that way because the school has gotten some bad ratings, probably from leadership more than what is happening in the classroom, so they are trying to get better approval, better ratings from the government because the government has too much say over universities.

- 110 **So the biggest problems you have were- sometimes your students' proficiency, motivation, class sizes were a problem but now that's been reduced so it's better...**
- 111 Yes.
- 112 **Seating arrangements, some tools and technology might helpful right?**
- 113 The main thing is access to resources. More money for resources. 200,000 KRW per professor per year it's like 'Oh- they're gonna spend that money somewhere' that would make a big difference for instructors.
- 114 **Do you feel like your classes are communicative?**
- 115 To a certain level, yes.
- 116 **Is there anything else you want to add about your teacher beliefs, your practice, your students or any obstacles you have trying to make communicative lessons?**
- 117 I think we've been fairly thorough. I guess the only thing I would add is that **we have to realise, in this context, students in Korea have been going to school, studying English for ten years- they start in the third grade- all the students that are now freshmen and sophomores- that program started over ten years ago so they've been studying English for ten years and yet a lot of them cannot use the language very well and they are probably justifiably, whether it be disappointed or embarrassed or not happy about that, so I think that probably affects their attitude towards learning English. Not just learning speaking at the university level. When they do see some friends- they always have friends that have gone to hagwon (private academies) or had experience abroad and therefore they feel maybe cheated and justifiably so. So I think that is something that plays a factor.**
- 118 **I think that is an issue in Korea- but why do Korean students feel that way? Maybe it's a stereotype- but why do Korean students lack confidence in speaking English?**
- 119 Well, because they didn't learn to speak in school. They were just grammar and reading- that's why. In Europe, they're speaking at grade 3, in Korea, they're not.
- 120 **So one of the reasons you think students are reluctant to communicate- it's because of their middle school and high school experience?**
- 121 That's the main reason. I think that's the main reason. **It was beaten out of them- 'you've got to study for the final exam'- they hate the grammar and the reading stuff. It's over their heads- it's college level, it's stupidly done, horribly done and unfortunately the school system knows it and they continue it and therefore, yes, they've lost the motivation and now they know that they need it.** And, again, that's some students- there are some students who come to these classes wanting to enjoy. **And part of it too is that there are a lot of westerners who are not properly trained for the Korean students. Too many of us.** There are various factors, I believe, actually.

Interview 3: Matt

001 What is your ideal approach to teaching? What is your teaching philosophy?

002 I actually think about that a lot. My teaching philosophy is almost reactionary, I guess. Trying to be aware of what the students need and how those needs are changing overtime. You know, I've been here for 15 years and came in with no experience of teaching writing or teaching this level of student and really just started trying to observe what do these students need and trying to observe through homework assignments that they have and questions and reactions sort of what direction they need to go in. So, yes, a lot of it has to do with responding to them but also I always try to keep a balance in mind because there are a lot of students who think they know what they need and they are very vocal about that but actually, on thinking about that, I actually disagree where it's not going to turn out importantly. Maybe you don't that yet, for whatever reason, but there's definitely a balance in there as well. I don't think it's fair to the students to do only what they want or what they think they need. So, yes, every time somebody asks me that I always say balance is a real key. Whether its balance of- there was a question about grammar- no, I don't believe it's the most important thing but, yes, they will be judged on it so we do have to address is it but I'm not going to spend 100% of my class teaching grammar.

003 You say you gage it on student's reactions- do they tell you what they want or is it their facial expressions or...

004 There are a few different ways. We get these mid-term and final questionnaires where they respond online. I always check those really carefully because mostly they don't have a lot to say but occasionally you get a few really good comments- somebody will say, 'we did this but wouldn't it be better if we did this?'- I always take that really seriously because- and, again, it may not be better but I often get really good ideas of how to approach things from that. Sometimes it's classes- you know, you can just tell whether a class is engaged or not by their response. You know, if they're falling asleep, you have to figure out whether they're falling asleep because it's exam time and everybody's tired or are they asleep because this is a boring lesson...

005 Or maybe they've been drinking the night before?

006 Exactly and, you know, if it's one or two students you don't necessarily worry about it but if it's have the class you sort of figure out what's going on here. And also from homework assignments- if the same mistakes is getting made over and over again, clearly something needs to be done. I mean, it could be my materials are not clear enough. It could be my delivery is not clear enough. It could be they're not ready for that yet. But I have to figure out what that means- why are two thirds of the students making the same mistake and how can I prepare for that?

007 What has influenced the way that you teach? And, again, there could be different influences- your own learning experiences, any training that you've had, any experience that you've had. What influences the way that you teach?

008 I think a lot of the reading that I've done over the years as part of my MA and PhD has definitely influenced. Again, not entirely- I don't try to necessarily, consciously bring it in.

There are a couple of things that I've studied over the years that I do now consciously bring into my lessons where someone has done a study. You'll read a paper and it'll be, 'we have found that this is a problem', and I'll be, 'oh, yes- I have that problem', and inevitably it'll talk about how to address that problem.

A part of what influences me as well- and this may sound a little cheesy- I have a very strong sense of responsibility as the instructor, especially to these kids because of the context that there in. And I'm sure that you could probably find the same situation in any context but I have a lot of pity and sympathy and frustration for these kids because I understand why our classes work the way they work and as much as I would like them to work differently I see why they can't but I'm often very frustrated because I just want them to do something. It seems so simple to me. So I'm really driven by this idea of trying to make it clear to them in a way that is accessible to them. Because it is so teacher orientated- but I don't want to be that kind of teacher. I don't know if this answer is making any sense but anyway.

009 I guess you're saying that your experience with teaching does change the way that you teach.

010 Yes. The more I try it- like, with these lessons I only get to teach once a year- and so when something doesn't work, it's a matter of coming back and taking a bunch of notes and then trying to pull out those notes next year and going, 'look, this didn't work'. But, yes, I feel like a lot of these students are completely unmotivated and have no idea why they're here. And I can't motivate them. Well, I mean, I often can't motivate them- I try to, I want to motivate them just by being enthusiastic about and saying, 'look, this is interesting- it's worth learning'.

011 It's really interesting. What about your teaching practice? Again, we've covered some of this already. The lesson that I observed- was that a typical lesson? And, if not, why not?

012 No, not really. That was a newish lesson. That was something I had pulled together from a variety of older lessons. Again, things that weren't tending to work in the past and I just felt that I needed to compile it all into one thing and then put it on the powerpoint that they could then download and review and go through it. It's three or four separate pieces, I think, that we had been working on and they just weren't pulling it together and, again, I thought I need to figure out how to address this so they can see it all at once maybe. So, it was typical in the sense that I taught it in the way that I normally teach but I'd never actually taught that lesson before.

013 Let's talk about group work. You did agree that group work is essential for providing opportunities in class. I don't think you did any group work in the class that I observed although you might well do it in other classes. Is there any reason you didn't use group work in this class?

014 Time. Basically, just time. Normally, if I have time I will give them something to look at- whether its sentence level or paragraph level- and very often, most often I will suggest or put them into groups of two, or three, or four students and say work on this, discuss what you see, discuss these examples. In that instance we just didn't have time. We went back, it was the next class or possibly the one after where we did that- we had an example and started the class by saying about 'blah, blah, blah, blah...', now, let's look at this example from whatever and find them, and discuss them in your groups'. So, yes. Just time.

- 015 **Just looking at the questions you asked. You asked them for any volunteers, you asked them if they had any questions, you also asked students to give answers. So, when you ask questions, what is normally the purpose of your questions? Does that make sense?**
- 016 The primary purpose is just to keep the students engaged. When I'm asking questions, and again trying to keep in mind the fact that it's a very teacher-orientated culture, trying to keep the students engaged and expressing the answer is good practice for them in many ways but also just to stay awake sometimes! I don't know- I never really thought about why I ask questions but a lot of it has to do with engagement- maintaining engagement.
- 017 **Sure. So, what about feedback? What kind of feedback do you give your students in the class time and, if your student makes a mistake, how would you normally respond to that?**
- 018 So if I ask a question and they get the answer wrong?
- 019 **Yes, or if they make a grammatical mistake or something like that.**
- 020 In the writing class, I would only correct a grammatical mistake if it's directly related to what we're talking about at that time. Just this morning we were talking about determiners and adjectives and constructing noun groups and a student used 'a' instead of 'the' in her example that she was reading from her homework; I corrected her and I said, "we would use 'the'" and I explained why, "but otherwise your adjectives were really good". So we were focusing on the adjectives but, noticing this, I did correct it. Normally I wouldn't bother correcting somebody unless it's directly to do with what we are talking about.
- 021 **Your class is a writing class, is that right?**
- 022 Yes.
- 023 **So it seems like you pay very close attention to written grammar?**
- 024 Yes- again, focussing on certain aspects, I've got to sort of divide it up where there's a certain focus at the beginning of the semester and a certain focus at the second half of the semester. I don't try to correct every single error. We try to focus on groups of related things but, yes, it's really grammar.
- 025 **Right. So, step-by-step. When I was observing your class, you were talking about conjunctions and obviously that's a very specific area.**
- 026 Yes.
- 027 **Ok, can we talk about your students. What do you think your students expect from your English class? Do you think your students have any expectations of their English class? And then, do you think you meet their expectations?**
- 028 Yeah, this is a big problem that I've been trying to address. Part of the problem, with this class, is that A) it's a required class- most of the students in the class have very little idea of what they're going to be doing in the future, why they're using English at all, and so part of the challenge for me is to try to sort of, you know- a general writing class also prepares students for academic writing if they want to continue on so this is a very, very, very low level introduction to academic writing. So, I think many of the students don't have any

expectations. I think they come in very open and just sort of, 'I don't know what's going to happen, let's see what happens'. Some have expectations that it's a grammar class and they're going to have a native speaking grammar expert teaching them and that they're going to come out being experts of grammar and they get disappointed. Others, I think, come in just wanting to generally improve their communication skills and, for the most part, I think most students are pretty happy. Again, there are a few- you're never going to make all students happy but, yes, this is a constant problem because, as a required class, you just don't know. Some of them are very happy to be there, and some of them just hate every minute of it and it's hard to know!

029 How many students are there?

030 About 28, 29.

031 Every student is different, I guess. Do your students ever initiate conversation or ask questions directly without being prompted? How often does that happen?

032 Exceedingly rarely. Very often I will pause, 'Are there any questions?', and I try to be very specific, 'Are there any questions about this' on the board or whatever, and then try and give them time to formulate a questions. Or, even today, we had a homework assignment on the board, I had a lesson on the board, I had a test date on the board and I went through, 'Are there any questions about this aspect of the homework, this, how about this? And, there were- there were a few questions but it took pausing and elicitation to get- I don't remember the last time somebody went, "Excuse me, I have a question!"

033 What about your experience of student-to-student communication in class? Do you think your students feel comfortable speaking English with each other?

034 No. (laughs)

035 In group work, do they talk?

036 If they're doing group work, if they're doing an assignment and if I request that they speak English then they tend to go into conversation class mode and then they're capable and willing to do that. Without some kind of prod from me, at least half of them will immediately drop into Korean. And, most of the time, I don't mind- it depends on the assignment, it depends on what they're working on. Sometimes it's quicker and easier to get to the point of, if it's structure for example, something theoretical, there's no reason why they couldn't discuss it in Korean, but when they're actually working on something and when I want them to actually do it in English for vocabulary and that kind of reason. But, no, I don't think they are and it's very rare that I would hear them voluntarily doing something in English.

037 Then, what kind of activities do your students respond best to? And what kind of activities really don't work well with your students?

038 Again, it's hard to know because a lot of what they're doing is homework preparation and things like that. They don't respond well to planning activities. Writing process- they despise it. And I understand it can be really tedious and I don't want to give them the impression that mastering the writing process is going to necessarily make them great writers but I do think it's a very important part. So there are certain aspects of the writing process that they absolutely despise but, again, there are times that I do it with group work where I can see some

of them finding some enjoyment there by discussing it and figuring out ways around it. A lot of it has to do with the assignment and the topic. If it's an interesting assignment, there a bit more interested in it.

039 What kind of assignments would they be interested in, do you know?

040 We started with expository writing- basic paragraph structures and expository writing which can be really boring. Now we're going into descriptive writing and describing people. So starting next class actually they're going to be describing a fictional character. They're going to be doing it with a partner. So right now they're going to be doing it by themselves, it's there first time, and then next class they're going to have most of the class to work on inventing a person. And they always enjoy- every student, not all- but they really enjoy the possibility.

041 So they like the creative- using their imaginations.

042 Yes.

043 That's interesting. Can we talk about the teaching context? Is there anything that stops you teaching the way you want to teach?

044 No, I don't think so. *I teach pretty much the way that I want to teach and I probably shouldn't- I should probably slow down a lot more and be a little less energetic.* The class that you saw wasn't the most energetic. I often am- you've seen C_____ teach- and I'm often like that. *I'm often up and down the aisles and I'm pointing to things and I'm getting students to go do this and try... and that's the natural and I'm not sure that it's the best way for these students!*

045 It is engaging with a charismatic teacher, isn't it?

046 Well, my students really don't appreciate it. Some do- the 'Action English' class last year were English language and literature majors and what was commented on again and again and again was the enthusiasm and energy that I put into the classes. Especially for first years I thought it was really important and they were English majors and I thought, 'let's get off on the right foot here, guys, have some fun with this...'

047 So did you mellow down because I was there? Or just...

048 No, it was just the nature of the lesson. It was one of those things- I was kind of glued to the powerpoint and it wasn't the best time for you to be there and I didn't want to reschedule just because it happens to be a powerpoint today, you know. It's authentic- this is what I'm doing.

049 Sure, that's what's I wanted- authentic lessons. You said you teach the way you want but if you were teaching in a different environment, for example, would you teach differently?

050 I hope not. I don't know. Again, going back to the very first question- it would have to be in response to the way the students were reacting. If the students weren't responding I'd like to think that I would change. I don't think it's fair to expect students, or a class of students, to necessarily fall in line with your own teaching style but, on the other hand, if enough of them are responding positively then I hope I wouldn't have to change. I don't know. I've taught 15

years year and I haven't had any opportunity to go elsewhere but I'd like to think that I would respond appropriately.

051 So, it seems like your pretty comfortable with this teaching context but, just recently you talked about this, are there any major factors that prevent your classes being more communicative? Is there anything that stops your students participating more? What do you think?

052 I think it's just culture. Over the years I've literally begged students like, 'please comment', you know, if I'm asking any questions, they don't have to be questions, 'is it clear', 'do you need any help'. And when you look out into a sea of blank faces and sometimes it's really difficult to know what's going on and I said, 'guys, you're more comfortable coming to me office privately or after class that's fine'. But, yes, I think the culture difference of a teacher-orientated, of 'memorise this' and 'right and wrong', it can be really challenging to go and do a class like that. Again, translation is a bit of a problem but... I've seen students write 'the teachers job is to make the students learn' and I've told them, I've said, 'look, if you're going to be falling asleep or on your phone or not ask questions or not respond- I can't make you'. So, yes, I don't know- it's tough- I'm comfortable in the situation but I would really like, and it would be really interesting- I'd probably be really thrown-off if I had a class of really active students. I probably wouldn't know how to handle them after all this time!

053 Here's a list and some of these ideas are from Korean teachers in the past who have said that a certain approach to teaching is not possible in their environment. So, just looking at these three sections, do you agree with anything from your situation?

054 Well one of the things I want to do for teacher training- a CELTA or something like that. I want to learn more about classroom management.

055 Practical things.

056 Right, exactly. I'm very happy with my theory knowledge now but I really want to get more training in that respect.

One of the problems with teaching writing, this is one of the things I've been looking into for a number of years and it seems to be a genuine thing- it's not just my experience- is students' proficiency. Writing requires the highest proficiency. Learning writing, especially academic writing from a native speaker requires that the students' proficiency be quite high and often it's just not and this is a cause of frustration again for me where I have to sort of figure out and because there's nothing I can do about their proficiency when they're in my class- how can I get the most across to them. Motivation can be very low- the most motivated students are the ones who have an idea about what they want to do in the future- they envision their future selves in the future using English. Most of my students really only just want to get a job. And most of that mindset is really definitely dying out slowly in Korea but when I started, 'why are you studying English?' 'Get a job' 'TOIEC test', 'well, there's not much I can do for you' - I don't know.

Class sizes- one time a had a class of 73, 74 students. Now, they're maxed at 30 which is fine- especially for a writing class.

Seating is fine.

I don't like the exam schedule- again, when I was in university, they had a week set aside and they scheduled exams. Here, it's kind of, 'just go do your exams in class time' and I find that a little bit of a problem.

Textbooks- I find writing textbooks are not great.

057 Is your textbook based on units of grammar each Unit?

No, my stuff is based on discourse modes and then I work in the units of grammar and other structural stuff.

058 So it's more functional like, 'this is how you write this kind of essay'...

059 Yes. So I start with formatting. Again, this is something Korean students coming to university they don't know how to format and put margins and indentations and double spacing so we have to spend some time doing that. And basic paragraph structures- differences between discourse structures in English and Korean- not all writing is writing. And **English is not monolithic and writing is not monolithic. And then we go into expository, descriptive, narrative and persuasive. And I'm thinking about ditching persuasive and even narrative- the only reason I really do narrative is because it's a good excuse to really work on verbs and tenses and I can work in a lot of good grammar that way.**

060 Interesting. Do you think that your lessons are communicative?

061 I want them to be but I don't know how much they are no.

062 Do you think they get a chance to practice using language?

063 Well, written language, yes. I give a fair amount of homework- the idea being practice, practice, practice.

064 Do you have anything you want to add or any questions?

065 I can't think of any no.

066 Thanks a lot! You've given me lots of information.

Interview 4: Paul

001 Were there any problems with the questionnaire? I think you made note at the end.

002 Let me just have a quick look. Yes, I kind of stand by what I mean. It's like having a resume- there's no such as one perfect resume; you've got to cater to everything in life as you do- especially for teaching practice.

003 Let's talk about your teaching philosophy. What is your ideal approach to teaching? What is your teaching philosophy?

004 **My teaching philosophy is the humane approach. So I believe that, from previous practice, and seeing that there's quite a distance of relationship between a professor and the student and**

there's this idea that there's a fear boundary. Wherefore my approach is that I let the students know that I am approachable. They can talk to me, they can confide in me and I can help them but there's still a gap between educator and educatee.

005 Ok, what do you think has influenced the way that you teach? Your teaching style? For example, your own learning experiences or training that you've had or your experience on the job?

006 Definitely training. Training and experience because, since I did my masters, I read so much, I would pick up ideas. But then, even little things like the TEFL courses that I've done, they always give you little ideas of how EFL is international but it gave me ideas of the approaches of how to seat students and things like that. Mostly, yes, from background education research.

007 Do you want to have more training? And, if you do, what kind of training would you want?

008 Yes, definitely. For this type of field you can never stop learning- the students can't, so why can't we. So I feel like, down my line, I will do a PhD then, with free time, I'm going to do a CELTA and a DELTA as well because it's nothing too strenuous or long. But at home I still have books- I read TESL Quarterly sometimes when I'm bored. I'm a big believer in technology in education so that is a big thing that should be researched and practiced as well.

009 It sounds like you're going to be busy! What about your teaching practice then? The lesson that I observed, was that a typical lesson for you? (03:28)

010 Very much so. A typical lesson. The students that I had at that precise time were low level and a little hard to engage but still good students. I try to keep the lesson somewhat relative- so travel, things like that, a vacation that they would do- and then engage them as much as possible.

011 Do you ever do group work in your lesson?

012 Yes.

013 What kind of group work do you do?

014 Nearly on an everyday basis when it's the main speaking book itself students are grouped to sit with each other to share answers, to discuss answers, but also we have activities where they have to talk about a topic or maybe discuss the topic that's going to be based on their mid-term or final exam. So I encourage them to share ideas, to test ideas, to do it as a group. They're not tested as a group- they're tested individually, but because of the amount of students that we have and time, it's a better that they practice with each other because we don't have enough time for teacher-student interaction.

015 When you ask questions to your students, how do you ask questions? What kind of questions do you ask and why do you ask your students questions? It seems like you were using your class list to ask students questions?

016 Yes. The questions I ask- the expression would be 'soft questions'- something that's a bit easier at first where students that are based in Korea always have a tendency from previous education to think about, 'what did you do last weekend?'. So I try to work on something like

that that they know but on a new angle- a new kind of speaking approach because something is different. But something that's easy for them to answer. Whenever I ask questions, I ask them straightforward questions but then I use that as a basis for correcting their answers. I never try to interrupt them but I just correct them afterwards by saying, 'Oh, so you've been going to the gym', etc. I try to have a basis of, because I use a class list but my list is exactly the group lists, I want to have at least one interaction with every student because that way they don't feel left out and they have a part of the lesson- they have a little bit of interaction with the teacher.

- 017 It's kind of related to that but- do you ever give your students feedback? How? What is the purpose of your feedback?**
- 018 Feedback, again, is like I just said but I try to use a well-constructed method to correct them but in a positive way because, if I was to interrupt or just like, 'no, no, no, no', then, they feel shot down. Something from research I've learned- Korean students have such a fear of making mistakes and speaking a foreign language in front of others. So a big thing of my purpose and philosophy is to break that- the humane approach- make them feel comfortable to speak as well.
- 019 How do you make them feel comfortable?**
- 020 Again, I try to make myself approachable. So, I've talked about my personal life in terms of food I like, games, sports, etc- jokes as well. But then, as I said, I make myself approachable- I repeatedly tell them, every class, that A) ask for help- questions are great, there's no such thing as a bad question so always ask for help if you need it.
- 021 Talking about your students- do you think your students have any expectations of their English class? What kind of expectations do you think they have about learning English?**
- 022 For this particular class, no, because, unfortunately, this is a mandatory class that they have to do. And, as much as I try to- I want the students to get something out of it, but there's a high number of students and if this was a reading class then the interaction is more because they're doing self study but because they're studying together in groups and with me and the task is actually to elicit speaking, it's too difficult. Whenever I've had lessons that have been 20 or 30 students, it's so much better- I can give so much more focussed time to every student and you really see a result- they're more comfortable, they're more interactive, so they're actually speaking more, but even now with student feedback- 'I don't have enough time to talk- I never talk in class'- because there's no time, there's just too many students.
- 023 Right. Then, do you think your style of teaching meets your students' expectations and does this concern you at all?**
- 024 No concern- a comment that I get from my students a lot is that I have a very different style of approach to teaching. At first I had to honestly ask the students, 'Is this an easy class? Do you not feel like I'm not doing enough work?', and they were like, 'No, no, no', it's just they've never had a class like mine. So I take that as a positive. Students have said that they like it, they enjoy it and they're learning new things.
- 025 What are they comparing it to then?**

- 026 Probably the Korean system of middle school, high school and then after school programs in this country are huge- they're so incredibly popular- but that is just drills, repetition- repetition is important in EFL education- but the interaction, again, student and teacher, there's a sense of fear I think. That's not a good method of teaching.
- 027 **So, kind of related to that, do your students ever initiate conversation and do your students ever ask you questions directly?**
- 028 Yes. Not as much as I would like them to.
- 029 **I was going to say- how often does that happen?**
- 030 Depending on the student- whenever there's been students who have a higher level of English, a bit more fluency. But, again, with smaller groups- when it's been 25 or 30 students, they speak a lot more. But the students we have now, it's around 50 or 60, it's just no- no one wants to go first. Even if it's something that I encourage, because I say to them, 'if you want to get points, you have to listen, you have to start the conversation, you have to ask questions', but it doesn't happen.
- 031 **What about student-to-student communication? Are they comfortable to speak English with each other?**
- 032 Yes. Sometimes. It is something that is encouraged because I do the group work. I tell them that, before you give me an answer, you discuss the topic, practice with each other. And we do role play as well sometimes. They have to do reading or I give them small scripts to interact or something. It's part of the curriculum.
- 033 **Ah. What kind of activities do your students respond best to?**
- 034 Visual. Something that's going to stimulate them, even sometimes getting them out of their chair. So, if I ask them to do surveys- going round the room, 'who's ate a banana in the last 24 hours?'. Something like that, they love. It can be distracting but something like that they love. If they focus and if they stick to rules about it, it's good because they're forced use the language and they're not using the language with me which would be more fearful, but when they're using it with each other it's entertaining, funny, comfortable.
- 035 **What kind of activities don't work well with your students? Are there any?**
- 036 Presentations- they hate and fear presentations. Group work or individual- I don't know what's worse- because I've had comments before that one student out of the group doesn't do the work so they feel pressured to do more. But then students will say that, 'I can't stand in front of 50 other people and speak', it's just a fear thing.
- 037 **But do they do it?**
- 038 They do because they have to and personally I feel it's great for the personality; if they can do that then, in a second language, it's such a great character and personality builder.
- 039 **Do you think your students would cope well in an English speaking environment?**
- 040 No. I've had so many students that have a high level and then they see me around the university with a foreign friend and I say, 'Hello, this is John...', and they bow, they nod and

that's it, and then when I go to class I say to the student, 'Why couldn't you speak?', 'Oh, I can't- I'm too shy- I'm afraid'. I want them to, of course, but, again, it's the fear of making a mistake.

041 How do you think you or we could improve that, I guess, confidence issue?

042 Again, it's part of the humane approach. When you realise that there isn't the boundary or gap between teacher and student, but then also the L1 to the L2, when you realise that there's not that big of a gap and there's not that much of a repercussion for making a mistake, they feel comfortable. But, for us as well, as foreigners, to speak Korean- I would personally feel that so I can relate. But its just making them know that there's not going to be a bad outcome for making a mistake- there's not shame. But trying to get that across- that's the challenge.

043 Talking about the teaching context- so, obviously, we're at university, we're in Korea, first year students- do you find that there's anything about your context that stops you teaching the way you want to?

044 Because of just the text itself, related to the actual curriculum, some of it, because we have to use it- especially the listening textbooks- it's just built for a test, a language test that adults can take, and they have to be tested on this material as well. That is of poor quality and that makes a problem for wanting make better materials for listening or something. But little restrictions like that- so, the text, I would say.

045 There have been some studies before with Korean teachers but in highschool so some of these might not be relevant to you but maybe you could just give me your reaction... do the following effect your teaching practice at all? And to what extent?

Your own English language ability?

046 No.

047 What about any lack of training or unfamiliarity with certain teaching strategies?

048 Yes, a little bit. It's something we take for granted because Korean teachers have studied grammar extensively because they've been language teachers but I've only studied language for the last three years so it's a case of tiny, little things like advanced grammar- you have to double check for yourself sometimes.

049 What about resources? Is there any limitations with resources that are available to use?

050 Materials- printng in colour, laminating, a laser pointer, remote control... I do have a clicker. Some things we have to purchase ourselves. But basic things, like if we needed prop material or anything like that, I have to purchase myself. Colour printing is about 1000 or 2000 won per page which is ridiculous but it is just something I need sometimes for the students.

051 Do you find that a busy schedule stops you from teaching the way you want to?

052 Yes, but that's more personal. The schedule that we have for our working hours is fine- we have allocated office hours so I would say 'no' then.

053 What about your students? Do you think your students' proficiency forces you to teach in a certain way?

054 Yes. Because, again, we are not teaching students for their major, their interest and dedication comes into play. Because of that it makes it very, very different for lessons and interactions with the students.

055 What about your students' motivation to learn of speak in English?

056 It varies a lot again. It's been know that engineering students and PE students have very little interest. But nursing students and physics students, et cetera, they would maybe have a use for the language so that have more interest.

057 Ah. So does that affect the way that you teach nurses and PE students?

058 No. I try to teach the students the same way. I might have more advanced testing or something like that but then I also believe, I try to teach lessons that are appealing but also useful for their major. For example, for the engineering students, I ask them about design and stuff. So I appeal to their major and I put that into their lessons as well. Only a little bit but as best as I can.

059 Are your students reluctant to participate? Do they have anxiety? Does that influence the activities you choose to do?

060 They do have a lot of anxiety because, again, Korea has a tendency for anxiousness, the fear of making a mistake, as I said. And therefore, because sometimes we have a mix of majors, some students are a higher level of English proficiency than other so therefore that creates more anxiety. But I try not to let it be a problem for me. I treat students as equally as I can and distribute time and effort with them all as well.

061 Do you do any different activities because your students are shy? Anything you don't do?

062 Yes- for students who are quite shy or something I try to give them easier questions. I would focus on a shy student more individually than in a group situation, because he or she would feel more comfortable, and then slowly try to develop that where I talk to them in front of a group, two groups, the class itself, but it's very, very difficult to try to fix that over one semester, one year.

063 About your context practically- maybe you can tell me if these are an issue or not...

Class sizes?

064 Yes. Big issue. There are too many students so they don't have individual time and the bigger size of classes they feel more anxious because it's speaking. If we just sat down with a textbook and they had to read, and I show them a powerpoint, and they take notes, no problem- but it's a speaking class. I've taught classes here with nearly 70 students. And I remember having the mid-term exams and thinking, 'I've never seen you before in my life but you've been listening to me speak and what have you learned?', I can't even personally remember the students so how are they going to remember the stuff that's going on in the class.

065 What about seating arrangements?

066 Ah, not a big issue- I can control that easily.

067 What about exam schedule?

068 No, not an issue.

069 Is there a demand for a certain kind of assessment and does that force you to teach in a certain way?

070 Well, we have a grade curve so I would say that that is a big thing but, no, the structure we have for our assessment is set but I do change it slightly for percentages for participation, attitude, et cetera.

071 Is there enough funding?

072 No.

073 What's missing, do you think?

074 Materials and then, because of that, the equipment itself. For us to have more space to work in and then, it's something that I've been thinking about recently and I'm going to bring up with our faculty, we should have workshops. So many universities, for the foreign departments, they have workshops- things like how to use excel and powerpoint and things like that. And, I don't know about the rest of my co-workers but it's something I would benefit a lot from.

075 So is that for processing grades or teaching class or...

076 Everything. Both. Something like excel is more office work but, for powerpoint, and workshops on classroom management, anxiety of students, eliciting speech, there's so many people that cover those bases and I don't see why they could provide that with a bit of money from the faculty- foreign and native speakers.

077 So you think some in-service training would be helpful?

078 Yes, definitely.

079 Do you think that the university's attitude to curriculum and textbook use effects the way you teach?

080 Yes, because at times they get a textbook that's going to be received as a good author of a company or that is very popular but, again, that doesn't mean it's going to be good material. One of the textbooks we got recently for the listening lesson- it's just catered for a language test. It's good for the students to do that language test but we can't teach that material. We could teach it but we'd need a lot more hours therefore the lesson almost comes down to, because it's a listening test, it's, 'click', 'play', 'stop', and that's not teaching.

081 Any employer expectations that you think influences the way you teach?

082 No. No comment maybe for that one! (laugh)

083 So from this list, what is the biggest influence on the way that you teach? Or the biggest problem for your teaching?

084 I would say the most important thing for me might be 'resources, tools, and technology' but, then, the biggest problem would be the class sizes. And then the motivation to learn or speak

in English because, I know that's part of my job is to get the motivation but because this is a mandatory course, you might as well tell us to learn Chinese or something at the age of nineteen and a lot of people would not want to do that.

085 Do you think your lesson, your normal teaching style, is communicative? Is it student-centred?

086 Yes. I've said before to my students that, if you want to get points in class, you speak. Actually, the very first thing I do with a new class is I put the word 'try' up in giant letters on the projector screen and I say, 'you want to get points in this class, you want to get an A+, this is all I want you to do, just try', and it's a case of, if the students just speak out and they ask me something, even if they correct me on something, it's great and I'm so happy about that and I let them know- 'thank you, that's fantastic' - because they're being encouraged and they're taking charge.

087 Is there anything else you wanted to add about your teacher beliefs, your practice, students...

088 It's a 50/50 street because I think it's down to the effort of us as well to try new approaches, try new ideas and to help the students because, again, if it's teaching adults or teaching kids, this is not like a 9 to 5 job, you have to passionate about it. A cake doesn't come out well from a conveyor belt but, when you put love and craft into it, you have a good product so care about your students and then you'll see results- hopefully!

089 Are there any other difficulties that we didn't talk about? In terms of teaching the way you want, seeing the results you want?

090 Er, restrictions- just like a grade curve or something. Because, again, from past experience, if too many students are doing quite well, it's so unfair to give them a B when they deserve an A but that's just a policy of the university.

091 Great. That's it. Thank you very much!

Interview 5: Simon

001 Did you have any problems with the questionnaire? Was there anything that you wanted to add on here?

002 I can't really remember. Some of the questions may have been leading.

003 Were they easy to answer?

004 Oh, yes. They were very direct.

005 What's your ideal approach to teaching? Do you have a teaching philosophy? What is that?

- 006 It actually changes honestly. I try to keep up with my own training but I can't say it's task-based learning or whatever; I find it's a mixed bag. It really depends on the whole scenario; how many students you have, what situation you're in, level, everything.
- 007 So what do you think has most influenced the way that you teach? Your own learning experiences, your training, your experience on the job?**
- 008 Basically, for me, I can't say that it's language acquisition empathy because my Korean still sucks. I'd have to say it's just experience- not just scholastic theory- but in the classroom training.
- 009 Compared with the training you've had, I know you've done a masters in TESOL, do you think that your attitude has changed because of your training or because of your experience at all?**
- 010 Interestingly enough, I found that, because it's a self-study, long-distance, most of it is putting pressure on yourself. I was getting grey hair and pulling it out before I was finished because I was my own worst critic. I'm not sure if that was invaluable. I think I learned a lot but, like I said, picking up theory and thinking about new ways to teach- yeah, that's important. Staying on top of things with your colleagues. I guess they have KOTESOL here- I don't go to a lot of things for teacher training.
- 011 Do you feel like you've had enough training or do you want more training?**
- 012 I think a doctorate would kill me if it were self-study!
- 013 Do you have a typical style of lesson?**
- 014 No, nothing typical. It depends, like I said, on the whole set up, number of students, everything.
- 015 So, this lesson that I observed, was this a typical lesson for you?**
- 016 I have to remember it again. This was unit 7. Well, I was following the book. For the most part, we're rushing a bit to cover- because we've been asked to cover these books and the listening, I'm not sure if you were there for the listening section?
- 017 No, I wasn't there for that.**
- 018 I usually do it at the end because it's boring and the students are disinterested. So I generally start with just a review or just ask them some questions to get them interested in speaking back using their English, and then I hop right into the book. We try to do as much back and forth as we can but it's still a lecture. So, yes, typical for this semester- what we've been asked to do.
- 019 So, do you normally follow the book?**
- 020 I do. I'll skip some of the parts. For instance, there's writing sections- I'll always say, 'ok, we're skipping this section because we're not a writing class but you can try in on your own at home if you'd like'. But, no, I'll skip the writing, the reading, I'll generally ask them to do for homework because it's a waste of 20 minutes in class time. But there's enough- we do the

conversational parts in the book. We do the discussion as much as we can. And I try to add as much as I can outside of the book.

021 Do you normally do group work in class?

022 Yes. I try to have pair work and group work each class because some days it's pulling teeth to get them to answer questions. And, when they do get into groups, yes- they have to answer the questions, of course sometimes you'll hear a lot of Korean but in the end they have their English answers so it's helpful I find and it's fun for them.

023 Ok, and how would you normally teach grammar and pronunciation, intonation... those things?

024 There are some sections. If you make it fun you can get them laughing about it. It's basically to show them that spoken English is a lot different than written English because they often talk like they're reading and there's no natural intonation at all. So they need to practice it.

025 Then, what about feedback? Do you ever give your students feedback and how do you like to give feedback?

026 Well, I try not to go on auto-correction mode in class. I will usually restate their answers without saying, 'no, that's wrong'. If they say, 'He wears blue shirt'- 'Oh, he's wearing a blue shirt'. They've actually heard it enough that they know I'm not correcting them out of spite or anything.

027 So, what's the purpose of your feedback- what do you hope to achieve by giving them that feedback?

028 Well, that's not really feedback- I'm echoing them, I'm letting them hear if they did make a mispronunciation or the like- they can hear a mistake. But I'm not making them feel bad about it, hopefully.

029 So let's talk about your students then. Do you think your students have any expectations of their English class? What do you think they expect from their English class?

030 I usually go that at the beginning of term. It's like, 'show of hands- how many are learning because it's a mandatory?'. I'll usually go through that if I find they're getting restless or lazy in the middle of the term. It's just a little extra activity, it takes about 15 minutes, 'let's talk about why do you want to learn English' and they'll come up with 7 or 8 different answers. So there's a mixed bag especially in large classes.

031 Sure. Do you think that they expect a certain style of teaching?

032 Some of them might. I'm sure they're used to- there seems to be a really fossilised habit for Korean teachers where it's a lecture. And it's almost cultural but even asking questions is seen as an interruption. So I try to tell them at the start, 'this is a language class, it's good to make mistakes- you learn from your mistakes. The more you practice, the better you get. So I expect participation, I don't want to lecture you all day'.

033 So do you think that your style of teaching meets your students' expectations? Does this worry you at all?

034 No, I think it kind of breaks the mould- they haven't been in classes like that. And, for others, yes, sometimes it takes a while to adjust to my teaching style but I think I get more- I've had more favoured remarks that my teaching style is different in a better way- so I'm not worried about it.

035 Then, do your students ever initiate conversation in class time and do your students ever ask you questions directly? How often would that happen?

036 Honestly, most of the time, and **this might be going back to what I said earlier about cultural appropriateness, but, if they have some direct questions for me or even about the lesson or some upcoming or past project, they'll ask me at break time or after class or before class. It's really strange.**

037 Why do you think they do that?

038 Well, like I said, part of it is that **they don't want to sound stupid in front of others or maybe there's a simple answer they haven't thought of. It's probably personal questions should be asked personally,** I'm not sure.

039 Then what about your experience of student-to-student communication- do your students feel comfortable speaking English to each other when you do group work or activities?

040 **That's another thing that's maybe cultural because I've had classes with different age groups which definitely affects the dynamic. And even there are a few differences between boys and girls talking to each other- it affects the dynamic.** I think, if they are comfortable, pair work, a couple of friends who have known each other for a while, the same age, they work a lot better than a group of ten who don't know each other that well.

041 What kind of activities do your students respond best to?

042 Anything that makes them laugh. If I ask them to try speaking naturally with me, I'll usually try to make them laugh by speaking too quickly and having them repeat it, or tongue twisters- just getting them loose. Anything that's fun, anything that's funny. But, like I said earlier, pair work with people that they're familiar with- that helps a lot too.

043 Do you ever do games or projects or anything like that?

044 Yes. If we have enough time we do games. I don't think I've had a spare moment- we haven't had a game day in a while. But most of my other workplaces we'd follow an exam with a game day or movie day or something.

045 Then, are there any things that don't work well with your students?

046 Ok, this semester? **I find those listening books- I tried to stress the importance of the TOEIC test and the 'World Englishes' that they use. It's not a terrible book but it sure comes across as boring.** So, when we do that at the end of class, I call it 'super, happy, fun time' and they just groan because they know it's just 15 minutes of listening.

We've been asked to teach those books so I tell them, 'listen, it has to be done and it will be helpful if you practice'. But the real TOEIC test, you can't memorise the answers so they do have an advantage because I told them that the test questions would come from the same book.

047 Do you think your students would survive well in an English speaking environment?

048 Currently, it seems, across the board of all the Korean students I've ever had, it's usually just the top 5% that could actually act, ask and respond comfortably. There's a very small percentage- I think, if you threw most of them in the water, it's going to be 'airport English'.

049 Why do you think that is? Because top 5% is a very small number.

050 Sure, yes. I mean, because they've been having this class since grade 3 or 4 but, for most of them it's taught in Korean by Koreans, there are lectures with maybe some parroting but, real conversational English, this is probably their first class. There's been a huge focus on grammar being the most important- yes, it's important to be able to read and write but to not sound like a dummy when they're travelling- I think they're all worried about that.

051 So let's talk about the teaching context. Is there anything that stops you from teaching the way that you want to?

052 Well, I think the only restraints we really have are the expectations of our boss. We're given the books for a reason and we're expected to have a grading curve. Yes, there are restrictions like any job. But, in my past jobs, I had to create the syllabus and the curriculum with smaller classes and it was great but that's not happening here.

053 You mentioned the grading curve- does that affect the way that you teach?

054 I've already had some students drop out because they're worried about- some of them are just too close to failing because of attendance- and that's a very Korean thing. I mean, I'm sure in Canada there are no attendance marks in university for me- it's pass or fail. But some of the students get nervous if they're reaching that limit. Others have a bad mid-term and they just drop because they realise they're not going to do better than the majority- they won't get that A. Some of them are in it to win it and others are satisfied with a C so they won't try that hard. I think it affects their study habits.

055 There's been some studies done on Korean teachers before and what they believe but it's focussed more on the high school context so some of these things might not be relevant to you, or maybe they are. Do any of the following affect your teaching practice at all?

Your own English language ability?

056 My own? No. I'm the best in the room- I know that. (laughs)

057 Do you feel a lack of training or unfamiliarity with certain teaching strategies?

058 No, I've familiarised myself.

059 What about limited resources?

060 Actually, one thing I've complained about this week is air-con. The heat really affects the whole class! But, no, I don't need much more. I like writing things on the board. I like some PPTs. I think think we have all the utilities we need.

061 Does a busy schedule stop you teaching the way that you want to?

- 062 Well, we have like 8 hour work weeks so, no, we have enough time to prep.
- 063 What about your students' proficiency? Does that limit the way you teach at all?**
- 064 Yes, of course. I have to measure that at the beginning of term and check and re-check but I can't dumb it down for a minority.
- 065 Does student proficiency affect the activities you choose to do in class?**
- 066 Yes. Some of the questions are too simple, some are too complex and you'll figure that out pretty fast- just with three or four answers. So you can spend more time on that if you don't understand it. But, they're supposed to be levelled, right?
- 067 What about their motivation to learn and speak in English?**
- 068 Well, you can tell which students want to be there. It disappoints me if there's a large group of students that would rather be somewhere else but I don't let it affect me. At university, I'm not disciplining students- that's not my job.
- 069 So you still teach the way you want?**
- 070 Yes, and I'll teach to the ones who are interested. If the other ones want to ignore me, play their games or whatever, I'm not going to slap them out of their hands.
- 071 What about reluctance to participate or anxiety? Do you think that stops them participating?**
- 072 Well, I try to get everyone involved and, if there are a few people who are reluctant or seem anxious, if we're doing group work, I'll work with them and just try to give them some examples or try to get them interested.
- 073 How do you get people involved?**
- 074 In group work or class work? I usually go down the registry so everyone knows they're going to get a turn. It also lets them see in advance, they can prepare an answer and they know, 'teacher's going to call me in 5 minutes', and, lastly, I've had this problem of students skipping out after the break. They leave the room and they don't come back. But, if they do that, and they miss their name, then they are absent.
- 075 Ok, what about your context? This is more practical. Do you think the class size affects the activities you choose to do?**
- 076 Yes, in almost every way. 40 students are enough. I think I had 70 students for a winter class and that was almost impossible. It was just straight up lectures. I couldn't even walk and talk because it was just too big. And you can't see what's going on. I don't even know the names of my students- that's 160 and a lot of them are similar names too. When the classes are that big, it's hard to familiarise yourself.
- 077 What about seating arrangements?**
- 078 I just use the straight-up rows and columns. It takes too long to push the chairs around all day long.

079 Does that effect when you do group work at all?

080 Well, the way it is, most of the time they're facing the front- not just me but the projector. If I push the tables around into circles or whatever, then it's easy for them to slack off because they're just looking in opposite directions.

081 What about exam schedule? Does that influence the way you teach? Do you find yourself having to do a lot of exam preparation or teach in a certain way because of an exam?

082 No, I usually negotiate a syllabus and a schedule with the students at the beginning of the year. They get to choose- we have extra marks, right? They did 5% book check. We can't change the 50% exams, the 10% attendance, 15% listening, but extra they decided role play, or PPT, or quizzes, or tests, other stuff- they decided. They decided PPTs are fine- they can practice their presentation skills. They decided role play in one circumstance. Everybody wanted 5% for a book check. And it also empowers them because it gets them involved. And, when it comes to exams, we talked about that, I said, 'ok, it's going to be a speaking test. Do you want it in groups or what else?'. And it turned out to be just solo- everybody wanted a chance to do it themselves.

083 So there's no demand for a certain kind of assessment?

084 I think there's a little latitude. Some people are doing groups, right, even the head of department but I asked my students and they preferred to study on their own to be responsible for that 50%.

085 Then what about in the context- do you think there's a sufficient provision of funding?

086 Oh, this is a public school but I've never had to worry about running out of board markers or anything.

087 And any resources, tools and technology?

088 The projector everyday.

089 So, you use it?

090 Yes.

091 But you don't feel like you have to use it, right? It's there if you want to use it.

092 I think it's really effective for me because, following the books, it projects the same pages. You can just walk around much easier and also I use the computer non-stop for everything from the registry to... yes, if I didn't have the computer in class I'd be in trouble.

093 Is there a certain attitude to curriculum or textbook use that limits the way that you teach?

094 Curriculum? I think the biggest problem I've had this year is having enough time. I mean, yes, it's developed, they know what they want, and part of our job is following those books and they're fine, they're not horrible- the hardest part was having so many days off (holidays) to meet their expectations.

095 Do you think the employer's expectations effect the way that you teach?

096 Yes. It's a top-down society, right? We have to. You can't argue with your boss here. There's not a lot of room for discussion. You can voice your concerns but you can't expect anything...

097 So, do you think your classes are communicative? Student centred?

098 I do. I like to look at this gig as a spoken English class so it has to involve, for the first time for many of them, it has to involve spoken skills.

099 So, what do you think is the biggest things that prevent them from being even more communicative?

100 The biggest problems, I would have to say, are class size, when it's as big as we've had, and, just thinking of the students that are may be reluctant- maybe they feel their level is too low- but I try to explain to them that I'm not passing them based on their level alone- it's their participation- but I have this feeling that some of them are taking English as a mandatory class which effects their learning. I think if it was an elective in every case, it would be a different class. I'm not sure if that's a problem, that's always just a part of the way it is, but definitely, if class size was smaller, you're going to reach more students.

101 Is there anything else you want to add about your teacher beliefs, or practice, or students or any other difficulties you face in teaching?

102 No, I think for me it's more than a job, it's a career choice. I feel like I'm getting better every time I teach. But definitely Korea is not a bad country to be teaching in. There are things that can be improved but the students, always freshman, you have a certain set of expectations and that's it. But our biggest thing is to motivate the students. If we can motivate the students then they will all do fine.

103 The question is- how can we motivate our students?

104 Well, that was my thesis. That was what I spent two years on. It's about 80 pages long, if you want to read it!

105 Yes? Well, thanks a lot for your time. We're all done!

106 No problem.

2:33	T asks Ss for answers					★					★				★				★				★					
2:35	Ss read with partner				(2)						★				★			★	★				★				★	
2:37	T explains forms of 'be'	★				★			★					★			★	★					★				★	
2:39	Ss make a sentence	★							★					★			★	★	★					★				★
2:41	T asks Ss to ask her qs	★				★			★						★			★	★					★				★
2:43	S ask S qs	★				★			★						★			★						★				★
2:45	Fill in Gaps activity (p.53)					★			★						★					★				★				★
2:47	S write answers					★			★						★					★				★				★
2:49	Check answers (T selects Ss)	★				★			★					★			★	★					★				★	
2:51		★				★			★					★			★	★					★				★	
2:53	T checks missing Ss	★				★	★							★									★				★	
2:55	Break time (T talks with Ss)														★									★				

COLT 2: Jim

University: X		Grades:										Date: 14/05/18																
Teacher: Jim		Lessons:										Observer: D. Toft																
Time	Activities	Participating organisation						Content						Student modality						Materials								
		Class			Group		Comb.	Language				Other topics	Topic Control						Type			Use						
		Ts/c	Ss/c	Choral	Same	Individual	Procedural	Discipline	Form	Function	Discourse	Socioling.		Teacher	T/S	Student	Listening	Speaking	Reading	Writing	Other	Text	Audio	Visual	Other	High	Semi	Mini
11:03	T introduces extended reading					★					★	extended reading		★				★			★				★			
11:05	T takes register	★				★	★				★			★								★				★		
11:07	Ss read					★					★				★							★				★		
11:09	T writes lesson objective					★					★				★							★				★		
11:11	Ss finish reading					★					★				★							★				★		
11:13	T introduces TOEIC reading	★				★					★		★						★			★				★		
11:15	T explains intonation	★										intonation	★				★										★	
11:17	T explains, and marks text with intonation lines	★		★							★		★				★					★				★		
11:19	T explains, and marks text with intonation lines	★		★							★		★				★					★				★		
11:21	T explains, and marks text with intonation lines	★		★							★		★				★					★				★		
11:23	T reads text	★									★		★				★					★				★		
11:25	T reads text	★									★		★				★					★				★		
11:27	S listen and repeat					★					★		★				★	★				★				★		
11:29	Ss read together					★					★		★				★	★				★				★		
11:31	T models intonation, Ss copy	★				★					★		★				★	★				★				★		
11:33	T selects Ss to say 'view'	★				★					★		★				★	★				★				★		
11:35	T introduces Unit 5- (verb) +ing	★									★		★				★	★						★		★		
11:37	T + Ss discuss replacement class	★				★					★			★			★	★						★			★	
11:39	T writes (v) +ing sentence, asks Ss questions	★									★	simple present tense	★				★									★		
11:41	S talk with partner				2						★			★			★	★										★

COLT 3: Paul

University: Y		Grades: Maths/ Local Government										Date: 10/05/18															
Teacher: Paul		Lessons: Action English: 'Interchange 1'										Observer: D. Toft															
Time	Activities	Participating organisation						Content						Student modality						Materials							
		Class			Group		Comb.	Language				Other topics		Topic Control		Listening	Speaking	Reading	Writing	Other	Type				Use		
		Ts/c	Ss/c	Choral	Same	Individual	Procedural	Discipline	Form	Function	Discourse	Socioling.	Teacher	T/S	Student						Text	Audio	Visual	Other	High	Semi	Mini
2:05	T takes register	★					★								★							★					
2:07		★					★								★							★					
2:09	T introduces Unit 7	★												★								★					
2:11	T qs Ss about free	★				★				★				★	★							★				★	
2:13	time activities	★				★				★				★	★							★				★	
2:15	using class list	★				★				★				★	★							★				★	
2:17	T introduces listening activity	★				★				★				★								★				★	
2:19	Ss listen to dialogue. T qs.	★				★				★				★								★				★	
2:21	T introduces	★				★			★					★								★				★	
2:23	simple past	★				★			★					★								★				★	
2:25	T selects Ss to make past tense sentence	★				★			★					★	★							★				★	
2:27	T explains grammar activity	★				★			★							★			★			★				★	
2:29	Ss write grammar qs					★			★						★			★				★				★	
2:31	T checks answers	★				★			★					★	★	★						★				★	
2:33	(selects Ss to read)	★				★			★					★	★							★				★	
2:35	T explains activity	★				★								★								★				★	
2:37	(p.46) matching verbs with phrases	★				★								★	★							★				★	
2:39	Ss answer qs in book	★				★			★						★			★				★				★	
2:41						★			★					★				★				★				★	
2:43	Check answers (T selects Ss)	★				★			★					★	★							★				★	
2:45		★				★			★					★	★							★				★	

2:47	T introduces grammar	★				★				★					★						★				★			
2:49	T asks Ss to make sentence	★				★				★	★				★	★					★				★			
2:51	T explains 'was/were'	★				★				★					★						★				★			
2:53	T explains negative past	★				★				★					★	★					★				★			
2:55	Break time S ask T qs	★					★				★										★							

COLT 4: Matt

University: Y		Grades: Mixed levels (30 students)										Date: 23/04/18																		
Teacher: 'Matt'		Lessons: English Writing Class										Observer: D. Toft																		
Time	Activities	Participating organisation						Content						Student modality						Materials										
		Class		Group		Comb.		Language				Other topics		Topic Control						Type				Use						
		Ts/c	Ss/c	Choral	Same	Individual	Procedural	Discipline	Form	Function	Discourse	Socioling.		Teacher	T/S	Student	Listening	Speaking	Reading	Writing	Other	Text	Audio	Visual	Other	High	Semi	Mini		
12:02		★				★							★			★														
12:06		★				★		★					★			★														
12:08		★				★		★	★				★			★		★			★				★					
12:10	S's answer q's 1-3 in book. T. moves around class				★								★					★			★				★					
12:12					★	★				★				★					★			★			★					
12:14	3 Ss write answers on board. T analyses.	★								★				★				★	★		★						★			
12:16		★								★				★				★			★						★			
12:18	T shows example sentences.	★							★	★			Co-ordinating conjunctions	★				★			★					★				
12:20		★							★					★					★			★					★			
12:22		★								★	★				★					★			★				★			
12:24		★								★	★				★					★			★				★			
12:26		★								★					★					★			★				★			
12:28		★								★					★					★			★				★			
12:30	T invites questions	★							★				★					★			★									
12:32		★					★						★					★												
12:34	Ss answer q's 4-8				★				★					★					★		★				★					
12:36	T writes on board				★				★					★					★		★				★					
12:38	T explains using board.	★							★					★					★		★				★					
12:40		★							★					★					★		★				★					
12:42		★								★				★					★		★				★					
12:44	T asks S to read answers	★	★						★					★							★					★				
12:46	Explains HW	★				★								★							★					★				
12:48	Invites q's	★				★									★						★									
12:50	Ss collect HW.	★	★		★				★						★		★													
12:52	Ss talk to T individually.	★	★		★									★							★									
12:54		★	★		★									★							★									
12:56	Ss leave.																													

COLT 5: Simon

University: Y		Grades: Urban Engineering/ Electrical Engineering										Date: 2pm (May 3 rd , 2018)																														
Teacher: Simon		Lessons: Speaking (Interchange textbook)										Observer: D. Toft																														
Time	Activities	Participating organisation						Content						Student modality						Materials																						
		Class		Group		Comb.		Language			Other topics			Topic Control			Listening			Speaking			Reading			Writing			Other			Type			Use							
		Ts/c	Ss/c	Choral	Same	Individual	Procedural	Discipline	Form	Function	Discourse	Socioling.		Teacher	T/S	Student	Listening	Speaking	Reading	Writing	Other	Text	Audio	Visual	Other	High	Semi	Mini														
2:05	Check register	★				★							★			★																										
2:07		★				★							★			★								★																		
2:09	T introduces lesson	★											★			★												★														
2:11	T asks about vacations	★												★		★																		★								
2:13	T q's about free time activities	★												★		★																			★							
2:15	S write in book					★								★		★																				★						
2:17	T writes on board. S answer in book.	★												★		★				★																★						
2:19	T asks questions	★													★		★																									
2:21	T introduces listening task	★	★			★								★		★																					★					
2:23	T q's about listening task	★	★											★		★																					★					
2:25	Listening task 2	★	★											★		★																						★				
2:27	T checks understanding	★													★		★																					★				
2:29	T introduces grammar	★										★			★		★																					★				
2:31	S write in book		★			★						★																										★				
2:33	T walks, S write		★			★						★																											★			
2:35	T selects S to give answers	★				★						★			★		★																						★			
2:37	S finish writing q's in book		★			★						★																											★			
2:39	T selects S to read answers	★	★									★			★		★																							★		
2:41	T explains pronunciation	★										★				★																								★		

2:43	Practice reduction of 'What did you'	★		★		★			★				Pronunciat.				★	★					★				★	
2:45	Break time	★				★		★					Pronunciat.	★			★	★					★				★	

Appendix V: Lesson Observation Transcripts

Table of Appendix V:

Lesson Observation Transcript	Participant	Page
Transcript 1	Anne	117
Transcript 2	Jim	128
Transcript 3	Paul	141
Transcript 4	Matt	152
Transcript 5	Simon	162

Analysis Key:

(**Black text in bold**): Non-verbal activity

Yellow highlighted text: Referential Question

Blue highlighted text: Display Question

Pink highlighted text: Student Initiation

(*Blue italicized text with a plus +*): label identifying positive feedback on form

(*Blue italicized text with a minus -*): label identifying negative feedback on form (Error Correction)

Transcript 1: Anne

001 T: Ok, hi everyone, I'm gonna come and do the... (**inaudible**)

Teacher moves around classroom handing out paper and interacting with some students. (11:20)

002 T: Ok, **how are you guys today? Good?Have any of you been playing soccer or anything? Or basketball?Sports?**

003 S: (**inaudible**)

004 T: **Aren't some of you on a team? Who is on a team? Who's on a soccer team, basketball team, ping-pong? Ok, did you play today?Are you playing tomorrow?**

005 Ss: No, no.

006 S: Yesterday.

007 T: Yesterday? **Did you win?**(*repetition +*)

008 Ss: (**laugh**)

009 T: **How did you do?**

010 S: Ahem (**cough**)

- 011 T: Did you play a good game?
- 012 S: Yes, yes.
- 013 S: (inaudible)
- 014 T: Pardon? (*clarification request -*)
- 015 S: (inaudible)
- 016 T: Soccer Volleyball? Like... over the net?(*repetition +, clarification request +*) Yeah, ok, cool. Well done, well done. Alright good.
- 017 T: Erm, did you have a nice day on Monday? Your free day?
- 018 S: Yeah...
- 019 T: Yeah? Ok. (*acknowledge +*)
- 020 T: Right, before we start, I just want to make sure you guys have a partner if you don't have a partner... right, err... can you come and sit here today? Please. And... (inaudible)

Students move into pairs.

- 021 T: Today we are gonna start Top Notch Unit 5 which is about technology. So we're gonna talk about different, like, electronics and use present continuous 'ing'. I am going. I am running. This stuff. To talk about now and the future and talk about problems with machines. Like at home and stuff. So, all about technology.
- 022 T: So, first, please go to page 50... On page 50 there is a... there are many pictures. Erm, advertisement for technology and electronics.
- 023 T: So, please look. Just look at the picture and repeat, ok?
- 024 T: Tablet.
- 025 Ss: Tablet.
- 026 T: Ok, (*accept +*) laptop.
- 027 Ss: Laptop.
- 028 T: Computer.
- 029 Ss: Computer.
- 030 T: Oh sorry, desktop computer.
- 031 Ss: Desktop computer.
- 032 T: Ok, right. What is this? (**holding up paper notebook**)
- 033 Ss: Notebook.
- 034 T: Yeah, ok. In English, this is a notebook. This is a laptop, ok.

035 T: And, next one, keyboard.

036 Ss: Keyboard.

037 T: Portable GPS.

038 Ss: Portable GPS.

039 T: What does portable mean?

040 T: Big or small?

041 S: Small.

042 T: Yeah, (*accept +*) and I can carry it easily. Yeah.

043 T: Ok, next one, smart phone.

044 Ss: Smart phone.

045 T: Cell phone.

046 Ss: Cell phone.

047 T: Flash drive.

048 Ss: Flash drive.

049 T: Ok, there are many words for this- you can say flash drive, or...?

050 S: USB

051 T: USB... or memory stick, yeah.

052 T: Ok, next one, digital camera.

053 Ss: Digital camera.

054 T: Head phones.

055 Ss: Head phones.

056 T: And these ones... ear buds.

057 Ss: Ear buds.

058 T: Or ear phones, the small ones, yeah.

059 T: Ok, next, projector.

060 Ss: Projector.

061 T: Printer.

062 Ss: Printer.

063 T: Webcam.

064 Ss: Webcam.

065 T: Speakers.

066 Ss: Speakers.

067 T: And then there's one more over on the next page.

068 T: Can you see? Camcorder.

069 Ss: Camcorder.

070 T: So, what I want you to do is... actually, one second... here on this page is a box with four, page 51, there is a box with four words. A blue box.

071 T: So, the first one. Can you repeat? Broken?

072 Ss: Broken

073 T: Yeah. It doesn't work.

074 T: Obsolete.

075 Ss: Obsolete.

076 T: Ok, this means it's really old technology. **So, when I was young, how did I watch movies?**

077 S: Video.

078 T: Yeah, video. *(accept +, repetition +)* Like, these days you cannot play a video player- it's very old, old.

079 T: Ok, next, up-to-date.

080 Ss: Up-to-date.

081 T: Ok, very new technology.

082 T: And, last one, defective.

083 Ss: Defective.

084 T: Ok, I buy something new and there's a problem. Ok.

085 T: **(showing pictures on PPT)** So, if you look at this picture here choose... there's four words. **What's that one?**

086 S: **(inaudible)**

087 T: So, it's new and I bought it and there is a problem.

088 S: Defective.

089 T: Ok. **And the next one, the next one?**

090 Ss: Broken.
091 T: Broken. Good. (*accept +*)
092 T: **Ok, this one?**
093 S: (*inaudible*)
094 T: Good.
095 T: **And this last one?**
096 Ss: Up-to-date.
097 T: Up-to-date. Ok, this is up-to-date. **You can say 'this is mhm to date' ...?**
098 S: Out.
099 T: Out-of-date. Ok, out-of-date. Can you say out-of-date?
100 Ss: Out-of-date.
101 T: Yeah, yeah. Good.
102 T: Alright, so I want you, with your partner- look at these pictures on page 50. And talk together: 'I need', 'I want', and why. Ok? So, you can see an example down here- 'I need a webcam. I want to see my sister when we talk on the internet'. So talk about these and, if you want, you can talk about these. Four words, ok. So, talk together with your partner. Ok.

Students talk in pairs. (18:05- 20:03)

103 T: Alright, stop there. Good. Let's hear some examples.
104 T: **Minjae, can you say something you want or need and why.**
105 S: I need a flashdrive. I want to... (*inaudible*)
106 T: Ok? Good. (*accept +*)
107 T: **And, err, Seongchan, what about you?**
108 S: I need...er... computer... because...
109 T: Mhm?
110 S: ...my laptop... is... broken.
111 T: Ok. Good, good, good. Nice. (*accept +*)
112 T: Ok, good. The next thing we are going to do... ok can you close your books. So, close your books.
113 T: Right, ok. **What is... what's that in English?** (**draws a computer mouse on the whiteboard**)

- 114 S: Mouse.
- 115 T: Ok, it's the same in Korean.
- 116 T: So, we're gonna do a kind of word game. It's called 'Taboo'. In English, if something is taboo, it's not allowed. Not ok. Ok? You can't do it. So, I'm gonna write, for example here... the word 'computer' and the word 'hand' ... Do you remember when we did the word game with the family words? And you had to explain the family members? It's kind of similar but a little more difficult because you cannot say these words, ok? And you cannot say this word so you must explain- not using those words.
- 117 T: So, let's see, er... Heejung, can you try and explain the word 'mouse' but without saying these words?
- 118 S: Errr.
- 119 T: Try, try.
- 120 S: It is...
- 121 T: Like, for example, what's that? (clicking the mouse) (*elicitation -*)
- 122 S: Click.
- 123 T: Ok, click. What else can you do with a mouse? It can click- what else? Drag... or...?
- 124 S: Aim.
- 125 T: Aim? What- if you play a game or something? (*clarification request +*)
- 126 T: Right, so, I'm gonna give you a bunch of words you were just looking at now. And, when you explain, don't say those words ok? And, if you get it right, you win. So, just the same as before- just pick it, explain, next person, ok? So, I'm just gonna come round and... one second, I'm just gonna make sure the groups are ok.
- 127 T: Right, so, if you guys go together. You guys go together. (moves around organising students into groups of 4) Can you guys do like a three? And a three? And... (inaudible)
- 128 T: Right, let me come and give them to you... please start.

Teacher hands cards to groups. Students play the game. (24:50-32:30)

- 129 T: When you've finished, can you put the cards in the thing for me?
- 130 T: Ok, please go to page 51. So page 51 to look at the (inaudible)
- 131 T: Ok, so, please, for the first time, just look and listen, ok? Wait a second...

Teacher plays audio track from textbook.

- 132 T: Ok, right. Here there is this word 'fixable'. What does 'fixable' mean?
- 133 S: (inaudible)

- 134 T: Yeah. 'I can fix it'. 'It's possible to fix it'.
- 135 T: So, what I want you to do is have a look at D. D. You need to look and check A or B. So, do D.

Students answer question in textbook.

- 136 T: Right, let's have a look at the answers.
- 137 T: Number one, Minju.
- 138 S: (inaudible)
- 139 T: Yeah, good. (*accept +*) If something's driving you crazy, you hate it.
- 140 T: Ok, number two... err, Jiyun.
- 141 S: (inaudible)
- 142 T: Yeah, right. (*accept +*) If something is on the blink, ... what does the word 'blink' normally mean?
- 143 T: So maybe, if it's on the blink it's going... (Teacher blinks multiple times) or something. I don't know.
- 144 Ss:(laugh)
- 145 T: Right, er, number three. Jihwan? It's an absolute lemon?
- 146 S: (inaudible)
- 147 T: Yeah... (*accept +*) this is something that maybe old people say? It's a lemon- something is not very good.
- 148 T: And ok, next one, Sooin, number 4.
- 149 S: (inaudible)
- 150 T: Good, ok. (*accept +*) Can you say antique?
- 151 S: Antique.
- 152 T: Yeah, antique. Very old.
- 153 T: Number 5, er, Yongin?
- 154 S: (inaudible)
- 155 T: Good, (*accept +*) 'Don't bother, I don't wanna fix it'.
- 156 T: And last one, number six, Jeonghyun?
- 157 S: (inaudible)
- 158 T: Yeah, right. (*accept +*)

159 T: Ok, right, so, now can you please read the conversation with your partner.

Students read conversation from textbook with partner. (38:50- 40:43)

160 T: Alright, everyone finished? Ok, good.

161 T: Right, please go to the next page. Page 52.

162 T: Ok so, we're doing present continuous. 'Be' verb plus 'ing'.

163 T: **So, be verb: I...?**

164 Ss: Am.

165 T: Yeah. (*accept +*) **He, She, It?**

166 Ss: Is.

167 T: Yeah. (*accept +*) **We, They, You?**

168 Ss: Are.

169 T: Yeah, alright, good. (*accept +*)

170 T: **And then negative: I...?**

171 Ss: am not.

172 T: Am not. (*repetition +*) **He or She or It?**

173 Ss: Is not.

174 T: **We, They?**

175 Ss: Are not.

176 T: Yeah (*accept +*)- plus 'ing'.

177 T: So we've got for now, for future. For future, we can have 'tomorrow' - what other words can we have? **We can have tomorrow...?**

178 S: Next week.

179 T: We can have next week, yeah... (*accept +*)

180 S: (*inaudible*)

181 T: Next year, next month. Yeah, yeah, yeah. Good. (*accept +*)

182 T: Ok, so for right now. Can you just repeat: What are you doing right now?

183 Ss: What are you doing right now?

184 T: Just repeat. What are you doing right now? (41:58)

185 Ss: What are you doing right now?

186 T: I'm downloading a song.
187 Ss: I'm downloading a song.
188 T: Ok, what are you doing tomorrow?
189 Ss: What are you doing tomorrow?
190 T: I'm buying a new camera.
191 Ss: I'm buying a new camera.
192 T: Alright, good, ok, so, yes, so you just told me this.

Teacher displays a picture on the powerpoint.

193 T: Right, so look at this picture. So for example, er, Suneung- Can you make a sentence about the picture?
194 S: (inaudible)
195 T: And then, if we make it like this...erm, Arra, can you make a sentence now?
196 S: He is eating chicken.
197 T: Yeah, right, good. (accept +) 'He is eating chicken'. (repetition +)
198 T: And this, let's have Haeyeon. Can you make a sentence about that picture?
199 S: (inaudible)
200 T: Yeah, exactly. (accept +) And, over here...erm, Jeonghyun, please make a sentence.
201 S: They aren't playing soccer.
202 T: Yeah, right, exactly. (accept +) Good, well done.
203 T: Alright, can you tell is this now or the future: 'He's leaving in ten minutes. Hurry!' ... 'He's leaving in ten minutes'?
204 S: Now.
205 T: In ten minutes? (elicitation -)
206 S: Future?
207 T: Future, yeah. (accept +) Like ten minutes later. He's leaving in ten minutes, ok.
208 T: 'Josh isn't home. He's shopping for a laptop'?
209 Ss: Now.
210 T: Yeah, right, good. (accept +)
211 T: 'The printer isn't working again'?

- 212 Ss: Now.
- 213 T: Yeah, good. (*accept +*)
- 214 T: Ok, and then, just to look at the spelling. These ones we have normal spelling- here, what happens to the spelling?
- 215 S: E goes away.
- 216 T: Good, yeah. (*accept +*) E goes away. (*repetition +*) What about these words?
- 217 Ss: (*inaudible*)
- 218 T: Double, good. Double, ok. (*accept +*)
- 219 T: Right, in English, erm, what is AEIOU?
- 220 S: Vowel.
- 221 T: Vowel, ok. (*repetition +, accept +*) So, and then... not vowel? Not vowel- consonants. So, let's just say V- vowel. V- AEIOU.
- 222 T: So, here can you just tell me C or V, ok?

Teacher points at each letter of the words displayed on the powerpoint. Students say C or V.

- 223 T: Ok, and they are one syllable. Go, like, want, have- one syllable- CVC, then... double, ok? TT. NN. But, WXY... what happens? Yeah, right, it's just normal, ok? But this is a kind of special one. Ok, so... if we are thinking about Yes/No questions...Erm, Minsu, where are you? Can you ask me a Yes/No 'ing' question?
- 224 S: Did you (*inaudible*) yesterday?
- 225 T: 'ing'. 'ing'. (*metalinguistic -*)
- 226 S: What are you doing?
- 227 T: Alright- that's not Yes/No (*metalinguistic -*) but yeah- 'What are you doing?' So, what are you doing? What am I doing?
- 228 S: Teaching.
- 229 T: I'm teaching. (*repetition +*) Can anyone ask me a Yes/ No question?
- 230 S: Are you teaching?
- 231 T: Right, (*accept +*) are you teaching? (*repetition +*) Yeah. Am I teaching? Yes, I...
- 232 S: Am
- 233 T: Am, yeah. (*repetition +, accept +*) Like this, ok? So, here, Yes/No. And then kind of a longer question, ok- 'What are you doing?', 'Who is she playing with?', blah, blah, blah... ok.
- 234 T: Right, so with this, I'm going to ask...Seokhwan, where are you? Seokhwan, can you ask Yejin a question about that picture- like a Yes/No question.

- 235 S: (inaudible)
- 236 S: (inaudible)
- 237 T: Good, good. (*accept +*) Right, one more...Er, Hyunwoo, can you ask this style of question? Can you ask, er, Junseong?
- 238 S: (inaudible)
- 239 S: (inaudible)
- 240 T: So... if you ask that question, you don't know soccer so just remove 'soccer'. Ok, so one more...
- 241 T: Just-'What are they playing?' (*explicit -*) Ok? Say, say....
- 242 T: Say-'What are they playing?' Ask him-'What are they playing?'
- 243 S: (inaudible)
- 244 T: So that's the answers, that's the answer... so, if you're saying 'Are you playing soccer?', that's ok, but here, 'What are they playing?'. **So, what are they playing?**
- 245 S: They're playing soccer.
- 246 T: Yeah, ok. (*accept +*) This one, we don't normally know the answer... 'What are they eating?'. Ah, they're eating chicken, ok.
- 247 T: **So, what would that kind of question be for that one?**
- 248 Ss: (inaudible)
- 249 T: Yeah, good, good. (*accept +*)
- 250 T: Alright guys, can you go to page 53. On page 53, there is a grammar activity and you need to write one sentence and you need to choose some word from the box. So, we'll just do number one together. So, number one... what would the answer be? **What mhmhmmhm you scan?**
- 251 Ss: What are you scanning?
- 252 T: Yeah, right. (*accept +*) So, it would be 'what are you scanning'. (*repetition +*) **Anything special about the spelling?**
- 253 S: Double letter.
- 254 T: Yeah, ok. (*accept +*) And then, for the next one you need to choose a word from here, ok. So, I will let you do by yourself, ok?

Students answer questions in textbook. (50:30- 53:10)

- 255 T: Let's check the answers together. **So, for number one, what did he say... I need the...?**
- 256 Ss: scanner

257 T: Ok, right. (*accept +*) For number two, Cal can you read A? And, Yuchan, can you read B?

Students read answers from book.

258 T: Good, ok. Taking- anything special with the spelling?

259 S: the E.

260 T: Ok, good. (*accept +*) Remove the E.

261 T: Ok, number three, Yejin, A, and Seungchan, B.

Students read answers from book.

262 T: Ok, yeah, (*accept +*) same. Remove the 'e' in making.

263 T: Ok, number four- Jeongmi, A and Jiyoo, B.

Students read answers from book.

264 T: Ok, good. (*accept +*) Right and last one, number five. Let's have Sunghoon, A and Hyunji, B.

Students read answers from book.

265 T: Yeah, good, well done. (*accept +*) And again, get rid of the 'e'.

266 T: Alright, nice. Have your ten minute break now.

Transcript 2: Jim

The teacher has displayed a selection of reading material. Students enter classroom and choose a book/ magazine.

001 T: Ok, I'll take attendance now. Guys, please remember- 11 am.

002 T: Oh, no seat? Oh, sorry.

Teacher takes attendance while students respond to their name and continue their extended reading.

003 T: Ok, if you could finish reading the paragraph and return the book when you're ready. Please.

004 T: (**to individual student**) Terrible. (**laughs**) Level two is right there.

005 T: Ok, erm, we'll talk about the test next week. Sorry if you wanted to talk about it this week but we will talk about it next week.

006 T: And, I have talked about it with the class before you and, erm, there is again next week- it'll take us probably an hour because there are- again it was not an easy test right- so there

are several things to talk about. But that's next week. Overall, just looking at it, you know, we did ok. So, anyway, that's next week.

- 007 T: Today, erm, we're gonna try and finish the TOIEC reading. We're gonna talk about intonation. I think, could you take that out? Do you have it? Remember- 'Blue Alley Inn'. 'If you're shopping'- do you have that? So, we'll start that and then we'll start Unit 5 later but I do have some extras if you need it.
- 008 T: Now, erm, did we finish going through it? Did we go to the end? Yes? No? Sorry, I don't- I'm doing this with different classes so, er- **I think we still need to do the last couple of lines is that right? Anyone?**
- 009 T: **(afterpause)** Come on- you guys have a better memory than I do. Or you should.
- 010 T: So, 'Blue Valley Inn', right, right here.
- 011 T: Erm, **do we still need to these two lines?** 했었어요? [Did we do it?] Right, did we talk about these? Practice?
- 012 T: Ok, ok, great, good. So then we can just talk about intonation, ok.
- 013 T: Erm, so intonation, right, is the idea, you know, the language goes up and down. Like, you know, English... you're looking like 'No, we didn't'... English has more intonation than Korea, I think. Right? Up and down. Chinese- like a roller coaster, right? So, so much. I think Italian probably has more intonation than English, don't you think? 'Spaghettit'? Right, it sounds sing-songy, 'sing-songy'- I think that's a term that we use, but that's what we're gonna talk about today.
- 014 T: So, I think there are basic- three basic patterns for English, erm, there's 'up'. Erm, **so when do we go up?**
- 015 S: Questions.
- 016 T: Thank you. **(accept +) What kind of questions? Yes/ No or WH questions?**
- 017 S: **(inaudible)**
- 018 T: Yeah. **(accept +)** 'Are you happy?', 'Are you happy?' Yeah- goes up naturally, right. Korean language too, right? Naturally goes up. Maybe most languages. Yeah. 'Are you happy?'
- 019 T: So, erm, here no Yes/No questions so it doesn't go up a lot. And then it goes down at the end every group of words, generally, erm, goes down. Like, for instance, if I say, if I count to 5... 1, 2, 3, 4, 5. At 5 it goes down naturally, alright. At the end of a group of words, at the end of a sentence normally it goes down, if it's a WH question- 'What did you do yesterday?'- it goes down, right?
- 020 T: So, for instance here- 'If you're shopping, sightseeing, running around every minute, your vacation can seem like hard work'- naturally goes down. And, of course, these markers

Teacher draws lines to show intonation on text which is projected onto the whiteboard.

- 021 T: Naturally, right? Goes down.
- 022 T: But there's one more where it goes up and down. Ok? So, for instance, if I say to you, let's see for instance... 'It was...' (**Teacher writes on board**) So, for instance, I could say to you 'It was a nice day yesterday', right, I'm just saying... and it goes down at the end. But, I could say it like this: 'It was a nice day yesterday...' Ok? What am I saying? What? What do you think? What does that mean? 'It was a nice day yesterday' ... **What does that mean?**
- 023 S: Question.
- 024 T: Is it a question? (*metalinguistic -*) Well, no. 'It was a nice day yesterday?' - that's a question. 'It was a nice day yesterday?' Then, you're saying 'No, it wasn't. Right?
- 025 T: So, but this means basically that there's more information. (*explicit -*) If it goes up and down, ok. 'It was a nice day yesterday', ok, it means there is more information or I'm unsure. So, for this case, for example, 'It was a nice day yesterday... but then last night it got cool', ok? More information is coming. So, for here, ok, let's do this quickly, ok, because I don't want to bore you.
- 026 T: 'If you're shopping' - yeah? Right? Up and down. **Where else? Sentence one. Where else?** So, yes, 'if you're shopping...' more information coming.
- 027 T: Let me lower that, it's too high. (**Teacher lowers text on screen.**)
- 028 T: 'If you're shopping' and where else? Yes, 'sightseeing' ... and 'running around'? No, 'running around', 'every minute', 'your vacation' ... no, not every time. But, I mean, you're thinking so thank you, right. 'If you're shopping, sightseeing, running around every...' **What? Where else?**
- 029 T: 'Every minute' - there's more coming, right. You know there's more coming, right? Your vacation- and then, at the end- 'Your vacation can seem like hard work'. So, if you wanna mark your paper, go ahead. This might help you for the future.
- 029 T: So, **what about the next sentence? What do you think? Where might we have up and down?** Next sentence...
- 030 T: Yeah, exactly, right, at the beginning of the sentence where we have this kind of, erm, adverbial phrase I guess- 'To avoid vacationstress' comes in for the main, right, goes up and down. More information is coming, right? There's more coming.
- 031 T: 'Come to the Blue Valley Inn on beautiful lake Meade' - it goes down, right? 'While staying at our inn' - up and down? Yeah? Yes or no? **'While staying at our inn' - does it go up and down?**
- 032 T: Please, tell me. Right here, at the end- 'while staying at our inn' - does it go up and down? Yes, it does. 'While staying at our inn' - ok- 'while staying at our inn you'll breathe clean country air as you view spectacular sights'. What about the next sentence? **How about the next sentence? Where?**
- 033 T: Up and down. Ba, ba, bam, ba, ba, bam...ba, ba, bam... 'spacious rooms, swimming pool, and many outdoor activities...' ok? 'the inn is the perfect place for a vacation you won't forget', right? 'The Blue Valley Inn prides itself on the personal attention it provides for

every guest'. 'The Blue Valley motto' - I guess, yeah, I guess so, ok, thank you- 'has always been a happy guest is our greatest treasure'. Ok, basically, ok. I'm not an expert on this but, basically, that's it, ok.

034 T: So, as you practice this, if you notice your voice, please, my suggestion- record your voice, record your voice, look at this, and ask yourself, 'is my voice too flat?', ok? We're gonna do this probably like the week before the final test. Maybe just on the final test, this takes a minute. SO we might do this on the final test, not before. It'll be two points, ok, if you do it really well, like this, with good 바름, good pronunciation, you'll get two points. If you have a few, like three smaller mistakes, you'll get 1.5 ok? If you have more than that you'll get a point. If you do terribly, you'll still get half a point, ok? Ok? Ok. So, please practice.

035 T: Ok, so let's do this, erm, slow or fast, please. **Which do you prefer, slow or fast?**

036 S: (inaudible)

037 T: Yeah, good idea. (*acknowledge +*) Ok, one second. Ok, so, erm, let's see, erm- I'm gonna read through it. Please just listen. I'm gonna try and... not too fast, but please notice as I go through. Up and down especially.

Teacher reads text from screen emphasising intonation. (20:46- 21:35)

038 T: Ok, let's just go through a few phrases, ok, because it's been a while. Please repeat after me- 'If you're shopping, sightseeing, and running around every minute'- go ahead, please.

039 Ss: 'If you're shopping, sightseeing, and running around every minute'

040 T: 'hard work', 'hard work'

041 Ss: 'hard work'

042 T: 'To avoid vacation stress,'

043 Ss: 'To avoid vacation stress,'

044 T: 'Blue Valley Inn'

045 Ss: 'Blue Valley Inn'

046 T: 'beautiful Lake Meade'

047 Ss: 'beautiful Lake Meade'

048 T: 'beautiful'

049 Ss: 'beautiful'

050 T: Ok, good. (*accept +*) 'While staying at our inn,'

051 Ss: 'While staying at our inn,'

052 T: 'inn'

053 Ss: 'inn'

054 T: 'inn'

055 Ss: 'inn'

056 T: Ok, good. (*accept +*) Um, let's see- 'breathe'

057 Ss: 'breathe'

058 T: 'breathe'

059 Ss: 'breathe'

060 T: 'You'll breathe'

061 Ss: 'You'll breathe'

062 T: 'You'll breathe clean, country air'

063 Ss: 'You'll breathe clean, country air'

064 T: 'You'll breathe clean country air'

065 Ss: 'You'll breathe clean, country air'

066 T: Ok, good. 'spectacular sights' (*accept +*)

067 Ss: 'spectacular sights'

068 T: 'view spectacular sights'

069 Ss: 'view spectacular sights'

070 T: 'as you view spectacular sights'

071 Ss: 'as you view spectacular sights'

072 T: Ok, everyone please. Um, 'spacious rooms'

073 Ss: 'spacious rooms'

074 T: 'swimming pool'

075 Ss: 'swimming pool'

077 T: 'and many outdoor activities'

078 Ss: 'and many outdoor activities'

079 T: Good. Um, 'perfect place'. (*accept +*)

080 Ss: 'perfect place'

081 T: 'a vacation you won't forget'

082 Ss: 'a vacation you won't forget'

- 083 T: 'the perfect place for a vacation you won't forget'
- 084 Ss: 'the perfect place for a vacation you won't forget'
- 085 T: Let's see, erm, 'prides itself'
- 086 Ss: 'prides itself'
- 087 T: Ok, that's a 'z' sound there... 'prides itself'
- 088 Ss: 'prides itself'
- 089 T: 'the Blue Valley Inn prides itself'
- 090: Ss: 'the Blue Valley Inn prides itself'
- 091: T: 'personal attention'
- 092: Ss: 'personal attention'
- 093 T: 'the personal attention it provides for every guest'
- 094 Ss: 'the personal attention it provides for every guest'
- 095 T: Ok, great. (*accept +*) Ok, so let's go through it, erm, together, ok? I'll start, a little bit slower, right, a little bit slower. Please remember, even on the test, erm, of course, if you're taking the TOIEC speaking test, you need to go, 'if you shopping, sightseeing, and running around', you need to go like that. But, please, for the test, you need to go slow, ok? This is just practice, ok?
- 096 T: So, let's read it like this, please.
- 097 T: Ok, here we go. 1, 2, 3...

Teacher begins and fades out as the students read the text aloud.(25:20)

- 098 T: Ok, yeah, I do, erm, maybe I did the same thing but, erm, you do want to remember that that last phrase, please make a note, you should do extra emphasis, ok. This is like their motto, ok. This is, remember this is an advertisement, right, so it is their motto- 'A happy guest is our greatest treasure' - ok? Please, 'The Blue Valley motto has always been-', everyone-
- 099 Ss: (**weakly**) 'The Blue Valley m...'
- 100 T: 'The Blue Valley motto has always been-'
- 101 Ss: 'The Blue Valley motto has always been-'
- 102 T: 'A happy guest'
- 103 Ss: (**weakly**) 'A happy guest-'
- 104 T: No, not 'a happy guest' (**weak**)... 'A happy guest-' (*explicit -*)
- 105 Ss: 'A happy guest'

- 106 T: 'is our greatest treasure'
- 107 Ss: 'is our greatest treasure'
- 108 T: 'The Blue Valley motto has always been a happy guest is our greatest treasure'
- 109 Ss: 'The Blue Valley motto has always been a happy guest is our greatest treasure'
- 110 T: Er, ok. (*accept +*) Not bad. Just a little emphasis there. A couple of things that I heard- erm, it says 'our', ok, 'our'. Now, 'while staying at our inn'. Right, ok, so, if you're reading it quickly, you're going to say 'ar'- 'while staying at ar inn'. Ok, American English. You can probably just say 'ar'. 'Ar inn'. But you can say 'our', 'while staying at our inn', 'our', but it's very quick- it's not 'our', 'our'...
- 111 Ss: 'our'
- 112 T: 'our'
- 113 Ss: 'our'
- 114 T: If you're gonna say 'our', you need to say it quickly. You're in a rhythm. You're in the rhythm of the paragraph, ok. So you need to do it fairly quickly.
- 115 T: Erm, please, 'while staying at our inn'
- 116 T: Please.
- 117 Ss: 'while staying at our inn'
- 118 T: 'while staying at our inn'
- 119 Ss: 'while staying at our inn'
- 120 T: Ok. Erm, 'view'
- 121 Ss: 'view'
- 122 T: I heard a few bs- so 'view', right? (*explicit -*)
- 123 Ss: 'view'
- 124 T: You wanna make sure, you know, you wanna pronounce that v. 'view', right, 'view'... v, v, v, v... right? 'view'. 'View'. (*metalinguistic -*)

Teacher points to a few different students individually and they repeat 'view'.

- 125 T: Ok, good, good. Great. (*accept +*)
- 126 T: Ok, I did hear, yeah, again, when you're reading an 's', you need to say the 's'. 'Rooms'. (*explicit -*)
- 127 Ss: Rooms.
- 128 T: You gotta say that s. Don't say 'room.

- 129 T: Now, you're reading quickly but, erm, you need to say the s, ok. I could even hear. There was just two people and I could, I heard it. So, if you're doing the TOEIC test, they hear it, you'll lose a little bit. Ok.
- 130 T: And then, finally, 'won't'.
- 131 Ss: 'won't'
- 132 T: I heard one or two people sound almost like 'want'. (*explicit -*) You wanna say 'won't'. IT is the 'o' sound, ok. 'won't'. And, of course, you don't say 'won't'... 'won'... the 't' is very, the 't' is really not said.
- 133 T: Ok, so that's it. Erm, we'll practice this again before the test several times.
- 134 T: Alright. So, let's get into what we're doing today. Could you please turn in your books page 91, page 91, the new unit, unit 5.
- 135 T: So, this is week 10, everyone. This is week 10. The final test is in 5 weeks, ok. Yeah, crazy- goes so fast, right? Erm, and yes, we had a holiday. Erm, question: make- up test next week- good idea? I know, bad idea, but this week, next week? We do need to do it. And it won't be a full two ours- like 90 minutes- I'll try and make it worth your while. Yes? Next week? Yeah? Ok.
- 136 T: And I don't wanna... Wednesday? Ok? Next Wednesday? 다음 주 수요일? [Next week, Wednesday?] It's from 6 to 7:30. Just like last time. Yeah? No? Part-time job?

Some students discuss this quietly in Korean with the person next to them.

- 137 T: Ok, I'll be doing, er, let's see... later in the semester. No, actually, I think Monday is the only holiday. There are holidays coming but they're all on Wednesday and Wednesday is the day where I don't teach. **So, erm, is there another day?**
- 138 T: Ok, Tuesday? Tuesday ok? 다음 주 [Next week] Tuesday? Ok. (**to individual student**) So, well, I think it's better if we get together- come to my office, ok? Ok, so next Wednesday. Next Wednesday. From 6 to 7:30. Ok.
- 139 S: **I have class.**
- 140 T: At 6pm? **Is Tuesday better? No, Wednesday? Why?**
- 141 S: Because we have a study
- 142 T: Oh, **like a study group or...?** (*clarification request -*)
- 143 S: (**inaudible**)
- 144 T: Oh, I see. (*acknowledge +*) **Tuesday? Is Tuesday better?**
- 145 T: Ok, so just one person on Tuesday so we can talk easily, right? We can talk.

- 146 T: Well, the thing is, here's the thing, guys, Monday- we have class on Monday, right- it's just better to do it on a different day so we can do English on two different days.
근대열어본다음주에화요일, ok? [But, everyone, next week Tuesday?]Ok? Tuesday?
- 147 S: **(inaudible)**
- 148 T: Well, that's two people. Anyone else?
- 149 S: **(inaudible)**
- 150 T: You said Wednesday is bad, right?
- 151 S: Next Tuesday is a holiday.
- 152 T: Next Tuesday is a holiday?
- 153 S: Yes.
- 154 T: 아|고. [Oh my.] I should come in with a calendar. Terrible. Well then, er...
- 156 Ss:**(laugh)**
- 157 T: Next Monday?
- 158 S: No.
- 159 T: No? Get outta here! Ok, how about in two weeks? Two weeks?
- 160 S: This week.
- 161 T: This week? Really?*(clarification request +)*
- 162 S: Yes.
- 163 T: This week?*(acknowledge +)*
- 164 S: This week is better.
- 165 T: Shall we do it this week? Ok, this week. Wednesday?
- 166 Ss: Yes.
- 167 T: Ok, ok. I'll send you a text message, ok. I'll set it up- text message. Erm, I don't know, I'm so busy- I do evening classes Tuesday and Thursday. But, ok, we'll do it this Wednesday. Ok.
- 168 T: Guys, I'm not promising because I'm teaching on Tuesday and Wednesday evening this week. It's kind of this basic class so I have to think about it, ok, so I'll let you know. I'll let you know.
- 169 T: So, anyway, page 91, please. 91.
- 170 T: It may be in 2 weeks possibly.
- 171 T: Ok, er, question:

Teacher writes on board.

172 T: Ok, so 'I'm swimming'. When do we use this? Is this about past-tense, is this about now, is this about the future? Is it habit? What? Something I usually do?

173 S: Now.

174 T: Now. (*repetition +, accept +*) That's right. Ok, like 'Right now, I'm sitting in English class'. So we can use it for now, right? Er, what else can we use it? When else? Also, what, when? When can we use this?

175 T: Can we use it for what we usually do? Well, we could... 'I'm usually swimming at this time' but we can also use it for 'These days'... 요즘에 [recently]... 'These days'. For example, whether it be 이번학이 [this semester], this term, this year, alright... 'This year, I'm exercising every week', right? So, I'm swimming, right now, I'm swimming. These days, I'm swimming three times a week. It feels so good! Oh, I'm so happy that I'm doing it. Erm, just this term, ok? These days.

176 T: So, the V ing, that's what we're thinking about V ing. This term, how many classes are you taking? 이번학이 [this semester], how many classes?

177 S: 15 credits.

178 T: Ok, so she's taking 16 credits, right? I'm swimming, I'm taking. I'm taking 16 credits, ok.

179 T: So, are you exercising these days?

180 S: No.

181 T: No? So what are you doing? What are you spending most of your time with these days?

182 S: (*inaudible*)

183 T: Playing. A lot of computer games, ok. (*accept +*) In the library though, right? No?

184 T: So, V ing. So, on page 91, they want us to think about a friend so would you, to get started, please think about- erm, here's the question...

Teacher writes on the board.

185 T: What is your best friend- think about your best friend from high school- doing? Right here. Ok?

186 T: So, please talk with a partner, please guys sit together.

187 T: (**to individual student**) Sit with him. Thank you.

188 T: Ok, 'What is your best friend from high school doing these days?' Try to, don't just, you know, not just the question- try and say more- where, what else do you know? Something he's always wanted to do.

Students begin asking and answering the question in pairs.(38:00)

The teacher joins a student who does not have a partner:

- 189 T: What is your friend doing these days?
- 190 S: (inaudible)
- 191 T: So does he still live in the same neighbourhood?
- 192 S: Yes.
- 193 T: So you say he's so busy studying...so he's in school or...?
- 194 S: In school.
- 195 T: At this school? Oh, ok. (*acknowledge +*) I see, I see. What's his job? What's his part-time job?
- 196 S: (inaudible)
- 197 Teacher moves around the class.
- 198 T: (to a pair of students) So what is his best friend doing these days?
- 199 S1: (inaudible)
- 200 T: Working. Ok, I see. (*acknowledge +*) What kind of job does he have?
- 201 S1: His friend is working.
- 202 T: Oh, ok. (*acknowledge +*) What about his friend?
- 203 S2: His friend... studying.
- 204 T: And where does your friend work?
- 205 S1: (inaudible)
- 206 T: Ok, is it like, working in an office or...?(*clarification request +*)
- 207 S1: (inaudible)
- 208 T: Ok, ok. (*acknowledge +*) So what is his best friend doing these days?
- 209 S2: Study.
- 210 T: Ok, so, he's studying?(*acknowledge +, clarification request -*)
- 211 S2: Yes.
- 212 T: He's studying, ok. (*recast -*)
- 213 T: (to other students) And how about your best friend?
- 214 S3: (inaudible)
- 215 T: He's studying? Sorry? (*clarification request -*)

- 216 S3: (inaudible)
- 217 T: Oh, I see- he's studying for university.
- 218 S3: Yeah. Go to army.
- 219 T: I see, I see. (*acknowledge +*) So, he's studying and getting ready for the army at the same time. Yeah. Yeah, I know- depressing- yeah. Right.
- 220 T: **And what about her best friend?**
- 221 S4: Her best friend... watching movie.
- 222 T: Watching movies? These days? Watching movies? (*clarification request -*) **So, your best friend, her hobby is watching movies?**
- 223 S5: Yes.
- 224 T: Now is she... **does she work or study also? Or?**
- 225 S: Study.
- 226 T: She studies. Ok. So she's studying but also enjoying movies. Yeah, right on.
- 227 T: (**towholeclass**) Erm, so this V ingis also available for... In fact, we have a little extra time, let me er, give you this.
- 228 T: Ok, so, another thing... this is something we're gonna do for the next several weeks- take a little time to just think about describing- I think this will be one of the main things we do for the second half of the class. And this V ing is very useful for this and, in fact, this is another part of the TOEIC speaking test. You describe a picture. It's so, so useful for our lives because describing, you know, you lose your luggage, right? The airline loses your luggage, right, you have to talk to them on the phone, you have to describe what your luggage looks like, right? The colour, the size and er... but the V ing for this, when there's some action going on- some people involved.... Let me move this out of the way, there you go.

Teacher has displayed a photo projected onto the whiteboard.

- 229 T: So, what do you see? Maybe, see if I can make it- I don't think I can make it much bigger?
- 230 T: **What? What do you see? Right here, what do you see?**
- 231 T: One of you guys. The first, the first thing- usually, if in the middle of the picture you see people, right away you talk about the people. **You see two...?(*elicitation -*)**
- 232 S: Men.
- 233 T: You see two men. Say more- **what kind of men? Old men?(*elicitation -*)**
- 234 S: Businessmen
- 235 T: Ok, **two old businessmen?(*elicitation -*)**
- 236 S: Young businessmen.

- 237 T: Two young businessmen- yeah, you see the jackets so, ok, maybe business guys, ok. Two young businessmen. And, **what are they doing?**
- 238 S: Talking.
- 239 T: Two young businessmen are talking. That right there, right? You're describing what you see? Two young businessmen are talking and...erm, if you're doing the test, you would say 'the one man looks' - **how does he look?**
- 240 S: **(inaudible)**
- 241 T: Yeah, **(accept +)** he looks nervous or...
- 242 T: Serious or upset or something. I would maybe use the word- 'he looks a little upset? A little nervous right? Again, if you're taking the TOEIC, you'd also talk about the background- it looks like they're sitting in a restaurant, there's a glass on the table, right?
- 243 T: Ok, so, let's do a few more and then you guys can practice together.
- 244 T: Ok, how about this one?

Teacher displays a different photo.

- 245 T: **Right way- first thing you see?**
- 246 S: She is watching.
- 247 T: She. Always start with the noun. **(metalinguistic -)** You can say the pronoun later but always start with the noun. 'A young woman...'. Ok? **'A young woman...?'**
- 248 S: is watching
- 249 T: Watching? Ok, well you could say 'looking at'. **(metalinguistic -)** Normally, with a monitor, we'd say 'watching TV' - there's some movement- but we don't know if there's movement so we say she's look... working? Ok, working? Working on a computer. She's using a computer- we don't know if she's working in kind of an office so maybe working, ok. So I would say, more generally, a young woman is using a computer, right. Erm, and then you could go for details. But, generally, very basic. You could talk that it looks like an office, right? Lots of books, you got the lamp, got the coffee cup, and you might mention, because the screen is so large, she has a very, very large monitor so perhaps she works with art or graphics, right? Right? Language that is useful to use looks like....

Teacher writes key phrases on board.

- 250 T: 'It looks like...' ,erm, 'It seems...' , 'Perhaps...' So, this is good language, right? When you're describing pictures- especially if it is a testing situation- to talk about what might be, what might be. And this is good language so you might want to write this down, erm, in your notebook.
- 251 T: Ok, let's do one more, no? Yeah, one more and then take a break.
- 252 T: Mm, let's see.

253 T: Ok, so **how about this one- right here?**

Teacher displays a different photo.

254 T: V ing, right. You may not. You might just describe- what? How about over here? What?

255 T: **What do you see? What stands out? This guy, right? Young man?**

256 S: Old.

257 T: Ok, an old man. (*accept +*) How does he look? Look, right? Look, seems, right? **So, the old man seems to be... what would you say? What emotion would you use- happy? (*elicitation -*)**

258 Ss: No.

259 T: **Well, what?**

260 S: Upset.

261 T: Upset? Upset. Or Angry. Yeah, yeah, sure. Or... and then you could go into the details, right. An old man looks upset- he, er, he's in a room with other men and **what is he doing?**

262 T: So, if we wanna use the V ing, what is he doing? Well, right now he's not talking to anyone. What's he doing? What's the term? Glaring. Glaring. G-L-A-R-I-N-G. Glaring. It means, 'I'm looking at you and I want you to die', ok. Glaring. Right. He's glaring at the guy across the table. We can tell there's a table, right? He's glaring at the guy across the table from him. It seems... It seems he's in a meeting, right? There's his assistant behind him.

263 T: **Anyone know the movie? What this movie is?** Very famous movie. One of the most famous movies. It's from the Godfather. Yeah. When your parents were in high school, maybe, or before they were in high school. When I was in high school. Anyway, great movie but yeah...

264 T: Ok, ten minutes, everybody- let's take a break. Then we will practice, I promise.

Transcript 3: Paul

001 T: Ok, guys, take your seats, please.

002 T: Right, let's get started. Ok... Hello, everyone! Nice to see you all again.

Teacher takes the register- students listen and respond to their name. (5:38-9:32)

003 T: Ok, right everybody, if you could please open up the Interchange book to Unit 7. Anybody was here the last day, as you know we did the listening textbook just and a little bit of the Interchange but today we're only going to do the Interchange book itself. So, Unit 7 page 44. 'We went dancing'.

004 T: So, this unit is gonna cover some different parts like activities, free-time activities, not hobbies, and then also the grammar part of simple past. This unit is very important because

this unit is going to be a big part of your final test. There's going to be a question from this unit on your final test.

- 005 T: So, the first thing we're going to talk about is free-time activities. So, if you look at your main, the main page of 44, which of these activities do you do in your free time? As you can see from your book, these are activities popular in America but many people do them in Korea. Checking social media- like naver, facebook, insta, you go dancing, listen to music, play video games, smart phone games, read, relax, spend time with friends and family, or you watch TV. So, some of these things you do, maybe some of them you don't but I want to know what of these do you do? What do you like to do?
- 006 T: Err, Myeongwon, is Myeongwon here? **Myeongwon, which of these activities do you like?**
- 007 S: Relax.
- 008 T: Ah, good. *(acknowledge +)* You like to relax?
- 009 S: Yes.
- 010 T: So, **how often do you relax?**
- 011 S: Mm, twice a week.
- 012 T: Good. Good answer. *(accept +)*
- 013 T: So, just like the mid-term, 'how often', 'how many times', ok? **Where do you relax?**
- 014 S: My home.
- 015 T: **In class?**
- 016 S: No.
- 017 T: Noo. Good answer, good answer. *(accept +)* Yeah, at home. Maybe you relax with your friends. You relax on the bus or something. But, usually, you relax at home.
- 018 T: Ok, Gyeonglok, Choi Gyeonglok. Is Gyeonglok here? Taewon? Kim Taweon?
- 019 T: **Taewon, which of these activities do you like?**
- 020 S: I like watch TV.
- 021 T: Good. *(accept +)* **Where do you watch TV?**
- 022 S: In my home.
- 023 T: In your home. *(acknowledge +)* **How do you watch TV?**
- 024 S: Um, just TV.
- 025 T: Just the TV. *(acknowledge +)*
- 026 S: Or smart phone.

- 027 T: Good, good, good. Yeah, people could say ‘I watched TV on my smartphone’, ‘On my notebook, my computer’, or ‘on the TV’. Just on the TV. Ok, thank you.
- 028 T: What about these activities being exciting or boring? What do you think would be an exciting or boring activity?
- 029 T: So, Hyowon? Lee Hyowon? **Which activity do you think is exciting and which one is boring?**
- 030 S: Reading.
- 031 T: Reading? **Is that exciting or boring?** (*elicitation -*)
- 032 S: Boring.
- 033 T: Ah, ok. (*acknowledge +*) **So which one do you think is exciting?**
- 034 S: Play video games.
- 035 T: Good, which video games do you play? **Do you know- like, what game do you like to play? Battleground, Overwatch?**
- 036 S: Battleground.
- 037 T: Battleground. (*repetition +*) Ooh, good choice. (*acknowledge +*)
- 038 T: Ok, err, Susan, Kim Susan? Susan, **which one would you think is exciting and boring?**
- 039 S: Relax.
- 040 T: Ah, so you don’t like to just take a nap or a rest? Ok, good. There’s no wrong answers- you like something, you don’t like something- that’s ok. So this is just a small list- can you think of other free time activities you enjoy. Other ones. Not just these ones but different things. It could be something in Korea or many countries.
- 041 T: Minjoon, BaekMinjoon. Is Minjoon here?
- 042 T: Changyoon, **can you think of other free time activities?**
- 043 S: Eating.
- 044 T: Eating? (*repetition +*) Yeah! (*accept +*) Always a good activity- you have street food with your friends, like Ddokbokae or something. You go to a coffee shop- go to a restaurant.
- 045 T: Any other activities? Jeonghwan, Lee Jeonghwan?
- 046 S: Yeah?
- 047 T: So, other, **other free time activities. What else can you think of?**
- 048 S: Playing soccer.
- 049 T: Mm... yeah, playing soccer. (*metalinguistic +*) But, if we are talking about free time activities verses hobbies... hobbies are something big- like cooking, swimming, playing

soccer- but free time activities, that's like a small time. So, may on your break- 5 minutes, you could do something quickly. You could relax, just read a comic book on Naver, check instagram, play a quick game. **So what a little free time activity that you like? Something you could do for an hour or two? What do you think?**

050 S: Checking, checking messenger.

051 T: Checking messenger, yeah. (*repetition +*) Message your friends on kakaotalk- looking at messages, sending messages.

052 T: Er, Jeongsoo. JeongByeongsoo? Lee dohyun? Not here? Chaeyon?

053 T: **Chaeyon, can you think of other free time activities?**

054 S: Calling my friends?

055 T: Calling- yeah, that's good. (*accept +*) Calling your friends.

056 T: You could say you wanna go to a PC room for 30 minutes, take a walk, go and take some photos of something, just call a friend, send a message, play a quick phone game. Many, many different things, ok? Good.

057 T: Right, let's do a little conversation practice. So the conversation on this page- let's listen to it. Again, this is a very normal topic- 'what did you do last weekend?'. Something your English teacher, academy teach always says to you, ok. So we're going to listen to Neil and Cara. Neil and Cara's going to talk about their weekend activities so we'll listen to it one time and the next time we'll close our books. Listen to it carefully.

Teacher plays audio track from book, students read the script in their book.

058 T: Ok, so now, this time, can you please close your books. So, everyone close your books please.

059 T: So, we'll listen again one more time and try to answer a few questions.

Teacher plays the audio again. Students listen.

060 T: (20:04) Ok, keep your books closed, please.

061 T: Er, Hyunwoo? Park Hyunwoo? **Hyunwoo, so, the man, Neil, what did he do at the weekend?**

062 S: Studied.

063 T: Good, he studied for his Spanish test. (*accept +*) Great.

064 T: **Do you know where he studied for the Spanish test?**

065 S: He stayed at home.

066 T: Yeah. He stayed at home and studied for the Spanish test. (*accept +*) Thank you.

067 T: Er, Hatak. **What did Cara do at the weekend? The woman, Cara.**

068 S: Dancing.

- 069 T: Yeah. Cara went dancing. (*accept +*)
- 070 T: And...Shinhyun, AhnShinhyun? So, Cara went dancing and what else did she do?
- 071 S: (*inaudible*)
- 072 T: Yeah. (*accept +*) She ate pizza or she had pizza. Ok. Thank you.
- 073 T: And- she had a problem. Cara has a problem. Dabin, what was Cara's problem? She's like "Argh- oh, no!"
- 074 S: (*inaudible*)
- 075 T: Yeah. (*accept +*) She forgot a- what test?
- 076 S: Spanish.
- 077 T: Yeah, (*accept +*) she forgot about her Spanish test.
- 078 T: But Neil said 'Don't worry, don't worry'. Why did Neil say 'Don't worry'? Go Eun?
- 079 S: She always gets A.
- 080 T: She always gets an A. (*repetition +*) He said 'Don't worry, you always get an A'. So, it's not going to be a problem for her, ok? Good.
- 081 T: Guys, let's move on to another little grammar part now on page 45. The simple past. So, this is something maybe it is very easy for you. If not, it is very important because we use this a lot in speaking. Everyday English to English. Foreigners, ok? It's something we use a lot, ok. So let's just have a little look over it. We're gonna have a look about some examples and slides about using the simple past.

Teacher has displayed information about the simple past on a powerpoint.

- 082 T: The important thing to remember for the simple past- that it's like yesterday, last week, last month, et cetera, ok? When we talk about the simple past it means the activity is completed in the past. Finished, done. If I say 'I ate a sandwich'- sandwich is gone, done, finished. 'I went to Busan'- now, I'm not in Busan- it's done, it's finished, ok? So, the different sentences, again, we have affirmative, negative and interrogative, ok? So, like a 'yes' question, a negative question 'no' and then a basic question. Sentence, sentence, question. All of this will be on Edmodo so if you have to check again, please check Edmodo.
- 083 T: Just like your book, some of the changes for these sentences could be 'they went to school', 'they did not go to school, then, for a question itself, 'did they go to school?'. 'He swam', 'he didn't swim', 'Did he swim?' Ok? Different changes in the grammar, the verb as well. So, if we have a basic question- 'what did they do yesterday'- they ate an ice cream, they ate an ice cream.
- 084 T: So, again, some key words for you to use and remember could be 'last weekend', 'on Saturday'- even 'on Saturday' could be the past- two days ago, last night, last week, yesterday. So, if we wanted to make some sentences about last week- 'he cleaned the floor last week', 'I bought some groceries last week', 'the boy painted the wall last week'.

- 085 T: What about these pictures now? What did they do last Tuesday? So, me, you, he, or she- something, something- last Tuesday.
- 086 T: Jaewon? Lee Jaewon? Jaewon, could you make a sentence with this one? Something, something- last Tuesday?
- 087 S: I did my homework.
- 088 T: Yeah, did. (accept +) So, did. I did my homework last Tuesday. Good. He read a book last Tuesday. He studied last Tuesday. Good.
- 089 T: What about this one here? Please, Sujin, Lee Sujin.
- 090 S: She ate chicken, yesterday.
- 091 T: She ate chocolate yesterday? She ate chocolate last Tuesday. Good. (accept +)
- 092 T: The important part there is just knowing 'eat' changes to 'ate', ok. Because it's an irregular verb.
- 093 T: So, let's just do a bit more practice of this noun. So let's look at the chart on the book. Ok, so first of all, before we do the questions. You can see here for how we do the question structure works if we say did you usually- 'Yes, I did. I worked'. Regular verbs like normal verbs here might just change from 'work' to 'worked'. Invite- invited. Study- studied. You can see, for this one, we have to drop the 'y' and put 'ied'. Then something like 'stop' changes to 'stopped'. But irregular verbs, strange verbs, 'buy- bought', 'do- did', 'drive- drove', 'have- had', 'go- went', 'sing- sang', 'see- saw', 'spend and spent'.
- 094 T: Ok everybody, for part A, the verbs are here in these brackets in the sentences, you have to change the question and answer for each one. 1, 2, 3, 4 and 5. If you need any help, just ask, ok? I'll give you about 4 or 5 minutes.

Students write the answers to grammar questions in their textbook. (27:30-29:00)

- 095 T: Ok, everyone, just a few more minutes.
- 096 T: Again, if this is something difficult, please ask and I'll explain it more. Or there is additional practice on page 138 as well.

Students continue writing the answers to grammar questions in their textbook. (29:30- 31:10)

- 097 T: Ok, that should have been enough time. Let's check through.
- 098 T: Part 1, er, Gwangjin. Can you read A? Gyowon? Can you read B, please?

Students read the answers they have written in parts A and B.

- 099 T: Good. (accept +) Did you stay home? No, I called my friend and we drove to a nice restaurant- a little restaurant for lunch. (repetition +) We drove.
- 100 T: Ok, part 2, please. Minjun, Kim Minjun? Can you read us A? And Donjoon, can you read us B, please?

Students read the answers they have written in parts A and B.

101 T: Ok, so... (*accept +*) how did you spend. So the verb 'do', 'to do', 하다 , changes to the past simple. Spend does not change. 'How did you spend your last birthday? I had a party. Everyone enjoyed it but the neighbours next door didn't like the noise'. They didn't like it. They did not. So, that's the negative part. They did not.

102 T: Ok, part 3 please, er, Changyu, Jeong Changyu? He's not here. Ok, Seongsu, **Seongsu, can you read us A and Jinsu can you read B, please?**

Students read the answers they have written in parts A and B:

103 S: I saw 'see-fee'...

104 T: Sci-fi. (*explicit -*)

105 S: Sci-fi movie at the Cineplex. I loved it. Amazing special effects.

106 T: Good. What did you do last night? I saw a sci-fi movie...sci-fi... science fiction. I loved it. Amazing special effects. (*repetition +*)

107 T: Ok, part 4. **Heejin, can you read us A? Hyomin?B, please.**

Students read the answers they have written in parts A and B.

108 T: Good. (*accept +*) 'Did you do? Yes, I did. I went shopping. I spent all my money now I'm broke.' (*repetition +*)

109 T: What does the phrase mean 'broke'? Like you 'break' a pen- Yesterday, I broke a pen. But it's not the same- what does broke mean?

110 T: Anybody? Yeah, 'no money'. 돈 없어 [no money]. If you're broke, you have no money. (34:20) You're friend says, 'Hey, let's eat Hanoo', 'Oh, I can't, I'm broke. I will eat ramyeon'. Very sad. Broke- no money, you're poor, you have no money, ok?

111 T: And number 5, Sojoon, Gang Sojoon? **Sojoon, can you read A? Soyoon, B please.**

Students read the answers they have written in parts A and B.

112 T: 'Did you go out on Friday night? No, I didn't I invited friends over and I cooked spaghetti for them' (*repetition +*) Good, thank you very much. (*accept +*)

113 T: Ok, so again- something small but the past simple is used a lot. So, this type of grammar, this will be important for the final test as well. The questions that you have, using that grammar a little bit.

114 T: Ok, let's move on. Page 46. Word Power- chores and activities. First of all, what does it mean by the phrase 'chores'? **Can anybody tell me what are chores?**

115 T: Any ideas- chores?

116 T: No? Right, well, if you- I will give some pictures, examples- if you were a kid or maybe if you were living at home, you maybe would have to do some chores. Chores means the little things of like cleaning around your home- household chores, ok? You have to clean your

bedroom, you have to wash the car, you have to maybe Hoover the bedroom, make your bed, take out the trash, help do some cleaning... so, when I was a kid, my chores was I had to cut wood for the fire, I had to clean my bedroom, and I had to walk the dog. Those were my chores, ok.

117 T: Do people in Korea have chores?

118 S: Yeah.

119 T: Yeah. (*acknowledge +*) Maybe you had to set the table- put the plates, water and cups on the table, clean your bedroom, wash the dishes, clean the floor, many, many things. So that means to have chores to do- you have chores, ok.

120 T: So now, we're going to be putting words or phrases with these verbs. Matching them up together with what is in the textbook. So, the last time we were talking about activities and hobbies like swimming, cycling and stuff... Well, if you're swimming, you go swimming, you do gymnastics, you do taekwondo. So, if I was to say 'homework', I say 'I do my homework'. I don't make my homework, have my homework, I do my homework, ok?

121 T: So, we have a list of verbs here- 'do, go, have, make, and take'. These activities or chores... how can you put them together? So, we'll do the first one...

122 T: So you do, I do my homework, what else do you do? Anybody? You do your homework and you do...?

123 S: (inaudible)

124 T: You do shopping, good. (*accept +*) What else? You do...?

125 S: (inaudible)

126 T: Er, yeah. (*accept +*) You do homework, you do shopping, maybe you do chores? Anyway, let's try to match them up together. You'll have two and two. You'll have two answers for each one. You do the laundry. I do the laundry and I do chores. I do my homework, I do laundry and I do chores.

127 T: So everybody, 'go, have, make, and take', can you please complete these now?

Students complete activity in textbooks. (39:16- 41:40)

128 T: Ok, one more minute. Try to also think about other activities you do with these verbs. So you do... what else can you do? You do homework, you do chores, you do taekwondo, karate, et cetera... different activities.

Students continue writing (42:25- 43:09)

129 T: Ok, let's check through. So, for the parts of something that you would 'go'... you go online and...

130 T: Jeonhyeong, Kim Jeonhyeong? Jeonhyeong's here? No?

131 T: Youngoon, Lee Youngoon? So, yeah, Youngoon- you 'go' online and you...?

- 132 S: Shopping.
- 133 T: You go shopping. Good. (*accept +*) You go shopping and...?
- 134 S: Dancing.
- 135 T: You go dancing. Good. (*accept +*) You go shopping and you go dancing. What else could you go with? Go shopping, go dancing, go sky diving, go hiking... ok? Different activities.
- 136 T: So next for 'have'. Minsu. Minsu, you have a party...?
- 137 S: 'Have a good time'.
- 138 T: You have a good time. (*repetition +*)
- 139 S: 'Have a lot of fun'.
- 140 T: Have a lot of fun. (*repetition +*) Correct! Thank you. (*accept +*)
- 141 T: So, you have a party, have a good time, you can have a lot of fun... have a celebration... have a wedding, have a picnic, ok?
- 142 T: What about things with 'make'? Jinsong, Im Jinsong? Jinsong's not here? Songha? Songha?
- 143 S: (*inaudible*)
- 144 T: Yeah you would make a video... (*accept +*) what else could you make? You make... a video... make...
- 145 S: (*inaudible*)
- 146 T: Yeah, you make the bed. (*accept +*) Does that mean you're cutting wood and stuff? You're making a bed? No, if we say we make the bed, it means that you're folding your sheets. You're putting your blankets and stuff on the bed. So maybe your mum says 'hey, make the bed! Please, make the bed. Make your bed', ok? A common expression expression to, like, fold the sheets- 'make your bed neat and tidy'. So, I could say, if a bed is very messy- 'Oh, someone did not make the bed'- but, now, this bed was made. It was made, ok?
- 147 T: And finally, so we make a bed, make a phone call, make a video... what do we take?
- 148 T: Er, Suwon, Pyo Suwon?
- 149 S: Take a bike a ride.
- 150 T: You take a bike ride, yes. (*repetition +, accept +*)
- 151 S: Take a trip.
- 152 T: Yes. (*accept +*) So double check your answers if you can see this- you could take yoga lessons- you could take a bike ride, you take an airplane, you take a boat trip, good.
- 153 T: So, once again, do my homework and chores, do laundry, go online, go dancing, go shopping, have a party, have a lot of fun, have a good time, make a phone call, make the bed, make a video, take a day off, take a bike ride, take a trip.

154 T: Ok, let's move on. Ok, so there's another grammar section on page 47. The past of 'be'. So the verb 'be', again, we use it a lot. It's very, very common. You use it a lot in Korea, you use it a lot in English. Let's look at the table first of all in the book. So, again, down here, for some questions, you might have the basic questions of 'were you', 'what were you doing' but the big change for the verb be was 'was'. 'I was', 'We were', 'They were', et cetera... and, to go into this a bit more, we're gonna have a little look now at the past simple of the verb 'be'. So, the things to remember is, when we talk about a pronoun- a person, you might have to say something like, for one person, 'I was', 'You were', 'He was', 'She was', 'It was'. Then, two or more people we were, you were, they were. Then, if it's impersonal, like someone you don't know maybe, we would say 'There was' or 'There were'. So, again, this is the past so all the connections of yesterday, yesterday morning, last month, last evening et cetera. This part is very, very big so I'm not going to do it all but it will be on Edmodo so please check if you're not sure about it. So, again, let's try to make some sentences, ok? I want you to make a sentence using 'was' or 'were'- there was, there were- with these words...

Teacher displays two words on the powerpoint.

155 T: So the two words to use are 'John' and 'doctor's'. But, if I say doctor's, that means that's a place. 'My brother is at the doctor's'. 'Where's mum? She's going to the doctor's'. So like the doctor's office- that's a place. **What kind of sentence could you make for this kind of situation?**

156 T: Er, Kwangseong. So a small sentence.

157 S: Doctor's...

158 T: First of all, 'John'. John... (*explicit -*)

159 S: John is doctor's.

160 T: ...we don't say 'is' because it's past. So John was... (*metalinguistic -, elicitation -*)

161 S: John was... (**hesitation**)

162 T: It's ok. 'John was at the doctor's'. (*explicit -*) So 'doctor's' is like a place- the restaurant, the bank, the airport, the hotel. 'John was at the doctor's'. John was at the doctor's.

163 T: Ok, this one- **there's a bear and we have 'Tom' and the word 'scared'**. Er, Gayoung, Kim Gayoung? So, **what do you think?** Again, simple sentence... nothing big- Tom and scared.

164 S: Erm, Tom...

165 T: Tom was... (*elicitation -*)

166 S: Scared?

167 T: Scared? Perfect! Ooh. Good. (*accept +*) Tom was scared. That's it. Nothing big, nothing crazy. Nice and simple. Tom was scared, ok?

168 T: Ok, a bit more difficult this one. 'We' and 'school'. 'We' and 'school'. But, remember again, past, finished, done. Ok?

169 T: **So how about, Hyunwoo? Jae Hyunwoo?**

- 170 S: Erm, We were in school bus?
- 171 T: Ooh, very close! Good. (*accept +*) We were at school. (*explicit -*) You could say ‘We were on the school bus’. We were in the school bus. But, because it’s ‘we’, many people were. We were. Not we was but we were.
- 172 T: Ok, I think this is a bit difficult to see but it’s ‘bee’ and ‘bee hive’. So, tell me like, where is the bee do you think?
- 173 T: Er, Haegyul? Kim Haegyul? **What do you think, Haegyul?**
- 174 T: So maybe ‘The bee was...’
- 175 S: The bee was behind its house.
- 176 T: The bee was behind its house. (*repetition -*) Or, yeah, there was a bee behind, 도|어| [behind], behind the beehive. Ok? The bee was behind his house. The bee was behind his home. But one bee, again, so ‘was’. That’s the important thing to remember.
- 177 T: Ok, Shakespeare and English... remember if you say English it’s like the language but this could be English like a person, 영국사람 [English person]. **My friend John is English. Paul is Irish. You are...?**
- 178 S: Korean.
- 179 T: Oh, good, good. (*acknowledge +*) You remembered.
- 180 T: **So, what would you say? Shakespeare and English...** but, remember Shakespeare so not ‘is’. Jo Gyeongyeok? Gyeongyeok?
- 181 S: Shakespeare was English.
- 182 T: Good. Yeah. (*accept +*) Shakespeare was English. (*repetition +*) Shakespeare was English. He is dead so we say ‘was’. Shakespeare was English.
- 183 T: Ok, so again, a few more examples of this. Let’s try some negative ones. We would say ‘was not’ for one or two people or ‘were not’. If it’s ‘you’ though- you were not. You weren’t. I wasn’t. He wasn’t. She wasn’t. They weren’t. We weren’t.
- 184 T: Ok, so this one now- ‘they’ and ‘sad’. Do they look sad? No, they look very happy! They’re all going to Caribbean Bay tomorrow- wow! Fantastic.
- 185 T: Wonhyuk. **Lee Wonhyuk? Wonhyuk?**
- 186 S: They weren’t sad.
- 187 T: Very good. Perfect. (*accept +*) They weren’t sad. (*repetition +*) They were not sad. They weren’t sad.
- 188 T: Ok, ‘she’ and ‘home’. This does not look like a person’s home. Soyoung? Kim Soyoung? Is Soyoung here? No. Hyunsoh? **Hyunsoh?**
- 189 S: She wasn’t at home.

- 190 T: Perfect. Yeah. (*accept +*) One person- she was not at home. She wasn't at home.
(*repetition +*) Good.
- 191 T: Ok, guys, we have a little bit more to do about this but let's take our break now. So we'll have ten minutes and we'll start again at 3:02. Ok, 3:02, we'll start. Ten minute break.

Transcript 4: Matt

- 001 T: We're missing one person. **Can you count for me? We seem to have 29.**
- 002 S: 29
- 003 T: 29. **Who's missing? Do we know?**
- 004 S: Kim Minjeong.
- 005 T: Kim Minjeong, ok. Ok. Good. (*acknowledge +*)
- 006 T: Ah, well, let's start. We're a little bit early. As you can see we have a guest today- a researcher doing an MA in Applied Linguistics or TESOL?
- 007 R: Err, TESOL.
- (Alarm noise)**
- 008 T: Now, we can start. Erm- just gonna be observing the class. Don't think it's gonna cause any problems. Don't be shy. Just ignore him. I do!
- 009 Ss: **(laugh)**
- 010 T: First, I just want to make a point- on Friday, I mentioned that your grades were posted on the blog site but a couple of students have commented that it's hard to find where they are. They're on the actual blog... not the Composition 1 page. Sorry I didn't show you... so, if you click the blog, then...

Late student enters classroom

- 011 T: There she is.
- 012 T: Then one of these- you are obviously Class 2. You click that and a page will come up with your grades. There are no numb... oh sorry... names- only student number and grade. If you have any questions or problems, come and visit me in my office and we can talk about your test. I can give it to you and you can see it but you can't keep it. Okay. But, if you wanna check it out you can come to my office anytime. Ok?
- 013 T: Now, just start. Let's start by looking very quickly at page 115.

Students open books.

014 T: And on 115 we have that model that we've been looking at again and again and again.

Teacher writes on board.

015 T: And the important thing about this model now is that we really focus on the transitions that we need for this structure. We have to, have to have at least 4 transitions for this structure, when we're using the 'WOLTS' structure. If you don't use the 'WOLTS' structure then you have to have 3 or 5 or whatever... but, for us, the minimum is 4 and there isn't really going to be a maximum. Ok? The maximum is... depends on how you do your evidence and your justification here. You will probably have things like 'for example' and 'in addition' and 'furthermore' and 'moreover', but absolutely, 100% you will have to have a transition here because it's the first detail and the transition from the first to second, a transition from the second into the third and then a transition into the conclusion sentence, of course. Ok?

016 T: Now, today's lesson is about these transitions.

Teacher writes on board.

017 T: We need a marker that works.

018 T: We're going to start, actually- let's have a look with this paper first. Do not fill this out yet.

Teacher hands out paper.

019 T: Make sure I get the extra ones back too, please.

020 T: I want to start reviewing the transitions. Now, the first thing that we need to talk about with the transitions... is that they have to be...

Teacher writes on board.

021 T: ...both logical... and grammatical.

022 T: So, when I say they need to be logical- this is referring to the way that they're put together in the book and the way that they're put together in that extra paper that I gave you. It's also online. We don't just list transitions and have a huge list of 'signal words' that we can use... we organise them by whether or not they are indicating addition or contrast or time and so on. Remember those boxes in the book about what kind of relationship we're expressing. But they also have to be grammatical- we can't just put in any word in any way that we want- we have to put it in a way that is grammatical.

023 T: So, today we're starting by reviewing...

Teacher writes 'FANBOYS' on board.

024 T: Does everybody remember 'FANBOYS'?

025 T: Right, you remember these are 'co-ordinating conjunctions'; 'for', 'and', 'nor', 'but', 'or', 'yet', 'so'. And we're really concentrating on... the most frequent ones... are 'and', 'but' and 'so' but the rest of them are really important too for understanding how these logical relationships work.

026 T: So, what I want you to do right now. Look at this page that I just gave you. Don't start yet- just wait! Put your pencils down. I want you to complete questions 1, 2, 3 only... do not do questions 4, 5, 6, 7, 8... and I want you to write the whole sentence. Don't just scribble in 'and', 'but', 'so'. Write the whole sentence. Make sure that it's logical and grammatical, ok? Just 1, 2, 3. Go ahead.

Teacher writes on board.

027 S: Professor?

028 T: Yes?

029 S: We need two papers.

030 T: Oh, I'm sorry- are there any more papers back there?

031 T: Excellent, thank you.

Teacher gives student some paper. (09:06)

Students write the answers to 1, 2, and 3. Teacher moves around the class checking the writing.

032 T: (to individual student) Can you write your answer for number 1 over there? Right now, I need to...

033 T: 1, 2, 3... only 1, 2, 3...

034 T: Can you write your answer? We're going to have three people... (undetected)

035 T: Come on, hurry!

036 T: Up here, please.

037 T: And you can do yours there, and you and do yours... I wanna compare them side by side like that.

038 T: ... (inaudible) whoever's done first, you can do it underneath...

Several students are selected to write their answers on the board.

039 T: Can you do your number 2?

040 T: When you're finished, can you do number 3? Just underneath somewhere.

041 T: Can you do number 3 somewhere... where there's space.

042 T: 3 and then another one... whoever's done first... you go ahead.

043 T: So, remember, just do number 1, 2, 3... don't do the other ones. We're going to look at those later. I want to look at these first and make sure that we've got both the logical relationship is correct and the grammatical expression is correct.

044 T: Ok, so... what I've done is a little bit sneaky, I guess. The reason I was walking around and looking at your answers is because I wanted to have slightly different answers on the

board. If I just picked you at random then, you know, we might have exactly the same three times and that's not very helpful. I'm not trying to embarrass anyone. I'm not trying to pick them and say 'You are wrong!' but I do want to show you the differences. So, in number 1, the logical relationship is the same every time. But, but, but- 'I wanted to go backpacking last year' but I couldn't. **One of these is correct grammatically- which one?(metalinguistic -)**

045 S: The first.

046 T: The first one. (*repetition +*) The first one is the one that is grammatically correct. It has the comma and the lower case 'b'. This one's almost correct. This one... well this one's a little odd but we'll get to that. I shouldn't say... this is technically, grammatically correct but in our class... we don't do it. In our class, we're not starting sentences with 'FANBOYS' and I'll show you why in a few minutes. I'm going to show you good examples of why not.

047 T: And number 2, 'Maria didn't finish her essay but she did finish her math', 'Maria did finish her essay but she didn't finish her math', 'Maria didn't finish her essay yet but she did finish her math'. Erm... **well, these ones are the same... are they correct?(metalinguistic -)**

048 T: I think someone made a difference... **there was a capital letter or punctuation missing on the paper. Is it correct?(metalinguistic -)**

049 T: Yes.

050 T: Er, comma. Comma, there it is.

051 T: Now, what about this one? **Is the logical relationship correct?(metalinguistic -)**

052 S: Maybe.

053 T: Maybe. (*repetition +*) That's the right answer. (*accept +*) The right answer is actually 'maybe'. You were probably joking...

054 Ss: (**laugh**)

055 T: But the right answer is 'maybe'. It might be correct. We're gonna see again, in a minute, what these words really mean. 'Yet' is a contrast word but there's a difference, right? Why would we have 'but' and 'yet'... we don't really need to. 'Yet' adds something. **Do you know what 'yet' adds?**

056 T: **Contrast and...?**

057 T: It's a little surprising contrast. It's unexpected contrast. 'But' is just simple- it's just- these ones they don't agree. 'Yet' means that we don't expect this kind of contrast so the answer is 'maybe'. Grammatically it should be this, not that. So the meaning is probably ok... if we had more context we might know if this is really surprising or not...er... but in this case we'll say 'maybe'.

058 T: (**reading**) "Julie bought her mother a sweater and her mother loved it", "Julie bought her mother a sweater and her mother loved it"- oh, these are the same again? Somebody didn't... well, let's speed along here. I thought I picked three different ones. There all the same and all of them need the comma. (*explicit -*) We'll review this in a minute. The basic idea is, that when you choose your transitions, you've lots of choices, ok. The first choice really has to be

'is it logical' - are you expressing the logical relationship... in a way that the reader will understand. And then, you have to make sure that it's grammatical. In a way that the reader will find easy to follow.

- 059 T: Now, today we're only talking about 'FANBOYS' because we just don't have that much time. You can also see 'SWABI' and 'THAMO'... I don't know why they chose these ones but these are very common initialisms that you can find on the internet. These are 'co-ordinating conjunctions', these are 'sub-ordinating conjunctions' but there's too many. 'SWABI' is... these are... very frequently used 'sub-ordinating conjunctions'. And these are different... we'll talk about those next time.

Teacher has displayed powerpoint (PPT) slides- projected onto the whiteboard.

- 060 T: First, these are from the text. The big reasons that I'm doing this lesson is because there were a lot of mistakes on the test. One of the reasons we have that test is so that you can prepare for the midterm exam. So, I'm hoping that these mistakes won't happen on the mid-term exam. So, for example, we saw 'Sheila does not like doing homework, she hates studying for exams'... very common mistakes. **Does anybody know why they're mistakes?**
- 061 T: **(after pause)** Then I'm glad we're having this lesson today. The simple answer... all day I'm going to say 'Do you know why this is not correct?'. The answer is- it's not 'FANBOYS'. These aren't co-ordinating conjunctions but it looks like it's supposed to be a co-ordinated conjunction so co-ordinating conjunctions can join two sentences but also can't... 'furthermore' can't. So that's going to come later when we get to 'SWABI' and 'THAMO'.
- 062 T: 'I want to get a good grade therefore I have to study'. 'Because I want to get a good grade. I have to study.' There was another very common mistake as well... 'I have to study. Because I want to get a good grade.' **Do you know why these are incorrect?**
- 063 T: **(after pause)** Well, this one is not a co-ordinating conjunction. This one is not a co-ordinating conjunction... it needs to join two clauses.
- 064 T: Same thing again. 'Melonie was late and the teacher wasn't angry', 'Melonie was late although the teacher wasn't angry'. Again, incorrect. In all of these cases, the logical relationship is correct... is ok... it's the grammar.
- 065 T: **(changes slide)** Same here. This one...erm, we have to be a little bit careful with. And we'll come back to that again. There are lots of people out there on the internet and in grammar world who will argue that 'then' can be used as a co-ordinating conjunction. In some cases, it really does look like it can be used that way. But, because it's not in our list of only these 7 co-ordinating conjunctions, we can't do that. So, we'll come back to that again but, for now, just realise that it's not one of the 'FANBOYS' so we're not going to use it that way.
- 066 T: So these co-ordinating conjunctions, we know, they're used to connect words, clauses, phrases or sentences... we're interested in the clauses and the sentences. When we're looking at this structure, when we're trying to put together a paragraph, we're looking at how these words are used to connect two sentences together and to show the reader how they are connected. Because that's the key, that's why we are doing it. They always have to logical and grammatical, and these are what they mean basically. In this list, and again- this

powerpoint will be online for you, the word 'for', we don't really use it that much this way anymore, is a reason. The reason for doing something and we often substitute for 'because'. The blue words are synonyms- words that we can use instead.

- 067 T: 'And', addition, that's easy. 'Nor', means 'also not'. Now, we're told that we have to use 'neither', 'nor', right? 'Either/or', 'neither/nor' - that's not entirely true. You can use 'nor' as a co-ordinating conjunction meaning 'also not this thing'. 'But', ok. We know 'but' is a contrast. 'Or', we know, is a choice. 'Yet' expresses a contrast that is, at least somewhat, surprising. And 'so', of course, is the result.
- 068 T: Now the reason I put these words in blue is- I want to remind you- you always have choices. We're just talking about 'FANBOYS' here today- it doesn't mean you have to use it. It also indicates that, when you see words that are grouped together by logical relationship like they are in the book, it doesn't mean the grammar is the same. So we have to be very careful.
- 069 T: So, one way or the other you have to approach this and get to both logic and grammar.
- 070 T: Now, in our class, you're not allowed to start sentences with 'FANBOYS'. That doesn't mean it's wrong... that doesn't mean it's not grammatical... you will see this, sometimes. But, the point is, doing anything too often- any one thing, any one word, any one structure, any one word class too often- is usually considered bad style.
- 071 T: Ok, so we've got logic, grammar and we can add, if we really want to, we can add 'style' to our list. We have to follow good rules of style.
- 072 T: So, what I did, I looked online- there's a British, a collection of British student essays at university... they collected 6.9 million words... thousands, and thousands, and thousands of essays... all of which, they were called 'successful'. It means they got a high grade. So, like B+, A0 kind of grade. And they're in this collection and you can search it, and I found that the word 'and' occurs 286696 times. **However, anyone want to get how many sentences start with 'and'?**
- 073 S: Zero?
- 074 T: Well, it's not zero. (*acknowledge +*) It's a few... 915. Very, very rare compared to the number of times we use 'and' to join. Now, of course, this is such a huge number because it can join words of any kind... it can join clauses... but only 915 times. 'But', 15000 in the collection and 1300 started sentences. 'So', 10000. Only 1300 started sentences. So, this shows us that, although it is correct- grammatically it's fine- and no one can say it's not grammatical, it's very rare- we just don't do it often. And, if we look at the students in 'Composition 1', this student started 4 sentences with 'FANBOYS' - in one paragraph. So we had 915 'ands' in 6.9 million words, here we have one paragraph, and one 'because' that was not correct either. So we have a 'so', 'but', 'so', 'but'... in one paragraph. Four- 'so', 'so', 'and', 'but'. Five- 'but', 'but', 'so', 'and', 'so'. Ok?
- 075 T: So, this goes back to what I was saying near the beginning of the semester. We can't just translate what's in our mind when we're writing. So, again, the logical relationships are clear but a couple of things we have to keep in mind... this, if someone showed me this, and said, 'What nationality is the speaker?', 'What first language does this speaker speak?', I would

say, 'Korean'. And I would know that because, in Korean conversations it's very, very common to start with 'but', 'but', 'and', 'so'... and I warned you before, I said 'Any time in your mind, if 그리고 [and] pops into your mind, 그러면 [then] no, don't do it! You gotta think about the grammar, you gotta think about... wait a minute, wait a minute... the meaning is correct, the logic is correct but we don't translate it in that way, at least, not very often. Ok? So, we've got to be a little bit careful about that. The good news is it's very, very, very easy to fix. Right? The simple, simple, basic fix.

- 076 T: Do you remember? The basic one. It's just comma, lower case 'and'. The logical relationship is fine, the grammatical relationship is fine. It might be a little boring if you do it too much, but it works.
- 077 T: Same thing. It's the simplest way to fix it.
- 078 T: You can also then expand- and we're gonna talk next class about other transitional markers, other grammatical structures- you don't have to keep using 'but' you could use 'however'. Or... other words of course- 'however, she didn't eat'. **But you can't do this- why not?**
- 079 T: Because it's not FANBOYS! These are two, independent clauses and 'however' just doesn't work that way- it just doesn't join two independent clauses. We're gonna see in the next lesson- there are ways that look almost exactly like this- you put a semicolon there if you want. That's not very common nowadays.
- 080 T: So, the basic rules again. When you use FANBOYS, co-ordinating conjunctions, you use a comma to join two independent clauses. But, if the second clause is not independent- so, for example, if you wanna leave the subject out, you're gonna mix it up a bit. So "she was hungry, comma, but she didn't eat. This is independent so we have a comma, this is not independent so there's no comma.
- 081 T: Now, honestly, in the exam I'm not gonna worry too much about the commas- especially in Composition 1. Composition 2 it becomes more important. But, for now, it's very helpful if you know this- it's not going to hurt your grade if you don't know it. It's not going to be a big problem for you in the exam. But it is something that we do need to know for the future- okay?
- 082 T: So, if we go back to the sentences from the test- **'Jody watched TV, then she went to bed' - why is it not correct?**
- 083 S: It's not... **(inaudible)**
- 084 T: That is not in our list. **(acknowledge +)** There are some people who would love to see 'then' in our list- I don't agree- I don't think it should be- but I have seen cases where I think 'Yeah, it kind of makes sense'. The real problem that we have is that there are kind of two ways of thinking about grammar- one is called 'prescriptive'- that's what I do. When I'm teaching you- prescribing, like medicine, like a doctor prescribes- means 'you have to do this', 'this is the rule'. There are lots of people who think that's a bad way of thinking about grammar- they think 'descriptive grammar'- how do people really write it. And that's what we're having a problem with. Prescriptively, it's not in our list. So you can't do it. Descriptively, many people do this- so maybe it's ok. And, in fact, there was a study where they asked- took sentences like this- asked grammar experts 'is it ok'. 75% said it was ok. 25% said 'No! It's not in FANBOYS- don't do it'.

- 085 T: So, it's a bit of a problem.
- 086 T: In our class, I'm gonna say- let's just stick with this- for now. We'll see... in a few years we might see some changes. I don't know. But, for now, let's just stick with this. We can fix this, again, by just adding the conjunction- you can add 'then'. Make it 'and then'. And 'then' would be an adverb- and that's fine. 'Jody watched TV, comma, and then she went to bed'. 'Jody watched TV and then went to bed'. Both perfectly fine. Or make a new sentence. Just put it there that's fine. Some people put a comma, some people don't- again- I don't care about commas right now for that kind of thing. Erm... I've seen a lot of arguments on both sides. I don't why they (**inaudible**)...
- 087 T: Ok, **so, are there any questions so far?**
- 088 S: (**coughs**)
- 089 T: This always worries me because I know that you've seen this before. I know that this is review. I know that many of you are bored like 'Yeah, I know!' but I also saw your tests and this was a source of a lot of mistakes. And, we're getting close to the mid-term so I want to make sure everybody understands this before we get moving into the mid-term. Okay? Any questions at all?
- 090 T: Okay. Go back to this paper then. Finish up all the rest of the answers- so 4, 5, 6, 7 and 8. Then we'll talk about the answers that you come up with there.

Students write answers in books. (4 minutes, 23:00- 19:00)

- 091 T: Ok, another thing we really should mention about these is that, if you look in the dictionary, and you probably should be when you're studying once in a while. Even these simple words- it can be really helpful. Erm, a word like 'for', for example, I was just checking the Collins Dictionary online, student dictionary, has, I think it's 32 or 33 definitions of 'for'... The conjunction is at... sorry, as a subordinating conjunction is at 11. So 'for' can be a subordinating conjunction. Erm, as a coordinating conjunction it's not until 26 that you mean these meanings and these logical relationships. So it can be really tricky if you're studying this stuff, erm, look at the part of speech very carefully because it will say 'for, preposition, preposition, preposition, preposition' 26 times, 25 times before you get to it as a conjunction, ok.
- 092 T: Now, what's the relationship in number four- 'I'm going to the beach', 'I worry about sunburn'? **Is it 'for', is it a reason?**
- 093 S: No.
- 094 T: No. (**repetition +**) Because you not going to the beach 'because' you're worried about sunburn. If you think about sentence A, sentence B, 'for' means 'this is the reason for this' or 'this happens because this has happened'. Of course, that doesn't make sense.
- 095 T: Is it addition? Are these two things equal value and you're just adding on to it- no, these are very, very different ideas. Is it 'not also'- 'not also', what it means... when you're talking about 'nor', erm, in fact, this is from a website- if you notice at the top it says San Jose State University Writing Center, they warn about... number two 'Maria didn't finish her essay', their suggestion, at the bottom, 'nor did she finish her math'. So, we didn't think of it in that

way, we thought of it as a simple contrast 'but she did finish her math'. She didn't do this but she did do that. Another way is to think of the negative expression in the first sentence also applies to the second- she didn't finish her homework, nor did she, she also didn't finish. They really changes the whole meaning. Depending on what little word you put in there. Is it a contrast? Is it a surprising contrast? I don't know! It's at least 'but' would work. Erm, again, this, weirdly, doesn't give us a suggestion for number four. I think, if you wrote 'yet', I would accept that- I think that makes sense to me. 'I'm going to the beach, yet I worry about sunburn'. The beach is a place where we would commonly get sunburn- why are going if you're worried- it seems a little bit... but the context really would tell, for sure. So 'but'- absolutely correct. 'Yet'- probably ok. Right?

- 096 T: Erm, number five. Something about spending your money. 'Jill spent all her money at the Banana Republic sale', 'She went back the next day'. Well, again, is it a reason? No, that doesn't make any sense- if she spent all her money- the reason for going back is not that she spent her money. Is it addition- 'and she went back'? No, that doesn't tell us the relationship. Is it 'not also not', no- there's no negative in her. So, she didn't spend her money neither did she go back- nor did she go back the next day to spend money. That would be fine but that's not what's happening. Is it a contrast? Maybe. But, a surprising contrast. Here's a case where I would say 'yet' is the better one because she spent all her money, what is she doing going back the next day? If she spent all her money, isn't that strange? We definitely need more context. Not to know the relationship but to know why- what's going on? If I spent all my money I probably wouldn't be going back shopping the next day. How is this possible? What's happening? And this is the kind of thing that your reader will wonder. Okay? It's like that example I gave you a month ago. 'I like Korean food', 'I don't like kimchi' - and we used it in that example, I said 'but' here, now we can see 'yet' it's probably better because kimchi is the representative Korean food. It's very surprising to say that. Okay?
- 097 T: **What about number... six?**
- 098 T: No, you can just tell us.
- 099 S: "You can take a ** or you can take a **" (** **inaudible**)
- 100 T: Good. (**accept +**) 'Or'- choice.
- 101 T: Now, I think that the writer of this page was really careful to choose Greece and Mexico. And made it very clear that it has to be 'or'. If we had, err, I don't know... China, Korea, 'and' might work. You can may be not take a cruise to China but you can travel to China and you can travel to Korea. I mean, why not? That would be very easy to do. Or Thailand and Cambodia. Or Canada and United States. That would be fine but I think the reason they chose Greece and Mexico- to show us this has to be a choice. IT would be very, very, very odd and difficult if it were going to be 'and'. Okay?
- 102 T: Err, how about... maybe we're going to the back... **how about number seven?** (**selects student**)
- 103 T: Just read it.
- 104 S: "*** didn't have enough... so he... ***" (**inaudible**)

- 105 T: 'So'. Right. *(accept +)* The logical relationship is the reason for taking a train was expressed in the previous sentence. The reason was he didn't have enough money- that's the reason why. Again, when you have only these choices, it's pretty obvious.
- 106 T: Now, next time we're gonna see that you will have more choices, of course. Erm, 'because Ted didn't have enough money to buy....', that would work. And so on. There are lots of choices.
- 107 T: And finally, number eight. Volunteer? Anyone?
- 108 T: Read it please.
- 109 S: "She could not go to the show for she did not have enough money"
- 110 T: Good. *(accept +)* And that is the one that, probably, to most native speakers sounds a little weird. We don't use 'for' that much anymore. Erm, I didn't study it in this group of essays but it's probably, compared to 'because', very, very, very rare. We would probably use 'because' for that sentence. But, if you only have the FANBOYS choice, then it has to be 'for'. Now, in real life, when you're really writing, you don't have to use 'for'. And you probably never will. I can't even remember the last time I used 'for' to mean 'because'. But, again, it's a possibility. It's a choice that you have. Okay?
- 111 T: Now, **are there any questions about this page?** If you want more practice there is lots and lots and lots online. You can type 'FANBOYS practice' or 'coordinating conjunctions practice' and there are hundreds of websites where you can practice and they have little tests and lessons and all that kind of thing. I recommend it because it's really, really, helpful. It's not difficult but it's very, very helpful- especially, when you're writing exam quickly and you have a lot of pressure you don't want to forget this stuff. You don't want to pause and think I don't know how to... I don't remember the rule. If you practice, practice, practice then you won't have that problem. Okay?
- 112 T: Alright, now. Oh goodness, we gotta hurry. Okay, so homework! Erm, one more time with steps 1 to 8. Again, step 7 might not exist- right, it might get lost as you make step 8, that's fine. You're gonna choose your own topic. Whatever you want to choose but remember- it's expository. It's not a story. 'Yesterday I went for lunch with my friend. It was raining but we had a lovely time'... no, no, no, no, no... Expository, you're giving information- it's not persuasive. Somebody in this class- I think, and I purposefully went, 'I'm not gonna check'. I think someone in this class cheated- there was a paragraph that I think I saw last year. I'm almost sure- or last semester- somebody wrote a persuasive paragraph in Composition 2 and it ended up in my Composition 1 class. Don't do that. First of all, it's not persuasive. Not 'you should do this'- it's just the information. Second of all, don't cheat. If you have a friend who took Composition 1 or 2 don't take their homework and give it to me.
- 113 T: This is due the beginning of class on Wednesday- we're going to do a quick peer review and then we're gonna keep going on with these transitions before we move on. Okay?
- 114 T: **Are there any questions about the homework?**
- 115 S: **Do I have to make a topic?**

- 116 T: **(pause)** 'Choose your own topic'. **Would anyone like to read the instructions and then ask a question?**
- 117 S: Ok.
- 118 T: **Any other questions?**
- 119 T: Ok, come and get your homework, it's up here...

Transcript 5: Simon

- 001 T: Alright. So guys last time we decided we're going to do your listening test at the end of the term- not today- ok? There's no mid-term.
- 002 T: Erm, we did finish as much as we will for Unit 6. Today we will be doing Unit 7. Er, let's just check very quickly if anyone's missing...

Teacher reads names from class register and students respond. (6:28- 9:04)

- 003 T: Alright... so... let's go straight into our books today. We're starting on page 44, Unit 7. Ok. So the unit name is 'We went dancing' and we will be learning how to describe past daily and free time activities. Ok. Er, we will also describe our past vacations. Vacations- holidays, right?
- 004 T: Ah, just out of curiosity- **how many people here have never had a vacation?** Never had a vacation.

(No students raise their hands)

- 005 T: Ok, good. *(acknowledge +)* Now, **who has had a vacation outside of Korea? Who has travelled on a vacation?**

(Some students raise their hand)

- 006 T: 1, 2, 3, 4, 5... a few, ok. *(acknowledge +)*
- 007 T: Er, **who has had more than one week vacation?** More than one week.

(Some students raise their hands)

- 008 T: 1, 2... yeah, ok. *(acknowledge +)* **(indicates student)** **Where did you go on vacation? Where did you go?**
- 009 S: Western Europe.
- 010 T: Western Europe, ok. *(repetition +)* Er, **how long was your vacation?**
- 011 S: Err, 2 weeks.

- 012 T: 2 weeks, ok. (*repetition +*)
- 013 T: Someone else went on vacation...girls, where did you go? Where did you go on vacation? (*indicates student*) Yes. **Where did you travel?**
- 014 S: Me?
- 015 T: Yes!
- 016 S: Err...British. British.
- 017 T: Britain? Oh, Britain. England. Ok. (*explicit -*)
- 018 T: **How about you? Where did you go?**
- 019 S: Japan.
- 020 T: Japan. (*repetition +*)
- 021 T: **How long? How long did you go to Britain?**
- 022 S: Mm... 3 weeks.
- 023 T: 3 weeks! (*repetition +*) Wow, that's a record.
- 024 T: How about you?
- 025 S: 1 week.
- 026 T: 1 week. (*repetition +*)
- 027 T: **And someone else travelled abroad. Who was it? One of you guys? Who travelled? Did you go?**

Student shakes head.

- 028 T: No? Who was it? Someone raised their hand. **Where did you go?** (*indicates student*)
- 029 S: (*inaudible*)
- 030 T: You went to Japan? Ok. (*acknowledge +*) **How long did you stay there?**
- 031 S: 9 days.
- 032 T: 9 days. (*repetition +*) **And you?** (*indicates student*)
- 033 S: Philippines.
- 034 T: The Philippines. (*repetition +*) **How long did you spend in the Philippines?**
- 035 S: 4 days.
- 036 T: 4 days? (*clarification request +*)
- 037 S: Yes.

- 038 T: Ah, I my experience I feel like many Koreans don't have enough vacation time. They don't have enough days off. For instance, I have maybe 2 months vacation and my girlfriend gets 2 weeks vacation. Right? Because she's a nurse. That's a long time in every year. So not a lot of people get to travel maybe. But, what do you do on your vacation time? What do you do?
- 039 T: There's a few things you could do... you could travel, or you might just relax, or you could spend time with your friends and family, right? That's very popular on Korean holidays, right? A lot of time is spent with your family? Er, you could read a book, if you had some time off? Go dancing. Any dancers here? No? Just me? Nobody goes dancing?
- 040 Ss: **(laugh)**
- 041 T: You could listen to music. Play video games. Video games might be not just Xbox but PC games, phone games- those are all kind of video games. Err, watch TV or, er, even check social media- that's- I think everybody does that every day, right? Check your facebook, check kakao, or your email- all that stuff...
- 042 T: Which of these things do you do in your free time? Just take you pencil and check off which one of these activities you do in your free time.

Students do activity in book.

- 043 T: If there's something on this list that you also do in your free time, you can list 3 other activities that you do in your free time. Maybe you play sports, right? Play soccer or something? Or maybe you, err, cook? ...if you're into that. Or maybe just drink soju? I don't know. What do you do? What are other things that you do with your free time?
- 044 T: **(Teacher draws table on board)** So let's take a look here. I wonder what is most popular.
- 045 T: Siyoung- where are you? Yes. Erm, **how many checks do you have on your page?**
- 046 S: 4.
- 047 T: 4 checks. *(repetition +)* Er, **what do you do?**
- 048 S: Check social media.
- 049 T: Social media. *(repetition +)* **(Adds a check onto the table drawn on the whiteboard)**
- 050 S: Listen to music.
- 051 T: Listen to music. *(repetition, acknowledge +)* Good. **(Adds check)**
- 052 S: And play video games.
- 053 T: Yeah. **(Adds check)**
- 054 S: And spend time with friends and family.
- 055 T: Ok. **What do you think is the most important for you? What do you spend the most time...?**
- 056 S: Spend time with friends and family.
- 057 T: Friends or family? *(clarification request +)*

058 T: No, no, no- I'm asking you- **do you like spending time with your family or your friends?**

059 S: Friends.

060 T: Friends, yeah. (*repetition +*) So you like spending time with friends. So that's super important. Did you have anything else that you do more often?

061 T: No? **Those are the top?**

062 T: Ok. What about erm... who else...Hooni's not here. Jiho?

063 S: Yes.

064 T: How about you? **How many check marks do you have?**

065 S: 4

066 T: 4. (*repetition +*) Where are you? Yes. **Which ones were they?**

067 S: (*inaudible*) ...relax...

068 T: Yeah. Yeah. (*acknowledge +*) Relax... ok. **What do you spend the most time on? What do you think you...**

069 S: Hang out with friends.

070 T: Hang out with friends. (*repetition +*) Yeah, so that seems to be pretty important. **Anything else that you do?** No? So those are the top for you? Ok.

071 T: Erm, Eunsoh? Yes- **how about you?**

072 S: Relax.

073 T: Relax. (*repetition +*)

074 S: Listen to music.

075 T: Listen to music. (*repetition +*)

076 S: Play video games.

077 T: Play video games. (*repetition +*)

078 S: Spend time with my friends and family.

079 T: **What do you think is most important for you?**

080 S: Relax.

081 T: Relax. (*repetition +*) **Relax or sleep? What do you call it?**

082 S: Relax.

083 T: Relax. (*repetition +, acknowledge +*) Ok. Just be a couch potato. Alright.

084 T: Alright, I don't have time to ask everybody but just raise your hands- who checks social media? Who had a check mark?

Students raise hands.

085 T: Quite a few. **What about 'go dancing'? Hey! Anybody?** One person?

086 Ss: **(laugh)**

087 T: Let's go dancing! Yeah?

088 T: **Listen to music? Listen to music?**

Students raise hands.

089 T: Quite a few, yes. *(acknowledge +)* **Play video games?**

Students raise hands.

090 T: Er, **read?**

Students raise hands.

091 T: Boo...errr. 2 people. Ok. *(acknowledge +)* Yeah, reading is a dying artform, it seems.

092 T: Relax. **Who thinks relax is important?**

093 T: **Spend time with friends or family?**

094 T: And... watch TV? I think watch TV might be less popular these days- most people just watch videos on their phones, right? It seems so.

095 T: Ok, so... what about... we have a few people with their favourites. **Are there any activities you don't like to do on this list? Anything that you don't like to do?**

096 T: **Raise your hand if you don't like checking social media.**

097 T: Nobody. Yes. *(acknowledge +)*

098 T: Raise your hand if you don't go dancing. If you don't go dancing.

No students raise their hand.

099 T: All of you guys go dancing?! *(clarification request +)*

100 Ss: **(laugh)**

101 T: You like to go dancing? Yeah, right.

102 T: Er, **listen to music? Who doesn't listen to music?** Everyone listens to music.

103 T: Play video games. **Does anybody not play video games?**

No students raise their hand.

104 T: No- everybody plays video games? Ok, that's important. *(acknowledge +)*

- 105 T: Who doesn't like to read in their spare time? Who doesn't like reading?
- 106 T: Yeah, er, who doesn't like to relax? Really? Action Jacksons.
- 107 T: Spend time with friends. Who doesn't like to spend time with friends? That's kind of redundant.
- 108 T: Watch TV. Who doesn't like to watch TV with their spare time?

One student raises their hand.

- 109 T: One person. (*acknowledge +*) Why not? Why not?
- 110 S: Erm, I don't like TV shows.
- 111 T: TV's boring?
- 112 S: Yes.
- 113 T: Do you watch movies? But not TV.
- 114 T: Too many commercials, right? Too many commercials.
- 115 T: Ok, so we're going to be talking a bit about what we do in our free time a bit more, ok? But, erm, we're going to listen to a conversation. Ahm, we'll be looking at a lot of past tense in this unit, ok? Simple past tense and other forms. Er, talking about past events. Er, let's listen to Neil and Cara.

Teacher plays audio track from textbook.

- 116 T: Alright. So, the question is... what did you do last weekend?
- 117 T: How many days ago was our last weekend? Today is Thursday. How many days ago was our last weekend?
- 118 S: 4.
- 119 T: 4 days ago, right. (*acknowledge +*) The weekend is usually... (inaudible). For many, it's TGIF- thank God it's Friday, right? Because you don't have school on Saturday. So, usually people call Friday night, Saturdays and Sundays their weekends.
- 120 T: Er, What did Cara do? Last weekend. What did she do?
- 121 S: (inaudible)
- 122 T: She had pizza and went dancing... with who?
- 123 S: Friends.
- 124 T: With friends, ok. (*acknowledge +*)
- 125 T: Where did she go?
- 126 S: New place.

- 127 T: There is a new place downtown. (*accept +*) Ok so you'll notice this- the Treadmill- remember that word 'treadmill'- ar, it has a capital T- that's a proper noun, ok, a place, called 'the Treadmill'. Doesn't sound very fun actually but...er, she didn't go there. She went to a new place downtown. Okay, a different club. Alright. **What did Neil do last weekend? What did he do?**
- 128 S: He stay home.
- 129 T: He stayed home. (*repetition +*) **To do what?**
- 130 S: Study.
- 131 T: He studied at home. (*accept +*) Right? He studied. Okay. So, apparently, there is a Spanish test- he studied but Cara forgot to study. 'Oh, don't worry. You always get an A'. She sounds like a good student... who likes to party.
- 132 T: Ok, we're gonna listen to the rest of the conversation and the question is 'What does Cara do on Sunday afternoons?'. That question is asking Sunday afternoon. That's implying that there's something that she does every Sunday. Okay. **What do you do on Mondays and Thursdays?**
- 133 S: English class.
- 134 T: Yes, (*acknowledge +*) you have English class every Monday, every Thursday. So we say you have English class on Mondays and Thursdays. This is something that she does every Sunday, ok. Let's find out- what does she do?

Teacher plays listening track.

- 135 T: Okay. He asked her what she did in the morning. **Do you remember what she did in the morning? What was it?**
- 136 S: (*inaudible*)
- 137 T: She stayed home? (*clarification request -*) What did she do Sunday morning? Do you wanna listen again? That wasn't the question though- the question was 'what does Cara do on Sunday afternoons?'
- 138 S: (*inaudible*)
- 139 T: She works... **where?**
- 140 S: University bookstore.
- 141 T: University bookstore. (*repetition +*) **What's her job?**
- 142 S: Cashier.
- 143 T: She's a cashier. (*accept +*) So she said she works every Sunday. Okay? So that's what she does on Sunday afternoons. **Do you know what time? Do you remember?**
- 144 S: (*inaudible*)

145 T: 1 to 6. Very good. (*accept +*) Okay, in the morning... let's find out what she did in the morning...

Teacher plays listening track again.

146 T: Ok, so what did she do in the morning?

147 S: (*inaudible*)

148 T: Watch TV, yes. (*accept +*) She watched TV. What else? Read, ok. So, you don't have to say 'read a book' - you can just say 'Read'. Past tense of 'read'. It's spelt the same. It's spelt the same but... it's pronounced 'red' like the colour. So, she stayed at home... okay... she watched TV and she read, ok. The other part of the question- what she does on Sunday afternoons- every Sunday, she works. Okay? So she worked at her job. That will be your easiest answer... She works on Sunday afternoons, ok. Because it's every Sunday we can describe it... she works on Sunday afternoons.

149 T: Ah, the 'grammar focus' on page 45 is on the simple past tense. I'm sure this is just a review for you guys. 'Did you work on Saturday?' 'Yes, I did. I worked all day'. Or, 'No, I didn't. I didn't work at all'. 'Did you go anywhere last weekend?' 'Yes, I did. I went to the movies'. Or, 'No, I didn't. I didn't go anywhere'. 'What did Neil do on Saturday?' 'He stayed home and studied for a test'. You'll notice there is an 'ed' that occurs. 'How did Cara spend her weekend?' 'She went to a club and danced with some friends'. So, 'danced' has an 'ed', 'went' is irregular. Okay? There's regular verbs and irregular verbs. If you turn to page 138, you notice there's some more. So keep in mind regular verbs usually change the 'y' to 'i', ok, and add the 'ed'. Irregular verbs, ah, you'll just have to remember them. Okay? It's the easiest way. Do is did. Buy is bought. Drive is drove. Have is had. Some of them are very popular. Ok. Go is went. Sing is sang. See is saw. Spend is spent. There is a lot of other ones. But many are regular. You have to use the 'ed' sound.

150 T: So take a couple of minutes. See if you can work on this simple past dialogue. Then we'll check the answers.

Students answer grammar questions in textbook. Teacher moves around the classroom. (29:50-31:40)

151 T: June, where are you? June and Seongwoo? Can you guys tell us what were your answers. A and B. June, A? And B?

Student read answer in parts A and B.

152 T: Very good, ok. (*accept +*) How about the second part? The next 2- Jaehyuk, yes. A- continuing. B, please.

Student read answer in parts A and B.

153 T: Great, ok. (*accept +*) Erm, Hyun- A. Jinyoung, Jinyoung, ah yes- did you finish? B, please.

Student read answer in parts A and B.

154 T: Ok. So, 'need' - is that regular or irregular? (*metalinguistic -*)

- 155 S: Regular.
- 156 T: Regular so how do we pronounce that? Needed.Needed.Two syllables.Needed.*(accept +)*
- 157 T: Ah, finally, let's see- Hyundong, can you read the last sentence? Or the last dialogue?

Student reads answer written in book.

- 158 T: Ok, er, close. Let's see- if we have 'not' and 'do', what word can we put that into? For past tense- simple past tense. Didn't. *'Didn't do anything special I...?'* *(metalinguistic -)*
- 159 S: Stayed.
- 160 T: Stayed home and...?
- 161 S: Worked.
- 162 T: Worked around the house. *Oh, but I...?*
- 163 S: Saw.
- 164 T: Saw a really good movie on TV and then I...?
- 165 S: Made.
- 166 T: Made. *(repetition +)* Made dinner with my mother. I actually... enjoyed it. Enjoyed the day.Ok?
- 167 T: So, check your answers really quick. Spent is irregular, ok. Bought is irregular. There's quite a few irregular verbs, ok. Make- made. And, honestly, the easiest advice is just to remember them- use them, practice them, remember them. Irregular verbs don't really have a lot of, erm, easy formula to any of them, ok. You just have to remember them.
- 168 T: Ok, guys? Let's go back to page 45. Try to finish that dialogue. Before we practice, let's just go over... I'll give you a couple of more minutes to finish.... Try on your own...

Teacher walks around classroom. (36:00- 37:20)

- 169 T: Alright, err. Yoonsu? Oh, sorry, not here, right? Minhyuk, where are you?
- 170 S: Toilet.
- 171 T: Toilet?
- 172 T: Donhyuk? Yes. *Could you help with number 1 as A?Hyunseo- B, please.*

Student read answer in parts A and B.

- 173 T: Great! *(accept +)* Ok, let's try number 2. *Minwoo? A. Jinyoung? B, please.Number 2.*

Student read answer in parts A and B.

- 174 T: Great. *(accept +)* Number 3, er, Sangsung? A. And Soojong? Soojong? Where's... oh, sorry- not here. *Chanwae?B, please.*

Student read answer in parts A and B:

175 S: 'I saw a (inaudible) at the...

176 T: Cineplex. (*explicit -*)

177 S: I saw amazing special 'effect'.

178 T: Amazing special effects. (*explicit -*) Great. (*accept +*) Er, number 4, er, Youngbin? A. And Minsu? B, please.

Student read answer in parts A and B.

179 T: Now I'm broke. Yeah- 'broke' means 'no cash', right? Like me, right? Teachers... ah, I'm broke! Ok?

180 T: Youngjae? A. And YoungsooKae? B, please.

Student read answer in parts A and B.

181 T: I cooked spaghetti for them. Great job, guys. (*accept +*)

182 T: Alright, just check your answers. I think you guys learned most of these past tense verbs years ago so it shouldn't be too taxing. Everyone got those answers? Easy-peasy, nice and easy? Alright we're just gonna do a quick...er, we're gonna come back to the pair work. I just want to do this pronunciation exercise then we'll take a break, come back, and do some pair work.

183 T: Ah, this is called a 'reduction'. Reduction. Do you know that verb? To reduce something, Reduce means to make smaller. You reduce something, you make it smaller. Er, reduction of did you means that we are, erm, well spoken English is different than written English, right? We talked about this before- because English is very lazy. Okay. Spoken English is very, very lazy. So it's not just a compressed word it's a reduction- it's spelt 'did you', ok. It's spelt 'did you' and we read it out loud differently. We speak it- the word more erm- well, just listen... listen first.

Teacher plays audio track from electronic textbook.

184 T: Ok, so, in these cases, yes, we read the words 'did you' but nobody speaks like that. Unless you're a robot. 'Did you have a good time?' (Robotic voice) Ok, nobody speaks like that. What do we say instead? We make it short and fast? So... 'dijjahava good time?'

185 Ss: (**laugh**)

186 T: Dijja? Sounds like that. Right? One word, 'dijja'.

187 Students begin to echo the word 'dijja'.

188 T: 'Dijjahava good time?' 'Dijjahava good time?'

189 Ss: 'Did you have a good time?'

190 T: Did you have a good time? No- 'dijja'. 'Dijjahava good time?' (*explicit -*)

- 191 Ss: 'Dijjahava good time?'
- 192 T: Ok, what did you do last night? What did you do last night? Nobody speaks like that, alright? 'What dijja do last night?'. Whatdijja?
- 193 Ss: What dijja?
- 194 T: What dijja do last night?
- 195 Ss: What dijja do last night?
- 196 T: Ok, it sounds like one word, right? It's a reduction. Never buy one of these things ok? If you like dictionaries, go ahead. How did you like the movie? How did you like the movie? Nobody talks like that, right? 'How dijja'. 'How dijja like the movie?'. Because it's got a different sound- we follow with an 'l'- so 'how dijja'. More like this-

Teacher writes on board.

- 197 T: How did you like the movie? No. 'How dijja like the movie?' Your turn.
- 198 Ss: How dijja like the movie?
- 199 T: How dijja like the movie?
- 200 S: How dijja like the movie?
- 201 T: Understand. Er, it's very, very... it's made much shorter when it's spoken English. So we'll listen one more time.

Teacher plays the audio track again and pauses it.

- 202 T: 'Dijjahava good time?'
- 203 Ss: 'Dijjahava good time?'
- 204 T: Everybody. 'Dijjahava good time?'
- 205 Ss: 'Dijjahava good time?'
- 206 T: Say it faster. 'Dijjahava good time?'
- 207 Ss: 'Dijjahava good time?'
- 208 T: Ok, you'll notice, it's just naturally forming into that kind of a morph.

Teacher plays audio track for next sentence.

- 209 T: 'What dijja do last night?'
- 210 Ss: 'What dijja do last night?'
- 211 T: Faster.
- 212 Ss: 'What dijja do last night?'

213 T: Faster.

214 Ss: 'What diija do last night?'

215 T: You can hear it, right? It kinda slips together. And the last one...

216 Teacher presses 'play' on audio track.

217 T: 'How diija like the movie?'

218 Ss: 'How diija like the movie?'

219 T: 'How diija like the movie?' (**faster**) 'How diija like the movie?'

220 Ss: (**laugh**)

221 T: Ok, it kind of go- it's kind of goes together, right?

222 T: Alright, do you guys want to take an early break?

223 Ss: Yes.

224 T: Ok, then, we'll come back and do a bit more pair work, alright? Come back in 12 minutes.

Appendix VI: Types of Feedback used in the Observed Lessons

Colour Key: Red= less communicative, Orange= ‘weak’ version of CLT, Green= ‘strong’ version of CLT

Tally chart showing participants’ use of positive and negative ‘feedback on form’ and ‘feedback on content’

		Explicit Correction	Recasts	Clarification Requests	Metalinguistic Feedback	Elicitation	Repetition	Accept	Acknowledge	TOTAL
Anne	Negative Feedback on Form (Error Correction)	1		1	2	2				6
	Positive Feedback on Form						9	40		49
	Feedback on Content			2			2		1	5
Jim	Negative Feedback on Form (Error Correction)	5	1	4	4	4				18
	Positive Feedback on Form							13		13
	Feedback on Content			2					8	10
Paul	Negative Feedback on Form (Error	4			2	3				9

	Correction)									
	Positive Feedback on Form						15	31		46
	Feedback on Content								7	7
Matt	Negative Feedback on Form (Error Correction)	1			4					5
	Positive Feedback on Form						2	4		6
	Feedback on Content						1		3	4
Simon	Negative Feedback on Form (Error Correction)	4			2					6
	Positive Feedback on Form			1				13		14
	Feedback on Content			3			17		15	35