HOW EFL TEACHER TRAINEES IN A TESOL GRADUATE PROGRAM INTEGRATE TOOLS AND PLATFORMS INTO TEACHING EAP

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Abstract

This project attempts to measure how teachers in a TESOL graduate program practically employ technology to teach English for Academic Purposes (EAP). Determining how teachers in training employ technology in teaching is difficult as one first needs to determine an instrument that can track evidence of how teachers envision combining technology with teaching EAP concepts in their teaching environments. A teacher training activity that can also be used as an instrument to measure how teacher trainees use or envision using technology to teach is student generated teaching suggestions (SGTSs), an activity that asks teacher trainees to develop and post teaching suggestions related to weekly course readings to a Moodle forum. If the SGTSs relate to technology, this activity can also be used to develop and measure technological, pedagogical, and content knowledge (TPACK). Utilizing a longitudinal research design, SGTSs that employed technology to teach EAP posted in a number of master's in TESOL courses over a three-year period are presented and analyzed to determine how teacher trainees envisioned implementing technology in their teaching, the value of asking teachers to make SGTSs related to teaching with technology, the implications of their suggestions concerning teaching EAP with technology, and ways to improve the activity to better develop TPACK in student teachers.

Keywords: digital learning; English for Academic Purposes; student-centered learning; teacher training; TPACK

1. Introduction

Teachers' incorporation of technology into English for academic purposes courses (EAP) courses is fraught with complexity. Successful implementation of technology requires teachers to be knowledgeable of the technology they wish to employ (technological knowledge), the EAP content they wish to teach (content knowledge), as well as the productive ways to convey EAP concepts in their given teaching environments (pedagogical knowledge), otherwise known as technological, pedagogical and content knowledge (TPACK; Mishra & Koehler, 2006). Given the complexity of the task, it is not surprising that teacher trainees have reported a difficulty in adapting technology to language teaching (Mei et al., 2017; Tseng & Yeh, 2019)

and that they felt inadequately prepared by teaching training programs to implement technology in teaching (Hismanoglu, 2012). A common approach taken to gauge teachers' incorporation of technology is to examine their acceptance of technology (e.g., Baz et al., 2019; Bozorgian, 2018; Huang et al., 2019; Liu et al., 2018; Mei, 2019). What is less often examined is how teacher trainees employ, or envision employing, technology to teach EAP, notable exceptions being Tseng and Yeh (2019) as well as Zhong and Shen (2002).

2. Literature review

2.1. Investigating technology incorporation in teaching EAP

There are fewer reports on how teachers envision using technology in their classroom than on their acceptance of technology or attitudes towards incorporating technology (Mei et al., 2017), principally due to the difficulty of determining how teachers employ, or envision employing, technology in real-world settings. Some scholars have attempted to solve this problem by calling for more qualitative approaches that analyze prospective teachers' implementation of technology in their teaching or teaching plans (Hismanaglo, 2012; Huang et al., 2019; Li et al., 2019; Tseng & Yeh, 2019). One of the biggest difficulties in employing technology to teach EAP is transferring academic content (the content of textbooks or scholarly articles) into a locally appropriate pedagogy, a fundamental skill in the development of TPACK. Having teacher trainees engage in projects has been proposed as one way to develop TPACK (Kohler et al., 2013) as CALL projects encapsulate "a learning-by doing practice in which teachers acquire knowledge through the design of usable artifacts such as lesson plans" (Tseng & Yeh, 2019, p. 95).

A smaller scale approach than a lesson plan that has been used to measure how teachers situate knowledge in their local teaching environments, albeit not specifically related to the implementation of technology, is to ask teacher trainees to make student generated teaching suggestions (SGTSs; Love, 2019). Making SGTSs is an approach that combines Canagarajah's (1999) approach to appropriation, or appropriating materials from readings or culture for one's teaching purposes; Lave and Wenger's (1991) concept of situated learning; and Johnson's (2009) notion of dialogic mediation, or learning through class discussion (of readings). The term *student generated teaching suggestions* comes from an article in which pre- and in-service teacher trainees were *students* in a teacher training program (Love, 2019), so the term *teacher trainee generated teaching suggestions* is equally apt, but this article will continue to use the term SGTS as it is extant in the literature. When employing SGTSs in teacher training, course

participants are asked to combine ideas garnered from readings with their local craft (Kennedy, 1999) or experiential knowledge (Johnson, 2009), a knowledge of how to teach effectively in the local environment, to make a weekly teaching suggestion applicable to any teaching venue or class they work in or imagine working in. Teacher trainees post this weekly teaching suggestion to a learning management system forum and discuss that suggestion in class, a form of dialogic mediation (Johnson, 2009) or collaborative learning (see Love, 2019). It is hoped that asking students to reflect on how to employ the content of readings to teach in their local environments will help teacher trainees to develop skills in bridging the theory/practice divide (Clarke, 1994) as they reflect on what adaptations need to be made to the content of course readings to render the concepts readily applicable in their local teaching environments. By regularly making teaching suggestions, teacher trainees gain practice in considering how to apply the material from readings in their local context, otherwise known as practice in situating knowledge in local teaching contexts (Pederson, 2012).

Koehler et al.'s (2013) description of how experienced teachers effectively employ TPACK includes the importance of a teacher's ability to localize content through technology for specific locales and groups:

> By simultaneously integrating knowledge of technology, pedagogy, content, and the contexts within which they function, expert teachers bring TPACK into play any time they teach. Each situation presented to teachers is a unique combination of these three factors, and, accordingly, there is no single technological solution that applies for every teacher, every course, or every view of teaching. Rather, solutions lie in the ability of a teacher to flexibly navigate the spaces defined by the three elements of content, pedagogy, and technology, and the complex interactions among these elements in specific contexts. (p. 17)

Generating teaching suggestions is a process that can be used to develop TPACK in students as both approaches (employing TPACK and making SGTSs) are concerned with moving content into practice, both approaches are heavily concerned with pedagogical applications, and both approaches draw heavily from a teacher's experiential knowledge of how to effectively situate content in the local teaching environment. In essence, a SGTS that employs technology to implement a teaching point developed from the readings (content) of a course displays the TPACK of the student teacher who made that suggestion as it is evidence of how that student teacher considers combining EAP content with technology while considering the local teaching environment and students.

Over years of leading teacher training courses that used SGTSs, the author noticed that many SGTSs contain suggestions for employing a wide range of technologies to teach a variety

of EAP concepts, including computer-mediated communication, digital games, emerging digital literacies, learning management systems, mobile-assisted language learning, online/blended/ distance learning, online resources, and Web 2.0 tools. As SGTSs that employ technology can be seen as traces of teachers' TPACK knowledge, examining SGTSs that incorporate technology should allow one to analyze how student teachers are using technology to situate ideas contained in course readings (Love, 2019) when they teach EAP, the question that began this discussion.

3. Methodology

3.1. The aim of the study

This study aims to examine the usefulness of using SGTSs as a teacher training tool. Three research questions guide the analysis of SGTSs:

1. How do teacher trainees incorporate technology into their EAP teaching suggestions?
2. What do teacher trainees' incorporations of technology as displayed in their SGTSs reveal about their TPACK knowledge?
3. What can be learned from analyzing SGTSs that incorporate technology to teach EAP that would improve deploying them as a teacher training tool for teaching with technology?

To achieve these goals, SGTSs that included suggestions for using technology for teaching EAP posted to a number of master's in TESOL courses were gathered for analysis.

3.2. Participants and the research context

This project was conducted in a Master's TESOL program in a provincial university in a periphery country (South Korea) that offers a dual degree program with a state university in the United States. The nine participants whose data are cited in this article come from diverse countries (seven are from Inner Circle countries, two from Expanding Circle countries), have differing levels of teaching certification (one is a certified teacher in South Africa, two have TESOL certificates), and have teaching experience ranging from 0 to 11 years in a wide variety of teaching contexts (private language institute, public school, and university), though only one participant had no teaching experience (see Appendix A). As the terms 'pre-' and 'in-service' are generally used to refer to teachers preparing for or working in the public school system (only two of these teachers have worked in the public school system) and most of the teachers who enter this graduate school TESOL program do so to be eligible to teach as an EFL

instructor in local universities, these teachers will be referred to using the general terms of 'teacher trainees' and 'student teachers'. All names are pseudonyms and informed consent to use this data was obtained from all participants.

3.3. Design, procedure, and data collection tools

Taking a longitudinal (Love, 2019), practitioner research approach to data collection (Mahboob et al., 2016; Richards, 2003), SGTSs that used technology to teach EAP posted in the courses Cultural Studies in Teaching English as a Foreign/Second Language, Literature and Film in TESOL Education, Methods in Teaching English as a Second/Foreign Language, and Globalization, World Englishes, Social Justice and English Language Teaching from the years 2017–2019 were collected and analyzed (see Appendix B for course topics). These teacher training courses focused on how to situate content knowledge (Shulman, 1987) in teaching environments according to a TESOL teacher's (personal) pedagogy and knowledge of the local community, culture, and students (Canagarajah, 1999; Johnson, 2009; Kumaravadivelu, 2003, 2012; Tanghe, 2014). In each course, participants were asked to make one teaching suggestion (SGTS) related to the set readings each week, were free to be as creative as they wished, were graded solely on completion of the activity and not on quality, and were not required to incorporate technology into their suggestions (requirements for making SGTSs are described in Appendix C). Course participants also posted comments on the course readings each week to Moodle forums (see Love, 2012), many of which contained teaching suggestions that incorporated technology.

3.4. Procedure

The teaching suggestions made in the courses were targeted at a wide level of target classes and venues, and many did not relate to technology or EAP. As such, the data (SGTSs and weekly comments on course readings that also contained teaching suggestions) were first filtered or reduced (Brown, 2001; Huberman & Miles, 1994) into suggestions that dealt with employing technology while teaching EAP. In considering teaching suggestions for inclusion, EAP was conceived of broadly to include academic vocabulary (Charles, 2012), (multimodal) academic genres (Johns, 2008; Molle & Prior, 2008; Wingate, 2012), advertising (Hobbs et al., 2015), anti-oppressive approaches to education (Badenhorst, 2020; Kumashiro, 2000), critical race theory (Kubota & Lin, 2010), cultural criticism of music (Lee, 2004), disciplinary approaches (Dafouz et al., 2018; Wood & Head, 2004; Woodrow, 2018), discourse (Planken, 2005),

intercultural communicative competence (Holliday et al., 2004, Huang et al., 2019; Wang & Coleman, 2009), (critical) media literacy of newspaper articles (Park, 2011), multimedia artefacts (Love, 2017), (development of) multimodal skills (Early et al., 2015; Darvin, 2015, Hafner, 2014), networking sites (Prichard, 2013); and rhetorical strategies (Koutsantoni, 2006).

The filtered teaching suggestions were then focused coded, which entails sorting "examples that are comparable on one dimension or that differ on some dimension and hence constitute contrasting cases or variations" (Emerson et al., 1995, p. 161) into emergent categories.

When constructing these emergent categories, Liu et al.'s (2018) injunctions were formative:

> teacher educators and professional-training specialists need to give greater consideration to academic subject content when designing courses and training aimed at facilitating technology integration. In other words, instead of providing one-size-fits-all technology training aimed at transmitting knowledge of how to operate hardware or software, professional teaching and training need to relate much more closely to the academic content of what is going to be taught, if the trainees' perceptions of the usefulness and ease of use of technology are to improve. (p. 410)

With these injunctions in mind, data were first grouped into four general categories:

1. general suggestions related to teaching EAP, composed of suggestions that could be applied to any EAP course;
2. EAP Skills, composed of suggestions that deal principally with traditional EAP skills, such as skimming and scanning;
3. EAP content, composed of suggestions for teaching specific academic concepts, such as critical language awareness;
4. and EAP skills and content, a liminal category containing teaching suggestions that deal with both categories, such as asking students to conduct a media ethnography, a content skill, to develop their abilities to summarize, an EAP skill.

Within each category, teaching suggestions are presented below according to the EAP skill or content skill developed as well the form of technology employed to implement each teaching suggestion. When multiple teaching suggestions relate to a specific category, they are discussed collectively.

To allow the reader to determine for her/himself the value of asking student teachers to make SGTSs related to technology as well as how the suggestions localize content, a few representative samples of each type of suggestion are provided below. A brief explanation of

the course materials that inspired the suggestions is also included so that the reader can see how these teacher trainees are adapting the content of course materials to achieve their own specific teaching goals via technology (Appendices D and E contain samples of condensed teaching suggestions). Put otherwise, the course materials that inspired an idea to employ technology to teach EAP are provided so that readers can judge for themselves how teachers are developing TPACK knowledge through making SGTSs.

Two stages of analysis are provided below. In the first stage, a discussion is offered after each SGTS presented in the findings section to (a) draw out unstated implications related to the teaching of EAP or teaching with technology, (b) investigate the implications of the suggestion for more general teaching environments, (c) relate that suggestion to the literature, and (d) discuss strengths and weaknesses of a particular suggestion as well as possible improvements. In the second stage of analysis, the discussion section will analyze the value of making SGTSs specifically for teaching with technology, the intervention that is the focus of this inquiry.

4. Findings and discussion

Each section below begins with a SGTS followed by a discussion of that SGTS and other related teaching suggestions when applicable.

4.1. General suggestions related to teaching EAP

4.1.1. Encouraging the use of locally popular technology (imo, KakaoTalk, QQ, Telegram, and WeChat vs. Facebook)

> Using a popular local technology is far more successful than trying to use one that you may know well. For example, I've found that students here [in South Korea] are far more willing to work with KakaoTalk [a Korean messaging app] than Facebook, even though almost all of them have Facebook ID's and Facebook is as easy to use as KakaoTalk. (Dwayne)

Dwayne's teaching suggestion for the Methods in Teaching English as a Second/Foreign Language course reminds other teachers of the need to relate to students when choosing technologies to employ in the EAP classroom. As *Kakaotalk* is widely used to distribute messages among groups of all ages in Korea, it is the default messaging app. Privacy concerns may play a role as Korean users may not mind sharing *Kakaotalk* details, as *Kakaotalk* is used primarily for messaging, but may be reluctant to share *Facebook* account details with teachers and even classmates with whom they are not close. A preference for local forms of technology was not limited to Korea: Helen recommended using activities that incorporate *QQ* or *WeChat*

with students in China, and Stuart mentioned that in Uzbekistan *Telegram* is used for sending messages and files and *Imo* for video calls due to the limited speed of internet connections. While teachers may like to introduce students to a commonly used app or service, such as *Facebook*, employing popular local technology when possible may aid teachers best in designing their lesson plans as teachers are likely to find students more willing to participate in class activities.

4.2. EAP skills

4.2.1. Using YouTube to find authentic target language and generate ideas for lessons

> Sometimes if I'm stuck for an idea for a lesson I'll just tap the target language phrase into YouTube and see what I can find. An example of this is a lesson I taught this week covering 'How long does it take…?' I found a video which was asking 'How long does it take to get to Mars?' and asking people on the street to guess. It was a perfect way to cover the target language and the various possible answers (two months / five years etc.). This then gave me the idea to do a section of the lesson based on the movie 'The Martian', which seemed to go down well.
>
> So I like using YouTube or other authentic sources as a way to generate ideas. But more importantly, the voices the students hear speaking English are natural, so it's always extra satisfying for them (and me!) when they can answer listening exercise questions I set based on these authentic sources. (Dennis)

Dennis's suggestion for a class in the Methods in Teaching English as a Second/Foreign Language course that dealt with exposure to authentic materials is noteworthy for (a) offering a way to quickly find target language authentic listening materials (see Gilmore, 2007) to model language and (b) demonstrating how such a search may generate further ideas to develop a lesson. While a teacher who employs this approach will then need to develop questions based on the materials discovered by searching *YouTube* or another media site, the model suggested offers a spontaneous way to develop a lesson that keeps the lesson integrated around the target language while also maintaining student interest when appropriate sources are selected.

4.2.2. Teaching skimming/scanning using patch notes (Overwatch)

> Reading comes in all kinds of forms. I want to make use of the kinds of readings… relevant to my students and use those kinds of readings to demonstrate the importance of scanning. Something that a lot of students… are interested in is computer games. Games with a competitive scene usually have a lot of balance changes to keep the game fair or fresh. Whenever a company makes changes they have to update (patch) their game and release the

> changes to the public (patch notes)…. Patch notes have a lot of useless information that the majority of people don't care about and never ever read. For example, a variety of bug fixes for things that they didn't know were bugged in the first place. However, there are also very high interest sections to patch notes that are must reads for anyone interested in a game. For example, changes to the heroes in Overwatch. In order to find this information, the reader has to scan through a variety of different headings to find what they are looking for. Then they may have to scan further to find a more specific detail that they want to know about.
>
> There are a variety of post-reading tasks that could be designed using patch notes as well. Students could discuss the changes and whether or not they agree with them (people get really passionate when their character was one that was changed). They could also make suggestions to how they would balance the game if they were the game designer. Students could make implications about the changes and the meta-game as well. All of these kinds of activities are 100% meaningful and done by players of the games all the time, so there is a lot of relevance to the tasks. There are also new words that can't be looked up in a dictionary within patch notes, so explaining the meanings of abilities could be fun too…. patch notes for Overwatch (https://playoverwatch.com/en-us/game/patch-notes/pc/). (Jason)

Jason's suggestion for a class on teaching reading (Grabbe, 2002; Janzen, 2002) and providing social relevance (Kumaravadivelu, 2003) posted in the Methods in Teaching English as a Second/Foreign Language course introduces contemporary relevance to EAP activities, thereby demonstrating to students that EAP skills have utility beyond the university. Patch notes, containing both useful and useless information that must be sifted through to find pertinent information, are an especially à propos source to teach scanning skills. Post-scanning tasks related to patch notes further develop EAP skills as they ask students to (a) discuss differences in game play, opinions about those differences, and changes in game balance that result from game modifications; (b) suggest changes that would produce a better game even if only for a player's character(s); (c) state implications about how changes relate to the meta-game, that is, how changes relate to all of the other characters and game play; and (d) explain the meaning of new terminology (defining terms). This simple suggestion asks students to engage in a variety of EAP skills, but the true strength of the suggestion lies in its deft manner of teaching a wide variety of critical EAP skills while seamlessly working them into meaningful discussions that improve students' real-world gameplay.

4.2.3. Teaching EAP with podcasts (SoundCloud)

> Have students listen to a selection of podcasts and pick a topic that they're passionate about or just something to their liking (https://soundcloud.com/the_intercept). Students can work in pairs for this project as they should try to pair with another student of an opposing view of the same

> subject they wish to discuss. Students can bring their podcast to life and personalize it by recording themselves talking and adding sound bytes or music….
>
> This class can be researched inside and outside of class time depending on available time and a reasonable completion date. Students should research first and make sure they credit their sources/quotes etc.
>
> Once students have rehearsed and made their final recording which can be done in their own time - somewhere quiet! Students will then present their podcast or share it on social media….
>
> Students must write a small review paragraph about each other's podcasts and then vote for the best one based according to certain criteria covered.
>
> - Well researched and presented
> - Clearly communicated opinion and points - a strong voice
> - Fact checked accordingly
> - Sourced and credited accordingly
> - Good flow of conversation between partners - equal voices heard
> - Well concluded with both parties points being clearly represented and understood/addressed
>
> Students have to prepare and rehearse a written script….
>
> Creating an account will allow students to operate in an authentic environment with genuine followers and will force them to prepare accordingly. (Becky)

Becky's suggestion for the Literature and Film in TESOL Education course, inspired by Hafner's (2015) article on remix culture, involves students practicing a wide range of EAP skills: listening to podcasts to choose a topic, researching a topic, writing a script, presenting that script, crediting sources, presenting opinions, writing a conclusion, dealing with questions, working with a partner, and even evaluating a podcast as they must ensure their own presentation fulfils the evaluation criteria listed, thereby teaching evaluation in reverse. Becky's proposal to have students operate their podcasts as a way to "force them to prepare" is a clever way to circumvent plagiarism.

4.3. EAP skills and content

4.3.1. Media ethnography of online communities (SNSs, *Facebook*) and video games

> If time allowed, I would really like my students to become involved in some kind of English speaking online community. They would be allowed to choose their own community, provided they had to speak English, or a mixture of English and another language, as the main means of communication. I would like to do this over about the course of 3 months. Students would be provided with a journal, and would have to record details of their online interactions each week, and a summary of their experiences at the end of the project. (Richard)

Richard's suggestion that students become involved in an online community, keep a journal of their online experiences, and write a summary at the end, is a form of media ethnography (Beach, 2007; Storey, 2010) that involves EAP skills related to researching, analyzing, and summarizing. The activity also encourages the development of students' English communication skills while they are involved in the online community in various ways. Other participants suggested conducting media ethnographies to encourage critical thinking about the represented cultures, economies, and ethics of video games (Becky), an approach that is especially effective in unveiling the values and biases of video game designers (see Appendix E).

4.4. EAP content

4.4.1. Teaching (critical) EAP with internet search engines (Baidu, Google, Naver)

> It isn't hard to find examples of representation and its tendency to other. Doing a quick image search about something will provide ample opportunity to discuss what the general view about something is. Then, there can be discussion about if it is accurate or not. Asking critical questions about the images or list of images could help students become aware of the essentialism that is taking place.
>
> For example, do a Google search about Korean Culture, and analyze the images that appear. Most of the images show very traditional things. Ask the students if this is an accurate representation of what Korean culture is. Ask the students why these kinds of images came up with the search. Ask the students that if a person had no experience of Korea except for the images they found on Google, what would they expect to see if they came to Korea. Ask them what kinds of images they think would hope to see to represent Korean culture. (Jason)

Jason's suggestion for teaching about representation, media, and sociolinguistics, inspired by readings in the Cultural Studies in Teaching English as a Foreign/Second Language course (Beach, 2007; Lee & Moody, 2012), offers his students a method they can use to critique the unstated assumptions of the internet as it betrays the assumptions of Google's search engine's algorithms: the returned search items may display evidence of othering and essentializing, thereby offering an opportunity to critique the algorithms employed. Asking students why these images arise when conducting an image search as well as what individuals with no experience of Korea would think of Korea based on these images is a powerful, sophisticated approach to teaching how otherization is manifested by search engine algorithms. Witnessing otherization in a returned search result is a strong challenge to an individual's cultural identity that may provoke that student to reflect on how search engine algorithms depict her/his culture and why

they do so. The final portion of this suggestion, which asks students how they wish their culture to be depicted, extends the activity in a positive way.

Blake's suggestion in the same course extends the academic investigation of search engines to consider them from a multinational perspective:

> My idea is to have the students search key words in Google, Naver and Baidu. My goal is for the students to see the differences in how media is controlled. We could search subjects like "political unrest" "government failure" etc. I also thought it might be interesting to see how different cultures report murder. My personal belief is that the U.S. over publicizes murder. I was wondering how other countries handle reporting on murder. Many other topics could be explored. (Blake)

While Blake, from the United States, may have been unaware of the broader implications of his teaching suggestion when he posted this suggestion, it offers a research method that could be used to study a wide variety of topics (e.g., media control of local search engines), which could easily be combined with Jason's suggestion above and extended to investigate how search engines' algorithms (e.g., Naver or Daum in Korea, Baidu in China, or Google in America) other (verb) foreign cultures. As intercultural understanding is always two-way, this approach to analyzing algorithms could be used productively to engage in developing intercultural understanding. Investigating any contemporary topic using this approach asks students to incorporate simple research skills (using multiple search engines).

A weakness both Jason's and Blake's suggestions share is that they do not state what to do with the results of inquiries conducted on search engines, but both imply that they will encourage students to work together to both research subjects and discuss the results. Many more student investigations could be developed based on these teaching suggestions, such as asking students to examine the bias of search engines vis-à-vis certain topics and using their results to produce assignments, such as presentations, term papers, or even research articles. Unstated but implied in both Jason's and Blake's teaching suggestions is that their SGTSs will teach students to analyze the assumptions of search engines, an extremely valuable contemporary digital literacy that deserves more attention in scholarly literature.

4.4.2. Teaching EAP in a post-truth world by critiquing online websites and communities (*Wikipedia, Twitter*)

> Exploring the ideas of a post-truth world and the positionality of texts would be well suited to upper-intermediate and advanced level L2 teaching. One could use this approach with any number of text-types.

> Materials/Resources: news broadcasts from various networks (on a similar story), literature (fables, folktales, canon literature), advertising, poetry etc.
> Even having students think about and critique sites like Wikipedia - online communities that collaborate to create 'information'- and Twitter. (Adele)

Adele's suggestion for a class focused on teaching literary and film genres, one which included Janks (2018) suggestion to encourage student teachers to consider literacy broadly, proposes an extremely developed version of teaching literacy and genre, one which demands teachers consider the (inter)positionality of readers, viewers and texts. Suggesting that teachers include news broadcasts from various networks without stating which resource to use demonstrates that contemporary teachers assume other teachers possess the digital literacy skills to use internet resources to find a variety of viewpoints on similar genres, such as fables, folktales, news, poetry, and advertising (Adele's inclusion of advertising as a genre is also a novel way to teach canonical approaches as advertising is not a traditional literary genre). Asking students to critique online websites and communities such as *Wikipedia* and *Twitter* to examine how they create and disseminate information is very relevant to contemporary media practices.

4.5. General suggestion related to teaching EAP

4.5.1. Extending procedural rhetoric (video game theory) to EAP processes

> I think understanding typical EFL procedural rhetoric might point out some strengths and weaknesses which take place down a long line of established and mechanical classroom routines and imposed rules that we might not ordinarily be aware of, it might also facilitate in holding EFL instructors responsible for their subtle delivery mechanisms of lessons and help to erase some negative or limiting factors. There are often subtle strategies and unobserved messages used in the classroom context that can be deliberate or there without any real purpose, some signals can be overlooked easily, and analysis of this would also help examine these unspoken rules and better explain how certain/different teaching styles work with the aim to limit any lost learning opportunities or negative messages. (Becky)

Becky's comment, designed more to develop fellow teachers' awareness rather than their students' skills, was suggested for a class in the Cultural Studies in Teaching English as a Foreign/Second Language. This particular class read about and discussed procedural rhetoric, Bogost's (2008) notion that every individual action taken while engaging in a process or activity combines to create an agglutinative message that exceeds the message conveyed by each of the individual steps or actions performed in the process, an approach more commonly used in videogame analysis. Her suggestion that understanding typical EFL procedural rhetoric could display strengths and weaknesses of classroom procedures suggests the beginning of a

methodology that could be used to study EFL teaching as few EFL teachers consider, or are even aware of, the procedural rhetoric that is occurring in the agglutination of classroom activities in which they engage. The concept of "typical EFL procedural rhetorical" could inspire a multitude of discussions in teacher training classrooms, observation activities, and research papers, as Becky's suggestion to hold teachers responsible for their "subtle delivery mechanisms," "unobserved messages used in the classroom context," and "mechanical classroom routines" could be expanded as teacher trainers ask teacher trainees to consider each of these aspects in their own teaching routines. It is possible that some teachers may be reluctant to pursue this line of inquiry as it may expose contradictions between their stated teaching goals and the message that their procedural rhetoric sends. To counter such resistance, and make teachers more aware of their own procedural rhetoric, a category of procedural rhetoric could be added to classroom observations and evaluations to encourage instructors, and performance evaluators, to reflect more on the global message(s) being sent by the conglomeration of activities conducted during a class.

5. Discussion

The teaching suggestions discussed above incorporated computer-mediated communication tools, mobile applications, popular websites, search engines, and video games, technologies related to the goals of this special issue on teaching EAP through technology. General teaching suggestions posted on the *Moodle* related to using popular local technology (*Kakaotalk, Telegram, IMO, QQ, WeChat*) as well as using the concept of procedural rhetoric to examine one's teaching. Concerning specific concrete EAP skills, teachers suggested ways to incorporate technology in giving and supporting reasons, presenting similarities and differences, skimming, describing, analyzing, using online resources, conducting research, critiquing, and learning vocabulary using *Google, Youtube, Pinterest*, podcasts (*SoundCloud*), patch notes (*Overwatch*), and other SNS media (Appendix D). Many of the teaching suggestions dealt with teaching academic content skills, such as studying local linguistic landscapes, conducting media ethnographies, analyzing the representation of groups and issues, analyzing symbolism and the variety of devices that are used to convey meaning in films (camera angles, camera movement, focus, etc.), and examining media in a post-truth world using technologies such as *Baidu, Facebook Groups, Google, Naver, Wikipedia,* and *Twitter* (Appendix E). A close reading of the suggestions demonstrates how arbitrary the EAP skills/content division is as many of those that relate to skills also involve content and vice-versa: it is impossible to teach skills without some content (Garner & Borg, 2005).

One of the stated goals of this issue was to analyze emerging digital literacies for EAP instruction. The teaching suggestions analyzed here show the components of TPACK (Koehler et all, 2013; Mei et al., 2017) are constantly evolving. While incorporating online sites for instruction may have been viewed as a specialty skill as few as ten years ago, now it is viewed as a basic skill. The suggestions above show that experienced teachers assume other teachers can readily understand how to teach concepts or skills employing a wide variety of common technology provided that the teachers understand the basic concept or skill, such as authentic materials, identity, post-truth media, procedural rhetoric, representation, and skimming/scanning. As the set readings in the courses discussed above had already covered these concepts and skills, participants felt that they could convey to other teachers an understanding of how to teach a concept or skill with only a brief mention of a website or an app and a suggestion of how to use that technology to teach the concept. These circumstances may be the result of mainstream technology being ubiquitous today, so much so that little instruction is needed to teach teachers how to incorporate common sites such as *YouTube* and *Google* as most people use these sites often. As users nowadays are required to download a new app or navigate a new site regularly in their daily life, teachers assume that users of unfamiliar sites, such as *SoundCloud* or *FilmGrab*, can quickly grasp both how to use the site or app and adapt the content contained in such sites and apps in their teaching. Teachers' ability to use this technology fairly easily demonstrates that a basic digital literacy has become commonplace, a digital literacy that includes the critical skills more commonly attributed to media literacy (Koltay, 2011), as evidenced by the SGTSs that used technology to encourage students to engage in critique of videogames, search engines, advertising, and online news sites. Though teachers are adept at incorporating common new technology to design general educational tasks, many of the SGTSs presented above do not extensively model how they will scaffold the language in their SGTS, a tendency that led Mei (2019) to suggest that though teacher trainees are skilled at using technology, many need more training to use technology specifically for language teaching. This point will be further discussed below.

The examples offered above demonstrate that some student teachers integrate mainstream technology into their teaching suggestions to perform tasks rather unobtrusively as their teaching goals clearly determined the choice of technology employed, a characteristic of fairly experienced teachers and evidence of TPACK (Koehler et al., 2013; Tseng & Yeh, 2019). None of the suggestions employed a technology unsuited for the proposed task, a finding that stands in opposition to a number of studies that found teacher trainees had problems integrating technology into language teaching (Hismanoglu, 2012; Mei et al., 2017; Tseng & Yeh, 2019).

On the contrary, the suggestions above usually begin by presenting a technology to teach a skill (e.g., skimming) or a content issue (e.g., representation) and then allow the suggestion to snowball with further teaching ideas based on that technology, such as Jason's suggestion to use *Overwatch* patch notes to teach skimming and scanning, which led to occasionally passionate post-reading discussions. In essence, the selection of technology and a task associated with it took on a life of its own in these teachers as it merged with their craft knowledge to uncover a variety of teaching possibilities. Perhaps this is the strength of a content-based approach to teaching how to integrate technology in teaching, as described by Koehler et al (2013):

> how can teachers integrate technology into their teaching? What is needed is an approach that treats teaching as an interaction between what teachers know and how they apply this knowledge in the unique circumstances or contexts within their classrooms. There is no "one best way" to integrate technology into curriculum. Rather, integration efforts should be creatively designed or structured for particular subject matter ideas in specific classroom contexts. (p. 14)

The findings presented above suggest that asking teacher trainees to produce SGTSs is one approach that aids teachers in integrating technology into their lessons. If current teachers assume they can readily utilize technology if they understand the content and already have positive (or accepting) attitudes towards technology, perhaps teacher educators/trainers should revise how they teach TPACK skills and begin with particular subject matter ideas rather than with the technology as the teaching suggestions above clearly show that starting with an academic concept or skill to teach and then allowing students the freedom to employ any technology of their choice to teach that concept or skill does produce some strong teaching suggestions.

The process of asking teachers to generate teaching suggestions is not flawless. Many of the teaching suggestions above asked students to employ technology while working with a partner, in groups, or as a full class, class groupings that are justified by theories of collaborative and constructivist learning (Mei et al., 2018). The underlying assumption of such group activity is that students will absorb the necessary language to conduct the activities by looking at the websites or apps suggested and/or talking in groups, after which they will be able to actively produce the language in a manner much like native speakers of a language learn, an assumption of second language learning that is likely to be grossly overoptimistic. Such a general approach to language learning is accounted for in the literature as it mirrors an English-as-a-medium-of-instruction approach (Pecorari & Malmström, 2018) as well as theories related to partial (Beglar & Hunt, 2002) and staged learning (Richards, 2002) that suggest students

partially acquire language through encountering language items multiple times and gradually develop a deeper understanding of language. The reality of second language learning likely falls somewhere in-between an experiential, English-as-a-medium-of-instruction approach and a more direct, scaffolded approach to language learning. Employing both approaches is likely to result in the most effective learning. The greatest strength of the teaching suggestions discussed above was their fluid, experiential stance on language learning. One weakness of the suggestions discussed above was that most of the suggestions contained few instructions concerning how to scaffold language when teaching EAP skills (e.g., the language needed to summarize or compare) or content skills (e.g., the collocations or patterns involved when writing sentences that involve discussions of essentializing or othering). As such, from a scaffolded learning approach, the teaching suggestions lack a certain structure concerning language teaching as the teachers appeared to assume that other teachers would know how to scaffold learning for their own students, an assumption that may or may not be true depending on the individual class participants and likely to not be true with less experienced teacher trainees.

A number of authors have noted that even though teachers may now be familiar with various technologies and even with using them for educational purposes, they still have problems using them specifically for language teaching (Li et al., 2019; Mei, 2019; Tseng & Yeh, 2019). On a more general level, Ryshina-Pankova (2016) discusses the limits of a literacy as sociocultural practice approach, such as that used by many of the teaching suggestions above:

> the use of a literacy-oriented approach presents educators with the following challenges in FL instruction: the problem of defining the principles of content selection, the problem of content and language sequencing, and the problem of a language- and content-integrating pedagogical approach that would lead to literacy. (p. 52)

There are a number of ways to encourage teachers to integrate language and content, such as introducing courses, modules or lessons in content-based learning (Snow & Brinton, 2017) or Content and Language Integrated Learning (Ball et al., 2015) in teacher-training programs. Within such courses, teacher-trainers could require teacher-trainees to explicitly state how they will scaffold language learning in their teaching suggestions and encourage them to include concepts such as noticing language (Kumaravadivelu, 2003; Richards, 2002) and other activities related to content and language integrated learning (Dale & Tanner, 2012). Teacher trainers could also encourage course participants to specifically point out lexis and patterns commonly used to achieve a task and to provide a website that describes lexis and patterns,

such as *Academic Phrasebank* (http://www.phrasebank.manchester.ac.uk/) or *FluentU* (https://www.fluentu.com/blog/english/talk-about-music-in-english/#) for more field specific language. Asking teacher trainees to instruct students in how to use sites to improve their language skills while engaging in class activities would significantly strengthen the teaching suggestions as such instructions would provide specific examples of scaffolded language instruction, thereby improving the formal structure of SGTSs. At the same time, requiring teacher trainees to consider how both the language and content will be taught or reinforced throughout any activities they propose would also only result in stronger teaching suggestions.

6. Conclusion

The examples provided above and in the appendices show that asking teachers to generate teaching suggestions based on course readings is a productive approach that regularly produces strong results related to teaching with technology. SGTSs inherently carry recommendations concerning processes to use in implementing technology to teach EAP, which is a boon of using them as a tool for both teaching and analysis. SGTSs provide examples of technology that can be employed to teach English and processes that can be used to utilize that technology, as seen in the examples above with the use of processes most clearly displayed in the examples of teaching EAP with internet search engines and extending procedural rhetoric to evaluate EAP classes. While asking students to generate SGTSs is clearly beneficial, there are some steps that could be taken to improve their employment in teacher training courses. The first step would be to ask students to deliberately include technology in their suggestions as in the examples listed above it was voluntary. That the SGTSs above report voluntary uses of technology demonstrates that some student teachers now integrate technology without being required to do so and genuinely feel that technology adds to their teaching of EAP content and skills. The second step would be to ask student teachers to explain how they will scaffold language and content development in their teaching suggestions and, more specifically, how that scaffolding will employ technology and language learning skills. At the very least, teachers could teach students skills that help them notice the language they will encounter before students perform a task that involves looking at a number of sites on a topic or theme. Perhaps the teaching of noticing language as well as a variety of activities that can be used to do so should become a more prominent theme for teaching with technology as more and more teaching suggestions concerning teaching with technology will involve students working on their own with technological resources. A final suggestion is to have teachers consider the procedural rhetoric inherent in any activity they develop as it may help them better understand their own classroom

processes. The goal is for student teachers to create structured teaching suggestions that scaffold the teaching of academic skills, content, technology, and language learning strategies while their students are engaged in learning. It is a lofty goal, but perhaps just making teachers aware of this goal will improve the process of generating SGTSs. It is hoped that teacher trainers who see the multitude of creative student generated suggestions incorporating technology in the teaching suggestions presented above will consider incorporating using SGTSs to encourage their own students to regularly situate the content of course readings in their local teaching situations.

A major limitation of this study is that the teaching suggestions chosen to examine were produced by students who voluntarily integrated technology into their lesson plans, indicating that they were produced by student teachers who already had positive views about integrating technology into their lessons and were confident in doing so. It is very possible that the general teaching populace might be less adept at integrating technology into their teaching suggestions. Future studies could examine whether asking groups of teacher trainees, or in-service teachers, to integrate technology into teaching suggestions produces similar results. Other studies could quantitatively and qualitatively analyse whether including explicit scaffolding in teaching suggestions produces more effective results. Another limitation of this study is that the participants' opinions about the process were not surveyed as to whether it helped them to develop their TPACK or not. A future study could conduct quantitative and/or qualitative inquiry into teacher trainees' perceptions of the process. Despite these limitations, the quality of the teaching suggestions presented above indicates that SGTSs are a useful tool to add to a teacher trainers' repertoire of training activities.

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Appendices

Appendix A. Participant Data

Name (Pseudonym)	Nation of origin	Gender	Age	Teaching experience	Teaching certification
Adele	South Africa	F	43	2 years at Korean private language institutes (K-9)	PGCE, SACE
Becky	United Kingdom	F	40	3 years at Korean private language institutes (K-9)	
Blake	United States	M	38	11 years at Korean private language teaching institutes (K-12)	
Dennis	United Kingdom	M	46	4 years at a Korean public middle school	CELTA
Dwayne	Australia	M	50	5 years at a Korean university; 2 years at a Korean public middle school	
Helen	China	F	24	None	
Jason	Canada	M	29	7 years at Korean private language institutes (middle school, intermediate to advanced)	
Richard	Ireland	M	34	7 years at Korean private language institutes (elementary and middle school students, intermediate to advanced)	Online TEFL certification
Stuart	Uzbekistan	M	26	2 years at an Uzbek private language institute (students aged 14-30)	

Appendix B. Sample of Topics Covered in Courses Related to Teaching EAP [a]

Course	Sample of topics covered
Cultural Studies in Teaching English as a Foreign/Second Language	advertising, code meshing in popular music in EFL countries (K-pop), culture, code meshing in the media, critical media awareness, digital literacies (including video projects), gender, identity formation, globalization and ELT, intercultural communication, intercultural identity, internet communities linguistic landscapes, linguistic hybridization, media ethnography, media literacy, media studies, news and critical media literacy, online literacies, otherization, the politics of EFL/ESL learning, racialized discourse, representation, rhetoric (including the rhetoric of videogames), social network sites, sports, sociolinguistics (of local and foreign languages), teaching culture, television studies, videogame analysis, visual culture
Literature and Film in TESOL Education	analyzing media, assessing learning of literature and/or film, authenticity and EFL/ESL learning, children's literature, critical viewing, drama and (multimodal) performance as interpretation, film genres, film representation, film studies (e.g., camera techniques, lighting, movement, sound), lenses of literary analysis (e.g., gender, perspectival, post-colonialism, reader response), literary analysis, literature discussions, literary genres, multimodality, out of school learning with media sources, producing media, remix culture, screenplays, storyboarding, using local literature in translation in the EFL classroom, using literature in EFL/ESL, the canon, young adult literature
Methods in Teaching English as a	(alternative) assessment, content-based instruction/content and language integrated learning, classroom management, cooperative learning, course and lesson planning,

Second/Foreign Language	designing courses/lesson plans/syllabi, discussion skills, error correction, focus on form, grammar, language learning strategies, lexis, listening, mixed level classes, phonology, post-method pedagogy, project work, pronunciation, reading, speaking, task-based language teaching, teaching EAP and ESP, (process) writing, teaching unplugged
Globalization, World Englishes, Social Justice and ELT	affect theory, anti-oppressive education, critical discourse analysis, critical language awareness, decolonialism, emotions and ELT, foreign language identity, globalization and ELT, interdisciplinary teaching, performative competence, posthumanist applied linguistics, post-transmission approaches to teaching, plurilingualism, social justice, sociolinguistics and politics of English use in EFL contexts, translanguaging and translingual practices, visual analysis

a The word "Teaching" could be inserted before any of these categories as teaching each of these aspects is a central component of class discussions and assignments.

Appendix C. Instructions for Weekly Moodle Forum Contributions

Teaching Suggestions. Each week, post a teaching suggestion to the weekly forum that relates in some way to the topics covered in that week's readings. The best teaching suggestions incorporate material from the readings to develop a new teaching idea, preferably a few readings, but it is also fine to suggest an activity that you regularly use to teach. For example, if you have a task you frequently do with your students that is quite successful that relates to the weekly readings, you can post this during a week that deals with task-based learning. A paragraph or two explaining the lesson is ideal, though some posts are only a few sentences long.

Moodle Forum Questions and Comments. This course will follow a seminar format. As such, I will not lecture on the readings, but I expect every student to do every reading before class and come to class prepared to discuss the readings as a significant part of class time will be spent discussing the readings. To ensure that students do the readings, every student must post 10 questions or comments about the readings on the Moodle before class (marks may be lost for posting late, for not making comments on all of the readings, or if too many comments are off-topic, but marks will not be deducted for grammar as students will be given the opportunity to clarify any unclear statements in class when comments are discussed). The idea behind these questions is to get discussion going among the class or to clarify aspects of the readings that are not understood. If you don't completely understand the readings, that is fine—comprehension questions about the reading can be included among questions submitted as well as comments on the readings.

Appendix D. Sample of Academic Skills Covered by Teaching Suggestions

Academic skill	Teaching suggestions
Giving and supporting reasons	Have students make a soundtrack for their daily lives and provide reasons for their selection of songs
Discussing similarities and differences	Make sharable playlists of world music using Youtube, Soundcloud, or Band Camp, share them, discuss them and their impact on their lives, and then compare similarities and differences in their playlists with local music. Students can also discuss the issues raised in lyrics and the meanings of songs with the suggestion of using FluentU (https://www.fluentu.com/blog/english/talk-about-music-in-english/#) for scaffolding the language used to talk about music
Writing descriptions	Examine movie stills from the site FILMGRAB (https://film-grab.com/) in order to practice purely describing films without using evaluative or expressive language and to employ the vocabulary of film studies in the descriptions. Have students do a video game show and tell presentation during which the presenter must introduce the game by explaining its background, its rules, the story it tells [if it tells one], the possibility space, what is allowed in a game, its visual rhetoric, its procedural rhetoric, its ideology, and its target audience. Presentations may incorporate both English and Korean but should be at least 50% in English.
Conducting an analysis and/or critique	Use Google image searches to analyze representation of culture(s) and proceed to analyze and critique the search results. Use FILMGRAB (https://film-grab.com/) to teach students interpretive skills by asking them to analyze and interpret imagery and symbolism of films, including that of colour and the role of colour in film. Have students use Pinterest to research literature and film genres. Exploring truth in a post-truth world and the positionality of texts in a multitude of genres with a focus on critiquing online sites' (e.g., Wikipedia, Twitter) treatment of truth (discussed in-text above), but also expanding the investigation of post-truth claims to the realms of advertising and poetry. Coming up with counter-arguments to opinion podcasts and presenting their findings to the class.
Conducting discussions	To encourage regular discussions outside of class, in groups, students choose an area of interest they share and then create a FaceBook group (private or public) that relates to their shared interest. Once the group is created, they will collect information related to their topic and regularly share posts with their group with the teacher acting as a moderator who should regularly prompt other members of the group to encourage participation. Discuss the game rules of a videogame world and what is and is not allowed, including ways to work around the game rules.
Teaching target language	Generating ideas for lessons by typing target language into YouTube
Skimming/scanning	Get students to read patch notes of computer games to encourage both the development of skimming/scanning skills and to stimulate discussion of the changes to the game.

Appendix E. Sample of Academic Content Skills Covered by Teaching Suggestions

Academic content skill	**Teaching suggestions**
Media ethnography	Students were asked to create ethnographies of digital games and the game world depicted within them including architecture and non-player character (NPC) roles as a way to improve students' critical thinking, especially as it relates to ethics. Students should join an English online community of their choice and record their dealings with that community both weekly and at the end of a three month period.
Analyzing symbolism	Analyze the symbolism of film shots at FILMGRAB (https://film-grab.com/).
Analyzing procedural rhetoric	Ask students to analyze the message that popular games are telling them through procedural rhetoric and whether they agree or disagree with it, especially in consideration of the game ethics and their own. In class, discuss the rules of a video game world as to what is and is not allowed and how this relates to the games' procedural rhetoric including ways to work around the game rules as well. Analyze the procedural rhetoric of normal EFL classroom procedures, including classroom routines and imposed rules to make teachers more aware of how the way they deliver content may deliver messages that are as strong as their official statements of what is to be learned in the lesson.
Investigating media bias	Search a term in class using Google, Naver and Baidu to see differences in search results and discuss the results.
Localization issues	Use local SNSs, such as KakaoTalk in Korea or QQ and WeChat in China rather than Facebook as students are more likely to participate. Use SNSs to encourage participation and develop fluency rather than for developing formal skills, such as writing or grammar, because writing and grammar activities often require correction, which is uncomfortable when done in public and especially uncomfortable on social medial platforms. Teachers should first provide examples when teaching blogs or wikis. Also, blogs and wikis are especially useful as they can be used to teach any point related to grammar or writing.