Integrating the VERICHIP simulation into EAP courses: A descriptive analysis

Seungmin Yun

TESL/Linguistics in the English Department at Oklahoma State University

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This paper will evaluate the effectiveness of integrating the VERICHIP Simulation that was recently created for EAP courses into the International composition program at Oklahoma State University and further discuss benefits and drawbacks of using simulations in EAP courses through investigating both instructors' and students' perspectives towards a simulation-based instruction.

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SEUNGMIN YUN

Oklahoma State University

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International students who enter U.S. universities for pursuing degrees are required to take English composition courses which are designed for English as second language (ESL) students. The major aim of these courses is to help newly arrived international students not only improve their language proficiency but also to prepare for academic demands of regular American university life. With this objective, most of them promote an English for academic purposes (EAP) approach, which focuses on teaching English for specific communicative and writing needs of particular groups in academic settings (Hyland & Hamp-Lyons, 2002). However, even with this aim, most of university ESL composition programs have tended to emphasize specific writing skills and sentence-level issues and accordingly, this tendency has overlooked some important aspects and cannot satisfy the demands for the creativity and critical thinking of American academic culture. One major concern in designing and developing these EAP composition curricula is how to select the right teaching materials in order to meet the writing demands and cultural needs of international students (Leki & Carson, 1994; Moder, Seig, & Van Den Elzen, 2002).

Leki and Carson (1994) examined students' perceptions of the writing classes in relation to the actual writing tasks and needs across their academic disciplines. Interestingly, they found that language skills, which in general seem to be the main focus of ESL writing courses, turned out to be the least helpful aspect to international students in those courses; instead, managing multiple sources and transforming and building knowledge were perceived as more important and useful skills. Their findings clearly indicate a gap between the writing demands in EAP classes and those in other major courses. Thus, it is very important to select content that is academically challenging, culturally appropriate and well represents the

writing demands of international students. One of the most effective ways to address this concern is the use of simulations in EAP courses.

Simulations have long been used as a technique in education fields in general and as Jones (1982) declared they are 'ideally suited to language practice (p. 2)'; recently simulations have been actively implemented in language teaching and learning (Crookall & Oxford, 1990; Crookall & Arai, 1995, Klabbers, 2001, Halleck & Coll-Garcia, 2011, Watt, Garcia-Carbonell, & Rising, 2011). A number of researchers and language instructors have emphasized the importance and benefits of using simulations and role-plays to teach a second and/or foreign language and the effectiveness in ESL writing instruction in academic settings (Halleck, 1990; Halleck, Moder, & Damron, 2002; Salies, 2002; Spelman, 2002; Cheng, 2007). The findings of their studies have revealed that simulations are the highly successful and effective tools to help students actively engage in more interactive learning environments with a variety of materials. They also observed that the simulation-based approach allows more active participation and peer/group collaboration for students and accordingly helps lessen learning anxiety and enhance motivation and interests. Through simulations, students are able to concentrate more on knowledge and contents, rather than focusing solely on language; accordingly, this approach plays an important role in developing students' skills of manipulating academic materials and critical thinking, in addition to their oral and written proficiency, all of which are required in academia (Kovalik & Kovalik, 2007).

On the basis of these benefits and strengths suggested by the previous studies, the International composition program at Oklahoma State University has successfully implemented the simulation-based curriculum (e.g., Halleck, et al., 2002; Moder, et al., 2002; Smythe, 2002, etc.). It has provided a decent assortment of simulations developed by graduates teaching assistants/associates and also faculty members over the years and many

empirical studies have shown the constructive benefits of using those simulations in the program (e.g., Salies, 2002; Kovalik & Lovalik, 2007; Naidu, 2007, etc.). With a consideration of these benefits and more importantly plagiarism issues, there is always a needs of new simulations for the program and accordingly it is strongly encouraged to assess the usefulness of newly developed simulations (Damron, 2008).

This paper will evaluate the effectiveness of integrating the VERICHIP Simulation that was recently created for EAP courses into the International composition program at Oklahoma State University and further discuss benefits and drawbacks of using simulations in EAP courses through investigating both instructors' and students' perspectives towards a simulation-based instruction.

Method

Overview of the VERICHIP simulation

The simulation, *VERICHP: A new technology for better future or invasion of privacy* is based on a relatively new and highly controversial implantable microchip which was developed for identification mainly for medical purposes. Despite its good intention, it has become highly controversial since its usage has been expanded for security and financial applications. Based on this nationwide issue, this simulation was developed to assist ESL/EFL students in academic settings and to practice their written and spoken language skills.

This simulation consists of 5 phases: Briefing, a radio call-in show, an open debate, written recommendation, and debriefing. In the first phase, participants are introduced to the topic, VERICHIP. A vast variety of materials is provided in order to give general background information about the topic and also to help participants understand the major arguments of

each side, including YouTube video clips, NPR news clips, newspaper articles, website, etc. In the next two phases, roles are assigned to each participant and they have an opportunity to discuss the issues. In a Radio call-in show, participants talk about what they believe on the basis of the role assigned and listen to others' arguments. This phase will allow participants to understand the main issues and to support evidences of all sides and furthermore help strengthen their own argument for the following open debate. Then, all the callers of the Radio call-in show are invited to the Open debate on TV and under the lead of the moderators, participants are able to interact with other callers and discuss the issues in more detail. The following phase involves the writing recommendation. It could be optional depending on the objectives of the course. Several suggestions for writing assignments, both paper-based and online-based, are provided in this phase. The final phase is for debriefing where participants can share their experiences, feelings, personal beliefs on their roles or the issue in general. Some sample debriefing questions are provided for this phase.

Research setting

The VERICHIP simulation was implemented in the International composition program at Oklahoma State University in Spring 2013 and the following courses were included: International freshmen composition I (ENGL 1123), International freshmen composition II (ENGL 1223), and Academic English for international graduate students (ENGL 0003). ENGL 1123 is designed for international undergraduate students and focuses on basic academic writing skills. It intends to help students write well-organized essays. ENGL 1223 is the subsequent course to ENGL 1123. On the basis of basic writing skills, this course mainly focuses on research writing skills by dealing with an annotated bibliography, a literature review, a research proposal, etc. On the other hand, ENGL 0003 is a remedial

course for international graduate students who fail the Test of English Language Proficiency (TELP), which is designed to assess the academic English skills required to succeed in graduate-level courses. Thus, ENGL 0003 focuses on developing four language skills in academic contexts. All the classes involve at least two to three simulations throughout the semester.

Since the VERICHIP simulation was originally developed for ESL/EFL learners in academic settings to improve their language proficiency in general, these courses were selected in order to investigate the effectiveness of integrating this simulation in EAP courses in terms of accomplishing their learning objectives.

Data collection and analysis

At the beginning of Spring 2013, the researcher gained the approval from the instructors of the International composition program to use the VERICHIP simulation in their classes. All 5 course sections participated in this study including one ENGL 0003 section, two ENGL 1123 sections, and two ENGL 1223 sections. In all, 4 instructors and 72 students completed the questionnaires and interviews. Among these 72, 39 participants have had no experience in simulations before whereas 33, all of which enrolled in ENGL 1223, had 2-3 simulations in their previous semester with ENGL 1123 which is a prerequisite course to ENGL 1223.

After running the simulation, student participants were asked to complete a written questionnaire (see Appendix) and a few of them had a retrospective interview with the researcher in order to obtain more in-depth information on this simulation from students' perspectives. In addition, the instructors who conducted this simulation were also interviewed either via email or in person (see Appendix). These processes intended to elicit participants'

perceptions on the overall structure of this simulation and its effectiveness both from instructors' and students' perspectives. The responses from both groups of participants were thoroughly examined to obtain their attitudes towards this simulation and further to determine constructive suggestions for the International composition program.

Results and Discussion

      According to surveys and interviews, students and instructors who ran the VERICHIP simulation, in general, indicated positive attitudes towards the effectiveness of implementing this simulation into the international composition courses. The benefits recognized by participants generally confirmed the previous findings of using simulations in ESL settings. However, some drawbacks in using simulations were also revealed. The analysis of responses elicited the following themes:

+ Motivate students and Encourage more active engagement

+ Allow meaningful practice of language skills

+ Enhance research skills

+ Promote critical thinking

$\neq$ Operational problems

$\neq$ Right selection of simulation corresponding to the course objectives

More details from both students' and instructors' perspectives will be further discussed in this section.

Benefits

Motivate students and Encourage more active engagement

Both students and instructors strongly agreed that the most beneficial feature of using the simulation was its nature which motivates students and encourages their active participation in the activities. One step away from their monotonous routines with course materials, students were actually having fun with this simulation. With fake identities, students seemed to become more brave and willing to say something in front of the whole class. The following comments from participating students well illustrate this point:

"It really helped me in my course. I was quite shy to speak in class but verichip was an open up for me. I could participate more actively in this simulation." (Student, ENGL 1123)

"The simulation more than anything to me, improved my confidence. It allowed me to have an open and trust my speaking skills." (Student, ENGL 1123)

"It teaches me to speak up, to play roles and have fun with it" (Student, ENGL 1223)

"It made me more confident and able to talk out loud in front of everybody." (Student, ENGL 0003)

Instructors also put an emphasis on the value of the simulation as an effective motivator for students toward class activities and assignments. Their responses indicate that the simulation could successfully create a more enjoyable teaching and learning environment.

"…the moderator called on people to speak, but there was more freedom for people to speak up as they chose to during the open debate. Students got into a heated debate and wanted to keep on arguing when the time was up." (Instructor, ENGL 1123)

"…they (students) seemed to have fun with this simulation. This course targets graduate students and compared to undergraduates, they are more motivated to improve their language skills but not very active in class sessions. But they did talk a lot during debates and

even wanted more time to talk..." (Instructor, ENGL0003)

Their responses highlight the advantage of the simulation to create a stress-free learning environment and lessen anxiety when students are engaged in language use. During the simulation sessions when they played the roles assigned, students showed highly motivated participation especially towards oral presentations.

Allow meaningful practice of language skills

Furthermore, in addition to its role as a robust gear toward active participation and motivation, this simulation turned out to be useful in enhancing students' language skills required in academic settings. A number of empirical studies on the simulation and gaming approach have revealed that simulations allow students a chance to be more actively involved in language use during sessions (Halleck, et al. 2002; Jones, 1982; Naidu, 2007). According to Jones (1982), simulations and language are "virtually inseparable (p. 7)". Language is an important tool to communicate during simulation sessions. Accordingly, simulations provide students with meaningful practice of language in both written and spoken form. In this simulation, a series of activities, including listening and reading comprehensions, summary writing, small group debate, individual presentation, etc., intended students to practice all 4 language skills. In this regard, both instructors and students presented positive feedback:

"I think it was helpful to improve my English. I practiced listening, reading, summarizing and a lot of speaking." (Student, ENGL 1223)

"This simulation was helpful in regard to the objective of this course. To practice in the 4 skills in addition to learning about how to write in a university setting, and they did get this practice through the simulation." (Instructor, ENGL 1123)

"It (this simulation) was helpful because students were made to do research and develop their

four skills, which is necessary in an English composition course." (Instructor, ENGL 1223)

"The activities in this simulation aimed to help students with their listening, reading, speaking, and writing skills. And they were actually great and students enjoyed a lot and practiced their skillsets." (Instructor, ENGL 0003)

As far as the language skills are concerned, a majority of the participants, especially students, emphasized that the simulation was effective in promoting their communicative competence. One student respondent from ENGL 1123 mentioned "*communication attitude*" as the most important thing the student learned from this simulation, which represents the value of the simulation to foster oral communication among participants. In the process of preparing for and participating in a radio-call in show and open TV debate, students were inevitably involved in communication with each other through discussing the information with their pair or group members, presenting and defending their argument on the issue, and persuading others. They had a chance for meaningful practice of spoken language in an authentic learning environment.

"The important thing I learned is speaking, speaking, and speaking." (Student, ENGL 1123)

"Most of all, it helped me a lot with improving my speaking skill. I practice a lot in debate" (Student, ENGL 0003)

"This simulation effectively encouraged students to speak more through group work, open debates, and radio call-in show. With individual role assignment, students had more responsibility than group identity; then they were obligated to say something in order to convince the judges and persuade the opposing side. They had to communicate with other students" (Instructor, ENGL 0003)

Spoken language skills are not the only one developed in this simulation. Participants

also highlighted its usefulness in improving their writing skills. During simulation sessions, students were required to take notes while listening and reading, to summarize the article, and to take one position of their own and write up an argumentative essay. A series of activities including listening/reading comprehensions, summary writing, and/or an argumentative essay writing allowed students to practice their note-taking and writing skills necessary for successful academic performance. Instructors also agreed that the simulation helped enhance the quality of students' writing in academic settings.

"I think the most important thing that I learned from the simulation was writing skill, especially about argumentative essay." (Student, ENGL 0003)

"The students wrote their next essay on the topic of this simulation and I think they were much better prepared to write about it after they had discussed the topic in detail, listened to the information about it and debated about it." (Instructor, ENGL 1123)

The responses from instructors and students indicate that the simulation made an important contribution to the learning objectives of the courses in terms of language skills.

Enhance research skills

Instructors and students emphasized that this simulation was effective in developing students' research skills. The simulation provided students with an opportunity to conduct research based on their roles and to construct knowledge on the issue in order to successfully defend their position and dispute counterparts' claims. Especially, among the participating courses, ENGL 1223, which focuses on research writing for undergraduate students, turned out to benefit most from this simulation in this respect.

"….. This simulation encouraged students to do some research on the verichip. It led them to look at video clips and newspaper articles, NPR audio clips, thing like that, to find the

information and they used the information to back up their argument. You know, ENGL 1223

focuses on research writing so with that in mind, this simulation was effective in developing

their information searching skills and practicing how to incorporate the information into

their argument…." (Instructor, ENGL 1223)

        This comment clearly shows that this simulation offered efficient ways to practice

basic research skills, which are closely related to the major course objective. Students in

ENGL 1223 also displayed similar attitudes to the instructor's:

"Verichip helped me to do some research. I looked for newspapers and websites to find out

the information for my role." (Student, ENGL 1223)

"My group members used several sources and it helped us a lot. So this simulation was useful

for research skills." (Student, ENGL 1223)

"It made me investigate information by myself to understand the current issue" (Student,

ENGL 1223)

        Moreover, the participants from the other two courses, ENGL 1123 and ENGL 0003,

both of which do not focus on research writing skills, also observed that the simulation

assisted them with gathering the information from a wide variety of outside sources such as

newspapers, magazines, journal articles, audio/video clips, etc. and utilizing the information

to strengthening their arguments, which take a crucial part of the course goals.

"I learned how to research from Internet, how to prepare draft as to use it in debate, I also

learn how to speak nice and persuade when I argue with others." (Student, ENGL 1123)

"In order to participate in the simulation a lot of preparation/researching had to be done and

as a result, I learned a lot." (Student, ENGL 1123)

"I had to find newspaper articles, magazines, for my presentation." (Student, ENGL 1123)

"Using outside sources helped me a lot when I debated and also for my presentation."

(Student, ENGL 0003)

The comments above accentuate valuable contributions of the simulation in regard to accomplishing the course objectives. Students learned how to research a current issue and select the right information in order to successfully complete the tasks given.

Promote critical thinking

The respondents highlighted that the simulation was beneficial in promoting students' critical thinking (Kovalik & Kovalik, 2007; Salies, 2002). Since this simulation was developed on a current issue, the majority of students and even instructors had to build some background knowledge to understand the main issue and be prepared for simulation activities. In this process, students were given an opportunity not only to practice language but also to absorb knowledge of a particular subject and construct their own content schemata cohesively. Especially, some pre-activities in the briefing session including listening and reading comprehensions were indicated to be effective to build students' background schemata necessary for successful running of this simulation. The following comments noted this point well:

"The pros/cons sheet provided for the listening comprehension helped them (students) think critically about the issue and also prepared them for their debate later. Students could understand main arguments for both sides and were able to organize their own thoughts and arguments. It was really helpful for them later not only for their presentation but also for their writings" (Instructor, ENGL 1123)

"I think it (listening/reading comprehensions) was a good exercise for be more analytical and it helped me improve my writing and speak skills" (Student, ENGL 0003)

Students also commented that they could develop some important skills such as

information searching, evaluating outside sources, and synthesizing the information through small group discussion as a preparation session, a radio call-in show and the whole group open debate session. Those activities allowed them to think about the main issue in a more critical and analytical way and they made a good contribution to deeper understanding of the subject and more successful constructions of their arguments. In turns, the use of these skillsets provided students with an important opportunity to brainstorm ideas and information and construct their own knowledge set and finally assisted students to be more successful in their language performance. The following responses indicated the value of the simulation as a booster for more critical thinking:

"I learned how to support my argument more efficiently." (Student, ENGL 1123)

"Yes, creative thinking and expressing opinions" (Student, ENGL 1123)

"I learned insights into the current issue and it helped me to learn many ways to think about a topic." (Student, ENGL 1123)

"When I get various information from the Internet, I should translate into my own words and conclude them. It helps my ability." (Student, ENGL 1223)

"I learned how to defence my opinions with words and persuade others." (Student, ENGL 1223)

"It helps me learn how to make my arguments more logical based on research" (Student, ENGL 1223)

Students' comments highlighted that the simulation strongly and effectively encouraged students to thoroughly digest the information and formulate their own argument. Furthermore, it also stimulated them to compare and understand the arguments from the

opposing side and prepared them to have more convincing and persuasive debate. Interestingly, a few participants responded they have changed their attitudes toward the verichip during the debate session:

"First, I was for the verichip because it helps people a lot. But I changed my mind after debate because I learned it has many disadvantages." (Student, ENGL 1223)

"I know verichip is helpful but also learned many disadvantages. Others presented some terrible scenario and it made me against using verichip." (Student, ENGL 0003)

These comments indicate that the simulation inspires students to go a litte further than just reciting the role descriptions and to be more actively involved in analytically processing the information and evidence provided during simulation sessions. Through this critical thinking process, students deviate from passively absorbing the information and establish their own knowledge schemata.

This positive aspect does not only contribute to students' spoken language skills, but it also benefits their writing performance. As one instructor noted "*through the simulation, students had a chance to review and evaluation both arguments and accordingly they could produce well organized argumentative essays*" (Instructor, ENGL 1123), the simulation contributed to obtaining the general objective of composition courses by boosting students' capability as a critical thinker in academic settings.

Drawbacks

Operational problems

Although instructors and students showed positive perspectives on using the simulation and well recognized the value and benefits of it, some problems and concerns

were also identified. Most of the negative feedbacks were categorized as operational problems, such as role-assignment, the types of roles, and the simulation structure. The majority of students' complaints were concerned with the way to assign roles for the simulation. Some students were not satisfied with their roles since the roles did not go along with what they believed in. This problem often resulted in weakening their arguments and lowering their motivation. The specific method for role assignment was not considered in the simulation development process because it should consider a variety of class characteristics such as the number of students participating, their language proficiency level, etc.; thus, no specific rules were provided. Ideally, the best way for role assignment would be to let participants choose what they want to play. However, practically with the limited number of roles and approximately over 15 students in one class, instructors are the ones responsible for assigning roles. Moreover, instructors have better understanding of students' individual characteristics; thus, they could make the most effective and reasonable decision for role assignment. Instructors in this study did know its importance and tried hard to distribute the roles successfully, as one instructor noted:

"I considered their language proficiency and personal characteristics when I assigned the roles. Well, you know, we cannot put a student who hates or feels lots of pressure speaking in front of everybody as a moderator or a judge. I used to pick moderators first with more active and proficient students." (Instructor, ENGL 1123).

Nevertheless, this effort and consideration was not enough to make all the students happy as illustrated below:

"I was not satisfied with my roles. I'm against using verichip but I was a doctor supports verichip. It made me hard." (ENGL 1123)

"It was really hard to play a role which I don't believe in." (ENGL 1223)

"I don't want to be a moderator. It was really difficult to be neutral. And I wanted to argue against the verichip and debate." (ENGL 0003)

These comments noted that role assignment directly and often powerfully affected students' willingness to participate in the activities and accordingly determined the level of their performances. Thus, more cautious consideration should be taken in the simulation preparation process. It suggests that there is a needs for the session in which instructors can discuss and practice simulations and share feedback (Damron, 2008).

Another important feedback to review is related to one of the roles in the simulation. This simulation includes a total of 18 roles: 9 in favor of Verichip and 9 against. Among them, the last role in opposing side is a "devout Christian" who believes "this technology is the Mark of the Beast, which is predicted in the Bible's Book of Revolution. (Yun, 2013, p. 185). This role was included in this simulation because there are a large group of people with this perspective and they provided some interesting argument and evidence. However, it was listed as optional since it could be a religiously sensitive issue. The following comments dealt with the suitability of this specific role:

"Personally, I didn't get into the religious theme of it or assign the role of the religious person, because I think that is a really touchy subject. So I might suggest leaving that part out or at least not emphasizing it" (Instructor, ENGL 1123)

"It was really tough to me. My role was a deviout (devout) Christian. This character has execlusive (exclusive) opinion and I hard to interpret the bible, which was difficult." (Student, ENGL 1123).

Their responses suggest that students' background including their nationality or religious belief should be taken into a careful consideration in selecting roles for the simulation.

Few participants also commented on the structure of the simulation based on their unfamiliarity to a radio call-in show. Their comments indicated that a briefing session should equip participants not only with background knowledge and vocabulary on the issue but also with the structure of the activities involved.

As illustrated above, class characteristics, "the lack of homogeneity in the students' English language proficiency (Jung & Levitin, 2002, p. 374)" and a variety of different cultures (Halleck et al, 2002) in courses have been identified as the important factors which may weaken the benefits of simulations. It implies that especially EAP courses in which students have a wide variety of cultural backgrounds should cautiously consider students' individual characteristics to minimize possible hindrance.

Right selection of simulation corresponding to the course objectives

In terms of the question regarding their perspectives on using simulations in the composition courses in general, even though the mainstream of participants illustrated positive attitudes on the basis of the benefits and advantages explained above, there is one noticeable agreement by instructors on the importance and difficulty at the same time of selecting the appropriate simulation for the course.

"Well, it was not always easy to decide which simulation to use for the class. It is basically because we have several writing tasks and number of essays so we just cannot put a simulation in the middle of our coursework. So I carefully schedule the simulation, whether it provides a compare/contrast essay topic or an argumentative essay topic, things like that" (Instructor, ENGL 1123)

"ENGL 1223 is an undergraduate research writing course but most of simulations are mainly targeting to improve language skills. So I create some additional activities, like searching for

articles and incorporating them for the presentation, summary writing, …" (Instructor, ENGL 1223)

These comments show instructors' concerns and efforts to selecting an appropriate simulation and making a proper relation to the course requirements. Understanding the course objectives and requirements in detail was critical to maximize the benefits of using simulations. It also suggest the needs for a simulation orientation session for instructors in which they can share their simulation experiences, modify activities, roles, and tasks based on each course requirements, and further have a chance to design a new simulation.

Concluding remarks

Overall, positive perceptions and attitudes toward the use of the VERICHIP simulation were recognized from both instructors and students. Within a more enjoyable learning and teaching environment created by the simulation, participants seemed enthusiastic at participating the activities and playing their roles assigned. The benefits and advantages of the simulation, especially students' eagerness and their abilities to fabricate and synthesize the information for their arguments exceed the researcher's expectation. Needless to say, improving and practicing spoken and written language skills, which are highly required in academic settings, was another noticeable value of the simulation. Although some drawbacks and limitations in operating the simulation have been revealed and suggested the needs of a kind of pre-briefing session for instructors to signpost important considerations, the responses strongly suggest that the implementation and integration of the VERICHIP simulation in an EAP course prove its effectiveness as a powerful booster to accomplish the course goals by enhancing students' language skills and further to promote researching and critical thinking skills for successful academic performance in general.

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Appendix

Survey Questionnaire for Students

Which composition course are you taking now?

1. _____ENGL 1213

2. _____ENGL 1223

3. _____ENGL 0003

Please answer the following questions.

➢ How many simulations have you had so far from your composition courses? Please provide the names of the simulations.

➢ What do you think of the topic of this VERICHIP simulation?

➢ What did you think about your role? Were you satisfied with your role? Was it easy or difficult to play and why?

➢ Did this simulation help you understand the current issues on verichip? In what ways did the simulation reflect the real world argument?

➢ What was your original opinion on verichip (or other electronic devices) before the simulation? Did it change during the simulation? Was the change from others' arguments or your research on this topic?

➢ What did you think about the structure of the simulation (a Radio call-in show and a follow-up open debate on TV)?

➢ What was the most important thing that you learned from the simulation? (written/spoken skills, a fact, insights into the current issue, etc)

➢ Do you think this simulation helps you get better in this course? In what way? Which part of the simulation was most useful?

➢ Please provide some suggestions for this simulation? What would you change about the simulation? Why?

➢ Do you think using simulations is helpful for this class? Why or why not?

➢ What do you think the advantages and/or disadvantages of using simulations in learning English?

Thank you very much for participating in the survey.

Appendix

Interview questions for Instructors

- ➢ Describe the activities you had for briefing.
- ➢ What was your pedagogical rationale behind those activities? What kind of skill(s) did you have in mind?
- ➢ Did you follow the activities suggested for the briefing session? Or have you modified the activities? Why?
- ➢ Describe your methods to encourage students' participation during debates and to evaluate their participant.
- ➢ Describe the procedures of the simulation in detail.
- ➢ Did you have any noteworthy events or comments during the simulation?
- ➢ Do you think this simulation help your students in terms of the objective(s) of your course?
- ➢ Do you think students enjoyed the simulation?
- ➢ What do you think of this simulation in general? What could be the strengths and weaknesses of it?
- ➢ Do you have any suggestions for this simulation?
- ➢ What do you think the advantages and/or disadvantages of using simulations in learning English?