

The KOTESOL-KAFLE International Conference



October 4-5, 2014 COEX, Seoul, Korea
(October 3: Pre-conference Workshops)

Embracing Change: Blazing New Frontiers
Through Language Teaching

Keynote Speaker

Michael Long

Plenary Speakers

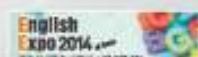
Scott Thornbury
Ahmar Mahboob
David Hayes

Including

David Nunan
Herbert Puchta
Barbara Sakamoto
Bo-young Lee

Opening Ceremony MC

Dorothy Nam



**The 2014 Joint KOTESOL-KAFLE
International Conference
October 4 and 5
COEX Convention Center
Seoul**

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KOTESOL President's Welcome



Embracing Change Blazing New Frontiers Through Language Learning

A wiser man than me once said: “the only constant in this world is change”. If anything, the past twenty years in Korea show the truth in this philosophy. Within the field of teaching, we have seen the rise and fall of various methodologies, the introduction of new technologies and the tightening of job requirements. Within Korean society as a whole, massive changes have taken place in the way people live, work and of course, learn.

When confronted with all this change, we as teachers have two choices on how to react. We can struggle to control the amount of change we allow into our lives. We can become fixed in our ways of teaching and living, and ignore the shifting sands beneath our feet. We can comfort ourselves by saying things like “this is the way it has always been done therefore it should continue”.

Alternatively, we can embrace the changes that are happening all around us. Ask questions of ourselves and our roles in teaching. Attending events like the conference today to build on our skills, and to remind ourselves that we are not alone in our struggles. It fills me with pleasure to see so many people here today who have made that very choice.

For over twenty years, KOTESOL has been committed to embracing the changes in English language teaching. More than that, we are determined to help all those who seek to improve how English is taught throughout Korea. Along with our sister organization KAFLE, we have worked hard to push the frontiers of language teaching with this conference. So it is with great pleasure that I welcome you all to the 2014 KOTESOL/KAFLE International conference.

Peadar Callaghan, President of KOTESOL

KAFLE President's Welcome



I would like to extend my warm welcome to the honored guests, the invited speakers and all the participants of the 2014 KAFLE-KOTESOL Joint International Conference. I also extend my gratitude to the secretariats of KAFLE and KOTESOL conference committee members and the chairs, Drs. Young-Joo Jeon, Seon-Min Her, Je-Young Lee, David Shaffer, Phil Owen, Ralph Cousins and many others for the endless phone calls, checking and rechecking every minute details of the event made the conference truly eventful. This year we have invited well-known speakers around the globe to share their expertise on interaction studies and smart education, and their effects on foreign languages learning.

The conference theme this year is about "Embracing change: Blazing new frontiers through language teaching." The conference is focused not only introducing whats and hows of the ever changing field of language teaching in new frontiers, but introducing new discoveries and shaping the future directions of these new frontiers in language teaching. The expansion of English education as a foreign language is rapid, ubiquitous and consummative of all other foreign languages learning. However, the global expansion clashes the local values where education is not regarded as a trading commodity. For example, the dictatorship of the native speakerism creates serious injustice on educational opportunities for those who cannot afford native speakers. Now is the time that we explore the qualitative changes in foreign language education. This conference will provide a sound discussion on a good alternative in resolving the injustice, and it will provide a theoretical and practical discussion on the foreign language learning. That's why we staged "Embracing change: New blazing new frontiers through language teaching" as our conference theme.

I extend my appreciation again to the honorable guests, invited speakers and participants. I hope that all the participants enjoy this wonderful and rare academic festival by actively engaging themselves in the presentations and discussions.

Jeong-ryeol Kim, President of KAFLE

Conference Chair's Welcome



It has been an amazing and rewarding past couple of years for many who have spent dedicated hours of volunteer time to bring the KOTESOL (Korea TESOL) International Conference to its position today. This conference has been a coming together of almost 10 different organizations from around Korea, collaborating to bring the community closer together and make this conference possible. Many have “embraced change” notwithstanding the KOTESOL Past President Professor Lee Mijae and last year’s National Council as well as incoming KOTESOL President Professor Peadar Callaghan and the current National Council. Without their support, the wheels of change would have not been possible. As Sookmyung University President Sunhye Hwang mentioned in her 2012 Congratulatory Address, the KOTESOL International Conference was a very special guest, and KOTESOL is honored to have spent the previous nine years there in October. The fond and nostalgic memories are with us all, especially in the outside courtyard. However, it was time for change, and COEX became our new venue. In order to embrace change truly, you need to embrace the community more.

From there, the International Conference partnered with the Korea Association of Foreign Language Education (KAFLE) under the leadership of Professor Kim Jeong Ryeol and KAFLE Chair Professor Jeon Young-ju with the mindset of “promoting peace and education through language teaching”. It has been both a rewarding and greater cross-cultural learning experience for all with the KOTESOL conference team working alongside the KAFLE conference team. In coming to a new venue, we reached out to a highly regarded professional conference organizer, Global Fairs and Conferences (GFC), which hosts the annual EnglishExpo at COEX to form an absolutely amazing partnership. GFC became the Venue Chair of the KOTESOL - KAFLE International Conference, and in turn, KOTESOL will host a one-day conference at English Expo on Saturday, December 13. CEO Lee Yeun Baek of GFC is a truly wonderful and warm-hearted man who has elevated our joint conference to new heights with his team of professionals. As well, KOTESOL is looking forward to even greater heights in the future with our partnership with EnglishExpo.

Our KOTESOL - KAFLE International Conference is early this year - October 3rd - 5th. October 5th is World Teacher’s Day, founded by UNESCO. With our joint conference partnership founded on ‘peace and education’, we approached the Korean National Commission of UNESCO (KNCU). KNCU does truly great work for Korea and the international community living here. We are humbly honored to be partners with KNCU this year and look forward to a closer and continued relationship in the years to come through the promotion of “peace and education”. Through hard work and dedication our joint conference team, headed by KAFLE, was also able to secure sponsorship from the National Research Foundation (NRF), Ministry of Education (MOE) the Korea Tourism Organization (KTO), and the National Institute for International Education (NIIED) in the Department of NEAT to give it standing as a recognized international conference. Thank you NRF, MOE, KTO, and NIIED for your support and recognition in bringing the KOTESOL - KAFLE International Conference to the forefront of language teaching education this year. Additional sponsors of

this year's conference include the IATEFL/YLT SIG, Anaheim University, The New School, Aston University, Saint Michael's College, and the University of Birmingham. Thank you for all of your much appreciated support with sponsored speakers, and additional funding support.

Our joint international conference title, "Embracing Change: Blazing New Frontiers through Foreign Language Teaching" has attracted an array of top-notch global speakers who bring diversity to the field. Pushing the envelope with the element of creativity, speakers will wow you with their creative ideas mainly under the four strands of Professional Development, Business English, Assessment and Evaluation, and Young Learners. We are proud to offer you one Keynote Speaker, Professor Michael Long, and 3 Plenary speakers, Professor Scott Thornbury, Professor Amar Mahboob, and Professor David Hayes, this year. There many well-recognized featured speakers invited from both organizations, KOTESOL and KAFLE, thus the field of speakers is quite diverse and appealing to all. As well, the KOTESOL - KAFLE International Conference's internationally recognized invited speakers have graciously offered to also do pre-conference workshops on Friday - small class sizes which offer creative ideas and hands on opportunities. In addition, we would also like to personally thank Dr. Lee Bo Young for her support of our KOTESOL - KAFLE International Conference, including offering us an interview on her EBS Morning Radio Show.

Another spotlight of the KOTESOL - KAFLE International Conference's push for embracing the community is the partnership developed with members from Toastmasters International, the association focused on developing speaking and leadership skills. They are supporting our International Conference's Speech Contest, as well as offering conference workshops on Sunday afternoon. It is a great organization, and we are excited to be working closely together this year.

In closing, I would like to thank all the volunteers this year - both the KAFLE leadership and conference team, the KOTESOL leadership and conference team, the Global Fairs and Conferences (GFC) CEO and team. We three came together to offer you this conference with the vision of embracing change to blaze new frontiers in foreign language teaching. So please embrace the change by supporting our conference team with sincere thanks and appreciation. They deserve it all. And last, I have been super appreciative of working alongside Carl (Dusty) Dusthimer who will be leading the 2015 KOTESOL International Conference at COEX to even greater heights next year.

Ralph Cousins, 2014 Conference Chair



Korea TESOL

National Conference

Saturday 30 May 2015

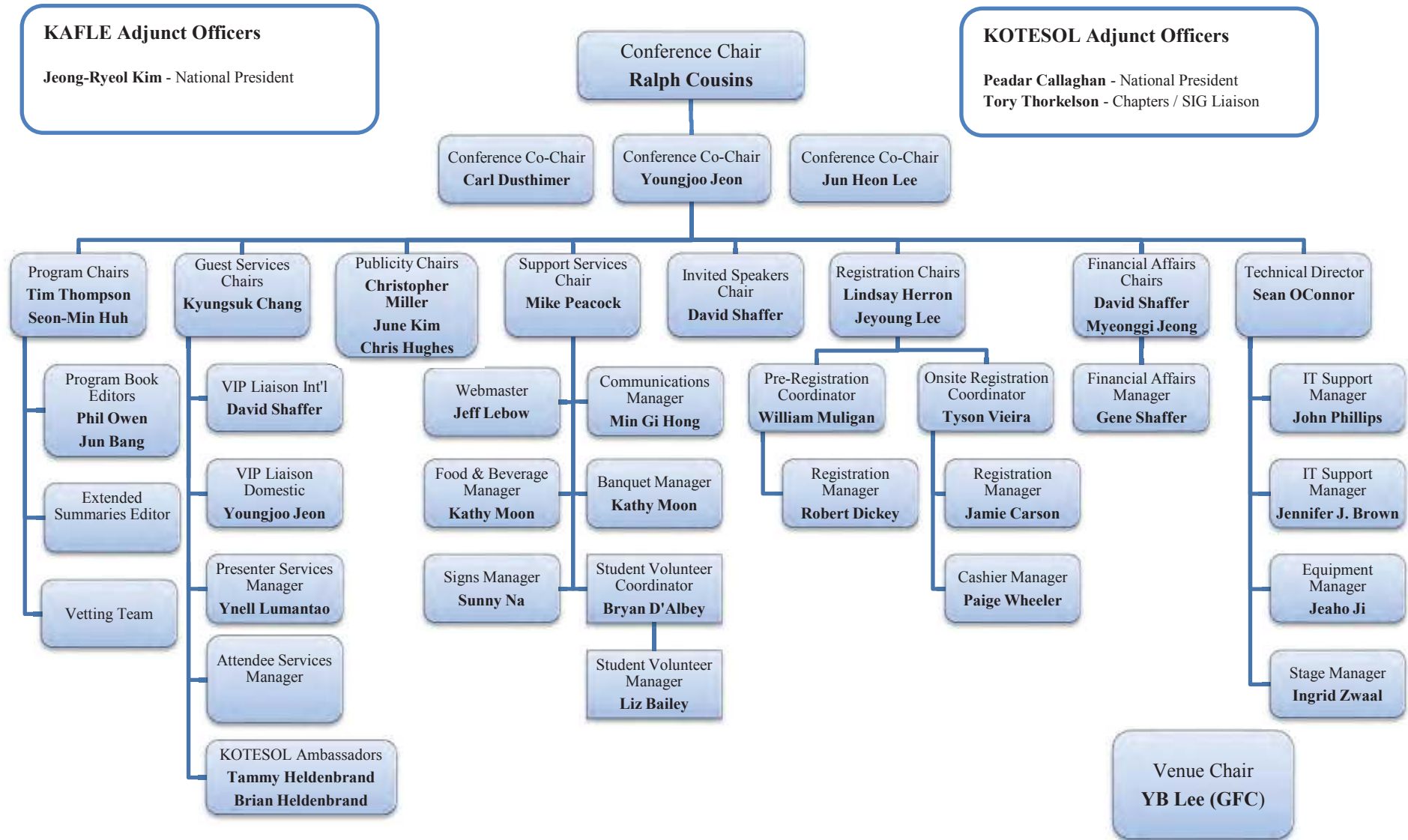
Sookmyung Women's University

**Bridging the Digital Divide:
Examining Online Language Teaching in
Asia**

Call for papers opens 01 November 2014

See koreatesol.org for more details

2014 KOTSOL-KAFLE International Conference Committee



Volunteering with KOTESOL



Website Editors Wanted

The KOTESOL website is growing and evolving.
We are looking for people with moderate and higher skills
in any and all aspects of website operations to join the
Webservices Team.

We can train. -- Grow your skills.

Time is flexible, work from your computer!

Contact us at admin@koreatesol.org

Saturday 1:00 - 2:50

ROOM	1:00-1:20	1:30-1:50	2:00-2:20	2:30-2:50
300	Herbert Puchta <i>Developing critical thinking skills with young learners and teens</i>		Joe Dale <i>Combining hardware, software, and mobile technologies to support classroom interaction, participation, distance learning, and success: What really happens!</i>	
301A	Yitza Sarwono-Bryant <i>Low and high technology in EYL classroom</i> Young Learners		Amanda Maitland El Amri <i>Story telling with TPRS strategies</i> Young Learners	
301B	Ben Shearon <i>Teaching presenting skills to adults: Breaking it down</i>		Julie Hwang <i>Creating young thinkers with great futures: Oxford Discover</i>	
302	Kim Haedong <i>Is it valid to use the reading test score of a computer based English test?</i>	Hong Young-Suk <i>Living as non-native English teachers in Korean elementary school contexts: Focusing on teacher identity formation</i>	Yu Jung Han <i>Pedagogical innovation: Flipping the Content-Based EAP/ESP classroom</i> Professional Development	
303	Kunihiko Miura <i>Language use in certain Japanese EFL learner compositions</i> Assessment and Evaluation	Tomoko Yabukoshi <i>EFL learners' self-regulated listening outside the classroom</i>	Lee Saerom & Chang Kyungsuk <i>A primary teacher's professional development on teaching through English dictionaries</i>	Seo Min Won <i>Development of reading passage selecting criteria based on a parallel corpus</i>
304	N. Groom <i>An Introduction to the University of Birmingham Distance MA and PhD Programs</i>		Nguyen Thi Hong Nhung, Nguyen Thi Bich Nha <i>Maximizing business communication through technology-enhanced learning</i> Business English	Eunice Tang / Eddy Li <i>Teaching Language and Concepts in Workplace Communication</i> Business English
305	Karmila Machmud <i>The Reggio Emilia Approach in Teaching EFL to Young Learners</i> Young Learners	Provenzano <i>D-I-Y English bilingualism and biliteracy</i>	David Nunan / Allison Bill <i>Professional Advancement through Online Doctoral, Master & Certification Programs in TESOL</i>	
306	Shawn Hupka <i>Developing media literacy tools</i>	D. Bailey Motivating students ...	Stephen W Henneberry <i>Teacher travel 2.0: Crowd-source your next trip</i>	
307A	Michael Cahill <i>Teaching English with TED talks: A rationale and methodology</i>		Justin Kaley <i>Five tips for building student interest in non-fiction reading</i>	
307B	Michael Griffin, Anna Loseva <i>Stealing your way to creativity</i> Professional Development		Eric Fortin <i>Understanding pronunciation differences among Asian speakers of English</i> Professional Development	
307C	Brian Carlstrom <i>Student concordancing: Using COCA to increase learner independence</i>		Lee Bo Young	
308A	Jesse Patterson, Jeremy Redlich <i>Uncovering patterns and practices in the language classroom</i> Professional Development		Joe Walther <i>Creative curriculum or a curriculum of creativity?</i> Professional Development	
308B	Jacqueline Bolen <i>Portfolios as a means of evaluating EFL writing</i> Assessment and Evaluation		Eunsook Ahn, Paul Bournhonesque, Dongmin Seo <i>Developing an oral-skills placement system: an in-house approach</i> Assessment and Evaluation	
308C	Johanna Leila Haas <i>Post-presentation videos: Developing learner autonomy through self-assessment video projects</i> Assessment and Evaluation		Kevin M. Maher <i>EFL literature circles: Assessment & implementation</i> Assessment and Evaluation	Peter Carter <i>Student satisfaction in theory and in practice</i> Assessment and Evaluation
Hall E	Carolyn Westbrook <i>A practical approach to critical thinking</i>		Fiona Copland <i>Changing the debate: Challenges young learner teachers face</i>	

304 *An Introduction to the University of Birmingham's Distance MA and PhD Programmes*
Nicholas Groom, University of Birmingham

This presentation will give information about the University of Birmingham's popular suite of Distance MA and PhD programs. Participants will have ample opportunity to ask questions, and to chat to current Birmingham students about their experiences as distance learners.

305 *The Reggio Emilia Approach in Teaching EFL to Young Learners*
Karmila Machmud, Universitas Negeri Gorontalo

The presenter will introduce the idea of adapting the fundamental principles of Reggio Emilia Approach to the teaching of English as a foreign language for young learners. This approach is commonly used in early childhood education; however, in this presentation, the presenter will provide the explanation about why and how the fundamental principles of this approach should be applied specifically in teaching English as a foreign language for young learners.

306 *Developing media literacy tools*
Shawn Hupka, Kanda University of International Studies

Media literacy has become a common element of curricula in the English-speaking world. However, in many EFL classrooms, authentic media texts are analyzed at a surface level with a focus on developing lexical-grammar and reading skills. This presentation will detail the development of pedagogical materials designed to expand EFL students' critical media literacy skills. Presenter will also explore the development of assessment tools that similarly move beyond traditional forms.

307A *Teaching English with TED talks: A rationale and methodology*
Michael Cahill, Cengage Learning

Fascinating, informative and motivating, anyone that has watched a TED Talk knows just how engaging they can be. But do TED Talks have a place in the English language classroom? In this interactive presentation, the presenter will explore this question using examples from authentic TED talks which have been integrated into the language learning methodology of the second edition of World English, a National Geographic Learning series. Participants in the session will come away with an understanding of the rationale and techniques for using this authentic resource in their classroom.

307B *Stealing your way to creativity*
Michael Griffin, Anna Loseva, iTDi

There is no shortage of locations to go to when looking for activities but it can be challenging to employ new activities without a nudge or a reason. In this interactive workshop the presenters will discuss how they added creativity to their teaching by systematically using technology to “steal” activities from other teachers. They will share the activities that worked best, explore hypotheses why they did, and invite audience participation.

307C *Student concordancing: Using COCA to increase learner independence*
Brian Carlstrom, Gachon University

Student use of concordancers to explore language, often called data-driven learning, is an area of language learning often read about but infrequently used by instructors. This presentation aims to demonstrate an accessible method of introducing learners to the Corpus of Contemporary American English (COCA) website and incorporating its use into the homework of any syllabus.

308A *Uncovering patterns and practices in the language classroom*
Jesse Patterson, Jeremy Redlich, Ritsumeikan Asia Pacific University

This project explores underlying patterns informing language teaching practices at a Japanese university by analyzing a series of video recorded classes. Findings from the data help explain how teacher practices shape the dynamics of language learning, with a focus on teacher instructions, classroom management strategies and learner responses. Using video clip examples this presentation will encourage audience participation through reflection and discussion of the diverse elements embedded in classroom processes.

Katie Lloyd

Katie Lloyd has been teaching English in Korea since 2002. She holds a MA in TESOL from SIT Graduate Institute. She currently works as an Assistant Teaching Professor for the College English Program at Seoul National University and teaches courses in prose, academic English and writing.

Mark Lloyd

Mark Lloyd teaches academic writing and communicative classes on a college English program at Hanyang University. He holds an MA in TESOL, and is CELTA certified. His professional interests include teaching writing to second language learners, and using Wikipedia as an educational tool in the TESOL context at tertiary level.

Michael Long

Mike Long is a Professor of SLA at the University of Maryland, where he teaches courses and seminars in the Advanced Graduate Certificate in SLA, M.A. in SLA, and Ph.D. in SLA programs. Mike serves or has served on the Editorial Boards of Studies in Second Language Acquisition, TESOL Quarterly, Language Teaching Research, JACET Bulletin, Porta Linguarium, Estudios de Linguística Aplicada, Revista Nebrija de Linguística Aplicada a la Enseñanza de las Lenguas, and Linguistic Approaches to Bilingualism, and was co-editor of the Cambridge Applied Linguistics Series for its first 20 years. Recent publications include the Handbook of SLA, co-edited with Catherine Doughty (Blackwell, 2003), Second Language Needs Analysis (Cambridge, 2005), Problems in SLA (Lawrence Erlbaum, 2007), the Handbook of Language Teaching, co-edited with Catherine Doughty (Blackwell, 2009), Sensitive Periods, Language Aptitude, and Ultimate L2 Attainment, co-edited with Gisela Granena (John Benjamins, 2013), and Second Language Acquisition and Task-Based Language Teaching (Wiley-Blackwell, 2014). Email: mlong5@umd.edu

Anna Loseva

Anna Loseva has been teaching English for over 9 years in a variety of contexts in Moscow, Russia. She's a proud iTDi Associate and can also be found writing for TeachingEnglish website and her own blog. Anna is enthusiastic about teacher and student self-development, with reflection being part of it.

Xiaomei Ma

Ma Xiaomei, Vice Professor and Dean of English Department, Beijing University of Technology. She got her bachelor degree in Business English and got her master degree in Applied Linguistics. Her research interests focus on Second Language Acquisition and ESP. In total she has authored and co-authored 11 journal articles and a textbook.

Kara Mac Donald

Kara McDonald's professional background consists of nearly twenty years in foreign language teaching and teacher training. She earned a Masters and Doctorate in Applied Linguistics. She is currently an Associate Professor at the Defense Language Institute, where she contributes to the development and delivery of pre-service and in-service teacher.

Karmila Machmud

Karmila Machmud earned doctorate degree in Curriculum and Instruction from Ohio University, USA in 2011, and master's degree in Applied Linguistics from the University of Sydney Australia in 2002. She is currently an active faculty member in the Faculty of Letters and Culture in Universitas Negeri Gorontalo, Indonesia.

George MacLean

George MacLean is a professor at the University of Ryukyus' Foreign Language Center. He has taught at primary-junior high and university levels in the Japanese and the International School systems, as well as serving as an administrator. His research areas include Materials Development, Mobile-learning, CALL, Conversation Analysis, and Intercultural Communications.

Gabriel Diaz Maggioli

Gabriel Diaz Maggioli is Director of University Language Learning and Teaching at The New School, a progressive university in New York where he also directs the Master of Arts in TESOL. A frequent presenter at local and international conferences, Gabriel has contributed to the professional development of colleagues in the Americas, Europe, the Middle East, and Asia. His research centers on Mediation Learning Theory within a sociocultural perspective. His most recent book, Teaching Language Teachers: Scaffolding Professional Learning, addresses this perspective. Gabriel has also acted as Consultant or Project Leader for UNESCO,

Young Learners

Sun	9:00	305	<i>Finding the hero in the young child whilst embracing the dark side</i> Amanda Maitland El Amri
Sat	2:00	301A	<i>Story telling with TPRS strategies</i> Amanda Maitland El Amri
Sun	3:00	301A	<i>Teaching methods of EFL speaking in secondary schools</i> Amany Alsaedi
Sat	1:30	305	<i>D-I-Y English bilingualism and biliteracy for your children</i> Christie Provenzano
Sat	1:30	306	<i>Motivating students in a web-enhanced class through rewards and competition</i> Daniel Bailey
Sun	9:00	301A	<i>Graphic organizers: Improving VL and RC for YELL</i> Hyeong Jun Chae
Sun	9:30	301A	<i>Storytelling lessons for young learners: Creative or imitative?</i> Hyunhee Cho
Sat	1:00	305	<i>The Reggio Emilia Approach in Teaching EFL to Young Learners</i> Karmila Machmud
Sun	10:00	301A	<i>Cultural learning and extensive reading</i> Kyle Philip Devlin
Sun	9:00	308A	<i>Just read: A recreational reading program in an elementary school</i> Matthew Smith
Sat	9:00	301B	<i>Digitalized graphic novels in EFL: Integrating technology and reading</i> Norman Fewell, George MacLean
Sat	3:00	301A	<i>Recognizing and minimizing unintentional bias in the 21st century classroom</i> Olga M. Peters
Sun	10:30	301A	<i>Motivating mouths: A remedial pronunciation project for the primary classroom</i> Rheanne Anderson
Sat	4:00	301A	<i>Best practices for teaching English to young learners</i> Shannon Buckley-Shaklee
Sat	3:00	307C	<i>Helping young learners improve pronunciation with serious games</i> Simon Thollar
Sat	9:00	301A	<i>Language teaching from Bach's 36 variations</i> Sinyoung Ra Evans
Sun	3:30	305	<i>Exploring language awareness through students' engagement in language play</i> So-Yeon Ahn
Sun	2:30	301A	<i>Storybook selection for young learners: Tips and suggestions</i> Todd Jobbitt
Sun	2:00	301A	<i>Teacher-trainee observations on select YL storytelling methods</i> Todd Jobbitt
Sun	4:00	301A	<i>Authentic tasks with mobile apps and Web 2.0 tools</i> Unsoon Won, Kara Mac Donald
Sat	9:00	305	<i>Teaching Afro-Asian literature: Comparing CTC and NLC approaches</i> Wilkinson Daniel Wong Gonzales
Sat	1:00	301A	<i>Low and high technology in EYL classroom</i> Yitzha Sarwono-Bryant

Adapting The Reggio Emilia Approach in Teaching EFL to Young Learners in Indonesia

Karmila Machmud
Universitas Negeri Gorontalo

Presented at the KOTESOL/KAFLE International Conference in Coex, South Korea on 4-5 October 2014

Introduction

This paper is inspired from a book *The Hundred Languages of Children* that documented the extraordinary set of schools that have evolved over almost 40 years in Reggio Emilia, a city in northern Italy. The book offers fundamental principles of Reggio Emilia approach to teach young learners. An approach that is widely used in the US and some other developed countries.

As an EFL teacher, I could relate those principles in teaching English to young learners, this paper will discuss the way of adapting the fundamental principles of Reggio Emilia Approach into English as a Foreign Language Instructions especially for young learners.

The EFL teaching to young learners in Indonesia begins at the Elementary School. This has started in 1994 following the trend of English Teaching since young age; However, everything changes when the newest curriculum in Indonesia called *Kurikulum 2013* has been imposed. The English subject is omitted from elementary school curriculum. When it was still being implemented, the teaching of EFL to young learners is highly teacher-centered. The situation is exacerbated with the lack of facilities to support the instructional process. Another problem is the lack of teachers' ability, knowledge and skills to teach English to young learners.

Literature Review

Soler & Miller (2010) asserts that Reggio Emilia Approach is based upon sociocultural principles and emphasizes a learner-centered approach to teaching and learning. In this approach the child is viewed as: possessing rights, an active constructor of knowledge and a social being, and the instructor is viewed as a collaborator and co-learner with the child, whose role is to guide, facilitate and encourage research.

In Reggio, the teachers know how to listen to children, how to allow them to take the initiative, and yet how to guide them in productive ways. There is no fetish made about achieving adult standards, and yet the dedication exemplified by the community ensures that work of quality will result.

Reggio successfully challenges so many false dichotomies: art versus science, individual versus community, child versus adult, enjoyment versus study, nuclear family versus extended family; by achieving a unique harmony that spans these contrasts, it reconfigures our scale-rotic categorical systems (Gardner cited in Edward, Gandini, Foreman, 1998).

Fundamental Principles of the Reggio Approach

The fundamental principles of the Reggio Emilia Approach are as follow:

- The child as protagonist
- The child as collaborator
- The child as communicator
- The environment as third teacher (Outdoor Education)
- The teacher as partner, nurturer, and guide
- The teacher as researcher

- The documentation as communication
- The parent as partner

The child as protagonist (child is a leader). Children are strong, rich and capable. All children have preparedness, potential, curiosity, and interest in constructing their learning, negotiating with everything their environment brings to them. Children, teachers, and parents are considered the three central protagonists in the educational process (Gandini, 1993).

The child as collaborator. Education has to focus on each child in relation to other children, the family, the teachers, and the community rather than on each child in isolation (Gandini, 1993). There is an emphasis on work in small groups. This practice is based on the social constructivist model that supports the idea that we form ourselves through our interaction with peers, adults, things in the world, and symbols (Lewin, 1995).

The child as communicator. This approach fosters children's intellectual development through a systematic focus on symbolic representation, including words, movement, drawing, painting, building, sculpture, shadow play, collage, dramatic play, and music, which leads children to surprising levels of communication, symbolic skills, and creativity (Edwards et al., 1993). Children have the right to use many materials in order to discover and communicate what they know, understand, wonder about, question, feel, and imagine. In this way, they make their thinking visible through their many natural "languages".

The environment as third teacher (Outdoor Education). The design and use of space encounters, communication, and relationships (Gandini, 1993). There is an underlying

order and beauty in the design and organization of the space in a school and the equipment and materials within it (Lewin, 1995). Every corner of every space has an identity and a purpose, is rich in potential to engage and to communicate, and is valued and cared for by children and adults.

The teacher as partner, nurturer, and guide (Edwards, 1993). Teachers facilitate children's exploration of themes, work on short and long-term projects, and guide experiences of joint, open-ended discovery and problem solving (Edwards et al. 1993). To know how to plan and proceed with their work, teachers listen and observe children closely. Teachers ask questions; discover children's ideas, hypotheses, and theories; and provide occasions for discovery and learning (Gandini, 1993).

The teacher as researcher. Teachers work as pairs and maintain strong, collegial relationships with all other teachers and staff; they engage in continuous discussion and interpretation of their work and the work of the children. These exchanges provide ongoing training and theoretical enrichment. Teachers see themselves as researchers preparing documentation of their work with children, whom they also consider researchers.

The documentation as communication. Careful consideration and attention are given to the presentation of the thinking of the children and the adults who work with them. Teachers' commentary on the purposes of the study and the children's learning process, transcriptions of the children's verbal language (i.e. words and dialogue), photographs of their activity, and representations of their thinking in many media are composed in carefully designed panels or books to present the process of learning in schools. The documentation serves many purposes. It makes parents aware of their children's

experience. It allows teacher to better understand children, to evaluate their own work, and to exchange ideas with other educators. Documentation also shows children that their work is valued. Finally, it creates an archive that traces history of the school and the pleasure in the process of learning experienced by many children and their teachers (Gandini, 1993).

The parent as partner. Parent participation is considered essential and takes many forms. Parents play an active part in their children's learning experience and help ensure the welfare of all the children in the school. The ideas and skills that families bring to the school and, even more important, the new way of educating, which helps teachers to view the participation of families not as a threat but as an intrinsic element of collegiality and as the integration of different wisdoms (Spaggiari, 1993).

Adapting Reggio Emilia Approach in Teaching EFL to Young Learners

This session elaborates how to adapt each fundamental principle into the teaching of English as a foreign language to young learners in Indonesia. I will write the fundamental principal in italic followed by the suggestion of its adapted approach used in teaching EFL to young learners.

Child as protagonist.

Children are strong, rich, and capable (Gandini, 1993).; therefore children should be treated as an individual who has his/her own thoughts and intentions. They are not a small version of an adult.

All children have preparedness, potential, curiosity, and interest in constructing their learning, negotiating with everything their environment brings to them (Gandini,

1993). In case of teaching English as a foreign language to young learners, teachers should understand that English is something new to the kids; thus, building the trust that they are capable of learning the language is important. Teachers should be able to create a comfortable and stress-free learning environment for the children.

Children, teachers, and parents are considered the three central protagonists in the educational process (Gandini, 1993). EFL teachers should work with children's parent to learn their children previous exposure to English. A great team work of teachers and parents helps a lot to enhance the students mastery of the target language. As the process goes, teachers and parents need to monitor the progress such as the children's vocabulary and grammar mastery, and discuss any possibilities to enhance the children mastery of the language.

The child as a communicator

This approach fosters children's intellectual development through a systematic focus on symbolic representation, including words, movement, drawing, painting, building, sculpture, shadow play, collage, dramatic play, and music, which leads children to surprising levels of communication, symbolic skills, and creativity (Edwards et al., 1993).

The best way of adapting this principle is by teaching the children with some hands on activities while teaching vocabulary. The hands-on activities can be more effective if it is used some simple games that is easy to understand and to do.

Children have the right to use many materials in order to discover and communicate what they know, understand, wonder about, question, feel, and imagine. In this way, they make their thinking visible through their many natural "languages". What EFL teachers can do is helping the children find the vocabularies and expressions through

the activities in the classroom. When they found the vocabularies, then let them use it in the teaching and learning process. This way will make them understand the words and it will stay longer in their memory.

The environment as third teacher.

The design and use of space encounters, communication, and relationships (Gandini, 1993). In Indonesia, the classrooms are design traditionally, chairs and tables are arranged in rows with teacher's table is in front of the class. Adapting this approach means that teachers should design a classroom where some spaces are intentionally design for a specific purposes because there is an underlying order and beauty in the design and organization of the space in a school and the equipment and materials within it (Lewin, 1995).

Every corner of every space has an identity and a purpose, is rich in potential to engage and to communicate, and is valued and cared for by children and adults. Children learns what in their environment, thus their classroom should represent a clean and comfortable environment. A class can be designed to have specific corners for specific uses to facilitate children's differences in learning styles. There should be a library corner, a computer corner, and even a pet's corner where the class keep their pet. Teacher is also encouraged to have a special space to exhibits students' work to appreciate what they have accomplished during the teaching and learning process.

Always take the children for about 15 to 30 minutes outside the classroom to give them opportunity to learn outdoor, this way they can gain more vocabularies from what they encounter during the outdoor activities.

A school can also provide a garden where children can learn to grow plants while at the same time learn the vocabularies related to the plants and gardening. The children can also use the garden for building their communication skill with teachers and other classmates while doing the gardening.

The teacher as partner, nurturer, and guide.

Teachers facilitate children's exploration of themes, work on short and long-term projects, and guide experiences of joint, open-ended discovery and problem solving (Edwards et al. 1993).

Teacher is the closest model in the classroom for the language use. Thus, teachers should use English in the instructional process as much as they can. Plan in-class activities based on teachers' close observation on children's needs and interests. To know how to plan and proceed with their work, teachers listen and observe children closely. Teachers ask questions; discover children's ideas, hypotheses, and theories; and provide occasions for discovery and learning (Gandini, 1993). A comfortable communication with the children can be done by asking their ideas on what activities they want to do during the day. This can help teachers to also plan what skills and vocabularies they want for the students to learn that day in the classroom.

The teacher as researcher.

Teachers work as pairs and maintain strong, collegial relationships with all other teachers and staff; they engage in continuous discussion and interpretation of their work and the work of the children. These exchanges provide ongoing training and theoretical enrichment. Working closely with other teachers and staff is important to gain more experiences from other teaching experience dealing with children's behaviour, interests,

and needs. A weekly or fortnightly meeting will be sufficient to discuss and to share problems and experience as well as to evaluate the teaching process and progress.

The results can be an ongoing enrichment to teachers' skills in teaching English to young learners.

Teachers see themselves as researchers preparing documentation of their work with children, whom they also consider researchers. This notion is important for teachers in planning a lesson plan with an appropriate materials that should be given to the children. With children as their research fellows, teachers can have sufficient input in designing the curriculum for their class.

The documentation as communication.

Careful consideration and attention are given to the presentation of the thinking of the children and the adults who work with them. Teachers' commentary on the purposes of the study and the children's learning process, transcriptions of the children's verbal language (i.e. words and dialogue), photographs of their activity, and representations of their thinking in many media are composed in carefully designed panels or books to present the process of learning in schools. With the fast growing of technology, the way of documenting children's activities become easier. Teachers can sign up in shutterfly, for example, where they can post the class schedules, daily journal, photo gallery, and even class announcements that can be accessed by parents anytime, anywhere.

The documentation serves many purposes. It makes parents aware of their children's experience. It allows teacher to better understand children, to evaluate their own work, and to exchange ideas with other educators. Documentation also shows children that their work is valued (Gandini, 1993). Use documentation, such as, audio

and video recording to record students progress in every meeting to monitor and evaluate each students' progress of their mastery of English language. Pictures can also be taken to show parents the activities during the teaching and learning process. Those pictures, audio and video files can be uploaded in school's/class's blogs such as shutterfly so that they can be accessed by parents anytime they need. The use of technology can also help teachers and parents to maintain their ongoing communication for the shake of the improvement of their children's progress in learning English

The parent as partner.

Parent participation is considered essential and takes many forms. Parents play an active part in their children's learning experience and help ensure the welfare of all the children in the school. In the context of EFL learning, parents can help to make sure that their children use the words, phrases, and expressions they have learned in daily conversation at home. This way needs an extra attention from the parents to intensively monitor and evaluate their children progress at school. This can be done by maintaining an ongoing communication with the school teachers.

The ideas and skills that families bring to the school and, even more important, the new way of educating, which helps teachers to view the participation of families not as a threat but as an intrinsic element of collegiality and as the integration of different wisdoms (Spaggiari, 1993). In Indonesia, most public school teachers avoid to have any contact with students' parents except if the student is extraordinary troubled. They often feel intimidated by parents and family, because they think it is a threat towards their teaching approach and method. Changing teachers' mind set is hard, it is a continue effort to make them understand that building a communication with the children's parents is not

only benefit the children, but also can ease their job in teaching the children, because the input from the parents are valuable in deciding the best treatment for the sake of improving the children's mastery of English.

Conclusion

The fundamental approach of Reggio Emilia approach provides some ideas of how to implement the approach in teaching and learning English as a Foreign Language to Young Learners in Indonesian context.

In the previous section of this paper I have highlighted some of the things that can be done in teaching EFL to young learners based on the fundamental principles of the Reggio Emilia Approach. To sum up, what should be done in the process of EFL instruction to young learners are as follow:

- **The adequate ratio of teachers.** At least two teachers with an aide, or one master teacher with one pre-service teacher and one aide.
- **Parents' involvement.** Teacher should be able to involve children's parents in the process of teaching and learning the language.
- **Group work.** Group work can help both teacher and the children for enhancing the children communication skill. Besides, children tend to love working and learning in group.
- **Contextual materials.** The ideas can be inspired from the curriculum along with the students' needs and interest.

- **Hands-on activities.** This can facilitate develop all kinds of children's intelligent. Hands-on activities can also help students to memorize and understand the language better.
- **Outdoor learning.** Creating space and taking the children outside the classroom to gain more vocabularies and to develop their communication skill in English.

Here is the example of activities that can be done by EFL teachers during the teaching and learning process:

The Topic: Plants an Animals

Activity 1:

- Introduction (warm up)
- Checking the EFL progress (from Parents)
- Discussion of activity

Activity 2:

- Arts (paintings, drawings, clay shaping)
- Outdoor
- Research (technology)

Activity 3:

- Put the art on display (atelier) or publish it
- Closing

This is the example of implementing some activities adapted from the fundamental principles of Reggio Emilia Approach in teaching English as a Foreign Language to young learners in Indonesia.

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Embracing Change: Blazing New Frontiers through Language Teaching

held **October 4-5, 2014 (October 3: Pre-conference Workshops)**

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Signature

A handwritten signature in black ink, appearing to read "Ralph Cousins", written over a horizontal line.

Ralph Cousins

2014 International Conference Chair

