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Celebrating 50 Years!

TESL Reporter

A Forum for and by Teachers of English to Speakers of Other Languages

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TESL Reporter

A Forum for and by Teachers of English to Speakers of Other Languages

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Celebrating 50 Years!

Jubilee Editorial

It is with great pleasure that I find myself the editor of the *TESL Reporter* on the auspicious occasion of its 50th year of publication. At the time of its conception (1967), there were only several other journals in the field. We are proud of our efforts to remain true to the journal's original intent, which was to provide a forum wherein teachers could share with each other their research and ideas pertaining to the teaching of English as a second or foreign language.

We remain committed to first time authors and non-native speakers. Over 50% of our published articles over the past 20 years have been submitted by non-native speaker authors who have come from a wide variety of educational contexts near and far, prestigious and humble.

The Department of English Language Teaching & Learning expresses its gratitude to Brigham Young University–Hawaii, which has generously underwritten the costs of the journal over these past five decades. To further the reach of the journal, without taxing the generosity of its sponsoring institution, the *TESL Reporter* has now become an online journal. This recent move will allow the journal to reach more potential readers, while remaining free to all.

– Mark James, Editor

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NNES Pre-service Teachers' Motivation to Enter the TESOL Field

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Abstract

Even though motivation has long been studied in the language teaching field, it has mostly focused on learner motivation, while teacher motivation has largely been ignored. This survey study focuses on non-native English speaking (NNES) teacher candidates' motivation to enter the TESOL field. Two open-ended questions were used to elicit participant responses about their motivation to enter the teaching field in general and the TESOL field in particular. Three major themes - intrinsic value, social utility value, and prior learning/teaching experiences – were identified from the responses as the key motivational factors. The findings are compared with those from existing studies to offer a comprehensive representation of the motivational factors for NNES teacher candidates' initial career choice in order to encourage more future research on language teacher motivation. Implications for TESOL and related teacher education programs are also discussed.

Keywords: Non-native English Speaker teachers, language teacher education, teacher motivation, teacher's career choice

Introduction

Motivation has been a well-researched topic in the language teaching and learning field, beginning with the early studies by Gardner and Lambert. However, it has almost exclusively focused on language learner motivation. Research on language teacher motivation has been extremely scarce. Only until very recently have motivation researchers started to notice the gap in language teacher motivation. For instance, Dörnyei and Ushioda (2011) point out that even though recently there has been some attention given to teacher motivation in the fields of educational psychology and teacher education in general, language teacher motivation has remained largely under-researched.

This is truly troublesome given the critical impact of teacher motivation on student learning outcomes. As Dörnyei and Ushioda (2011) state, the level of a teacher's motivation and commitment influences students' motivation and learning outcomes to a great extent. A motivated language teacher would be more likely to motivate students and bring about learning successes. Furthermore, teacher motivation, in and on itself, is a worthwhile topic that can promote a better understanding of the psychological processes that teachers go through at the various stages of their career. Thus, it is absolutely necessary to systematically investigate teacher motivation.

The present study is an attempt to better understand language teacher motivation. More specifically, this study investigates non-native English speaking (NNES) pre-service teachers' motivation to enter the TESOL profession. The choice of this particular group as the focus of the study is motivated by the increasing enrollment of NNES students in TESOL or related graduate programs in the U.S. and other English speaking countries (Liu, 1998; Shortall & Evans, 2005). NNES pre-service teachers choose to enter the TESOL field despite the widespread discrimination against NNES teachers in hiring practices and other aspects of professional lives (Braine, 2010; Kamhi-Stein, 2016). Thus, it is important to carefully investigate the reasons that have motivated these NNES teacher candidates to choose TESOL as their profession. It can greatly inform the innovation of TESOL or related graduate program, especially those with a relatively large enrollment of NNES pre-service teachers. It can also shed light on the design of support systems for in-service professional development to better help NNES teachers to succeed in their career.

In the following sections, a review of relevant literature is offered, first on general teacher motivation and then language teacher motivation, to identify the key aspects of teacher motivation. A few case studies of NNES teacher motivation are also discussed. Then the methodology of the present study and the results are reported. Theoretical and pedagogical implications are then discussed.

Review of Relevant Literature

Research on General Teacher Motivation

In the field of teacher education in general, teacher motivation used to be an overlooked topic but has seen a significant growth in the past decade or so, the zest of which is partially reflected in the publication of the special issue on Motivation for Teaching in the journal Learning and Instruction in 2008. This special issue includes five empirical studies on different aspects of teacher motivation, with a wide range of theoretical frameworks from expectancy-value theory (see Wigfield & Eccles, 2000) to goal theory (see Pintrich, 2000) to interest and self-determination theories (see Deci & Ryan, 2002; Krapp, 2002). The foci of these studies vary from pre-service teachers' motivation trajectories during their teacher education program, to the different types of teacher motivation and the impact of teacher motivation on students' learning outcomes (Watt & Richardson, 2008). With such a wide range of issues related to teacher motivation covered in this special issue, the editors point out that "teacher motivations are influential from the outset of their entry to teacher education" (p. 407), which is also the focus of the present study. To draw on the findings from general teacher education to inform the present study, a most relevant empirical study on teacher candidates' initial career choice is reviewed below. It is a study conducted by the two editors of the special issue and has presented an empirically validated framework for studies on teacher initial motivation.

Watt and Richardson (2007), utilizing mainly the expectancy-value theory, developed an initial model to capture the factors that motivate teacher candidates to enter teaching, and then conducted a large-scale empirical study to validate and refine this model with two large cohorts of pre-service teacher candidates (N=488; 652) at two major universities in Australia. Five groups of motivational factors mentioned most frequently by the participants emerge from the data, which include: 1) intrinsic value, i.e., "the enjoyment one gets from carrying out a given task" (p. 171), 2) social utility value, i.e., "the strong desire to make a social contribution or give back to society" (p.173), 3) perceived teaching ability, i.e., self "perceptions of one's current competence at a given activity" (p. 171), 4) positive prior teaching and learning experiences, i.e., "had good teachers as role models", (p. 180) and 5) personal utility value, i.e., "job security, job transferability, time

for family, and bludging" (easy work schedule) (p. 157). These fivefactors are summarized in Figure 1 below. Other factors included in their model but less frequently mentioned by the participants include: task demand, task return, and fallback career. This empirically validated framework can be valuable in guiding future researchon teacher motivation.

1. Intrinsic value – enjoyment from teaching
2. Social utility – desire to make social contributions
3. Perceived teaching ability – belief in one's own qualities suitable for teaching
4. Positive prior teaching and learning experiences
5. Personal utility value – job security, compatibility with family commitments, etc.

Figure 1. Top Five Motivational Factors to Enter the Teaching Profession. Adapted from Watt and Richardson (2007)

Research on Language Teacher Motivation

In the field of language teaching and learning, teacher motivation has remained largely scarce, with only a few recent exceptions. Dörnyei and Ushioda (2011) is one of the first few attempts that aims to synthesize the existing literature on language teacher motivation, including both conceptual models and empirical studies. For the conceptual aspects of teacher motivation, based on advancement from educational psychology and general teacher education, they highlight four unique characteristics of teacher motivation:

1. Intrinsic motivation (enjoyment from the educational process itself and from the subject matter) is a main component of teacher motivation.
2. Contextual factors (school-based and societal-level factors) play a significant role in teacher motivation.
3. Teacher motivation features a temporal axis.
4. Teacher motivation seems to be particularly fragile.

For empirical studies on language teacher motivation, they have identified a few that provide support for the significance of these four characteristics in shaping language teachers' motivation.

It is worth noting that Dörnyei and Ushioda's (2011) account of language teacher motivation is mainly intended to capture teacher motivation as a process

that changes throughout the teaching career, while Watt and Richardson's (2007) model is primarily focused on teacher candidates' initial motivation. Thus, it is not surprising that there are overlaps but also differences between the two accounts of teacher motivation. For instance, both sources stress the importance of intrinsic motivation, and there is also some overlap between what Dörnyei and Ushioda (2011) consider as contextual factors, especially societal-level factors, and what Watt and Richardson (2007) label as social utility value. However, the continuously changing and fragile nature of teacher motivation in Dörnyei and Ushioda (2011) is not emphasized in Watt and Richardson (2007) since they are mostly concerned with teacher candidates' initial career choice, rather than the developing process of motivation throughout their teaching career.

Research on NNES Teacher Motivation in TESOL

The particular focus of the present study is NNES teacher motivation in the TESOL field. To date, this area has been barely researched nor systematically theorized. Only a few published studies have touched upon this area. Hayes (2008) is a qualitative study that examined the factors that motivated seven NNES teachers in Thailand to enter the TESOL profession. The framework used in this study is adapted from Huberman (as cited in Hayes, 2008), which categorizes teachers' initial motivations into three domains: 1) active, which denotes that the teacher candidates deliberately chose the teaching profession because of factors such as "love of subject matter", "desire to influence young people socially"; 2) material, which includes factors such as "earning a living", "job security", and 3) passive, which refers to situations where the teacher candidates chose the teaching profession as a "tentative commitment" (p.474). The first domain includes largely both the intrinsic value and the social utility in Watt and Richardson's (2007) framework; the second domain largely corresponds to the personal utility value in Watt and Richardson's work, while the third domain roughly equals the fallback career in Watt and Richardson's work. Based on in-depth interview data, Hayes indicates that three out of the seven teacher candidates interviewed have primarily active motivation, while two others have a combination of active and materials motivation. The remaining two exhibit primarily passive motivation.

Additionally, Hayes (2008) also highlights two major themes emerging from the interview data. The first theme is the teacher candidates' own schooling expe-

rience, which may include positive experiences with a particular teacher or enjoyment of a particular school subject. These early schooling experiences often instill long-lasting passion for learning and teaching and later become one of the main reasons that these individuals choose to enter the teaching profession. The other theme is the sociocultural and economic situations that may have influenced the participants' career choices. Familial expectations, socially constructed image of teaching as a caring and empowering profession that promotes social mobility, and restricted opportunities for career choices are among the prominent factors in this theme. Both of these two themes are also among the five most influential themes in Watt and Richardson (2007): the first one is prior teaching and learning experiences; the second can be considered as a combination of social utility and personal utility in Watt and Richardson's study. Hayes' (2008) study is an initial step to explore NNES teacher motivation in the TESOL field. However, due to the limited number of informants and the unique sociocultural situation, (i.e., the Thai school system), the findings may not necessarily reveal the full picture of NNES teachers in different contexts.

Gao and Xu (2014) examined NNES teacher candidates' motivation to enter the TESOL field by conducting interviews with 10 secondary school English teachers from underdeveloped regions in China. Initially, most of the teachers interviewed had chosen to pursue an undergraduate degree in education largely because that was a way for people to leave their villages and move into more developed regions. In addition, when it came time to choose a subject matter to teach, the participating teachers had chosen English as their subject because they considered English as a powerful tool to achieve social mobility. Interestingly, while being in the teacher education program and starting to teach, their professional commitment went through a process of changing and shifting. Some developed a greater sense of achievement and a stronger sense of affiliation with the teaching profession, while others became frustrated by the constraints they faced in the schools where they were teaching. This changing and shifting process has been influenced by a combination of complex contextual factors, such as the opportunities to experience successful teaching first-hand but also having to meet the school mandates.

It is worth noting that in both Hayes (2008) and Gao and Xu (2014), the teacher candidates had first chosen to become a teacher in general and then later chose to become an English teacher as "a secondary consideration". This may sug-

gest that teacher candidates in the TESOL field may share similar types of initial motivation with teacher candidates in other subject areas, and their TESOL-specific motivation may largely be secondary reasons.

Yet another study that has touched upon NNES teacher motivation is Kumazawa (2013), in which possible selves theory (Markus & Nurius, 1986) is used to interpret the motivation of four novice secondary school EFL teachers in Japan. In-depth interviews from over two-and-a-half-year period of time are the primary data sources in this study. It is worth noting that this study does not exclusively focus on teacher motivation. It discusses various aspects of teacher's experience in their early days of their teaching career and how these experiences shape their motivation. The results indicate that all of the four teachers in this study were enthusiastic about the subject matter of English language and culture, and three out of the four teachers also expressed their passion about the teaching profession in general.

As reflected in the studies reviewed above, it seems that the initial attempts to understand NNES teacher motivation in the TESOL field have mostly relied on interview data with just small groups of participants, each group from a single EFL country in Asia. It is necessary to continue this line of research by expanding it to include a more diverse group of NNES teachers. The present study, as a part of a larger study, is such an attempt, in that it aims to include a more culturally and linguistically diverse group of participants, to understand their initial motivation to enter the TESOL field. Additionally, with the increasing number of NNES students enrolled in TESOL graduate programs in the U.S. and other English-speaking countries, another goal of this study is to inform TESOL graduate programs so that they can better prepare NNES pre-service teachers for a successful career. Thus, the research question for the present study is: What are the factors that have motivated NNES pre-service teachers to enter the TESOL profession?

Methodology

Instruments and Participants

To answer the above research question, an online survey was used to collect data from NNES pre-service teachers. This online survey was designed and piloted for a larger study, in which a demographic information section and two open-ended

questions were specifically for the present study. Since previous studies (e.g. Gao & Xu, 2014; Hayes, 2008) have indicated that pre-service teachers may first choose to enter the general teaching field and then decide the specific subject area for their teaching career, the two questions were aimed to address these two levels of motivation – motivation to enter the teaching field in general and motivation to enter the TESOL field in particular. The survey questions were first piloted with three NNES pre-service teachers enrolled in an MA TESOL program in the United States. The pilot participants met with the researcher to complete an earlier version of the survey using the think-a-loud approach. Possible confusions they had when interpreting the questions were discussed, and necessary revisions to the wording of the questions were made based on the feedback from the pilot session. The finalized version of the two questions for this study was: 1) Why have you chosen the profession of teaching in general? and 2) If different from your previous answer, why have you chosen the TESOL profession in particular?

After the finalized version of the survey was put online, a recruitment email was sent to the contacts of TESOL or related graduate programs in the United States (found on the tesol.org website) to recruit participants. Those contacts who agreed to assist this study then forwarded the link of the finalized survey to the NNES students enrolled in their programs at the time of the study. A total of 52 NNES graduate students participated in the online survey. However, because two participants only answered the demographic information without providing responses to the questions in the later sections, they were excluded from the following analysis. Thus, the following analysis and discussions are based on 50 valid, completed surveys.

Based on the self-reported demographic information in the survey, the native languages of the participants included Arabic, Chinese, German, Indonesia, Japanese, Korean, Russian, Spanish, Turkish, Ukrainian, Uyghur, and Zarma. Most of the participants (44) were enrolled in Master's level programs at the time of data collection, while 6 were enrolled in doctoral level programs. Almost all of the participants (88%) had studied English for ten years or longer. About half of the participants indicated they had been in their current programs for less than a year, and about one third indicated they had been in the program for more than one year but less than three years. Only a few had been in the program for three years or more. With most participants at this relatively early stage of the teacher training process,

it was hoped that their responses would most accurately reflect their initial motivation to enter the TESOL profession.

Data Analysis

The qualitative data of participant responses to the two open-ended questions were analyzed following the constant comparative method (Glaser & Strauss, 1967) to generate the themes of motivational factors. Additionally, the double coding method (Miles & Huberman, 1994) was employed to ensure the reliability of the data coding. More specifically, for the first round of coding, two raters analyzed the data independently to identify meaning units and categorizing similar meaning units into a theme. The emerging themes were constantly compared among themselves, during which the similar themes were further collapsed together while a theme that became too diverse would be divided into new themes. After analyzing the data independently for the initial round, the two raters met to compare their lists of themes and their categorization of meaning units into these themes. Any disagreement was discussed by precisely defining the themes, and finally, a mutually agreed-upon list of themes was generated as the result of the meeting. Then the two raters used the amended list of themes to code the data for a second round. The percentage of agreement between the two raters was then calculated to measure the inter-rater reliability of data coding, which was 85.7% for the first open-ended question and 83.6% for the second open-ended question. For the remaining disagreement, the two raters met for a final round to discuss again until a 100% agreement rate was reached.

It should be mentioned that a few participants, when answering these two questions, mixed the answers together (i.e.: included answers to both questions in the answer to the first question). This was probably partially due to the way these two questions were asked and ordered and partially due to the inherent connection between motivation for teaching in general and motivation for teaching a particular subject matter. When analyzing these few mixed responses during the first round of data analysis, the two raters separated the multiple meaning units within a single response and placed them into the respective categories according to the actual meaning expressed in each meaning unit: either motivational factors for teaching in general or motivational factors for teaching ESL/EFL in particular.

Results

This section presents and compares the themes generated from the responses for the two questions. Table 1 illustrates the themes generated for motivation to enter teaching in general, in the order of frequency of mention by the participants. The sub-themes for each major theme are also included here to elucidate what each of the major themes may include.

Table 1. Themes for motivation to enter the teaching profession

	Frequency (n=50)
Intrinsic value found in teaching in general • Passion for teaching in general • Sense of reward/achievement • Enjoyment of interacting with students • Interest in life-long learning	29
Social utility • Opportunity to empower students • Power of education in society	13
Prior experience • Inspired by own teachers • Relevant past teaching or learning experience • Influenced by family and/or friends	9
Self-perception • Innate traits suitable for teaching	7
Personal utility • Flexible schedule • Relaxing working environment • Financial considerations	3
Fallback career choice • Belief that women should be teachers • Not ultimately interested in teaching	2
Total number of meaning units:	63

As shown in Table 1, there are 63 meaning units identified from the 50 participants' responses. That is, a participant could have more than one meaning unit in his or her response. For example, one of the participants answered the first question with "I think teaching is a very rewarding job. A teacher can open a whole new world to his students." Two meaning units were identified from this response:

1) sense of reward, and 2) opportunity to empower students. These two meaning units were then categorized into two themes respectively: intrinsic value and social utility.

Among all the themes identified for motivation to enter the teaching profession in general, the most frequent theme is the intrinsic value found in teaching, mentioned by more than half of the participants. There seems to be four sub-themes in this group. Some participants mentioned their passion for teaching in a general way such as "I love teaching", and others were more articulate in their responses (e.g.: "a rewarding job", "sense of achievement"). Yet others explained specifically that they either "enjoy interacting with young children" (as their anticipated student population) or believe that teaching provides the opportunities for "life-long learning".

The second most frequently mentioned motivational theme for choosing the teaching profession is centered on the perceived social utility of teaching. Slightly less than one third of the participants acknowledged the importance of education in society in general or the opportunity to empower students in particular.

The next few themes include prior learning or teaching experience (a few participants have had part-time teaching experience), self-perception of innate traits suitable for teaching, and personal utility. Only two participants indicated that teaching was just a fallback career choice for them. Additionally, it is interesting that even though seven participants mentioned in one way or another that they possessed certain innate personal traits that made them suitable for the teaching profession, none of them included what exactly these personal traits were. Two representative responses for this theme were "I was born to be a teacher" and "Teaching … is part of my personality". It seemed that they had some vague and inexplicit idea that they were innately suitable for the teaching profession.

For the second open-ended question (i.e. the motivation to enter the TESOL profession), as illustrated in Table 2, there are 85 meaning units identified among participant responses, which were then categorized into six major themes. These six themes are the same as those for the first open-ended question, but the order of frequency is somewhat different this time.

Table 2. Themes for motivation to enter the TESOL profession

	Frequency (n=50)
Intrinsic value found in the subject matter of TESOL • Interest in the English language and culture • Interest in language acquisition processes • Enjoyment from learning diverse cultures and languages • Sense of reward/achievement from teaching the English language/culture	31
Prior experience with learning/teaching English • Past experience with own language teachers • Influence from parents or friends	21
Social utility • Desire to support students in learning English • Empathy for students' linguistic and cultural struggles • Importance of being proficient in English in society	18
Self-perception • Talent for language learning	5
Personal utility • Financial reward/stability • Job opportunities • Opportunity for travel	5
Fallback career choice • Not interested in teaching ESL any more • Limited choices that led to TESOL	5
Total of meaning units:	85

The most frequently occurring theme is still intrinsic value, with a frequency of 31 out of 50. This theme includes sub-themes such as interests in the English language and culture as well as other languages and cultures, interest in language acquisition processes, and sense of reward/achievement from teaching the English language/culture.

The second most frequent theme is prior experience, including the participants' own experience with learning English or teaching English part time or influence from their parents or friends, mentioned by slightly more than 40% of the participants. Two representative responses for this theme were: "I started [learning]

English as my second language since secondary school, and it is always my all-time favorite subject to learn … so I chose TESOL" and "My mother is a teacher of English... As a kid I was present at her lessons and they inspired me."

A close third theme is social utility, mentioned by slightly less than 40% of the participants. This includes sub-themes such as desire to support students in learning English, empathy for students' linguistic and cultural struggles, and importance of English proficiency in society. Other themes included self-perception of talent for language learning, personal utility, and fallback career choice, each mentioned by only five participants.

Comparing the major themes for choosing teaching in general and choosing TESOL in particular, there are some similarities as well as differences. For example, for both questions, intrinsic value emerges as the most common theme, and social utility value of the profession and prior experience appeared as either the second or third most common theme. However, there are also some differing patterns in the responses to the two questions. A closer look at the responses reveals that participants' responses to the first question, in terms of intrinsic value are generally rather vague, with a representative example being "I love teaching and want to be a teacher", while those to the second question are relatively more specific, with a representative example being "I am interested in language [acquisition] ... By becoming a language teacher, I have the opportunity to see other people's [journey] thru language acquisition". Another differing pattern is that the participants tend to give more specific and concrete reasons for choosing TESOL than for choosing teaching in general. This is also partially reflected in the total frequency numbers - there are only 63 meaning units identified in the responses for the first question, while 85 were identified for the second question. It seems that the participants have had more reasons to offer when talking about their motivation to choose the TESOL field.

Discussion and Implications

The salience of intrinsic value as the top motivational factor in this study for both teaching in general and TESOL in particular is not surprising, as Dörnyei and Ushioda (2011) have claimed that intrinsic motivation is one of the four major aspects of teacher motivation. This finding from the present study adds to the evidence that support this claim. It is also in consistency with empirical results from

studies in both general teacher education (e.g. Watt & Richardson, 2007) and NNES teacher motivation (e.g. Hayes, 2008; Kumazawa, 2013).

However, the two other salient themes also found in this study for both teaching in general and TESOL in particular – social utility value and prior experiences – are not among the four features highlighted by Dörnyei and Ushioda (2011). This is perhaps because their discussion, as they clearly state, is not intended to focus on teachers' initial career choice. Rather, their primary concern is on the extended process that teachers' motivation takes shape during their career trajectory. Nevertheless, in a study from the field of general teacher education, Watt and Richardson (2007), as reviewed earlier in this article, do focus on teachers' initial career choice, and both of these two themes are found to be significant. Thus, together with the results from the present study, it is clear that these two motivational factors – social utility value and prior experiences – are also prominent factors that have motivated language teachers to enter the field.

Furthermore, the salience of social utility value in this study seems to suggest that pre-service teachers hold a highly idealized notion about the profession upon entrance – to help better the society. If this idealized notion is not fully grounded on the day-to-day reality of teaching, which may be the case for some pre-service teachers due to their lack of experience with the daily teaching in the social and school contexts, there is likely to be a setback in their motivation once they start their teaching career. This fluctuation in motivation may further exemplify the other three aspects of teacher motivation highlighted by Dörnyei and Ushioda's (2011) – influence from contextual factors, temporal dimension, and fragility. All these together may partially explain the high burnout rate that is often found in the first year or so of teaching.

What is also worth discussing is the emergence of prior experiences as a major motivational factor for pre-service teachers' initial career choice. Even though this is not included in Dörnyei and Ushioda's (2011) four prominent aspects of teacher motivation, the results from this study, together with those from some other studies (e.g. Hayes, 2008; Watt & Richardson, 2007), suggest that individuals' past learning/teaching experience may be especially influential for pre-service teachers' career choice. This is probably because pre-service teachers, generally speaking, lack extensive experience and systematic pedagogical knowledge and thus they mostly

rely on their own previous learning/teaching experience to visualize the daily work in the profession.

Overall, the largely positive motivational factors that pre-service teachers bring with them when choosing to enter the profession are very promising to the TESOL field and to the society in general. They are generally motivated by intrinsic value, social utility value, and past positive learning/teaching experience. However, as teacher educators, we also need to think of ways that will help sustain and channel this positive view of teaching so that it will lead to a healthy and long-term positive development of teachers' professional life. For instance, for teacher education programs, it may be necessary and beneficial to prepare teacher candidates for the reality of the job so that they will have less of a reality shock when they start their first year of teaching. Possible ways include integrating more discussion topics on teachers' daily life in the classroom, inviting in-service teachers to share their work experience and advice as guest speakers, building in more field experiences where teacher candidates can observe not only in-service teachers teaching in classrooms but also get involved in school administration, parent-teacher communication processes, and other aspects that consist of a significant part of teacher's daily life.

Furthermore, while one's own learning/teaching experiences can be memorable, have long-lasting effects on one's career choices, and remain as an asset that novice teachers can draw on for ideas and inspiration for their own teaching, past experiences can also be misleading and/or restricting, if novice teachers rely solely on their own past experience, and thus detrimental to the long-term development of novice teachers. After all, we may teach in a context that is very different from our past experiences. Our experiences, while being our greatest strengths, can also be our biggest limitations that may lead to biases. Thus, teacher education programs, while creating opportunities for pre-service teachers to systematically reflect on their prior experiences, should also encourage them to critically analyze their prior experience and its impact on their own teaching development and increase the opportunities to expose teacher candidates to contexts and teaching methods that are different from their previous ones, so that they can add a wider variety of teaching experiences into their teaching repertoire.

It is also worth discussing that some participants have claimed that they have some innate traits that make them suitable to be teachers, but most are not able to

pinpoint what exactly these innate qualities are. All effective teaching is conscious teaching. Having the confidence in one's personal qualities that would lead to effective teaching is good but not sufficient. In order to have a sustained long-term development in the profession, all teachers, novice and experienced, need to be consciously aware of what exactly makes one an effective teacher, rather than simply believing they have "some" of the qualities from birth. Teachers need to know exactly what personal strengths that they can play to as a teacher and what other aspects they may need to nurture and develop to expand their repertoire of assets for teaching.

This point has some important implications for teacher education programs. As teacher educators, we need to build into our curriculum more opportunities for teacher candidates to consciously reflect and explicitly articulate the qualities that make one a competent teacher, and identify aspects they may be able to draw on as well as those that they may need to develop in order to grow professionally as a language teacher. For example, it may be necessary not just to have an opportunity for these teacher candidates to reflect on their own beliefs about the traits that make one a successful language teacher but also the ones that may be obstacles for effective language teaching. It is also necessary for them to conduct literature reviews to see what the existing literature has to say about the picture/profile of a successful language teacher, and compare the findings from the literature search with their own belief, and apply information from both personal experience and literature reviews to help them make an action plan for their own long-term professional development.

Finally, based on the results from this study as well as existing studies (e.g. Watt & Richardson, 2007) and with the hope to facilitate future research on language teacher motivation, a comprehensive representation of the motivational factors for NNES pre-service teachers can be found in Figure 2.

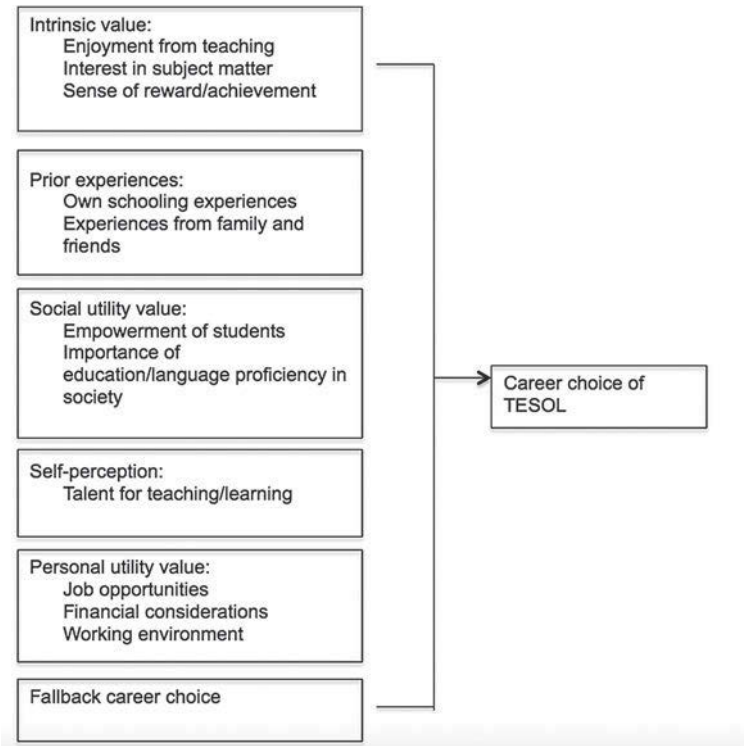

Figure 2. Motivational factors for NNES pre-service teachers' career choice

Conclusion

This study is an attempt to identify the factors that have motivated NNES pre-service teachers to choose the TESOL field. The emergence of intrinsic value, social utility value, and prior experiences as the top three themes suggests that NNES pre-service teachers enter the field with a highly positive attitude. This is very promising and also encourages teacher educators to sustain this high level of motivation. On the other hand, this highly idealized outlook may come into clash with daily challenges when these teacher candidates start teaching. Thus, teacher education programs should also prepare teacher candidates for the realistic challenges that they will face in their classrooms. Doing so will help eliminate the potential

burnout that novice teachers typically face at the initial stage of their teaching career and promote sustainable long-term professional development.

A potential limitation of the present study is its exclusive focus on the initial motivational factors for NNES teacher candidates enrolled in TESOL or related programs in the United States. It is not clear whether the findings from this study can be generalized to other groups, such as NNES teacher candidates who are enrolled in teacher education programs in their home countries. Additionally, no information about the participants' gender was collected in the demographic section of the online survey in this study. In the study from the field of general teacher education (Watt & Richardson, 2007), gender does not seem to be a differentiating factor in term of career motivation. However, for the language teaching field, it seems that many TESOL or related graduate programs, especially at the Master's level, are female dominated. It may be worthwhile for future research to explore if gender plays a role in language teachers' initial career choice. It is hoped that the identification of the major motivational factors in this study will encourage more future research on language teacher motivation, which can help us better understand the teacher development process and in turn bring about greater teacher resiliency and better learning outcomes in students.

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Back from the Battlefield: Resurrecting Peace Linguistics

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Abstract

This paper seeks to review efforts to develop the field of Peace Linguistics. Based on reviewing 20 years of published articles in the *Journal of Peace Education* and *The International Journal of Peace Studies*, I identified what appears to be a significant and on-going disconnect – a gap – between Language Studies and Peace Studies, or between Language Education and Peace Education, or between Peace Education/Studies and Linguistics/Applied Linguistics. In the second part of this paper, I explore this gap in more depth, and propose some possible reasons for this disconnect. In the third and final section, I give some details of a new course, Peace Linguistics, piloted by the English Language Teaching and Learning Department at Brigham Young University-Hawaii, in January and February of 2017.

Key Words: Peace Education, Peace Linguistics, Peace Studies

Introduction and Overview

Over the last 50 years or so, many hundreds of books and papers on Peace Education and Peace Studies have been published. It would, then, not be feasible to attempt a comprehensive review of such a mountain of literature here, which raises the question of how to focus such a review. To do that, I reviewed the papers in the *Journal of Peace Education*, from 2004 to 2017, and the papers in *The International Journal of Peace Studies*, from 1996 to 2016 (there have been no issues published, yet, in 2017). There are, of course, many other journals that could have been the focus of such a review, some of which were also consulted, but these two are comprehensive reflections of scholarly work in this area, covering a period of two decades.

Based on reviewing the papers in those two journals, there appears to be a significant and on-going disconnect – a gap – between Language Studies and Peace Studies, or between Language Education and Peace Education, or between Peace

Education/Studies and Linguistics/Applied Linguistics. Following a summary of my 20-year journal review, I will explore this gap in more depth, and propose some possible reasons for this disconnect. In the third and final section, I give some details of a new course, Peace Linguistics, piloted by the English Language Teaching and Learning Department at Brigham Young University-Hawaii, in January and February of 2017.

A Brief Review of Peace Education via the Journal of Peace Education

The first issue of the *Journal of Peace Education* appeared in 2004, and it is now in its fourteenth year. Over that time, approximately 30 issues of the *JPE* have been produced, with an average of around six main papers per issue, totaling nearly 200 published papers on Peace Education (PE) in the JPE over the last 14 years. In reviewing those papers, I was interested to see how many – or how few – of them focused explicitly on aspects of language or linguistics in relation to PE.

In the one-page editorial of the first issue of *JPE*, John Synott wrote: "Over several decades, since the period after World War I, teachers and researchers in many cultures and nations have contributed to building and distributing a solid body of theoretical and practical knowledge and publications in peace education" (2004, p. 3). However, World War I ended 99 years ago, in November 1918, after which more than 80 years lapsed before the *JPE* was launched, indicating a slow but perhaps steady progress in the movement away from a focus on War to a focus on Peace; progress which was no doubt greatly slowed, or even halted, during World War II, between 1939 and 1945. Therefore, in spite of Synott's statement that the "building and distributing [of] a solid body of theoretical and practical knowledge and publications in peace education" started after WWI, it seems that PE, as a distinct disciplinary area of study, may not have taken off until after WWII. An example of early book on PE, predating the *JPE* by 30 years, is Christoph Wulf's *Handbook on Peace Education*, published in 1974, by the International Peace Research Association, in Frankfurt, Germany. And an example of what may have been a kind of precursor to Peace Education is *Education for Peace* (1949), by Herbert Edward Read (1893 to 1968), who was an English art historian, poet, literary critic and philosopher.

In defining PE, Synott (2004, p. 3), drew on the work of Leonisa Ardizzone, who studied non-formal youth organizations in New York City, and who wrote, in

the journal *Peace & Change*: "Originally a study of the causes of war and its prevention, peace education since has evolved into studying violence in all its manifestations and educating to counteract the war system for the creation of a peace system – a peace system on both the structural and international level (Ardizzone, 2003, p. 430)". In the same inaugural issue of the *JPE*, Gavriel Salomon at the University of Haifa, in Israel, asked: "What is Peace Education?" (pp. 123-124), while making the point that PE: "is clearly different things for different people in different places" (p. 123). For Saloman: "an important aspect of peace education is about making peace and living in peace with an adversary, another unfavourable group: a minority group, a group of immigrants, another ethnic group, tribe, religion or political party" (2004, p. 123). Distinguishing between PE and Conflict Resolution, Saloman continued: "Peace education pertains to relationships between groups which are usually involved in some conflict or tense relationship, whereas conflict resolution usually pertains to relations between individuals in conflict." (p. 123), implying a difference in scale and scope between the two, between the international and the individual.

Although there appear to be very few articles in the *JPE* that directly address linguistic aspects of PE, a number of early articles did touch on what might be considered language-oriented aspects of PE. For example, Jo Oravec (2004) wrote about warblogs and peaceblogs in PE, and Sherron Roberts (2005) reported on the use of poetry in promoting peaceful classrooms. Also, Greg Tanaka presented the findings of his study on storytelling and PE, while Phylis Johnson, in her paper on "speaking to the heart of oral contextualization" (2006, pp. 1-17), continued to explore storytelling, but in the media, stating that: "Long overdue in the classroom is a critical examination of media coverage when seen and told through the unique vantage point of the audience and storyteller" (p. 1). All four of these papers in the *JPE* are language-based, in one way or another, as blogs, poetry and stories all require language, whether written or spoken, and they cannot exist without language. However, these illustrate the difference between using language *to communicate,* and the systematic study of *how* language is used to communicate, which comes under Applied Linguistics.

In 2007, in the fourth year of the *JPE*, Anita Wenden's paper, 'Educating for a critically literate civil society: Incorporating the linguistic perspective into peace education', was published (pp. 163-180), which built on her earlier work (Wenden,

2003) on the importance of linguistic factors in achieving a comprehensive peace (published in *Peace & Change*). Wenden began her *JPE* paper by stating: "Despite the multifaceted role language plays in promoting direct and indirect violence, activities that would develop the linguistic knowledge and critical language skills for understanding how discourse shapes individual and group beliefs and prompts social action are conspicuously absent from peace education" (p. 163). Wenden (2007) presented a framework which she referred to as Critical Language Education, which she believed could "be used to incorporate the linguistic perspective into peace education" (p. 163). In the introduction to her paper, Wenden quoted the Russian ethnologist, Valery Tishkov, who wrote: "Conflicts start with words and words can kill no less than bullets" (2004, p. 80). However, the "conspicuously absent" "linguistic knowledge and critical language skills" appear to have remained that way, as Wenden's paper is one of the only ones – in nearly 200 papers published over 14 years in the *JPE* – to explicitly focus on language or linguistics in PE.

It is not clear why so few papers on PE, as represented by the *JPE*, have explicitly focus on language or linguistics, but one possible reason may be the compartmentalization of knowledge on which academic institutions are built. In such arrangements, sometimes referred to as 'silos', peace educators research, write, publish and present on PE, while applied linguists research, write, publish and present on applied linguistics, thereby 'siloizing' the work in these disciplinary areas of academic endeavor. That may be the result of the 'Publish or Perish' pressures in universities, which lead to large bodies of knowledge being built up, side-by-side, over long periods of time, but not being connected. Whatever the reasons for this apparent disconnect, if, to paraphrase Tishkov, *words are weapons*, then it makes sense to focus on language, not just in the sense of 'the language of peace', but to engage in a systematic, linguistic study of the languages of peace, of war, and of the various stages in between.

One of the few other papers in the *JPE* that focuses on language is Arda Arikan's paper on 'Environmental peace education in foreign language learners' English grammar lessons' (2009, pp. 87-99), in which he reported on what he refers to as Contextualized Grammar Teaching and Socially Responsible Teaching, in Turkey. After analyzing classroom data from 50 fourth-year pre-service English language teachers, and 46 tenth-grade students, Arikan concluded that: "learning English grammar in relation to environmental peace education is an effective strat-

egy that can be used in foreign language teaching" (p. 87). Given the current situation in Turkey, which some commenters believe is increasingly at risk of descending into a full-blown civil war, environmental peace education may be more important there now than ever before.

Eight years after Arikan's paper, in the most recent issue of the *JPE*, the use of English language textbooks and PE has resurfaced, with Mehari Gebregeorgis's (2017) paper on the use of a textbook titled *English for Ethiopia* for grade nine students. That paper is also useful as it revisits questions around the meaning of 'Peace'. Gebregeorgis draws on the work of Johan Galtung (b. 1930), the Norwegian sociologist and mathematician who was one of the founders of the Peace Research Institute in Oslo in 1959, and who is credited with being one of the founders of peace studies and conflict studies: "Because of its abstract nature, different scholars understand the concept of 'peace' differently. Sometimes it is narrowed down to the mere absence of war, which is now called 'negative peace' (Galtung 1967; 12)" (Gebregeorgis, 2017, p. 54). The nomenclature is perhaps unfortunate, as 'negative' has, by definition, negative connotations, but the phrase does give the sense of peace *in absentia*, in this case, in the absence of war.

Gebregeorgis (2017) also draws on the work of Ajith Balasooriya, in explaining how different professions understand 'Peace' differently: "for example, peace could primarily mean democracy, absence of poverty, and law and order for politicians, economists and lawyers, respectively (Balasooriya 2001)" (Gebregeorgis, 2017, p. 57). And 50 years after Galtung (1967) coined the phrase 'negative peace', Balasooriya reiterates that point: "On the other hand, the meaning of peace goes beyond the absence of war. It encompasses no 'violence in all forms such as conflict, threat to life, social degradation, discrimination, oppression, exploitation, poverty, injustice and so on' (Balasooriya 2001, 10)" (Gebregeorgis, 2017, p. 57). However, it should be noted that Galtung's reference to "the *mere* absence of war" (emphasis added) should not be taken to imply that the absence of war is a small thing. As we see in the daily news reports, on the scale and scope of global armed conflicts in the world today, it is important to recognize that "the absence of war" can still be a profoundly difficult state to be achieved, to be sustained, and to be appreciated.

Before wrapping up this brief review of the PE literature, as exemplified in the *JPE*, it is worth noting that, although there have been only a handful of the 200

or so articles published over 14 years which explicitly focus on language or linguistics, one of the recurring language-related themes has been Narrative Enquiry, which is language-dependent. For example, in Turkey, Yasemin Karaman-Kepenekci (2010) analyzed children's rights in stories recommended for children there, and in Israel, Liora Israeli (2011) examined different interpretations of two children's stories: 'The Ugly Duckling' published in 1843 and written by the Dutch storyteller Hans Christian Andersen, and the Israeli classic 'Raspberry Juice', written by Haya Shenhav and published in 1970. Continuing the exploration of narrative and PE, Farhat Shazad (2011) analyzed representations of Canada's role in the War on Terror, in terms of what she refers to as "the fantasized nationalist narrative", and Sara Zamir (2102) evaluated "the contribution of the emerging Israeli genre of bilingual literature, Arabic and Hebrew, to peace education" (p. 265). It appears, therefore, that although Literature has received some attention within PE, Language has received far less.

Going Deeper into the Gap

To further explore this gap between Language Studies and Peace Studies, or between Language Education and Peace Education, or between Peace Education/Studies and Linguistics/Applied Linguistics, I reviewed another long-established and well-respected PE journal, *The International Journal of Peace Studies*, published since 1996. My review showed a similar paucity of papers focused on language and/or linguistics. In fact, for example, of the 200-plus papers published in the 42 volumes of the IJPS, I found only three that focused explicitly on language, all three of which appeared in the same volume and issue, in 2003, in a section titled 'Peace and Language'. In the first paper in that section, Ineke van der Valk discussed racism as a threat to global peace (no page numbers given), and in the second paper, Birgit Brock-Utne "looked at the language question in Africa as a question of social class and of power" in relation to the questions: "What social classes are profiting from the continued use of the Euro-languages in Africa? Who benefits? Who loses out?" (no page numbers given). In the third paper, Cheng-Feng Shih reported on the relationships between language and ethnic politics in Taiwan, concluding that language was not a major factor in that context: "On balance, the demarcation between the Mainlanders and the Natives is not so much based on linguistic differences as on their dissimilar degrees of attachment

to the island" (2003, p.100). In addition to those three papers, a few others in *The International Journal of Peace Studies* have also taken a linguistic approach, for example, looking at the use of medical metaphors in peace research (Väyrynen, 1998). Some papers on the importance of dialog in peace building have also been published in the *Journal*, for example, in terms of "the local discourse dynamics of empathy" (Head, 2012, p.40) or using music as alternative to spoken words, as "Conceptualizing dialogue wholly in terms of verbal processes … raises serious issues of inclusivity based on the limits of language." (Pruitt, 2011, p.83). There have also been a few papers in the *Journal* on the narratives of conflict and the conflict transformation (Funk and Said, 2004), but on the whole, papers on language were few and far between, and papers on linguistics appear to be non-existent. Brief reviews of other journals, including the journal *Peace and Change*, published since 1972, revealed a similar pattern, which raised the question of how long these two bodies of knowledge have been growing, side-by-side, but largely disconnected.

According to Aline Stomfay-Stitz's entry, 'A History of Peace Education in the United States of America' (2008), in the online, open-access *Encyclopedia of Peace Education,* developed by Teachers College, Columbia University:

> The American Peace Society was founded in Boston in 1828, and by 1850 there were fifty American peace societies in existence nationwide (Bartlett, 1944). Their official journals carried frequent messages that the perfection of the individual as well as society were possible through the realm of education. Schools and the printed word were considered logical vehicles to lay out a pathway to peace in American society (p.1)

In terms of the history of language education, Claude Germain, in his book, *Évolution de l'Enseignement des Langues: 5000 Ans D'Histoire* (1993) summarizes five thousand years of such history. Given these long histories, it may be even more surprising that the two domains of disciplinary knowledge and fields of scholarly enquiry do not appear to have been more extensively connected before. However, the idea of Peace Linguistics was discussed in the 1990s, according to Gomes de Matos (2014), who wrote:

> An important step toward the birth of Peace Linguistics took place with the publication of an entry by Crystal (1999) in which we are told that that way of doing Linguistics is 'an approach which emerged in the 1990s among many

> linguists and language teachers in which linguistic principles, methods, findings and applications were seen as a means of promoting peace and human rights at a global level. It emphasized the value of linguistic diversity and multilingualism' (p. 415)

The reference to "many linguists and language teachers" appears to have been something of an exaggeration, or it may be that very few of those linguists and language teachers followed-up on the initial interest in Peace Linguistics.

Gomes de Matos (2014) went onto refer to his own work that followed Crystal's, in which Gomes de Matos (2005) characterized Peace Linguistics "as [an] interdisciplinary approach aimed at helping educational systems create conditions for the preparation of human beings as peaceful language users" (2014, p. 415). One of the few other writers and researchers working towards bridging the gap between Peace Education and Applied Linguistics, in addition to Gomes de Matos, is Patricia Freidrich. In her 2007 paper, 'English for Peace: Toward a Framework of Peace Sociolinguistics' (pp. 72-83), published in the journal *World Englishes,* Freidrich wrote: "As of the 1990s, the world witnessed a growing concern for issues of peace and an emerging awareness of the relationship between communication and peace. As part of this new order, Peace Linguistics has branched out of Linguistics as a specialized field in Peace Studies, one that hopes to influence the ways we communicate and educate" (2007, p. 72). However, it appears that, in spite of the initial interest in connecting Peace Education and Applied Linguistics in the 1990s, Peace Linguistics did not, in fact, establish itself as a "specialized field". One possible reason for that non-establishing could be that, as Freidrich noted: "despite its potential contribution, Peace Linguistics has not been systematized into a theoretical model" (2007, p. 72).

Freidrich's comments raises a number of additional questions, starting with why Peace Linguistics would be "a specialized field in Peace Studies", rather than a branch of Applied Linguistics. That may be a clue to why, in the ten years since Wenden (2007, see above) and Freidrich (2007) little, if anything, appears to have happened to move forward the development of Peace Linguistics, which may be the result of intellectual territoriality, in which academic knowledge must be clearly situated within specific disciplinary domains, as part of the Publish or Perish pressures referred to above. As a result, and perhaps ironically, a truly interdisciplinary field of study such as Peace Linguistics may not have become established precisely

because its interdisciplinary nature makes claims of academic ownership difficult, thereby creating potential problems with funding, staffing, and other possible resource implications and issues.

Another question relates to Freidrich's mention of the need for a *theoretical* model. The field of Theoretical Linguistics has been established for at least 40 years, as shown, for example, in the journal *Theoretical Linguistics*, published since 1974, starting with articles on such topics as tense-logic and the semantics of the Russian aspects (Hoepelman, 1974), through to the dynamics of ellipsis (2016, Kobele & Merchant). However, whereas papers on Theoretical Linguistics may focus on tense, aspect and ellipsis, *peace is practical,* not theoretical; in the same way that the death and destruction of war is heartbreakingly real, and not at all theoretical. Therefore, rather than Peace Linguistics being "systematized into a theoretical model" (Freidrich, 2007, p. 72), perhaps more practical, applied models would have helped, and could help, Peace Linguistics to move forward, and become a distinct but interdisciplinary domain. One way of helping to move the development of Peace Linguistics forward would be to be to develop a course, such as the one described below.

The First Peace Linguistics Course

The Place and The Time

In the Summer of 2016, the English Language Teaching and Learning Department at Brigham Young University-Hawaii (BYUH) and I began a discussion regarding the possibility of developing a new course on Peace Linguistics. Our assumption was that such a course must have already been taught before. However, after some months of searching, we could find no evidence of a Peace Linguistics course having been taught anywhere else before, and certainly not at the university-level, as a credit-bearing course, counting towards a first degree, or even as part of any graduate degree program that we could find.

In terms of place, a key part of the vision of BYU-Hawaii, as stated on the University's website, is to: "assist individuals … in their efforts to influence the establishment of peace internationally". The site lists five ways of realizing this vision, the second of which is: "Preparing men and women with the intercultural and leadership skills necessary to promote world peace". Those two points address

the question of why this first Peace Linguistics course took place at BYUH, rather than elsewhere.

In terms of the timing of the course, and in answer to the question 'Why Now?' recent political developments, especially those in the USA, may have played a part. For example, on 27 January 2107, the newly-installed President of the United States issued one of his many Executive Orders, which implemented a 90-day entry ban for people travelling from seven majority-Muslim countries – Syria, Iran, Iraq, Libya, Sudan, Yemen and Somalia – to the United States. The Order also put in place a 120-day suspension of all refugee programs in the USA, and an indefinite ban on the entry of all Syrian refugees to the USA. Since that Order was issued, organizations such as the TESOL International Association – the largest association of its kind in the world – and many other such organizations have been communicating with their members, and issuing public statements reacting and responding to these Orders. For example, on 31 January 2017, the TESOL International Association published a statement on its website, which describes the Order as:

> the latest manifestation of the heated and xenophobic rhetoric that has undermined the fabric of the United States. This contentious act fails to satisfy its intentions to make the United States a safer nation. The exclusion of travelers, immigrants, and refugees from these Middle Eastern and North African countries only serves to make the United States more vulnerable, unfairly targets immigrants and refugees, and stands in stark contrast to the ideals that the United States was built on …

If such Orders become a feature of the new presidential administration in the USA, as they seem set to be, then it is possible that the world could be facing a period of fear, anger and hatred on a scale not seen in the US for a long time. One of the essential counterbalances to such powerful, destructive and divisive language is a greater understanding of Peace, through language and linguistics education, which was one of the goals of the new Peace Linguistics course.

The Focus and The Contents

The full details of the pilot Peace Linguistics course will be presented in a separate paper. In the meantime, some of the main features of the course will be presented here. The course was offered at BYU-Hawaii in January and February 2017, over eight weeks, with the first and last week taught online, and the six main

weeks made up of six hours of classes per week, in the form of three two-hour classes, making 36 hours of in-class, face-of-face teaching, plus two weeks of online learning. The first cohort started with 20 students, from BYUH's BA TESOL program (celebrating its 50th year this year), as well as students in the Intercultural Peace Building and Intercultural Studies programs, and a student of English Literature. The 19 students who finished the course came from Hong Kong, the Philippines, Mainland China, Canada, Samoa, Mongolia, Tahiti, Japan, and the USA, reflecting the highly multilingual, multicultural nature of BYUH's all-undergraduate campus.

As stated in the original course syllabus, the course objectives were:

By the end of this course, successful participants will be able to:

1. demonstrate an in-depth understanding of the linguistics of language used to communicate for peaceful purposes
2. explore, examine and articulate the cultural and linguistic aspects of the languages of conflict and of peace
3. present and explain the use of poetic language, drawings, photographs, music, and other forms of text to illustrate different aspects of communicating for peaceful purposes
4. gather, analyze and present data on people's perceptions of peace, in relation to language and culture
5. carry out a critical discourse analysis of a text which shows how language can be used to create peace or to create conflict.

In terms of course materials, one of the benefits of being the first Peace Linguistics course to be taught was that we were able to start with a *tabula rasa,* a 'blank slate'. However, by the same token, one of the challenges of being the first Peace Linguistics course to be taught was that there were no existing courses or course templates that could have served as a starting point. After careful consideration of a number of possible course texts, we chose *The Language of Peace: Communicating to Create Harmony,* written by Rebecca Oxford, and published in 2013 by Information Age Publishing. Fortunately, as that book costs more than 50 US dollars to buy, it was freely available to the course participants through BYUH's library, as a downloadable e-book, at no cost to the students.

Related to the benefits and the challenges of creating a course that appears not to have been taught anywhere before, the original course syllabus employed

the age-old metaphor of The Journey, by including a note titled, 'Traveling Through Uncharted Lands and Seas', which stated:

> Please be aware that Winter 2017 will be *the first time* that this course has been taught – not just the first time at BYUH, but it may be the first time that a course on Peace Linguistics has been taught *anywhere*. This makes us sort-of 'pioneers'! And although this is an exciting position to be in, like all 'pioneers', we may well face some challenges as we travel through and over these uncharted lands and seas. Consequently, there may well need to be changes to the arrangements below, which represent the planned route. However, the actual route may be different, depending on the obstacles and opportunities we may encounter on our journey together.

Conclusion

Based on the feedback from the course participants, from the English Language Teaching and Learning Department, and from BYU–Hawaii University, the first Peace Linguistics course appeared to have been a success. However, as with any innovative and original endeavor, it is not possible to 'get it all right, first time'. There are, therefore, a number of changes we would make when the course is offered for the second time, and in relation to that – in terms of *when* rather than *if* – in April 2017, as this paper was being concluded, BYUH decided to make the Peace Linguistics course a permanent offering. To quote the title of a song made famous by Ella Fitzgerald, in the 1950s, "This Could Be The Start of Something Big."

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Hyperlinking Content and Fun: Creating Interactive PowerPoint Games for the ESL/EFL Classroom

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Abstract

Hyperlinks, a relatively underutilized feature of Microsoft PowerPoint, have the power to create interactive games for English as a Second Language (ESL) and English as a Foreign Language (EFL) instruction. This article provides step-by-step instructions for creating an interactive game on Microsoft PowerPoint 2013 from scratch using hyperlinks. Pointers are also included for Mac and Google Slides users. The article covers three general steps for building interactive games on PowerPoint: (1) Creating a concept map of an interactive game; (2) Hyperlinking to a slide within the same presentation; and (3) Hyperlinking to an external file or web page in the presentation. Suggestions for enhancing an interactive game on PowerPoint include the use of text styles, images, sound effects, transitions, and animations.

Keywords: Hyperlinks, Microsoft PowerPoint, interactive game, ESL/EFL

Introduction

Technology is a powerful instructional tool. Whether it is used to introduce or present a lesson, handle data using graphs, or create interactive activities, teachers across subject areas and grade levels seek to integrate technology into instruction. Technology applications have the potential to engage students, thus creating effective classroom environments (Yu & Smith, 2008). In English as a Second or Foreign Language (ESL or EFL) classrooms, one of the common programs teachers and students utilize to create presentations is Microsoft PowerPoint.

Despite PowerPoint's approximate 26 years of life as a component of Microsoft Office, the program may still be underutilized in many classrooms due to a lack of awareness about ways in which this program can be used to create interactive presentations and games (Marcovitz, 2012). A possible way to learn Pow-

erPoint as an interactive tool would be to explore its features (integration of images, sound clips, font colors, and designs) using a trial and error approach that can be time-consuming. This article proposes a different approach by providing straightforward step-by-step instructions for those interested in creating interactive games on PowerPoint from scratch using hyperlinks. While this article explains how to embed hyperlinks for a *Jeopardy* game on PowerPoint, hyperlinks can be applied to other interactive games such as *Who Wants to Be a Millionaire* and matching/memory games.

Interactive PowerPoint Game Templates for ESL and EFL Classrooms

One can find a variety of interactive PowerPoint game templates offered online. Some are free to download and others are available for purchase. Two of the most common PowerPoint game templates used in ESL and EFL classrooms, namely, Jeopardy and *Who Wants to Be a Millionaire,* are appealing and fun to students since they are based on popular TV game shows (Withers, Jacobson, & McCoy, 2002). These interactive PowerPoint games integrate hyperlinks to connect a slide to websites and other slides, and can be used for reviews, warm up activities, assessments, or can be integrated into presentations of new material.

Jeopardy

This PowerPoint game features a game board with hyperlinks that connect different slides displaying questions and answers. The game board is composed of topics and a series of questions under each topic ranked per their level of difficulty. The figure below is a visual representation of an available Jeopardy PowerPoint game already hyperlinked and formatted that can be found online. The template can be customized with the user's topics, questions, and answers.

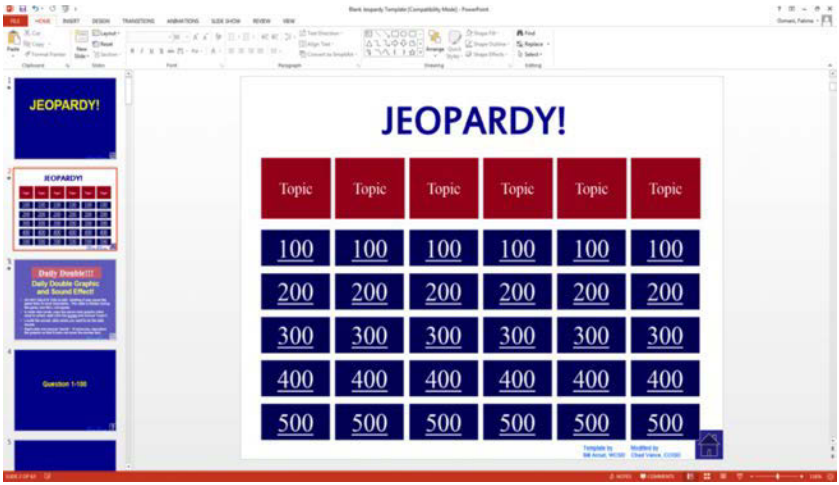

Figure 1. Example of a Jeopardy template available online

Who Wants to Be a Millionaire

To play this interactive game, a student starts with a slide that displays a question to be answered and four plausible answers. After the student answers, she or he clicks on the chosen option to learn if the answer was correct or not. As students move to the next questions, these get progressively more and more difficult. Figure 2 shows an example of a Who Wants to Be a Millionaire template available online.

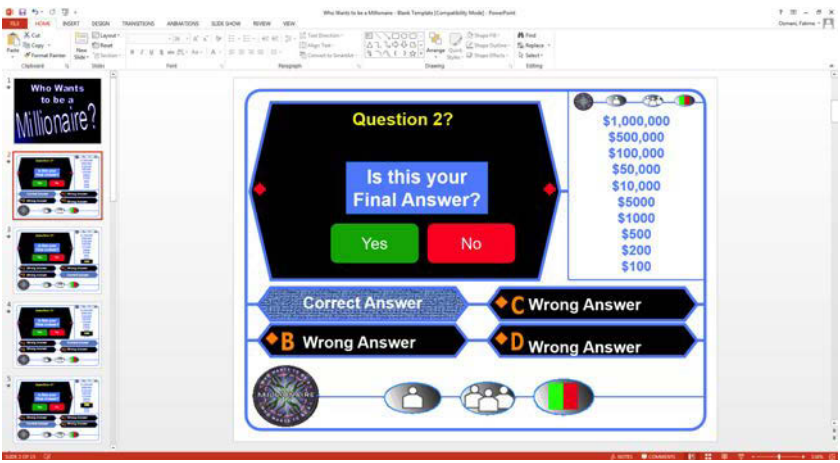

Figure 2. Example of a Who Wants to Be a Millionaire template available online

Using a PowerPoint template may be a straight-forward way for creating an interactive game, however, we have identified at least three downsides associated with their use. First, the templates require certain level of proficiency with PowerPoint and thus, may be difficult to utilize, especially in the case of users that are not familiar with PowerPoint features. Second, using a template may limit one's creative freedom and ability to modify the file's visual design and the flow of the presentation. Third, when considering a PowerPoint template available on the web, is important to keep in mind that not all slides within the template may be hyperlinked correctly.

Creating Your Own Interactive Game on PowerPoint

Interactive PowerPoint games can be used for a variety of reasons in most ESL or EFL classroom settings. Teachers can incorporate these games as reviews for tests or for practice over a particular topic (Oommen, 2012). PowerPoint's hyperlinks and animations allow for interactivity with the potential to engage students. From an interactive periodic table in chemistry to an interactive map of the United States of America in social studies, the possibilities are endless!

As you plan on incorporating an interactive game on PowerPoint, you must first determine the purpose of your interactive game, along with the content you will present and the time frame for playing your interactive game during class (Marcovitz, 2012). For example, you may decide to present a PowerPoint game every so often during your course to introduce or review a topic. A second consideration is simplicity. Ease into PowerPoint and start off with a simple interactive game and then, start adding features (animations, transitions, sound effects) as you perfect your skills. Below, we describe three steps to creating your own interactive game on PowerPoint.

Step 1: Create a concept map of your interactive game

Careful planning of your project can help create an interactive PowerPoint game your students will enjoy. Once you decide on the content and time frame for your interactive game, it is important to brainstorm and draw out a sketch of your game the way you visualize it (Marcovitz, 2012). This concept map can serve as your "road map" for project development. Aim for a simple concept map with enough details to depict the way you want your game to flow. To illustrate, Figure

3 shows our pencil and paper concept map for a Jeopardy math game. We started by drawing out our first slide, which is usually the game board. In this case, we have four columns, with the topics listed on top of each column. Under the topics, we have five rows, for questions worth 100, 200, 300 points, and so on.

Next, we drew out the parts of the presentation we wanted hyperlinked or "connected." For example, in our concept map, we want number "100" under Addition to "connect" to Slide Two: Question Slide. In addition, we wanted Slide Two connected to Slide Three: Answer Slide. Finally, we wrote ourselves a reminder about action buttons since it is always good practice to insert an action button on each question and answer slide so we can always have a way to go back to the game board.

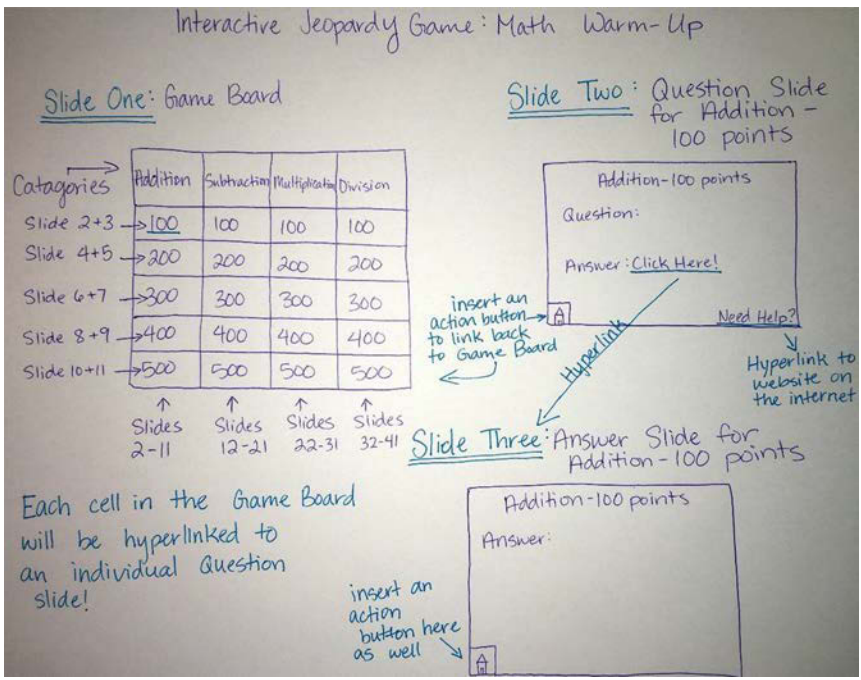

Figure 3. Concept Map of an Interactive PowerPoint Game.

About Hyperlinks

On our concept map, we identified the parts of the presentation we wanted hyperlinked or "connected." Hyperlinks make this "connectivity" or interactivity

possible in PowerPoint presentations. A hyperlink is a clickable text or image that connects two places. For example, a text or image can be linked to another slide in the presentation, a video, a sound file, an external web page, a different PowerPoint presentation, etc., thus creating a multidimensional presentation. PowerPoint tools such as hyperlinks are often underused (Siegle, 2006). In fact, most PowerPoint presentations display information in a linear way through a title slide and then a succession of slides. By adding hyperlinks, we can say goodbye to linear PowerPoint presentations that go from slide number one to slide number two, because now slides can go anywhere.

In Microsoft PowerPoint for Windows, the hyperlink feature has been a part of the program since the earlier versions of the software. The Microsoft PowerPoint 2007, 2010, and 2013 all have similar procedures for adding a hyperlink. Also, depending on the type of computer system you are using (Windows or Apple), the steps may differ. If you are a Mac user, the steps for inserting a hyperlink to Microsoft PowerPoint for Mac can be found on the Microsoft Office Support web page (https://support.office.com/en-us/article/Create-or-edit-a-hyperlink-in-PowerPoint-2016-for-Mac-d61d1164-2b74-4061-afac-af87eeb42ec9).

For the purpose of this article, we created the main set of instructions provided below using Microsoft PowerPoint 2013 on a Windows desktop computer. At the end of the article, we also include steps for hyperlinking on Google Slides since the use of Google products in ESL and EFL classrooms is becoming increasingly popular. In order to follow our instructions below, it is important to make sure your computer has connections to a mouse or a mouse pad since creating hyperlinks may pose some difficulty when using a touchscreen device.

Step 2: Hyperlink to a slide in the same presentation

We start by creating the slides we will hyperlink. First, double click on the PowerPoint icon to open a blank presentation (see Figure 4). Now save your PowerPoint to your computer to ensure no accidental loss of your file. Have your concept map handy as it will guide the design of your PowerPoint interactive game.

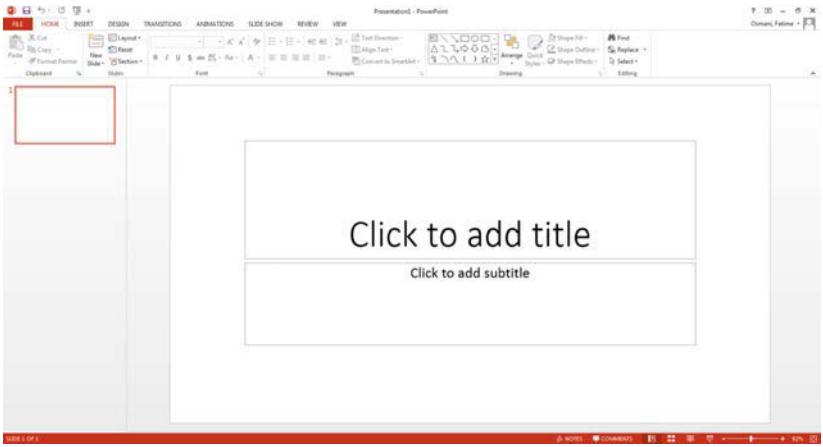

Figure 4. Blank Microsoft PowerPoint 2013 presentation.

Next, on the first slide of the presentation (see Figure 5) create a table that will display your game board. To create your game board, click on the Insert tab, and then Table. Select how many columns and rows you want your game board to be based on your concept map.

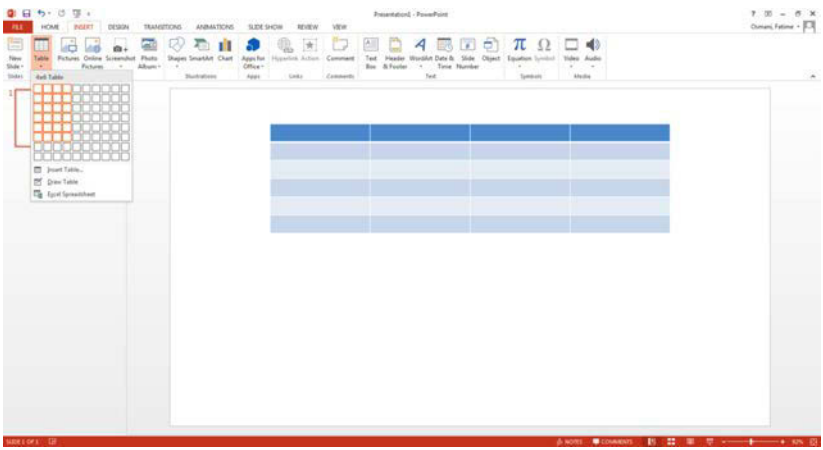

Figure 5. Creating a table for the game board.

As our concept map shows, since our PowerPoint interactive game will be a math warm up activity, our game categories were Addition, Subtraction, Multiplication, and Division (see Figure 6). We then labeled the table cells from 100-500 points.

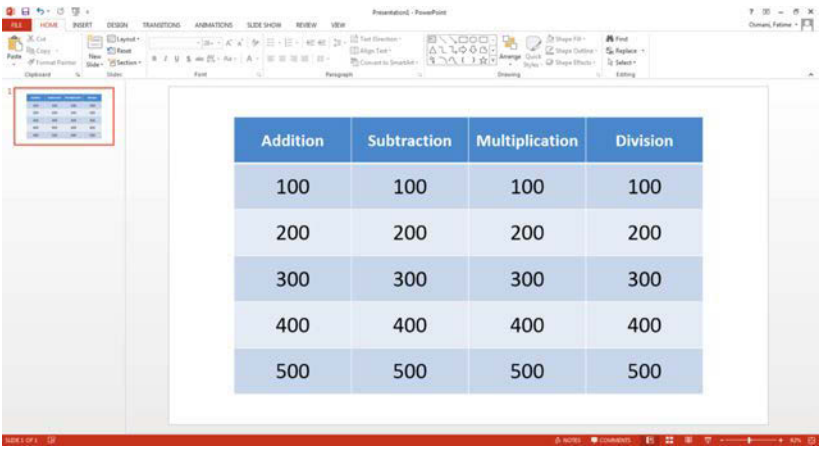

Figure 6. Customizing your game board.

After you have customized your game board, the next step is to create slides for all the cells that will be hyperlinked (connected). We start off with a blank slide. To create a blank slide, click **New Slide** under the **Home** tab, and then under the **Slides** menu. The blank slide should appear (see Figure 7). Label each slide based on the category and point value that appear on your game board. Figure 7 shows our Question Slide and Answer Slide for the 100 category.

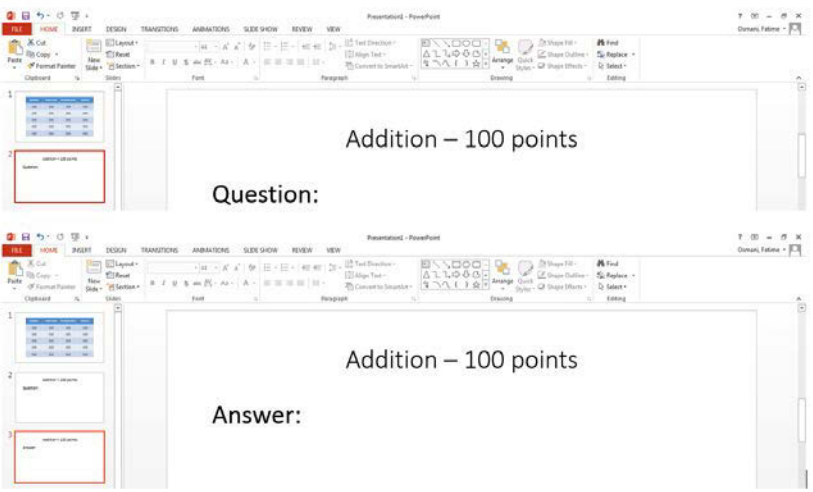

Figure 7. Creating slides for game questions.

Once the Question and Answer slides for each cell of the game board have been created, you are ready to hyperlink (connect) your table cells to their particular slides. To insert a hyperlink for the first question in the Addition category, use your cursor to highlight the number 100 and then click **Hyperlink** under the **Insert** tab (see Figure 8).

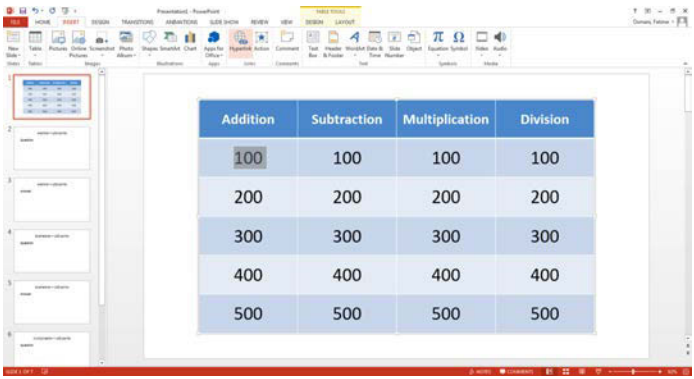

Figure 8. Inserting a hyperlink.

A new window will pop up (see Figure 9). To hyperlink the 100 cell from the Addition category on the game board to the corresponding Question slide, click **Place in This Document** on your left-side menu, select the slide you want hyperlinked and then click okay. Your hyperlink should have turned blue. To test your hyperlink, go to the **Slideshow** tab, select **From Current Slide** and then click on the hyperlink. It should properly go to the Addition – 100 points Question slide.

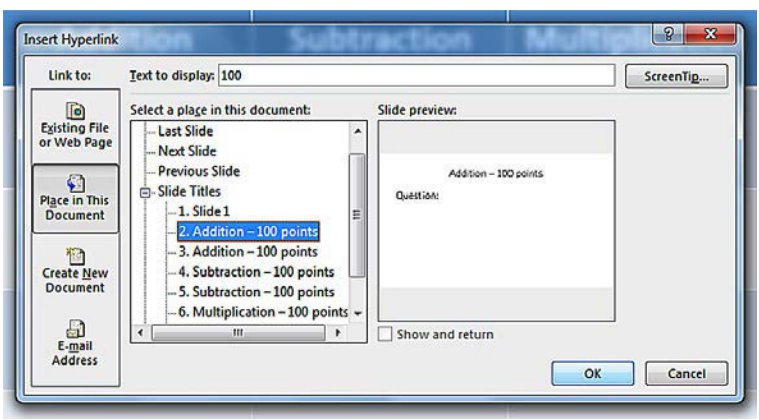

Figure 9. Selecting the slide you want to hyperlink.

Now that you have hyperlinked the game board to the Question slide, you need to hyperlink the Question slide to the Answer slide. Below your question on the Question slide, add your text stating to "Click Here" for the answer (see Figure 10). Then, follow the same process for hyperlinking as the previous steps. Select the text you want to hyperlink, and then, under the Insert tab select **Hyperlink**. Once the Hyperlink window comes up, select the slide you want hyperlinked to the command "Click Here."

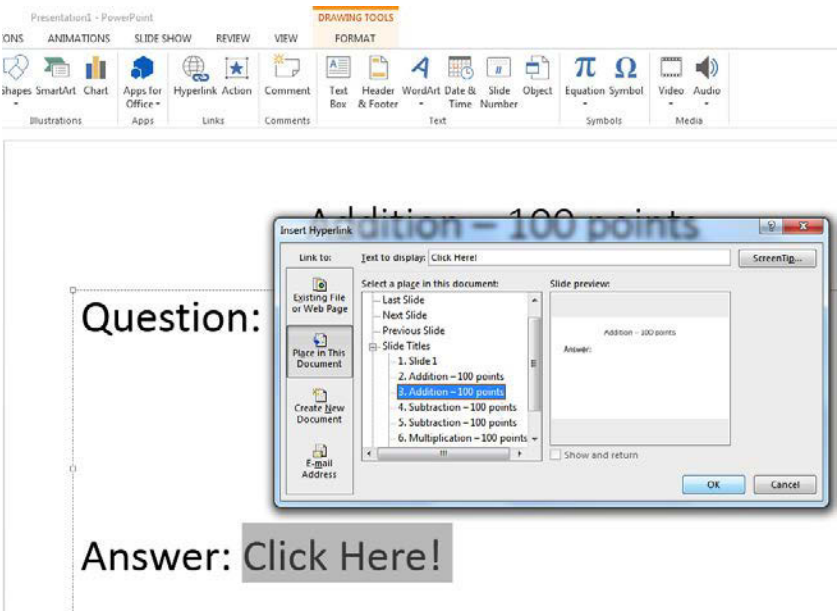

Figure 10. Hyperlinking Question slide and Answer slide.

In our concept map, we stressed the need for action buttons. An Action Button allows you to go "home," otherwise known as the game board. To create an Action Button, you select the **Insert** tab, click the **Shapes** button, and then all the way down you will find the **Action** Buttons (see Figure 11). Draw out your Action Button where you want to place it on your slide.

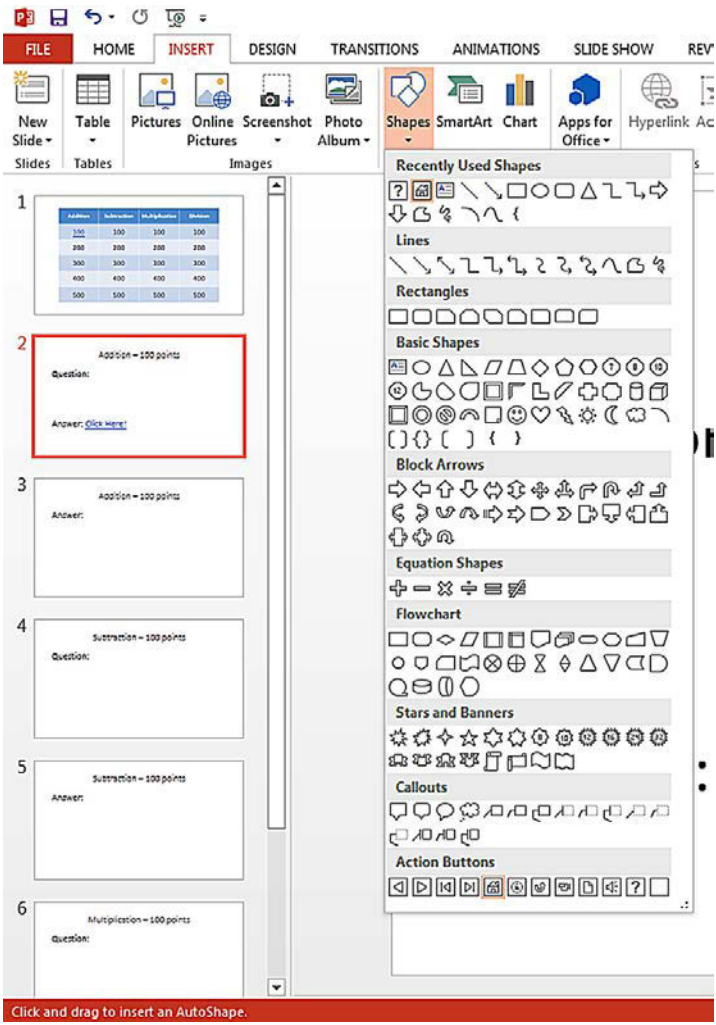

Figure 11. Inserting an Action Button.

After you draw out your Action Button, a new window will pop up for you to select what the Action Button will link to. If you want it to link to the game board on the first slide, you select **First Slide** and then **Okay** (see Figure 12). As we stated before, you want to create an Action Button on all Question and Answer slides so that you always have the possibility of going back to the game board when needed, regardless of what slide is showing at a given time.

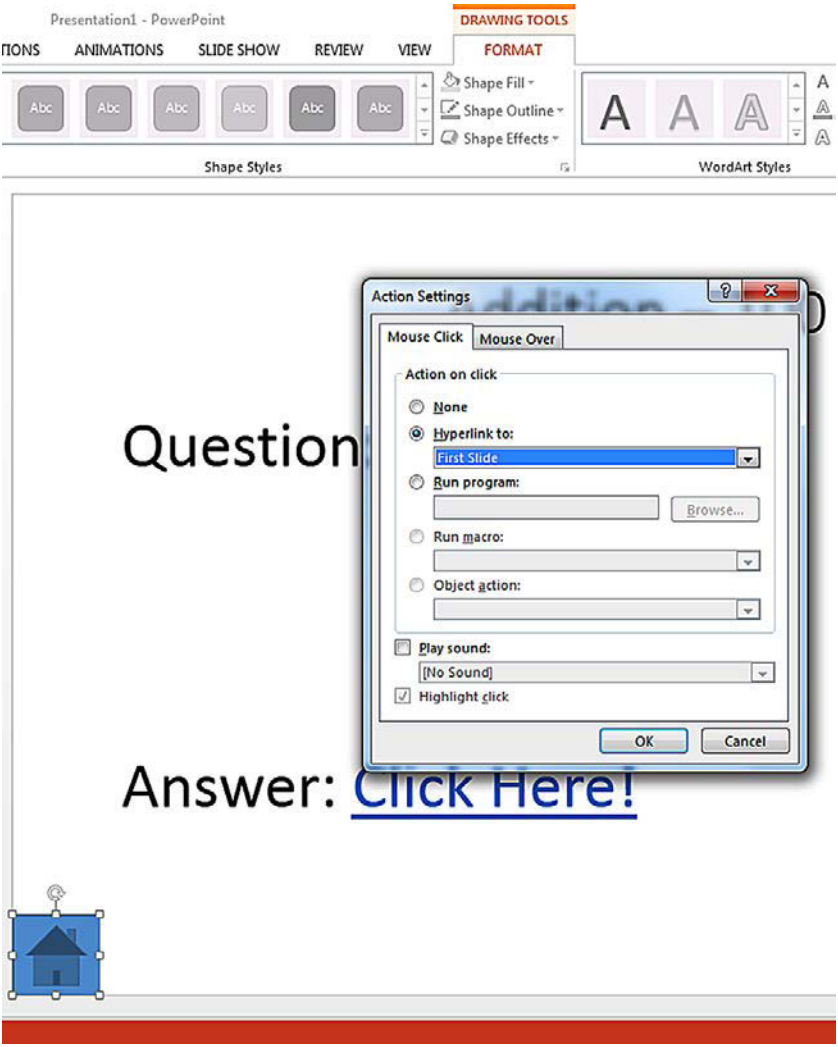

Figure 12. Selecting where the Action Button will link to.

Step 3: Hyperlink to an external file or web page in the presentation

Extending your interactive PowerPoint game to areas outside of the presentation can help make the PowerPoint game a more attractive and exciting experience. Hyperlinking to an external file or web page in the presentation is very similar to hyperlinking to a slide in the presentation (see Figure 13). For example, the hy-

perlink we show in Figure 13 will go to an online help site on the topic of addition. To link to a Web Page, you select the item you want to be hyperlinked, go under the **Insert** tab, and then select **Hyperlink**. A window will pop up. Select **Existing File** or **Web Page**, type the website URL into the Address bar, and then press **okay**. Once hyperlinked, the text should turn blue.

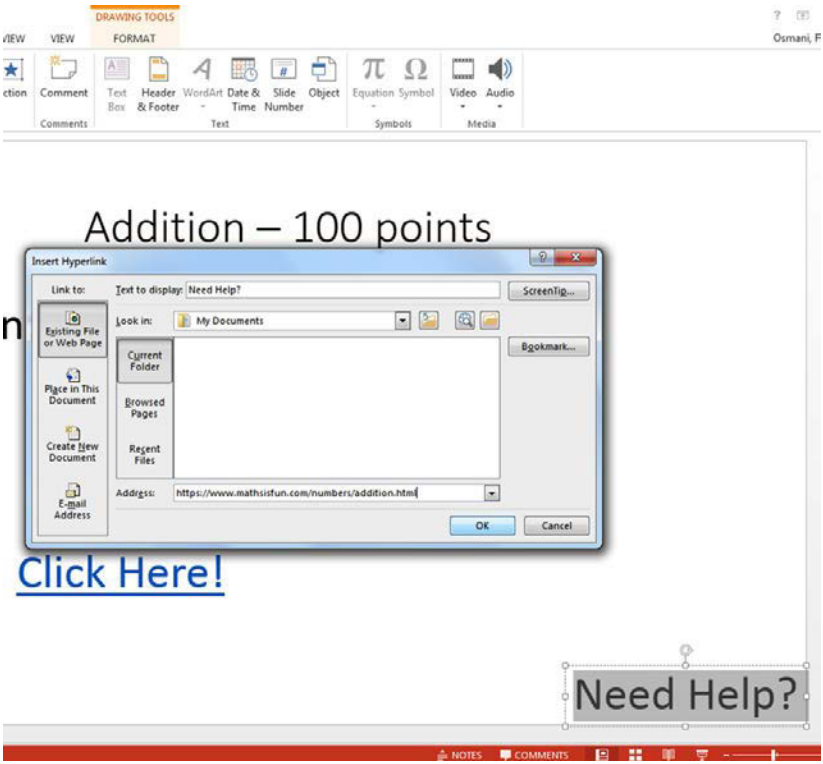

Figure 13. Inserting a hyperlink to a Web page.

Hyperlinking in Google Slides

Google Slides is a presentation building software in the Google Docs and Drive productivity suite and is similar to Microsoft PowerPoint, but unlike Microsoft PowerPoint, it is accessed through the internet and is also shareable online. The steps for inserting a hyperlink in Google Slides are similar to the steps we described for Microsoft PowerPoint 2013; however, there are some differences, as we indicate below.

Once you have created your game board as well as your question and answer slides, you are ready to hyperlink. To insert a hyperlink for the first question in the Addition category, highlight with your cursor the 100 points and then click **Link** under the **Insert** tab (see Figure 14).

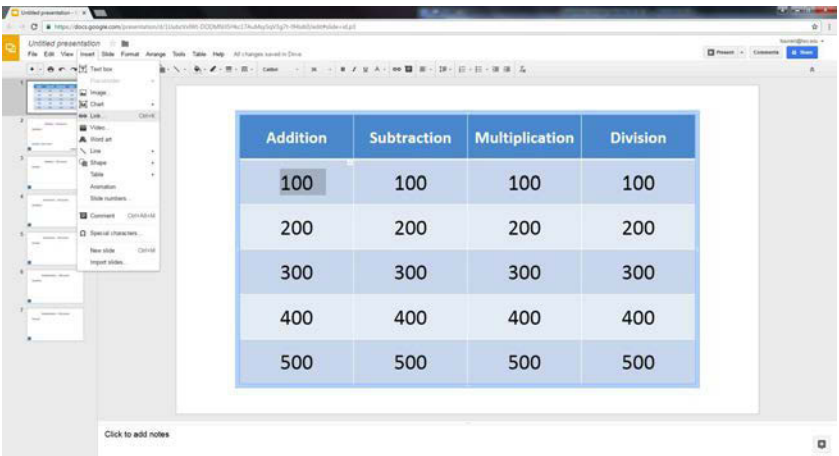

Figure 14. Inserting a hyperlink on Google Slides

Once you click on **Link**, a small box should appear below the highlighted text. To hyperlink the text, click **Slides in this presentation**, select the Question slide it will be hyperlinked to, and then apply. Your hyperlink should have turned the 100 point cell in the table blue.

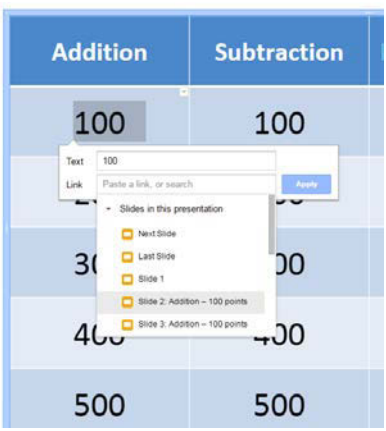

Figure 15. Selecting the slide you want to hyperlink.

From this point on, you can follow the same steps to hyperlink all throughout your presentation to make your game truly interactive.

Incorporating Other PowerPoint Features

PowerPoint offers a variety of features that can be used to enhance your interactive game. Among these are text styles, images, sound effects, transitions, and animations.

Text styles

This feature is located on the **Home** Tab in the PowerPoint program and it allows you to add a fun flare to your file by changing the font type, size, color, in your interactive game. However, be aware of clashing contrasts of colors and text size. Also, make sure your text is readable from a distance.

Images

Adding images to your file is a great way to connect to visual learners. You can add images from your computer, the internet, Microsoft's Clip Art Gallery, etc. to add a visual appeal to your interactive game. To add an image to your file, go to the **Insert** Tab on your top menu, then select among the options for pictures, ClipArt, a computer screenshot, or Photo Album.

Sound Effects

Adding sound effects to your file can bring your game to life. Adding an applause sound effect when the student gets the answer correct or a sound clip of the correct pronunciation of a word can add an extra layer of appeal to your game. You can add some audio to your interactive game by going to the **Insert** Tab and then select either a file from your computer or a ClipArt Audio. Always remember to save your audio files along with your PowerPoint file in a folder so your audio files can be played on the computer of your choice. Also, be sure to test out your audio files before presenting to make sure they work. As is the case with images and text styles, keep in mind that too many sound effects may be distracting.

Transitions

You can customize the way your slides transition throughout the presentation (dissolve, fade, flash, peel off, etc.). To add transitions, select the **Transitions** tab and choose from the various options. We recommend selecting one transition style and sticking to it during the game so as not to distract the audience.

Animations

Animations are a great way to add movement to text and images on the slide. You can hide things from a slide until you click on a given item on the slide to make something appear. Animations have a great surprise element that grabs student's attention.

In designing your interactive PowerPoint games, keep in mind that using too much of one feature (for example, different types of slide transitions through the interactive game) or using too many features together (for example, animations, transitions, sound effects, images, and different text styles on each slide) can distract students from the actual interactive game and its objective.

Closing Remarks

Microsoft PowerPoint and Google Slides are two presentation software currently used in many ESL and EFL classrooms. While Microsoft PowerPoint is more than 20 years older than Google Slides, both software are tools for instruction and both have the potential to serve as the canvas for the design of interactive games thanks to the integration of hyperlinks that can "connect" a slide with external files or with other slides in a non-linear fashion. In working with ESL and EFL teachers, we have found that most of them are familiar with "linear presentations" on traditional Microsoft PowerPoint or the more recent Google Slides, and they are often pleasantly surprised to learn how simple it is to create hyperlinks that can make a traditional presentation multidimensional. It is our hope that the reader will find hyperlinks helpful for the creation of Jeopardy and other interactive games for ESL and EFL learners.

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TIPS FOR TEACHERS

Get It Right from the Start: Giving Attention to Warm-up Activities

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Introduction

Using warm-ups in the classroom is not widely discussed in the literature or in teacher education programs, possibly because it is assumed that teachers, even novice teachers, know that every lesson needs one. However, too often, in our experience, warm-up time is used for routine housekeeping chores like roll call or collecting homework rather than an opportunity to engage and involve students. Sometimes these chores are conducted in the students' first language. When they are conducted in English, they often become little more than a routinized greeting ritual. Hampel and Hauck (2004) define warm-ups as short tasks at the beginning of an EFL/ESL lesson that require minimal linguistic competence and are used to help students get to know each other, to promote teamwork, to minimize student inhibitions, or to lay the foundation for the activities and/or the topics that will follow. There are additional benefits to having well-planned warm-up activities in English classes. These include:

- Improving motivation and fostering a positive attitude toward English
- Building interest in and background knowledge for a new lesson
- Linking previously taught information to new
- Reviewing and recycling previously-taught vocabulary, sentence frames, or content
- Engaging multiple intelligences, various learning styles, and strategies
- Re-energizing students in anticipation of the new lesson
- Maximizing instructional time

- Motivating students to arrive on time, prepared to engage
- Enhancing willingness to participate and a sense of accomplishment

Perhaps the greatest advantage of giving attention to planning effective warm-ups in the EFL classroom is that they help students get into English mode, thinking, and possibly speaking, immediately in the target language, which is often a challenge in environments where English exposure is generally limited to English class.

Below, we present some examples of warm-ups activities that can be easily adapted to a range of levels topics, and purposes in EFL/ESL classrooms.

Repurposing Familiar Games

Students are enthusiastic about games, as they are engaging and motivating. Repurposing games that our students already know means we do not need to spend time teaching a new activity. For example, the popular game of Noughts and Crosses (or Tic-Tac-Toe) can be adapted for language or content review and to gently introduce new structures.

1. Prepare nine language or content review items or tasks, each on a different sheet of A4 sized paper. Examples might include correcting errors in a sentence, rearranging words in correct order, or filling in gaps in a text with target vocabulary words and phrases.
2. Hang or affix the tasks to the board in a 3x3 array.
3. Cover each task with a blank sheet of paper.
4. Divide the class into two teams, the X team and the O team.
5. Have the teams take turns selecting a box and trying the corresponding activity behind it.
6. If they perform the task correctly, they claim the box with their X or O.
7. The first team to get three in a row, column, or diagonal is the winner.

This game can be expanded into an entire review lesson if each of the nine tasks has multiple items. For example, if there are 10 sentences to correct rather than one, and both teams try the task, then the X or O goes to the team with the most correct answers. For content-based or literature lessons, the tasks can be designed to review important information rather than language-focused points. Similar adaptations can be made using other familiar games such as BINGO and Twenty Questions.

Game Show Adaptations

Another way to work with games is adapting popular TV game show formats for classroom purposes. For example, *Family Feud* is popular where we live. It pits two teams against each other as they try to guess the most frequently-given responses to six questions that have been answered in surveys of 100 people. Example questions include *What sports involve jumping?* or *What words rhyme with last?* In our classroom adaptation, two teams compete to see which can guess more of the frequent responses in the Family Feud surveys which are freely available online. Sometimes we choose survey questions just for their fun value; other times, we choose questions that relate to current or recent course content. Teachers can use similar strategies to adapt locally popular game shows for their student audience and program goals.

Why do birds suddenly appear?

Why do birds suddenly appear? is a warm-up task that works well to review a particular sentence pattern. It utilizes humor to create a positive learning environment but also engages learners in reading, writing, and sentence analysis.

1. Give each student two slips of paper.
2. On one, they write a question that begins with why; on the other, they write an answer to their question starting with because.
3. Collect all of the questions in one box and the answers in a different box.
4. Have students randomly choose a question and an answer.
5. Have them read the resulting sentences out loud. Because of the random nature of the selection, the results are funny. At the same time, by hearing many sentences with the same pattern, students begin to internalize it.

In a content-based or specific purposes classroom, students can create *why* and *because* sentences to review previously-discussed information. In a general English course, they could focus on topics of interest such as current events or pop culture. Finally, sentence structures other than *why* and *because* can also be used to generate equally useful but humorous statements.

Say Something

This activity begins as a low-stress guided speaking task but quickly becomes an interactive conversation requiring quick and creative thinking. It can be used

to review both language and content-specific objectives. Suppose, for example that your class has recently worked with adjectives such as *exciting, boring, surprising, frightening, touching, funny,* and *disappointing.*

1. Make slips with the recently-taught adjectives. Depending on the level of your students, consider adding some they have not seen before as well.
2. Put the slips in a basket.
3. Write a story starter sentence on the board, for example, *A/An thing happened to me recently.*
4. Have students take turns drawing slips from the basket and reading the resulting sentence with their word.
5. Have classmates ask information questions to elicit details about the incident.
6. The speaker must think quickly to answer the question and can add or embellish ideas as s/he is comfortable.
7. Put a one-minute limit on each student's turn to maximize participation and keep the energy level high.

In classes with many reluctant speakers, it is best to call for volunteers or do this activity in small groups rather than in front of the whole class.

Collaborative Composition

This activity is a form of cooperative writing. It requires some advanced preparation that can be done, little-by-little, over time.

1. Set aside a box, basket, or bag that will hold many small slips of paper or pictures.
2. Gradually collect printed English phrases and interesting images collected from magazines newspapers, empty food packages, junk mail, and so forth. If you are teaching low level learners, you may want to focus on high frequency phrases; for advanced learners, you may select unusual, subject-specific, or complex expressions. Pictures may be chosen because they are familiar, locally relevant, funny, or content-specific. You will need at least as many items as you have students in your class and possibly more.
3. Divide students into teams of three or four and give each team a blank sheet of paper.
4. Tell them to write their names and the story starter expression Once upon a time at the top of the page.

5. Have teams choose a member of their group to draw one item from the bag of paper slips return to their group.
6. Tell them they have two minutes in which to add a sentence or two to the *Once upon a time* story starter but they must incorporate the chosen words or image into it.
7. Provide a means to tape or glue the required words or images to the story.
8. At the two-minute mark, give a signal for teams to exchange papers.
9. Now, they must quickly read the story as it is so far, pick a new slip from the bag, and, again, add a sentence or two incorporating the new words or image into the story. To the extent possible, they must preserve the integrity of the story.
10. Repeat the process until each group has added a sentence or two to each story, if the class is of modest size, or until they have had five or six turns, if the class is large.
11. Returned the stories to their original authors.
12. Ask for one or two volunteers to read their completed story aloud.

If space permits, use large poster sized sheets of paper mounted on the wall and have teams move systematically around the classroom every two minutes as they compose. This collaborative warm-up has the potential to engage students' interpersonal, kinaesthetic, linguistic, and visual intelligences, as well as to, through the surprise element, foster creativity, negotiate meaning, and examine text structure. If time is insufficient to hear all the completed stories, they can be posted or saved for subsequent warm-up sessions.

Connect the Dots

This warm-up works well for content-focused classes, helps students recall their previous lesson, and prepares them for the new one. It also "buys" the teacher a few minutes of transition, set-up, or conference time with students who have particular needs while the rest of the class is getting settled and prepared. Once introduced, it can be completed without any guidance or instruction from the teacher. Before students arrive, write or post on the board several open-ended sentence starters related to or reviewing the previous lesson, for example:

1. In our last class, we talked about…
2. In that lesson, Maria told us about her personal experience with …
3. We completed pp. in our textbook which were about...

4. Our homework assignment for today was to…

As students arrive, they read the questions, get out their notes and text, ask each other for help, compare notes, and get ready for the lesson.

Low Stress Quiz

This warm-up helps students review past and anticipate the upcoming lesson whether it is language or content-focused. In environments where student tardiness is a problem, it also helps students arrive on time and be prepared to engage. It looks like a quiz but works like a cooperative learning experience.

1. Before students arrive, develop a short, 5-item, quiz to review the content of your recent lessons. The items should be realistic in that they "test" information that you might want to examine in more formal assessments later in the course.
2. Add 1-2 items that students are not likely to be able to answer because they will be taught in today's lesson.
3. Write or post the quiz on the board.
4. When the first students arrive, tell them that they have five minutes to complete the quiz using any means at their disposal. They will quickly see that asking each other for help is more efficient that looking through their books and notes.
5. As other students arrive, they will see busy classmates and quickly set to work.
6. At the five-minute mark, stop everyone, and encourage student volunteers write in their responses to the review questions.
7. Help the class identify the new or preview items.
8. Erase the quiz so that late-arriving students do not see it.
9. Later in the lesson remind all students that the questions they saw in the warm-up may appear on their future quizzes or exams. The students who arrived late will realize they missed something valuable.

Conclusion

These are just some of the warm-up activities that we have used with success in our own classrooms, particularly to create positive group dynamics, activate students' background knowledge, and get them "into" target language mode. Our examples are described so as to be appropriate for modest sized classes in low tech

environments; readers working with large classes or in high tech or virtual environments will, no doubt, need to adapt them for their purposes, student levels, content areas, and linguistic goals. For example, all of these activities could be used, and may be more effective, with groups rather than the whole class. We encourage all teachers, not only language teachers, to begin every lesson on the right foot, by giving greater attention to warm-up activities.

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TIPS FOR TEACHERS

Energizing Language Learners

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Introduction

After teaching ESL, EFL, language arts, and teacher education courses for over 25 years, one might think that my professional responsibilities would have settled into a comfortable routine. However, it seems that every year brings new courses and new groups of students to adjust to. To save myself adjustment time, I need effective strategies that I know will work with any group of language learners or teachers. Fortunately, there are many.

I used to think of the activities below as "just" warm-up activities, but gradually, I have come to see them as energizing (or re-energizing) activities that can be used to build positive group dynamics at the beginning of a lesson, reinvigorate a tired class during a lesson, or bring a lesson to a satisfying close. All have benefits for language learners although they are more likely to be focused on the communicative value rather than on skills development. They range from relaxed and pleasurable listening to preparing for academic writing tasks. Typically, they can be completed in about ten minutes. The examples given are for the EFL context, both general English and English for specific purposes (ESP) courses, specifically at a nursing school. I believe readers will find them to be highly versatile and easily adaptable for other levels, settings, and subjects.

Roll Call Topics

Many EFL teachers call roll as a form of warm-up. In an EFL environment, it signals a formal beginning to class and helps students adjust to hearing English again. However, it requires little thought or meaningful communication on the part of students. Employing a roll call topic can serve the same functions as traditional

roll call but also engage students in a low-stress use of English, including a skill needed for academic success—paraphrasing.

1. Choose a topic for its fun, linguistic, or content area value, for example, name a game that you love (or used to love), name a country that you want to visit, or describe your preferred way of treating a cold.
2. As you close class one day, announce the roll call topic for the next day.
3. Tell students that they should prepare various ways to state their response, for example, suppose they want to visit Vietnam one day. Alternative ways of saying *Vietnam* could be *the country with capital city Hanoi or a country east of Laos.*
4. In the next class, as you prepare to call roll, remind everyone to listen carefully so that if they want to give the same response as a previously-called student, they are ready to say it in an alternative way.
5. Now, call the roll. Most students will remain attentive because they have a stake in the "conversation" and may need to use their paraphrased responses.
6. (Optional) Watch for responses that lead to interesting teachable moments.
7. In subsequent lessons, begin the roll call at different points in the roster so that different students get to respond sooner and others are (gently) forced to be paraphrasers.
8. (Caveat) If you have such a large class that roll call is time-consuming, divide into groups of about ten and appoint a roll taker for each group.

For a novel change in routine, try postponing roll call until the middle of class when students need a 5-10-minute brain break.

Four Corners

This is an energizing activity that gets everyone moving. Blood flows, bodies relax, brains engage, and often, mouths open.

1. Compose several opinion statements related to your course content or student interests.
   - Examples for general English students: *Mobile phones are useful during class time* or *Studying English should be optional.*
   - Examples for nursing students: *Our [local place name] diet is healthy* or *Diabetes is a serious health issue in our country.*
2. Write these four words on the board: *Agree, Disagree, Neutral,* and *Questions.* Alternatively, prepare signs with the four words that can be saved for future use.

3. Designate one corner of the room for each of the four words.
4. (If possible) have everyone stand in the middle of the room to begin.
5. Write on the board, or state orally, one of your prepared statements.
6. Give students a moment to think about whether they agree with, disagree with, feel neutral (or uninformed) about, or have questions about the statement.
7. Then, tell everyone to go to the corner of the room that matches their opinion.
8. In their respective corners, they should talk among themselves for a minute or two about why they chose that corner.
9. Then, stop the conversation and get everyone's attention.
10. Explain that each corner should choose a representative to share the essence of their discussion with the class.
11. Have the *Agree, Disagree,* and *Neutral* group spokespersons report.
12. Ask the *Question* group whether all of their questions were addressed and, if not, to state their remaining questions.
13. Close the activity by giving students a chance to move to a different corner to show how their opinions have changed after listening to input from others.
14. Repeat with a new statement if time permits. I often find that so much discussion takes place that I can save my other starter statements for future use.

Concentric Circles

This activity has the same general benefits as Four Corners. However, it also works well to prepare students for an upcoming writing activity, particularly if they perceive writing as difficult or even painful. It gives them a chance to develop their ideas and use their English in a relaxed oral environment before they have to put thoughts or words into writing.

1. Give students a minute to mentally prepare for the topic or question of the day. Better yet, give them the topic as easy "homework" in the previous class by saying, "For next time, please be prepared to talk about ." In fact, the topic will connect to their next writing assignment, but they do not need to know that yet.
    - Possible topics for general English students: Tell about your favorite musical group or summarize the plot in a movie you saw recently.

- For university students: Summarize a recent news story or to argue for or against a locally-relevant issue.
- For nursing students: Describe the symptoms or treatment of a particular ailment or argue for or against a particular public health proposal.

2. Have students form two concentric circles. Students in the inner circle face outward; students in the outer circle face inward, opposite a classmate. If space does not allow for circles, they can stand beside their desks in rows facing each other.
3. Tell students that their speaking goal is to make their personal ideas clear and to give reasons for their opinions. Tell them that their listening goals are to be curious listener, to understand their classmate, and to ask for clarification when they do not.
4. Give directions regarding turn-taking and time limits. For example, each person has one minute to speak, the speaker in the inner circle begins, and dimming the lights will show that time is up.
5. When both speakers have had their turn, have students in the outer circle move to the right (or left), so everyone has a new partner.
6. Repeat the same routine several times.

As students practice the same information over and over with new partners, they become more fluent and confident, naturally adjust their delivery and content for different speakers, get to know each other, learn from each other, have fun, and see the value of repeated practice. When I use Concentric Circles as a pre-writing activity, I close by asking students if they now feel prepared to write about their topic. Nearly always, they say "yes."

Sentence Build-up

This activity works well as a stand-alone warm-up, but it can also fit a content-specific theme or course. It is a low stress way of helping students compose varied and interesting sentences.

1. To begin, write a simple sentence on the board, for example: The children are playing.
2. Tell everyone to copy it.
3. Then, ask students to add additional information, putting it in its proper place such as:
   - How many children are playing?

- Where are the children playing?
- Whose children are they?
- What are the children playing?
- In what manner are the children playing?
- What kind of children are they?
- Add positive and/or negative describing words such as *beautiful, messy,* and *noisy.*
- Add your own additional information.

4. (Optional) Ask students to draw their final sentence. While they see this step as just for fun, it serves as a check on comprehension.
5. Ask for volunteers to read their sentences aloud or to several neighbors.

Students always produce interesting and creative sentences. More important, they see how the same structure can be used to express many different ideas, and without realizing it, they begin to give grammar patterns and punctuation rules more attention than before.

Personal Stories

I find that telling short 2-3-minute stories about myself, my family, or my week helps my students see me as a normal human being, someone with a life outside of school just like they are, rather than the remote power figure they are sometimes conditioned see in a teacher. Sometimes, I choose my stories to help them open up and tell their own, to break the ice for an upcoming reading or writing assignment, or to address a current fear or concern in our community. They provide a routine way to open each class but with novel content every time. Students are comfortable because they know that "all" they have to do is listen. Over the years, I have learned to choose my stories or the way I deliver them to fit the content or the language goals of the lesson we are about to start. For example, if we are going to examine the present perfect verb form, I choose a story about *how my life has changed since I came to live in their country.* If my EFL nursing students are preparing for a hospital field trip, I might share a story I heard from a nurse or tell about the time I spent a few days in the hospital.

In addition to building rapport, this activity offers language learner and student success benefits as well. Clearly the stories are for communication, not assessment, so students' affective filters are low. They are also intrinsically interested in the

content of the story, so when they do not understand, they frequently ask for clarification or repetition, just as we hope they will do in an academic context. Over time, I have seen that they are also attentive to the words, phrases, and sentences in the stories because I hear and read them in student work later on.

Mini Mysteries

Ironically, storytelling warm-ups, as described above, have helped me learn how to close my lessons smoothly. Although I understand the benefits of smooth, calm, closure, I often find myself in panic mode, behind schedule, desperately trying rush through last-minute information before class ends. Mini mysteries have helped me break this negative pattern. The Silverthorne and Warner (2013) collection of one-minute mysteries is ideal because the stories are broken into three parts—the set up with a few clues, additional clues, and the solution. Because they are mysteries, students must pay careful attention to the words and details. Because they are short, a minute or two is all that is required for each of these steps.

1. As a warm-up activity, I read (or tell) the set up and give the initial clues. With some classes, I need to paraphrase or simplify the stories as I tell them. Some people want to guess a solution immediately, but I neither confirm nor deny any guesses at this point, just build suspense.
2. Midway through the lesson, when students need a break, I repeat the opening and add additional clues. Everyone understands more than they did at first.
3. In the final moments of class, I reread or retell the set-up and the additional clues and encourage students to call out their guesses.
4. Finally, I read the author's solution.

The mysteries foster critical thinking and attentive listening skills, and because students want the solution before they leave, I am "forced" to end class smoothly with something fun.

Role Reversal—Students as Teachers

As busy, multi-tasking teachers, we can often use an extra minute or two to organize our materials and our thoughts for the upcoming lesson. This activity allows each student to have a voice in choosing course content, builds positive group dynamics, focuses on fluency, promotes student-to-student interaction, and gives

me a few precious minutes to clear my head as class begins. It is a role reversal because students take turns being the teacher, for just 5 minutes.

1. Choose a theme that can run throughout the course, a theme to fit student interests, your locale, or course content, for example, music, current events, or wellness.
2. Tell students that they will take turns being the teacher for a short 5-10-minute warm-up activity, one student each week or each lesson, depending on class size, duration, and frequency. The goal is to give each (able and willing) student at least one teaching experience. The task is to prepare something related to the class theme and show, tell, and briefly engage their classmates in a discussion about it. Given the example theme of music, "show" might mean showing an old CD case, a magazine picture, a website, a YouTube video, or playing and singing with their guitar. A nursing student might show classmates how to take their own pulse and explain why they might want to check it periodically.
3. Avoid assessment or keep it low key. For example, the "teacher" who is on time and prepared earns full credit. Listeners who are late, inattentive, or disrespectful, can "earn" penalty points.
4. (Optional) Look for opportunities to connect these mini lessons to class content.

I am confident that I have learned more from these student-led mini lessons than anyone else in the class. I learn about my students, about technology, and about the subject matter that they have chosen. In recent years, some students have asked a classmate to video-record their lessons, so they can review their delivery later on. This tells me they are developing a sense of audience and awareness of public speaking skills.

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Notes to Contributors

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