



KOTESOL Proceedings 2018

Focus on Fluency

Focus on Fluency

26th Annual The 2018 Korea TESOL International Conference
October 13-14, Sookmyung Women's University, Seoul

Invited Speakers

- Stephen Krashen
- Scott Thornbury
- Jill Hadfield
- Steven Herder
- Ki Hun Kim
- Jill Murray
- Jennifer Book
- Boyoung Lee
- and more

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Proceedings of the
26th Korea TESOL International Conference
Seoul, Korea, October 13–14, 2018

Korea Teachers of English to Speakers of Other Languages
(Korea TESOL / KOTESOL)

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Proceedings of the 26th
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Foreword

Focus on Fluency: That was the theme of the 2018 KOTESOL International Conference, held on October 13–14, 2018, at Sookmyung University Seoul. In total, there were over 200 presentations and workshops given during the two-day conference, including notable plenary sessions by Stephen Krashen and Scott Thornbury. Also contributing to our lineup were six featured speakers and a panel discussion. And of course, hundreds of teachers and researchers gave presentations, workshops, and demonstrations. In sum, KOTESOL's lineup of presenters aimed to support KOTESOL's mission of improving ELT in Korea, many speaking to the elusive concept of fluency in its various forms and contexts. Here in this volume of *KOTESOL Proceedings 2018* are 38 papers written by our invited speakers and conference presenters from around the world.

Fluency is not that easy to define. Ask ten teachers or researchers, and you are likely to receive ten similar but not quite the same answers. Synonyms may come to mind: naturalness, effortlessness, eloquence, articulation, etc. But something is missing. Within these pages, conference presenters elaborate on some of the nuances that fill in the gaps to paint a more detailed and delicate picture of fluency. Stephen Krashen writes about the difference in rates of acquisition, outlining optimal conditions. In short, he champions the comprehension hypothesis and the benefits of reading for pleasure. Scott Thornbury focuses on seven key terms, all starting with the letter "A," and calls for the use of new metaphors for language development. Stephen Herder illustrates just how difficult it is to pin down the meaning of *fluency* and offers tips for integrating fluency as part of a balanced approach to skills development. Jennifer Book tackles pronunciation as a lingua franca and considers the intelligibility of interactions while calling for realistic goals and the acceptance of variations in pronunciation. In addition to papers from plenary and featured speakers, 34 conference presenters have contributed to this volume of papers, adding to the body of knowledge of ELT in the Korean context and beyond.

It is with great pleasure that we offer these conference papers in this volume of *KOTESOL Proceedings 2018*. We are grateful to all our contributors who have written summaries of their presentations collected in this volume. There is undoubtedly something here for everyone. We hope that you enjoy reading these papers, and moreover, that you find much that resonates with you in your teaching context.

Jake Kimball & David Shaffer
Editors-in-Chief

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Needs Analysis of the English Upgrading of Two Different Stakeholders

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This study was an effort to examine the extent to which the English upgrading program for non-English teachers and staff of the State Islamic University, Malang Indonesia (SIUM) matches its stakeholders' needs. These stakeholders include the non-English teachers and staff who took a month-long English upgrading program at the Indonesia Australia Language Foundation (IALF). The findings of the present study confirm previous research about the multiple roles of English used by the two different stakeholders. The results of the analysis of the two cohorts of stakeholders at SIUM see English as fulfilling several goals: international relationships, future careers, writing for publication in journals, using English in teaching, and using English in service excellence. They imply that there is a need to strengthen stakeholders' English practical application ability and to strengthen overall intercultural quality.

INTRODUCTION

Although English is not widely used in Indonesia, it continues to gain status as a global language and for this reason it has a significant role to play, especially as a language of instruction. During recent years, English has increasingly become important for learning many subjects especially at the university level, which relies to a great extent on textbooks written in English. In other words, English opens a window on the world of science and technology. The English upgrading program which is offered to the faculty members of the State Islamic University of Malang (SIUM) begins with some assumptions rather than a needs analysis.

Furthermore, Richards and Rogers (1986) deal with how learners are expected to learn in the system and with how teachers are expected to teach with respect to a particular set of instructional materials organized according to the criteria of a syllabus. In line with Richards and Rogers (1986), Dick and Carey (1985) mention that in order to have effective instructional materials, there must be a match between learners and materials. Consequently, developing in-house materials for the faculty member of SIUM is considered necessary.

The writer is interested in needs analysis because, according to Richards (1990), there are three purposes of doing needs analysis. The first purpose is providing a mechanism for obtaining a wider range of input into the content, design, and implementation of a language program by involving people such as

learners, teachers, administrators, and employers in the process. Then, the second purpose is to identify general and specific language needs which can be addressed when developing objectives and content for a language program. Throughout Indonesia the need for English learning has increased over time; however, the impetus for developing English language proficiency differs across various stakeholders. Due to this variance in the pressure for the development of English language proficiency and because of increasingly globalized communication networks, universities have realized the need for equipping the academic and staff with English competency.

A needs analysis (NA) has a vital role in the process of designing, developing, and implementing any course, whether it be English for Academic Purposes (EAP), general English courses, or others (Hamp-Lyons, 2001; Finney, 2002). Leki (2003) further suggests that English courses are more beneficial if the goals reach beyond class assessment towards the real and future needs of learners and other stakeholders. In line with this, gathering information about the needs of faculty members of SIUM toward learning English and knowing the most fundamental needs of faculty members toward learning English has become the purpose of the study. To achieve these goals, the authors addressed the following research questions:

1. What are the English language needs of faculty members at SIUM according to different stakeholders (teachers and staff)?
2. What are the most dominant needs of the faculty members at SIUM toward English upgrading?

LITERATURE REVIEW

Theoretical Basis of Needs Analysis

The competence–performance distinction is also extensively discussed in Canal and Swain (1980) as the basis for language teaching and testing applications. They refer to Chomsky’s weak version of competence as knowledge of grammar and other aspects of language while performance is concerned with social aspects of language and performance of the language such as acceptability.

Another theory proposed by Canal and Swain (1980) is to integrate the theories of grammaticality and acceptability into the theory of discourse. In their view, “an integrative theory of communicative competence may be regarded as one in which there is a synthesis of knowledge of basic grammatical principles, knowledge of how language is used in social contexts to perform communicative functions, knowledge of how language is used in social contexts to perform communicative functions, and knowledge of how utterances and communicative functions can be combined according to the principles of discourse” (p. 20). This integrative theory of communicative competence is more comprehensive in that it also covers the theories of coherence, cohesion, conversational analysis, and speech acts.

Identification of Learners’ Needs

As has been mentioned, learners should be taught only what they need. The identification of learners' needs is therefore very important in designing the materials based on learners' needs. In line with this, a number of experts have proposed different opinions and perceptions of need. Porcher (as cited in Richterich & Chancerel, 1987) points out that need is something that exists and might be encountered ready-made on the street. It is a thing that is constructed, the center of conceptual networks, and the product of the number of epistemological choices (which are not innocent themselves, of course). This, obviously does not mean that at an empirical level, needs, expectations, demands, etc. do not exist and are not experienced.

Need has a relationship with environmental conditions. Rivers and Melvin (1981) state that needs in language learning are dependent on three factors: political situations, societal demands, and career opportunities. Moreover, learners' wants are derived from their parents' perception of these factors and personal preferences. This perception concludes that there are several influential factors outside of the learner. These factors finally lead the learner to have their preferences and wants.

According to Richterich and Chancerel (1987), the concept of need has expanded. Not only does the concept of need cover the personal and social development of the individual but also the development of study skills and of self-reliance as a learner. The two opinions above show that the term *need* is specific. Need is not similar to wants, preferences, demands, and motivations. Hutchinson and Waters (1987) propose a need division relates to needs analysis. For them, there are two categories of needs: target needs and learning needs.

Needs Analysis

The definition of needs varies depending on the purpose of analysis, but all take the learner as a focus of analysis. Lawson (1979) defines *need* as "something that is recognized but is not in any sense 'discovered.'" and its "existence" derives from whatever criteria are thought to be relevant in making the diagnoses. This implies that in order to recognize need, one would have to carry out some kind of assessment or evaluation of the existing situation, and the diagnosis of assessment results would reveal some deficiency.

Altman (1980) explains types of learner needs based on individual differences within the framework of learner-centered language teaching. According to Altman (1980), learners should be properly placed based on their age, level of language proficiency, maturity, and time available. This requires the institution to make flexible educational arrangements to allow all learners' access to learning that is appropriate to the types of needs they have. In this way, the content and mode of learning will be influenced by the options available. The type of modification of learning resources is made according to individual differences with regard to time, goals, mode, or expectations of learning.

According to Munby (1981), analyzing needs is the ability to comprehend and/or to produce the linguistic features of the target situation. To have a rigorous target situation, Munby provides an outstanding concept for communicative needs processors (CNP). Furthermore, according to Stufflebeam (1984), there are several reasons for implementing needs assessment: to assist in

planning, to promote effective public relations, to identify and diagnose problems, and to assist in the evaluation of the merit and worth of a program or other endeavors.

Lastly, it can be concluded that needs analysis is a process that can be used for many different purposes and seen from many different points of view. Needs analysis can be done as a one-time activity for a simple analysis in predicting the characteristics of future language use.

METHOD

To address the research questions and to provide a comprehensive picture of the needs of faculty members toward learning English, this study applied a quantitative and qualitative research design involving questionnaires as the instrument for data collection and analysis.

Participants

There were nine participants from the academic staff and six staff who answered the survey. Therefore, faculty members from diverse disciplines were chosen in order to get information about the needs for learning English.

Teachers (Academic Staff)

For the purpose of this study, there were nine teachers involved in the English upgrading program at IALF Bali, Indonesia. Each teacher in the department is usually assigned to teach in their field of expertise and to teach in more than one language. The teachers consisted of the key policymakers from various departments. They varied in their teaching experience, academic qualifications, their English backgrounds, and overseas experience.

Faculty Staff

The potential group from which this sample was drawn consisted of six staff enrolled in bachelor degrees programs. The sample was taken from all faculties' staff. At the time of the study the majority were in the age range 30-40 years old. They are categorized into two different kinds of workers: two part-time staff and four full-time staff (civil government). Four had master's qualifications either from Indonesia or from overseas, and two had a bachelor's qualification.

Instrument

The survey method is frequently used to collect descriptive data (Borg & Ball, 1979). They state further that surveys are used simply to collect information. The aim of using surveys is to get the fullest and most authentic description of the field of study. A questionnaire was used for collecting data about teacher and staff needs in learning English. In developing the questionnaire, the authors referred to factual information gathered from their observations. The questionnaire consists of items regarding English instruction and what the participants need.

RESULTS AND DISCUSSION

The discussion is based on the findings involving interpretation by using results of the needs analysis surveys. The data analysis is done to gather valuable information on the learners and the purpose in acquiring the target language. The data collected are analyzed in a descriptive and statistical format. The authors use tables to clarify descriptive statistics to discuss the questionnaires.

The Purpose of English Upgrading

When asked about the purpose of English upgrading program, 27% (four respondents) chose developing future career, two respondents (13%) claimed that they wanted to support their study, two respondents (13%) stated that they joined the English upgrading program for international relationships, and seven respondents (47%) stated that joining the English upgrading program is for a combination of the three purposes. Thus, the finding in Point 1 implies that 47% of the respondents expect English upgrading to be used for a combination of the three purposes. It follows that the respondents consider English to have a prominent role in their work and study (see Table 1).

TABLE 1. The Purpose of English Upgrading

The Purpose of Learning English	Number of the Respondents	Percentage
To develop future career	4	27
To support study	2	13
For international relationship	2	13
Combining between the three	7	47
Total	15	100

The Major English Skill to Master for Career Development

In terms of the major English skill needed to be mastered immediately, the respondents made one response that stands out from the others. Table 2 shows the major English skill need to master immediately for developing their career.

TABLE 2. The Major English Skill Need to Master Immediately

English Skills	Number of Respondents	Percentage
Listening	0	0
Speaking	9	60
Reading	2	13
Writing	4	27
Total	15	100

As shown in Table 2, nine respondents (60%) of the total fifteen respondents chose speaking. Two respondents (13%) chose reading as the main skill to master, four students (27%) chose writing, and none (0%) chose listening. The finding for this item implies that speaking is the most prominent skill to master immediately compared to the other skills: listening, writing, and reading.

The Role of English in the Respondents' Work

The role of English in the participants' work was claimed by nine (60%) out of fifteen to be very important, four (27%) claimed that it was rather important, two (13%) stated that it was not very important, and none (0%) claimed that it was not important. Thus, the finding for this item implies that the role of English in the respondent's work is very important (see Table 3).

TABLE 3. The Role of English in the Respondents' Work

The Role of English in Respondents' Work	Number of the Respondents	Percentage
Very important	9	60
Rather important	4	27
Not very important	2	13
Not important	0	0
Total	15	100

Expectations After Taking the Program

The respondents' hope of applying English in their future work indicated variations among the respondents. Table 4 is the result of the expectations of the respondents after taking the program. The respondents' expectation of "writing in international journals" was chosen by eight respondents (53.4%), "giving international presentations" was chosen by two respondents (13%), "advising students' scientific writing" was chosen by three respondents (20%), and "study overseas" by two respondents (13%).

The result for this item indicates that most of the respondents (53.4%) chose writing in international journals for their future activity over giving presentations internationally, advising students' scientific writing, and studying overseas. So, it could be concluded that the respondents' expectation toward the English upgrading was mainly related to the work they expected to do (see Table 4).

TABLE 4. The Expectation of the Respondents' Activities

Types of Activities	Number of the Respondents	Percentage
Writing in international journals.	8	53.4
Giving presentations internationally.	2	13
Advising students' scientific writing.	3	20
Study overseas.	2	13
Total	15	100

The Frequency of Using English in the Future Career

The frequency that the respondents expect to use English in their future careers indicated variations among the respondents. As for the frequency of English used in their work field, four respondents (27%) stated that English would be used most of the time, two respondents (13%) said that English would be used much of the time, nine respondents (60%) stated that they would use English some of the time, and no respondents (0%) responded that English would almost

never be used in their future work.

TABLE 5. The Frequency of Using English in the Future Career

Frequency of Using English	Number of Respondents	Percentage
Most of the time	4	27
Much of the time	2	13
Some of the time	9	60
Almost never	0	0
Total	15	100

The findings for this item imply that most of the respondents 60% claimed that some of the time English would be used in their future career. So the implication from this result is that respondents expect to be able to use English some of the time (see Table 5).

The Learning Needs of the Respondents in English Upgrading Method of Teaching

Dealing with the method of teaching, it was found that out of fifteen respondents, two respondents (13%) chose lecturing, eight respondents (53.4 %) chose games as an appropriate method of teaching, five respondents (33%) chose discussion, and none (0%) of the respondents chose question and answer (see Table 6).

TABLE 6. Method of Teaching

Method of Teaching	Number of Students	Percentage
Lecturing	2	13
Game	8	53.4
Discussion	5	33
Question and answer	0	0
Total	15	100

Respondents' Interest with the Provided Materials

The result of data analysis on the respondents' interest concerning the materials provided by the IALF team shows that out of fifteen respondents, nine (60%) stated that they were strongly interested, four (27%) stated that they were interested, two (13%) stated that they were less interested in the material given, and none (0%) stated that they were strongly uninterested in the material (see Table 7).

TABLE 7. Table Respondents' Interest in the Texts

Respondents' Interest in the Materials	Number of Respondents	Percentage
Strongly interested	9	60
Interested	4	27
Less interested	2	13
Strongly uninterested	0	0
Total	15	100

The Respondents' Opinion of the Follow-up English Program

The results of the data analysis of the respondents' opinions of the follow-up English program shows that out of fifteen respondents, six respondents (40%) stated that they used English in an academic forum, seven respondents (47%) stated that they used English in their teaching in the classroom, and two respondents (13%) stated that they used English with their colleagues. This implied that English upgrading is crucial for their career development (see Table 8).

TABLE 8. The Respondents' Opinion of the Follow-up English Program

Opinion of Follow-up English Program	Number of Respondents	Percentage
Use English in academic forum.	6	40
Use English in teaching.	7	47
Use English with colleagues.	2	13
Total	15	100

Result of the Staff's Learning Needs in English Upgrading

The results from the questionnaire from six respondents indicated that they believed learning English provided them with improved life opportunities. The majority among the six respondents of the faculty staff, four of them (66.7%), claimed that learning English provided them with the skill of providing quality service that they believed would improve their life opportunities. Only two respondents (33.3%) stated that they needed English for overseas training and scholarship programs. Table 9 summarizes the English learning goals as indicated by the students in the survey.

TABLE 9. English Learning Goals

English Learning Goals	Number of Respondents	Percentage
To participate in overseas training and scholarship programs.	2	33.3
To have a better chance and life expectations, such as traveling, and using more sophisticated technology and books.	0	0
To establish business with overseas people.	0	0
To improve the skill of providing quality service.	4	66.7
Total	6	100

CONCLUSIONS

Based on the results of data analysis of the most dominant needs of the respondents related to the target needs, the respondents' purpose in English upgrading, seven respondents (47%) stated that English was used for a combination of the three purposes; namely, developing their future career, supporting study, and widening international relationships. In connection with the role of English they will use in their work, it was found that nine respondents

(60%) claimed it was very important.

Concerning the respondents' expectation of their future work in the field after the completion of the course, eight (53%) respondents chose writing in an international journal. As for the frequency of using English in their future career, nine respondents (60%) stated that they would use English some of the time. For the skill that the respondents need to master immediately, 60% selected speaking as their priority skill. Furthermore, eight (53.4%) suggested that the use of games was the appropriate method of teaching English. In sum, four major findings emerged from the teachers as the stakeholders. Firstly, teachers identified a number of needs, some related to their future career: support study, widening international relationships, and competence in English communication. Meanwhile, the staff, as the second group of stakeholders, was particularly concerned with two major priorities; namely, to participate in overseas training and to provide quality service. Further, the staff expressed the desire for some changes to be made in their future work performance rather than in administrative orientation.

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