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I declare:

- a) that this submission is my own work;
- b) that this is written in my own words; and
- c) that all quotations from published or unpublished work are acknowledged with quotation marks and references to the work in question.
- d) that this dissertation consists of approximately 14,596 words, excluding footnotes, references, figures, tables appendices & long quotations.

Name: SEANAN CLIFFORD

Date: MARCH 9<sup>TH</sup> 2010

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**IS THERE A PLACE FOR AN AUTONOMY BASED SYLLABUS IN  
UNIVERSITY CONVERSATION EFL CLASSES IN KOREA?**

**by**

**SEANAN CLIFFORD**

**A dissertation submitted to the School of Humanities**

**of the University of Birmingham**

**in part fulfillment of the requirements**

**for the degree of**

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This dissertation consists of approximately 14,596 Words

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## **ABSTRACT**

This study sought to determine if an autonomy based syllabus, along with a Learner Training course, have a justifiable place in a university EFL conversation class in South Korea. Data were collected from students and teachers using a variety of data collection tools including quantitative and qualitative questionnaires, classroom observations and review diaries. Results from the study show that the students surveyed feel comfortable with the teaching methodologies and materials of both an autonomous based syllabus and a teacher controlled syllabus. More students feel comfortable studying in the autonomous based syllabus than the teacher controlled syllabus. Most students feel comfortable controlling their own learning process. More students would like to learn with an autonomous based syllabus in future EFL conversation classes rather than learn with a teacher controlled syllabus. Most students also feel that a Learner Training course should be part of the both syllabi. The study also revealed that a teacher controlled syllabus is taught more commonly in EFL conversation classes in South Korea, and that Learner Training is talked about in class by native English EFL teachers, but not given as a separate course.

This study recommends more qualitative research methods by teachers and institutions, inside classrooms, focusing on the individual students they have in front of them. The study asks for more discussion between teachers and students, promoting a search for cultural alternatives in language learning, ultimately enabling learner autonomy.

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## **DEDICATION**

For my mom, Carol Clifford (1944-2006)

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## **Chapter 1 INTRODUCTION**

This paper seeks to evaluate the roles of Learner Training and Autonomy in my conversation class syllabus. I will propose that an autonomy based syllabus (**Appendix 1**), along with a Learner Training course (**Appendix 2&3**) have a justifiable place in a university EFL conversation class in South Korea.

The teaching methodologies explored in this paper have evolved over the past 3 years, attempting to use my academic studies in my teaching context. The evolution of my teaching methodologies has arisen out of reaction, a reaction to my life; my teaching context, Korean society, evaluations, expectations, uncertainty, roles and a desire to create a learning environment which can be comfortable and educational for all participants. Misconceptions about cultural values and expectations, a desire not to “spoon feed” students, and a desire not to enforce one methodology upon another, but rather create a balance, promoting learning and a sense of responsibility for one’s own learning have been key areas of interest for me as a teacher over the past number of years.

Chapter Two, the Literature Review, begins with an investigation into the term Autonomy and aspects of Learner Training, then moves on to discuss theoretical research regarding the implementation of an autonomy based syllabus. The paper then focuses on practical action based research regarding the implementation of an autonomy based syllabus. Having presented theoretical and practical research, the paper will move on to discuss the readiness of Korean students to accept the practical implementation of an autonomy based syllabus, arguing that Korean students are ready for this type of approach. This chapter identifies the existing gap between theoretical research and practical action based research in Korea, regarding the acceptance and implementation of an autonomy based syllabus.

Chapter Three, Methodology, introduces the Participants, Instruments Used, Data Collection Procedures and Methods of Data Analysis.

Chapter Four, Findings and Discussion, will present and discuss the findings from the instruments used to ascertain whether or not an Autonomy based Syllabus has a place in South Korean university EFL conversation classes.

Chapter Five, Conclusion, will open with a summary of main findings, followed by the implications, limitations of the study and recommendations for further studies.

The Conclusion argues that in South Korean university EFL conversation classes, native English speaking teachers must realize and incorporate the values of their learners into their syllabus design. The conclusion recommends that a Learner Training course should be offered prior to Syllabus Design. The conclusion also argues that an Autonomy based Syllabus is beneficial to both teachers and students and does have a place in South Korean university EFL conversation classrooms.

## **Chapter 2 LITERATURE REVIEW**

### **2.1 Learner Autonomy**

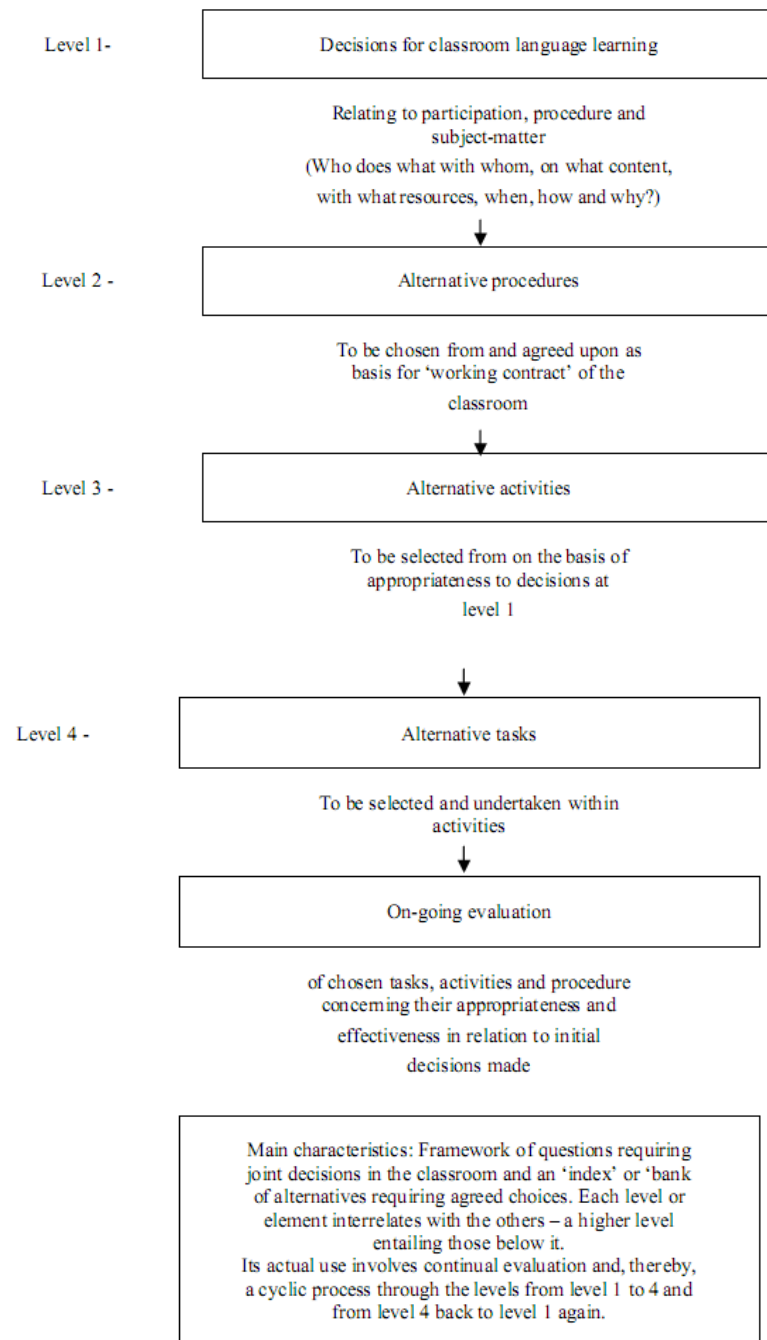
From the late 1960s, theoretical research into teaching methodologies formulated and explored humanistic notions of the self (Rogers (1969), Freire (1972), Illich (1973), Knowles, (1975) and Gomes de Matos, (1986)), adopting new approaches to traditional teaching methodologies, turning away from teacher led learning frameworks to more learner led, learner centred approaches to second language acquisition. This focus on the learner, on learner autonomy; “the ability to take control of one’s own learning” (Holec 1981:3), has led to an abundance of theoretically based research facilitating learner autonomy inside and outside the classroom. This theoretical research has focused on areas such as learner’s “attitudes, beliefs, strategies and roles” in second language acquisition, but lacked in practical exploration and implementation inside the classroom (Cotterall 2000: 109). Elements promoting learner autonomy, primarily those regarded as learner training, such as the self awareness/assessment activities of Jordan (1997), Waters and Waters (1995), to the language awareness activities of Sharwood Smith (1981) Rutherford (1987) Thornbury (1999) and Ryan (1997) in Benson and Voller (1997) and learning strategies of Benson and Voller (1997), Willing (1989), O’Malley and Chamot (1990) Oxford (1990), Wenden (1991) and Stern (1992), have all established learner autonomy as central to SLA theory and practices over the past thirty to forty years. What has been argued through this research is that autonomous learning is effective (Park 1995, Benson 2001, Ellis 2008), that autonomous learners are generally good language learners (Rubin and Thompson 1982, cited in Brown, 1994, Niman et al. 1978, Oxford 1989, Kelly and Sandy 2002, Thanasolaus 2002, Dafei 2007) and that ownership of one’s own learning processes is both highly motivational,

promotes confidence and enables learners to adapt and adopt new learning methods which can be beneficial to learners within and beyond their classroom environments.

## **2.2 Theoretical Implementation of an Autonomy based Syllabus**

A theoretical implementation of a Learner Autonomy framework in the classroom provided by Breen (1984) (see **Figure 1**) shows us a 4 level learner-led syllabus. The learner led syllabus begins at Level 1, where aims, participation, procedure and subject matter are discussed, negotiated and agreed upon between the learner and teacher. Level 1 is the foundation of the syllabus which will be used as a marker to look back on, when further stages are undertaken and evaluated. Having come to agreement on aims, learners in Level 2 agree upon alternative procedures needed to achieve these aims. Activities (Level 3) then are selected which reflect decisions made at Level 1. Each activity, task (Level 4), procedure is evaluated on an on-going basis, by the learners in relation to the decisions made during the Level 1 stage of the process. Any alterations to earlier decisions, tasks, activities and procedures needed can be agreed upon and implemented. It is a negotiation between learner and teacher as to “Who does what with whom, on what subject matter, with what resources, when, how and for what learning purposes?” (White 1988:98):

**Figure 1:** The ‘levels’ or elements of a learner led Syllabus  
(taken from Breen 1984 in White 1988:99)



Further theoretical support for this type of Learner Autonomy framework can be found in Nunan (1997:195-6, in Benson and Voller,1997) in his five levels encouraging Learner Autonomy implementation, suggesting that ‘at the most superficial level, learners are made aware of the pedagogical goals and content of the programme and

encouraged to identify the learning strategies implicit in the tasks making up the methodological component of the curriculum.” Nunan suggests that at level 1, Awareness, learners are made aware of the pedagogical goals and content of the materials they are using and they identify strategy implications of pedagogical tasks and identify their own preferred learning styles/strategies. In Level 2, Involvement, learners are involved in selecting their own goals from a range of alternatives on offer and they make choices among a range of options. In Level 3, Intervention, Learners are involved in modifying and adapting the goals and content of the learning programme, modifying and adapting to tasks. Level 4, Creation, learners create their own goals and objectives, they create their own tasks and in the final level, level 5, Transcendence, learners go beyond the classroom and make links between the content of classroom learning and the world beyond, the learners becoming teachers and researchers (Nunan in Benson and Voller,1997). This 5 level scheme seems quite simple in that learners discover the purpose for doing a task, what materials they are using, they define their own goals, modify the goals in the learning programme to their needs, create new goals and then become autonomous. What is missing from this scheme are the factors affecting its implementation, factors of beliefs, attitudes, roles, and the practical classroom material to help envisage its broad aspirations. I will look at these factors in the remaining part of this chapter.

### **2.3 Practical Implementation of an Autonomy based Syllabus**

Brajcich (2000) suggested practical ways to promote autonomy in classrooms using negotiated educational contexts, by:

1. Encouraging students to work in groups and be more interdependent.
2. Keeping learning diaries, allowing students to be aware of their learning.

3. Addressing teacher/student student/student roles (through exploratory discussion).
4. Allowing students to adopt and adapt to learning strategies over time.
5. Encouraging autonomy outside the classroom through project work.
6. Including students in the classroom management activities otherwise done by the teacher.
7. Having students design lessons or materials to be used in the class.
8. Giving instructions on self-access centre uses.
9. Emphasizing peer editing, feedback sessions.
10. Encouraging the use of English only, in class.
11. Stressing fluency rather than accuracy.
12. Allowing use of English-English dictionaries and reference materials.

Following on from these practical suggestions, I will look at Cotterall (2000) who, in her article on “Promoting learner autonomy through the curriculum: principles for designing language courses”, implemented a practical classroom research project utilizing 20 students from various backgrounds attending a 12-week language course at the Victoria University of Wellington in New Zealand. The explicit goal of the course was the promotion of learner autonomy. The findings from the 12-week course, revealed five principles enabling course designers to encourage learner autonomy. These five principles are related to 1) learner goals, 2) the language learning process, 3) tasks, 4) learning strategies and 5) reflection on learning. This seems not too dissimilar to Nunan’s five level scheme described above. However, let me talk more on Cotterall’s findings. First, 1) learner goals; these are seen as somewhat similar to self awareness activities, employing self questioning, discussion activities and sharing of

experiences with other learners. Advocates of this approach have argued that self assessment can encourage learners to see their strengths and weaknesses, assist them in setting obtainable goals and lead them on a path to autonomy and self control over their learning (Oskarson, 1980; Dickinson, 1987). Second, 2) the language learning process, which supports Nunan's belief in learners selecting their own goals and making choices among a range of options, displaying "an understanding of the human faculty of language and its role in thinking, learning and social life" (Carter and Nunan, 2001: 223). Third, 3) tasks, Cotterall here links tasks to self awareness activities, the initial goals of the learner should be mirrored in the tasks created, similar to Nunan's Intervention level. Fourth, 4) learning strategies, Cotterall suggests the exploration of appropriate strategies (cognitive, metacognitive, mnemonic, affective and so on) by teacher/learner and for teacher/learner to "expand their conceptual understanding of the contribution which strategies can make to their learning" (Cotterall 2000: 111). The fifth principle, reflection on learning, is not present in Nunan's scheme. Cotterall argues that learner reflection on the four previous principles, through feedback, and journal entries is vital in understanding the positive/negative outcomes of the course and the future direction of the learner. She asked questions such as:

1. How did you do today?
2. What did you learn today?
3. What are you going to do differently as a result of today's class?

Findings arising from Cotterall's practical implementation of the Learner Autonomy research in a classroom setting show that the participants of the research (the learners), were more motivated, effective learning took place, and that a certain level of Nunan's

Transcendence took place. Suggestions from Cotterall show that a Learner Autonomy framework must be flexible, perpetually evolving to appreciate change in the learner and reflective, fostering growth and future direction. Coterrall and Crabbe (1999:141) suggest that:

In order to improve individual performance, whether it is teaching or learning, we need a sense of ownership, and power, driven by an exploratory attitude and working with a curricular framework that is flexible and dynamic enough to allow for individual explorations.

## **2.4 Readiness**

Promoting a Learner Autonomy framework in a Korean university conversation classroom, requires acceptance, support and readiness from and between the institutions involved. There is very little (if any) practical action research showing the acceptance of this approach in a Korean EFL classroom context. This paper hopes to throw some light on this gap in the research. Having said this however, research has been carried out relating to beliefs and attitudes of Korean learners, arguing that there is a readiness for a “pedagogy of cultural alternatives” (Pennycook in Benson and Voller, 1997: 47) to language learning. Finch (2008) carried out research on attitudinal profiles of EFL learners in Korea of 224 university level students (mostly studying to be teachers of secondary level English). His research was based on the premise that beliefs and attitudes of individual learners mirrors their approach to learning and affect learning outcomes (see Ushioda 1996, 2006 also). Findings from his research (utilizing learning journals and pre/post questionnaires) argue that his students showed a “general movement away from language learning and teaching” and showed a “high awareness of learning needs and learning strategies” (Finch 2008:14). He showed that his students

were able to acquire learning strategies over time, through use and practice; reflect meaningfully and autonomously on their learning processes, and attain a level of comfort and fit with the class procedures. He argues that Korean students have stepped outside their stereotypical image of passive learners and like Littlewood (2000:33), suggests that the general concept of Asian students:

as “obedient listeners” – whether or not it is a reflection of their actual behaviour in class-does not reflect the roles they would like to adopt in class. They do not see the teacher as an authority figure who should not be questioned; they do not want to sit in class passively receiving knowledge: and they are only slightly on the ‘agreement’ side that the teacher should have a greater role than themselves in evaluating their learning.

This understanding of change in beliefs and attitudes of Korean university level students is further supported by my own personal research into my students’ attitudes and beliefs in relation to teacher/student, student/student role pair interactions over the past two years. It is suggested by Littlewood (2000) and Finch (2008) that educational contexts are responsible for the stereotypical views of Asian learners, and that in order to break this mould, teachers and institutions need to create positive negotiated environments where students can, through these learner friendly environments, become more effective and efficient learners. In brief, Korean learners are ready for cultural alternatives to learning. The question is what educational/teaching syllabi are best suitable for this process. This paper argues that a flexible autonomy based syllabus designed to incorporate Nunan’s (1997) five level scheme and Cotterall’s (2000) five principles of Learner Autonomy implementation, which successfully takes into account the cultural sensitivities, beliefs and attitudes (Finch 2008) of Korean learners is acceptable in a Korean university EFL conversation classroom (Gu, 2009).

## **Chapter 3    METHODOLOGY**

### **3.1    Participants**


#### **3.1.1    The Students**


The research was carried out on 53 South Korean students from two university EFL conversation classes of mixed ability. 26 students (16 female, 10 male) came from the researcher's (Seanan's) class and 27 students (18 female, 9 male) from the researcher's colleague (Margaret's) class. The average age of student's from Seanan's class was 22 years of age and the average age of students from Margaret's class was 23 years of age.


#### **3.1.2    The Teachers**

The two teachers involved in this study are the researcher, Seanan Clifford (an Irish citizen – see **Appendix 1** for Seanan's autonomy based conversation syllabus) and the researcher's colleague, Margaret Scates (a North American citizen, use of name permitted –see **Appendix 5** for Margaret's teacher controlled conversation syllabus). A comparative study on both their Teaching Methodologies can be found below in **Table 1**.

**Table 1: Comparative Findings on Teaching Methodologies Seanan and Margaret**

Seanan = 

Margaret = 

Both Seanan & Margaret = 

| Methodology Questionnaire   | Class                  |              | Level                  |                        |                        |
|---|------------------------|--------------|------------------------|------------------------|------------------------|
|   | Every Lesson           | Most Lessons | Some Lessons           | Few Lessons            | Never                  |
| 1 Allow students to use L1 in class   |                        |              | Seanan                 |                        |                        |
| 2 Ask students to work out a rule from example sentences                                    |                        |              |                        | Both Seanan & Margaret |                        |
| 3 Give students the correct form when they make an error                                    | Margaret               | Seanan       |                        |                        |                        |
| 4 Ask students to make up sentences using new vocabulary                                    | Seanan                 |              |                        | Margaret               |                        |
| 5 Choral drill from pronunciation   |                        |              | Seanan                 | Margaret               |                        |
| 6 Use information gap activities  |                        |              | Margaret               |                        | Seanan                 |
| 7 Ask students to talk or write about themselves  | Both Seanan & Margaret |              |                        |                        |                        |
| 8 Focus on signaling words, for example, sequencers such as 'first'                         |                        | Seanan       |                        | Margaret               |                        |
| 9 Ask students to translate from English to L1 in writing                                   |                        |              |                        |                        | Both Seanan & Margaret |
| 10 Ask students how they feel about an activity or material                                 | Seanan                 |              | Margaret               |                        |                        |
| 11 Include learner training activities  | Seanan                 |              |                        |                        | Margaret               |
| 12 Focus on reading skills  |                        |              | Seanan                 |                        | Margaret               |
| 13 Give students materials to help them learn about British, American or Australian culture | Seanan                 |              | Margaret               |                        |                        |
| 14 Encourage peer correction  | Both Seanan & Margaret |              |                        |                        |                        |
| 15 Use TV or video programmes which have been produced especially for language teaching     |                        |              |                        |                        | Both Seanan & Margaret |
| 16 Focus mainly on fluency  | Seanan                 | Margaret     |                        |                        |                        |
| 17 Explain a grammar rule in English  |                        | Margaret     | Seanan                 |                        |                        |
| 18 Ask students to do unscripted role plays   |                        | Margaret     |                        |                        | Seanan                 |
| 19 Use problem-solving activities   |                        |              |                        |                        | Seanan                 |
| 20 Use recordings of native/fluent speakers   | Seanan                 | Margaret     | Margaret               |                        |                        |
| 21 Correct oral errors as soon as they arise  |                        | Margaret     | Seanan                 |                        |                        |
| 22 Focus on cohesive devices such as link words   |                        | Seanan       |                        | Margaret               |                        |
| 23 Do project work  |                        |              | Seanan                 |                        | Margaret               |
| 24 Let students choose the topics they will use   | Seanan                 |              |                        |                        | Margaret               |
| 25 Organise students into pairs or groups   | Both Seanan & Margaret |              |                        |                        |                        |
| 26 Ask students to translate from L1 to English in writing                                  |                        |              |                        |                        | Both Seanan & Margaret |
| 27 Use authentic materials  | Seanan                 |              | Margaret               |                        |                        |
| 28 Give students progress tests   |                        |              | Margaret               | Seanan                 |                        |
| 29 Concentrate on accuracy in writing   |                        |              |                        | Margaret               | Seanan                 |
| 30 Focus on speaking skills   | Both Seanan & Margaret |              |                        |                        |                        |
| 31 Provide a social context after presenting a language item                                | Seanan                 | Margaret     |                        |                        |                        |
| 32 Encourage the use of English-English dictionaries  | Seanan                 |              | Margaret               |                        |                        |
| 33 Ask students to translate from L1 to English orally                                      |                        |              |                        | Both Seanan & Margaret |                        |
| 34 Practise exam questions  |                        |              |                        | Margaret               | Seanan                 |
| 35 Teach different registers of English   |                        |              | Both Seanan & Margaret |                        |                        |

(Edwards 1998 : 2)

**Table 1 contd. : Comparative Findings on Teaching Methodologies Seanan and Margaret**

|    | Methodology Questionnaire<br>How often do you do the following in class? Tick the box which best applies. | Class        |              |              | Level       |       |
|----|---|--------------|--------------|--------------|-------------|-------|
|    |   | Every Lesson | Most Lessons | Some Lessons | Few Lessons | Never |
| 36 | Focus on writing skills   |              |              |              | ■           |       |
| 37 | Let students work on a writing activity without teacher assistance for more than 10 minutes               |              |              |              |             | ■     |
| 38 | Play competitive games  |              |              |              | ■           | ■     |
| 39 | Focus on language functions   |              | ■            |              |             |       |
| 40 | Ask students to read an unseen passage aloud  |              |              | ■            |             | ■     |
| 41 | Stick closely to the coursebook   | ■            | ■            |              |             |       |
| 42 | Allow students to use L1/English dictionaries in class when they want                                     | ■            |              |              |             | ■     |
| 43 | Correct all errors in students' written work  | ■            |              |              | ■           |       |
| 44 | Use controlled practice for more than 25% of the lesson   |              |              | ■            | ■           |       |
| 45 | Focus mainly on grammar   |              |              | ■            | ■           |       |
| 46 | Focus mainly on vocabulary  | ■            |              | ■            |             |       |
| 47 | Let students work on a speaking activity without teacher assistance for more than ten minutes             | ■            |              | ■            |             |       |
| 48 | Ask students to prepare a passage then read it aloud  |              |              |              | ■           |       |
| 49 | Ask student to memorise a dialogue  |              |              | ■            |             | ■     |
| 50 | Provide a social context before presenting a language item  | ■            |              | ■            |             |       |
| 51 | Concentrate on accuracy in speaking   |              | ■            | ■            |             |       |
| 52 | Read a text aloud to students   |              |              | ■            | ■           |       |
| 53 | Ask the students to listen and repeat   |              |              |              | ■           |       |
| 54 | Focus on discourse patterns, the organisation of text   |              |              | ■            | ■           |       |
| 55 | Ask students to make up sentences using a structure   |              |              | ■            | ■           |       |
| 56 | Use authentic TV or video programmes  |              |              | ■            |             | ■     |
| 57 | Tell students about expectations to rules   | ■            |              |              |             |       |
| 58 | Ask students to self - correct  | ■            | ■            |              |             |       |
| 59 | Choral drill a structure  |              |              |              | ■           |       |
| 60 | Use free practice/production/communicative activities for more than 25% of the lesson                     |              |              | ■            | ■           |       |
| 61 | Expose students to different varieties of English   | ■            |              |              | ■           |       |
| 62 | Ask students to translate from English to L1 orally   |              |              |              |             | ■     |
| 63 | Display students' work on the wall/noticeboard  |              |              |              |             | ■     |
| 64 | Use pre-activities to focus students' attention before reading/listening                                  |              | ■            |              |             |       |
| 65 | Use codes/symbols to correct written work   |              |              |              |             | ■     |
| 66 | Focus on listening skills   |              | ■            |              | ■           |       |
| 67 | Ask students to do scripted role plays  |              |              |              | ■           | ■     |
| 68 | Explain a grammar rule in the students' L1  |              |              |              |             | ■     |
| 69 | Present/explain/demonstrate new language for more than 25% of the lesson                                  |              |              |              | ■           | ■     |
| 70 | Provide feedback  | ■            |              | ■            |             |       |

(Edwards 1998 : 2)

**Table 1 contd. :** Comparative Findings on Teaching Methodologies Seanan and Margaret

| Methodology Questionnaire  | Class        |              |              | Level       |       |
|--|--------------|--------------|--------------|-------------|-------|
|  | Every Lesson | Most Lessons | Some Lessons | Few Lessons | Never |
| 71 Get students to present in front of class ( pairs)  |              |              |              |             |       |
| 72 Get students to present in front of class ( groups )  |              |              |              |             |       |
| 73 Get students to present in front of class ( individual )  |              |              |              |             |       |
| 74 Check notebooks   |              |              |              |             |       |
| 75 Explain and contrast L1 and L2 in cultural contexts   |              |              |              |             |       |
| 76 Explain and contrast Korean/English cultural beliefs/ behavior ( English= British/American/Australian ) |              |              |              |             |       |

( Edwards 1998 : 2 )

### 3.2 Instruments Used and Data Collection Procedures

Before discussing instruments and data collection procedures, I would like to say that this research was carried out on a small scale, at the level of classroom research, using both quantitative and qualitative research methods and the findings presented are justifiable to the scale of the research.

The instruments used were:

#### *Questionnaires*

Questionnaire 1: My University EFL Conversation Class

Questionnaire 2: Class Observation

Questionnaire 3: Previous University EFL Conversation Classes you have taken with a native speaker.

#### *Review Diaries*

Student Review Diary

Teacher Review Diary

### 3.2.1 Questionnaire 1

Questionnaire 1 was designed to see how students felt about their EFL conversation class. The goal of the questionnaire was to find out students' feelings and attitudes to their syllabus. The questionnaire was divided into 15 statements, each statement exploring levels of comfort, ability and/or preference (quantitative research). There were 7 possible responses to each statement, moving from strongly disagree, disagree, somewhat disagree, no opinion, somewhat agree, agree to strongly agree. *Statement 1, I feel comfortable with this type of teaching*, asked students to think about the approach the teacher had taken in class, and how in levels of comfort they felt. *Statement 2, I feel comfortable with this material*, was designed to ask students what level of comfort they had with their learning material, i.e., their textbook, notebook, power points and/or audio material. *Statement 3, I feel comfortable with the amount of time the teacher talks*, aimed to ask students how they felt about teacher talk time, seeking to find out how much or little the teacher talks in class. *Statement 4, I feel comfortable with the amount of student talk time*, asked students to think about their own talk time, and respond showing how they felt personally about their own talk time and student talk time in general. *Statement 5, I feel comfortable studying like this*, asks if the learner is comfortable with the methodologies incorporated by the syllabus, those related to self-study, pair work or group work. *Statement 6, I feel that I have learned more in this type of class than in other EFL conversation classes I have attended*, asks learners to compare their class with previous experience, and seeks to explore levels in the effectiveness of the syllabus and successful learning outcomes. *Statement 7, I feel more comfortable in this type of class than in other EFL classes I have attended*, asks how comfortable students are with their syllabus, and seeks to find information regarding the comfort and acceptance of their syllabus. *Statement 8, I feel comfortable controlling my*

*own learning process*, looks at student comfort levels with autonomy and seeks to discover their feelings about learner control. *Statement 9, I feel that I can study on my own better now*, asks students whether or not, towards the end of their course, they can self-study better. *Statement 10, I feel more comfortable with what I learn and how I learn it after taking this class*, asks students if they after their course can choose what they learn and how they learn it more successfully.

*Statement 11, I would like to learn like this in future university EFL conversation classes*, asks students if they would like to take the same syllabus again in the future. *Statement 12, I like having a personal exam rather than the same exam as everyone else in the class*, asks students how they feel about testing, whether individual testing based on individual learning or broad classroom testing based on broad classroom learning is preferable. *Statement 13, I feel that a Learner Training course should be part of EFL conversation classes*, asks students how they feel about the necessity of a Learner Training course incorporated into a syllabus. *Statement 14, I feel motivated by this type of learning more than in other EFL classes I have attended*, asks students about motivation in relation to second language acquisition methodologies used in their class and asks them to compare this motivation to their previous EFL experience. *Statement 15, I feel more confident now with my English ability, more than I have felt after other EFL classes I have attended*, seeks to determine levels of confidence among the learners, after taking this course.

Questionnaire 1 was given to 53 South Korean university EFL conversation class students (26 students from Seanan's conversation class -16 female, 10 male, and 27 students from Margaret's conversation class – 18 female and 9 male) in week 14 of their 16 week conversation course. Students were asked to complete this questionnaire

and return it to Seanan and Margaret within seven days. Data from Questionnaire 1 were collected and collated in week 15 of the 16 week course.

### **3.2.2 Questionnaire 2**

Questionnaire 2 was designed to see how students felt about the EFL conversation class they observed. The goal of the questionnaire was to find out students feelings and attitudes to the class they observed. The questionnaire was divided into four parts, part one having nine themes, each theme having two questions (a total of 18 questions- quantitative research). Part two consisted of the same nine themes, with students giving opinions on each theme (qualitative research). Part three, is a comparative analysis of two classes (the class observed and their own class), dividing students' comparisons into likes and dislikes (qualitative research). Part four, consists of suggestions given by students for both classes (the class observed and their own class), (qualitative research).

Part 1 of Questionnaire 2 has 9 themes, each theme having two questions (a total of 18 questions). There were 7 possible responses to each question, moving from strongly disagree, disagree, somewhat disagree, no opinion, somewhat agree, agree to strongly agree. *Theme 1, The Students, Question 1, Do you think the students are learning a lot in class*, asks how the observing students view the learning progress of the students in the class. *Question 2, Are the students speaking a lot in class*, asks the observing students if they think the students are speaking a lot or a little in class. *Theme 2, The Teacher, Question 1, Is the teacher talking too much in this class*, asks the observing students about the amount of time the teacher in front of them is talking. *Question 2, Do you like this teaching style*, asks if the observing students like the way the teacher teaches and the way the learners learn. *Theme 3, The Materials, Question 1,*

*Do you like the class materials, the students and teacher are using*, looks at how the observing students feel about the materials being used by both teacher and student, i.e. textbooks, notebooks, power points and/or audio material. *Question 2, Do you think these materials are improving the students learning*, seeks to ask the observers if the material is appropriate and effective in relation to learning progress and outcomes.

*Theme 4, Progress, Question 1, Do you think the students are progressing a lot in this class*, asks the observing students if the students in the class are progressing sufficiently or not. *Question 2, Do you think the students self studied before this class*, was designed to ask the observing students if they felt the students were prepared enough for class, through self-study prior to the class commencing. *Theme 5, Motivation, Question 1, Is the lesson motivating*, asked whether or not the lesson in its entirety was motivational for students, taking into account class management and content. *Question 2, Is the teacher motivating*, asked the observing students if the teacher being observed was inspiring students, motivating them in their learning process. *Theme 6, Control, Question 1, Are the students controlling the class*, asked the observing students if the syllabus was learner led or teacher controlled, asking primarily about levels of autonomy. *Question 2, Do you like this type of class control*, asked how the observed students felt about the type of control they were observing, whether they found it personally suitable and acceptable. *Theme 7, Confidence, Question 1, Are the students confident in speaking*, asked the observing students to look at the confidence levels of the speakers in front of them, determining how the syllabus affects confidence levels in the speakers. *Question 2, Are all the students talking*, looked at who was and was not participating in oral production in the class. *Theme 8, Notebooks, Question 1, Do you see notebooks on everyone's tables*, was designed to ask the observing students to notice if notebooks were in, on the table and in use by students during the class.

*Question 2, Do you think students are well prepared for their class*, asked the observing students if they thought the students in front of them were well prepared for their class, looking at material preparation and content/contextual knowledge. *Theme 9, Comfort, Question 1, Is this learning environment comfortable for the students in the class*, asked the observing students if they felt that the learners felt comfortable in their class due to the environment created. *Question 2, Would you feel comfortable in this class*, asked the observing students if they would feel comfortable taking this class, taking into consideration the various aspects of the syllabus used. Part 1, of Questionnaire 2 was given to 6 observing students, 3 students from Seanan's class (representing low, medium and high levels - chosen subjectively) and 3 students from Margaret's class (representing low, medium and high levels- chosen subjectively) before they entered their observation class (in week 13 of their course). Part 1 was completed during the class while observing. (Seanan's 3 students observed Margaret's class and Margaret's 3 students observed Seanan's class) Part 1 was then collected by me directly after both observation classes and data collated.

Part 2, of Questionnaire 2, consisted of the same nine themes (in Part 1), with the 6 observing students giving opinions on each theme, related to the class they observed. 3 students (representing low, medium and high levels) from Seanan's class observed Maragret's class and were asked to give their opinions on the nine themes, *Student, Teacher, Materials, Progress, Motivation, Control, Confidence, Notebooks, Comfort*. 3 students (representing low, medium and high levels) from Margaret's class observed Seanan's class and were asked to give their opinions on the nine themes, *Student, Teacher, Materials, Progress, Motivation, Control, Confidence, Notebooks, Comfort*.

Each of the 6 students completed Part 2 of Questionnaire 2, at home, returning the pages to Seanan 2 days after they had completed their in class observations, in week 13 of their course.

Part 3 of Questionnaire 2, is a comparative analysis of two classes (the class observed by the 6 students and their own class), dividing students' comparisons into likes and dislikes. 3 students (representing low, medium and high levels) from Seanan's class observed Margaret's class and were asked to give comparisons on the class they observed (Margaret's class) and their own class (Seanan's class), using likes and dislikes. 3 students (representing low, medium and high levels) from Margaret's class observed Seanan's class and were asked to give comparisons on the class they observed (Seanan's class) and their own class (Margaret's class), using likes and dislikes.

Each of the 6 students completed Part 3 of Questionnaire 2, at home, returning the pages to Seanan 2 days after they had completed their in class observations, in week 13 of their course.

Part 4 of Questionnaire 2, shows suggestions given by students for both classes (the class observed by the 6 students and their own class). 3 students (representing low, medium and high levels) from Seanan's class observed Margaret's class and were asked to give suggestions on the class they observed (Margaret's class) and their own class (Seanan's class). 3 students (representing low, medium and high levels) from Margaret's class observed Seanan's class and were asked to give suggestions on the class they observed (Seanan's class) and their own class (Margaret's class). Each of the 6 students completed Part 4 of Questionnaire 2, at home, returning the pages to Seanan 2 days after they had completed their in class observations, in week 13 of their course.

### 3.2.3 Questionnaire 3

Questionnaire 3 was designed to look at the 6 student's previous university EFL experience with native English speakers. The goal of the questionnaire was to find out how students have generally learned in EFL situations with native English speaking teachers in Korea, in the past and what comparisons could be found between the student's previous EFL experience and their present class. The questionnaire was divided into 2 Parts. Part 1 asked 11 questions, each question concerned with elements of teaching methodology (qualitative research) Part 2, is a comparative analysis between the student's previous EFL experience and their present class ( Seanan's or Margaret's), dividing students' comparisons into likes and dislikes (qualitative research).

*Part 1 of Questionnaire 3, Question 1, Did the native teacher use a book*, was designed to see if a textbook was more or less commonly used in the student's previous university EFL conversation class experience in Korea. *Question 2, Did he/she control the course content*, asked the participating students about who controlled the content of the syllabus and asked them to describe a typical class they would have experienced. *Question 3, Did he/she control what you had to learn*, asked students about levels of input and negotiation of learning content in the class between the teacher and student. It also asked students to describe what they learned. *Question 4, Did he/she talk a lot in class*, looked at the amount of teacher talk time students felt their previous EFL teachers took up. *Question 5, Did he/she correct your mistakes*, asked students to think about the correction methods (if any) employed by their past teachers in their class. When and how were these correction methods used in class? *Question 6, Did he/she give you individual exams*, was designed to see if students usually took broad set exams

or individual exams based on what they had personally learned in their previous EFL experience. *Question 7, Did you learn what you wanted to learn or what the teacher wanted you to learn*, this question relates to control, seeing who controlled the learning content and stages of the syllabus and how students felt about this type of control.

*Question 8, Do you think you know what is good for you to learn or study, without the teacher's input?* This question sought to ask students about their ability to learn successfully without the aid of the teacher. *Question 9, Did you do a Learner Training course in these classes?* The question asked here was designed to see if Learner Training courses have or are being implemented by native EFL teachers in Korea by looking at the previous experiences of the 6 students questioned. *Question 10, Were you motivated a lot by the teacher and class content*, sought to ask students if the class and teaching style of their previous native university EFL teachers motivated them more to learn more, remember more and speak more. *Question 11, Did you have a lot of time to talk in class*, looked at the amount of student talk time each of the 6 students felt they had in their previous university EFL conversation classes.

Part 1, of Questionnaire 3 was given to the same 6 students (3 students from Seanan's class and 3 students from Margaret's class in week 13 of their course). Students were asked to complete Part 1 and return it to Seanan within seven days. Data from Questionnaire 3, Part 1 were collected and collated in week 14 of the 16 week course.

Part 2, of Questionnaire 3, consisted of a comparative analysis between the student's previous EFL experience and their present class (Seanan's or Margaret's), dividing students' comparisons into likes and dislikes (qualitative research) 3 students (representing low, medium and high levels) from Seanan's class were asked to give comparisons between their previous university EFL conversation class experience with

a native English speaking teacher and their own class (Seanan's class), using likes and dislikes. 3 students (representing low, medium and high levels) from Margaret's class were asked to give comparisons between their previous university EFL conversation class experience with a native English speaking teacher and their own class (Margaret's class), using likes and dislikes. Part 2 of Questionnaire 3 was handed out along with Part 1 of the same Questionnaire, in week 13 of the course. Students were asked to complete Part 2 and return it to Seanan within seven days. Data from Questionnaire 3, Part 2 were collected and collated in week 14 of the 16 week course.

#### **3.2.4 Review Diaries**

The Review Diaries were designed for the researcher to see how students and teachers were progressing with their syllabus over a 14 week period. The goal of the Review Diaries was to receive feedback from students and teachers regarding 5 themes (each theme with 2 Questions - a total of 10 questions) relating to aspects of their syllabus, providing weekly evaluations and reflections for both students and teachers.

The *Student Review Diary* (**Appendix 6**) contained 14 pages, one page per week, covering 14 weeks of their 16 week course. Each of the 14 pages contained the same structure and content.

A page contained 2 Parts, Part 1 looking at 5 themes (each theme with 2 Questions - a total of 10 questions) There were 7 possible responses to each question, moving from 1. definitely no, 2. no, 3. maybe no, 4. no idea, 5. maybe yes, 6. yes, to 7. definitely yes (quantitative research). Each question was then followed by why/why not questions (qualitative research). *Part 1, Theme 1, The Class, Question 1, Did you like how you learned in class this week* asked students if they enjoyed the way they learned in class

this particular week. *Question 2, Did you speak a lot in class this week*, sought to discover how students felt about their own personal talk time in class during the week. *Theme 2, The Teacher, Question 1, Did the teacher talk too much this week*, asked students to reflect on teacher talk time during the week's classes. *Question 2, Did you like the teaching style this week*, asked students to think about the teaching methods used in the class that particular week. *Theme 3, Your Materials, Question 1, Did you like the class materials this week*, asked students to reflect on their attitude to the materials used in their classes that week. *Question 2, Did you think the materials improved your English this week*, asked students to reflect and evaluate the effectiveness of the materials on their learning progress during a particular week. *Theme 4, Your Progress, Question 1, Do you feel you learned a lot this week*, was designed to see how students felt about their general learning progress each week. *Question 2, Did you self-study after class this week (not homework)*, asked if students outside of class continued their studies, autonomously, without the aid of the teacher. *Theme 5, Your Motivation, Question 1, Did the lessons motivate you this week*, asked students to reflect on how and to what extent the lesson of that week motivated them. *Question 2, Did the teacher motivate you this week*, asked students to reflect on how and to what extent the teacher motivated them during that week.

Part 2 of the page, contained 1 section, *Comments and/or Suggestions*. The students were given a space to make any *Comments and/or Suggestions* regarding the above 5 Themes, or other aspects of their syllabus they wanted to reflect and evaluate upon.

6 Student Review Diaries were kept in total, the same 6 students as above.

3 students (representing low, medium and high levels) from Seanan's class were asked to keep 1 review diary each, 3 students (representing low, medium and high levels) from Margaret's class were also asked to keep 1 review diary each. The Review Diaries

were handed to the 6 students in Week 2 of their course and ran for 14 weeks in total. The Review Diaries were handed out and collected by the teachers before and after the final conversation class of each week. The students completed one page of their Review Diary (representing one week's review) every week. Each page was photocopied by Seanan, examined and kept on file. At the end of the 14 week period, all pages were organized and data collated.

The *Teacher Review Diary* (**Appendix 7**) contained 14 pages, one page per week, covering 14 weeks of their 16 week course. Each of the 14 pages contained the same structure and content.

A page contained 2 Parts, Part 1 looking at 5 themes (each theme with 2 Questions - a total of 10 questions) There were 7 possible responses to each question, moving from definitely no, no, maybe no, no idea, maybe yes, yes, to definitely yes (quantitative research). Each question was then followed by why/why not questions (qualitative research). *Part 1, Theme 1, The Class, Question 1, Did you like how you taught in class this week*, asked if the teachers enjoyed their teaching style and method that particular week. *Question 2, Did the students speak a lot in class this week*, sought to discover how teachers felt about student talk time that week. *Theme 2, The Teacher, Question 1, Did you talk too much this week*, asked the teacher to reflect and evaluate on his/her talk time during that week. *Question 2, Did they like your teaching style this week*, asked teachers if they felt their students liked their teaching methods during the week. *Theme 3, Your Materials, Question 1, Did the students like the class materials this week*, asked teachers to reflect on student attitudes towards the materials they had been given or used that week. *Question 2, Did you think the materials improved their English this week*, asked teachers to reflect and evaluate on the effectiveness of the materials in

relation to learning improvement. *Theme 4, Your Progress, Question 1, Did you feel they learned a lot this week*, asked the teacher to reflect on how much or how little they felt their students had learned during that week. *Question 2, Did they self-study after class this week (not homework)*, asked if teachers felt their students had studied outside of class, autonomously, without their assistance. *Theme 5, Your Motivation, Question 1, Did the lessons motivate them this week*, asked teachers to reflect on how and to what extent the lesson of that week motivated their students. *Question 2, Did you motivate your students this week*, asked teachers to reflect on how and to what extent they had motivated their students during that week.

2 Teacher Review Diaries were kept in total, 1 by Seanan and 1 by Margaret.

The Review Diaries were handed to the 2 teachers in Week 2 of their course and ran for 14 weeks in total. The teachers completed one page of their Review Diary (representing one week's review) every week. This page was then collected by Seanan (at the end of the final conversation class of each week) photocopied, examined and kept on file. At the end of the 14 week period, all pages from both diaries were organized and data collated.

Part 2 of the page, contained 1 section, Comments and/or Suggestions. The teachers were given a space to make any Comments and/or Suggestions regarding the above 5 Themes, or other aspects of their syllabus they wanted to reflect and evaluate upon.

### **3.3 Methods of Data Analysis**

#### **3.3.1 Questionnaire 1**

Data from Questionnaire 1 were collected from two classes, Seanan's 26 students and Margaret's 27 students. The Data collected from Seanan's and Margaret's classes are represented in numbers and percentages, relating to student responses to each of the 15 statements. Tables and bar charts were created to better compare the results of both classes.

#### **3.3.2 Questionnaire 2**

Data from Part 1 of Questionnaire 2, were collected from 6 students, 3 students from Seanan's class (representing low, medium and high levels) and 3 students from Margaret's class (representing low, medium and high levels). The Data collected from Seanan's and Margaret's students are represented in colours, relating to student responses to each of the 18 questions. The colour green represents a low level student, the colour pink represents a medium level student, and the colour blue represent s a high level student. (levels of students are subjectively chosen by each teacher) Tables were created to better see the responses given from different leveled students in both classes.

Data from Part 2 of Questionnaire 2 were collected from the same 6 students, 3 students from Seanan's class (representing low, medium and high levels) and 3 students from Margaret's class (representing low, medium and high levels). The data, showing the opinions of the 3 students from each class, on the 9 themes looked at in Part 2, are represented in table format.

Data from Part 3 of Questionnaire 2 were collected from the same 6 students, 3 students from Seanan's class (representing low, medium and high levels) and 3 students from Margaret's class (representing low, medium and high levels). The data shown, comparing Seanan's and Margaret's classes, given by each of the 3 students from each class in relation to likes and dislikes, are represented in table format.

Data from Part 4 of Questionnaire 2 were collected from the same 6 students, 3 students from Seanan's class (representing low, medium and high levels) and 3 students from Margaret's class (representing low, medium and high levels). The data shown, showing suggestions for Seanan's and Margaret's classes, given by each of the 3 students from each class are represented in table format.

### **3.3.3 Questionnaire 3**

Data from Part 1 of Questionnaire 3, were collected from the same 6 students, 3 students from Seanan's class (representing low, medium and high levels) and 3 students from Margaret's class (representing low, medium and high levels). The data, showing the responses of the 3 students from each class, on the 11 questions looked at in Part 1, are represented in table format.

Data from Part 2 of Questionnaire 3, were collected from the same 6 students, 3 students from Seanan's class (representing low, medium and high levels) and 3 students from Margaret's class (representing low, medium and high levels).

The data shown, comparing Seanan's and Margaret's classes to the 3 student's previous EFL experiences, in relation to likes and dislikes, are represented in table format.

### **3.3.4 Review Diaries**

Data from the Review Diaries (both Student and Teacher Review Dairies) are shown collectively (Seanan and his 3 students together, Margaret and her 3 student's together)

The data collated are represented in line graphs (with qualitative comments displayed beneath the line graphs), one graph per question (totaling 10 graphs for Seanan's class and 10 graphs for Margaret's class). Each graph represents the findings from the teacher and the 3 students from each class, showing responses to 1 question over a 14 week period.

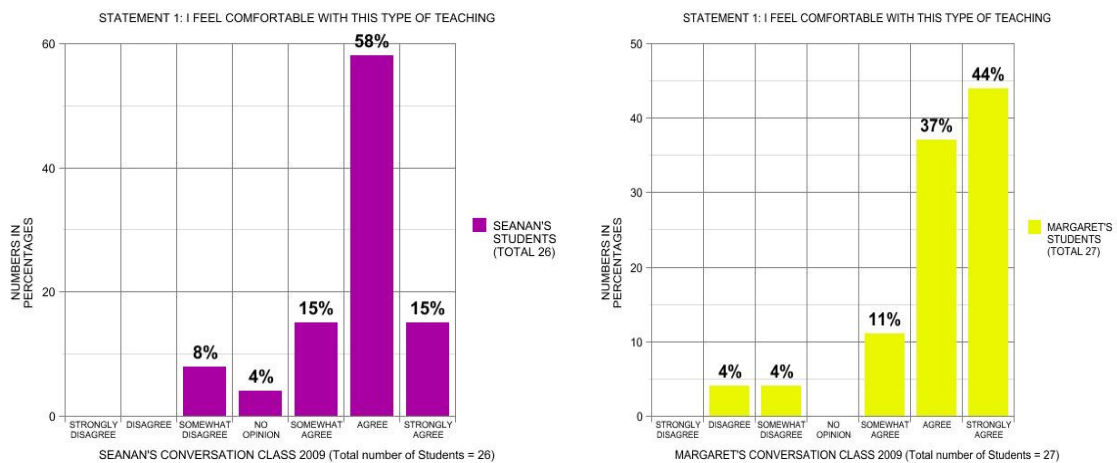
## Chapter 4 FINDINGS AND DISCUSSION

### 4.1 Questionnaires

#### 4.1.1 Questionnaire 1: My University EFL Conversation Class

This questionnaire sought to ask students about the teaching methodologies employed by both teachers (Seanan and Margaret). The findings will now be presented, followed by discussion on each finding and a brief outline of findings will be given after the discussion. Findings for both classes are presented below using bar charts to represent the figures. The purple bar chart represents the findings from Seanan's 26 students and the yellow bar charts represent the findings from Margaret's 27 students. Each of the 15 Statements will be presented separately and discussed. After all Statements have been presented and discussed, a brief summary of findings will be given.

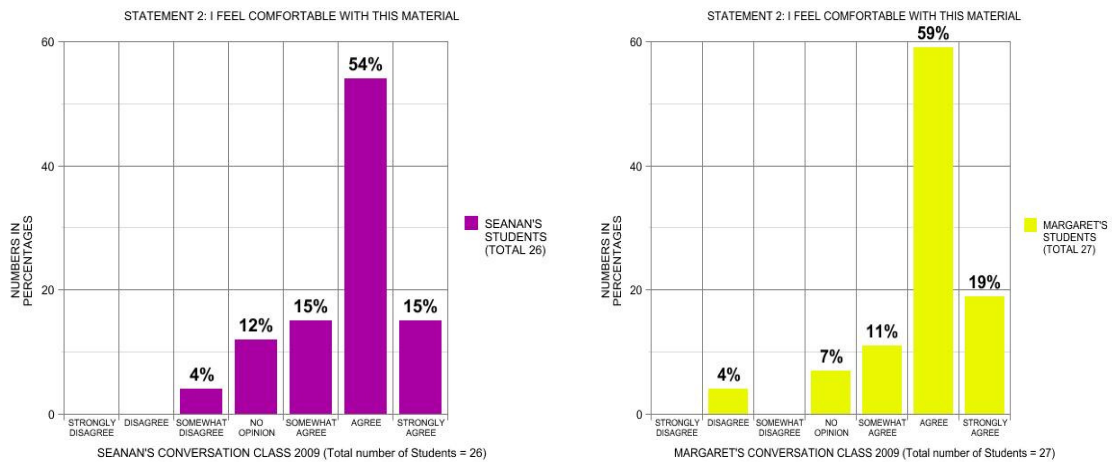
*Statement 1: I feel comfortable with this type of teaching*



Statement 1 shows that 88% of the 26 students generally feel comfortable with Seanan's teaching style, with 4% having no opinion and 8% somewhat disagreeing with the statement. Findings from Margaret's students on her class have similar results to finding from Seanan's class, with 92% feeling comfortable with her type of teaching and 8% uncomfortable. This suggests that most students are comfortable with the

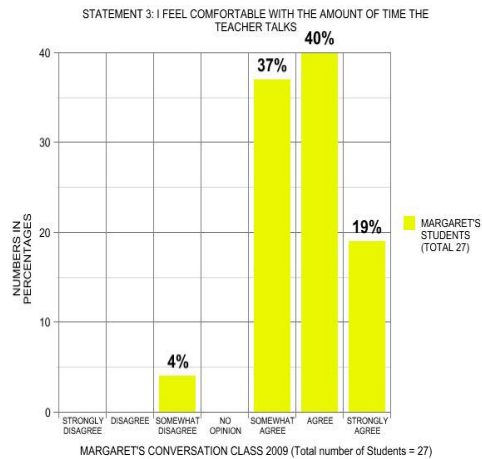
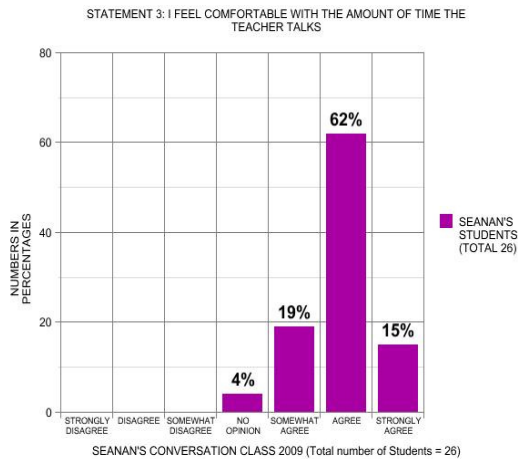
autonomous methodology of Seanan’s teaching methodology and that Margaret’s students are equally comfortable with her teaching methodology. I would add here that this feeling of comfort would come from non-threatening learning environments (Finch 2008), where students over time, would adjust to, adopt, adapt and develop their environment with others and the teachers.

*Statement 2: I feel comfortable with this material*



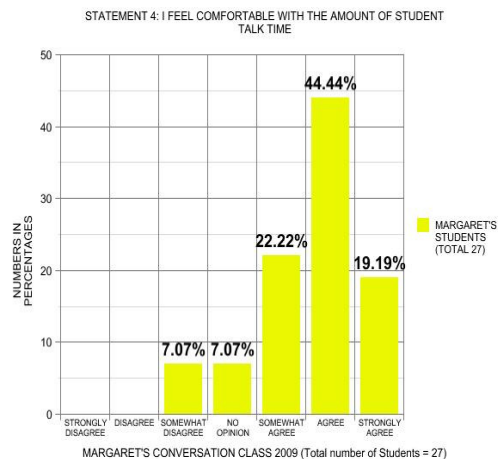
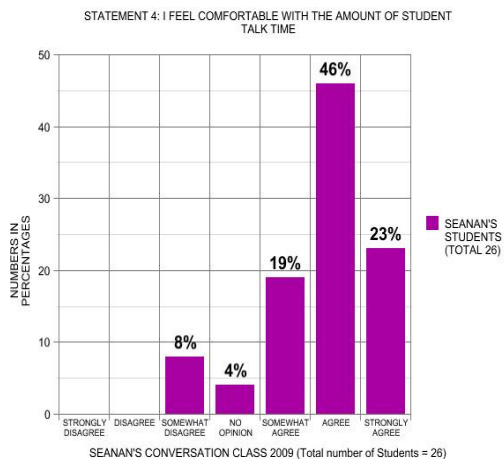
With regards to the Statement 2, materials used, in Seanan’s class ( the Online Topic Content, the My Learning Diary (**Appendix 4**), Debate and Discussion Expressions), findings suggest that students are comfortable with the material with 84% agreeing in nature to this statement, 12% with no opinion and 4% somewhat disagreeing. The same can be said for Margaret’s materials (Touchstone, Power points, Quizzes), with 89% of students feeling comfortable with her materials. The findings concerning my students were interesting, and it is worth noting that at the beginning of the course, the responses would have been different. Like Cotterall (1995), Brajich (2000), and Finch (2008), fostering of autonomy, and the understanding and implementation of cognitive and metacognitive strategies (from conscious selection to unconscious use) can only happen over a period of time.

*Statement 3: I feel comfortable with the amount of time the teacher talks.*



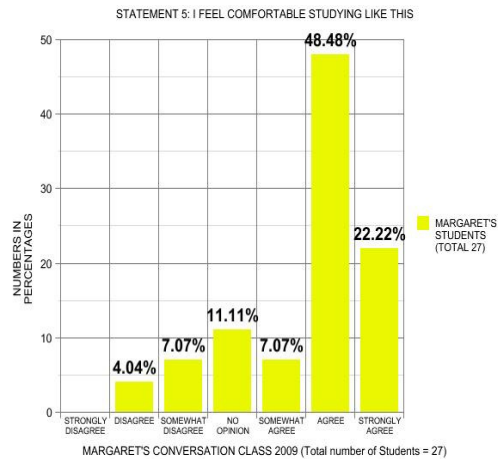
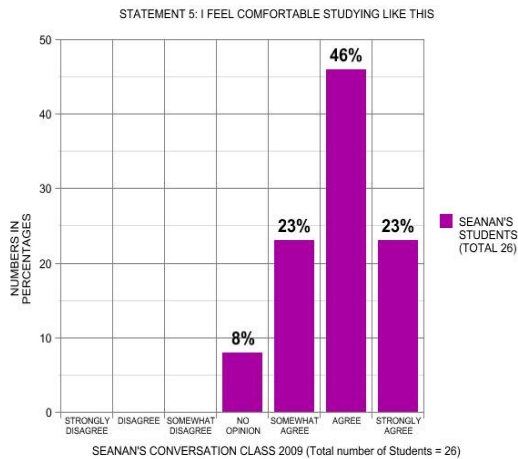
Statement 3 concerns comfort with teacher talk time and findings show that my students are comfortable with the amount of time I talk in class, with 96% somewhat agreeing, agreeing or strongly agreeing, 4% have no opinion. Margaret's students have also responded favourably to this statement with 96% of students feeling comfortable with the amount of time she talks.

*Statement 4: I feel comfortable with the amount of student talk time.*



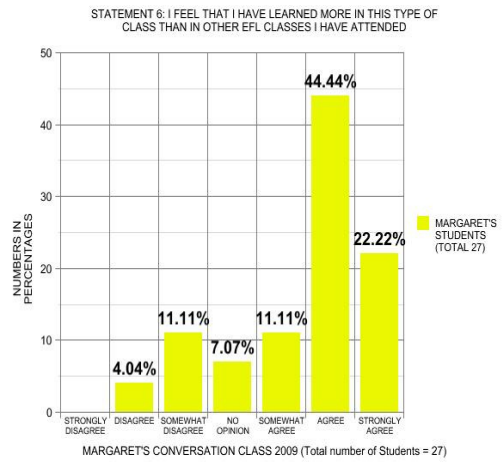
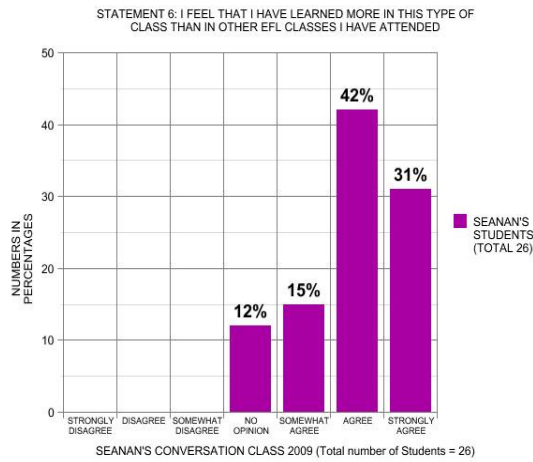
Statement 4 reinforces findings from Statement 3 for both myself and Margaret, with 88% generally comfortable with the amount of student talk time in my class and 85% comfortable with student talk time in Margaret's class.

Statement 5: I feel comfortable studying like this.



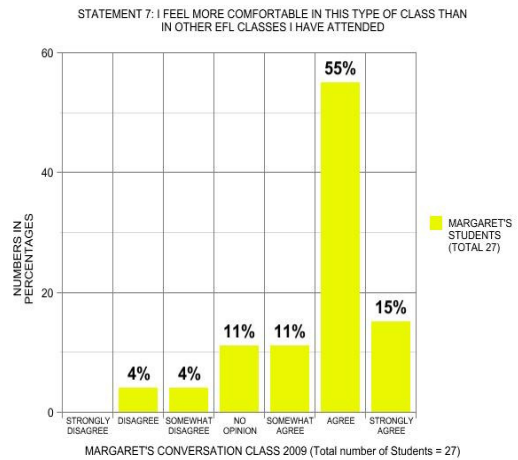
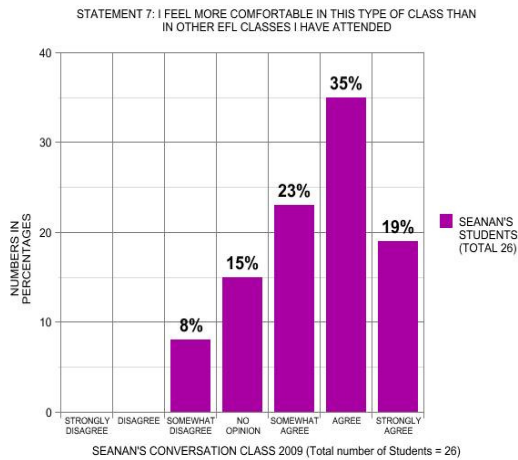
Statement 5 focuses on the process of the class, how students study, this incorporates the cognitive and metacognitive strategies used in my class and the textbook teacher-led approach in Margaret’s class. Findings show that my students have responded favourably to this with 92% feeling comfortable with 8% having no opinion. Findings from Margaret’s students show 77% feeling comfortable, 11% with no opinion and 11% in disagreement. Like responses to Statement 2 (Seanan’s Class), I would suggest that this level of comfort comes from acceptance of the syllabus over a period of time. I would also add here, that the nature of interaction between teacher/student, (negotiation and discussion), leads to students feeling more secure about their learning (Joiner 1985, cited in McCafferty, 1981). Student/student interaction has created and encouraged what Mohamed (1997:166) has called “cognitive-related dialogue” and what Swain (2000: 97) calls “collaborative dialogue”, creating more understanding and cooperation in my class, promoting a more comfortable studying environment.

*Statement 6: I feel that I have learned more in this type of class than in other EFL conversation classes I have attended.*



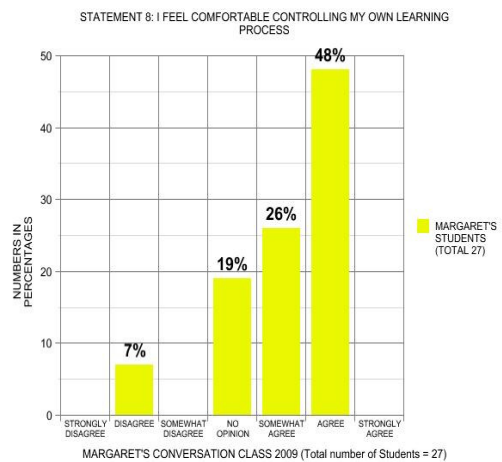
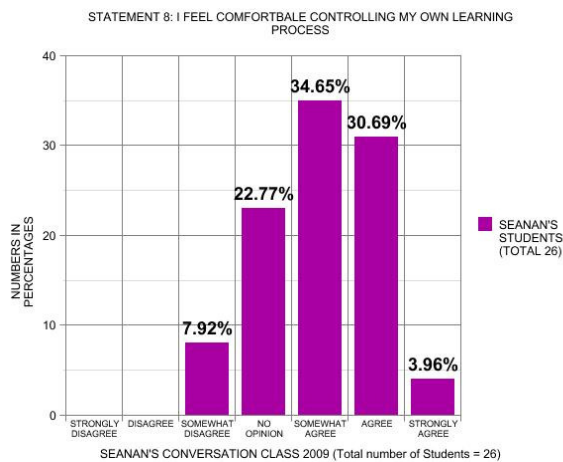
In Statement 6, students were asked if they felt they learned more in this type of class than in other (previous) EFL classes they have attended. Findings suggest that my students have generally agreed (88%) with this and 12% having no opinion. Findings from Margaret’s students show that 77% of her students agree with this statement, 7% have no opinion and 15% generally disagree. More of my students feel they have learned more in my class than in Margaret’s class. I would suggest, like Dafei (2007) that autonomous learning, can result in higher language proficiency levels, and like Lee (2003) and Benson (2001), students can learn more effectively if learner training is part of their classroom life.

*Statement 7: I feel more comfortable in this type of class than in other EFL classes I have attended.*



Statement 7 asked students if they felt more comfortable in this type of class than in other EFL classes they have attended, my students responses agree more than disagree, with 77% agreeing , 15% with no opinion and 8% somewhat disagreeing. This is similar to findings from Margaret’s class, with 81% agreeing, 11% with no opinion and 8% disagreeing.

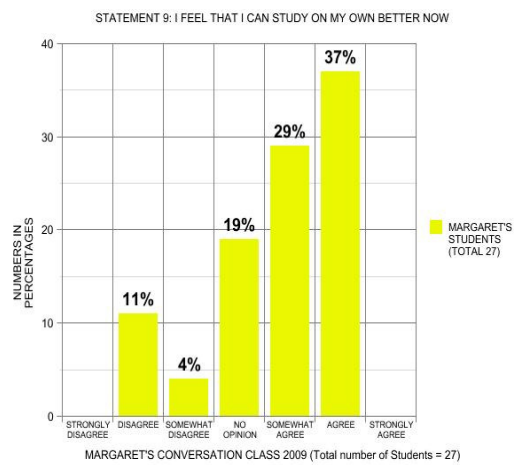
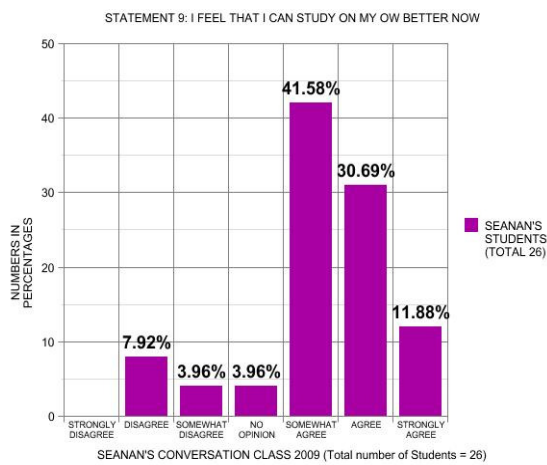
*Statement 8: I feel comfortable controlling my own learning process.*



Findings from Statement 8, concerning comfort in controlling their own learning process, show that 70% of my students generally feel comfortable with this, 23% have

no opinion and 7% somewhat disagree. Responses from Margaret’s students show that 74% agree with this statement, 19% have no opinion and 7% disagree. The findings here show that both sets of students feel comfortable controlling their own learning processes. A common perception in relation to this finding is that Korean students will say yes, to being comfortable with self-control of their learning, but when push comes to shove, or when reality sets in, Korean students revert back (or have little choice due to the syllabus) to the more traditional spoon feeding dependency, relying on direction from the teacher. This notion is supported by Lumsden (2009) and argued by Littlewood (2000) and Finch (2008). The findings from this research show that my students and Margaret’s students feel comfortable controlling their own learning processes, suggesting a move away from teacher dependency.

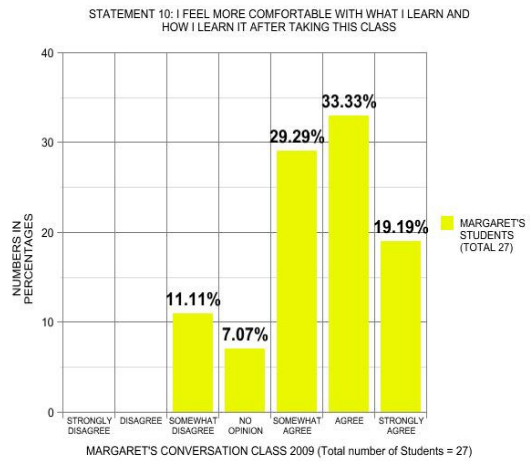
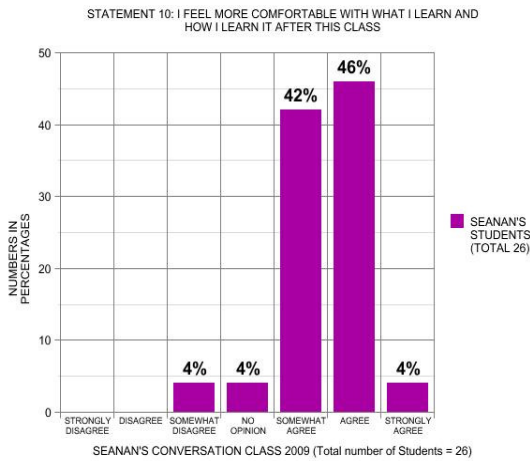
*Statement 9: I feel that I can study on my own better now.*



Responses to Statement 9, I feel that I can study on my own better now, reveal that 85% of my students generally agree to this, 4% have no opinion and 11% disagree. Findings from Margaret’s students show 66% agreeing with the statement, 19% with no opinion and 15% disagreeing. This statement shows that more of my students feel they can study on their own better (at the end of the course), suggesting that the transfer of

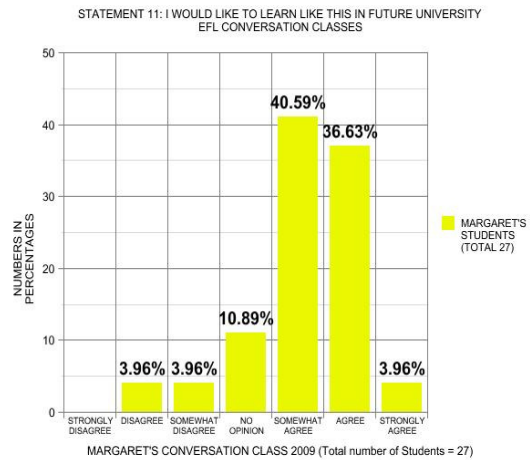
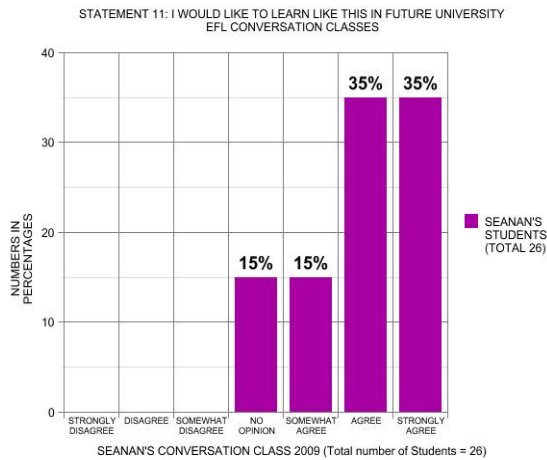
responsibility about learning from teacher to learner (Cotterall 2000), is more evident with students who have experienced an autonomy based syllabus.

*Statement 10: I feel more comfortable with what I learn and how I learn it after taking this class*



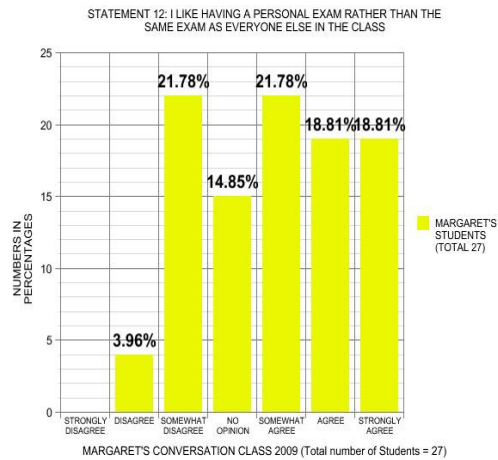
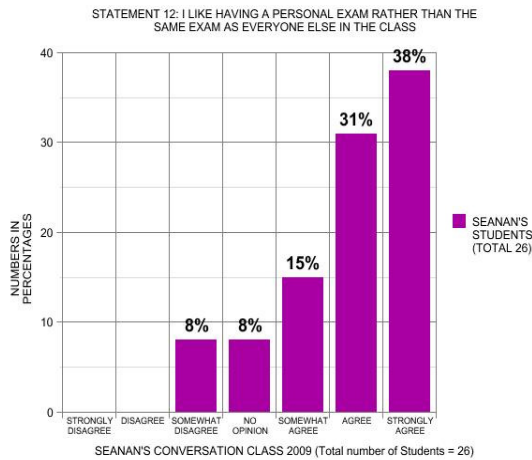
Statement 10, I feel more comfortable with what I learn and how I learn it after taking this class shows that 92% of my students agree with this, 4% have no opinion and 4% disagree. Findings from Margaret's class show that 81% of her students agree, 7% have no opinion and 11% disagree with this statement. I would support these findings by agreeing with the argument that student's who are actively involved in their learning process and less focused on a mastery of target language, tend to have increased motivation and comfort in what they learn and how they learn (Kelly and Sandy 2002).

*Statement 11: I would like to learn like this in future university EFL conversation classes.*



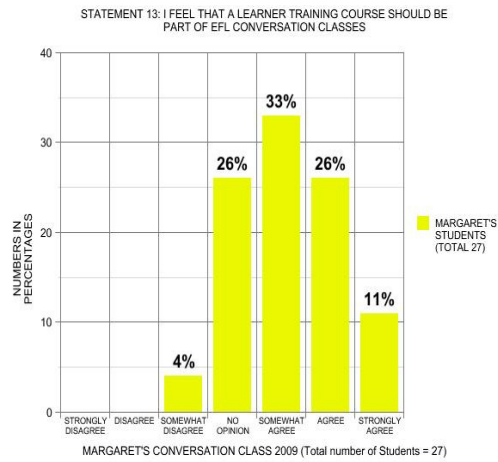
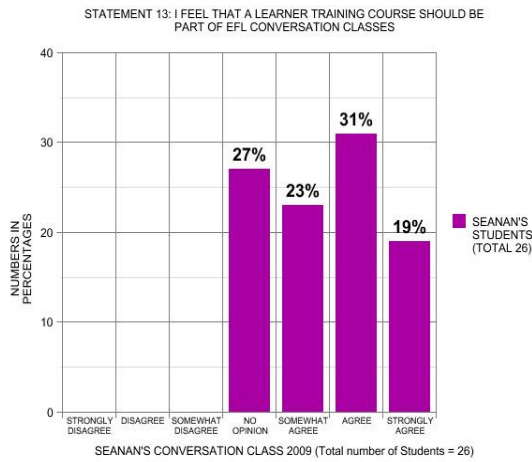
Findings for Statement 11 show that a high percentage of my students (85%), would like to learn like this in future University EFL Conversation Classes, with 15% have no opinion. Findings from Margaret's students also show similar results, with 82% agreeing, 10% with no opinion and 8% disagreeing. There are little or no differences in responses here, showing that both syllabi would be favoured in the future, arguing that an autonomy based syllabus is acceptable and even desirable for Korean university EFL students.

*Statement 12: I like having a personal exam rather than the same exam as everyone else in the class.*



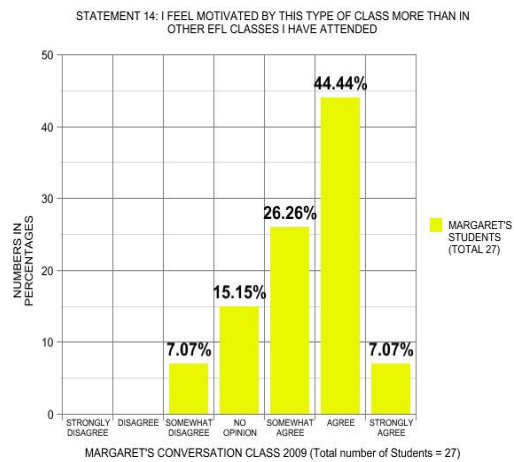
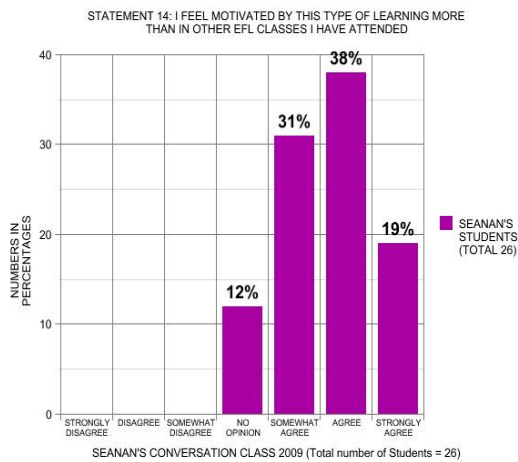
The positive responses (84%) to Statement 12 suggest that my students are more in favour of personal individual exams (exams based on their My Learning Diary), than exams where students are tested on learning outside of their interests and control. Findings from Margaret's students are more mixed with 60% agreeing, 15% with no opinion and 25% disagreeing with this. I would argue that individual exams are more suited to the learning of the individual student. Testing students on exactly what they have learned, rather than what I think they have learned is the reason why I give individual exams.

*Statement 13: I feel that a learner training course should be part of EFL conversation classes.*



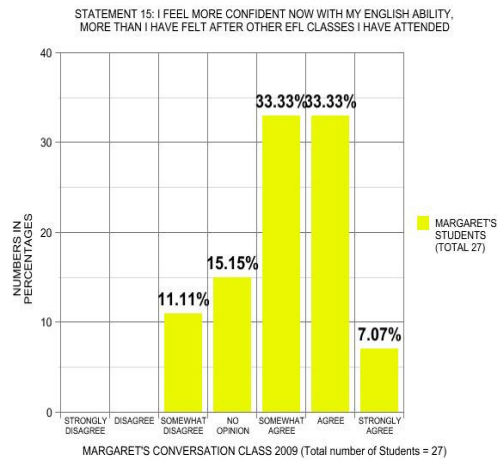
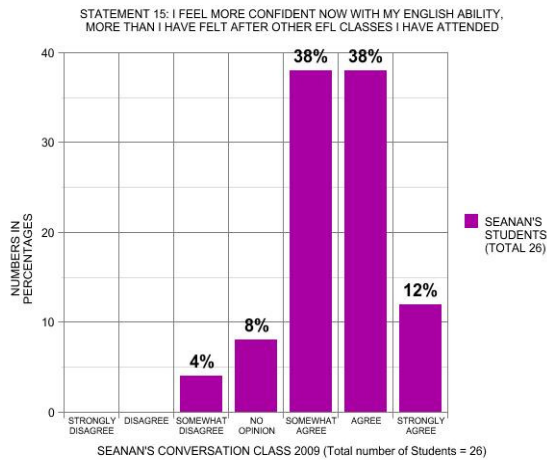
In Statement 13, the inclusion of a Learner Training course with University EFL Conversation Classes is questioned here, with findings showing that 73% of my students agree with this inclusion, while 27% have no opinion. Margaret's students have responded with 70% in favour of a Learner Training course, 26% with no opinion and 4% somewhat disagreeing. Like Ellis and Sinclair (1989), I believe that a Learner Training course can foster autonomy and should be part of a syllabus (cited by Esch, 1997, in Benson and Voller, 1997). The findings also show that both sets of student's value and would value this course.

*Statement 14: I feel motivated by this type of learning ore than in other EFL classes I have attended.*



Statement 14 asks whether students feel motivated by this type of learning, more than in other EFL classes they have attended, findings suggest that my students strongly agree 19%, somewhat agree 31%, agree 38%, and 12% have no opinion. Findings from Margaret’s students show 7% strongly agree, 44% agree, 26% somewhat agree, 15% have no opinion and 7% somewhat disagree. Motivation is linked to attitude, and with positive attitude, effective learning takes place. From both sets of students here, motivation is high (higher in Seanan’s class), reflecting positive attitudes, showing that the demotivating factors affecting Korean students, namely, lack of learner autonomy, negative beliefs about the teacher’s personality, commitment, competence and methods (Donitsa-Schmidt, Inbar and Shohamy, 2004) are not present.

*Statement 15: I feel more confident now with my English ability, more than I have felt after other EFL classes I have attended.*



Findings from Statement 15 show that 88% of my students feel more confident now with their English ability, more than they have felt after other EFL classes they have attended, 8% have no opinion and 4% somewhat disagree. Findings from Margaret's students show 73% agreeing, 15% with no opinion and 11% somewhat disagreeing. The high levels in confidence here from both classes at the end of the course has a lot to do with active English use outside of class, taking what was learned in class and using it outside of class with native English speakers. These behaviours and practices improve student's confidence and L2 learning (Ellis 2008, cited by Thornton 2009). Please find on the following page a summary of findings:

#### 4.1.1.1 Summary

To outline briefly, findings from students surveyed suggest that:

##### Seanan's Class (26 students)

1. Students feel comfortable with my type of teaching
2. Students feel comfortable with this material
3. Students feel comfortable with the amount of time I talk
4. Students feel comfortable with the amount of time they talk
5. Students feel comfortable studying like this
6. Students feel they have learned more in this type of class than in other EFL classes they have attended
7. Students feel more comfortable in this type of class than in other EFL classes they have attended
8. Students feel comfortable controlling their own learning process
9. Students feel they can study better on their own now
10. Students feel more comfortable with what they learn and how they learn it after my class
11. Students would like to learn like this in future university EFL conversation classes (**higher percentage strongly agree here**)
12. Students like having a personal exam rather than the same exam as everyone else in the class
13. Students generally feel that a Learner Training course should be part of EFL conversation classes
14. Students feel more motivated by this type of learning than in other EFL classes they have attended
15. Students feel more confident now with their English ability, more than they have felt after other EFL classes they have attended

##### Margaret's Class (27 students)

1. Students feel comfortable with my type of teaching
2. Students feel comfortable with this material
3. Students feel comfortable with the amount of time I talk
4. Students feel comfortable with the amount of time they talk
5. Students feel comfortable studying like this (**although higher percentage disagree here**)
6. Students feel they have learned more in this type of class than in other EFL classes they have attended (**although higher percentage disagree here**)
7. Students feel more comfortable in this type of class than in other EFL classes they have attended
8. Students feel comfortable controlling their own learning process
9. Students feel they can study better on their own now (**although higher percentage disagree here**)
10. Students feel more comfortable with what they learn and how they learn it after my class
11. Students would like to learn like this in future university EFL conversation classes
12. Students have **mixed feelings about being given a** personal exam rather than the same exam as everyone else in the class
13. Students generally feel that a Learner Training course should be part of EFL conversation classes
14. Students feel more motivated by this type of learning than in other EFL classes they have attended
15. Students feel more confident now with their English ability, more than they have felt after other EFL classes they have attended

#### **4.1.2 Questionnaire 2: Class Observation**

This questionnaire sought to see how students felt about the EFL conversation class they observed. First I will begin with the findings taken from Margaret's 3 student's observation of my class. I will present their responses to Questionnaire 2 (Part 1), their opinions (Part 2), comparisons (Part 3), and suggestions (Part 4). After this I will then present the findings from Seanan's 3 student's observation on Margaret's class. I will present their responses to Questionnaire 2 (Part 1), their opinions (Part 2), comparisons (Part 3), and suggestions (Part 4). I will follow each finding with a discussion and offer a brief summary of all findings taken from Seanan's 3 student's observation on Margaret's class and Margaret's 3 student's observation on Seanan's class at the end of this section.

**Table 2 : Questionnaire 2, Part 1: Observation of Seanan’s class by Margaret’s 3 Students**  
 (Green= Low Level, Pink = Medium Level, Blue = High Level)

| Theme                 |  | Strongly disagree | Disagree          | Somewhat disagree | No opinion | Somewhat agree    | Agree             | Strongly agree |
|-----------------------|--|-------------------|-------------------|-------------------|------------|-------------------|-------------------|----------------|
| <b>The Students</b>   | 1. Do you think the students are learning a lot in this class?             |                   |                   |                   |            | Green, Pink, Blue |                   |                |
|                       | 2. Are the students speaking a lot in this class?                          |                   |                   |                   |            |                   | Pink              | Green, Blue    |
| <b>The Teacher:</b>   | 1. Is the teacher talking too much in this class?                          |                   | Green, Pink, Blue |                   |            |                   |                   |                |
|                       | 2. Do you like this teaching style?  |                   |                   | Blue              | Pink       |                   |                   | Green          |
| <b>The Materials:</b> | 1. Do you like the class materials, the students and teacher are using?    |                   |                   |                   |            |                   | Green, Pink       | Blue           |
|                       | 2. Do you think these materials are improving the student s learning?      |                   |                   |                   |            |                   | Pink, Blue        | Green          |
| <b>Progress:</b>      | 1. Do you think the students are progressing a lot in this class?          |                   |                   |                   | Pink       | Green             | Blue              |                |
|                       | 2. Do you think the students self studied before this class?               |                   | Green             |                   | Pink       | Blue              |                   |                |
| <b>Motivation:</b>    | 1. Is the lesson motivating?   |                   |                   |                   |            | Green             | Blue              | Pink           |
|                       | 2. Is the teacher motivating?  |                   |                   |                   |            | Green             | Blue              | Pink           |
| <b>Control:</b>       | 1. Are the students controlling the class?                                 |                   |                   |                   |            | Green             | Pink, Blue        |                |
|                       | 2. Do you like this type of class control?                                 |                   |                   |                   |            | Green             | Pink, Blue        |                |
| <b>Confidence:</b>    | 1. Are the students confident in speaking?                                 |                   |                   |                   |            |                   | Green, Pink, Blue |                |
|                       | 2. Are all the students talking?   |                   |                   |                   |            | Green, Pink       |                   | Blue           |
| <b>Notebooks:</b>     | 1. Do you see notebooks on everyone’s tables?                              |                   |                   |                   |            |                   | Green             | Pink, Blue     |
|                       | 2. Do you think students are well prepared for their class?                |                   |                   | Green             |            | Pink, Blue        |                   |                |
| <b>Comfort</b>        | 1. Is this learning environment comfortable for the students in the class? |                   |                   |                   |            | Green             | Blue              | Pink           |
|                       | 2. Would you feel comfortable in this class?                               |                   |                   |                   |            | Green, Blue       | Pink              |                |

Findings suggest that Margaret’s 3 students think my students are learning and speaking a lot in this class, which is what was expected from the questionnaire, however, the student’s only somewhat agreed to this question. Responses show that the teacher does not speak a lot in class and that Margaret’s 3 students have mixed

responses on my teaching style (the high level student disliking it, the medium level student having no opinion and the low level student strongly liking it.) It was surprising to see these responses here, especially the difference between the low levels student's response and the high level student's response. Frankly, I expected the low level student not to like the teaching style and the higher level student to be more open to it. The 3 students like the class materials and think that the materials improve learning. They generally agree that my students are progressing a lot in this class, however they are mixed in responses to whether or not my students self-studied before class, with the low level student disagreeing, the medium level student having no opinion and the high level student somewhat agreeing. With regards to motivation, the 3 observing students all agree that the lesson and teacher are motivating. In relation to class control, the observing students agreed that my students were controlling the class. In terms of confidence all 3 observing students agreed that my students were confident in speaking and that they were all talking. Findings showed that all my students had their notebooks in, and in terms of preparation for the class, the lower level student disagreed that my students were well prepared and the medium and higher level students agreed that my students were well prepared. All 3 students found the learning environment comfortable and would feel comfortable in this class.

Generally the findings from Part 1 of Questionnaire 2, looking at Margaret's students observing my class, have shown to be mostly positive, with the exception of Progress, Question 2, Do you think the students self studied before this class, and Notebook Question 2, Do you think students are well prepared for their class, two questions which would have been rather difficult for the observing students to answer. Findings from Part 2 of Questionnaire 2 will now be looked at and discussed adding qualitative

information which should help in understanding why the 3 students have responded in the way they did to Part 1 of Questionnaire 2.

**Table 3:** Questionnaire 2, Part 2: Opinions – Observation of Seanan’s class by Margaret’s 3 Students

| <b>Observation of Seanan’s Class by Margarets’ Students: Opinion</b> |   |   |  |
|--|---|---|--|
| <i>Theme</i>   | <i>Low Level</i>  | <i>Medium Level</i>   | <i>High Level</i>  |
| <b>Student</b>   | Great they were trying to keep talking                                  | They talk to each other naturally, they look like interesting               | Are really confident. There was no fear of speaking English in front of the other students   |
| <b>Teacher</b>   | Great   | Teacher hasn’t interference, he make a friendly atmosphere class            | First time I thought the teacher seemed to be indifferent to his students, but as time went by I found the teacher listened carefully to what his students were saying                                   |
| <b>Materials</b>   | Great but sociable materials are needed                                 | The subject is very good. Especially so easy and have an argument           | The materials are good. I think that the notebook that the every student brought to the class looked like a daily diary. If it was a diary, students could study English every day through the materials |
| <b>Progress</b>  | Good  | They never talk Korean, so the way will be smart                            | The progress was really impressive because first time the students shared their opinion, after that they had debate  |
| <b>Motivation</b>  | Some students couldn’t be motivated                                     | If u didn’t participate in conversation , I will be angry                   | The students looked like enjoying the class. I could not find what makes students happy in the class, but something that I mentioned must be motivation  |
| <b>Control</b>   | Teacher control the class mostly  | The teacher isn’t make a lead. The students make a class                    | The teacher listened carefully and found usual mistakes. After sharing student’s opinion by themselves, the teacher pointed out the mistakes   |
| <b>Confidence</b>  | Teacher should make student who don’t have confidence to be comfortable | All of the members participate in conversation and they have a good opinion | Every student has confidence even though all of student’s ability of English are not the same  |
| <b>Notebooks</b>   | Useful it help student learn more                                       | They like to have a dialogue more than a note                               | Actually I could not inspect the notebook rightly  |
| <b>Comfort</b>   | I feel comfortable  | Each of members has good skill. The atmosphere is comfortable               | I said earlier, all students seemed to be happy which means all student felt comfortable   |

From **Table 3** above, we can see that most of the opinions are positive concerning the class; there were however some concerns related to the teacher (the high level student felt the teacher was a little distant at first), confidence (the lower level student saying that the teacher needs to help lower level students become more comfortable and confident) and motivation (the lower level student feeling that some students could not be motivated). What I also found interesting was that the observing students saw that my class was comfortable, that learner progress was evident, that they thought the

materials were good and that they saw student class control as positive. Findings from Part 3 of Questionnaire 2 will now be looked at and discussed adding qualitative information showing how students felt about the EFL conversation class they observed and their own class.

**Table 4:** Questionnaire 2, Part 3: Comparison of Seanan’s class to Margaret’s Class by Margaret’s 3 Students

| <b>Margarets’ Students Comparison of Seanan and Margaret’s class</b> |   |                                    |                                |  |   |  |
|--|---|------------------------------------|--------------------------------|--|---|--|
|  | <i>Low Level</i>  |                                    | <i>Medium Level</i>            |  | <i>High Level</i>   |  |
|  | Seanan  | Margaret                           | Seanan                         | Margaret   | Seanan  | Margaret   |
| <b>Like</b>  | Give students more chance to talk longer<br>Notebook make students to study | She made student comfortable       | Students lead the class        | Atmosphere<br>Funny<br>The student have a good participation | Seanan’s class offers students lots of time to talk and to share student’s opinion<br>Students’ notebooks are good materials to make them study English voluntarily<br>Dividing by two groups, teacher can control easily   | She always prepares what she will lecture each class<br>Student also can expect what we have to study before the class<br>She uses the book, so she usually explains English following books sequence.<br>It means she can feedback with students.<br>She explains and student ask question what they don’t get. |
| <b>Dislike</b>   | I feel like that he was watching students                                   | The materials are boring sometimes | The professor didn’t talk much | She usually do quiz<br>Too frequent quiz                     | Students asked difficult and unfamiliar vocabulary to the teacher, but they did not ask their curious of grammar and structure of sentence. Even though the teacher tried to find the mistakes to correct, he has limit. For this reason, there might be a possibility to use incorrect English and to make bad habit of speaking of English. | Lack of time to internalize what students learn in the class, during the class.  |

One of the main findings here which interested me was the higher level students’ comments about my class, in the dislike section, when he talked about possibility of fossilization. The concern is valid, and great care needs to be taken here by the teacher,

so students do not form negative linguistic habits while they are engaged in the self control and self direction of the class. To look further into these comparisons, I asked the 3 observing students to make some suggestions regarding my class and Margaret's class. **Table 5** following shows these findings.

**Table 5:** Questionnaire 2, Part 4: Suggestions for Seanan and Margart from Margaret's 3 Students

| Margarets' Students Suggestions for Seanan and Margaret |  |                     |          |  |   |  |
|---|--|---------------------|----------|--|---|--|
| <i>Low Level</i>  |  | <i>Medium Level</i> |          | <i>High Level</i>  |   |  |
| Seanan  | Margaret                                 | Seanan              | Margaret | Seanan   | Margaret  |  |
| <b>Suggestions</b>                                      | I think you should talk more to students |                     | Few quiz | Giving any suggestion is difficult and not objective because I attended this class just once. My suggestions must be subjective, based on first impression of his class. The class mainly consists of debate and sharing student's opinion. All of student's ability of English are not the same. I think there were regular structures in his class among students because students try not to make a mistake, so they spontaneously pretend, take and follow the other student's style without knowing themselves and without knowing that there are some mistakes. The advantage of debate and sharing opinion is listening other peoples' mistakes and various sentence styles and many patterns. My suggestion is to provide many patterns which are same or similar meaning with students. | She always teaches a lot of things based on a text book. The class is usually progressed by explaining and answering questions. But the problem is that most of the questions come from the students who already know and are familiar with English, not the students who really don't know. Another problem sometimes students ask some question about nuance. As a Korean student it is difficult to think like western people. Whenever student ask question which are related nuance, teacher doesn't give us clear answer. We understand but we wish teacher explain very clearly, then we can understand very easily and we don't have to be confused to use. |  |

Some of the suggestions from Margaret's observing students in **Table 5** above are interesting. The low level student suggesting I engage more with my students, the medium level student asking for a reduction in quizzes in Margaret's class and the high level student suggesting the use of more sentence patterns in my class. In Margaret's class the high level student suggests a need for greater clarification on nuances, and greater care in understanding which students are asking and answering questions.

I will now look at findings taken from my 3 student's observation of Margaret's class. I will present their responses to Questionnaire 2 (Part 1), their opinions (Part 2), comparisons (Part 3), and suggestions (Part 4).

Please find responses to Questionnaire 2 (Part 1), in **Table 6** on the next page.

**Table 6: Questionnaire 2, Part 1: Observation of Margaret's class by Seanan's 3 Students**  
 (Green= Low Level, Pink = Medium Level, Blue = High Level)

|                |  | Strongly disagree | Disagree | Somewhat disagree | No opinion  | Somewhat agree | Agree       | Strongly agree |
|----------------|--|-------------------|----------|-------------------|-------------|----------------|-------------|----------------|
| The Students   | 1. Do you think the students are learning a lot in this class?             |                   |          |                   |             | Green          | Pink        | Blue           |
|                | 2. Are the students speaking a lot in this class?                          |                   |          |                   |             |                | Green, Pink | Blue           |
| The Teacher:   | 1. Is the teacher talking too much in this class?                          |                   |          |                   | Blue        | Pink           | Green       |                |
|                | 2. Do you like this teaching style?  |                   |          |                   |             |                | Blue        | Green, Pink    |
| The Materials: | 1. Do you like the class materials, the students and teacher are using?    |                   |          | Green             |             |                |             | Pink, Blue     |
|                | 2. Do you think these materials are improving the student's learning?      |                   | Green    |                   |             |                | Pink, Blue  |                |
| Progress:      | 1. Do you think the students are learning a lot in this class?             |                   |          | Green             |             |                |             | Pink, Blue     |
|                | 2. Do you think the students self studied before this class?               |                   |          |                   | Green, Pink |                | Blue        |                |
| Motivation:    | 1. Is the lesson motivating?   |                   |          |                   |             | Green          | Blue        | Pink           |
|                | 2. Is the teacher motivating?  |                   |          |                   |             | Green          |             | Pink, Blue     |
| Control:       | 1. Are the students controlling the class?                                 |                   | Green    | Pink              |             | Blue           |             |                |
|                | 2. Do you like this type of class control?                                 |                   | Blue     | Green, Pink       |             |                |             |                |
| Confidence:    | 1. Are the students confident in speaking?                                 |                   |          |                   |             |                | Green, Blue | Pink           |
|                | 2. Are all the students talking?   |                   |          | Green             |             | Pink, Blue     |             |                |
| Notebooks:     | 1. Do you see notebooks on everyone's tables?                              |                   |          |                   |             |                | Green, Blue | Pink           |
|                | 2. Do you think students are well prepared for their class?                |                   |          |                   |             | Green, Pink    |             | Blue           |
| Comfort        | 1. Is this learning environment comfortable for the students in the class? |                   |          |                   |             |                | Green       | Pink, Blue     |
|                | 2. Would you feel comfortable in this class?                               |                   |          |                   |             |                | Green       | Pink, Blue     |

Findings suggest that my 3 students think Margaret's students are learning and speaking a lot in this class. Responses show that the teacher does not speak a lot in class and that Seanan's 3 students like Margaret's teaching style. In regards to materials, the lower level observing student does not like the materials used and thinks the materials do not improve student learning, although the medium and high level students feel the opposite of this. The lower level observing student, thinks that in terms of progress, Margaret's students are not learning a lot in class, however the medium and higher level students think Margaret's students are learning a lot. The lower and medium level students think Margaret's students did not self study before class, the high level students thinks they did pre-study. All 3 observing students thought the class and teacher were motivating. The lower and medium level observing students responded in disagreement to the students controlling the class, while the higher level student somewhat agreed that the students were controlling the class. All 3 observing students did not like the type of control in this class. The 3 observing students found that Margaret's students were confident in speaking, with my lower level student disagreeing that all students were talking and my medium and high level students somewhat agreeing that all students were talking. Margaret's students did have notebooks on their tables, and were well prepared for class. All 3 observing students found the learning environment comfortable and would feel comfortable in Margaret's class.

To get a better picture on the findings I have just summarized, I will show in **Table 7** the opinions of the 3 observing students, opinions relating directly to the questions explored in the questionnaire above.

**Table 7: Questionnaire 2, Part 2: Opinions – Observation of Margaret’s class by Seanan’s 3 Students**

| <b>Observation of Margaret’s Class by Seanans’ Students: Opinion</b> |   |   |   |
|--|---|---|---|
| <i>Theme</i>   | <i>Low Level</i>  | <i>Medium Level</i>   | <i>High Level</i>   |
| <b>Student</b>   | Margaret was very activity, so I was also joyful. Most students were activity, but some students were negative. | They tried to answer a lot. They seemed comfortable to answer.  | The students seemed to feel comfortable to be in this class. I can see they like their teacher and the atmosphere.  |
| <b>Teacher</b>   | Margaret was very activity, so I was also joyful.   | She was so friendly and she walked around all the class to take care of them.                             | I can see the teacher try to make the atmosphere in class comfortable and easy. She also encouraged the students to do their works in class.  |
| <b>Materials</b>   | Margaret used only screen.  | The materials what teacher made students motivated because it was very useful with listening and writing. | The materials of power point was good. I can predict what the student’s going to study. It was fun.   |
| <b>Progress</b>  | Generally the progress was good.  | The quiz time, talking time, listening time were well-arranged. It was smooth.                            | The class flowed well because the teacher made the progress of the class well-organized.  |
| <b>Motivation</b>  | I felt insufficient motivation to me  | Teacher always smiled and encouraged the students it made students motivated.                             | I felt this is a good class after the class, but I felt little motivation compared to my class. It might be that I was there only 1 hour and left the class in the middle of the class. |
| <b>Control</b>   | The class manager was Margaret  | Teacher controlled the class and students followed the teacher.   | The students took a part in the class, but they didn’t control their class. Mostly the teacher controlled the class.  |
| <b>Confidence</b>  |   | Half of students seemed confidence to talk and participate in this class but others were not.             | The students was confident when they read their homeworks in front of the other students. I think the atmosphere made them confident.   |
| <b>Notebooks</b>   | I don’t like the book, because I think that the book is not help my English conversation skill.                 | All students had their books.   | I think they brought their notebooks all.   |
| <b>Comfort</b>   | The atmosphere of the class was comfort.  | Teacher always comforted students’ answers even though the answer was not correct.                        | The atmosphere was really comfortable and easy.   |

Generally the low level student seemed to enjoy Margaret’s class, although the student did have some reservations, feeling that there was insufficient motivation, that the textbook was not helpful for conversation and that some students were a little negative in the class. The medium level student really seemed to enjoy Margaret’s class, finding positives with nearly all aspects of the class content and structure; only in participation did the student find problems. The high level student also felt at ease with this class, giving very positive opinions, only feeling negative in relation to motivation.

I then asked my 3 observing students to compare Margaret’s class with mine, to see what they liked or disliked about both. The findings are below in **Table 8:**

**Table 8 : Questionnaire 2, Part 3: Comparison of Margaret’s class to Seanan’s Class by Seanan’s 3 Students**

| Seanans’ Students Comparison of Margaret’s and Seanan’s class |  |   |  |  |   |   |
|---|--|---|--|--|---|---|
|   | <i>Low Level</i>   |   | <i>Medium Level</i>  |  | <i>High Level</i>   |   |
|   | Margaret   | Seanan  | Margaret   | Seanan   | Margaret  | Seanan  |
| <b>Like</b>   | Margaret is articulate and slow, so I understand her speaking better than other foreign professors | Seanan is very activity and wit. I like that group action | Teacher was so friendly<br>Repeat- what students were learning<br>Chance to speak in front of students what they had conversations with foreigners after class | Every activities were so real such as interview and shopping, it made me so motivated.<br>Teacher always corrected our mistakes during the conversations<br>Share the ideas with teacher after students conversations<br>I can remember the words because I made them that I didn’t know | Atmosphere:<br>The atmosphere of the class was really comfortable, so I thought it would be good for students to talk in English naturally.<br>Materials:<br>I like the article on the book and the voice file. It was interesting.<br>Homeworks:<br>I like the homeworks which the student s had to tell their stories in front of the other students. | Teaching style:<br>I like his practical English teaching style like conversation time, job interview, role play ...<br>Materials:<br>I like the materials that teacher gives us like learning diary, useful sites, phrasal verbs, prints...<br>Self-study:<br>The learning diary is based on student’s self study.<br>It is good for us to study English. |
| <b>Dislike</b>  |  |   | Don’t have chances to make a conversation in the class<br>Too many students in a class   | Had to prepare a lot of things to participate in the class<br>Somehow many homework  | Too many students:<br>There was so many students in the class that it distracts me from studying.<br>Atmosphere:<br>I liked the comfortable atmosphere in the class, but sometimes I felt the students were not serious to learn English.   | Atmosphere:<br>I sometimes feel this class is a bit stiff.  |

From findings above I can see that my low level student liked the speaking style of Margaret in her class and the group work of my class. The medium level student seemed to enjoy Margaret’s use of repetition to inspire confidence and reassurance in students, however the observing student felt that not enough conversation took place in the class. The medium level student found the activities in my class, teacher correction methods, sharing ideas and input between teachers and students, and the students way

of recording and recycling vocabulary favourable. The student was unhappy with the amount of preparation and homework given. The high level student enjoyed most of Margaret’s class, the atmosphere, the material and the homework, but found that the atmosphere was maybe a little too relaxed. The high level student liked my teaching style and the My Learning Diary, for its self study use, but found the atmosphere of my class a little bit stiff.

To look further into these comparisons, I asked the 3 observing students to make some suggestions regarding Margaret’s class and my own. **Table 9** following shows these findings.

**Table 9:** Questionnaire 2, Part 4: Suggestions for Margaret and Seanan from Seanan’s 3 Students

|                    | Seanan’ Students Suggestions for Seanan and Margaret |  |  |                                |  |  |
|--------------------|--|--|--|--------------------------------|--|--|
|                    | <i>Low Level</i>                                     |  | <i>Medium Level</i>  |                                | <i>High Level</i>  |  |
|                    | Margaret   | Seanan   | Margaret   | Seanan                         | Margaret   | Seanan   |
| <b>Suggestions</b> |  | I want that every EFL classes divide for level of English<br>I hope that we can play reality drama for each subjects | I suggest that teacher make a group of students to have a conversation | I am satisfied with this class | I like the teacher’s big smile and the atmosphere that she made. It makes me not to shame when I speak in English in front of other students. And I also like the materials she gave us. The voice file and the article on the book was really interesting and it helped us to focus on study. However. I sometimes hindered in my work because there were lots of students in the class. If you reduce the maximum, it would be good for the students to focus their study more, I think.^^ | I like the progress in this class. It is systematic and practical. The most favorite thing that I like in this class is the conversation time. I think it really helps us to learn English and feel comfortable to speak English. However, I sometimes feel this class is a bit stiff and bored. I think if you have more a group talking time with all students, they might not feel it is stiff because it is sharing time about other peoples’ thoughts and cultures.^^ |

Some of the suggestions here are very interesting, the high level student is concerned about student numbers in Margaret's class, suggesting that smaller numbers would help students focus and learn more. The high level student enjoyed the systematic nature of my class and conversation time, but would like to see a more open class conversation segment, to make the class less stiff. The medium level student suggesting more group work for Margaret's class and the low level student suggesting that a mixed ability class is not what the student prefers. Please find a summary of findings from Questionnaire 2 on the following page.

### 4.1.2.1 Summary

To outline briefly, findings from both class observations show that:

| <b>Theme</b>         | <b>Observation of Seanan's class by Margaret's 3 students</b>  | <b>Observation of Margaret's class by Seanan's 3 students</b>  |
|----------------------|--|--|
| <b>The Students</b>  | <ol style="list-style-type: none"> <li>1. The observing students do think Seanan's students are learning a lot in this class.</li> <li>2. The observing students do think Seanan's students are speaking a lot in this class.</li> </ol>               | <ol style="list-style-type: none"> <li>1. The observing students do think Margaret's students are learning a lot in this class.</li> <li>2. The observing students do think Margaret's students are speaking a lot in this class.</li> </ol>                 |
| <b>The Teacher</b>   | <ol style="list-style-type: none"> <li>1. The observing students don't think Seanan is talking too much in this class.</li> <li>2. The observing students do and don't like my teaching style.</li> </ol>  | <ol style="list-style-type: none"> <li>1. The observing students don't think Margaret is talking too much in this class.</li> <li>2. The observing students do like Margaret's teaching style.</li> </ol>  |
| <b>The Materials</b> | <ol style="list-style-type: none"> <li>1. The observing students do like the class materials.</li> <li>2. The observing students do think the materials are improving the learning of my students.</li> </ol>  | <ol style="list-style-type: none"> <li>1. The observing students do and don't like the class materials.</li> <li>2. The observing students do and don't think the materials are improving the learning of Margaret's students.</li> </ol>                    |
| <b>Progress</b>      | <ol style="list-style-type: none"> <li>1. The observing students do think Seanan's students are progressing a lot in class.</li> <li>2. The observing students are generally unsure if Seanan's students self-studied before class.</li> </ol>         | <ol style="list-style-type: none"> <li>1. The observing students do and don't think Margaret's students are progressing a lot in class.</li> <li>2. The observing students are generally unsure if Margaret's students self-studied before class.</li> </ol> |
| <b>Motivation</b>    | <ol style="list-style-type: none"> <li>1. The observing students do think the lesson is motivating.</li> <li>2. The observing students do think Seanan is motivating.</li> </ol>   | <ol style="list-style-type: none"> <li>1. The observing students do think the lesson is motivating.</li> <li>2. The observing students do think Margaret is motivating.</li> </ol>   |
| <b>Control</b>       | <ol style="list-style-type: none"> <li>1. The observing students do think Seanan's students are controlling the class.</li> <li>2. The observing students do like this type of class control.</li> </ol>   | <ol style="list-style-type: none"> <li>1. The observing students do and don't think Margaret's students are controlling the class.</li> <li>2. The observing students don't like this type of class control.</li> </ol>                                      |
| <b>Confidence</b>    | <ol style="list-style-type: none"> <li>1. The observing students do think Seanan's students are confident in speaking.</li> <li>2. The observing students do think that all Seanan's students are talking.</li> </ol>                                  | <ol style="list-style-type: none"> <li>1. The observing students do think Margaret's students are confident in speaking.</li> <li>2. The observing students do and don't think that all Margaret's students are talking.</li> </ol>                          |
| <b>Notebooks</b>     | <ol style="list-style-type: none"> <li>1. The observing students do see notebooks on everyone's table.</li> <li>2. The observing students do and don't think Seanan's students are well prepared for their class.</li> </ol>                           | <ol style="list-style-type: none"> <li>1. The observing students do see notebooks on everyone's table.</li> <li>2. The observing students do think that Margaret's students are well prepared for their class.</li> </ol>                                    |
| <b>Comfort</b>       | <ol style="list-style-type: none"> <li>1. The observing students do think that the learning environment in the class is comfortable for Seanan's students.</li> <li>2. The observing students feel they would be comfortable in this class.</li> </ol> | <ol style="list-style-type: none"> <li>1. The observing students do think that the learning environment in the class is comfortable for Margaret's students.</li> <li>2. The observing students feel they would be comfortable in this</li> </ol>            |

I will now move on to the next instrument used in this research, Questionnaire 3.

#### **4.1.3 Questionnaire 3: Previous University EFL Conversation Classes you have taken with a native speaker**

This questionnaire sought to look at the same 6 student's previous university EFL experience with native English speakers. The goal of the questionnaire was to find out how students have generally learned in EFL situations with native English speaking teachers in Korea, in the past and what comparisons could be found between the student's previous EFL experience and their present class.

First, I will begin with the findings taken from Seanan's 3 students. I will present their responses to Questionnaire 3 (Part 1), and their comparisons (Part 2). After this I will then present the findings from Margaret's 3 students. I will present their responses to Questionnaire 3 (Part 1), and their comparisons (Part 2). I will follow each finding with a discussion and offer a brief summary of all findings taken from Seanan's 3 students and Margaret's 3 students at the end of this section.

**Table 10:** Questionnaire 3, Part 1: Previous University EFL Conversation Classes you have taken with a native Speaker. Seanan's 3 students

**PREVIOUS UNIVERSITY EFL CONVERSATION CLASSES YOU HAVE TAKEN WITH A NATIVE SPEAKER**  
(Seanan's 3 Students)

| #  | Question   | Low Level | Medium Level  | High Level  |
|----|--|-----------|---|---|
| 1  | Did the native teacher use a book?<br>What book? Can you remember?   |           | I can't remember  | Let's talk by Cambridge   |
| 2  | Did he/she control the course content?<br>Can you describe a typical class?  |           | She was active in the class. She tried to ask lots of questions   | He used to play games or have role play to make us speak English                |
| 3  | Did he/she control what you had to learn?<br>Can you describe what you learned?  |           | Fill in the blanks with a paper ( passive verbs and active verbs) Fill in the blanks after listening                              | I learned the communication in English with other people and teacher            |
| 4  | Did he/she talk a lot in class?<br>How much in percentage, did the teacher talk? 0%-100%   |           | She talked 80%  | 80%   |
| 5  | Did he/she correct your mistakes?<br>Always, never, sometimes. When, right away or at the end of the lesson?   |           | She corrected students' mistakes after listening  | Sometimes, right away   |
| 6  | Did he/she give you individual exams?<br>Did you have exams made for you, just I you, or did all the students do the same exams?   |           | She gave all the students the same exams  | I had the same exams for all students   |
| 7  | Did you learn what you wanted to learn or what the teacher wanted you to learn?<br>Did you have control over what you learned or was it all teacher directed. How did you feel about this? |           | Teacher made comfortable students to talk and students tried to answer  | The teacher wanted to us feel free to speak English and I definitely learned it |
| 8  | Do you think you know what is good for you to learn or study, without the teacher's input?<br>Were you able to study successfully without the teacher, after class?                        |           | Teacher tried to explain many time. Students could remember most of the things in class   | I think recording is one of good ways to learn English                          |
| 9  | Did you do a Learner Training Course in these classes?<br>Did you teacher, talk about notebooks, learning techniques, memory techniques. Time management.                                  |           | Yes I did. Teacher used the book and computer (power point, printed paper)  | Talk about notebooks  |
| 10 | Were you motivated a lot by the teacher and class content?<br>Did the content of the class, the teaching Style, motivate you to learn more, to remember more, to speak more?               |           | The teacher was so friendly and active. Teacher seemed to be their friend. The paper what the teacher made was motivated students | It motivated me to speak more   |
| 11 | Did you have a lot of time to talk in class?<br>How much in percentage, did you talk? 0%-100%  |           | Students didn't have a lot of time to talk. They answered words and phases  | 95%   |

In Part 1 of Questionnaire 3 above, the first thing that is evident is missing information regarding the low level student, this is because she has not had native EFL conversation teachers at university level before (but has had contact with such teachers in private institutions prior to taking my classes). In relation to previous EFL teachers using a textbook in class, the responses were yes (although the names of the books could not always be remembered). I did expect this to be the case, having seen prolific use of set textbooks throughout my teaching experience in Korea. Responses also show that the classes were generally controlled by the teacher and that teacher talk time was very high around 80%. This was not surprising to me as one of the many complaints I have received from students regarding their past learning situations is the lack of talk time

they have compared to that of the teacher. I noticed that yes, teachers generally corrected mistakes in the class, and that students sat the same exams. Learning also seems to have been more teacher controlled, although aspects of Learner Training have been talked about in class (not as separate courses, but during class lessons when needs arise). This was very interesting and positive to see. Teachers have also appeared to be highly motivational, encouraging their students to speak. In Part 2 of Questionnaire 3, I then asked my 3 students to compare their previous university EFL conversation class experience with my class, to see what they liked or disliked about both.

The findings are below in **Table 11**:

**Table 11:** Questionnaire 3, Part 2: Previous University EFL Conversation Classes you have taken with a native Speaker. Seanan's 3 students

**Seanan's Conversation Class and Students Previous EFL Conversation Classes:  
Likes and Dislikes**

|          | Seanan's Conversation Class and Students Previous EFL Conversation Classes: Likes and Dislikes  |          |  |  |   |  |
|----------|---|----------|--|--|---|--|
|          | <i>Low Level</i>  |          | <i>Medium Level</i>  |  | <i>High Level</i>   |  |
|          | Seanan  | Previous | Seanan   | Previous   | Seanan  | Previous   |
| Like:    | My university EFL conversation course is students are controlling the class                     |          | More chances to talk in this class<br>I can remember most of words because I wrote the words that I didn't know easy to remember<br>Teacher always corrected our mistakes during the conversation<br>Share the ideas with the teacher after the conversation<br>Teacher is always ready to help us | Teacher was so active<br>Repeat to explain what students learned<br>Chance to speak in front of students what they had conversations with foreigners after class | Conversation time:<br>Talking in English for 2 hours is not easy, but it is really helpful to improve my English.<br>Materials: I liked the materials, especially My Learning Diary. It is systematic | Teaching style: He used to play some games and have a role play.<br>And it made me communicate with other students naturally and friendly.<br>Also, it made me feel free to talk in English. |
| Dislike: | I think that the students who have bad English conversation skill tend to not follow this class |          | Somehow many homework  | Don't have chances to talk in the class<br>Too many students in a class  | Atmosphere: I sometimes feel this class is a bit stiff compared to other class.<br>Playing some games might be good, I think^^  | Progress: The teacher focused only the atmosphere to talk so that there was no dramatic improvement in English.  |

Comparisons found above in Part 2 of Questionnaire 3, show that the lower level student (while not having previous university level EFL experience), likes the autonomous nature of the syllabus, but is wary of capability levels of weaker students in following this syllabus. This is an extremely important insight into how this student feels, and is suggestive that this syllabus method is better for good language learners. The medium

level student, was positive about student talk time, cognitive strategy work, error correction and student/teacher negotiation in my class and positive about the motivational ability, and teaching techniques of previous native speaking EFL teachers. What the student didn't like was the amount of preparation needed for my syllabus and the lack of student talk time and large student numbers in previous EFL classes. I can agree with the student regarding concern about preparation time for my syllabus, as ownership is primarily on the students, giving them a lot more work to do. This is something the student would become accustomed to, more than likely in the second semester, (gathered from my experience of my students using this syllabus for over 2 years) and is similar to Finches (2008) findings, that his students were able to acquire learning strategies over time, through use and practice. The higher level student liked the amount of student talk time and the systematic nature of the "My Learning Diary" in my class and the positive learning environment created by past EFL teachers. Having said this, the student would have preferred to see more game work in my class and more systematic structure in previous EFL classes. The student's point here was for the teacher to create a systematic approach to a conversation style class, while still keeping elements of play, to counter the rigidity of this structured approach. I will now present and discuss the findings from Margaret's 3 students to Questionnaire 3 (Part 1), and their comparisons (Part 2).

**Table 12: Questionnaire 3, Part 1: Previous University EFL Conversation Classes you have taken with a native Speaker. Margaret's 3 students**

**PREVIOUS UNIVERSITY EFL CONVERSATION CLASSES YOU HAVE TAKEN WITH A NATIVE SPEAKER**  
(Margaret's 3 Students)

| #  | Question   | Low Level                    | Medium Level  | High Level   |
|----|--|------------------------------|---|--|
| 1  | Did the native teacher use a book?<br>What book? Can you remember?   | Touchstone                   | Touchstone  | Yes, North Star  |
| 2  | Did he/she control the course content?<br>Can you describe a typical class?  | yes                          | Teacher is explain next, students are read/speak        | yes  |
| 3  | Did he/she control what you had to learn?<br>Can you describe what you learned?  | yes                          | yes   | English grammar and speaking skill                                     |
| 4  | Did he/she talk a lot in class?<br>How much in percentage, did the teacher talk?<br>0%-100%  | 20%                          | 60-70%  | Yes, at that time I was a freshman, so students could not speak enough |
| 5  | Did he/she correct your mistakes?<br>Always, never, sometimes. When, right away or at the end of the lesson?   | End of the lesson            | Right away  | Yes right away   |
| 6  | Did he/she give you individual exams?<br>Did you have exams made for you, just I you, or did all the students do the same exams?   | Same exams                   | Oral test is group (4-5)<br>Written test is same        | All students took same test  |
| 7  | Did you learn what you wanted to learn or what the teacher wanted you to learn?<br>Did you have control over what you learned or was it all teacher directed. How did you feel about this? | Learn what I wanted to learn | If I ask question, I could learn what I wanted to learn | Second one   |
| 8  | Do you think you know what is good for you to learn or study, without the teacher's input?<br>Were you able to study successfully without the teacher, after class?                        | I could                      | I couldn't study successfully without the teacher       | I was not good student which means I did not study after class         |
| 9  | Did you do a Learner Training Course in these classes?<br>Did you teacher, talk about notebooks, learning techniques, memory techniques. Time management.                                  | yes                          | no  | no   |
| 10 | Were you motivated a lot by the teacher and class content?<br>Did the content of the class, the teaching Style, motivate you to learn more, to remember more, to speak more?               | Content more motivated       | Yes, I learn a lot                                      | I was scared of speaking English. Every class is challenging           |
| 11 | Did you have a lot of time to talk in class?<br>How much in percentage, did you talk? 0%-100%  | 25%                          | 20 - 30%  | 20% talk a lot but only vocabulary                                     |

In Part 1 of Questionnaire 3 above, all of Margaret's 3 students have had experience with native English speaking EFL teachers at a university level. It was found that set textbooks have always been used by the students in their previous EFL conversation class experience and that a teacher controlled syllabus was also the norm. The teachers (except for the low level student's experience) were found to talk a lot in class. Mistakes were generally corrected by the teachers and the same exams were set for all students. One of the three students felt that they could learn what they wanted to learn without teacher input, another wrote that he/she could learn only if he/she asked the teacher for assistance. The higher level students experience was that you learned what the teacher wanted you to learn. The response to question 7 in Part 1 of Questionnaire 3, from Margaret's low level student is interesting in that the student has experienced

something similar to self learning, self direction, and autonomy. The experience of the other 2 students is more traditional I would say, in that the teacher controlled what they had to or needed to learn. The lower level student again in question 8 has suggested a capability to self study without teacher assistance, the medium and higher level students, saying that they could not study alone successfully. In question 9, the lower level student has experienced a Learner Training course, while the other students have not. This might explain the lower levels responses to questions 7 and 8. All of the 3 students found past EFL teachers and courses motivating, and all 3 students have written that student talk time was extremely low in their past EFL conversation class experiences. In Part 2 of Questionnaire 3, I then asked Margaret's 3 students to compare their previous university EFL conversation class experience with her class, to see what they liked or disliked about both.

The findings are below in **Table 13**:

**Table 13:** Questionnaire 3, Part 2: Previous University EFL Conversation Classes you have taken with a native Speaker. Margaret’s 3 students

**Margaret’s Conversation Class and Students Previous EFL Conversation Classes:  
*Likes and Dislikes***

| Margaret’s Conversation Class and Students Previous EFL Conversation Classes: <i>Likes and Dislikes</i> |                                   |                    |   |          |   |   |
|---|-----------------------------------|--------------------|---|----------|---|---|
|   | <i>Low Level</i>                  |                    | <i>Medium Level</i>   |          | <i>High Level</i>                                     |   |
|   | Margaret                          | Previous           | Margaret  | Previous | Margaret  | Previous  |
| <b>Like:</b>  | I love teaching style             |                    | Good chance to meet foreigner I can learn live English  |          | I feel comfortable                                    | Same or similar level of students took the class Every day I took the class, so I could focus on the course |
| <b>Dislike:</b>   | Sometimes the material was boring | Too hard materials | There’s not many EFL class for the other major ( except English Literature ) Department of American Studies |          | Time and class are short Different levels of students | Atmosphere is competitive   |

Comparisons found above in Part 2 of Questionnaire 3, show that the low level student loved Margaret’s teaching style, but was not too happy with the materials used (the set textbook). The medium level student was impressed with Margaret’s teaching of “live” English, to be used in everyday situations. The student would have liked to have had more conversation courses to choose from in the university. The high level student enjoyed Margaret’s class, but wanted a daily conversation class, arguing that class times are short and that student levels should be the same not different, like they are in Margaret’s classes. From previous EFL conversation class experience, the high level student felt that classes were too competitive, something the student did not find in Margaret’s class.

Please find below a general summary of findings from Questionnaire 3 relating to the previous university EFL experience of all 6 students with native English speaking teachers:

#### **4.1.3.1 Summary**

1. Textbooks are more commonly used (suggesting a teacher controlled syllabus)
2. Class content is designed by teachers alone.
3. The teacher controls what is to be learned.
4. The teachers talk a lot in class.
5. Teachers do correct mistakes
6. Students nearly always take the same exams
7. Students in general learn what teachers want them to learn.
8. Students do feel they know what is good to learn
9. Teachers do talk about Learner Training in their classes (not as a separate course, but as helpful hints, tips)
10. Teachers do motivate their students a lot.
11. Students do not talk enough in class

I will now move on to the next instrument used in this research, Review Diaries.

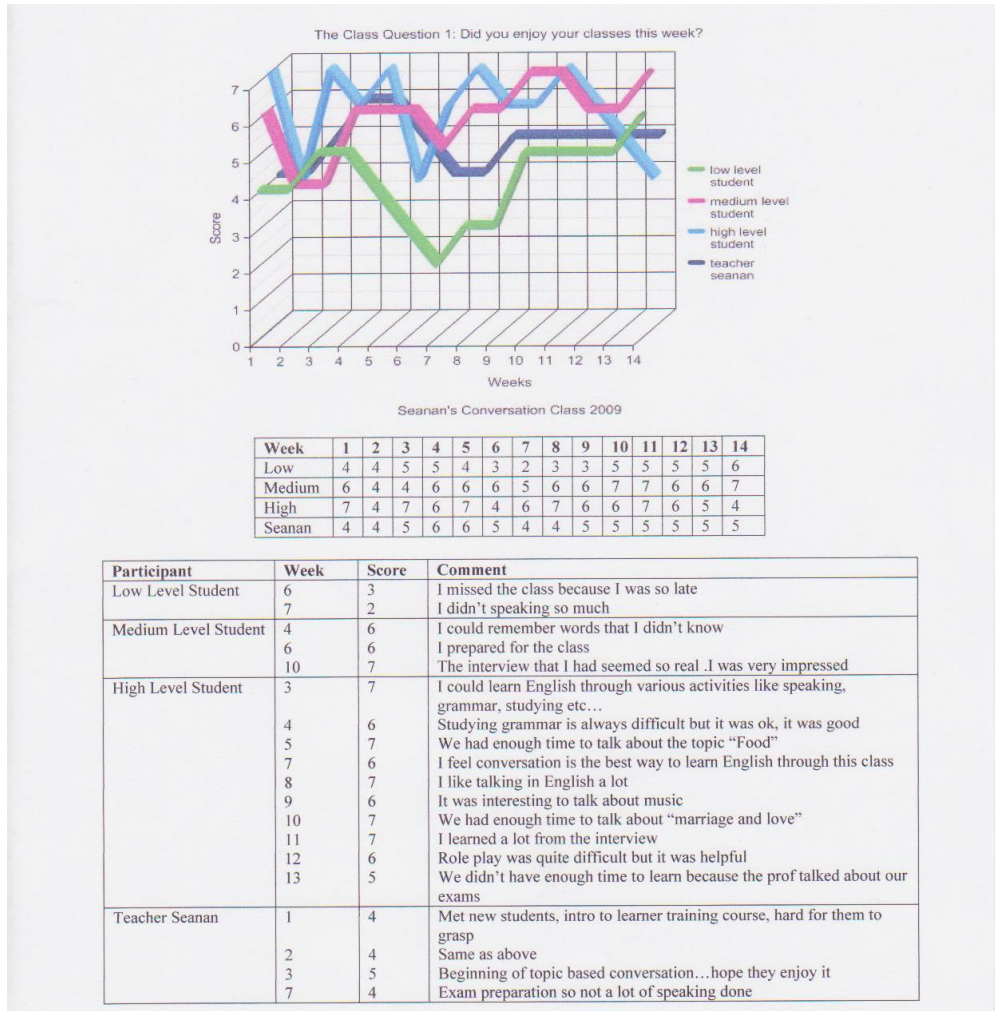
## **4.2 Review Diaries**

The Review Diaries were designed for the researcher to see how students and teachers were progressing with their syllabus over a 14 week period. I will first present and discuss the findings for the review diaries related to Seanan's class (both the Student Review Diaries and Seanan's Review Diary findings will be presented and discussed together) I will then present and discuss the findings for the review diaries related to Margaret's class (both the Student Review Diaries and Margaret's Review Diary findings will be presented and discussed together). Following this I will offer a brief summary of all findings from both classes at the end of this section.

## 4.2.1 Seanan's Class Findings

**Figure 3:** Review Diary: Seanan's Class:

The Class Question 1: Did you enjoy your classes this week?

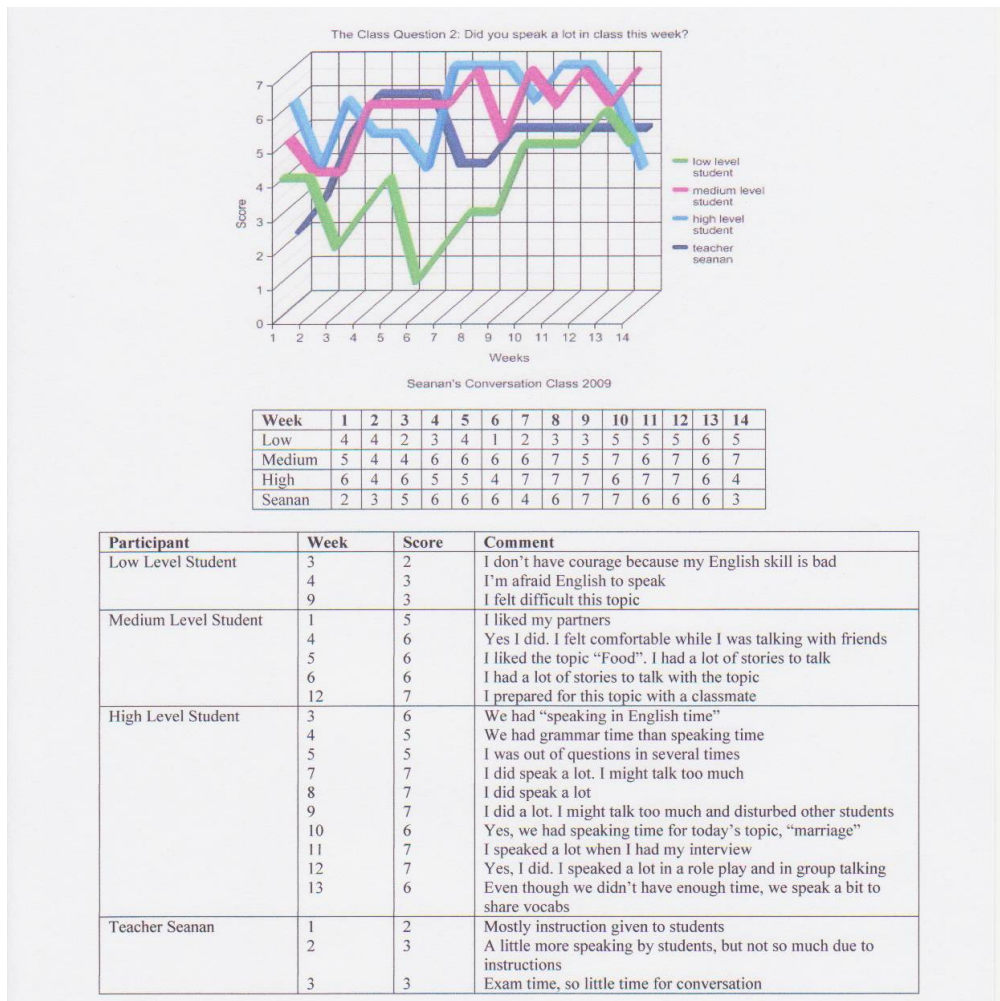


What can be seen from the findings above firstly is that in general terms all participants enjoyed the classes in weeks 3, 4 and 5, and later in weeks 9,10,11,12 of the course. Weeks 1 and 2 were low in enjoyment, due to students becoming familiar with the syllabus, weeks 6, 7, and 8, were generally low too, as mid-term exams were being taken around then, and weeks 13, 14 and 15 were a mix of low and high enjoyment due to final exams and the end of the course. Students generally enjoyed their classes when they were prepared, could remember vocabulary, had time to talk, and had interesting

content to talk on. Enjoyment was low when, students were adjusting to their syllabus, exams were approaching and student talk time was insufficient.

**Figure 4:** Review Diary: Seanan’s Class:

The Class Question 2: Did you speak a lot in class this week?

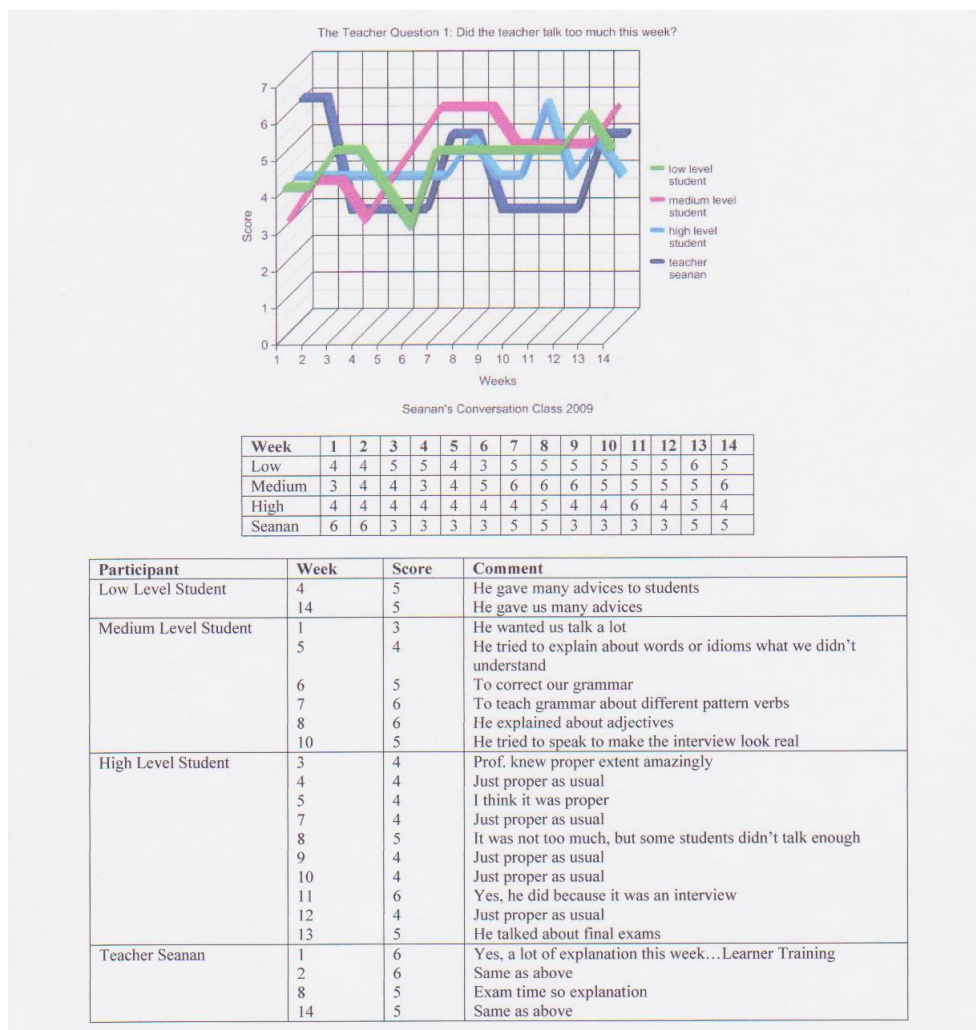


Again what is generally found from this graph is that participants felt they didn't speak enough at the beginning, middle and end of the course, due to syllabus adjustment and exams. The lower level student in week 3 and 4 wrote that lack of courage and fear were factors in preventing communication with others, but the graph shows that her fear gradually disappeared and her courage to speak improved steadily over the 14 weeks. When the topic was difficult the lower level student found it difficult to speak (Week 9). Elements of the class that helped or motivated all 3 students to speak in class

were, the passing of time, pair work, interesting topics, preparation, role plays, sharing vocabulary from their “My Learning Diary” and group talking.

**Figure 5:** Review Diary: Seanan’s Class:

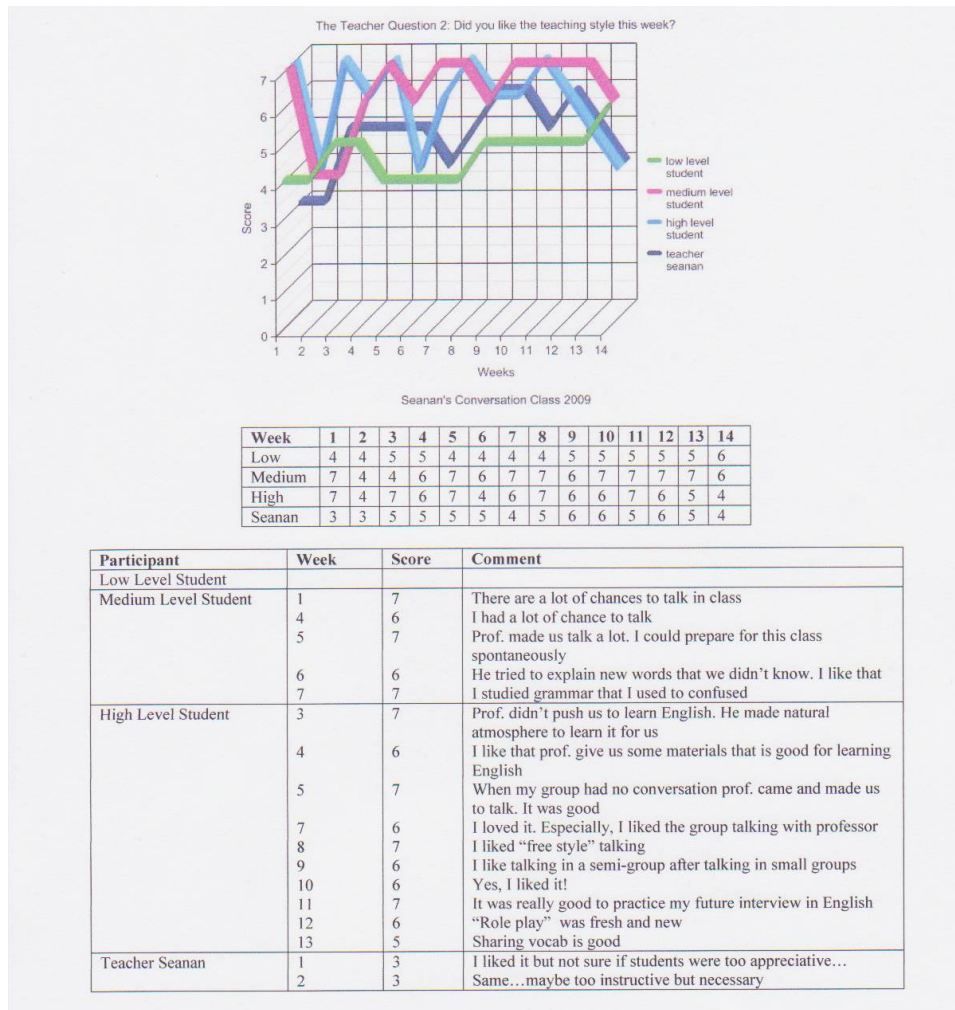
The Teacher Question 1: Did the teacher talk too much this week?



The graph clearly shows that I talked a lot (and this is correlated by student findings) at the beginning, middle and end of the 14 weeks. According to the student findings I talked most, when giving advice, explaining definitions, and explaining exams. This would generally refer to the 1<sup>st</sup> one hour lesson in the week, where I would explain grammar, vocabulary and phrases and not to the 2<sup>nd</sup> two hour lesson when students take full control of the talk time.

**Figure 6:** Review Diary: Seanan’s Class:

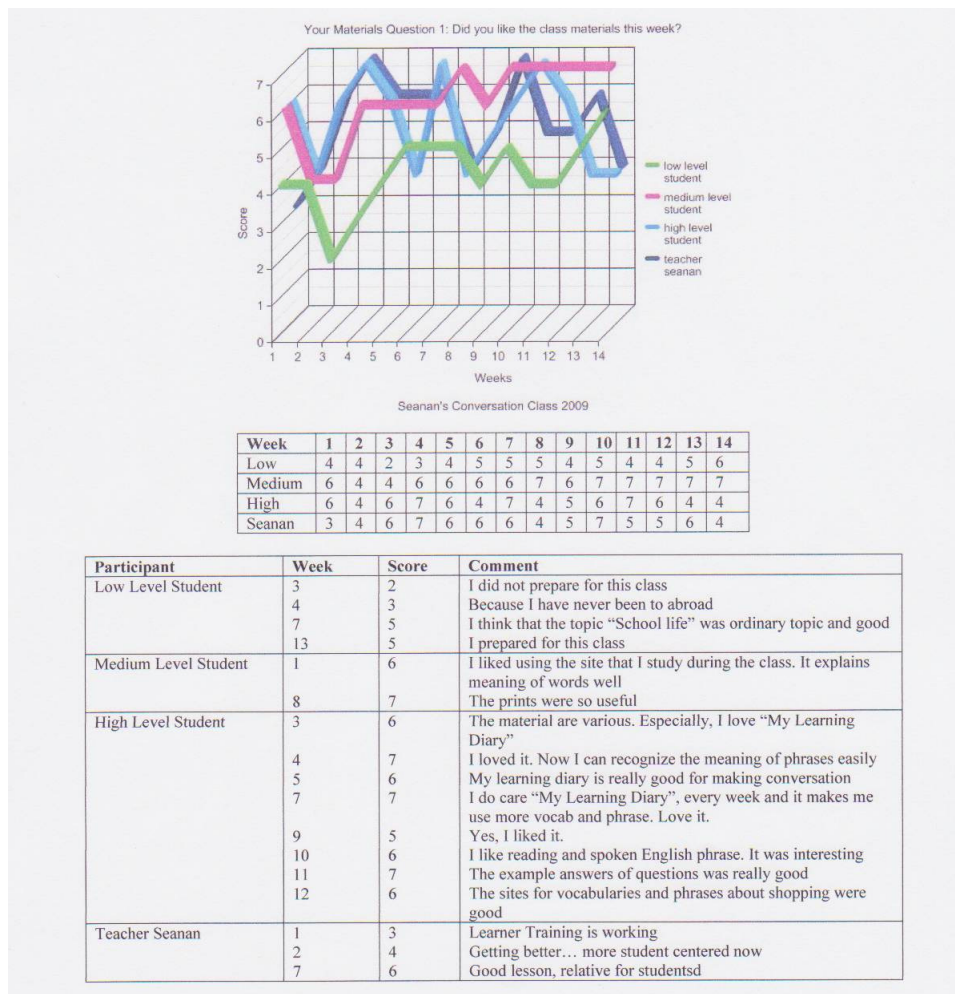
The Teacher Question 2: Did you like the teaching style this week?



Unfortunately the low level student provided no qualitative feedback in this part of the questionnaire, although her responses are mostly positive with scores from 4 (no opinion) to 5’s and 6’s (maybe yes and yes). The medium level and high level students liked my teaching style when they had chances to talk, when I encouraged them to talk, when I explained words they were unsure about, when the atmosphere was more relaxed and not pushy, when good learning materials were supplied, when they could talk with me in group situations, and when they could share vocabulary with each other.

**Figure 7: Review Diary: Seanan's Class:**

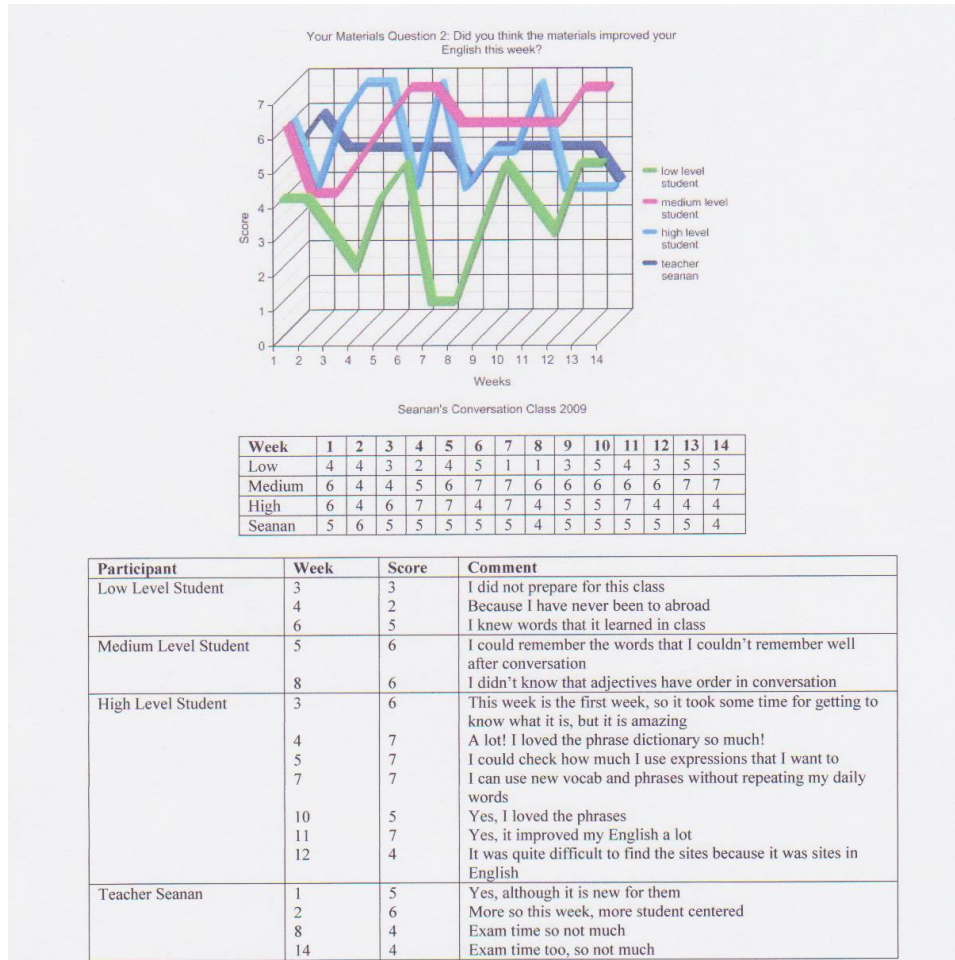
Your Materials Question 1: Did you like the Class materials this week?



The graph above shows a variety of feelings throughout the 14 weeks by all participants, again with more negative responses in the beginning, middle and end of the 14 week research period. The low level student did not like the class materials when they were not related to her context or experience and when she was not prepared for the class. The medium level student was generally happy with the materials over the 14 weeks, and the higher level student liked the "My Learning Dairy" material a lot. Generally it was thought that the materials were useful and liked throughout the course. (most if not all of the materials being generated by the students in week 2 of their Learner Training course)

**Figure 8: Review Diary: Seanan's Class:**

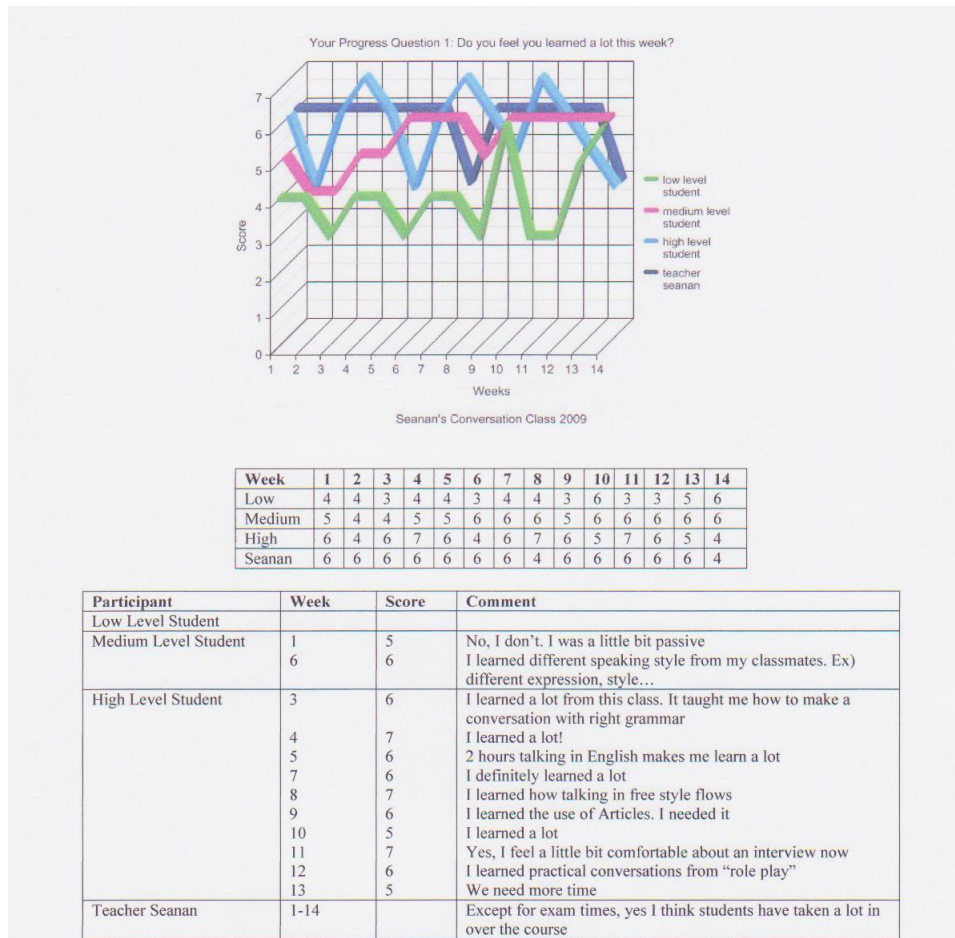
Your Materials Question 2: Did you think the materials improved your English this week?



In the graph above, responses to Your Materials Question 2: Did you think the materials improved your English this week, show that the lower level student was frustrated at the beginning of the course, getting used to the materials, in the middle of the course, found the materials unhelpful (this was exam time) and was more positive towards the end of the 14 weeks. The medium level student was most satisfied when she could remember vocabulary, and the high level student too was most satisfied when she could record and recycle vocabulary, phrases and expressions successfully. The findings here suggest that materials which look at recording techniques and recycling strategies are very useful for students.

**Figure 9:** Review Diary: Seanan's Class:

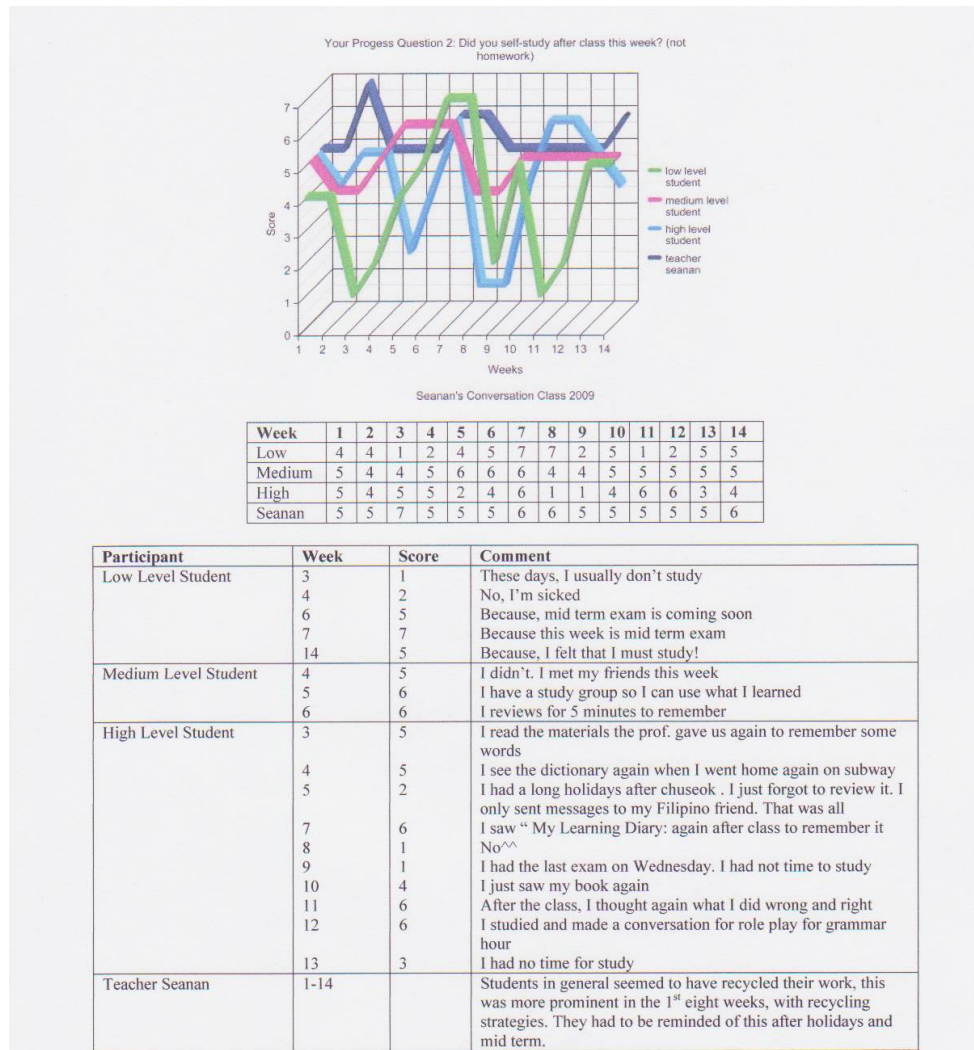
Your Progress Question 1: Do you feel you learned a lot this week?



Unfortunately the low level student provided no qualitative feedback in this part of the questionnaire. Generally the student felt unsure about her learning progress throughout the 14 weeks, only in weeks 10 and 14 was she more upbeat. The medium level student showed steady learning progress over the 14 weeks, realizing when she was passive, her learning went down and when she was engaged in exchanges with her classmates, her learning progress increased. The high level student felt she learned best, when looking at correct grammar use in conversation, and when speaking in general with the teacher and her fellow classmates. The findings here suggest that the students learned more when they were actively involved in conversation.

**Figure 10:** Review Diary: Seanan’s Class:

Your Progress Question 2: Did you self-study after class this week? (not homework)

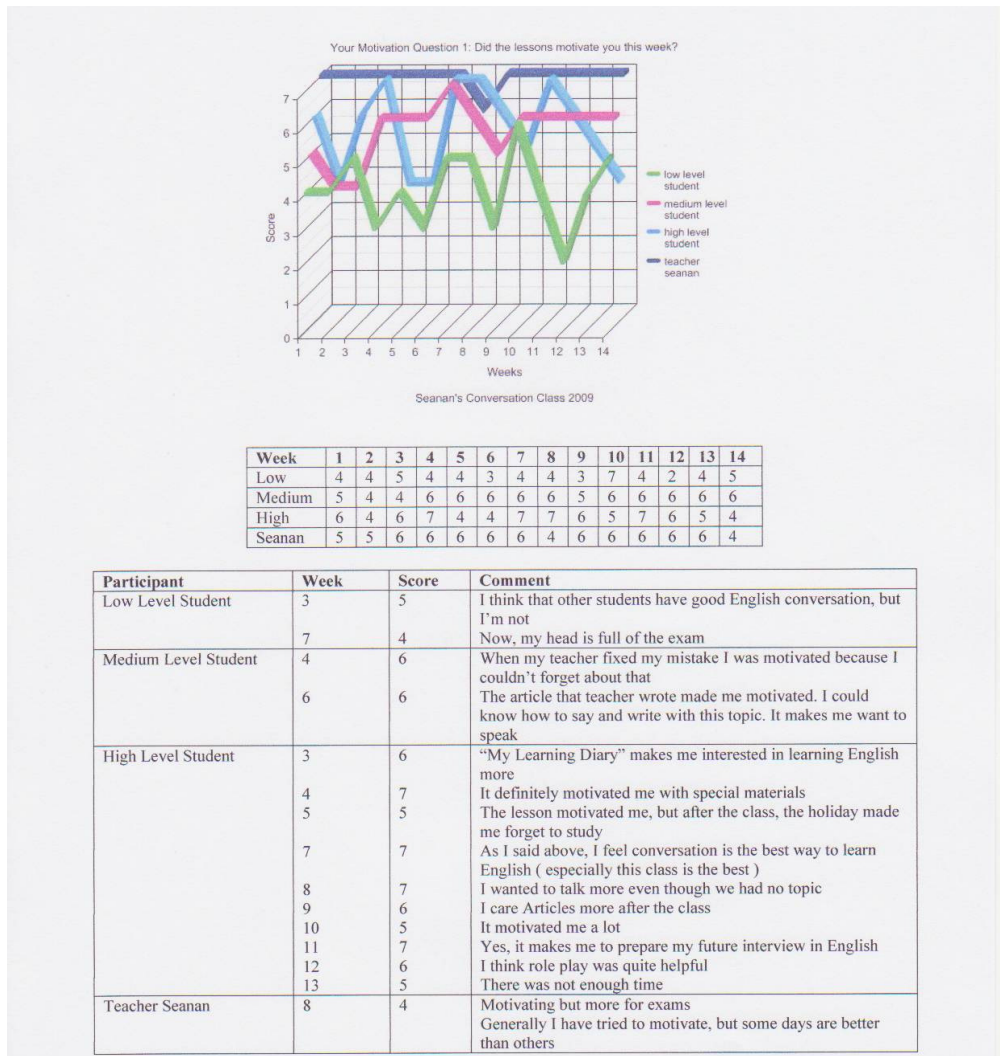


What I expected to see from responses here was students self studying after class, not only for exam preparation. This was not really the case for the lower level student, who self studied primarily to pass the mid term and final exams. The medium level student attended a study group after class, so she was more prone to studying without the teacher’s assistance. The high level student was very active in self studying, reflecting and evaluating on her work in class, at home or on the subway. Findings here suggest that higher level students (good language learners) will self-study more than lower level students. This is supported by Finch (2000), when suggesting that autonomous learners

(good language learners) are by nature more motivated than learners who are more passive in second language acquisition.

**Figure 11:** Review Diary: Seanan’s Class:

Your Motivation Question 1: Did the lessons motivate you this week?

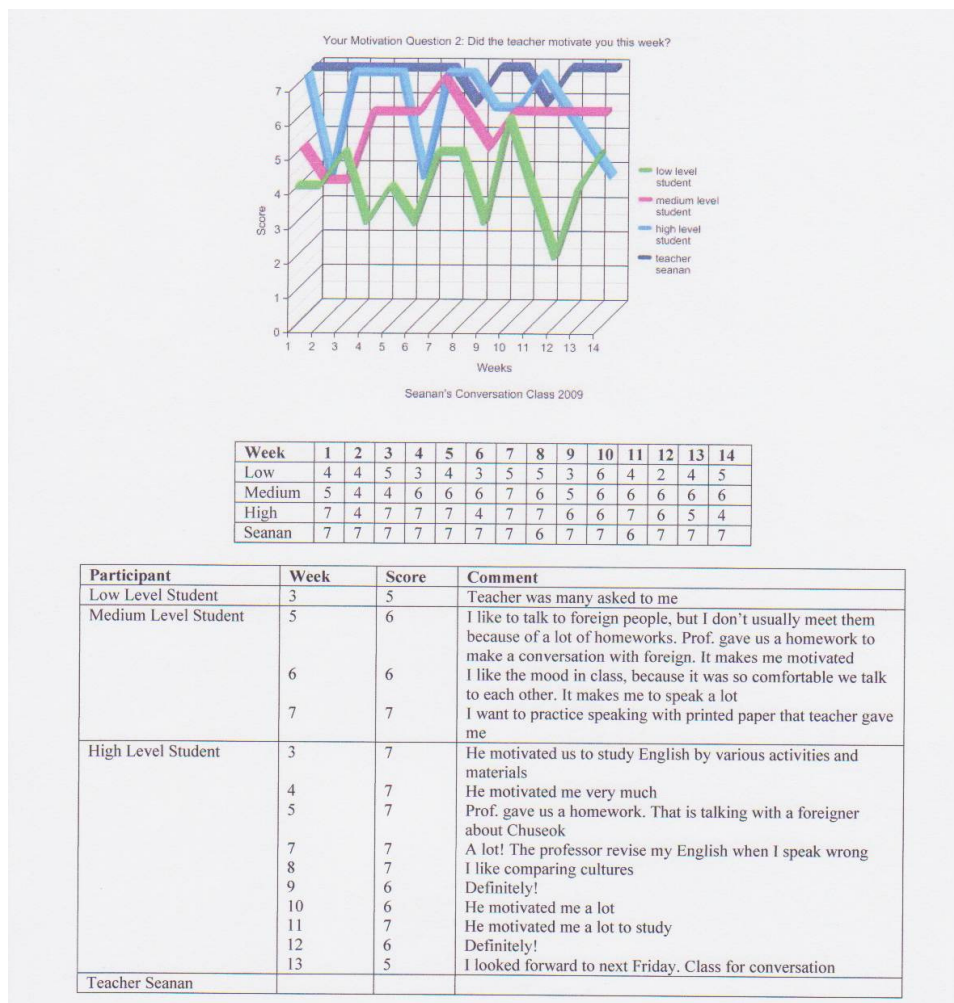


In the graph above, the findings show that the low level student was not so motivated by the lessons over the 14 weeks. The cause of this was mainly due to her beliefs about herself, the concept of herself as a low learner inhibited her motivation, further defining and shaping her beliefs about her ability and capacity to improve. This is reflective of Ushioda’s (1996) research into motivational thinking. The medium level student was

more motivated by the teacher correcting her mistakes and the suitability of the material content to her experiences. The higher level student was also motivated by the material content and also the systematic way of acquiring, recording and producing language. Findings here suggest that while the content and structure of the lesson were generally motivating, care needs to be taken when motivating lower level students, who feel that they cannot progress because of the label, they either assign themselves or is assigned to them.

**Figure 12:** Review Diary: Seanan's Class:

Your Motivation Question 2: Did the teacher motivate you this week?



Findings for this question over the 14 weeks show that the lower level student felt that I had motivated her somewhat, but had failed to motivate her especially in week 12. The student felt most motivated when asked questions by the teacher. The medium level student was more positive about my student motivation, especially when I assigned outside class work asking students to talk with native English speakers. The mood created by the teacher in the classroom, also helped motivate the medium level student. The higher level student felt motivated by me when I introduced various activities into the classroom, assigned outside class work for students to speak with native English speakers and when I corrected her pronunciation, sentence structures and word usage.

**Table 14:** Review Diary: Seanan’s Class:

Weekly suggestions from Seanan’s 3 students:

| Week | Low Level Student  | Medium Level Student | High Level Student   | Teacher Seanan   |
|------|--|----------------------|--|--|
| 1    |  |                      |  | I felt that I talked too much this week although necessary, the students seemed to get what I wanted them to get.  |
| 2    |  |                      |  | More student centered, so I felt much more enthusiastic this week.   |
| 3    | Good   |                      | I think Prof’s. program for learning English is amazing. He gave us natural atmosphere to speak and learn English. And I got interests in learning English more. But, I think he should concern the arrangement of the students when he makes groups. My group had some stillness because some students felt difficult to speak. That’s why I talked too much. I think when prof. makes a group, it would be better to put the students from various levels of English together. | First week of vocab day and speaking day, and use of My Learning Diary, seemed to go pretty well, once vocab and grammar pages were addressed fully. Level and topic choice by students seems to fit |
| 4    | I look forward to Chuseok, so I’m very exciting. Have a happy Chuseok! Don’t eat too much! |                      | Talking in English for 2 hours was truly hard to me. But, it was also true that makes me improved a lot.   | Getting in to it more  |
| 5    |  |                      | Knowing right grammar and using it is very important when you learn the 2 <sup>nd</sup> language. At this point, the materials that prof. gave us is really good and helpful for us. I loved it and I’m going to use ‘phrases’ that are in the materials.  |  |

Suggestion Progress Diary Seanan's Conversation Class

| Week | Low Level Student                                 | Medium Level Student | High Level Student  | Teacher Seanan  |
|------|---|----------------------|---|---|
| 6    |   |                      |   |   |
| 7    | I want great funny topic                          |                      | I loved 'group' talking (talking all classmates together). I felt put "our learning" in order. And it's very interesting to compare different cultural aspects.                         | Work is naturalized now, students seem comfortable with the process |
| 8    |   |                      |   |   |
| 9    | That's okay                                       |                      | I like semi-group talking. I think it is good to know other student's thinking and to speak in English in front of lots of students   | A little bit of review and re motivating students                   |
| 10   |   |                      | I liked the materials that prof. gave us. Especially, I liked spoken English phrases. It was interesting!   |   |
| 11   | I want to that we do reality drama                |                      | I was so nervous when I had the interview. And the camera made me more nervous. But, it was really good for my future interview in English. I liked it even though it made me nervous!! |   |
| 12   |   |                      | When I did "role play", I was so nervous but it was helpful. I learned practical English from it.   | All students in and participating.                                  |
| 13   | I enjoyed this topic                              |                      |   |   |
| 14   | The subject of "Plastic Surgery" is very exciting |                      |   | Good work till the end ...future encouragement needed               |

The weekly suggestions provided by the students showed that the lower level student was very interested in topic choices, suggesting to the teacher that the more interesting she found the topic, the more motivated she would be to learn.

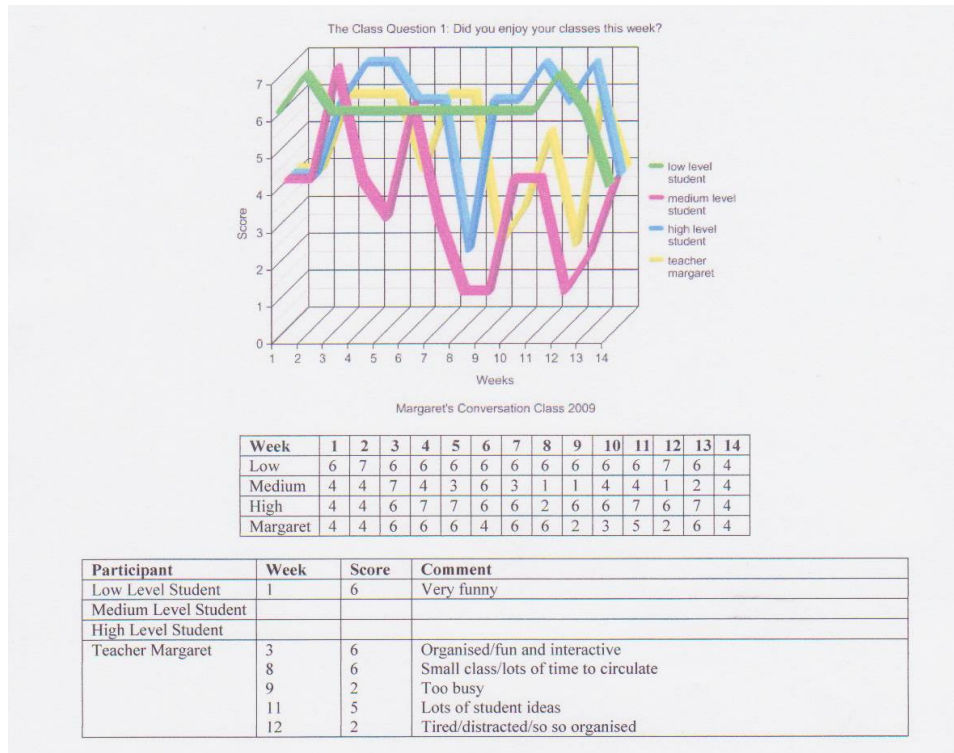
Unfortunately the medium level student had no suggestions. The higher level student suggested that more group work be initiated, and that the teacher should arrange the groups according to their levels. She found because of the level differences in groups, that, " My group had some stillness because some students felt difficult to speak".

I will now present and discuss the findings for the review diaries related to Margaret's class (both the Student Review Diaries and Margaret's Review Diary findings will be presented and discussed together). Following this I will offer a brief summary of all findings for both classes at the end of this section.

## 4.2.2 Margaret's Class Findings

**Figure 13:** Review Diary: Margaret's Class:

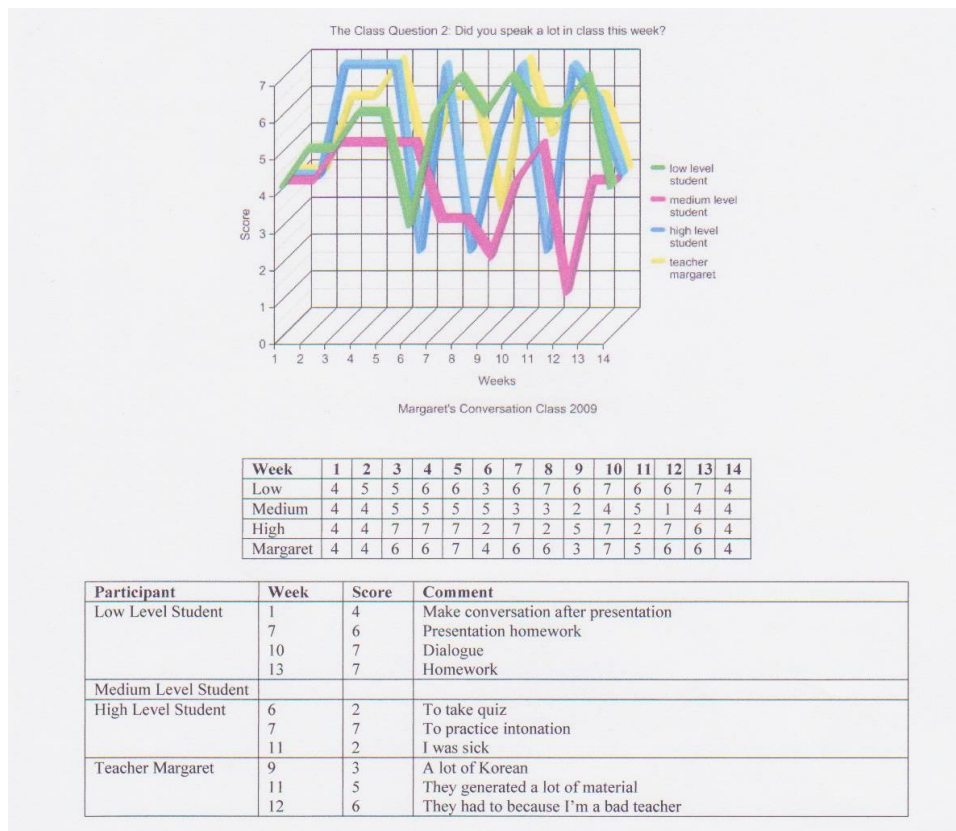
The Class Question 1: Did you enjoy your classes this week?



The graph above shows a high level of enjoyment of classes from the lower level student, and fluctuating responses from the medium and high level students (generally in line with Margaret's feelings). When Margaret felt tired, busy or distracted, the students seem to have picked up on this, possibly causing a drop in class enjoyment.

**Figure 14:** Review Diary: Margaret's Class:

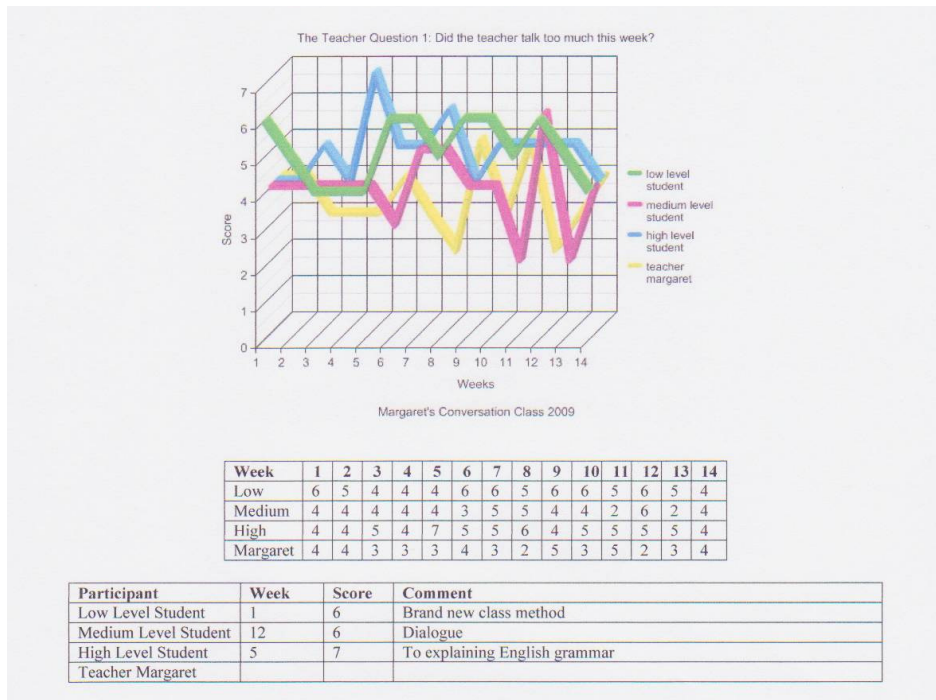
The Class Question 2: Did you speak a lot in class this week?



The findings from the graph show that students did tend to speak a lot. The low level student has tended to speak more, under instruction, speaking after a presentation, homework and dialogue work. This is similar to the higher level student, who seemed to speak more when engaged in drill work concerning pronunciation.

**Figure 15:** Review Diary: Margaret's Class:

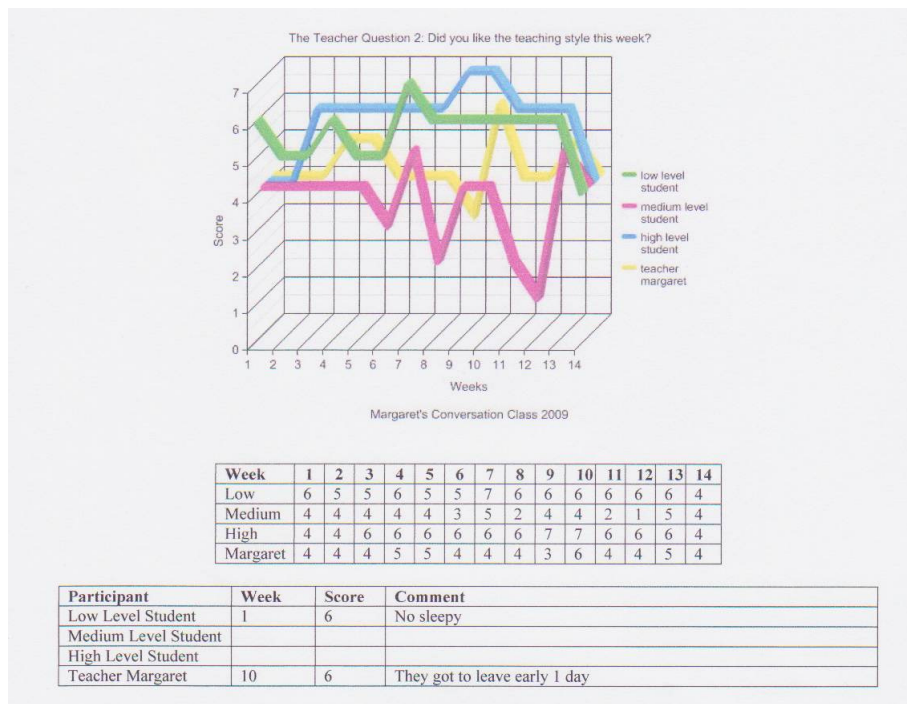
The Teacher Question 1: Did the teacher talk too much this week?



The general student responses here are yes, the teacher did talk a lot in class over the 14 week period. Margaret responses don't seem to reflect this. Unfortunately the comments section is quite empty here, although the three comments show that Margaret talked more when explaining the class method, dialogue method and grammar.

**Figure 16:** Review Diary: Margaret's Class:

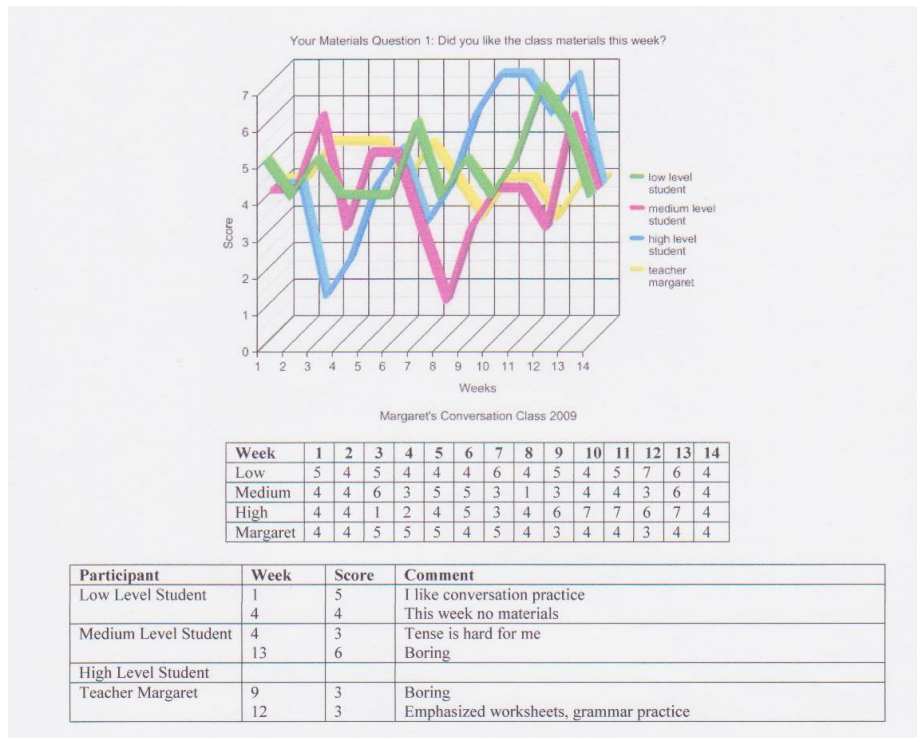
The Teacher Question 2: Did you like the teaching style this week?



Findings above suggest that the students liked Margaret's teaching style, with the low and high level students responding more favourably than the middle level student. They seem to have been comfortable with the teacher controlled syllabus, something which is very familiar to them.

**Figure 17:** Review Diary: Margaret's Class:

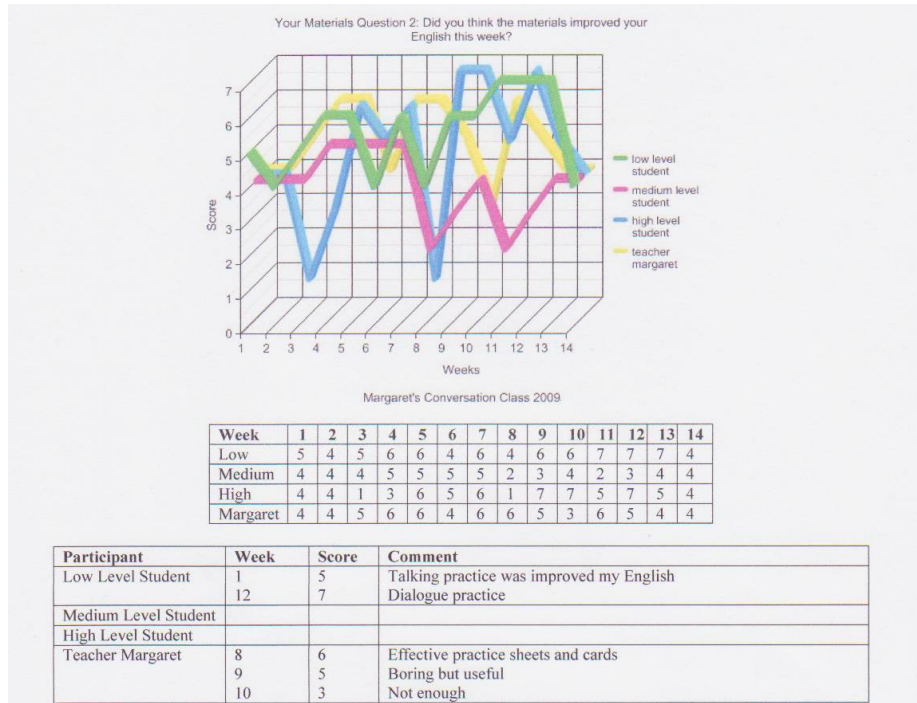
Your Materials Question 1: Did you like the class materials this week?



The graph above shows a variety of feelings throughout the 14 weeks by all participants. In week 8 of the course there was a general drop in responses, due to mid term exams, this happened again in week 14 when final exams were coming. The diversity of responses, more than likely reflects personal interests in the topics and grammar of the units covered in Touchstone 3 from week to week. Sometimes the work seemed to be boring, hard and/or too worksheet, grammar based.

**Figure 18:** Review Diary: Margaret's Class:

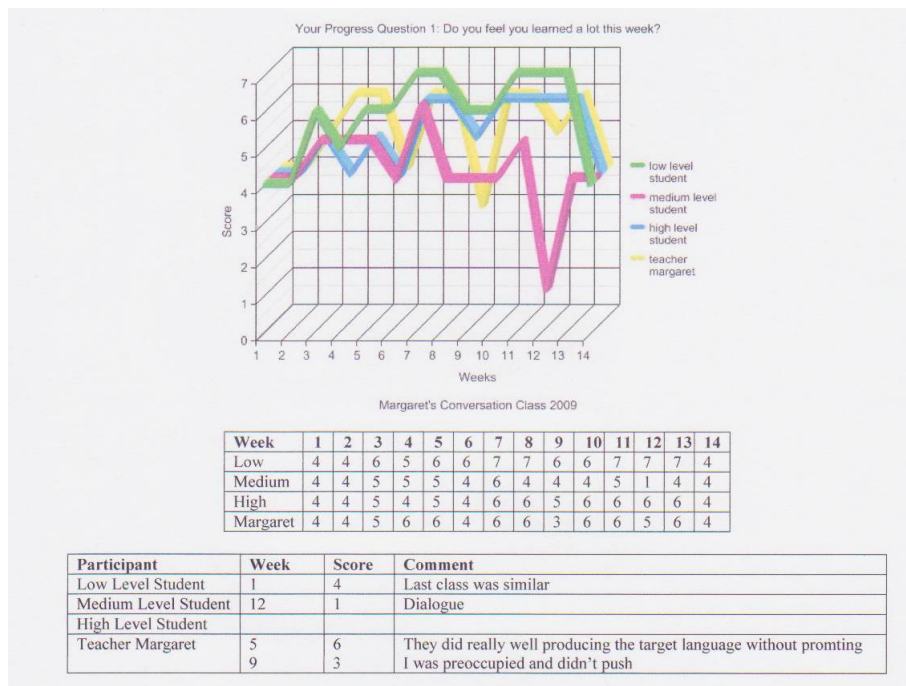
Your Materials Question 2: Did you think the materials improved your English this week?



The lower student has responded very positively here, commenting that the dialogue work and talking practice have improved her English. There are no comments from the other two students, but the graph shows general positivity from the higher level student and mixed responses from the medium level student. Margaret thought the materials in general were quite useful, commenting on effective use of practice sheets and cards.

**Figure 19:** Review Diary: Margaret’s Class:

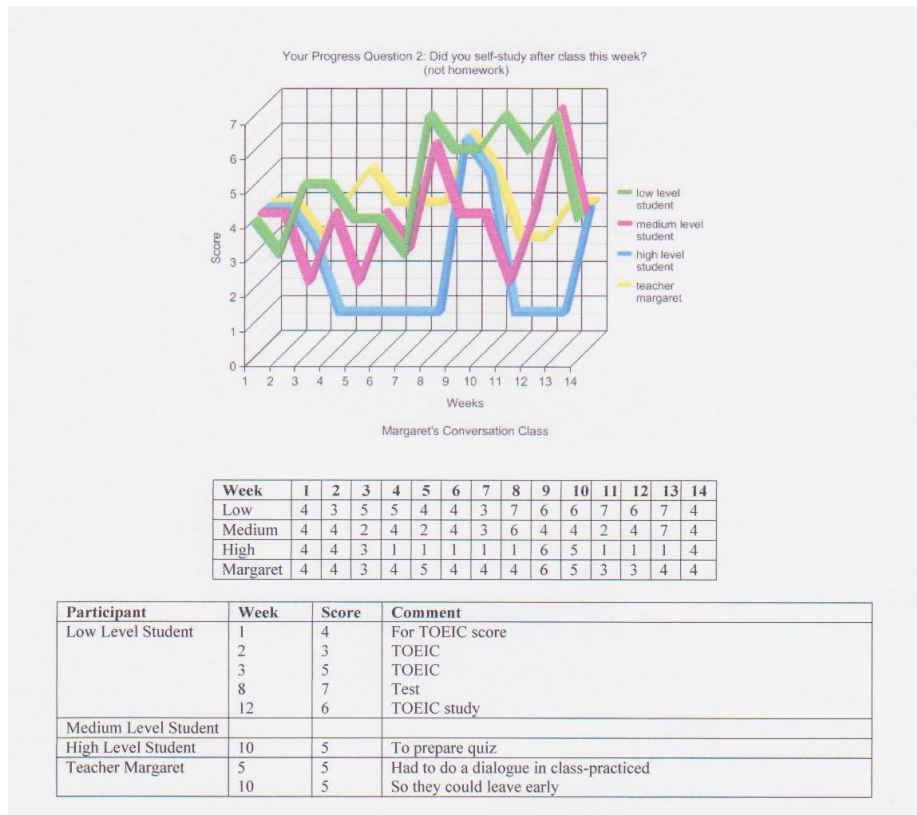
Your Progress Question 1: Do you feel you learned a lot this week?



The graph above shows that students did feel they learned a lot over the 14 week period. In week 9 all participants had lower responses, maybe due to Margaret’s preoccupation and lack of pushing that week. This is interesting, as the comment “push” seems to show Margaret as the one motivating, pushing and directing students, how much or how little she does of this, is reflected in the students own beliefs, attitudes and work levels in class. Another comment here regarding target language (the production and mastery of set target language is core to Margaret’s syllabus) shows that the teacher was happy with the students producing this without prompting.

**Figure 20:** Review Diary: Margaret's Class:

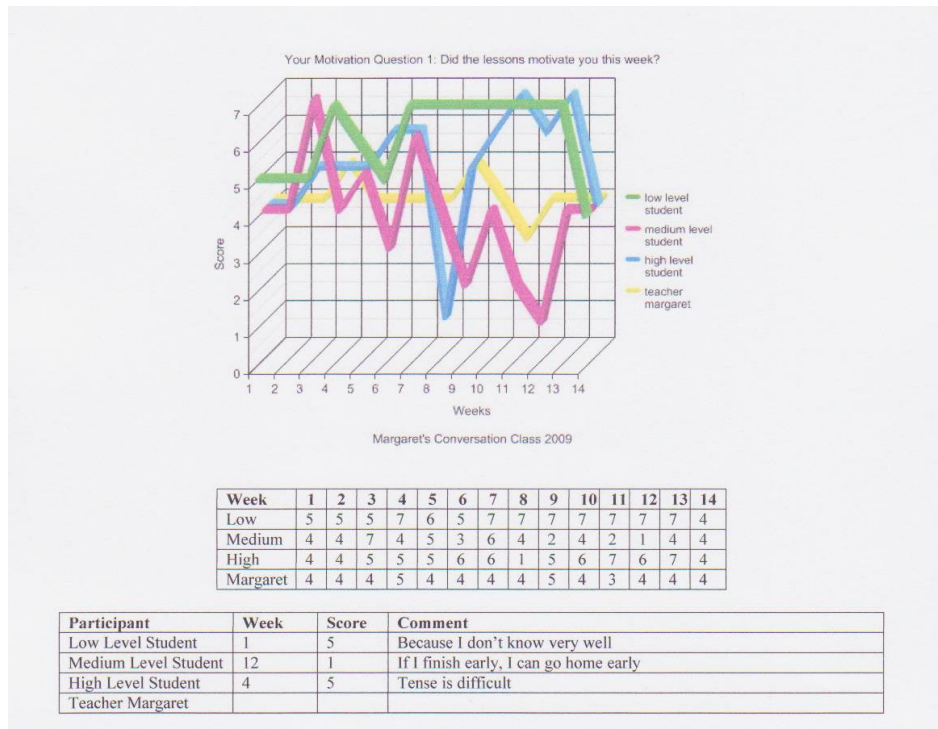
Your Progress Question 2: Did you self-study after class this week? (not homework)



The findings from this graph over the 14 weeks generally show that Margaret's students did not self study a lot, and when they did, it was for exam purposes only, mostly for TOEIC preparation or preparation for Margaret's quizzes. I did expect these findings from this question, as Margaret's syllabus does not focus on self directed learning and autonomy.

**Figure 21:** Review Diary: Margaret's Class:

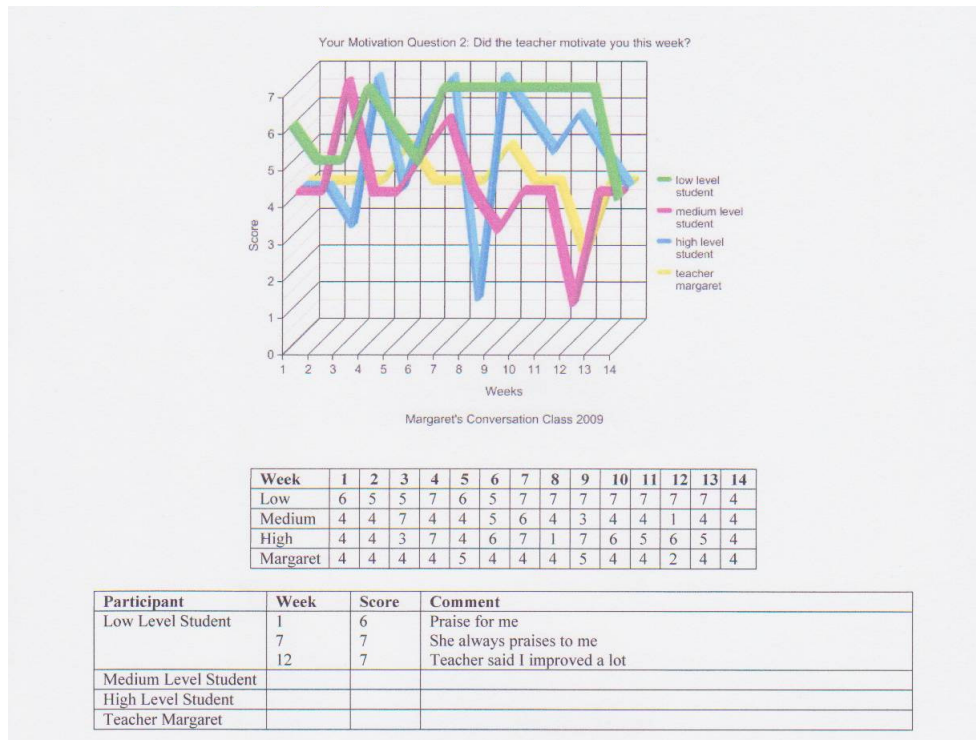
Your Motivation Question 1: Did the lessons motivate you this week?



From this graph Margaret seems to have mostly no idea whether or not her lessons are motivational for students. This is different from student responses, who on the whole, except for the medium level student, have felt that Margaret's lessons have been motivational. It is important I believe here for the teacher to be aware of how the lesson (and material content) are motivational for the students. I think the reason why Margaret does not know this, is due to the nature of her chosen syllabus. The lack of self awareness, learning awareness, intervention (task) work and task reflection activities in Margaret's syllabus seems in my opinion to have distanced Margaret from the understanding of what in her lessons may or may not be motivational for her students.

**Figure 22:** Review Diary: Margaret's Class:

Your Motivation Question 2: Did the teacher motivate you this week?



Findings for this question over the 14 weeks show that the lower level student felt that Margaret had motivated her a lot, through praise and encouragement. Responses from the medium level student are mixed and responses from the higher level student are more positive. Margaret herself seems to have mostly no idea whether or not she is motivational. Having said this, from my 3 student's observations of her class, they found her very comforting and extremely motivational.

**Table 15: Review Diary: Margaret’s Class:**

Weekly suggestions from Margaret’s 3 students:

Suggestion Progress Diary Margaret’s Conversation Class

| Week | Low Level Student                  | Medium Level Student | High Level Student  | Teacher Margaret                           |
|------|------------------------------------|----------------------|---|--|
| 1    | The teacher talks very fast for me |                      |   |  |
| 2    |                                    |                      |   |  |
| 3    |                                    |                      | It was helpful to make dialogue script by ourselves to review what we have learned  |  |
| 4    |                                    |                      |   |  |
| 5    | I’m learning about tag question    |                      | English intonation is difficult for me. As a kyung-san province man to making correct pronunciation is really difficult   |  |
| 6    |                                    |                      |   | Sorry, extra Chuseok holiday. Only 1 class |
| 7    |                                    |                      |   |  |
| 8    |                                    |                      | This week I take a mid term exam. That’s why I couldn’t speak enough  | Small class-about ½ out for class trip     |
| 9    |                                    |                      |   |  |
| 10   |                                    |                      | Actually, I learned English grammar that I already knew before, but I was impressed by subtle difference in nuance. In Korean dictionary or grammar book, there is no specific explain about nuance. For this reason, I learned a lot of things in this class |  |
| 11   |                                    |                      |   |  |
| 12   |                                    | Do more dialogue     |   |  |
| 13   |                                    |                      | Say again, to distinguish nuance is really difficult  |  |
| 14   |                                    |                      |   |  |

The weekly suggestions provided by the students showed that the lower level student took some time to adjust to Margaret’s talking speed, and enjoyed working on grammar. Unfortunately the medium level student had only one suggestion, to do more dialogue work. The higher level student liked the idea of creating individual dialogue work to review what he had learned and advanced grammar was also of interest to him. This

interest in advanced grammar would have been difficult for Margaret to address in class, as her students were from mixed ability levels.

### 4.2.3 Summary

To outline briefly, findings from both classes show that:

| Theme       | Seanan's Class<br>(3 students & Seanan)   | Margaret's Class<br>(3 students & Margaret)   |
|-------------|---|---|
| The Class   | <ol style="list-style-type: none"> <li>1. Students generally enjoyed their classes when they were prepared, could remember vocabulary, had time to talk, and had interesting content to talk on.</li> <li>2. Enjoyment was low when, students were adjusting to their syllabus, exams were approaching and student talk time was insufficient.</li> <li>3. Elements of the class that helped or motivated all 3 students to speak in class were, the passing of time, pair work, interesting topics, preparation, role plays, sharing vocabulary from their "My Learning Diary" and group talking.</li> </ol> | <ol style="list-style-type: none"> <li>1. Students generally enjoyed their classes when they were funny and when their teacher was active and engaged fully.</li> <li>2. Enjoyment was low when, when Margaret felt tired, busy or distracted.</li> <li>3. Margaret's students tended to speak more under instruction, speaking after a presentation, homework, dialogue work, and drill work.</li> </ol> |
| The Teacher | <ol style="list-style-type: none"> <li>1. I talked a lot at the beginning, middle and end of the 14 week course and I talked most, when giving advice, explaining definitions, and explaining exams.</li> <li>2. Students like my teaching style, especially when they had chances to talk, when I encouraged them to talk, when I explained words they were unsure about, when the atmosphere was more relaxed and not pushy, when good learning materials were supplied, when they could talk with me in group situations, and when they could share vocabulary with each other.</li> </ol>                 | <ol style="list-style-type: none"> <li>1. Margaret generally talked a lot over the 14 weeks, talking more when explaining the class method, dialogue method and grammar.</li> <li>2. Students like Margaret's teaching style, being comfortable with the teacher controlled syllabus.</li> </ol>  |

|                 |   |   |
|-----------------|---|---|
| Your materials  | <ol style="list-style-type: none"> <li>1. Students liked the class materials when the context was related to their own experiences. The students liked materials which looked at recording techniques and recycling strategies.</li> <li>2. The students did not like content that was not related to their experience.</li> </ol>  | <ol style="list-style-type: none"> <li>1. The students liked the topics and grammar of Margaret's syllabus only when they had personal interest in them.</li> <li>2. The students did not in general like hard and/or too worksheet, grammar based work.</li> </ol> |
| Your Progress   | <ol style="list-style-type: none"> <li>1. The students learned more when they were actively involved in conversation.</li> <li>2. Students did self-study, for exams, for reflection and evaluation. (Noted, higher level students self-studied more for reflection and evaluation)</li> </ol>  | <ol style="list-style-type: none"> <li>1. The students learned more when they were being motivated, pushed and directed by Margaret.</li> <li>2. The students did self-study, for exams.</li> </ol>   |
| Your Motivation | <ol style="list-style-type: none"> <li>1. The students were motivated by Seanan's lessons, teacher corrections, suitability of the material content to students' experiences, the systematic way of acquiring, recording and producing language.</li> <li>2. Students were motivated by the teacher when I asked them questions, assigned outside class tasks, and gave corrections.</li> </ol> | <ol style="list-style-type: none"> <li>1. The students were motivated by Margaret's lessons. (What is motivating and why is unclear from the findings)</li> <li>2. Students were motivated by Margaret, through praise and encouragement.</li> </ol>                |
| Suggestions     | <ol style="list-style-type: none"> <li>1. The students suggested that there should always be interesting topics (preferably related to students' experiences), more group work, and more care taken in selecting student levels within groups.</li> </ol>   | <ol style="list-style-type: none"> <li>1. Margaret's students suggested that they enjoyed grammar work, wanted more dialogue work.</li> </ol>   |

## **Chapter 5 CONCLUSION**

### **5.1 Summary of Main Findings**

This study sought to determine if an autonomy based syllabus, along with a Learner Training course, have a justifiable place in a university EFL conversation class in South Korea. The main results revealed that the students surveyed feel comfortable with the teaching methodologies and materials of both syllabi. However, more students feel comfortable studying with the autonomy based syllabus than the teacher controlled syllabus. Most students feel comfortable controlling their own learning process. More students would like to learn with an autonomy based syllabus in future EFL conversation classes rather than learn with a teacher controlled syllabus. Most students also feel that a Learner Training course should be part of both syllabi. The study also revealed that a teacher controlled syllabus is taught more commonly in EFL conversation classes in South Korea, and that Learner Training is talked about in class by native English EFL teachers, but not given as a separate course.

### **5.2 Implications of Main Findings**

#### **5.2.1 Theoretical implications**

There are several theoretical implications that can be identified based on this current study.

First, this study argues that a university EFL conversation course should start with an autonomy based framework involving self awareness activities, helping the teacher to be more in tune with his or her student, and for the student to be more certain of the roles and expectations of the teacher. By performing needs analysis, establishing learner goals, learner types, beliefs and attitudes, and exploring motivational factors, students would

better understand themselves and teachers, through negotiation could facilitate a syllabus best suited to the needs of the individual learner.

Second, this study clearly provides support for research into cognitive strategy work, where the selection of goals and how to best realize these goals through a range of learning options can, if explored by the teacher and student, have positive learning effects.

Third, tasks should be created that mirror the needs and capabilities of the learners. Creation of tasks is best achieved through negotiation, trial and error, and task testing. Receiving feedback from learners and actively seeking input from them is something teachers should encourage when creating syllabus content.

Fourth, a record of what will be done, is being done, is not being done, and what is next, evaluation and reflection, should be a daily activity, constantly informing the learners on their progress. The use of a learning diary with a systematic structure is essential in understanding the “positive and negative outcomes of the course and the future direction of the learner” (Cotterall 2000).

Fifth, this study encourages the use of individual testing. If teachers see their students as capable of autonomy, then testing of students should respect this autonomy. Individual testing gives the learner a further sense of ownership over his/her learning, and being tested only on what they choose to learn, is seen as sensitive, motivational and rewarding.

### **5.2.2 Pedagogical implications**

This study also has a number of pedagogical implications. It is clear that not all students learn the same way and not all teachers teach the same way. This study has sought to find practical ways which would assist both the teacher and student in this type of environment. For students, Stage 2 of The Learner Training course, could help them become more aware of cognitive strategies, opening students up to ideas of autonomy and self-control. This can again be focused on in the My Learning Diary, which for the student, helps them organize what they need or want to learn and for the teacher, it is a simple record of seeing, understanding and grading the student's work. This study offers students and teachers a pedagogy of cultural alternatives and different perspectives on syllabus design and learning process involved in second language acquisition. Through continuous negotiation, students and teachers can design and implement a flexible syllabus, which can adopt and adapt to the needs, expectations and wants of the teachers and students involved.

### **5.3 Limitations of the Study**

There are a number of limitations in this study. The first limitation would be the scale of the research. This research was carried out at classroom level, so it may or may not be representative of other university EFL students in South Korea or elsewhere. However, it is possible to argue that these findings can be generalized beyond the specific context of this research because the researcher has been teaching in this environment for 5 years in South Korea and has seen a great deal of similarity in this study to his previous teaching environments and students.

The second limitation of this study is that teachers are different, in their approach to teaching. I know from informal conversations with Margaret (a colleague teacher) that she would not feel comfortable with my approach, and I the same with hers.

A third limitation, concerns the technical elements of the research, organizing times for classroom observations, selecting subjective student levels, collecting data from two classes and two teachers and so on.

A final limitation of this study relates to the time needed by students to adopt and adapt to this new syllabus (especially the My Learning Diary). For new students, it was challenging. However, for students with previous experience of my syllabus it was normalized within them after one semester.

One important recommendation for research, therefore, is to attend to these limitations and issues in the design of future studies.

#### **5.4 Recommendations for Further Studies**

On a small scale, more qualitative research methods are needed by teachers and institutions, inside classrooms, focusing on the individual students they have in front of them. The importance of this qualitative research is vital in understanding the beliefs and attitudes of the learners, helping to establish a more harmonious learning environment, which can be more motivational and encouraging for students and teachers alike.

More discussion between teachers and students, promoting a search for alternative perspectives in language learning, ultimately enabling autonomy should be explored.

These discussions would help students establish a sense of ownership, help learners and teachers realize capabilities and capacities, stimulating changes in responsibility, motivation and beliefs.

On a larger scale research needs to be carried out in other universities to see if the findings of this research are not only unique to my teaching setting, but are common place throughout university EFL conversation classrooms in South Korea.

## **5.5 Conclusion**

I have attempted in this paper to show a chronological link between my academic studies and my teaching methodology. I began this paper with an investigation into the term Autonomy and aspects of Learner Training, then moved on to discuss theoretical research regarding the implementation of an autonomy based syllabus. The paper then focused on practical action based research regarding the implementation of an autonomy based syllabus. Having presented theoretical and practical research, the paper then moved on to discuss the readiness of Korean students to accept the practical implementation of an autonomy based syllabus, arguing that Korean students are ready for this type of approach. The paper then identified the existing gap between theoretical research and practical action based research in Korea, regarding the acceptance and implementation of an autonomy based syllabus. The paper then moved on to the Methodology chapter, introducing participants, instruments used and data collection and data analysis procedures. Findings of the research were then presented and discussed in the next chapter of this paper. After this I presented my conclusion, looking at implications and limitations of this research and recommendations for further studies.

It is hoped that this paper has shown that an autonomy based syllabus; along with a Learner Training course designed to incorporate levels of Learner Autonomy implementation, which successfully takes into account the cultural sensitivities, beliefs

and attitudes of Korean learners are acceptable in a Korean university EFL conversation classroom.

For me as a teacher, I have found this paper and the practical implementations of the research invaluable. For my students, I hope they continue to choose what is best for them.

## Appendix 1 My Autonomy based Conversation Syllabus

|                                      |   |
|--------------------------------------|---|
| <b>General Remarks</b>               | 16 Week Course<br>Mixed ability class<br>Mid Term and Final Exam<br>Credit Course   |
| <b>Outline</b>                       | This course is designed to improve the conversational abilities of the student. We will look at Current Events and Topic Based conversation material (10 Topics). We will also employ Discussion and Debate Expressions and Techniques throughout the course. Students will focus on pronunciation and listening too.   |
| <b>Goals of the Course</b>           | The goals of this course are to improve student's conversational abilities, teach students how to speak and converse correctly in English, looking not only at structure but also at cross-cultural communication. Students will learn and use discussion expressions and increase their vocabulary.  |
| <b>Textbook</b>                      | There is no set textbook for this class.<br>10 Topics, along with vocabulary; phrases, and grammar will be uploaded to the teacher's homepage. (All content is decided by negotiation between teacher and students in Week 1/2 of course) Each topic will be uploaded to the teacher's homepage one week before it is needed.<br>10 Topics will be discussed in class (One Topic per week- 1 hour will be spent on vocabulary/phrase/grammar. 2 hours will be spent on speaking) The use of a further resource – a Pdf file: Discussions and Debate Expressions will also be on the website for students to use.<br>A My Learning Diary will be provided in Week 3 of your course, this will help you with your vocabulary/phrases, grammar and speaking. |
| <b>Evaluation and Grades</b>         | Evaluation will consist of 4 criteria:<br>Mid term and Final Exams<br>My Learning Diary<br>Participation<br>Attendance  |
| <b>Requirements of the Course</b>    | Students are required to do some Homework. This will be primarily reading, finding and understanding new vocabulary, pre-preparing class questions and keeping their "My Learning Diary" in good order. Students should also have a recording device in class if they can. (in the 2 hour discussion session)   |
| <b>Practical Uses of this Course</b> | This class is to help students communicate their ideas through the English Language. They will improve their pronunciation, listening, vocabulary and speaking and explore autonomy.  |

## APPENDICES

### Appendix 1 contd. My Autonomy based Conversation Syllabus

|                                 |                 |   |                |  |                |   |
|---------------------------------|-----------------|---|----------------|--|----------------|---|
| <b>Study plan for each week</b> | <b>Week 1/2</b> | Introduction to the course<br>Learner Training Stage 1<br>Student Needs Analysis and Metacognitive Strategies Learner Training Stage 2 Cognitive Strategies<br>Negotiated selection of topics, content levels, sources, grammar, vocabulary, phrases... | <b>Week 7</b>  | Topic 5<br>1 hour class = Questions and Answers on Vocab/Phrase/Grammar, from Topic. Recording in My Learning Diary<br>2 hour class = Speaking/ Recycling from My Learning Diary<br>My Learning Diary Collection and Return Week for Grading | <b>Week 12</b> | Topic 8<br>1 hour class = Questions and Answers on Vocab/Phrase/Grammar, from Topic. Recording in My Learning Diary<br>2 hour class = Speaking/ Recycling from My Learning Diary  |
|                                 | <b>Week 3</b>   | Topic 1<br>1 hour class = Questions and Answers on Vocab/Phrase/Grammar, from Topic. Recording in My Learning Diary<br>2 hour class = Speaking/ Recycling from My Learning Diary  | <b>Week 8</b>  | Mid Term Exam Oral from My Learning Diary  | <b>Week 13</b> | Topic 9<br>1 hour class = Questions and Answers on Vocab/Phrase/Grammar, from Topic. Recording in My Learning Diary<br>2 hour class = Speaking/ Recycling                         |
|                                 | <b>Week 4</b>   | Topic 2<br>1 hour class = Questions and Answers on Vocab/Phrase/Grammar, from Topic. Recording in My Learning Diary<br>2 hour class = Speaking/ Recycling from My Learning Diary  | <b>Week 9</b>  | Mid Term Exam Oral Feedback<br>Course Discussion on Teacher, Content, Method, Any Changes Needed...  | <b>Week 14</b> | Topic 10<br>1 hour class = Questions and Answers on Vocab/Phrase/Grammar, from Topic. Recording in My Learning Diary<br>2 hour class = Speaking/ Recycling from My Learning Diary |
|                                 | <b>Week 5</b>   | Topic 3<br>1 hour class = Questions and Answers on Vocab/Phrase/Grammar, from Topic. Recording in My Learning Diary<br>2 hour class = Speaking/ Recycling from My Learning Diary  | <b>Week 10</b> | Topic 6<br>1 hour class = Questions and Answers on Vocab/Phrase/Grammar, from Topic. Recording in My Learning Diary<br>2 hour class = Speaking/ Recycling from My Learning Diary   | <b>Week 15</b> | Review and My Learning Diary Final Check before Grading and Return  |
|                                 | <b>Week 6</b>   | Topic 4<br>1 hour class = Questions and Answers on Vocab/Phrase/Grammar, from Topic. Recording in My Learning Diary<br>2 hour class = Speaking/ Recycling from My Learning Diary  | <b>Week 11</b> | Topic 7<br>1 hour class = Questions and Answers on Vocab/Phrase/Grammar, from Topic. Recording in My Learning Diary<br>2 hour class = Speaking/ Recycling from My Learning Diary   | <b>Week 16</b> | Final Exam Oral   |

## Appendix 2 Stage 1 Learner Training Course

Learner Training Stage 1 (Week 1)

Prof. Clifford

Name:

ID number:

---

### Stage 1 Preparation for language learning

- 1 **What do you expect from your course?**
- 2 **What sort of language learner are you?**
- 3 **Why do you need or want to learn English?**
- 4 **How do you organise your learning?**
- 5 **How motivated are you?**

**Appendix 2 contd. Stage 1 Learner Training Course**

**1 What do you expect from your course?**

- a) Do you think you are good at learning languages? Why or why not?
- b) What do you think is the best way to learn a new language? Why?
- c) What kinds of activities do you think should be included in your course? Why?

**2 What sort of Language Learner are you?**

Please tick (✓) your answers.

- a. Did/do you get good results in grammar tests?
- b. Do you have a good memory for new words
- c. Do you hate making mistakes?
- d. In class, do you get irritated if mistakes are not corrected
- e. Is your pronunciation better reading aloud than in a conversation?
- f. Do you wish you had more time to think before speaking?
- g. Did/do you enjoy being in a class?
- h. Do you find it difficult to learn more than 3 words while travelling abroad?
- i. Do you like to learn new grammar rules, words, etc. by heart?

| Usually | Sometimes | Almost Never | Don't know |
|---------|-----------|--------------|------------|
|         |           |              |            |
|         |           |              |            |
|         |           |              |            |
|         |           |              |            |
|         |           |              |            |
|         |           |              |            |
|         |           |              |            |
|         |           |              |            |

**Appendix 2 contd. Stage 1 Learner Training Course**

**3 Why do you need or want to learn English?**

| Purpose   | Skills |      |     |     |     |     |
|-----------|--------|------|-----|-----|-----|-----|
| Situation | voc    | gram | lis | spe | rea | wri |
|           |        |      |     |     |     |     |
|           |        |      |     |     |     |     |
|           |        |      |     |     |     |     |
|           |        |      |     |     |     |     |

**3.1 Prioritising your needs**

How much do you know/can do already?

1= my goal  
5 = furthest point  
from my goal

|   | voc | gram | lis | spe | rea | wri |
|---|-----|------|-----|-----|-----|-----|
| 1 | 1   | 1    | 1   | 1   | 1   | 1   |
| 2 | 2   | 2    | 2   | 2   | 2   | 2   |
| 3 | 3   | 3    | 3   | 3   | 3   | 3   |
| 4 | 4   | 4    | 4   | 4   | 4   | 4   |
| 5 | 5   | 5    | 5   | 5   | 5   | 5   |

**3.1.1 What are your priorities?**

1= highest priority  
6= lowest priority

| Skill | Priority Rating |
|-------|-----------------|
| voc   |                 |
| gra   |                 |
| lis   |                 |
| spe   |                 |
| rea   |                 |
| wri   |                 |

## Appendix 2 contd. Stage 1 Learner Training Course

### 4 How do you organize your learning?

#### 4.1 Have you got a dictionary?

| Title | Date published | Number of headwords | Bilingual/ Monolingual | Portable? | Examples of how words are used? |
|-------|----------------|---------------------|------------------------|-----------|---------------------------------|
|       |                |                     |                        |           |                                 |
|       |                |                     |                        |           |                                 |

*Suggestions:*

When assessing a dictionary for your own use, think of a word you already know and look it up.

- \* Can you find it easily?
- \* Do you understand the definition?
- \* Does it give clear examples of how the word is used?
- \* Does it give a phonetic description?

#### 4.2 Have you got a good grammar book?

| Title | Date published | Bilingual/ Monolingual | Clear index? | Easy to understand? | Examples in context? | Exercises? | Answers to exercises? |
|-------|----------------|------------------------|--------------|---------------------|----------------------|------------|-----------------------|
|       |                |                        |              |                     |                      |            |                       |
|       |                |                        |              |                     |                      |            |                       |

*Suggestions:*

When assessing a grammar book you might like to use, think of a grammatical point you already know well, for example 'some and any'.

- \* Can you find it easily?
- \* Do you understand the explanation in the book?
- \* Does the book tell you enough?

**Appendix 2 contd. Stage 1 Learner Training Course**

4.3 What other resources have you got?

How many of the following resources can you use, either in your school or outside?  
Tick (✓) the ones that are available to you.

- self-access centre
- language laboratory
- DVD player
- video camera
- MP3 recording device
- computer
- library
- English language radio programmes
- English language TV programmes/films
- English language films at the cinema
- shops for English language newspapers, magazines, books, DVDs, CDs
- English language clubs for conversation

Why not find out more about the resources you are interested in? You could keep records like this:

a) Radio

| Radio stations | Frequencies | Interesting programmes | Day | Time |
|----------------|-------------|------------------------|-----|------|
|                |             |                        |     |      |

b) Television

| TV channel | Interesting programmes, films | Day | Time |
|------------|-------------------------------|-----|------|
|            |                               |     |      |

## Appendix 2 contd. Stage 1 Learner Training Course

### 4.4 How do you organise your materials?

Have you considered the following suggestions?

*Personal libraries for listening, viewing, reading, etc.*

If you wish to create your own library, you could keep your materials:

- \* alphabetically by title
- \* alphabetically by name of speaker/author
- \* by topic
- \* by degree of difficulty, for example E = easy, OK = right level, D = difficult

Can you add any more ideas?

It is a good idea to *label* your materials clearly and to include information such as:

- \* title of newspaper
- \* date produced or collected
- \* where collected

*Personal language banks*

This is something we will look at in **Learner Training Part 2 (Week 2)**

Example:

|        |                                 |    |
|--------|---------------------------------|----|
| TOPIC  | News - Abduction                |    |
| SOURCE | BBC on line www.bbc.com 8.28.09 | OK |

#### Missing US girl found 18 years on

A US woman found after being abducted as a girl in 1991 gave birth to two children fathered by her alleged kidnapper, police say.



Lucas Lee Dupont and the children, aged 11 and 15, were kept in a "hidden backyard within a backyard". Alleged kidnapper Phillip Garrido, 56, and his wife Nancy Garrido, 54, are being held in custody in California. DNA tests are being done to establish Ms Dupont's identity, but meanwhile she has been reunited with her mother. Ms Dupont disappeared in 1991, aged 13, from outside her Lake Tahoe home, apparently taken by two people.

- abducted - verb - to force someone to go somewhere, take them by threat or force, detain unlawfully.  
 alleged - ad, - declared but not proved. - "alleged abuse".  
 (be) held in custody - held by the police.  
 reunited (with) - verb - unite again, join again.  
 disappear (from) - vanish, become untraceable.

## Appendix 2 contd. Stage 1 Learner Training Course

### 4.5 How much time have you got to learn English?

Even if you can only manage to learn for 10 minutes a week, you will still be able to make progress if you organize your time efficiently.

Try to calculate the approximate amount of time you spend doing the following things in a typical week:

| <i>Activity</i>   | <i>Time (approx.)</i> |
|---|-----------------------|
| Sleeping<br>Getting up<br>Preparing for and eating meals<br>Short breaks (snacks, coffee, etc.)<br>Your routine time in work/at school<br>Travel to and from work/school<br>Preparation for work/school at home |                       |
| Total time  |                       |
| How much time does this give you for learning English in a typical week?  |                       |
| Is the time available more or less than you expected?   | More / Less           |
| If less, are there any activities you could give up or spend less time doing?   | Yes / No              |

How is the amount of time available to you going to affect your language learning?

Are you being realistic about what you can achieve?

## Appendix 2 contd. Stage 1 Learner Training Course

### 4.6 How do you organise your time?

Can you build regular review sessions into your language learning programmes?

**NOTE:** It is important to start your review just at the time when you feel you can remember the most, usually about 10 minutes after learning.

Example Chart about memory and review:

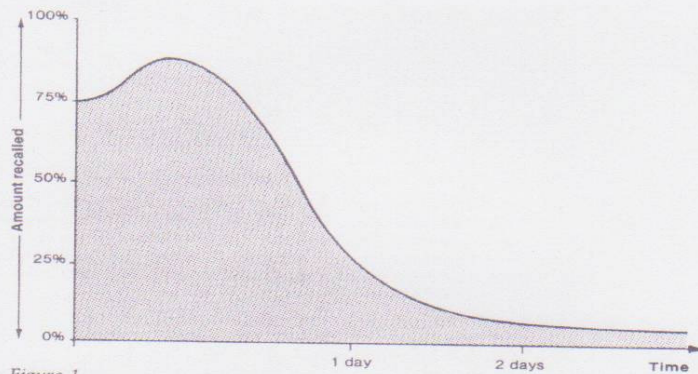
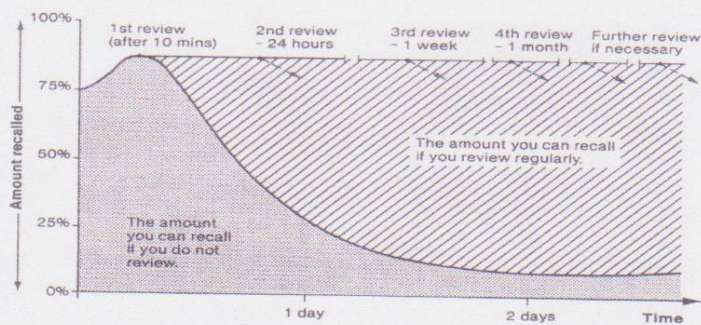


Figure 1



**Appendix 2 contd. Stage 1 Learner Training Course**

**5 How motivated are you?**

- \* How motivated do you feel now? Why?
- \* How did you feel yesterday?
- \* What things might affect your motivation during your course?

Motivation Chart

|                 |        |         |           |          |        |
|-----------------|--------|---------|-----------|----------|--------|
| High Motivation |        |         |           |          |        |
|                 |        |         |           |          |        |
| Low Motivation  |        |         |           |          |        |
|                 | Monday | Tuesday | Wednesday | Thursday | Friday |

| Day       | Comments |
|-----------|----------|
| Monday    |          |
| Tuesday   |          |
| Wednesday |          |
| Thursday  |          |
| Friday    |          |

That's Stage 1 done.

Great work ^^

## Appendix 3 Stage 2 Learner Training Course

Learner Training Stage 2 (Week 2)

Prof. Clifford

Name:

ID number:

---

### Stage 2 Skills training

- |   |                               |        |
|---|-------------------------------|--------|
| 1 | Vocabulary                    | Page 2 |
| 2 | Grammar                       | Page 3 |
| 3 | Listening                     | Page 4 |
| 4 | Speaking                      | Page 5 |
| 5 | Reading                       | Page 6 |
| 6 | Writing                       | Page 7 |
| 7 | Self-assessment<br>chart      | Page 8 |
| 8 | Self Short-term<br>aims chart | Page 9 |

**Appendix 3 contd. Stage 2 Learner Training Course**

1. Vocabulary

**Points to assess:**

| Word | Meaning | Structure | Other Forms | Pronunciation | Synonym | Translation | Drawing | Sentence |
|------|---------|-----------|-------------|---------------|---------|-------------|---------|----------|
|      |         |           |             |               |         |             |         |          |

| Phrase / Idiom | Meaning | Also | Usage | Grammar Notes | Translation | Drawing | Sentence |
|----------------|---------|------|-------|---------------|-------------|---------|----------|
|                |         |      |       |               |             |         |          |

**Self Assessment chart:**

| Date | Activity/Situation | Points to assess | Assessment |
|------|--------------------|------------------|------------|
|      |                    |                  |            |

- ① Using single sided cards
- ② Using two sided cards
- ③ Grouping words
- ④ Making word networks
- ⑤ Using word bags
- ⑥ Using word chains
- ⑦ Real life situation

**Self Short-term aims chart:**

| What? | How? | When? | How long? | Done |
|-------|------|-------|-----------|------|
|       |      |       |           |      |

## Appendix 3 contd. Stage 2 Learner Training Course

### 2. Grammar

#### Points to assess:

|                |
|----------------|
| Grammar Point: |
| Rule:          |
| Use:           |

#### Self Assessment chart:

| Date | Activity/Situation | Points to assess | Assessment |
|------|--------------------|------------------|------------|
|      |                    |                  |            |

- ① Use a grammar book, (with exercises and answers)
- ② Speak with people and record the conversation, (listen to it after and see how you did)
- ③ One Grammar Point a week, (match newspaper/magazine articles to the grammar book)
- ④ A Pattern Bank
- ⑤ Discuss Grammar

#### Self Short-term aims chart:

| What? | How? | When? | How long? | Done |
|-------|------|-------|-----------|------|
|       |      |       |           |      |

## Appendix 3 contd. Stage 2 Learner Training Course

### 3. Listening

#### Points to assess:

| Why | Type | Who | Topic | Situation |
|-----|------|-----|-------|-----------|
|     |      |     |       |           |

#### Self Assessment chart:

| Date | Activity/Situation | Points to assess | Assessment |
|------|--------------------|------------------|------------|
|      |                    |                  |            |

- ① Read articles before listening, (collect articles from newspapers, magazines on same or similar topics)
- ② Read reviews of movies, TV programs in English or your language, before listening or watching.
- ③ Email with MP3 or have a cassette □ en friend?
- ④ A listening club
- ⑤ Activity books with listening
- ⑥ Record conversation with others, (listen to it after and see what you didn□ understand and analyze why)
- ⑦ DVD with subtitles (off/on?)
- ⑧ Podcasts, audiobooks □ <http://www.teflsites.com/>

#### Self Short-term aims chart:

| What? | How? | When? | How long? | Done |
|-------|------|-------|-----------|------|
|       |      |       |           |      |

#### Note:

When listening, please try to listen for CONTENT (very important) and FOCUS (most important) words:

CONTENT words = nouns, main verbs, adverbs, adjectives, question words (their stressed syllable is usually longer)

FOCUS words = usually the last CONTENT word in a sentence or clause (their stressed syllable is usually long with a higher pitch)

## Appendix 3 contd. Stage 2 Learner Training Course

### 4. Speaking

#### Points to assess:

|  |                       |
|--|-----------------------|
| Accuracy   | Fluency               |
| Vocabulary, grammar, style, pronunciation of sounds, stress, intonation? | Meaning, spontaneity? |

#### Self Assessment chart:

| Date | Activity/Situation | Points to assess | Assessment |
|------|--------------------|------------------|------------|
|      |                    |                  |            |

- ① Dictionary
- ② An MP3/cassette friend
- ③ Conversation Club
- ④ MP3 recorder
- ⑤ Find poetry; plays, read aloud to practice pronunciation, rhythm, stress.
- ⑥ Practise as much as possible
- ⑦ Approach foreigners
- ⑧ Telephone / Skype
- ⑨ Just a minute!
- ⑩ Live mocha [www.livemocha.com](http://www.livemocha.com)

#### Self Short-term aims chart:

| What? | How? | When? | How long? | Done |
|-------|------|-------|-----------|------|
|       |      |       |           |      |

**Appendix 3 contd. Stage 2 Learner Training Course**

5. Reading

**Points to assess:**

| Speed | Skimming | Scanning | Reading for detail | Text |
|-------|----------|----------|--------------------|------|
|       |          |          |                    |      |

**Self Assessment chart:**

| Date | Activity/Situation | Points to assess | Assessment |
|------|--------------------|------------------|------------|
|      |                    |                  |            |

- ① Collect interesting things to read which interest you personally. Keep a scrapbook of cartoons, recipes etc. Create your own library of books, articles?
- ② Reading comprehension
- ③ Email/pen friend
- ④ A reading club, exchange books, magazines?
- ⑤ Subscribe to English language magazines/newspapers.
- ⑥ Leveled reading: [www.breakingnewsenglish.com](http://www.breakingnewsenglish.com), <http://news.bbc.co.uk/cbbcnews/default.stm>
- ⑦ Translations: <http://www.dailyenglish.com/>

**Self Short-term aims chart:**

| What? | How? | When? | How long? | Done |
|-------|------|-------|-----------|------|
|       |      |       |           |      |

## Appendix 3 contd. Stage 2 Learner Training Course

### 6. Writing

#### Points to assess:

| Accuracy | Style | Layout | Length | Organization of ideas |
|----------|-------|--------|--------|-----------------------|
|          |       |        |        |                       |

#### Self Assessment chart:

| Date | Activity/Situation | Points to assess | Assessment |
|------|--------------------|------------------|------------|
|      |                    |                  |            |

- ① Email/pen friend
- ② Marking scheme
- ③ Model Bank
- ④ Memorize
- ⑤ Keep copies
- ⑥ Copy texts in English
- ⑦ Personal Diary
- ⑧ Write Drafts
- ⑨ Live mocha [www.livemocha.com](http://www.livemocha.com), <http://www.lexutor.ca/>

#### Self Short-term aims chart:

| What? | How? | When? | How long? | Done |
|-------|------|-------|-----------|------|
|       |      |       |           |      |

**Appendix 3 contd. Stage 2 Learner Training Course**

7. Self-assessment chart

| Date | Activity/Situation | Points to assess | Assessment |
|------|--------------------|------------------|------------|
|      |                    |                  |            |

**Appendix 3 contd. Stage 2 Learner Training Course**

8. Self Short-term aims chart

| What? | How? | When? | How long? | Done |
|-------|------|-------|-----------|------|
|       |      |       |           |      |

**Appendix 4 My Learning Diary**  
(Topic 1 Sample Given, 10 Topics in Total)

**My Learning Diary**

Conversation



CLASS: Please  circle  C1  C2

KOREAN NAME: \_\_\_\_\_

ENGLISH NICK NAME: \_\_\_\_\_

STUDENT ID NUMBER: \_\_\_\_\_

MAJOR: \_\_\_\_\_

ENGLISH LEVEL: \_\_\_\_\_

LAST ENGLISH COURSE TAKEN (WHERE?): \_\_\_\_\_

Any other information you would like to give me about you, your English level and so on...

## Appendix 4 contd. My Learning Diary

### The MY LEARNING DIARY

This Diary has 10 topics.

|    | Topic | Grammar Point |      |    |
|----|-------|---------------|------|----|
| 1  | _____ | _____         | page | 7  |
| 2  | _____ | _____         | page | 10 |
| 3  | _____ | _____         | page | 13 |
| 4  | _____ | _____         | page | 16 |
| 5  | _____ | _____         | page | 19 |
| 6  | _____ | _____         | page | 22 |
| 7  | _____ | _____         | page | 25 |
| 8  | _____ | _____         | page | 28 |
| 9  | _____ | _____         | page | 31 |
| 10 | _____ | _____         | page | 34 |

Each topic has 3 sections.

1. Grammar
2. Vocabulary
3. Speaking

How we will use this Diary:

1. We will use the **Grammar** and **Vocabulary** sections in our 1 hour class.
2. The **Speaking** section will be completed at home before the 2 hour class. Then it will be brought into the 2 hour class.

Please look at the following pages to find **SAMPLES** of each section and how to fill them out.

## Appendix 4 contd. My Learning Diary

### Grammar SAMPLE

Topic number: 1 Topic Title: Love

Grammar Point: and, but, so

Rule:  
Use and to connect similar ideas.  
Use but to connect different ideas.  
Use so to show a result.

- \* Put a comma before each one. and, but, so
- \* Don't use them at the start of a sentence. ~~And~~ ~~But~~ ~~So~~
- \* The first letter is in lower case generally. and, but, so


Use:  
and - I have a headache, and my stomach hurts.  
↳ (I have two problems)  
but - I have a headache, but my stomach feels ok.  
↳ (I only have one problem: a headache)  
so - I took some aspirin, so I feel better.  
↳ (I feel better because I took aspirin)  
\* We can use and, but, so to keep the conversation going.  
↳ I had a headache, and my stomach hurt, so I took some aspirin, but they didn't work.

## Appendix 4 contd. My Learning Diary


### Vocabulary SAMPLE

Topic number: 1 Topic Title: Love

#### Vocabulary

| Word       | Meaning   | Structure | Other Forms                              | Pronunciation | Synonym         | Translation | Drawing  | Sentence  |
|------------|---|-----------|--|---------------|-----------------|-------------|--|---|
| rush       | act or move at high speed                               | verb      |  |               |                 |             |  |   |
| steady     | not subject to change or variation esp. in behavior     | adj.      | steadily (adv)<br>steadiness (n)         | • steady      | stable<br>solid |             |  |   |
| selfish    | always concerned with oneself                           | adj.      | selfishly (adv)<br>selfishness (n)       | • selfish     | self-centered   | 이기주의        |  | He is so <u>selfish</u> . He never shares anything.           |
| passionate | having or expressing strong emotions                    | adj.      | passionately (adv)<br>passionateness (n) | • passionate  |                 |             |  |   |
| adrenalin  | a chemical stimulant in the body affecting your nerves. | noun      |  | • adrenalin   |                 |             |  | I got a rush of <u>adrenalin</u> every time I get on a plane. |

#### Phrase/Idiom

| Phrase / Idiom     | Meaning  | Also        | Usage  | Grammar Notes  | Translation | Drawing  | Sentence   |
|--------------------|--|-------------|--|--|-------------|--|--|
| come on to someone | To flirt to show sexual interest in someone      | Flirt       |  | Inseparable  |             |  | Kim is so pretty that guys <u>come on to her</u> all the time.                       |
| hit it off         | To develop a friendly relationship quickly       |             |  | The pronoun <b>it</b> cannot be changed or substituted |             |  | Isabel knew she would marry Ryan because they <u>hit it off</u> right from the start |
| break up (with)    |  |             |  |  |             |  |  |
| tie the knot       | to get married                                   | get hitched | Used informally and often with a quick decision to marry |  |             |  | My best friends <u>tyed the knot</u> yesterday. The wedding was great!               |
| On the rocks       | Troubled (like having to do with a relationship) |             |  |  |             |  | The Obrians are seeing a counselor because their marriage is <u>on the rocks</u> .   |

## Appendix 4 contd. My Learning Diary

### Speaking SAMPLE

Topic number: 1 Topic Title: \_\_\_\_\_

My Learning Diary

What do I want to use, do, learn and ask?

Topic: Love

Please put a tick in the small boxes to show if you have achieved your goal or not

|   |                   |                                     |  |  |  |  |  |
|---|-------------------|-------------------------------------|--|--|--|--|--|
| What vocabulary<br>will I use tomorrow? | <u>rush</u>       | <input checked="" type="checkbox"/> |  |  |  |  |  |
|   | <u>steady</u>     | <input checked="" type="checkbox"/> |  |  |  |  |  |
|   | <u>selfish</u>    | <input type="checkbox"/>            |  |  |  |  |  |
|   | <u>passionate</u> | <input checked="" type="checkbox"/> |  |  |  |  |  |

|                                      |                           |                                     |
|--------------------------------------|---------------------------|-------------------------------------|
| What phrases<br>will I use tomorrow? | <u>come on to someone</u> | <input checked="" type="checkbox"/> |
|                                      | <u>hit it off</u>         | <input checked="" type="checkbox"/> |
|                                      | <u>break up (with)</u>    | <input checked="" type="checkbox"/> |

|  |  |                                     |
|--|--|-------------------------------------|
| What<br>discussion/debate<br>expressions<br>will I use tomorrow? | <u>Do you believe in...?</u>           | <input checked="" type="checkbox"/> |
|  | <u>What's more,...</u>                 | <input checked="" type="checkbox"/> |
|  | <u>I guess you could be right, but</u> | <input type="checkbox"/>            |

|                                      |                    |                                     |
|--------------------------------------|--------------------|-------------------------------------|
| What grammar<br>will I use tomorrow? | <u>Simple Past</u> | <input checked="" type="checkbox"/> |
|                                      |                    | <input type="checkbox"/>            |

|  |  |                                     |
|--|--|-------------------------------------|
| What questions<br>will I ask tomorrow? | <u>Have you ever been on a blind date?</u>                     | <input checked="" type="checkbox"/> |
|  | <u>What was the most interesting date you've ever been on?</u> | <input checked="" type="checkbox"/> |
|  | <u>Do you "go Dutch" when dating?</u>                          | <input type="checkbox"/>            |

|  |   |                                     |
|--|---|-------------------------------------|
| Anything else I<br>want to do or use<br>in class tomorrow? | <u>1. I didn't understand the grammar yesterday, I should ask the teacher for help.</u> | <input checked="" type="checkbox"/> |
|  | <u>2. I want to focus on my pronunciation, especially my content words.</u>             | <input checked="" type="checkbox"/> |

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## Appendix 4 contd. My Learning Diary

Please remember, that all your class materials can be found at [www.teflsites.com](http://www.teflsites.com) . Just click on **My Classes** and follow the link of your class name and number.

### **Some extra information:**

The dictionaries that I like to use for the vocabulary pages are listed below:

[www.onelook.com](http://www.onelook.com)

<http://www.merriam-webster.com/dictionary>

The synonym dictionary I like to use is below:

[www.thesarus.com](http://www.thesarus.com)

### **Important:**

Please make sure you have downloaded and printed the **Expressions for Discussion and Debate PDF** file on your homepage. This is a very important part of your conversation course and Diary.

Ok, now that we understand how to fill in each section, let's move on to your first topic on the next page.

Have a great course and if you have any questions don't be afraid to ask me^^

Prof. Clifford

**Appendix 4 contd. My Learning Diary**

**Grammar**

Topic number: 1 Topic Title: \_\_\_\_\_

Grammar Point:

Rule:

Use:

**Appendix 4 contd. My Learning Diary**

**Vocabulary**

Topic number: 1 Topic Title: \_\_\_\_\_

Vocabulary

| Word | Meaning | Structure | Other Forms | Pronunciation | Synonym | Translation | Drawing | Sentence |
|------|---------|-----------|-------------|---------------|---------|-------------|---------|----------|
|      |         |           |             |               |         |             |         |          |
|      |         |           |             |               |         |             |         |          |
|      |         |           |             |               |         |             |         |          |
|      |         |           |             |               |         |             |         |          |
|      |         |           |             |               |         |             |         |          |

Phrase/Idiom

| Phrase / Idiom | Meaning | Also | Usage | Grammar Notes | Translation | Drawing | Sentence |
|----------------|---------|------|-------|---------------|-------------|---------|----------|
|                |         |      |       |               |             |         |          |
|                |         |      |       |               |             |         |          |
|                |         |      |       |               |             |         |          |
|                |         |      |       |               |             |         |          |
|                |         |      |       |               |             |         |          |

**Appendix 4 contd. My Learning Diary**

**Speaking**

Topic number: 1 Topic Title: \_\_\_\_\_

My Learning Diary

What do I want to use, do, learn and ask?

Topic: \_\_\_\_\_

Please put a tick in the small boxes to show if you have achieved your goal or not.

|   |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|
| What vocabulary<br>will I use tomorrow? |  |  |  |  |  |  |  |
|   |  |  |  |  |  |  |  |
|   |  |  |  |  |  |  |  |

|                                      |  |  |  |  |  |  |
|--------------------------------------|--|--|--|--|--|--|
| What phrases<br>will I use tomorrow? |  |  |  |  |  |  |
|                                      |  |  |  |  |  |  |
|                                      |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| What<br>discussion/debate<br>expressions<br>will I use tomorrow? |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

|                                      |  |  |  |  |  |  |
|--------------------------------------|--|--|--|--|--|--|
| What grammar<br>will I use tomorrow? |  |  |  |  |  |  |
|                                      |  |  |  |  |  |  |
|                                      |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| What questions<br>will I ask tomorrow? |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| Anything else I<br>want to do or use<br>in class tomorrow? |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

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**The Diary continues for 10 Topics**

## Appendix 5 Margaret's Teacher Controlled Conversation Syllabus

### Intermediate English Conversation

Fall 2009

**Instructor:** Margaret Scates  
**Office:** Smith 424  
**Tel.:** 5336  
**Email:** [margaret@kmu.ac.kr](mailto:margaret@kmu.ac.kr)  
**Office Hours:** Tuesday 11:00 – 11:50  
 Thursday 3:00 – 3:50  
**Text:** Touchstone 3, McCarthy, McCarten and Sandiford.

#### Class Rules:

|                                 |   |
|---------------------------------|---|
| <u>Attendance is mandatory.</u> | You will receive 2 free absences. You may be absent for any reason without any loss of points twice. From your 3 <sup>rd</sup> absence, you will lose 1.6 points from the total of 40 attendance points for each absence, for any reason! |
| <u>NO CELL PHONES!!!</u>        | If you use a hand phone (HP), you will be counted as absent. This is very rude in my culture. If you MUST use it, please leave the room.  |
| <u>Participate:</u>             | The more often you join in the class, ask questions, answer questions and work together in your groups, the more you will learn. You will also be noticed and remembered by me when I give you your grade. 🙌🙌🙌                            |
| <u>Ask Questions.</u>           | If you do not understand, or need further explanation, please ask me.   |

**Grading Policy:** The grading policy is as follows:

|                  |             |   | Points     |                          |
|------------------|-------------|---|------------|--------------------------|
| Attendance       | 10%         | = | 40         | (1.6 each – no excuses!) |
| Participation    | 10%         | = | 40         |                          |
| Quizzes          | 20%         | = | 80         | (20 each)                |
| Homework         | 10%         | = | 40         | (8 points each time)     |
| Mid-term Exam    | 25%         | = | 100        | (50 – oral, 50 written)  |
| Oral and Written |             |   |            |                          |
| Final Exam       | 25%         | = | 100        | (50 – oral, 50 written)  |
| Oral and Written |             |   |            |                          |
| <hr/>            |             |   |            |                          |
| <b>Total</b>     | <b>100%</b> |   | <b>400</b> |                          |

## Appendix 5 contd. Margaret's Teacher Controlled Conversation Syllabus

### Homework:

The homework consists of two parts:

- 1) Approach five (5) foreigners on five (5) different occasions – and do NOT tell the foreigner it is homework. **You must initiate the conversation.**
- 2) Give a 30-second description to the class about each approach, and be prepared for a question and answer follow-up. Tell us **where** and **how** you approached them.

Suggestions for approaching foreigners:

- ✓ Prepare yourself. Practice your approach alone or with a friend before you do it. Make a script. The better prepared you are, the more confident you will feel.
- ✓ Initiate the conversation within 5 seconds of seeing the person. If you wait longer, you will probably become nervous – or the person who you want to talk to will think that you are staring at them and that you are strange and rude.

✓

Some ice-breakers:

- a) Comment on something in the environment that is true: "It's very \_\_\_\_ here/today, isn't it?"
  - b) "That [item] is very interesting. May I ask where you got it?"
  - c) "Can you believe the weather we're having?"
  - d) "You look familiar – Where do I know you from?" "Did/Do you live in [place]?" "Do you work for [business]?"
  - e) Pick any small detail and comment on it.
- 1) Initiate a conversation? If they do not seem to want to talk, try talking about yourself: "Boy, I'm happy this week is over/almost over!" – then give details why. "I can't believe how time flies – it seems like just yesterday the semester was just beginning."
  - 2) Keep them talking about themselves.
    - a) Maintain eye contact.
    - b) Slowly nod your head every 15 – 20 seconds.
    - c) Use, "yeah, that's interesting. Please tell me more about that"; "I see"; and "Really? Could you tell me more about that?"
    - d) Relax and smile!

**Beware!** Some foreigners might try to get you to do something, (join a church or go on a date). You are all adults and can make your own choices about whom you want to spend time with. **BE CAREFUL!**

Be sure to do this in a timely manner. I will NOT allow more than 3 people to present their homework on any given day.

### Quizzes:

You will have a short quiz just after we complete each unit. There are NO make up quizzes.

### Attendance:

Be sure that you sign in. Even if you are late – sign in! DO NOT sign in your friend. I will count you as absent.

## Appendix 5 contd. Margaret's Teacher Controlled Conversation Syllabus

| Date   |   | Quizzes  |
|--|---|--|
| <b>Week 1</b><br>9/1 – 9/4                         | <b>Introductions and Syllabus</b>   |  |
| <b>Week 2</b><br>9/7 – 9/11                        | Unit 1 – The way we are<br>Talking about people. Descriptions. Adjectives.<br>Adverbs                                   |  |
| <b>Week 3</b><br>9/14 – 9/18                       | Unit 1  | (a good idea to study the vocabulary page – page 10) |
| <b>Week 4</b><br>9/21 – 9/25                       | Unit 2 – Experiences<br>Talking about your dreams and your experiences.<br>Present perfect                              | Quiz 1   |
| <b>Week 5</b><br>9/28 – 10/2 (10/2 holiday)        | Unit 2  | (a good idea to study the vocabulary page - page 20) |
| <b>Week 6</b><br>10/5 – 10/9                       | Unit 3 – Wonders of the world<br>Talk about man-made and natural wonders of the world.<br>Superlatives                  | Quiz 2   |
| <b>Week 7</b><br>10/12 – 10/16                     | Unit 3  | (a good idea to study the vocabulary page - page 30) |
| <b>Week 8</b><br>10/19 – 10/23                     | <b>Review and midterm exams</b>   |  |
| <b>Week 9</b><br>10/26 – 10/30                     | Unit 4 – Family life<br>Talk about your family and the gripes you have. Irregular verbs.                                |  |
| <b>Week 10</b><br>11/2 – 11/6                      | Unit 4  | (a good idea to study the vocabulary page – page 42) |
| <b>Week 11</b><br>11/9 – 11/13                     | Unit 5 – Food choices<br>Talk about healthy eating habits and your eating habits.<br>Countable and non-countable nouns. | Quiz 3   |
| <b>Week 12</b><br>11/16 – 11/20                    | Unit 5  | (a good idea to study the vocabulary page – page 52) |
| <b>Week 13</b><br>11/23 – 11/27                    | Unit 6 – Managing life<br>Talk about your future plans. Future aspect with 'will' and 'going to'.                       | Quiz 4   |
| <b>Week 14</b><br>11/30 – 12/4                     | Unit 6  | (a good idea to study the vocabulary page - page 62) |
| <b>Week 15</b><br>12/7 – 12/7                      | Review  |  |
| <b>Week 16</b><br>12/15 – 12/21<br>Final Exam Week | <b>Final Exams</b>  |  |

**Appendix 6 Student's Review Diary SAMPLE**

...I would like to thank you for keeping this diary. It will be very helpful for me.  
...I will be glad to tell you how the diary works.

**MY REVIEW DIARY**

**My Review Diary**

Name: \_\_\_\_\_

ID: \_\_\_\_\_

Class: \_\_\_\_\_

Please put a tick (✓) in the box you choose. Only tick one box per question.  
Please answer all 10 questions.

When each question you will see Why/Why not?  
Please answer this with either words/adjectives or a short sentence.

Please write down any Comments/Suggestions you have about the work, maybe  
comments on the teacher, the class, the book, your understanding in class, how you felt,  
too easy, too difficult, taking time of teacher, your taking time, etc...

Please do not feel at your textbook or right when writing in the diary.  
Do not be worried from memory. Thank you very much.

This diary will only be used by yourself and me. Do not worry about what you write. This  
will help me a lot.

Instructor: \_\_\_\_\_

Thank you for everything. Prof. Clifford  
my office number 222

## Appendix 6 contd. Student's Review Diary SAMPLE

Hi,

First, I would like to thank you for keeping this *diary*. It will be very helpful for me.  
Second, I would like to tell you how this *diary* works.

**HOW THIS DIARY WORKS?**

The *Diary* has 16 pages, one page for every week (mid term exam week and final exam week have *no* diary entry pages).

In total there are **14 Diary Entry pages**.

There are **2 PARTS** on each page:

**PART 1:** Please put a tick ✓ in the box you choose. Only tick *one box* per question.  
Please **answer all** 10 Questions.

Under each question you will see **Why/Why not?**  
Please answer this with either *words/adjectives* or a *short sentence*.

**PART 2:** Please write down any **Comments/Suggestions** you have about the week....maybe comments on the teacher, the class, the book, your understanding in class, how you felt, too easy, too difficult, talking time of teacher, your talking time, etc...

**IMPORTANT:**

Please *do not look* at your textbook or notes when writing in the *diary*.  
Try to do everything from *memory*. Thank you very much.

**NOTE:**

This *diary* will only be seen by you and me. Try to be very honest and open about what you write. This will help me a lot.

**COLLECTION OF DIARY:**

I will collect and photocopy your *Diary* page *every week*, then return it to you.  
I will arrange this with you; either I will come to your class or you can come to my office.

Thank you for everything, **Prof. Clifford**  
my Office number 222

## Appendix 6 contd. Student's Review Diary SAMPLE

(Week 1 of 14 Weeks)

WEEK 1 (September 1<sup>st</sup> – 4<sup>th</sup> 2009)

**PART 1**

Code: ✓

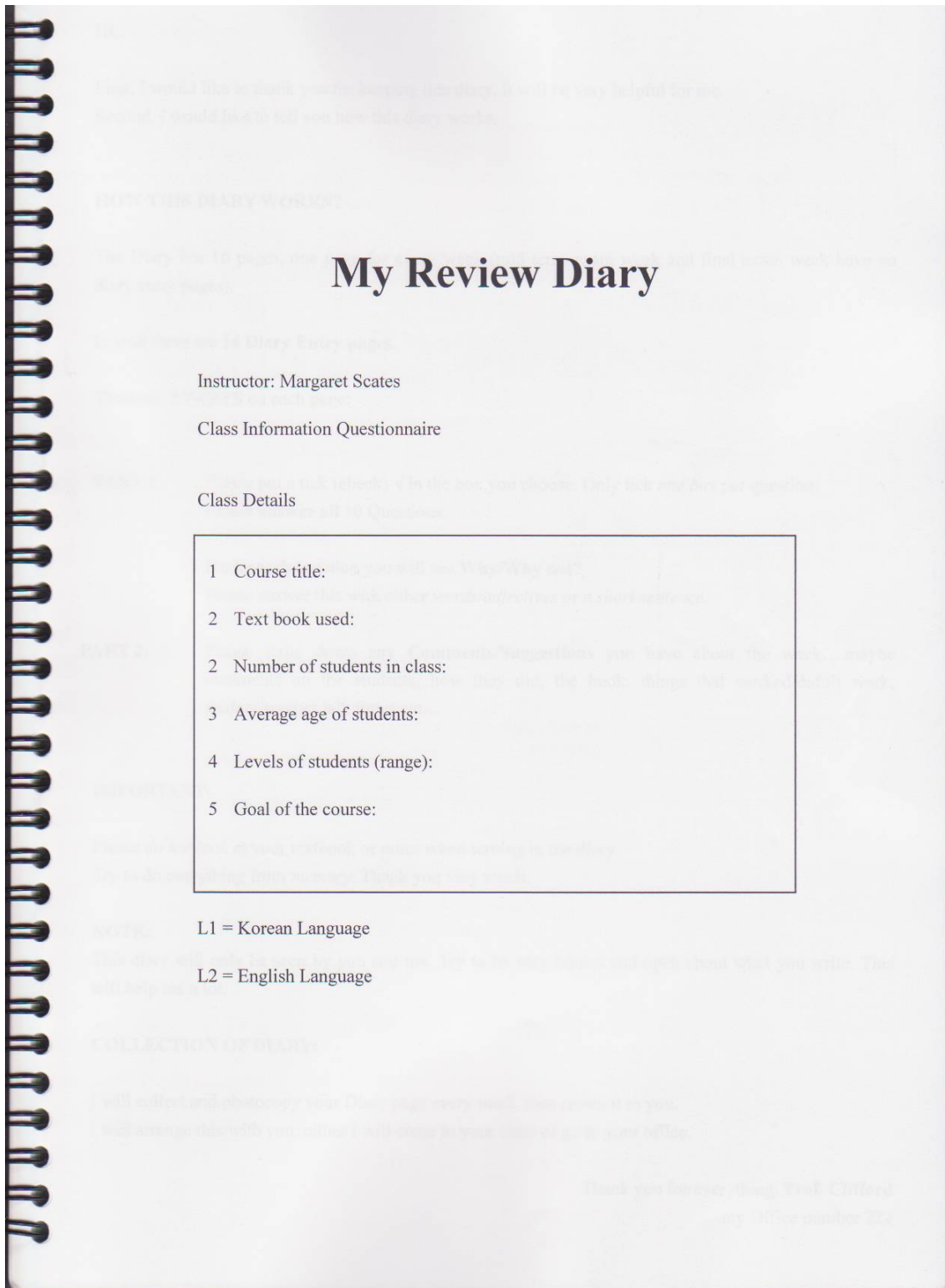
1 = definitely no  
2 = no  
3 = maybe no  
4 = no idea  
5 = maybe yes  
6 = yes  
7 = definitely yes

|                 |  | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        |
|-----------------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| The Class       | 1 Did you like how you learned in class this week?<br><i>Why/Why not?:</i> _____             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                 | 2 Did you speak a lot in class this week?<br><i>Why/Why not?:</i> _____                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The Teacher     | 1 Did the teacher talk too much this week?<br><i>Why/Why not?:</i> _____                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                 | 2 Did you like the teaching style this week?<br><i>Why/Why not?:</i> _____                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Your Materials  | 1 Did you like the class materials this week?<br><i>Why/Why not?:</i> _____                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                 | 2 Did you think the materials improved your English this week?<br><i>Why/Why not?:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Your Progress   | 1 Do you feel you learned a lot this week?<br><i>Why/Why not?:</i> _____                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                 | 2 Did you self-study after class this week? (not homework)<br><i>Why/Why not?:</i> _____     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Your Motivation | 1 Did the lessons motivate you this week?<br><i>Why/Why not?:</i> _____                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                 | 2 Did the teacher motivate you this week?<br><i>Why/Why not?:</i> _____                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**PART 2**

|                                 |  |
|---------------------------------|--|
| any<br>COMMENTS/<br>SUGGESTIONS |  |
|---------------------------------|--|

**Appendix 7 Teacher's Review Diary SAMPLE**



## Appendix 7 contd. Teacher's Review Diary SAMPLE

Hi,

First, I would like to thank you for keeping this diary. It will be very helpful for me.  
Second, I would like to tell you how this diary works.

**HOW THIS DIARY WORKS?**

The Diary has 16 pages, one page for every week (mid term exam week and final exam week have *no* diary entry pages).

In total there are **14 Diary Entry pages**.

There are **2 PARTS** on each page:

**PART 1:** Please put a tick (check) ✓ in the box you choose. Only tick *one box* per question.  
Please **answer all 10 Questions**.

Under each question you will see **Why/Why not?**  
Please answer this with either *words/adjectives* or a *short sentence*.

**PART 2:** Please write down any **Comments/Suggestions** you have about the week....maybe comments on the students, how they did, the book, things that worked/didn't work, student/teacher talk times etc...

**IMPORTANT:**

Please *do not look* at your textbook or notes when writing in the diary.  
Try to do everything from *memory*. Thank you very much.

**NOTE:**

This diary will only be seen by you and me. Try to be very honest and open about what you write. This will help me a lot.

**COLLECTION OF DIARY:**

I will collect and photocopy your Diary page *every week*, then return it to you.  
I will arrange this with you; either I will come to your class or go to your office.

Thank you for everything, **Prof. Clifford**  
my Office number 222

## Appendix 7 contd. Teacher's Review Diary SAMPLE

(Week 1 of 14 Weeks)

**WEEK 1 (September 1<sup>st</sup> – 4<sup>th</sup> 2009)**

**PART 1**

**Code:** √

1 = definitely no  
2 = no  
3 = maybe no  
4 = no idea  
5 = maybe yes  
6 = yes  
7 = definitely yes

|                 |   | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        |
|-----------------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| The Class       | 1 Did you like how you taught in class this week?<br><i>Why/Why not?:</i> _____               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                 | 2 Did the students speak a lot in class this week?<br><i>Why/Why not?:</i> _____              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The Teacher     | 1 Did you talk too much this week?<br><i>Why/Why not?:</i> _____                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                 | 2 Did they like your teaching style this week?<br><i>Why/Why not?:</i> _____                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Your Materials  | 1 Did the students like the class materials this week?<br><i>Why/Why not?:</i> _____          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                 | 2 Did you think the materials improved their English this week?<br><i>Why/Why not?:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Your Progress   | 1 Did you feel they learned a lot this week?<br><i>Why/Why not?:</i> _____                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                 | 2 Did they self-study after class this week? (not homework)<br><i>Why/Why not?:</i> _____     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Your Motivation | 1 Did the lessons motivate them this week?<br><i>Why/Why not?:</i> _____                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                 | 2 Did you motivate your students this week?<br><i>Why/Why not?:</i> _____                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**PART 2**

|  |  |
|--|--|
| <b>any<br/>COMMENTS/<br/>SUGGESTIONS</b> |  |
|--|--|

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