

2010 PAC-KOTESOL

The Pan-Asia Conference Korea TESOL Intl. Conference XVIII

Plenary Speakers

Paul Nation Patricia Duff
Thomas Farrell

Plenary Panel

David Nunan Rod Ellis
Kathleen Bailey Martha Cummings

Featured Speakers

JoAnn Crandall
Alan Maley
Kumiko Torikai

Andy Curtis
Willy Renandya
Sunhye Hwang

Andrew Kirkpatrick
Andrew Finch
Suchada Nimmannit



Advancing ELT in the Global Context

Oct. 16-17, 2010

Sookmyung Women's University
Seoul, Korea 숙명여자대학교





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With much pride and honor, Compass Media will be presenting our second Compass Day on November 13, at Seoul National University of Education.

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Teachers and administrators from across the spectrum of English education are invited to participate in this special event with a series of academic seminars addressing the current essentials of second language teaching in Korea.

Methods to Boost Learning

- Date** Saturday, November 13, 2010
- Time** 9:00 AM ~ 5:00 PM
- Venue** Seoul National University of Education - Eduwell Center, Convention Hall 2F.

Invited Speakers Include:



Paul Nation



David Paul



Rob Waring

Speakers	Bio
Paul Nation	Paul Nation was a professor of Applied Linguistics at the School of Linguistics and Applied Language Studies at Victoria University of Wellington, New Zealand. He is a specialist in the areas of language teaching methodology and vocabulary learning. His latest books include 4000 Essential English Words (2009), Teaching Vocabulary: Strategies and Techniques (2008), and Reading for Speed and Fluency (2007).
David Paul	David Paul is the founder and president of David English House in Hiroshima, Japan. He founded ETJ (English Teachers in Japan) which has grown into a leading volunteer association for English teachers in Japan. He has an MA in Social and Political Science from Cambridge University with a specialization in Social Psychology. He is the author of many best-selling books.
Rob Waring	Rob Waring (www.robwaring.org) is an acknowledged expert in Extensive Reading and Second Language Vocabulary Acquisition. He has presented and published widely on these topics. He is an associate professor at Notre Dame Seishin University in Okayama, Japan. Dr. Waring is a board member of the Extensive Reading Foundation

- Limited seating is available, so be sure to pre-register to reserve your seat.
- All attendees will receive a gift bag and be entered in a special drawing at the event.
- For any question or more information on Compass Day, please contact us at info@compasspub.com

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The Fundamentals of English Language Teaching Module H. Douglas Brown

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The Listening Module Jack C. Richards

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The Speaking Module Allen Ascher

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Preparing for the Teacher Knowledge Test (TKT) Module Susan Hillyard and María Victoria Saumell

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The Program Book of the

2010 PAC-KOTESOL International Conference

Advancing ELT in the Global Context

Oct. 16-17, 2010

Sookmyung Women's University, Seoul, Korea

Welcoming message from Stephen-Peter Jinks	8
2010 International Conference Chair	
Welcoming message from Dr Kyungsook Yeum	9
PAC Conference Chair 2010	
Welcoming message from Robert Capriles	10
2009-2011 President of KOTESOL	
Congratulatory address from Young Sil Han	11
President of Sookmyung Women's University	
Conference Committee Members	12
How to Use this Book	14
Map of Sookmyung Women's University	15
Map of Local Restaurants	16
KOTESOL: Who and What We Are	17
Finding This Year's Presentations	18
2010-2011 National Election Candidates	19
Overview of the Conference Schedule	23
Plenary Speakers	25
Featured Speaker Presentations	29
Saturday AM presentations	39
Saturday Afternoon presentations	65
Saturday PM presentations	77
Sunday AM presentations	81
Sunday Afternoon presentations	107
Presenters' Biographical Statements	132
Topic Index	162
Presenter Index	176
KOTESOL Constitution and Bylaws	193
Extended Summaries of the Academic Presentations	195



Table of Contents

2010 International Conference Chair's Welcoming Address



Welcome to the conference!

This year, the 18th KOTESOL International Conference is very proud to welcome our partners from the Pan-Asia Consortium of national TESOL organisations to Seoul. Last year, I was the Korean representative at the PAC conference hosted by the Philippine Association of Language Teachers in Manila during their international conference. I'm very pleased to be able to return the hospitality that the PALT team offered to the PAC delegates in Manila.

I'm also delighted with the quality – and quantity – of presentations that we are able to offer KOTESOL members at this year's conference. The theme of this year's conference *Advancing ELT in the Global Context* considers the question of identity. As professionals in the field of English language teaching we are sometimes pigeon-holed as 'English teacher,' but our view of our profession is sometimes at odds with others' views. Likewise, who are our students – really? What do they want, and how do they want it delivered? I hope to hear some interesting discussion on these topics over the conference weekend.

The 2010 Conference committee has worked tirelessly over the last 12 months to bring this event to fruition. Many of the committee members are veterans, but every year we welcome new talent aboard the committee – and this year has been no exception. I would especially like to thank my partner chair, Dr. Kyungsook Yeum from Sookmyung's TESOL Department and my co-chair Julien McNulty who will take the reins in 2011. Everyone on the committee has contributed enormously to the success of our conference, but I do want to mention our President Bob Capriles, who stepped in as the liaison officer, bringing in the publishers whose stands are so popular with conference-goers. I also want to thank Sean O'Connor, who makes everything happen – from beam projectors to delivery trucks, Ingrid Zwaal, who musters all our volunteers during the set-up and tear-down, Phil Owen, our program veteran, Marilyn Plumlee, who is a valuable fund of knowledge and experience and, of course, Dave Shaffer, who seems to know everything and everybody related to KOTESOL. I've also received a lot of support and advice from Louisa Kim, last year's conference chair, who came back in 2010 to take charge of registration. Thanks also to Maria Pinto, our program editor, who I have kept waiting for far too long for this welcome note.

All the work of the conference committee would be for nothing if it was not for *you!* Thank you to all my fellow KOTESOL members for being the excellent and dedicated professionals that you are. If it wasn't for you, the KOTESOL International Conference would not have been happening for the past 18 years. I hope you enjoy the conference weekend!

Stephen-Peter Jinks

KOTESOL Conference Chair

PAC2010 Conference Chair's Welcoming Message



Distinguished speakers, special guests, honorable representatives of our partner organizations, KOTESOL members, and all of our ELT colleagues! I am honored to offer a warm welcome to all of you who are attending the 2010 PAC-KOTESOL International Conference! For our participants from all over the world, we have planned a cross-cultural and intellectual “festival” in its true sense for English educators everywhere.

"PAC" is short for the Pan-Asian Consortium of Language Teaching Societies. The Pan-Asian Consortium (PAC) is a series of conferences, publications, and research networks across Asia. PAC was initially created in 1994 through the collaborative efforts of the Japan Association for Language Teaching (JALT), Korea TESOL (KOTESOL), and Thailand TESOL (ThaiTESOL). In the ensuing 16 years, PAC has expanded its partnership to include the English Teachers Association of the Republic of China (ETA-ROC), the Far East English Language Teachers Association of Russia (FEELTA), the English Language and Literature Teachers Association of Singapore (ELLTAS), and the Philippine Association for Language Teaching (PALT).

This year, KOTESOL is very excited to host the PAC 2010 conference on behalf of the PAC associations. “Advancing ELT in the Global Context” is the conference theme, addressing the issue of language teaching and learning in the broader socio-cultural perspective. As language teachers and learners, our multi-faceted and ever-changing individual identities – how we see ourselves and how we are seen by others – shape our attitudes, actions, and reactions to language teaching/learning. PAC 2010 will be a forum for educators to share their ideas, innovations, experience, action research, and research findings in the global context.

The conference team is proud of our line-up of more than a dozen world-renowned speakers and around 150 presenters scheduled to enlighten us on the future directions of the profession and cutting-edge techniques in the age of English as a “global language.” In addition, PAC 2010 will provide a forum for cross-cultural communication as well as exposure to competitive and compatible ideas to promote the profession. What is also particular to PAC 2010 and previous PAC conferences is the concurrent holding of the Asian Youth Forum (AYF), which brings together youth from around Asia to promote leadership skills, cross-cultural understanding, international cooperation, and peace in the region and around the world.

No doubt, today's conference will take you to a new horizon of intellectual challenges, cross-cultural exchanges, and dynamic networking opportunities. Most of all, I hope it will remind you of the joyfulness of your profession, its challenges, and rewards. I hope that you fully enjoy the educational, fraternal, and festive moments that the Conference provides. Thank you.

Kyungsook Yeum, Chair, PAC 2010
Administrative Professor
SMU TESOL, Sookmyung Women's University

KOTESOL President's Welcoming Address



As the President of KOTESOL it is an honor to welcome this year's attendees and participants to KOTESOL's 18th Annual International Conference. This year is especially significant in that we are hosting the Pan-Asian Consortium of Language Teaching Societies (PAC 2010) and the Asian Youth Forum (AYF) in addition to the International Conference. This is the largest English-speaking conference in the Republic of Korea.

We have guests from all over Asia: Japan, Thailand, Indonesia, Taiwan, Russia, Singapore, the Philippines, and many other Asian nations. Not to mention that our own organization has members from the United States, Canada, United Kingdom, Australia, New Zealand, India, and many other nations throughout the world. This truly makes this conference a Global Conference. The theme of this year's conference is "Advancing ELT in The Global Context" which I believe it will truly be.

English has become a language of more than just a few countries, it has become the medium for the world to communicate with each other. We need to understand this and the global context of the language and its usage. As teachers of English we need to understand the flexibility of the language and how to teach it so that our students can communicate in a global community. One of the major goals of KOTESOL is to assist teachers with new methods, ideas, and ways of teaching their students. I believe that this year's conference and the presenters that we will be listening to will fulfill this goal.

We in KOTESOL strive to provide teachers in Korea with the best information, technology, materials, and presenters available. This year's conference brings people from all over the world together to help us learn to be better teachers, better educators, and better communicators in the English language. It is my hope that everyone will enjoy this conference and leave with something new that they can apply in their classroom during the year. Whether you teach preschool, elementary school, middle school, high school, university, or adults, there is something for everyone at this conference.

This conference has been over a year in the planning and making, and is the culmination of many people within the KOTESOL family working together to provide its membership and the Korean community with the best English conference in all of Asia. We in KOTESOL hope that you enjoy this conference as both a learning and a social event, and take home with you a new sense of energy and understanding of how to teach English in a global world.

Another opportunity for learning is via books and other teaching material. At this conference there will be many people representing our organizational partners, who are displaying the latest books and other materials for the teaching of English. I would encourage each and every individual who attends the conference to make sure that they visit our organizational partners outside Gemma Hall and review their products and speak with them.

Thank you for your support of KOTESOL, PAC 2010, and AYF. We hope that you enjoy the conference, and go away with a sense of having met new friends, and learned some new ideas and concepts in the teaching of English and your profession.

Sincerely,
Robert Capriles
National President KOTESOL

Congratulatory Address



I am honored to have the privilege of giving the congratulatory address, in front of this array of world-renowned invited speakers, English education policymakers from here and abroad, and distinguished representatives of the seven Pan-Asian Consortium organizations. I would like to express my whole-hearted congratulations to KOTESOL on hosting PAC 2010. I believe today's intellectual festival will provide momentum for advancing English language teaching (ELT) in the global and multi-cultural context in its true sense.

Sookmyung Women's University, with its 104 years of history, has opened the 'Blue Reborn' project for another 100 years. 'Blue Reborn' is a combination of two words, 'Blue' to signify the school color and grand prix, and 'Reborn,' rebirth. Nurturing global women leaders is envisioned at the core of our prime objectives for quality education and specialization. As a consequence, Sookmyung has just expanded its horizons by being designated as the first campus for women's ROTC in Korea. Sookmyung's pioneering spirit is rooted in the field of English Education as well, by implementing the first TESOL program in Korea in 1997. Since then, Sookmyung TESOL has trained and retrained over 10,000 English teachers and has positioned itself as the mecca of TESOL scholarship and global networking.

In this age of English as a global language, English is a tool for all global citizens, not for only a privileged group, to have access to the cultural and intellectual wealth of the world. Therefore, more innovative methods of English education need to be explored. Accordingly, new teaching models should be pursued for local adaptation of traditional methods, and also collaborative teaching between native and nonnative English teachers. I believe PAC 2010 will allow meaningful forums for various options to advance ELT in the global context.

What is just as meaningful is that about 50 international students of the Asian Youth Forum, from 14 different countries, are also participating as special students at Sookmyung. We will provide a special lecture on leadership, and also involve them in cross-cultural events such as cooking at the Korean Food Institute and Korean music with the Sookmyung Gayakeum Orchestra. This is a great example to show how people from different cultural backgrounds can come together and effectively interact with each other through the communication tool of English.

Finally, I would like to quote an old Korean saying, "Even brushing past a person is one's 'Karma.'" Your gathering at this Conference Opening will connect you to each other to affect your future. Hopefully, it will lead to opportunities for meaningful networking, and also for a stronger affiliation with Sookmyung Women's University. I hope that you will take this opportunity to express your ideas, willingly and passionately, over the weekend, for innovative English education methods in the global context.

Thank you.

Young Sil Han
President, Sookmyung Women's University

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Conference Chair

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PAC Partner Liaison

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Asia Youth Forum Liaison to KOTESOL

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Curtis Desjardins

Food and Beverage Manager

Kathy Moon

Volunteer Managers

Greg Brooks-English

Ralph Cousins

Sharon de Hinojosa

Sarah Emory

Elliott Walters

Student Volunteer Team

Words of Appreciation

The PAC2010 / KOTESOL 2010 International Conference Committee would like to welcome all invited speakers, presenters, teachers, and organizational partners to the Conference.

We would like to thank our speakers and presenters for their contribution.

Another group of people without whom the conference could not happen is our team of 100 student volunteers. There are also many KOTESOL volunteers helping around the venue.

I would personally like to express my gratitude to the Conference Committee members, who have spent countless hours over the past year preparing for this event. Please take a moment this weekend to encourage all of these people on a job well done.

Finally, we express deep appreciation to Sookmyung Women's University for their assistance and support of our Conference.

Thank you!

How to Use This Book

Welcome

The first few pages of this book provide general information on the conference. Here you will find information on KOTESOL events and publications, plus messages from current Conference Chairs Dr. Kyungsook Yeum and Stephen-Peter Jinks, and from KOTESOL President Robert Capriles as well as Sookmyoung Women's University President Young Sil Han.

Schedules

Presentation schedules are divided into six areas, three for each day of the conference. The three subdivisions within each day are: **AM** (presentations that start before noon), **afternoon** (presentations that start between noon and 3pm), and **PM** (presentations that start after 3pm).

Each section begins with an overview of the presentations held during that time. This is followed by the abstracts for each presentation during that period, sorted chronologically, and then in ascending order, by room

number. You will want to read these carefully, and perhaps cross-reference them with the presenter biographical statements and the indexes.

Indexes

The indexes help to identify presentations by content and presenter. Each of the presenters is listed here in alphabetical order by last name, with presentation title, time, room and content area listed as well. In addition, a separate section holds biographical and contact information for many of the presenters. This is followed by extended summaries of their presentations by some of the conference presenters.

FYI

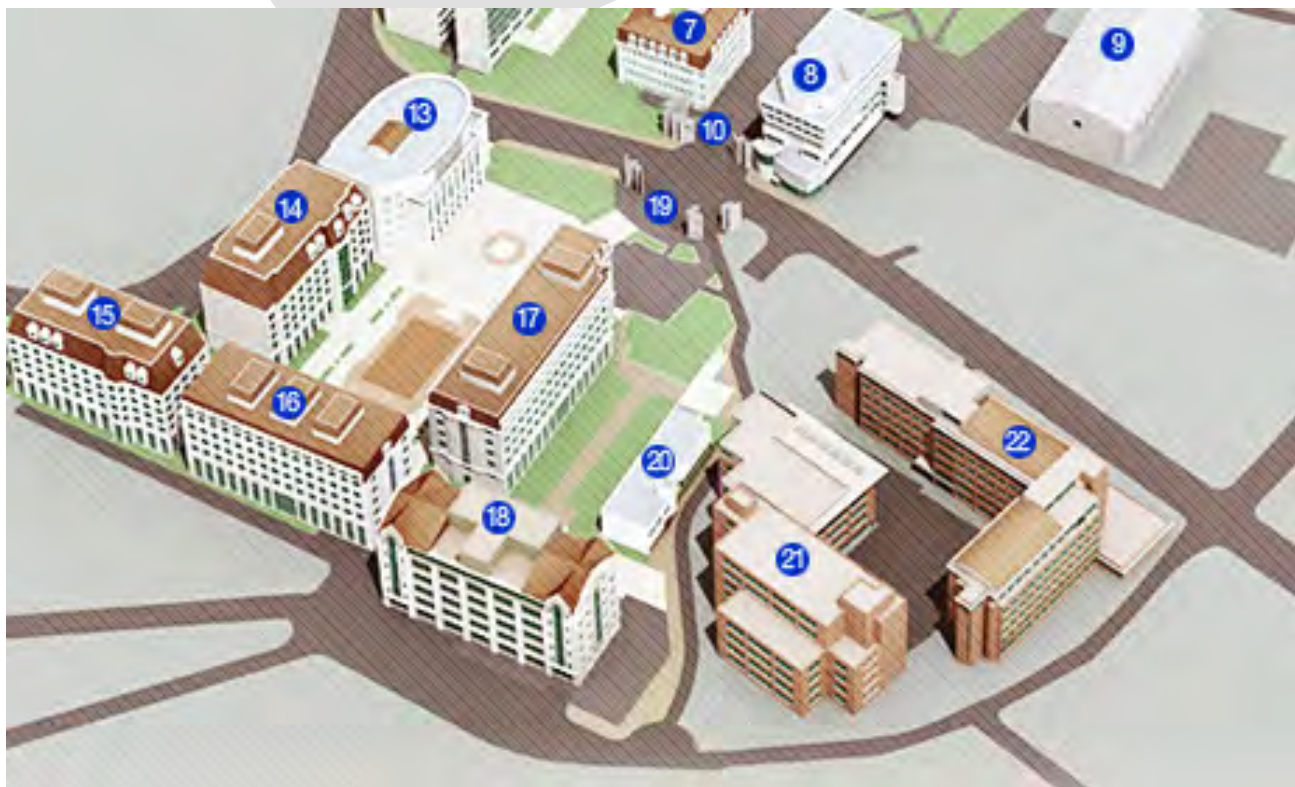
Throughout the book, we have placed forms and information specific to the operations of KOTESOL, such as information about upcoming chapter events, our constitution and bylaws, and an explanation of who and what KOTESOL is. If you would like to know more about KOTESOL, check out our website: www.kotesol.org

To provide a guide to the type of learner the presentation focuses on, we have used the following symbols throughout this program:

**YL (young learner), S (secondary), U (university),
A (adult), B (Business English)**

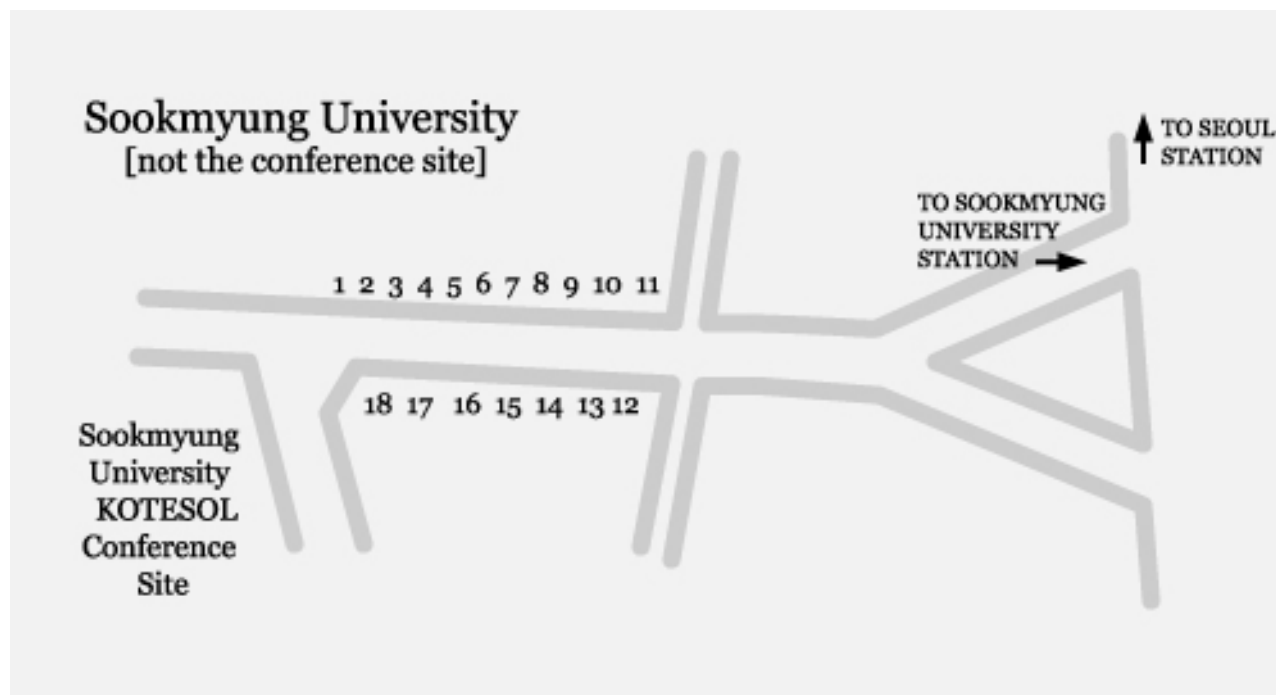
Look for these symbols throughout the schedule.

Map of Sookmyung Women's University Campus



- | | | |
|-----------------------------|---|--|
| ① Main Entrance | ⑨ Graduate School Building | ⑰ Centennial Memorial Hall (Conference Site) |
| ② Students' Building | ⑩ West Building | ⑱ Library |
| ③ Auditorium | ⑪ Administration Building | ⑲ Science Building |
| ④ Myung Building | ⑫ Concert Hall and Museum | ⑳ International Building 1 |
| ⑤ Sook Building (Dormitory) | ⑬ College of Music (Conference Site) | ㉑ International Building 2 |
| ⑥ Faculty Building | ⑭ Social Education Building (Conference Site) | ㉒ Injae Building |
| ⑦ Faculty Building | ⑮ College of Pharmacy (Conference Site) | ㉓ Renaissance Plaza (Conference Site) |
| ⑧ Suryeon Faculty Building | ⑯ College of Fine Arts (Conference Site) | |

Map of Local Restaurants in the Sookmyung Area



KEY	RESTAURANT	TYPE OF FOOD
1	종로김밥	Korean kimbab (rice roll)
2	허브수	Korean donkkas
3	달볶이	Korean fast food
4	Family Mart	(Supermarket)
5	Lee's Cups	Chicken
6	코마코	Korean fast food: donkkas, chobap, udon
7	Rosebud Coffee Café	Café
8	Ediya Coffee	Café
9	Blind Alley Wafflehouse	Waffles
10	Isaac	Toast and sandwiches
11	빵굽터	Bakery
12	Bonsol Coffee	Café
13	Cianini	Panini and Café
14	Coffee Flanel	Café
15	Rainbow House	Sandwiches and waffles
16	델라파스타	Italian food
17	청과분식	Korean food
18	선다래	Noodles and tofu

KOTESOL: Who and What We Are

KOTESOL: Korea Teachers of English to Speakers of Other Languages is a professional organization for teachers of English. Our main goals are to assist members in their self-development, and improve ELT in Korea. KOTESOL allows teachers to connect with others in the ELT community and find teaching resources in Korea and abroad through KOTESOL publications, conferences and symposia, and chapter meetings and workshops.

Korea TESOL (KOTESOL) was established in October 1992, when the Association of English Teachers in Korea (AETK) joined with the Korea Association of Teachers of English (KATE). As stated under "Purpose" in the Constitution of the organization, "KOTESOL is a not-for-profit organization established to promote scholarship, disseminate information, and facilitate cross-cultural understanding among persons concerned with the teaching and learning of English in Korea. In pursuing these goals, KOTESOL shall cooperate in appropriate ways with other groups having similar concerns."

KOTESOL is an independent national Affiliate of the international ELT association TESOL Inc. It is also an Associate member of the International Association of Teachers of English as a Foreign Language (IATEFL). As a founding member of the Pan Asia Consortium (PAC), KOTESOL is a PAC partner with the Japan Association for Language Teaching (JALT), Thailand TESOL (ThaiTESOL), English Teachers' Association-Republic of China (ETA-ROC) of Taiwan, the Far East English Language Teachers Association (FEELTA) of Russia, the English Language and Literature Teachers Association (Singapore) (ELLTA(S)), and the Philippine Association for Teaching English (PALT). KOTESOL also has partnership agreements with numerous Korea-based ELT associations.

All English teachers, regardless of level or nationality, are invited to join KOTESOL. The membership of KOTESOL includes elementary school, secondary

school, and university English teachers and professors, as well as ELT teachers-in-training, administrators, researchers, materials writers, curriculum developers, and other interested persons. Approximately 40% of our members are Korean. KOTESOL has regional chapters serving Seoul, Suwon-Gyeonggi, Daejeon-Chungcheong, Daegu-Gyeongbuk, Busan-Gyeongnam, Gwangju-Jeonnam, Jeonju-North Jeolla, Gangwon, and Jeju. Members of KOTESOL are from all points of Korea and the globe, thus providing KOTESOL members the benefits of a multicultural membership.

Annual membership of Kotesol costs 40,000 won. The benefits of KOTESOL membership include:

1. The opportunity to attend any regular meeting of any chapter of KOTESOL.
2. A chapter KOTESOL newsletter (electronic) of the chapter you officially signed up for and email announcements.
3. The national quarterly newsmagazine, *The English Connection*, keeping you up-to-date with current issues in EFL as well as news of chapter activities, international TESOL affiliate news, cultural issues and more.
4. The *Korea TESOL Journal*, and *KOTESOL (Conference) Proceedings*.
5. Discount registration rates for the International Conference, National Conference and chapter conferences and other events.
6. Opportunities to build a network of important professional and cross-cultural contacts.
7. Professional recognition as a member of the leading multi-cultural EFL organization in Korea.
8. Membership in Special Interest Groups (SIGs), e.g., Young Learners & Teens, Global Issues, and Christian Teachers.

Finding This Year's Presentations

By Phil Owen, Program Chair

Every year it is important to find a good selection of quality presentations for the International Conference. Here is what we did.

Early in the year, we issued a **Call for Proposals**. This was put on the KOTESOL website and sent to various other organizations and lists. The Call for Proposals told people what our theme would be and the kinds of presentations we were looking for. As these proposals come into the KOTESOL website, I compiled them all into a large spreadsheet. When the deadline had passed, I made a list of the abstracts, removed the people's names, and sent them to the readers – or "vetters".

The vetters read each abstract and considered its appropriateness for the International Conference. This year the vetters gave each abstract from one to six points. They then sent their evaluations back to me. I added each proposal's scores together and found the abstracts which rated the highest. *In the end, we selected about 135 presentations from over 300 proposals.* We also added a few specially selected presentations from our **PAC partners** and about 50 presentations from publishers and KOTESOL's **Organizational Partners**.

With over twenty presentations in each of the seven hours we have over the two days, you ought to be able to find plenty of interesting and useful talks. This year, we have a high number of **short research reports**. These papers talk about new ideas and extend our knowledge of language teaching and learning. Read the abstracts and check some of them out. We also have a higher number of **poster presentations** this year. Posters are a great way to get some good information and meet the presenters personally, all while sipping your coffee in a relaxed atmosphere. The posters are in the lobby of the Music Building.

Finally, I'd like to acknowledge and thank the people who vetted all of these proposals for you this year. They are: **Dr. David Shaffer, Dr. Kara Mac Donald, Anne Cave, Allison Bill, Scott Miles, Grace Wang,** and **C. Craig Bartlett**.

Besides the vetters, we should also thank the Program Book staff: **Maria Pinto, Allison Bill,** and **Tim Whitman**. Every year this team works countless hours putting together the guide book you are reading. Just hearing about their process and long hours made me tired!

I'm sure you will have an enjoyable and productive experience at the **2010 PAC-KOTESOL International Conference** partly because of the work of these fine KOTESOL volunteers. If you see any of them around this weekend, please thank them!

2010-11 KOTESOL National Election Candidates

Office: First Vice-President

Supervises local chapters; assists the President in a variety of duties; represents Kotesol in an official capacity.

Candidate: Mijae Lee

Chapter Affiliation: Suwon-Gyeonggi

Work Affiliation: University of Suwon

Present Positions:

- Chapter President 2001-10.
- National Community Affairs Committee Chair, 2010.
- National Council Member for most of past 11 years.

Candidate: Peadar Callaghan

Chapter Affiliation: Daegu-Gyeongbuk

Work Affiliation: Kyungpook National University

Present Positions:

- Chapter Member-at-Large
- Moderator and founder of the Korean Corpus of Learner English, 2010.
- Counselor and founding member of Kyungpook National University's International Writing Center, 2009-10.

Office: Second Vice-President

Heads the National Program Committee, which plans and develops programs; manages Special Interest Groups (SIGs) and Kotesol Teacher Trainers (KTT).

Candidate: Vivien Slezak

Chapter Affiliation: Gwangju-Jeonnam

Work Affiliation: Chosun University

Present Positions:

- Daejeon-Chungcheong Chapter Secretary, 2009-10.
- International Conference Committee Member, 2009 & 2010.
- International Conference Committee Guest Services Chair, 2010.

Candidate: Aaron Jolly

Chapter Affiliation: Daejeon-Chungcheong

Work Affiliation: Hanseo University

Present Positions:

- Co-facilitator of Extensive Reading Special Interest Group, 2008-10.
- KOTESOL Teacher (KTT) Presenter: Presented all over Korea both at KOTESOL chapter events and also at Korean public school and private education seminars, 2004-10.
- Assistant Organization Partner Liaison: Working to ensure that KOTESOL's sponsors receive excellent service at the International Conference in October.

Office: Secretary

Records minutes of National Council meetings; reads, acts on, and replies to incoming Kotesol email and other official National Council communications.

Candidate: Jennifer Young

Chapter Affiliation: Seoul

Work Affiliation: Uchon Elementary School

Present Positions:

- National Council Secretary, 2009-10.
- Seoul Chapter First Vice-President, 2009-10.
- Chapter Advisor, 2010.

Office: Treasurer

Maintains, collects, and makes reports on Kotesol funds; executes banking transactions, budgetary planning, and record keeping; processes memberships and maintains an up-to-date membership list.

Candidate: Deborah Tarbet

Chapter Affiliation: Daegu-Gyeongbuk

Work Affiliation: Keimyung College University

Present Positions:

- KOTESOL National Treasurer: Processing memberships, recording transactions utilizing professional accounting software (including Quickbooks), conducting banking transactions, developing and implementing accounting systems and procedures.
- Daegu-Gyeongbuk Chapter Membership Coordinator: Maintaining membership list, assisting with the membership process, assisting chapter treasurer with collection and recording of membership fees.
- National Conference Treasurer

Office: Nominations and Elections Committee Chair

Submits a full slate of candidates for the annual election; conducts a fair election; visits local chapters scouting prospective candidates.

Candidate: David D. I. Kim

Chapter Affiliation: Seoul Chapter

Work Affiliation: Kangnam University

Present Positions:

- National First Vice-President, 2009-2010.
- Financial Affairs Committee Chair, 2010.
- Yongin-Gyeonggi Interim Chapter President and founding member, 2010.

Candidate: Doug Huffer

Chapter Affiliation: Busan-Gyeongnam

Work Affiliation: Dongguk University, Gyeongju Campus

Present Position:

- Busan-Gyeongnam Chapter Member-at-Large

Office: Conference Committee Co-Chair

Ascends to the Conference Committee Chair the following year; assists the Conference Chair with conference-related duties.

Candidate: Stafford Lumsden

Chapter Affiliation: Seoul

Work Affiliation: Seoul National University of Education

Present Positions:

- Chapter Newsletter (ASK) Editor.
- International Conference Support Services Committee Chair.
- Producer of The SeoulPodcast (www.seoulpodcast.com).

These positions give me a wealth of experience dealing with issues in KOTESOL and the expat community as a whole. This experience will be vital in providing excellent International conferences in the next 2 years.

Candidate: Ralph Cousins

Chapter Affiliation: Daejeon-Chungcheong

Work Affiliation: Pai Chai University

Present Positions:

- International Conference Volunteer Manager
- International Festival and Event Association, Korea Chapter, International Development Team Member: Develop international relationships, coordinate venue set-up at events, benchmark international events for program development, presenter/panel discussant at event conferences (Oct. 7, 2010: Great Baekje World Festival International Event Conference).
- Lecturer: My department is ranked No. 1 in the world (2009-11) by IFEA for event management education.

PAC2010

18th Annual KOTESOL International Conference

AT-A-GLANCE

Saturday, October 16, 2010

Time	Activity		
08:00	Registration Opens		
09:00 – 09:45	Concurrent Sessions		
10:00 – 10:45	Concurrent Sessions		
11:00 – 11:30	Opening Ceremonies: Samsung Convention Center, Centennial Building (C201 simulcast in M608, Music Building)		
11:30 – 12:15	Plenary Speaker: Paul Nation <i>How Many Words do My Learners Know and How Many do They Need?</i> Samsung Convention Center, Centennial Building (C201 simulcast in M608, Music Building)		
12:15 – 13:30	Lunch Chapter and SIG meet-and-greet		
13:30 – 14:15	Featured Speakers		
	Andy Curtis <i>Know Thyself: What can we learn about reflective practice from other professions?</i> (B107)	Sunhae Hwang <i>A Study of English Learner's Attitude for Autonomy in Korea's EFL Settings</i> (B121)	Suchada Nimmanit <i>Improving Language Learning Opportunities Through Chat Mail</i> (B178)
14:30 – 15:15	Concurrent Sessions		
15:30 – 16:15	Featured Speakers		
	JoAnn Crandall <i>Negotiating Identity in the Global English Classroom</i> (C201 Samsung Convention Center, Centennial Building)	Andrew Finch <i>The Postmodern Language Teacher</i> (B121)	Willy Renandya <i>The Use of (Non) Standard Features of English in Singapore Classrooms: Pedagogical Issues and Implications</i> (B107)
16:30 – 17:15	Plenary Speaker: Patricia Duff <i>Language Socialization, Identity, and English Language Education</i> Samsung Convention Center, Centennial Building (simulcast in M608, Music Building)		
17:30 – 18:45	Plenary Panel: <i>Future Directions in Teaching English in a Global Context: Policies, Planning, Methods, and Materials</i> David Nunan, Rod Ellis, Kathleen Bailey, Martha Clark Cummings, Ken Beatty Moderated by Alan Maley Samsung Convention Center, Centennial Building (C201 simulcast in M608, Music Building)		
19:00 – 20:00	Reception: hosted by Cambridge University Press Centennial Hall Lobby		
20:00 – 22:00	Banquet (confirmed invitation)		



Sunday, October 17, 2010

Time	Activity		
08:00	Registration Opens / Various Meetings		
09:00 – 09:45	Concurrent Sessions		
10:00 – 10:45	Concurrent Sessions		
11:00 – 11:45	Featured Speakers		
	Andy Kirkpatrick <i>Asian Englishes and English as a Lingua Franca in Asia: Which Model of English Should We Teach?</i> (B121)	Alan Maley <i>Global English: Impacts, Illusions and Implications</i> (B107)	Kumiko Torokai <i>Pedagogical Implications of English as a Global Language; What Are We To Do?</i> (B178)
11:45 – 13:00	Lunch		
13:00 – 13:45	Plenary Speaker: Thomas S.C. Farrell <i>Exploring the Professional Role Identities of ESL Teachers Through Reflective Practice</i> Samsung Convention Center, Centennial Building (C201 simulcast in M608, Music Building)		
14:00 – 14:45	Concurrent Sessions		
15:00 – 15:45	Concurrent Sessions		
16:00	KOTESOL's Annual Business Meeting (Gemma Hall, B107)		



Plenary Speaker



About the Speaker

Paul Nation is Emeritus Professor of Applied Linguistics in the School of Linguistics and Applied Language Studies at Victoria University of Wellington, New Zealand. He has taught in Indonesia, Thailand, the United States, Finland, and Japan. His specialist interests are language teaching methodology and vocabulary learning. A four book series *Reading for Speed and Fluency* and a six book series *4000 Essential English Words* have recently been published by Compass Publishing. His latest book on vocabulary is *Teaching Vocabulary: Strategies and Techniques* published by Cengage Learning (2008). Three books, *Teaching ESL/EFL Listening and Speaking* (with Jonathan Newton), *Teaching ESL/EFL Reading and Writing*, and *Language Curriculum Design* (with John Macalister) were recently published by Routledge Taylor and Francis. A new book *Researching and Analysing Vocabulary* (with Stuart Webb) will be published by Cengage Learning later this year. His web site is <http://www.victoria.ac.nz/lals/staff/paul-nation.aspx> and contains many free resources for teachers and researchers.

About the presentation

How Many Words do My Learners Know and How Many do They Need?

Paul Nation

Victoria University of Wellington

Sat 11:30-12:15

Room: Samsung Convention Center, Centennial building (C201 simulcast in M608)

This paper reports on recent studies of learners' vocabulary size, both native and non-native speakers. This research includes studies using the Vocabulary Size Test and bilingual versions of this test. This research is related to studies of the amount of vocabulary needed to cope with watching movies, listening to conversation, reading newspapers, and reading novels. To get 98% coverage of the vocabulary in these kinds of texts, a vocabulary of around 7,000 to 9,000 word families is needed. This paper describes this research and its findings, and suggests ways that teachers can use to develop learners' vocabulary size across the four strands of a course.



Plenary Speaker



About the Speaker

Patricia Duff (Patsy) is Professor of Language and Literacy Education at the University of British Columbia, working in the graduate programs in Teaching English as a Second Language and Modern Language Education primarily. She also directs the Centre for Research in Chinese Language and Literacy Education. Patsy's areas of special interest include language socialization across bilingual and multilingual settings; qualitative research methods in applied linguistics; issues in the teaching and learning of English, Mandarin, and other international languages; the integration of second-language learners into high schools, universities, workplaces, and society; and sociocultural, sociolinguistic, and sociopolitical aspects of language(s) in education. Her books include *Case Study Research in Applied Linguistics* (Lawrence Erlbaum/Routledge/Taylor & Francis, 2008), *Language Socialization* (Vol. 8, Encyclopedia of Language and Education, co-edited by Nancy Hornberger, Springer, 2008); and *Inference and Generalizability in Applied Linguistics* (co-edited with Micheline Chalhoub-Deville and Carol Chapelle, 2006, John Benjamins). She has also co-edited special issues for the *Canadian Modern Language Review*, on "Language and Work" (2000) and on "Indigenous, Minority, and Heritage Language Education in Canada" (Fall 2009). She is currently working on three book projects related to language socialization and ethnographic research in applied linguistics as well as conducting a multi-year study funded by the Social Sciences and Humanities Research Council of Canada on changing ideologies and practices related to English language education and socialization in China.

About the presentation

Language Socialization, Identity, and English Language Education

Patricia Duff

University of British Columbia

Sat 16:30-17:15

Room: Samsung Convention Center, Centennial building (C201 simulcast in M608)

Language learning normally occurs by means of exposure to appropriate linguistic and cultural input and with sufficient amounts of effective (explicit and implicit) mentoring, modeling, social interaction, instruction and feedback by others. Language socialization, informed by sociocultural and sociolinguistic theory, is one way of conceptualizing the complicated process of language learning and acculturation. Together with language and culture, learners are concurrently exposed to new identities, ideologies, and content conveyed through the target language, and over time typically they may be expected to internalize these as well.

In this presentation, I provide a brief theoretical overview and then report on the intersection of language socialization and identity in English language education specifically, drawing on my recent research in China and Canada (at the elementary, secondary-school and postsecondary levels). For example, a common identity cultivated in contemporary English classrooms and textbook materials is that of "global citizen" — becoming open-minded, flexible, enlightened, well informed, and progressive — though that identity may be cultivated quite differently across socio-educational settings and other identities may be foregrounded instead or together with it. I provide concrete examples of this phenomenon and conclude with some pedagogical implications for English language educators.

Plenary Speaker



About the Speaker

Thomas Farrell is Professor of Applied Linguistics at Brock University, Canada. His professional interests include Reflective Practice, and Language Teacher Education and Development. He has been a language teacher and language teacher educator since 1978 and has worked in Korea, Singapore and Canada. He is series editor for TESOL's Language Teacher Research six volume series. His recent books include *Reflective Language Teaching: From Research to Practice* (2008, Continuum Press); *Teaching Reading to English Language Learners: A Reflective Approach* (2008, Thousand Oaks, Ca: Corwin Press); *Talking, Listening and Teaching. A Guide to Classroom Communication* (2009, Thousand Oaks, Ca: Corwin Press); *Essentials in Language Teaching* (2010, London: Continuum Press — with George Jacobs).

About the presentation

Exploring the Professional Role Identities of ESL Teachers Through Reflective Practice

Thomas Farrell
Brock University
Sun 13:00-13:45

Room: Samsung Convention Center, Centennial building (C201 simulcast in M608)

Many people in society take on different professional roles such as those of doctors or teachers. These role identities are powerful organizing structures because people get recognition, positive reinforcement from others, and other rewards when they accomplish roles successfully. Over their careers teachers tacitly construct and reconstruct a conceptual sense of who they are (their self-image) and what they do (their professional role identity). Teacher role identity includes teacher beliefs, values, and emotions about many aspects of teaching and being a teacher. Reflecting on teacher role identity allows language educators a useful lens into the "who" of teaching and how teachers construct and reconstruct their views of their roles as language teachers and themselves in relation to their peers and their context. This talk explores the concept of ESL teacher role identity and outlines the result of a study of the role identities of a group of teachers in Canada when they engaged in reflective practice.



Plenary Panel Speakers



David Nunan
Anaheim University



Rod Ellis
Anaheim University



Kathleen Bailey
Anaheim University



Martha Cummings
Anaheim University



Ken Beatty
Anaheim University

Panel Discussion Topic

Future Directions in Teaching English in a Global Context: Policies, Planning, Methods and Materials

Moderator: Alan Maley, Leeds Metropolitan University

Sat 17:30-18:45

Room: Samsung Convention Center, Centennial Building (simulcast in M608)

What will be the next developments on the ELT horizon in Asia and around the world? What have we learned from the last 50 years in ELT experience and research? What are the new paradigms we may be facing? Which way is the pendulum swinging now? Five eminent scholars, each having contributed significantly to ELT research, teacher training, and student materials development will approach these questions in a panel discussion. Drs. Nunan, Ellis, Bailey, Cummings, and Beatty have each seen, and indeed created, changes in theories and practices in ELT. They will share their collective wisdom and insight on what the future holds for English language teaching. Dr. Alan Maley will moderate the captivating discussion.

Featured Speaker



About the speaker

Andy Curtis (BEd, University of Sunderland, UK; MA, PhD, University of York, UK) is currently the Director of the English Language Teaching Unit at the Chinese University of Hong Kong (CUHK). He is also an Associate Professor in the Department of Curriculum and Instruction at CUHK, and recently joined the faculty of Anaheim University, based in California. He has published in a wide range of journals on English language education, teacher professional development and language program development, and he has worked with approximately 20,000 ELT professionals in more than 25 countries over the last 20 years. His current research interests include leadership in language education and change management in tertiary education contexts. One of his most recent publications is *English Language Assessment and the Chinese Learner*, co-edited with Liying Cheng (2009, Routledge).

About the presentation

Know Thyself: What can We Learn about Reflective Practice from other Professions?

Andy Curtis

Chinese University of Hong Kong

Sat 13:30-14:15 Room B107

Plato's call for each of us to "Know Thyself" is perhaps one of the best known of the aphorisms of ancient Greece, which is still relevant to English language teachers as reflective practitioners today, more than 2,000 years after it was first put forward. This, then, is not new advice, but comparing how this two-word phrase has been interpreted in other professions may shed some light on how we can make best use of the idea in our own field. Evidence is presented from the legal field, in which 40 years of research on attorneys and law students has been reviewed to learn more about the relationship between knowing oneself and notions of professionalism.

Research from different fields within the medical sciences is also called on, including the American Medical Association's call to its members: "Physician Know Thyself", in relation to self-assessment in life-long learning and improving performance in practice. Studies from the field of Nursing can also help to expand our notion of how other professions respond to this call, in relation to personal knowledge, evolving research and practice. Lessons from disciplines within Psychology are also drawn on.

Moving back to education, the notion of "Know Thyself" is applied to, for example, portfolio development and adult learning, as well as teacher training, including the training of English language teachers.

Featured Speaker



About the speaker

Sunhae Hwang, PhD., Professor of English Education, Dean of Graduate School of TESOL, has research interests in Sociolinguistic perspectives of English use in Korea, and published research articles on the societal domains of English status in local community. She has claimed that the expanded use of English in college might be the most practical measurement for ensuring high attainment level of English. In another study, she has shown that overseas training has been failing in providing proper English communicative situations, since the learners themselves have not been culturally oriented to independent learning situations. She served as President of ALAK (Applied Linguistics Society of Korea) and President of Sociolinguistic Society of Korea, and is currently participating in developing NEPT (National English Proficiency Test) of Korea, sponsored by Korean Ministry of Education, Science, and Technology. She received her Ph.D. in Educational Linguistics from the University of Pennsylvania, USA, and has been actively involved in Korea's English Teacher Training Programs.

About the presentation

A Study of English Learner's Attitude for Autonomy in Korea's EFL Settings

Sunhae Hwang

Sookmyung Women's University

Sat 13:30-14:15 Room B121

This study examines English learner's attitude for autonomy in Korea's EFL settings. Since English learners in EFL environments are situated in limited access to natural, communicative use of language, individual learner's responsibility has become an integral part for learning to take place. In the long process of English learning, it is corollary that learner autonomy is highly demanded. In addition, recently interests in autonomy have grown considerably due to the easy access to the internet-based learning environments. Korean EFL learners, however, do not seem to be attracted to the ensuing issues of autonomy, probably because they are accustomed to the formal, direct instruction in classroom settings.

Furthermore, most probably their language practices end in the classes despite of all sorts of communicative activities. (Korea is still very strong monolingual community.) To ensure the success of learning, Korean EFL learners should expand their role as learner to be more active users of English. In other words, autonomy is highly required (Dornyei, 2001). It is my concern that if Korean EFL learners are aware of their own attitude for autonomy, and try to take chances in creating their own community responding to the limitedness of language learning situations.

Adapting the results of previous research (Benson, 2006, Oxford 2003, Nunan 1997), this study examined Korean EFL learner's attitudes for autonomy in five categories, 1) choice of the language, 2) goal setting and approaches, 3) personal involvement for learning activities, 4) their role as learners, and 5) creating and connecting language users. Questionnaires to draw learner's responses were created and distributed to Korean college students (350 persons in total).

Featured Speaker



About the speaker

Suchada Nimmannit is an associate professor at Chulalongkorn University Language Institute in Bangkok where she teaches business English communication, presentation, ELT methodologies and creative teaching. Suchada has been actively involved in ELT projects at both national and international levels. She co-authored a course book for secondary school students, entitled *That's correct, Handbook for Teaching Content-based Instruction*, and *English Language Curriculum Standards in Thailand*. Her interests include professional development and the use of computer-mediated communication. Suchada served as president of Thailand TESOL, Thailand TESOL representative to PAC (2000-2003), Asia TEFL Executive Committee (2003-2007), TESOL Board of Directors (2004-2007) and TESOL Nominating Committee Chair (2010-2011).

About the presentation

Improving Language Learning Opportunities Through Chat Mail

Suchada Nimmannit

Chulalongkorn University Language Institute, ThaiTESOL

Sat 13:30-14:15 Room B178

One major challenge of students entering the job market in the globalized world is to make contacts to international counterparts through computer-mediated and face-to-face communication. Despite the marked increase in exposure to the English language through media, including websites, the opportunities to use English in the real world is still limited. The application of technology, including text chat mail, one type of synchronous computer-mediated communication, in language education has opened a new avenue for teachers and learners and provides learning opportunities to use English in authentic and meaningful discourses. Due to some similarities between language used in chat mail and oral language, researchers have explored the benefits of chat mail in improving oral language communication. Students, participating in the projects involving chat mail tended to increase not only their language production and participation, but also their engagement in interaction and creativity in their language use. There tends to be a positive transfer between students' improvement in text chat and speaking activities.

This presentation will start with a brief summary of the studies concerning the contributions of chat mail to language learning. Drawing upon her research project entitled *The Use of Chat Mail to Improve English Language Communication* conducted at her university; the presenter will talk about the project design. The context was a business English oral communication class of twenty-eight students. The weekly class activities include in class language preparation session, followed by a text chat discussion and an in class face-to-face discussion. The presenter will discuss technical and pedagogical preparations, assessment of students' progress and samples of the students' chat and face-to-face communication will be shared with the audience.

Featured Speaker



About the speaker

JoAnn (Jodi) Crandall directs the Language, Literacy and Culture Ph.D. Program at the University of Maryland, Baltimore County (UMBC), and also teaches in the MA TESOL program. She has written more than 100 articles and books and spoken in more than 30 countries on issues related to content-based language learning, language teacher education, language program design and curriculum development, and language and education policy. She has also been working with the Sookmyung SMU-TESOL

Program since it began. Dr. Crandall has been President of international TESOL, the Washington, DC affiliate (WATESOL) and the American Association for Applied Linguistics.

About the presentation

Negotiating Identity in the Global English Classroom

JoAnn (Jodi) Crandall

University of Maryland, Sookmyung Women's University TESOL

Sat 15:30-16:15

Room Samsung Convention Center, Centennial building

Language classes are often threatening to learners' identities. This is even more likely when the language is English, given its role as a "global" language. The position of English, however, might also be helpful, if we recognize that most learners are not learning English for integrative purposes, but rather for the benefits that English may bring them. This is especially likely in the "expanding circle" of countries represented at this Pan Asia conference. This talk will focus on ways in which we can help learners to both preserve and negotiate identities through English.



Featured Speaker



About the speaker

Andrew Finch is associate professor of English Education at Kyungpook National University, Daegu, where he teaches graduate and undergraduate pre-service and in-service Korean teachers of English. Courses include TEFL Methodology, Task-Based Materials Design, Using Drama to Teach English, Classroom-based Assessment, Multimedia in TEFL, and Writing a Research Dissertation. His research interests include bilingualism, English teaching as education of the whole person, the non-threatening learning environment, and task-based supplementation of textbooks. Andrew's Ph.D. (Manchester University, UK) was on the design and evaluation of a task-based language program in Korea. He has worked in Korea and in Hong Kong (testing consultant) and has authored a number of ELT books, some of which can be downloaded from www.finchpark.com/books.

About the presentation

The Postmodern Language Teacher

Andrew Finch

Kyungpook National University, Teachers' College

Sat 15:30-16:15 Room B121

This presentation aims to review the present state of language teaching by placing current issues in a post-modern setting, along with trends evident in other disciplines (architecture, literature, art, science, medicine, etc.). The field of English Language Teaching is facing many challenges at this time, and this presentation will attempt to highlight the issues and investigate possible approaches. The border-crossing nature of postmodern teaching and learning will be incorporated through references to the paintings of Magritte, and there will be time to discuss the implications of the content-matter at the end.

Postmodern TEFL theory presents English as a lingua franca with regional variations – a global language in which there are no native speakers, no standard pronunciations or grammars, and no target culture. Western-oriented practices (and politics) of language teaching are being reinterpreted in the light of indigenous learning needs and sociopolitical factors, and the mutually exclusive goals attainment (MEGA) ethic of classroom competition and high-stakes testing (Kohn, 1992) is being discredited by more effective and socially desirable collaborative studying models. 'Learning to learn' is being seen as a lifelong process, in which language is used as a means of learning language. In addition, the mass media has successfully colonized the profession, bringing its global messages of financial accountability, consumerism, and the 'image' as reality.

In this situation, the ELT profession cannot make any modernist claims to be progressive, unified or universal in its approaches or practices, though it is a postmodern contradiction and 'doubleness' that various establishments and schools of thought (e.g. the "peace as a global language" movement) continue in this endeavor, and that postmodern approaches include both neo-liberal and neo-conservative views on education reform. Perching on this metaphoric border between order and chaos, and "to the extent to which any of us is clear about anything" (Postman, 1995, *The End of Education*, p. 87), the postmodern perspective does, however, hold out hope for the future as well as describing the disillusionment with the past.

Featured Speaker



About the speaker

Willy Renandya, PhD is a language teacher educator with extensive teaching experience in Asia, including Indonesia, Malaysia, Singapore, the Philippines, and Vietnam. He currently teaches applied linguistics courses at the National Institute of Education, Nanyang Technological University, Singapore, where he also serves as head of the Teachers' Language Development Centre (TLDC). He has published articles and books on various topics, including an edited book *Methodology in Language Teaching: An Anthology of Current Practice* (with Jack C. Richards), published by Cambridge University Press (2002). He is also co-editor (with Jack C. Richards) of a language teacher resource series, called the *RELC Portfolio Series*, which has been translated into Portuguese and Spanish. His most recent article "'Teacher, the tape is too fast' – Extensive listening in ELT" that he co-authored with Thomas S.C. Farrell appeared in the *ELT Journal* (2010).

About the presentation

The Use of (Non)Standard Features of English in Singapore Classrooms: Pedagogical Issues and Implications

Willy Renandya

National Institute of Education, Nanyang Technological University, Singapore

Sat 15:30-16:15 Room B107

English medium teachers in Singapore are highly proficient users of English. And yet, there is a widespread perception among key stakeholders such as parents and the Ministry of Education that these teachers do not use the kind of English that conforms to an established standard. In this presentation, I first describe the unique features of English spoken by Singaporean teachers, highlighting those features that are considered "non-standard". I then discuss a number of models of Singapore English that sociolinguists have developed to explain language variations in Singapore. In the next part of my presentation, I discuss concerted efforts by key stakeholders to curb the spread of "non-standard" features of English in the school contexts. These efforts include various initiatives at the national level by the Ministry of Education, at the pre-service level by the National Institute of Education (NIE) and at the school level. I will conclude by reflecting on my own efforts and those of my colleagues at the Teachers' Language Development Centre of NIE to help our student teachers become more aware of their own speech and develop the ability to speak a variety of English known as 'international Singapore English'.

Featured Speaker

About the speaker



Andy Kirkpatrick is Chair Professor of English as an International Language at the Hong Kong Institute of Education and Director of the Institute's Research Centre into Language Education and Acquisition in Multilingual Societies. Before moving to Hong Kong, he taught in tertiary institutions in Australia, China, England, Myanmar and Singapore.

His research interests include the development of regional varieties of English, multilingual education and the history of Chinese rhetoric. He is the author of *World Englishes: Implications for International Communication and ELT* (CUP 2007). His latest book is *English as a Lingua Franca in ASEAN: A Multilingual Model*, (currently in press with Hong Kong University Press). He is the editor of *Handbook of World Englishes*, (Routledge 2010) Two further books, *Chinese Rhetoric and Persuasion* and *An Introduction to Academic Writing in Chinese* are to be published by Klincksieck and Parlor Press respectively.

About the presentation

Asian Englishes and English as a Lingua Franca in Asia: Which Model of English Should We Teach?

Andy Kirkpatrick

Hong Kong Institute of Education

Sun 11:00-11:45 Room B121

The presentation will first review the current role that English is playing as a lingua franca in the Asian region, with a particular focus on its role in the Association of Southeast Asian Nations (ASEAN).

The presentation will give then examples of and compare certain linguistic features of Asian varieties English and of English used as an Asian lingua franca, the latter taken from the Asian Corpus of English (ACE). This corpus is currently being collected by a team headed by the presenter. Using data from the ACE corpus and referring to the current role of English in Asia, the presentation will consider a number of controversial questions surrounding English language teaching at the moment. These include:

- (i) If the major role of English in Asia is as lingua franca which is used by Asian multilinguals with fellow Asian multilinguals, does this mean we should still use a native speaker model, or should we instead start to consider using a 'multilingual' model for the classroom?
- (ii) If the ACE corpus shows that highly educated Asian multilinguals use non-standard forms, but that the use of these non-standard forms is (a) shared by many speakers and (b) in no way hinders communication, does this mean we no longer need to teach certain standard forms in the classroom?
- (iii) Does the use of English as an Asian lingua franca mean that English teachers who are Asian multilinguals provide a more appropriate linguistic model than a native speaker of English for their students?
- (iv) What are the overall implications for English as an Asian lingua franca for the ELT curriculum?

The presentation will conclude by arguing that the adoption of a 'multilingual model' could lead to more successful learning of English in many Asian contexts and thus provide one way of advancing ELT in the global context.

Featured Speaker



About the speaker

Alan Maley has worked in the field of ELT for over 45 years. From 1962-1984 he worked as English Language Officer in the British Council in Yugoslavia, Ghana, Italy, France and PR China. He was Director of the British Council, Madras (S. India) from 1984-88. He then became Director-General of the Bell Educational Trust in Cambridge, where he stayed till 1993. He was then Senior Fellow at the National University of Singapore from 1993-98. In 1999 he set up the post-graduate MA programme in ELT at Assumption University, Bangkok, and ran it till 2003. Since then he has held a number of visiting posts in Nottingham, Durham, Kuala Lumpur (UKM), Hanoi (National Teachers University), Ho Chi Minh City Open University, etc. He has published over 40 books and numerous articles, and was until 2009 series editor of the well-known Oxford Resource Books for Teachers. He is currently Visiting Professor at Leeds Metropolitan University. He has participated in every MICELT conference since the first one in 1995.

About the presentation

Global English: Impacts, Illusions and Implications

Alan Maley

Leeds Metropolitan University

Sun 11:00-11:45 Room B107

I will first discuss some general impacts of the spread of English, including its commodification and its complicit role in the nexus of consumerism, globalization, media saturation and trivialization. I will pass to more recent instances of geographical spread, domain invasion and expansion of levels. The section concludes with some impacts on the language itself and some of its negative impacts.

In the second part, I will examine some of the more common illusions connected with the global role of English, including the notion that it is inevitably a 'good thing', that it can be 'controlled', that it will fragment under the pressure of variation, that a global variety is 'emerging', etc.

In the final section I will consider the implications of the spread of English for the teaching of the language. This will include the need for more TD to develop awareness of the issues, consideration of which model to adopt, the need to develop resistance to the negative effects of English on local languages and cultures, and a series of practical suggestions in the domain of materials and methodology.

Featured Speaker

About the speaker



Kumiko Torokai, Ph.D. is Professor and Dean of the Graduate School of Intercultural Communication at Rikkyo University in Tokyo, JAPAN. She also served as Director of the English Language Program at Rikkyo University, and is currently a lecturer/supervisor of NHK multimedia program "English through the News." She is a member of the Science Council of Japan, President of the Japan Association for Interpreting and Translation Studies, former president of the Japan Congress/Convention Bureau. She received her MA in TESOL at Columbia University, and

her doctorate at the University of Southampton, UK. Dr. Torikai has over 20 years of experience as a conference interpreter, TV interviewer, and a language teacher. Her research interests include social, cultural and communicative aspects of language education, as well as interpreting and translation as intercultural practice. Her publications include *Voices of the Invisible Presence: Diplomatic Interpreters in Post-World War II Japan* (2009, John Benjamins), "Conference Interpreters and their Perception of Culture: From the Narratives of Japanese Pioneers" in *Translation and Interpreting Studies, Vol.5, No.1* (2010, John Benjamins), "The Challenge of Language and Communication in Twenty-first Century Japan" in *Japanese Studies, Vol.25, No.3* (2005, Routledge) among others. She is currently working on two books related to teaching English as an international language, as well as conducting a three-year research project funded by the Ministry of Education on intercultural communication studies toward a sustainable future.

About the presentation

Pedagogical Implications of English as a Global Language: What Are We To Do?

Kumiko Torokai

Graduate School of Intercultural Communication, Rikkyo University

Sun 11:00-11:45 Room B178

This paper will address the issue of teaching English as an International Language and its pedagogical implications.

What is perhaps the most challenging in teaching English as a global language is how we can dissociate language teaching from cultural learning, if it is at all possible. We all know that language is closely intertwined with culture. Indeed, as Edward Hall so rightly noted, communication is culture.

However, in the globalized world of today, our students will be more likely to use English to talk with non-native speakers of English from different countries, rather than with native speakers. As such, the aim of learning English for many people is for global communication, and this would oblige us to shift our focus away from cultural understanding of specific cultures in the U.S. or Britain to translingual and transcultural learning geared toward intercultural communication in general.



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*CEFR – Common European Framework of Reference



Saturday AM

On the Basement Level and in the Centennial Building



Saturday AM

Room	09:00	09:25	10:00	10:25
B107	Dion Clingwall <i>The Effective Use of Television in a Listening Class</i> S/U/A		Willy Renandya <i>Extensive Listening in an EFL Classroom in China</i>	
B109	Donald Young Kim <i>Do It Yourself, Or With Others: Making Your Courses Digital</i> YL/VYL/S/U	Juanita Heigham <i>Student Leaders: How Volunteer Peer-leaders Inspire</i> U		Rob Higgins <i>Critical Friends Groups: An Opportunity to Reflect on Practice</i> U
B111	Julie Hwang <i>Speaking Activities and Stories for the Kindergarten Classroom!</i> YL/VYL		Jessica Magnusson & Rebecca Fletcher <i>Skills for Success: Eloquent and Expressive English Language Learning</i> U/A	
B112	Alison Davis <i>Language Central-English through US Curriculum</i> YL/VYL		Grace H. Wang & Brian Rasmussen <i>Embracing Product and Process in a Task-Based Approach to Teaching Writing</i> U	
B121	Neil Heffernan <i>Testing the Four Language Skills in a University-wide Program</i> U		Martha Clark Cummings <i>Diversifying Curriculum Design</i>	
B142	Chris Valvona, Charlotte Murakami & Daniel Broudy <i>Transforming Apathy into Activeness: TBLT with Self- and Peer- Evaluation</i> U/A		Kostas Paixos <i>Incorporating New Technology in the Classroom</i> S/U	
B161	Michael Cahill <i>Five Steps to Academic Reading Success</i> S/U/A		William Packard <i>Using Basal Readers for Young Learners - Houghton Mifflin Harcourt Journeys</i> YL/VYL	
B164	Paul Nadasdy <i>Group Dynamics in Language Classrooms</i> U		Sara Davila <i>Who We Are: Task Based Activities to Develop Learner Identity</i> YL/VYL/S/U	
B166	Kyle Philip Devlin <i>Students Teaching and Learning about Their Own Culture</i> S/U/A		Richard Silver & Matthew Coomber <i>How Anonymity Affects Feedback in the Peer Review Process</i> U	Will Lingle <i>Reducing Student Embarrassment: Teachers' Uses of 'Hygiene Resources'</i> YL/VYL/S/U/A/B
B167	Damian Lucantonio <i>Using Argument Genres to Teach Academic Spoken English</i> U/A		Lesley Painter-Farrell <i>Innovations in Online Teacher Training Practica A</i>	
B168	Tim Thompson <i>Tools to Keep Students Active and Involved Outside the Language Classroom</i> S/U/A/B		Stephen M. Ryan <i>Culture Experience Programmes: Language Teaching by Stealth</i> S/U/A	Kanjana Charttrakul & Khacheenuj Chaovanapricha <i>Developing Policy and Strategies for Improving Teaching English at Primary Levels in Thailand</i> YL/VYL
B178	Adam Boothe <i>More Than Entertainment: Interacting with Video in the Elementary Classroom</i> YL/VYL		Hsing-Chin Lee Lee <i>Application of Data-driven Learning Approach in Taiwan EFL Teaching</i> U	Noppom Sarobol <i>Implementing Cooperative Learning in the Classroom</i> A
C503	Geo Kim <i>Effective Phonics in the Era of Digital Education</i> YL/VYL		Ken Beatty <i>Starship English: a Better Way to Teach and Learn</i> YL/VYL	
C504	Raymond Wong, Nathan Paul Krug & Frank Tucker <i>Peer Teaching with Authentic Materials in University English Courses</i> U		Gilly Dempster <i>Bringing the 'Real-World' into the Classroom</i> YL/VYL	
C505	Trudie Heiman <i>Going From Print to Digital Interactive and Online</i> S/U/A			Junko Chujo <i>Incorporation and Evaluation of Jazz Chants in Japanese University English Class</i> U
C601	Tory Thorkelson <i>Webgems: Resourcing your Classroom on the Internet</i> U/A			
C608	Hue Nguyen <i>Measuring Students' Progress by Using Canadian Language Bank Benchmark (CLB) in TESOL</i> A		Ubong Sanpachayapong <i>World-class Standard School' Project: An Innovation or a Challenge?</i> S	Eric Reynolds <i>Kimchee Smiles and Freedom Fries: Disentangling Cross-cultural Emotional Communication</i> YL/VYL/S/U/A/B

Thank You!

For coming to the conference

And thanks to the conference committee members, the invited speakers, presenters, teachers, student volunteers and organizational partners for their contributions to the PAC2010 / 18th International KOTESOL Conference.



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Contact Dr. Joo-Kyung Park, Conference Chair
Email: asiatefl2011chair@gmail.com

Saturday AM

In the Music and Social Education Buildings



Room	09:00	09:25	10:00	10:25
M101	Layne Hartsell <i>Imperialistic Influences in English Teaching</i> YL/VYL/S/U		Casey Malarcher <i>Have Your Students Just Speak Up!</i> YL/VYL/S/U/A	
M103	Colin Skeates <i>Examining Teaching Practice Through Questions</i> A		Susan Kelly <i>Updating the Research Paper: New Approaches in Academic Writing</i> U	
M104	Irene J. Park & Bridget Ashley Megon McGregor <i>Practical Solutions to Plagiarism</i> S/U/A		Gabriel Allison <i>A Friendly Guide to Paragraph and Essay Writing</i> YL/VYL/S	
M105	Heather Pokotylo <i>Error Logs: Helping Students Monitor and Improve Their Writing</i> S/U		William Kim <i>Comprehension Skills Through Nonfiction Articles</i> YL/VYL	
S104		Maria Pinto <i>Constructing the Self: Teachers' Narratives of Teaching EFL</i> YL/VYL/S/U/A/B	Tyler Barrett <i>Using Corpus as a Means to Promote Authentic Language in English Textbooks</i> S/U/A	Carl Phillips <i>EFL Education in South Korea and the Phenomenon of Shame</i> YL/VYL/S/U/A/B
S105		Maiko Kimura & Hiroko Arao <i>A Study of Cultural Factors in Junior High-school English Textbooks Approved in Korea and Japan</i>	Noriko Kurihara <i>How does Collaboration Influence Students' Development of Writing Skills?</i> S	Michael Hood <i>Raising Voices, Crossing Boundaries: Japanese Students in American Universities</i> U
S106		Wei Yang Dai <i>Constructing a New Binding Theory and Practices in English Reading Instruction</i> U	Kai-chong Cheung <i>Teaching Business English in Graduate Level</i> B	Yiu Nam Leung <i>English Composition in an EFL Context in Taiwan: A Pedagogical Consideration</i> U
Music Lobby	Taher Bahrani <i>The Effect of Exposure to Mass Media on Speaking Fluency</i> U/A			
Music Lobby	Kip Cates, Kartika Anindya Putri & Carl Dusthimer <i>The Asian Youth Forum: English for Inter-Asian Understanding</i> S/U/A			
Music Lobby	John Peloghitis <i>Projects for Teaching Business English</i> A/B			

Opening Ceremonies and First Plenary: 11:00

Samsung Convention Center, Centennial Building (simulcast in M608)

11:00-11:30	Opening Ceremonies
11:30-12:15	Paul Nation <i>How Many Words do My Learners Know and How Many do They Need?</i>

Saturday Lunchtime Meet & Greet: 12:30

B166	Sheema Doshi <i>Multimedia and CALL-Special Interest Group Meet and Greet</i>
B167	Eric Reynolds <i>Research-Special Interest Group Meet and Greet</i>
B168	Heidi Vande Voort Nam <i>Christian Teachers-Special Interest Group Meet and Greet</i>
M105	John Angus MacCaull <i>Busan-Gyeongnam Chapter Meet and Greet</i>
M101	David Shaffer <i>Gwangju-Jeonnam Chapter Meet and Greet</i>
M103	Sherry Seymour <i>Daegu-Gyeongbuk Chapter Meet and Greet</i>
M104	Aaron Dougan <i>Daejeon-Chungcheong Chapter Meet and Greet</i>

SPECIAL EVENT #3

KOREAN CULTURE CORNER

Drop by to watch or come practice your traditional Korean game or painting skills!

WHAT'S AVAILABLE?

Korean crafts such as paper folding, calligraphy & traditional games

Yut-Nori (wooden sticks board game)



Kong-gi (Korean jacks)



Chegi-Chagi (Feathered cock-kicking contest)



Calligraphy & Fan Painting



Korean graduate students in TESOL will be on hand in each Korean culture tent on both Saturday and Sunday to demonstrate the games and to play them with conference attendees.

Contests for prizes will be organized each day.

Especially fun for those who do not live in Korea or anyone who has never had a first-hand experience of these traditional skills.

A sales point where visitors can purchase a pack of these low-cost games to take home as souvenirs will be available.

TIME & LOCATION:

2 tents on Renaissance Plaza (between Music & Art Bldgs.)

"Open Tent" Sessions throughout the conference:

Saturday:	9:00 - 10:30	12:30-13:30	14:30-16:00
Sunday:	9:00 - 10:00	11:15 -13:00	14:00-15:00

The Effective Use of Television in a Listening Class

Dion Clingwall, Fukuoka University

Room B107

Considering the theme for this year's conference, the idea of advancing the field of ELT in a Global Context, using available technologies to best suit an ever more international English teaching world has become expected practice in our field. As programs strive to innovate and offer effective learning options, unique adaptations of resources are occurring at an accelerating pace. This presentation outlines one such adaptation. Current research, as well as teachers and language learners alike, identify television as a useful learning resource. In fact, the use of television for language learning might be called a consolidation of language skills offered in an attractive learning package. This presentation examines the use of television in a language learning context. In a listening class designed specifically for Korean middle and high school English teachers, a Canadian television program was used to great effect. The course aims were twofold: To develop the participants' own listening skills and, as teachers, to offer them effective strategies for using television when teaching listening. A total of seven episodes were watched. The following topics will form the core of the presentation.

- a) How the trainees felt about the show from the first episode to the final episode.
- b) Whether incidental learning of discreet elements occurred: vocabulary, grammar, and cultural knowledge.
- c) Course development and classroom technique. Was the approach to using this material effective? Could it be improved? Whether these goals were achieved will be addressed as the final wrap-up of our discussion. **S/U/A**

Do It Yourself, Or With Others: Making Your

Courses Digital

Donald Young Kim, Cambridge University Press
Room B109

To help improve their English, learners need to extend their learning pathways beyond the classroom. This, combined with the mounting pressure on teachers from both the students and the administration to "go digital", means the drive for blended courses is on the increase. But, a blended solution needs to do more than simply provide an online extension of classroom exercises. In today's web environment, our 'digital native' learners expect to interact, collaborate, evaluate, share and more. This presentation will introduce a new product from Cambridge University Press that can be used for collaborative building of digital courses. The speaker will show how quickly and easily teachers can add new digital content to their existing courses or simply create a whole new course from the preloaded Cambridge content. He will then demonstrate how this rich multimedia web-based platform can really add to the students' learning expectations. **YL/VYL/S/U**

Speaking Activities and Stories for the Kindergarten Classroom!

Julie Hwang, Oxford University Press Korea
Room B111

Teachers of very young learners have a much wider responsibility than the simple teaching of English. This interactive workshop will demonstrate how teachers can enable students to learn English in fun and exciting ways by using songs, stories, and a wide range of creative activities and games in the classroom. Participants will read stories and engage in activities from *Surprise Surprise!*, *American Happy House*, *Tiny Talk*, and *Little Friends*, all popular Kindergarten titles published by Oxford University Press. **YL/VYL**

Language Central - English through US Curriculum

Alison Davis, Pearson

Room B112

Language Central is a new language arts program from the US that has elementary school teachers talking. This session will focus on the use of *Language Central* as a resource which provides students with concept understanding, academic vocabulary and opportunities for written and oral language practice. *Language Central* provides multiple opportunities for English learners to produce language in a high interest, low anxiety learning environment. It provides multiple opportunities for students to understand the forms and functions of the English language to help them succeed. YL/VYL

Testing the Four Language Skills in a University-wide Program

Neil Heffernan, English Education Center, Ehime University, Japan

Room B121

All university language programs need a testing system that suits the needs of both their learners and the program itself. However, bureaucratic concerns often hinder the creation of such programs, and actual teaching practices in the classroom.

The presenters will delineate how they have instituted a general education testing program at a large public university in Japan in spite of these bureaucratic influences. We will show how we have designed a specific test for each of the four language skills for the 2,000 first-year students entering the university each year. In addition, we will discuss how we reached an effective compromise with both the practical needs of teachers and students, and the needs of the administration of the university.

We will outline testing application and development: give examples of test questions; and demonstrate the results of both the pilot program and the current results from the 2,000 language learners across six faculties. Since this testing program is still in its infancy, "its

second year of development", we encourage attendees to give their feedback and suggestions as to how we can continue to improve in our efforts in providing a consistent, reliable and valid system of testing to our learners. U

Transforming Apathy into Activeness: TBLT with Self- and Peer-Evaluation

Chris Valvona, Charlotte Murakami, & Daniel Broudy, Okinawa Christian University

Room B142

While many English major students at our university, and in our wider experience of teaching in Japan, explicitly state that for various reasons they want to learn English, many lack the impetus to proactively develop their language proficiency both inside and outside of the classroom. This is a phenomenon known as "velleity": "a mild desire, a wish or urge too slight to lead to actual action". This necessarily impedes language development.

The presenters consider some possible reasons for this mild apathy, addressing as well what we believe to be unfair stereotypes of the "Asian Learner". Furthermore, we explain why we strongly disagree with those who argue it is wrong to try to adopt contemporary global approaches in culturally-specific contexts. Specifically, we hypothesize that more recent approaches such as Task-based Language Teaching (TBLT), which encourage a more student-centered approach, in unison with regular self-, peer-, and teacher-evaluation, are key to increasing students' overall motivation, autonomy, and activeness in learning English. The presenters give details of a four-month study in a Japanese university, where 99 students participated in a student-centered, TBLT curriculum, incorporating different permutations of self-, peer-, and teacher-evaluation. Data collected from students before and after the course strongly indicate that a TBLT approach with regular self-assessment and reflection increases students' frequency of speaking English, activeness outside the classroom, and linguistic self-confidence.

Furthermore, TBLT also appears to be a significant influencing factor in developing student autonomy.

We end by suggesting possibilities for future research before opening the floor to questions.
U/A

Five Steps to Academic Reading Success

Michael Cahill, Cengage Learning

Room B161

The Paradox of Happiness, The Birth-Order Myth, Why So Many More Americans Die in Fires. Academic reading can be one of the most challenging and most rewarding courses a student takes. Bridging the gap between challenge and reward is one of the main tasks facing college level instructors in Korea and around the world. In this workshop, we will examine how instructors can engage students in academic reading. The first step, motivating the reader, will be given special attention and effective classroom techniques discussed in detail. In addition, the main goals of academic reading, developing critical thinking skills and applying academic knowledge to everyday life, will be examined. Special attention will be paid to information organization and summary, two skills important for success in academic study and the new generation of English exams. S/U/A

Group Dynamics in Language Classrooms

Paul Nadasdy, NUIS (Japan)

Room B164

Research suggests that negative group dynamics can seriously impede learning and can lead to students developing negative attitudes, which, in turn, can lead to loss of motivation. However, when positive group development processes are attended to they can reward the group's members and can provide the necessary motivation and goals needed in the learning process. Unfortunately there is a paucity of information regarding the power and influence of groups in educational

contexts and the effect they have on learning outcomes. This means that teachers sometimes lack the skills to deal with issues in the group and this can lead to a failure in achieving course aims and language goals.

This important psychological issue is neglected by most training programmes in favour of teaching purely subject matter, despite it being something that most teachers will have experience of in their daily practices. Therefore, this workshop discusses the effect of positive and negative group dynamics in learning contexts for students studying English as a foreign language and it intends to inform teachers as to what can be done to improve classroom practices and how to bring positive energy to the learning environment in general. U

Students Teaching and Learning about Their Own Culture

Kyle Philip Devlin, Hankuk University of Foreign Studies

Room B166

In this workshop participants will first examine the idea that there is value in students learning and teaching about their own culture through English. J. Wendt's (Describe, Interpret, Evaluate) framework for cultural learning and teaching will then be presented and we will discuss why it can be an important tool in students learning and teaching about their own culture. The framework will be demonstrated by myself in teaching the participants about an Indonesian cultural practice. The participants will then be asked to work in groups and use their knowledge of Korean culture to brainstorm which Korean cultural practices non-Koreans would benefit from learning about. Participants will then be asked to work in groups and apply J. Wendt's framework to a particular Korean cultural practice. Willing groups will be asked to share with everyone the Korean cultural practice to which they applied J. Wendt's framework. Finally, a sample lesson plan for students teaching and learning about their own culture using Wendt's framework

will be discussed. S/U/A

Using Argument Genres to Teach Academic Spoken English

Damian Lucantonio, University of Electro-Communications, Tokyo

Room B167

Drawing from theory to improve our teaching practices is one way of advancing ELT in the global context. The purpose of this workshop is to show how a genre-based syllabus can be used to teach academic spoken English in a university program. The syllabus focuses on four different kinds of argument genres and how they can be used to develop skills of discussion, presentation, and critical thinking. First, the concept of genre will be briefly defined (Martin, 1985, 1989; Martin & Rose, 2003, 2004) and a rationale for genre-based teaching presented. Following this, a syllabus highlighting the role of the four genres in a course on global issues will be introduced, illustrating how the genres assist students to speak in different ways about a range of current global topics. Participants will then analyze a selection of teaching materials and student presentation outlines, which highlight how learners have used the genres to make academic presentations. A general discussion will then follow, focusing on the issue of explicit teaching and learning, and the role of genre in speaking for a purpose. ELT teachers will gain new ideas for using genre in the classroom, and for the teaching of spoken English. U/A

Tools to Keep Students Active and Involved Outside the Language Classroom

Tim Thompson, Korean Advanced Institute of Science and Technology

Room B168

Contact time with students in EFL classes is severely limited considering the amount of time it takes to learn a language. Teachers

need to be able to keep students working in the target language outside of the classroom if we hope to truly help our students master the language. This presentation will introduce fun and practical activities that will keep your students thinking and working in the L2 after class is finished. Activities will include learning journals, narrated photo essays, and group video projects. All of the activities discussed will be easy to assess and suggested rubrics will be provided. The presentation will also introduce software that can help your students practice specific speaking skills such as for a job interview or presentation without having to assemble a live audience and risk negative feedback. Students who have a computer with a webcam, microphone, and headphones can practice virtual job interviews and presentations and then watch videos of themselves immediately afterward. S/U/A/B

More Than Entertainment: Interacting with Video in the Elementary Classroom

Adam Boothe, Sookmyoung Women's University

Room B178

Video can be a useful tool in the classroom to motivate students and attract their interest; however, instructors often underutilize it, focusing only on the language in the video. This presentation aims to demonstrate some techniques for interacting with video to engage students in producing language. The techniques include using video as motivation, writing prompts, story walks, for vocabulary elicitation, for sequencing activities, among others. The presentation will also briefly discuss some reasons why video is beneficial to both the learner and the teacher. This presentation will include several practical examples of videos related to the current public elementary school curriculum and how to use them effectively. YL/VYL

Effective Phonics in the Era of Digital Education

Geo Kim, E-Future

Room C503

In the education world today, there is an unquestionable gravitation towards the use of electronic resources. In Korea, the Ministry of Education has recently presented a guideline about e-book usage. They announced they will begin to offer e-books to students starting in 2011 for select classes, with a goal of having e-books for all classes by 2013. Many private language schools are also making ambitious plans to go digital.

It will be our job as educators to learn how best to utilize this new platform of presenting materials to students. In this workshop, the speaker will examine the advantages of teaching phonics with digital content, and show how to make classes fun and interactive with it. Examples will be taken from e-future's *Digital EFL Phonics*. **YL/VYL**

Peer Teaching with Authentic Materials in University English Courses

Raymond Wong, Doshisha Women's College,
Nathan Paul Krug, Saitama University, &
Frank Tucker, Kansai Gaidai University

Room C504

Some English courses at universities have content and materials which do not appeal to the students. Furthermore, students often process uninspiring textbook materials in a shallow and mechanical way leading to non-salient learning. This workshop will explain and demonstrate how peer teaching in small groups using authentic materials selected by both university teachers and students can be incorporated into general EFL and EAP courses. This will help deepen the learning experience, raise the students' motivation, and broaden the content area beyond the narrow focus of most university textbooks. Peer teaching is done within small groups of three to four students in order to lower the anxiety threshold for the group presenter and discussion convener. Furthermore, it can promote more

interdependent learning among the group members. Allowing learners to choose their own reading text and develop related materials in a scaffold environment introduces an element of process syllabus to the course. It is also the first stepping stone to help students develop more independent learning skills. Moreover, by allowing learners to select their own materials, it can cater more specifically to their interests, and by peer teaching the selected material, the students are engaged with the material to a deeper level. The workshop offers some guidelines for establishing peer teaching groups, a hands-on simulation and a follow-up discussion for the participants. The workshop will conclude by presenting the survey results of how students have evaluated this component of their EAP or EFL course at three different universities in Japan. **U**

Measuring Students' Progress by Using Canadian Language Bank Benchmark (CLB) in TESOL

Hue Nguyen, Tra Vinh University

Room C608

Some key features of the CLB shape implementation: 1) Provides a framework of reference for assessing, programming, teaching and learning English as a Second Language. 2) Describes communicative competencies and performance tasks through which learners can demonstrate application of language knowledge (competence) and skills (performance). 3) Enables learners, teachers and others to form a picture of the general language abilities of individuals.

Traditionally, assessment has been associated with the tests given at the end of a unit or course. This kind of assessment is often referred to as assessment of learning. Increased emphasis on assessment for learning, rather than assessment of learning, has been found to contribute to positive learner achievement in the classroom. Assessment for learning helps learners identify where they are and what they need to do next. Its primary purpose is to

provide feedback that will promote student learning. Formative assessment is considered to be effective when learners are actually able to use assessment information to support their learning. CLB is aimed at providing tools for formative assessment. The CLB competencies are the directly observable and measurable performance outcomes. Each Benchmark contains a global performance descriptor. This is a brief account of a learner's general language ability in English as a second language, as manifested in speaking, listening, reading or writing tasks at this benchmark level. Background knowledge depends on a range of previous experiences, including cultural and educational experiences, and not necessarily on the learner's formal knowledge of the language. **A**

Imperialistic Influences in English Teaching

Layne Hartsell, Sungkyunkwan University

Room M101

The current global climate shows great demand for English education and has led to a wide expansion of the teaching of the language, especially in Asia. Both the commodification of the language and the natural interest in sharing language and culture have become enhanced due to globalization. English is a valuable skill for those students pursuing scientific endeavors as a legitimate need for the access of scientific information which is highly concentrated in English. In business, English has become a prerequisite for students to develop the ability to make personal relationships in order to enter into, and to compete in, the global marketplace. When such major phenomena occur it is important to exercise critical thinking. Thought and discussion are necessary in order to enhance and maintain natural human connections over market forces. The current paper addresses concerns which have arisen over the messages and influences within the language, and in various behaviors

of English teachers, either conscious or unconscious. Behaviors, concepts, cultural icons and motifs can sometimes lead to what is known as cultural imperialism. The current paper seeks to identify imperialistic influences from both research and direct experience in the university classroom and in Asian societies. **YL/VYL/S/U**

Examining Teaching Practice Through Questions

Colin Skeates, JALT

Room M103

A common feature in most classrooms is the use of questions, especially those posed by teachers to students. Since the 1970's, question patterns such as Initiation, Response and Feedback have been documented. EFL research has demonstrated that an overly abundant use of teacher questions can limit the spoken output of students, and can adversely affect learner autonomy. This is particularly pertinent when learning in a large classroom environment as questions asked may represent the only time students have an opportunity to speak in English. In short, teachers need to be aware of the effect their questions have on their students. In this workshop, participants will be asked to partake in an activity that was used in a teacher training initiative sponsored by the Japan Ministry of Education. The main purpose of the activity is to provide participants with data from which to evaluate the output of different question types. The workshop will open with a literature review of the taxonomy of question types. After this, a brief overview of the teacher training program will be provided. Next, participants will be asked to do the task. The data from this task will then be used to illustrate the effect questions can have on output. To conclude, an open discussion will be encouraged regarding the benefits of examining questions in participants' own teaching/learning environment. **A**

Practical Solutions to Plagiarism

Irene J. Park & Bridget Ashley Megon
McGregor, Sungkyunkwan University Language
Institute

Room M104

We will be presenting a brief outline of plagiarism in English writing at the university level, involving practical ways to avoid plagiarism in class. Step-by-step methods of teaching students how to paraphrase and summarize as well as doing citations will be included as a curriculum and assessment of plagiarism. Statistics of how college students view plagiarism will be briefly mentioned and suggestions for action at the departmental level will be addressed. This will be a workshop where the presenters will go through the activities and worksheets with the audience as if to lead a real class. The audience will then be able to use them in their own classrooms, infusing the importance of originality in writing and lowering the number of students who plagiarize. S/U/A

Error Logs: Helping Students Monitor and Improve Their Writing

Heather Pokotylo, Korea University

Room M105

It's a common issue among writing instructors: you carefully mark and grade student assignments, yet how often do students really read your comments or take your grammar advice to heart? More often than not, many students keep making the same errors in their writing, even when the correct grammar has been taught and reviewed in class. As an instructor it can be frustrating to continuously come across the same errors from students.

Introducing Error Logs into the classroom can be an effective way to make students aware of the grammar and style mistakes they are making. Many instructors may already simply circle or underline errors in assignments, rather than make full corrections to student writing. Using Error Logs in the classroom takes this

approach one step further by making time during the class for students to log errors from each of their assignments. As students keep track of their errors across assignments, they begin to find their weak areas in a concrete, non-judgmental way - and it is a discovery that they make for themselves.

This workshop will introduce the Error Key and Error Log from Zemach and Rumisek's *College Writing: Teacher's Book*, and then explore ways to adapt this material to the classroom. The aim of this workshop is to share a simple tool that has been effective in my writing classes, and give others the opportunity to share how they might use it in their classes. S/U

SATURDAY - 09:00~10:20

Going From Print to Digital Interactive and Online

Trudie Heiman, University of Birmingham

Room C505

This workshop will demonstrate the various positive/negative features that arise when a successful writing text book is transformed into a fully digitalized, online, interactive course. A brief over view of the origins and use of the original text book: *The Song of Myself* will be given. The corpus /task/ conscious raising/communicative features to both versions will be presented with illustrations of various digital features incorporated into it. Some of these being; web cursor translators, URLs, LMS learning Management Systems, text-to-voice features, etc. which improve aspects of the course. Positive elements of non-digital text can get lost and a brief outline of these will be made.

Participants will do or view some of the tasks in a digital form or written form to experience first hand the type of differences that arise by going digital versus using hand written text and receive a digital tour of the digital course features. Questions, feedback and reflections on digital

online interactive materials for developing writing skills from the participants will be welcome and a general invitation to join beta field trials of the digital version of the *The Song of Myself* will conclude this workshop. This workshop will be of interest to material writers, instructors teaching Pre-EAP writing programs, CALL, corpus-based research and affective approach to language learning, vocabulary specialists. Samples of student work and handouts will be available. **S/U/A**

Webgems: Resourcing your Classroom on the Internet

Tory Thorkelson, Hanyang University
Room C601

This will be an audience-centered workshop for the most part. The presenter will use a few online sites and activities from these sites to highlight four skills-based and more general teacher resource sites with the idea of sharing some of his favorite sites and outlining a few key points to consider when looking at online resources and downloadable materials. The websites are primarily for university-level students, but a list of many useful websites will be included in the handout. In the second part of the workshop, participants will be given a few sample activities and will have to discuss their uses, consider alternative ways to introduce and use the activities in the classroom and share their activities and ideas with the rest of the attendees. Hopefully, participants will have a few sites of their own to add to the list provided at the end of the presentation. **U/A**

SATURDAY - 09:00~10:45

The Effect of Exposure to Mass Media on Speaking Fluency

Taher Bahrani, Islamic Azad University,
Mahshahr Branch, Iran

Room Music Lobby (Poster presentation)

The present study tried to investigate the effect of exposure to mass media news speech genre on improving EFL learners' speaking fluency. To achieve this purpose, speaking and listening comprehension tests were administered to one hundred and twenty third-year language learners and ultimately sixty intermediate language learners were selected and randomly assigned to group one and group two. During the experiment, group one participants had exposure to mass media news utterances to work on in and outside the classroom. On the contrary, the participants in group two had only exposure to a sample of selected utterances extracted from different kinds of mass media programs rather than news. At the end of the experiment, both groups took another sample speaking test to see whether or not any changes happened regarding their speaking fluency. The results of the post-test showed that the two groups performed differently on the post-test which was indicative of the fact that greater exposure to mass media news as one kind of genre specific language listening material promotes EFL learners' speaking fluency. **U/A**

Projects for Teaching Business English

John Peloghitis, Nagoya University of Business and Commerce

Room Music Lobby (Poster presentation)

Project based learning, if meaningful and integrated, is a valuable tool to engage learners and to develop multiple skills. Moss and Duzer maintain that projects also help to contextualize learning by presenting learners with problems to solve or products to develop (1998). The following presentation gives details about two prolonged projects to teach business English and concepts. The first project incorporates the stock market to research about how companies operate and conduct business. Students in pairs choose companies and introduce key statistics and

new products in a presentation. Students then receive a set amount of fake money to buy and sell stocks in a game-type atmosphere. Students must follow their stocks and give updates to the class. The second project has students advertising products in video commercials. Each commercial must incorporate several marketing strategies presented in class and students take on different roles to complete a polished finished product. Step-by-step information is presented about how to implement each project and results and comments from a survey are also provided to illustrate student opinions. **A/B**

The Asian Youth Forum: English for Inter-Asian Understanding

Kip Cates, Tottori University, Japan, Kartika Anindya Putri, Asian Youth Forum (AYF), & Carl Dusthimer, Korea National University of Education

Room Music Lobby (Poster presentation)

This poster session will introduce conference-goers to the Asian Youth Forum (AYF) - a unique PAC event organized by EFL teachers and learners which brings together Asian young people for academic seminars, social events and interpersonal exchanges. The AYF aims to promote international understanding, cross-cultural communication and leadership skills through the medium of English-as-an-international-language. At AYF, college-aged youth from across Asia join together to learn about each other's countries, explore global issues and make cross-cultural friendships - all within the framework of an international language teaching conference. The first Asian Youth Forum (AYF 1) was held at PAC 2 in Seoul, Korea in 1999. Subsequent events include AYF 2 (Japan 2001), AYF 3 (Taiwan 2002), AYF 4 (Russia 2004), AYF 5 (Thailand 2007), AYF 6 (Japan 2008) and AYF 7 (Philippines 2009). This year's AYF 8 is being held in Seoul as part of the 2010 PAC-KOTESOL conference. It involves 90 Asian students from 15 countries including

Korea, Japan, Thailand, Indonesia, Russia and the Philippines.

This poster, designed by AYF students and advisors, will introduce the Asian Youth Forum, explain its aims and design, outline its background and history, profile past AYF events and discuss the role of international youth exchange programs in promoting language skills and international understanding. The poster will extend an invitation to Asian language teachers who would like to involve their students in future Asian Youth Forums. For more information about AYF, see our websites: <<http://ayf8korea.weebly.com/>> and <www.asianyouthforum.org>. **S/U/A**

SATURDAY - 09:25~09:50

Constructing the Self: Teachers' Narratives of Teaching EFL

Maria Pinto, Dongguk University, Gyeongju
Room S104

Research into English-as-a-foreign-language (EFL) teachers has generally focused on non-native speaker teachers, or pre-service teachers, or on the experience of native-speaker teachers in their own countries teaching non-native speaker students. The researcher designed a doctoral research project to investigate the lived experiences of long term native English speaking teachers of EFL living and working in non-English-speaking countries - and their changing perceptions of self, culture, and teaching.

The title of the project expresses a dual focus - firstly, on the lived experiences of EFL teachers, and secondly, on the way in which the language they use - their constructed narratives - reveal and reflect their relationship to the identities they construct and the stories they tell. The dissertation aims to simultaneously recount teachers' stories, and examine the meta-narrative in which they are embedded. The central question is: How does the experience of teaching in a non-English-speaking, non-native

land contribute to the native-speaker EFL teacher's sense of self and identity?

The researcher is currently conducting interviews with long-term EFL teachers. In this paper, the researcher will present a review of the literature about EFL teachers, and discuss the methodology of the study. **YL/VYL/S/U/A/B**

A Study of Cultural Factors in Junior High-school English Textbooks Approved in Korea and Japan

Maiko Kimura, Mukogawa Women's University & Hiroko Arao, Mie University
Room S105

This paper studies junior high-school English textbooks approved in Korea and Japan with respect to cultural factors. The inherent relationships between teaching foreign language and cultural dimensions have been addressed and emphasized, as well as the inextricable nature of language and culture. This study adopted a categorical approach to culture in the framework advocated by the National Standard (1999) by breaking culture into three parts: cultural perspectives, cultural products and cultural practices. These three parts were compared and analyzed regarding their coverage in English textbooks of both countries to find the underlying beliefs and attitudes toward ELT in Korea and Japan. These findings will provide valuable insight and implications for future material development in ELT. **S**

Constructing a New Binding Theory and Practices in English Reading Instruction

Wei Yang Dai, Hsuan Chuang University
Room S106

This study aims to promote students' fluency development by binding a set of linked skills activities. Previous studies on fluency development paid little attention to construct integrated skills activities including reading aloud, silent reading and typing in Taiwan. The readers once read fluently and automatically,

they can move beyond building correct word recognition level reading to fluent processing of large quantities of text. (Anderson, 1999). Thus, this study has been conducted to incorporate the selected texts into tasks that can be integrated the linked skills activities that enhance and empower to improve English as an international language learners' accuracy and fluency development. The participants are 20 English major freshmen who volunteer to attend at this activity. In this study, both quantitative and qualitative procedures will be used to analyze the data and generate answers to the research questions. For the quantitative data, the researcher will apply the Statistical Package for Social Science 16.0 (SPSS 16.0) for Windows to deal with the collected data and will be discussed on the research questions. For the qualitative data, the researcher will collect the students' responses from the questionnaires with the open-ended questions and also participants' comments given in individual interviews. The results reveal that the participants' reading fluency has been making significant progress and their reading attitudes toward the linked skills activities were positive. The findings suggest the linked skills provide accountability for task based curriculum change. **U**

SATURDAY - 10:00~10:25

Student Leaders: How Volunteer Peer-leaders Inspire

Juanita Heigham, Sugiyama Jogakuen University
Room B109

Most EFL teachers desire their students to use English outside the classroom, in authentic communicative situations, as it is only through the use of the target language that their learners will develop communicative confidence. In this paper, the presenter will discuss an ongoing research project at her university which began with the aim to devise additional opportunities, and motivation, for students to

use English. The current project consists of outside-of-class conversation groups led by student volunteers. Following straightforward guidelines, the students host conversation groups of other students. Through such an experience, volunteer leaders build their English and leadership skills as well as learn the value of helping others; other students benefit from the influence of positive role models and develop their own speaking skills. The presenter will describe the project and report on its results thus far, including voices of some leaders who have participated in it. U

How Anonymity Affects Feedback in the Peer Review Process

Richard Silver & Matthew Coomber,
Ritsumeikan University
Room B166

Face-to-face peer review is a familiar activity in academic writing classes, and is underpinned by Vygotskian sociocultural theory, which views learners as providing each other with mutual scaffolding. However, while a growing body of research has found that students find peer review beneficial and enjoyable, teachers should be aware of the risk of overlooking different learner styles. Moreover, the way in which theories and methods are applied must adapt to different contexts around the globe. This requires teachers to be multi-faceted and change their teaching according to the needs of specific classes. While the social interaction of face-to-face peer review can be stimulating, in some cultures it may be viewed as inhibiting or oppressive, resulting in an unwillingness to comment on written work. Learners' identities are particularly vulnerable during the language learning process and could be at risk if students are exposed to direct criticism or forced to be critical of their peers. This paper suggests a way in which writing pedagogy could be advanced by reporting on anonymous peer review as a means to transform the classroom environment and allow students to

provide one another with effective, if perhaps more limited, scaffolding. Three aspects of anonymous and face-to-face peer review are compared: the amount and type of feedback generated, the rate of uptake, and the effect on students' final drafts. It is hoped that teachers will reflect on their classroom practice so as to consider whether their use of peer review might benefit from a change. U

Culture Experience Programmes: Language Teaching by Stealth

Stephen M. Ryan, St. Thomas University
Room B168

Culture Experience Programmes (CEPs) were neither designed nor marketed as a language learning opportunity. They offer a chance to experience and learn from a foreign culture at first hand, without the barrier/filter of limited foreign language proficiency. As such, they are a response to the strong desire of many foreign language learners who, despite their limited language ability, wish to experience a foreign culture, meet the people who live there and form friendships with them. CEPs allow them to do just that, spending a short time in a foreign country, with every effort made to bring them into contact with local people, especially those of their own age, in an environment which is supportive of interaction and cross-cultural learning. Programme facilitators act as interpreters when necessary, to overcome the language barrier/filter, as well as provoking a spirit of enquiry and mediating cross-cultural misunderstanding. Yet, to the surprise of those involved in setting up the programmes, CEPs turn out to be a remarkable spur to foreign language learning, and students return from them not only with a more mature outlook on cultural issues but also with a strong desire to improve their foreign language skills. The presenter will explain both the concept and reality of CEPs and draw on personal experience to illustrate the rich opportunities CEPs offer for learning about culture and language. S/U/A

Application of Data-driven Learning Approach in Taiwan EFL Teaching

Hsing-Chin Lee Lee, National Taipei College of Business

Room B178

Data-Driven Learning (DDL) is a pedagogical approach in which the language learner is also a research worker whose learning is driven by access to linguistic data (Johns 1991:2). This essay aims at evaluating the potential of the DDL approach in language teaching in Taiwan. The creation of the corpus and computing tools used in analysing it is discussed. A CALL program is explored in terms of its advantages, the making of data file, the making of concordance lines, the analysis of data and suggestions for improving the program. The Author created her own materials (based on a self-compiled corpus), which can be adapted to the program, to teach English prepositions. The possibility of using this program in teaching Taiwan EFL students to make them more active learners, less dependent on teachers and textbooks is also discussed. Several questions are asked and tackled in this study: how far students can be responsible for what they learn; how far teachers can help to provide techniques for them; whether or not this approach to learning can be combined with more traditional approaches; and finally, how it could be adapted to the needs of EFL students learning English in Taiwan. U

World-class Standard School Project: An Innovation or a Challenge?

Ubon Sanpatchayapong, Rangsit University; President, Thailand TESOL

Room C608

This study was based on a project required by the Ministry of Education (MOE) in Thailand to enhance Thai science and mathematics teachers in 500 secondary schools countrywide to use English as a vehicle to teach in their classrooms. The aim of this plan was to make

these schools 'world-class standard', where teachers and students are enabled to master both the content areas and the English language application. The study investigated possibilities of the project, project problems, and ways to assist teachers to use English as a teaching tool via the training. Six teachers (three mathematics and the other three science teachers), two trainers, and four teacher assistants were the informants. Data sources such as open-ended interview transcriptions, field notes from observations, and a questionnaire were triangulated. They demonstrated the plan was unrealistic because many teachers had forgotten English and some failed in English when they were students. Based on these teachers' background, teaching these subjects in English would make the two subjects more incomprehensible. Three suggestions from the informants were: first, the Ministry of Education should revise the project. Then if it must be done, the MOE should give teachers more training. At the beginning, teachers wanted to use both Thai and English as a teaching tool. Last, the MOE should hire native speakers to teach both mathematics and science in those 500 schools and consent to Thai teachers observing and learning from them how to teach mathematics and science in English. S

Using Corpus as a Means to Promote Authentic Language in English Textbooks

Tyler Barrett, University of Birmingham Graduate Student

Room S104

EFL textbooks often do not promote the use of authentic language. Rather, many textbooks (particularly in Japan) tend to emphasize certain grammar patterns. As a result the language being learned is often awkward and inefficient for conversation with native speakers. Since corpus data is a collection of authentic language, corpus-based textbooks containing authentic language can be used to prepare students for communication with native speakers.

Given the usefulness of corpus research, it is the intention of this paper to briefly discuss approaches in which corpus research can be used to improve textbooks and the overall learning experience of a student. Areas of corpus research to be discussed include grammar patterns used in course books related to authentic language such as the "present perfect" tense, the use of corpus methodology in the form of a pedagogic corpus as a means to compare language found in textbooks with authentic, real-life language, in addition to wordlists organized in parallel corpora that reveal differences between British and American English. Additionally, the discussion aims to include corpus-based frequencies used to raise students understanding with particular focus upon cultural awareness and cultural differences between English speaking countries while recognizing the importance of a corpus-based consensus in relation to a native speaker's ability to intuitively recognize authentic language and language learners who often rely upon corpus data to understand the consensus, which gives them confidence with their language abilities. **S/U/A**

How does Collaboration Influence Students' Development of Writing Skills?

Noriko Kurihara, The University of Kyoto, Graduate School

Room S105

Helping students acquire creative writing skills has become more and more important in senior high school. To explore effective teaching approaches, a collaborative project was incorporated in a regular English writing class. This study examined how cooperation among peers, between students and teachers, and freedom of choice in materials and peers, affected students' writing skills development in Japanese secondary education context. Students experienced multiple draft writing followed by peer and teacher feedback. The final drafts were collected to make posters in groups. Interviews and questionnaires were

conducted after the project. The results revealed great impact of native English speaking teachers' feedback as well as complicated reaction towards peer collaboration. **S**

Teaching Business English in Graduate Level

Kai-chong Cheung, Shin Hsin University
Room S106

In a traditional way of teaching English, the teacher usually covers the basic four skills - listening, speaking, reading, and writing. Nowadays, translation is included. About two decades ago, ESP (English for Special Purpose) appeared and became one of the important trends in teaching. Apart from Freshman English, every subject calls itself an ESP course. When teaching an ESP class, do students have to have a certain basic knowledge of English or can teachers go into the main theme directly? Is Business English at the Graduate level an ESP class or General English class as well? What do students expect and how does the teacher fulfill their expectations? **B**

SATURDAY - 10:00~10:45

Extensive Listening in an EFL Classroom in China

Willy Renandya, National Institute of Education, Nanyang Technological University, Singapore

Room B107

In this presentation, I will report on a study that looks at how an extensive listening practice conducted through teacher read-alouds helped lower-proficiency EFL learners in China develop their listening comprehension. Sixty middle school (Grade 7) students from China were randomly assigned to two conditions of 30 students each. Both groups followed their normal English language curriculum, but received a one-hour supplementary listening instruction for six

weeks, for a total of 42 hours. During the supplementary lessons, the experimental group was given a lot of opportunities to listen and comprehend easy listening materials read aloud by their classroom teachers. The control group was taught a set of listening strategies (e.g., predicting, inferencing) that they then used to comprehend pre-recorded listening materials. At the end of the six-week period, the students in both groups were given a battery of tests designed to measure not only their listening comprehension skills but also their production skills (e.g., pronunciation and retelling skills). The results indicated that the students in the experimental group who listened to a lot more comprehensible listening materials through teacher read-alouds outperformed the control group in some of the measures. I will conclude by discussing the results of the study in relation to the current literature on the teaching of L2 listening through strategy instruction.

Skills for Success: Eloquent and Expressive English Language Learning

Jessica Magnusson & Rebecca Fletcher,
Oxford University Press Korea

Room B111

In today's world, it is more important than ever for adult students to learn how to excel in reading and writing and listening and speaking through a skills-based approach. This presentation will demonstrate how you can help your students learn the skills that are essential to academic success. Participants will be introduced to the concept of learning outcomes and will discover how this concept can help students make the most of their learning. Learning outcomes also benefit teachers by providing them with fair and accurate grading criteria for student work.

Additionally, in-depth vocabulary work, which gives students more flexibility in how they express themselves, will also be discussed. Examples will be taken from the new Oxford academic series *Q: Skills for Success* and the

iWriter program of the *Oxford Advanced Learners Dictionary 8th Edition*. U/A

Embracing Product and Process in a Task-Based Approach to Teaching Writing

Grace H. Wang, Yonsei University & Brian Rasmussen, Fukuoka Women's University

Room B112

Approaches to teaching writing have often been categorized as either 'product-oriented' or 'process-oriented'. Alternatively, they may be classified as: (i) text-focused, (ii) writer-focused, or (iii) reader-focused. Most commonly, teachers will employ a blend of these approaches in their practice of teaching writing, aiming for both product and process. The final assessment of students' work, however, will usually tend to focus on the product rather than the process. This tendency is understandable given the general nebulosity of the matter of assessing a student's work for the process by which the student has arrived at his/her final product. In this workshop, therefore, it will be shown how a marriage of product and process in both the teaching and assessment of writing can be usefully accommodated, especially in a task-based approach to teaching writing. That is, the students are taught on all aspects of the writing process, from the analysis of the reader to the production of their final draft, and assessed on the same. U

Diversifying Curriculum Design

Martha Clark Cummings, Anaheim University

Room B121

The aim of this workshop is to find ways to introduce diversity into the ESL/EFL Curriculum so that it is inclusive of all groups who might take the course of study. The goal is that no students feel ignored, invisible, or that they must conceal their true identity from the rest of the group, while at the same time adhering to the standards of the particular institution for

which the curriculum is being or has been designed. Participants will discuss kinds of diversity they have encountered or might encounter in the future in the settings in which they teach. Then, in small groups, they will begin to design one lesson in which one diversity issue might be addressed and around which intercultural activities could be developed.

Incorporating New Technology in the Classroom

Kostas Paixos, Bridge Learning Ltd., Korea

Room B142

In recent years, technology has become more accessible to teachers and the use of technological aids has become a common feature in the EFL classroom. In this session, the potential that the latest technology has to offer to students and teachers alike is discussed, and participants are presented with practical tips and ideas so that they can make the best use of technology in their classes. The pedagogical and educational benefits of using new technologies in teaching and learning English will be further illustrated through the demonstration of the state-of-the-art components and course features of MM Publications material. S U

Using Basal Readers for Young Learners - Houghton Mifflin Harcourt Journeys

William Packard, Houghton Mifflin Harcourt

Room B161

This presentation will cover the basics of using a US basal reader in the Korean classroom primarily for English-language education. Key topics will include lesson plan adaptation and speaking-/listening-/reading-/writing-focused teaching as well as potential benefits and pitfalls. A brief overview of Houghton Mifflin Harcourt's brand-new *Journeys* program will be included.

YL/VYL

Who We Are: Task Based Activities to

Develop Learner Identity

Sara Davila, SIT TESOL

Room B164

How do learners talk about themselves in the English language classroom? So much of the material presented to learners is based around lexical context or selected grammatical structures. While use of lexical sets helps learners engage and apply language at home, where do students find opportunities to expand and explore their personal lives and culture in the English Language Classroom?

Language is taught to help learners engage in communication in a global context. With the global context in mind, however, we know as educators that students need more than the ability to discuss business or the weather. Our learners become cultural representatives and ambassadors of their home countries; as such students need the skills and the experience to describe their home, life, and communities to the world. In this workshop teachers will look together at how common classroom activities organized around lexical sets or grammatical structures can be used for task based exploration of learner identity. As a group we will examine how to adapt and modify these materials to engage learners in deeper understanding of their personal identity. This includes activities that encourage learners to talk about personal culture, explore differences between the home culture and other cultures, explain cultural differences, and recognize how personal cultural context affects the learner use of language. YL/VYL/S/U

Innovations in Online Teacher Training Practica

Lesley Painter-Farrell, New School

Room B167

Trainee teacher practica have traditionally been a face-to-face experience. A teacher trainer observes a teacher-in-training teach and provides feedback about the lesson in an aim to hone the teacher's craft. The relationship

between the trainer and teacher is key to the success of the practicum. It is a relationship based on trust and a mutual understanding of the overarching goal of teacher development in a collaborative, supportive and non-judgmental environment. The idea that this practicum can be conducted online appears to contradict an experience so fundamentally rooted in the face to face tradition; however, the development of online tools, the ease of uploading and sharing videoed lessons online and the nature of the virtual environment itself have created myriad opportunities to conduct innovative practicum courses online. The opportunities can allow for the necessary development of an intimate relationship between trainer and teacher-in-training and create an experience that in some ways is more valuable and more precise than a face to face practicum.

In this demonstration the presenter will illustrate how she conducts online teacher training practicum courses using various tools such as wikis, video, online journals, multimedia slideshows and Skype. She will share the challenges that she faces and the successes that she has experienced and explore some of the pre-requisites for making online courses successful. **A**

Starship English: a Better Way to Teach and Learn

Ken Beatty, Language World

Room C503

Starship English is an innovative and exciting new series for students from kindergarten to grade six. The author, Dr. Ken Beatty, will demonstrate how teachers can use the Student Book, Activity Book and interactive whiteboard materials to motivate young learners and give teaching and learning tips to help improve learning outcomes in the classroom. Samples will be provided to all participants and all questions will be answered. **YL/VYL**

Bringing the 'Real-World' into the Classroom

Gilly Dempster, Macmillan Korea Publishers

Ltd

Room C504

Life these days doesn't only follow a fast and furious pace at street level; it also does so in the digital arena. Our classrooms should reflect this. How can we make our "content" not only more interactive, but with "maximum impact?" Well, we need to cater to "all tastes". We need print as well as digital "gadgets" to advance ELT onto the global stage. *Take Shape*, the brand new six level elementary course from Macmillan, has real-world e-readers, animated grammar presentations and projectable posters, to help deliver dynamic and successful classes. If you're interested in finding out how, this session's for you! **YL/VYL**

Have Your Students Just Speak Up!

Casey Malarcher, Compass Media

Room M101

Are your students preparing for standardized tests that include speaking tasks? Would you like to get your students speaking in class? Then this session that introduces Compass Publishing's speaking series *Just Speak Up!* is for you! The presenter will go through a sample lesson taken from this three-book series and suggest approaches to various components included in each unit. Methods for adapting the materials for a variety of levels will be discussed to ensure that every student in your class can Just Speak Up! **YL/VYL/S/U/A**

Updating the Research Paper: New Approaches in Academic Writing

Susan Kelly, Clark University, China Program

Room M103

Many university students plan to study abroad where they need strong writing skills and familiarity with research projects. Yet the traditional research paper leaves them cold. I introduce my EFL students in China to research

through two assignments: Mix-It-Up Day papers and I-search papers. Teach Tolerance's Mix-It-Up Day challenges students to move outside their comfort zone and cross cultural boundaries. Students then write reflective narratives using facts they have researched and cited. First developed by Ken Macrorie, I-search papers provide students with an opportunity to research topics of personal relevance and write the "story of the search" while learning to use the library, databases and citation styles. This is not your grandpa's research paper. **U**

A Friendly Guide to Paragraph and Essay Writing

Gabriel Allison, E-Future

Room M104

Writing a cohesive paragraph or essay can be a difficult task for many young EFL learners. In this workshop, the presenter will discuss how to guide young learners step-by-step while organizing their paragraphs or essays so that they can overcome the fear of writing and build up confidence. Using the e-future text *My Next Writing*, the presenter will show two important strategies on how to develop writing fluency. One strategy is to help students write sentences of various length and structure, and the other is to help them write details about their ideas to make their writing more interesting and worth reading. **YL/VYL/S**

Comprehension Skills Through Nonfiction Articles

William Kim, Kyobo ELT

Room M105

The process of comprehending information presented in a language other than one's 1st requires a step that has often been overlooked by educators. Memorising the new information and being able to repeat it verbatim or in one's 1st language does not equal to true comprehension. The missing step in this

scenario is the process of dissecting the new information using interrogative questions. This process, and the ability to carry it out, enables one to fully comprehend and/or relay it with accuracy in one's 1st or 2nd language.

Journalists are well aware of this process, since the maxim of journalistic writing style is that the minimum requirement of a complete report is that it must be able to answer a list of six questions comprised of each and every interrogative word from the six Ws. The result of which is a "complete picture" of the circumstance under observation.

Time to Read More, developed by ENation publishing is an educational package that attempts to imprint the above mentioned ability in its users through a comprehensive course that spans the length of three student books. The end result for the students being a well laid foundation of English competency that will not be forgotten much like math formulae memorised in a hurry the night before the exam. **YL/VYL**

SATURDAY - 10:25~10:50

Critical Friends Groups: An Opportunity to Reflect on Practice

Rob Higgins, Ritsumeikan University

Room B109

Teacher development has often been delivered through pre-service or in-service training. This has placed disproportionate responsibilities on experienced teachers delivering a top-down method of teacher training. However, this does not validate the individual identities, experiences, and distributed expertise that many individuals bring to the profession. This study has conducted a small-scale action research project in professional development in a university in Japan. It has much in common with a Critical Friends Group (CFG) model of professional development that has evolved from the Annenberg Institute for School Reform; it is based around a collaborative and practitioner-

driven emphasis on exploring and analysing teacher and student learning.

This presentation will discuss the dynamics of this kind of practitioner-driven group and will explain how to implement one. It is important to understand what makes this kind of approach different from other forms of teacher development. This presentation will explain the specific structure and dynamics of this kind of group characterised by what is called a protocol approach (structured discussion guides). The non-judgmental environment of CFGs has much to offer as a form of collaborative learning for teachers. It has been suggested that this kind of reflective practice through the dialogic nature of CFGs can begin to break down the boundaries of teachers working in isolation. This promises enhanced collegiality and a teaching identity strengthened by interdependency, shared norms and values

Reducing Student Embarrassment: Teachers' Uses of 'Hygiene Resources'

Will Lingle, Tongmyong University

Room B166

For students, speaking a foreign language in front of their peers can be very intimidating. Student embarrassment at giving a wrong answer, or failing to understand the question, is common. All teachers must find a way to respond to student errors while trying to minimize student embarrassment. An EFL teacher in an English-medium class is under an extra burden to resolve these situations smoothly, since English is required for the class to function. Ronald Mackay (1993) identified twelve 'hygiene resources' used by teachers to mitigate student embarrassment. This presentation features a discussion of these hygiene resources as used in EFL classes in Korea. Examples include reasoning aloud for the students, substitution of an easy task for a difficult one, and question reduction, among others. An awareness of these hygiene resources can be helpful for teachers, as these

strategies can have negative effects that can be far-reaching. The presentation concludes with suggestions for alternative responses to various types of student errors. **YL/VYL/S/U/A/B**

Developing Policy and Strategies for Improving Teaching English at Primary Levels in Thailand

Kanjana Charttrakul & Khacheenuj Chaovanapricha, Suan Dusit Rajabhat University; ThaiTESOL

Room B168

This research study investigated needs and factors affecting the quality of learning and teaching English in primary schools under the Local Administrative Organization in Thailand. The study was based on a mixed-methods design, to ensure that the findings were grounded in the reality of primary school experiences. There are the combination of quantitative research and qualitative research. The sampling groups of quantitative research comprised principals and teachers from primary schools throughout Thailand. Three types of research instruments were 1) two sets of questionnaires, 2) focus group interviews participated by teachers and students, conducted simultaneously in four regions in Thailand, and 3) an expert panel. Three major findings revealed that firstly there were five critical factors that affected the quality of teaching and learning English in primary schools under Local Administrative Organization. They were teachers, students, English curriculum, textbooks, and the learning environment. Secondly, another finding related to teachers' needs for professional development was communicative teaching techniques, teaching and learning materials production, English knowledge, and an integration of technology and English teaching. And finally, were three aspects identified in relation to developing policy and strategies in teaching English. They were policy and curriculum management, classroom management, and teachers' professional development. **YL/VYL**

Implementing Cooperative Learning in the Classroom

Nopporn Sarobol, Language Institute, Thammasat University; ThaiTESOL
Room B178

Most students in Thai classrooms are silent and passive. In order to encourage these Thai students to be more active, cooperative learning was incorporated into a fundamental course classroom at Thammasat University, Thailand. Group work was employed to maximize students' participation in the classroom. In this presentation, the presenter will report how this approach helps students become active learners. The perceptions of the students were also revealed through a qualitative approach of data collection and analysis. Based on students' reflections, there are substantive benefits from activities implemented in this study. A

Incorporation and Evaluation of Jazz Chants in Japanese University English Class

Junko Chujo, Kanazawa University
Room C505

Japanese adult English learners have difficulty acquiring English pronunciation, especially suprasegmental features of English pronunciation: natural stress and rhythm patterns. Initial difficulties occur because of the difference in the language structure between the native language, Japanese, and the target language, English. In spite of the students' desire to be able to speak with native-like English pronunciation, insufficient time and focus for pronunciation practice combined with a lack of established, convenient, and efficient teaching methods in English classrooms have further made acquiring even a comfortably intelligible level difficult. Carolyn Graham's Jazz Chants have been incorporated in the ESL and EFL field all over the world from the time of their appearance in 1978. Even though they have been used worldwide in the ESL and EFL classroom as effective English teaching

materials, both the utilization and the analysis of the academic effectiveness at the Japanese university levels have been extremely limited. This presentation illustrates the results of students' phonetic performance difference before and after the incorporation of Jazz Chants in Japanese university basic English classes by using two evaluation methodologies: with native English speakers' ears and with the acoustic analytical software PRAAT. It further offers a detailed teaching report and discussion of the pedagogical effectiveness of this method for Japanese university students in the classroom setting. U

Kimchee Smiles and Freedom Fries: Disentangling Cross-cultural Emotional Communication

Eric Reynolds, Woosong University TESOL-MALL
Room C608

Disentangling the various factors involved in cross-cultural communication and particularly cross-cultural miscommunication can seem a Herculean task. Frequently, part of the problem in disentangling that miscommunication lies in aspects of language and culture that are not entirely conscious in our communication repertoire. One such thread of that tangled mass of cross-cultural communication is how we communicate emotion parallel to intentional and denotative content of which we are more clearly cognizant. The problem of cross cultural communication then is longstanding and not in the emotions is presented, but as Goleman (1995) suggests, "In Nicomachean Ethics, Aristotle's philosophical enquiry into virtue, character, and the good life, . . . the problem is not with emotionality but with the appropriateness of emotion and its expression" (p. xiv, emphasis in the original).

This presentation reviews a study to understand the differences in recognition and interpretation of emotional cues across cultures in dynamic communicative acts. Using focus group

methodology and production video examples, several emergent themes related to how Americans, and Koreans view an emotional scene relative to how other cultures perceive the scene were generated: How did they interpret emotion meaning cross-culturally? How do emotional scripts play a role? How did the focus groups show the social construction of emotional interpretation? What are the implications for foreign language teaching -- and will direct instruction in culture-specific emotional communication have any benefits for foreign language learners? **YL/VYL/S/U/A/B**

EFL Education in South Korea and the Phenomenon of Shame

Carl Phillips, Woosong University

Room S104

The avoidance of losing face in South Korea (and Eastern Asia) and the fear driven by shame in Western culture share many analogous structures, and give rise to myriad social, moral, political, and, in my opinion, pedagogical issues. This research study seeks to understand through a Western cultural (psychological) lens how shame affects the behavior of South Korean students seeking to, and possibly being forced to, learn English. In order to accomplish this task, the study will first look at the following: the definition of shame, the Western understanding of shame, the relationship of shame to "losing face", and how traditional and modern Korean paradigms from religion and philosophy have dealt with it. Then, a small appropriate subject group of native Korean-raised educators will be called upon for interviewing: to collect their opinions and observations. Further a contrast group of Western-educated EFL teachers who have taught in Western settings and currently teaching in Korea, will be called upon to elaborate their educational experiences at "home" and in Korea. Additionally, observations and inferred theories derived from my personal experiences in the Korean classroom regarding

shame-based restrictive behaviors will be added. Finally, the accuracy of my observations and theories from the literature will be evaluated, or more accurately, re-evaluated, ending with practical implications and applications for Korean EFL teaching methodology. **YL/VYL/S/U/A/B**

Raising Voices, Crossing Boundaries: Japanese Students in American Universities

Michael Hood, Nihon University, College of Commerce

Room S105

In this presentation, I report the results of a qualitative two-year multiple-case study of Japanese learners working toward graduate degrees in U.S. universities. Drawing on socio-cultural theory and legitimate peripheral participation, I examine the experiences of three Japanese women--from their first days of graduate study in the U.S. through the end of their second academic year--as they negotiate participation in the academic and social communities that are vital to their educational success. Phenomenological interviews conducted throughout the two years of the study, journals maintained by the participants, and course materials comprise the primary data. Data were analyzed, and co-constructed narratives emerged that account for the challenges faced by these women, their responses to those challenges, and their perceptions of both success and failure. Findings suggest that identity plays a key role in the exercise of agency in the face of institutional, social, cultural, and linguistic barriers. However, these three women struggled to maintain old (and at times preferred) identities while developing and strategically deploying new ones that new academic and social contexts demanded. The results of this study suggest ways to better prepare Japanese learners who plan to study in the U.S. and to better support them once they arrive. **U**

Taiwan: A Pedagogical Consideration

Yiu Nam Leung, National Ilan University;
ETA-ROC
Room S106

Among the language skills course, English Composition has always posed a lot of difficulties not only to the learners but also to the instructors. To yield fruitful results, instructors tend to use different kinds of approaches and design meaningful activities such as journal writing, reading, writing PPT files and reports on reading assignments, and revising their essays according to the feedback given by the peers or instructors to motivate learners and enhance their interest in writing. Writing journals, as free writing, enables learners to develop critical thinking through observation and comments on the social events they are interested in. Reading short essays from different types of compositions written by famous authors is conducive to learners' development of writing as well as organizational skills and identifying the main idea, finding specific details, discerning implications and drawing inferences as well as conclusion, and recognizing style, tone, and special writing techniques, guessing meaning of words and phrases in the essays. Peer review or critique of the compositions of their classmates is beneficial to the building up of their analytical power. Learners are asked to submit their drafts to a computerized grading system --

Criterion by ETS to obtain feedback on their writing and improve their writing accordingly. It is hoped that learners will be able to become autonomous as a result of their active participation and immersion in these activities.
U

SATURDAY - 11:30~12:15

How Many Words do My Learners Know and How Many do They Need?

Paul Nation, Victoria University of Wellington
Room M608

This paper reports on recent studies of learners' vocabulary size, both native and non-native speakers. This research includes studies using the Vocabulary Size Test and bilingual versions of this test. This research is related to studies of the amount of vocabulary needed to cope with watching movies, listening to conversation, reading newspapers, and reading novels. To get 98% coverage of the vocabulary in these kinds of texts, a vocabulary of around 7,000 to 9,000 word families is needed. This paper describes this research and its findings, and suggests ways that teachers can use to develop learners' vocabulary size across the four strands of a course.

Meet your Chapter and SIG members

Looking for somewhere to get away from the crowds?

Want to meet other members of your chapter?

Looking to make SIGNificant* connections or talk to the people you only see online?

Why not join one of the following groups for lunch?

Chapters:

Busan Chapter
Gwangju Chapter
Daegu Chapter
Daejeon Chapter

Special Interest Groups (SIGs)*:

CT-SIG (Christian Teachers)
Research SIG
Multimedia & CALL SIG.

Check this program as well as the KOTESOL Bulletin Board for further details of rooms & times.

See you there!



We have a simple mission – to provide the best language program in the world.

To accomplish this, we use the TALL (Technology Assisted Language Learning) System

English is the language of Global Education and Commerce. We are here to help you succeed.

TALL uses a holistic approach for language instruction. TALL integrates the best of technology, teachers, native speakers and real-world practice to produce better, faster results



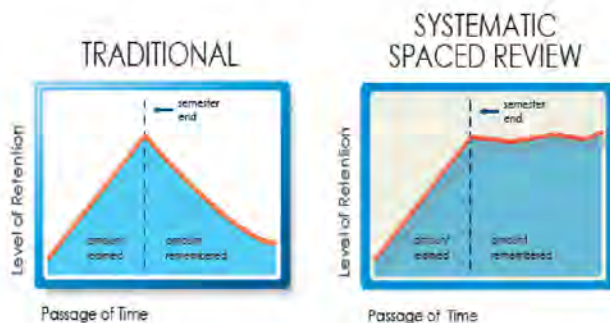
The TALL methodology applies a task-based approach to learning English. Concepts are divided into practical tasks, which a person accomplishes daily. As each task is mastered, the learner can immediately apply that knowledge in appropriate English settings while continuing to learn new concepts.

The TALL Advantage: Retention

Too often, knowledge is quickly learned and quickly forgotten. The TALL system uses a learning theory called systematic spaced review to prevent this.

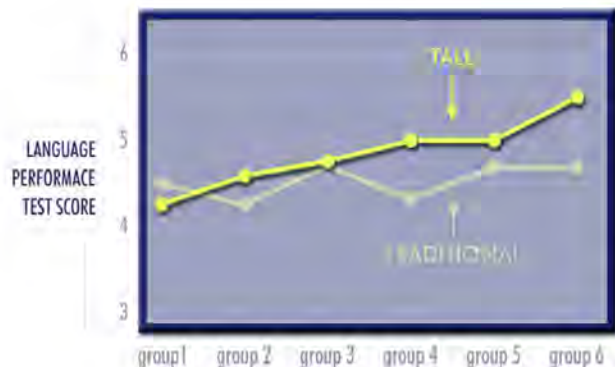
TALL software tracks learning and periodically reviews material that has previously been forgotten, it provides an immediate review to ensure that material is learned.

Additionally, TALL simulations require application in realistic environments. When knowledge become action, retention dramatically improves.



TALL Success in Korea:

The TALL program was successfully launched in Korea for Korean English Teachers, Professors, Government Employees, Corporate trainers, University Students, Secondary and Elementary school students.



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Saturday Afternoon



Room	13:15	14:30	14:55
B107	Andy Curtis <i>Know Thyself: What can we learn about reflective practice from other professions?</i>	Alan Maley <i>The Power of Creative Writing</i> S/U/A	
B109		Linda Warfel <i>Dramatically Increase Literacy Skills Using Award-Winning Scholastic Read-Along DVDs</i> YL/VYL	
B111	Justin Chang <i>Read Your Way to Better English with Dominoes and The Oxford Bookworms Library!</i> YL/VYL/S/U	Julie Hwang <i>Fabulous Language Skills Training with American Family and Friends!</i> YL/VYL	
B112		Peter Kim <i>ProofWriter™: A New Online Service from ETS</i> S/U/A/B	
B121	Sunhae Hwang <i>A Study of English Learner's Attitude for Autonomy in Korea's EFL Settings</i>	Don Makarchuk <i>Oral Dialogue Journals: Theory and Implementation in the Classroom</i> S/U/A	
B142		Gilly Dempster <i>Personalization and Skills Building</i> YL/VYL	
B161		Susan Kim <i>How to have Fun and Teach Your Students at the Same Time</i> YL/VYL	
B164		Phil Owen, Moderator <i>PAC Panel: Sharing and shaping the future of ELT in Asia</i> YL/VYL/S/U/A/B	
B166		Daniel Beck <i>Online Animations for Language Learners</i> S/U/A/B	
B167		Nam-Joon Kang <i>Why not CLIL or CBELT or Immersion but SBLT for an EFL Setting?</i> YL/VYL	
B168		Heidi Vande Voort Nam, Bryan Bissell & Virginia Hanslien <i>Christian Teaching in Practice: Resources for Christian English teachers</i> U/A	
B178	Suchada Nimmannit <i>Improving Language Learning Opportunities Through Chat Mail</i>	Rebecca Elliott <i>Supplemental Activities that Work</i> YL/VYL	
C503		Michael Cahill <i>How do We Teach the New Literacies?</i> S/U/A	
C504		Ray Graham <i>Elicited Imitation Revisited as a Technique for Measuring Oral Language Proficiency</i> S/U/A	
C505		Soo Ha Sue Yim <i>TKT: An Opportunity for Professional Development</i> YL/VYL/S/U/A/B	
C601		Matthew Coomber <i>Adding a Piece to the Puzzle: Three Dimensional Jigsaw Reading</i> U/A	
C608		George Scholz <i>Supplementing Learning and Training Materials - A Global Perspective</i> YL/VYL/S/U/A/B	
M101		Sue Garton <i>Where next with your Professional Development?</i> YL/VYL/S/U/A/B	
M103		Carl Dusthimer & Aaron D. Jolly <i>International Minded Readers with IB Journeys</i> YL/VYL/S	
M104		Kostas Paixos <i>The Ideal Course Book for Young Learners</i> YL/VYL	
M105		Scott Miles & Anders McCarthy <i>What can CALL do for Vocabulary Learning?</i> S/U/A/B	
S104		Chia-Ti (Heather) Tseng <i>How do good language learners learn English in Taiwan?</i> S/U/A	Grant Black & John Peloghitis <i>Assessing Intercultural Experience and Achievement in At-risk Language Learners</i> U
S106		Stafford Lumsden <i>Evaluating CALL Materials: How About an iPhone?</i> YL/VYL/S/U/A/B	

Saturday Afternoon

SATURDAY - 13:30~14:15

Know Thyself: What can we learn about reflective practice from other professions?

Andy Curtis, Chinese University of Hong Kong

Room B107

Plato's call for each of us to "Know Thyself" is perhaps one of the best known of the aphorisms of ancient Greece, which is still relevant to English language teachers as reflective practitioners today, more than 2,000 years after it was first put forward. This, then, is not new advice, but comparing how this two-word phrase has been interpreted in other professions may shed some light on how we can make best use of the idea in our own field. Evidence is presented from the legal field, in which 40 years of research on attorneys and law students has been reviewed to learn more about the relationship between knowing oneself and notions of professionalism. Research from different fields within the medical sciences is also called on, including the American Medical Association's call to its members: "Physician Know Thyself", in relation to self-assessment in life-long learning and improving performance in practice. Studies from the field of Nursing can also help to expand our notion of how other professions respond to this call, in relation to personal knowledge, evolving research and practice. Lessons from disciplines within Psychology are also drawn on.

Moving back to education, the notion of "Know Thyself" is applied to, for example, portfolio development and adult learning, as well as teacher training, including the training of English language teachers.

Read Your Way to Better English with Dominoes and The Oxford Bookworms Library!

Justin Chang, Oxford University Press Korea
Room B111

Dominoes graded readers are ideal for reading practice as well as skill development. This four-level series features lively, fully illustrated stories. The new edition includes interactive multiROMs, which offer fully dramatized audio, grammar activities and resources for teachers. *The Oxford Bookworms Library* is a highly acclaimed seven-level graded reader series designed to improve students' reading fluency. *The Oxford Bookworm Library* boasts over 230 titles and offers a diverse range of classic and modern fiction, non-fiction, and plays.

This interactive workshop will help teachers gain insight into how they can utilize *Dominoes* and *The Oxford Bookworms Library* to teach both intensive reading and extensive reading in class. Participants will engage in fun activities and learn how they can help their students read their way to better English!
YL/VYL/S/U

A Study of English Learner's Attitude for Autonomy in Korea's EFL Settings

Sunhae Hwang, Sookmyung Women's University
Room B121

This study examines the English learner's attitude toward autonomy in Korea's EFL settings. Since English learners in EFL environments are situated in limited access to natural, communicative use of language, the individual learner's responsibility has become an integral part for learning to take place. In the long process of English learning, it is corollary that learner autonomy is highly demanded. In addition, recently interests in autonomy have grown considerably due to the easy access to the internet-based learning environments. Korean EFL learners, however, do not seem to be attracted to the ensuing issues of autonomy, probably because they are accustomed to the formal, direct instruction in classroom settings.

Furthermore, most probably their language practices end in the classes despite all sorts of communicative activities. (Korea is still a very

strong monolingual community.) To ensure the success of learning, Korean EFL learners should expand their role as a learner to be a more active user of English. In other words, autonomy is highly required (Dornyei, 2001). It is my concern that if Korean EFL learners are aware of their own attitude toward autonomy, and try to take chances in creating their own community responding to the limitedness of language learning situations.

Adapting the results of previous research (Benson, 2006, Oxford 2003, Nunan 1997), this study examined the Korean EFL learner's attitudes toward autonomy in five categories: 1) choice of language, 2) goal setting and approaches, 3) personal involvement in learning activities, 4) their role as learners, and 5) creating and connecting language users. Questionnaires to draw learners' responses were created and distributed to Korean college students (350 persons in total).

Improving Language Learning Opportunities Through Chat Mail

Suchada Nimmannit, Chulalongkorn University
Language Institute, ThaiTESOL
Room B178

One major challenge of students entering the job market in the globalized world is to make contacts to international counterparts through computer-mediated and face-to-face communication. Despite the marked increase in exposure to the English language through media, including websites, the opportunities to use English in the real world are still limited. The application of technology, including text chat mail, one type of synchronous computer-mediated communication, in language education has opened a new avenue for teachers and learners and provides learning opportunities to use English in authentic and meaningful discourses. Due to some similarities between language used in chat mail and oral language, researchers have explored the benefits of chat mails in improving oral language communication. Students participating in the projects involving

chat mail tended to increase not only their language production and participation, but also their engagement in interaction and creativity in their language use. There tends to be a positive transfer between students' improvement in text chat and speaking activities.

This presentation will start with a brief summary of the studies concerning the contributions of chat mail to language learning. Drawing upon her research project entitled 'the use of chat mail to improve English language communication' conducted at her university, the presenter will talk about the project design. The context was a business English oral communication class of twenty-eight students. The weekly class activities include an in class language preparation session, followed by a text chat discussion and an in class face-to-face discussion. The presenter will discuss technical and pedagogical preparations, assessment of students' progress and samples of the students' chat and face-to-face communication will be shared with the audience.

SATURDAY - 14:30~14:55

How do good language learners learn English in Taiwan?

Chia-Ti (Heather) Tseng, Ta Hwa Institute of Technology and Tamkang University, Taiwan
Room S104

Numerous research has tried to identify the language learning strategies (LLSs) adopted by good language learners in the EFL context. In Taiwan, different studies related to LLSs have been conducted to find out LLSs employed by different language learners. Among all, relatively scarce is the study targeting LLSs used by advanced level EFL learners. This paper thus aims to investigate the LLSs employed by advanced EFL learners in Taiwan. It intends to find out their overall use of LLSs, and examines how they apply LLSs in a variety of tasks and with different English

subskills. Twenty-eight university graduate students from northern Taiwan participated in this study. The Strategy Inventory for Language Learning (SILL), a background questionnaire, and a semi-structured interview were adopted for data collection. The results indicated that these advanced EFL learners have employed a variety of LLSs in learning English. Particularly, their high use of metacognitive strategies has made them efficiently plan, monitor, and orchestrate different strategies for different language tasks. This study also revealed that participants have developed specific strategies for different English subskills and they have applied these strategies in an integrated manner. Other underlying commonalities for the participants and findings regarding gender, different levels of program and studying abroad experience in relation to their use of LLSs will also be discussed in this paper. S/U/A

SATURDAY - 14:30~15:15

The Power of Creative Writing

Alan Maley, Leeds Metropolitan University
Room B107

I will first offer a rationale for developing the creative writing of poetry (and stories) both with students and with teachers, demonstrating through sample materials and anecdotal evidence just how powerful it can be. I will refer to its capacity for language development, its potential to draw on affect and 'playfulness', the way it can foster risk-taking and with it self-exploration, its capacity to enhance positive motivation. I shall also point up the mutual effect reading and writing have upon each other.

We shall then try out a number of simple yet effective techniques for generating mainly poems (and stories). These will include stem poems, poems from objects, metaphor poems, syllabic poems, etc. and ways to develop plot, character, setting, dialogue and point of view

in stories.

I will end by reviewing some of the useful practically-oriented publications and resources in this field. S/U/A

Dramatically Increase Literacy Skills Using Award-Winning Scholastic Read-Along DVDs

Linda Warfel, Language World
Room B109

Linda Warfel will highlight the unique benefits of using Scholastic Read-Along DVDs to encourage children to increase multiple literacy skills with award-winning literature. Scholastic DVDs mirror the exact vocabulary from well known stories with award animation that bring great stories to life.

The presentation will review how to: Learn story structures, theme and author units to increase literature comprehension; Increase specific vocabulary development (nearly 1500 words) within an interesting context; Develop confidence in pronunciation with Read-Along tracking; Enhance reading with expression and fluency skills by listening to and reading with professional narrators.

Participants will receive a Scholastic Read-Along DVD to experience the powerful literacy effects these stories can add to your classroom ELL efforts. Presentation seating is limited. We recommend arriving early to participate!
YL/VYL

Fabulous Language Skills Training with American Family and Friends!

Julie Hwang, Oxford University Press Korea
Room B111

This interactive workshop will offer teachers a chance to review the *American Family and Friends* series and join other teachers in fun and motivating games and activities that will boost students' confidence and language skills. *American Family and Friends* is a complete six-level course for children in elementary schools, offering an exceptionally strong skills

training program covering language, phonics and grammar. The course also looks beyond the classroom and promotes the values of family and friendship: cooperation, sharing, helping, and appreciating those who help us. Each unit of *American Family and Friends* is filled with activities, songs and games to improve children's language skills. **YL/VYL**

ProofWriter™: A New Online Service from ETS

Peter Kim, EduCherry Inc.

Room B112

Giving individualized feedback to each student's writing assignment is an indispensable yet difficult part of teaching a writing class. English teachers in Korea, who in most cases are not native speakers of English, feel the task as even heavier a burden. In 2009, with this issue in mind, Educational Testing Service (ETS) launched in Korea the Criterion® Online Writing Evaluation Service, a product of ETS's decades-long research on writing lecture models and natural language processing technology. When a student submits an essay, the service immediately offers automated scoring and diagnostic feedback that is specific to the student's essay. In this presentation, we introduce another product of ETS, named ProofWriter®, which is essentially a cost-cut, scaled-down version of Criterion®. It is true that ETS observed positive results from its own research on the beneficial effect of using the Criterion® service in the United States' public school system (e.g., Attali, 2004; Rock, 2007). Nonetheless, ETS recognized the demand of a market segment that needs the core function of the technology in a different format. This includes learners and teachers of English in Korea. We believe that ProofWriter® will respond to that demand. Unlike the Criterion® service, ProofWriter's user interface and feedback messages can be tailored to suit Korean users' specific needs. ProofWriter can be applied to not only full-length essays but any types of writing such as journals, book

reports, and answers to free-response questions, which is the case of most writing assignments carried out by EFL students in Korea at beginning to intermediate levels. **S/U/A/B**

Oral Dialogue Journals: Theory and Implementation in the Classroom

Don Makarchuk, Kyonggi University

Room B121

Oral dialogue journals have been used in English L1, ESL and EFL classrooms for a number of years. While a number of claims have been made in the literature regarding the benefits of oral dialogue journals with regard to oral language development, more research is needed to ascertain whether these claims hold true for the South Korean context. In addition, one troublesome aspect reported in association with oral dialogue journal use in relation to speaking development, the extensive planning of discourse before speaking, calls for further investigation as it is uncharacteristic of casual conversation. This article reports on a study conducted over a three-year period with South Korean university students taking an advanced English conversation course. The learners kept an oral dialogue journal and reported on its effects. Using questionnaire and interview data, it was found that many of the benefits claimed for oral dialogue journals were true of the study participants. Unfortunately, many learners also relied strongly on written discourse to complete their oral journal submissions. To counter this tendency a number of task types and various task features were used to identify ways to encourage more spontaneous spoken discourse, some of which were found to be effective. **S/U/A**

Personalization and Skills Building

Gilly Dempster, Macmillan Korea Publishers Limited

Room B142

Within course books there are many different

avenues in which to personalize material, bringing it "closer to home" and therefore making it meaningful. *Next Step* takes this process, or part of learning, just that little bit further. We learn about different countries and cultures then bring the focus back to our own country and culture. WOW! I hear you all cry. What a fantastic "personalization ploy" to make learning not only significant but more memorable - NO MORE SMART PILLOWS! This session will look at how we can help students gain confidence in presenting personal data and how we can help them "hone" various other skills that will stand them in good stead for future study. YL/VYL

How to have Fun and Teach Your Students at the Same Time Compass Media

Susan Kim, Compass Media

Room B161

Do you want to give a fun and interactive lesson but, at the same time give your students a productive lesson? This session provides you with a sample lesson that takes you through the various output based activities taken from Compass Media's new series, *English Chest*. The presenter will give ways to take full advantage of the comprehensive packaged Teacher's Guide, and an interactive Student and Workbook. Suggestions and methods for various activities that can be used in each topic based Chapter will be unveiled through the *English Chest*. YL/VYL

Practical Roleplay in the Classroom

Ingrid Zwaal, Jeonju National University of Education

Room B166 (Moved to Sunday 0900, Room M105)

To be good at any sport, you have to practice. It is the same with English. The most realistic way to do this is to speak, but drills are boring and regular conversation is not always practical or focused. Even those do not help

the learner deal with the unpredictability of English conversation. There are rules to successful role playing you must learn if you want to get the most out of it. This seminar focuses on practical role play usage and how to start you and your class on the road to more confidence and fun. The examples are based on children's classes but the techniques are easily adaptable for students of all ages. YL/VYL/S/U

Why not CLIL or CBELT or Immersion but SBLT for an EFL Setting?

Nam-Joon Kang, TESOL Programmes, Sookmyung Women's University

Room B167

This presentation will introduce Subject Based Language Teaching (SBLT) explaining why it is different from CLIL (Content and Language Integrated Learning) and Immersion, and how it can be used, and why it has to be used in an EFL setting like Korea. Three issues will be highlighted in this discussion. In the first part, theoretical rationales for Subject Based Language Teaching (SBLT) will be discussed and it will be compared to CLIL (Content and Language Integrated Learning) and Immersion in order to find out the differences and the similarities between these three methods. In the second part, reasons for applying SBLT in Korean setting will be discussed reflecting some findings from research which was carried out for this presentation a few months ago. Observation, interviews and surveys were carried out in 4 different public primary schools in Kyungido and Sokrisan areas. More than 150 primary school children between 1st and 6th grade and around 10 native and non-native English language teachers participated in this research.

In the third part, ways of implementing SBLT in English lessons for Korean young learners between K1 and K3 will be introduced. For this part, three SBLT mediated text materials that were published last year with the help of EBS (Educational Broadcasting Service, a

Korean national TV broadcasting company) and three English television programmes for children (Knock, Knock English Play ground, Yo Yo Play Time 1 and 2) will be introduced. The first one targeted kindergarten learners and the next one Yo Yo 1 and 2 targeted respectively the 1st & 2nd and the 3rd grade learners. These programmes gained a wide popularity from the viewers and were awarded as the best programme of the year in EBS. Four subjects such as Math, Science, Social Studies, and Ethical Issues were chosen for these materials. Content and unit organization of each material parallels Korea's national curriculum. It is expected that young English learners in Korea should learn English using contents of the subjects from the same grade. Clear and simple language objectives were used in these materials believing that the main goal of using subjects in English lessons is not to learn content of subjects but to obtain both language and content. **YL/VYL**

Christian Teaching in Practice: Resources for Christian English teachers

Heidi Vande Voort Nam, Chongshin University, Bryan Bissell, Dong-suh University, & Virginia Hanslien, Korea University

Room B168

Religious commitments can influence the work of English teachers in a variety of ways. Some Christian teachers feel that faith primarily affects their attitude toward work or the way that they treat co-workers and students. For other Christian teachers, faith plays a more conscious role in the selection of content or the development of a pedagogical approach. As they work to clarify the relationship between their faith and their work, Christian English teachers are invited to share ideas and resources through KOTESOL's Christian Teachers Special Interest Group (CT SIG). In this session, three representatives of the Christian Teachers SIG will present activities they have used in class and discuss the ways in which their faith affects both the content

and the methodology used in these activities. The session includes both activities that were created for public schools and materials that were designed for Christian students who want to learn how to express their faith in English. The activities for students in public schools explore spiritual themes in topics such as "health" and "generosity," whereas the activity for Christian students focuses on the language of intercessory prayer.

Attendees will receive a packet containing classroom-ready handouts for the activities discussed and other activities. **U**

Supplemental Activities that Work

Rebecca Elliott, KyoboELT

Room B178

Children learn language when they are engaged in the communication process. Participants in this interactive workshop will review engaging strategies for teaching young learners. We will focus on a series of supplemental activities that integrate different language acquisition skills. Each activity will engage the students through active participation, while ensuring that class objectives are also achieved. Workshop participants will also be exposed to re-teaching strategies and activities specifically designed for lower-level students within multi-level classes. We will focus on the key strategies needed to engage children. It is essential for children to learn to communicate with each other, in addition to answer questions directed from a teacher. To ensure success, we will review key classroom management tips needed to implement group work that works. **YL/VYL**

How do We Teach the New Literacies?

Michael Cahill, Cengage Learning

Room C503

What are the new literacies? How do today's students use them? Most importantly, what are the implications for classroom practice? As

students receive, interact with, and produce content via an ever increasing number of inputs, it is important that we prepare students with the literacy skills that reflect the ever-changing world. Join the presenter as he surveys the latest research, offers suggestions for classroom practice, and shares materials that reflect the need for multimodal input.
S/U/A

Elicited Imitation Revisited as a Technique for Measuring Oral Language Proficiency

Ray Graham, TALL English Solutions
Room C504

We will discuss development and evaluation of a practical, valid and reliable instrument for evaluating the spoken language abilities of second-language (L2) learners of English. First we sketch the theory and history behind elicited imitation (EI) tests and the renewed interest in them. Then we present how we developed a new test based on various language resources, and administered it to a few hundred students of varying levels. The students were also scored using standard evaluation techniques, and the EI results were compared to more traditionally derived scores. We also sketch how we developed a new integrated tool that allows the session recordings of the EI data to be analyzed with a widely used automatic speech recognition (ASR) engine. We discuss the promising results of the ASR engine's processing of these files and how they correlated with human scoring of the same items. We indicate how the integrated tool will be used in the future. Further development plans and prospects for follow-on work round out the discussion.
S/U/A

TKT: An Opportunity for Professional Development

Soo Ha Sue Yim, Cambridge ESOL Korea
Room C505

TKT: Teaching Knowledge Test is an internationally recognized award offered by the Cambridge University ESOL Examinations. It provides a foundation in the main areas of knowledge needed for English language teaching. This award helps you understand different teaching methodologies, the 'language of teaching', the ways in which resources can be used, the key aspects of lesson planning, and classroom management methods for different needs. This workshop is designed to provide greater detail of what the *TKT* is, why it is so suitable for teachers, and how to prepare for the exam itself. You will be introduced to some of the concepts and terms of teaching and learning which are central to the *TKT*, and will have the opportunity to do part of a sample *TKT* exam. This workshop is beneficial for all teachers looking for opportunities for professional development. **YL/VYL/S/U/A/B**

Adding a Piece to the Puzzle: Three Dimensional Jigsaw Reading

Matthew Coomber, Ritsumeikan University
Room C601

Jigsaw reading was originally developed as a means to reduce tension between ethnic groups in recently desegregated Texas schools (Aronson & Patnoe, 1997). It has since been adopted by second language teachers, and, given the current prevalence of communicative methods, it is a technique particularly well suited to the second language classroom: any jigsaw activity can only be successfully completed through the sharing of information, thus necessitating communication between participants. However, its origins in L1 education mean that the potential of the jigsaw technique in second language learning has yet to be fully realized. When applied in an L1 context, jigsaw tasks typically focus on efficient understanding and sharing of information. In L2 learning, however, transfer of content is not in itself the primary goal; rather, it is a vehicle to create conditions conducive to language acquisition. As such, jigsaw tasks

designed to maximize opportunities for collaborative dialogue and negotiation of meaning are more pedagogically appropriate than those transferred wholesale from L1 methodology. Despite this, many jigsaw reading activities found in ELT textbooks require learners only to discover and disseminate information, failing to provide a reason to interpret this information. This workshop introduces jigsaw tasks which include a third dimension: the need to understand the connections between the disparate pieces of information each student brings to the table, connections which cannot be unraveled without the active involvement of all participants. **U/A**

Supplementing Learning and Training Materials - A Global Perspective

George Scholz, Public Affairs, U.S. Embassy, Seoul, Korea

Room C608

The U.S. State Department Office of English Language Programs (OELP) offers English learning and teacher-training materials to supplement creative instructional efforts in both classroom and teacher-training activities. After briefly introducing OELP's program efforts, this presentation will focus on (1) *English Teaching Forum*, a quarterly refereed journal published by OELP for teachers of English as a foreign or second language, with over 80,000 copies distributed in more than 125 countries, and (2) *Shaping the Way We Teach English*, a 14-module teacher training video series which incorporates classroom scenes from around the world accompanied by a teacher trainer manual and additional readings. Handouts and materials will be provided. **YL/VYL/S/U/A/B**

Where next with your Professional Development?

Sue Garton, Aston University

Room M101

The last ten years have seen a growing

demand for English language teachers with postgraduate qualifications, with a huge increase in the number of postgraduate courses being offered in the field, especially via distance learning. With the increase in choice can come an increase in anxiety as teachers struggle to find courses which suit their needs. This presentation will examine the advantages and drawbacks of the different types of courses available and suggest ways that teachers can tackle the information overload. A checklist of essential and desirable features will be provided which can be customised to help teachers make effective and informed choices. The ways in which Aston University has tried to address key issues at both Masters and PhD level will also be discussed. **YL/VYL/S/U/A/B**

International Minded Readers with IB Journeys

Carl Dusthimer & Aaron D. Jolly, E-future

Room M103

In recent years Extensive Reading (ER) and Content Based Instruction (CBI) have begun to gain wider acceptance in the field of ELT. However, much work remains to be done before these 'meaning focused' approaches take hold. At the present time too much classroom practice, in EFL at least, is focused on form, or what Nation (2001) refers to as "language focused learning" and not enough time is given to "meaning focused input." Likewise scaffolding "meaningful output" through personalized discussion and writing is underutilized. For those who do include "meaning focused input and output" as 50% of their language program, as Nation suggests, then over an extended period of time the results can be amazing. Schools who have set up libraries of graded readers (language learner literature) as well as native speaker literature, will attest to this. However, there is another factor that should be considered. What kind of values, through both the themes and characters' traits in the books, are students exposed to? We need to utilize some kind of

structure for teaching themes, and attitudes which will guide students' academic, philosophical and moral development. The model advocated in this workshop is based on the International Baccalaureate (IB) Curriculum, an elementary through high school curriculum used in more than 2500 schools world-wide. In this workshop; background of ER, CBI and the IB will be provided, and in conclusion, a model for integration of these approaches in a new series of readers and supplements call *IB Journeys* will be demonstrated. **YL/VYL/S**

The Ideal Course Book for Young Learners

Kostas Paixos, BridgeLearning Ltd, Korea
Room M104

Teachers often spend a lot of time creating their own materials in order to meet specific instructional needs not covered in the coursebook they are using, or to make their lessons more exciting and appealing to students. What would a coursebook be like if it actually incorporated all these creative ideas and materials? (Hands-on activities, interactive whiteboard material, etc.) **YL/VYL**

What can CALL do for Vocabulary Learning?

Scott Miles & Anders McCarthy, Pearson
Room M105

Reading or four-skill course books may include vocabulary lists and exercises, but most teachers are unable to provide a substantial amount of class time to focus on much needed vocabulary development and properly review what has been learned. This presentation will introduce a vocabulary program (Praxised.com) which allows educators to provide online vocabulary instruction to accompany course books and help students get the practice and reviews they need for long-term retention to take place. The Praxis Ed vocabulary program goes beyond simple L1-L2 flashcard exercises by providing a variety of exercises following a tested review

schedule to assist depth of learning and retention. The presentation will use several reading and four-skill course books from Pearson-Longman as examples of how this CALL program can be used in conjunction with a course book to help your students learn and retain more vocabulary from your class. **S/U/A/B**

Evaluating CALL Materials: How About an iPhone?

Stafford Lumsden, Victoria University, Wellington, New Zealand
Room S106

As widespread and robust infrastructures become the norm we are beginning to see the development and deployment of Computer Assisted Language Learning (CALL) materials outside of the classroom. Relying on so called 3rd Generation mobile technologies, Wi-Fi and increasingly advances in 4th Generation, mobile CALL materials are transcending traditional computer mediated communication (CMC) paradigms and we are beginning to see a strong foundation in Mobile Assisted Language Learning (MALL). This presentation discusses this change and looks at a CALL "App" developed for use on Apple Inc.'s iPhone platform. **YL/VYL/S/U/A/B**

PAC Panel: Sharing and Shaping the Future of ELT in Asia

Phil Owen (Moderator)
Room B164

In his pivotal work *English Next* (2006) David Graddol suggests our teaching of "English as a Second or Foreign Language" (ESL/EFL) may need to be replaced by "English as a Basic Skill" or "English as a Lingua Franca." How do we understand these terms? How might such a change affect teachers and learners around Asia? What might be gained? What might be lost in such a change? In this panel discussion, representative leaders of English Education from the PAC organizations

address these questions and others facing ELT in Asia. YL/VYL/S/U/A/B

SATURDAY - 14:55~15:20

Assessing Intercultural Experience and Achievement in At-risk Language Learners

Grant Black & John Peloghitis, Nagoya University of Commerce and Business
Room S104

Few studies have investigated which factors might contribute to low achievement for an often-neglected group, "at-risk" language learners. Additionally, since measures of achievement are usually a requirement for participation in education abroad programs, low-performing at-risk students are often excluded from such opportunities.

The purpose of the following presentation is to address the interconnection of these two concerns by investigating whether a lack of intercultural experience is a factor in identifying at-risk students.

The Intercultural Competence Assessment project (INCA) has created assessment questionnaires with a theoretical framework developed from

the work of Mike Byram, Torsten Kuhlmann, Bernd Muller-Jacquier, and Gerhard Budin. Drawing on the INCA materials, this study may help to determine whether intercultural experience has an impact upon achievement for English language learners. If it does, opportunities to participate in needs-targeted education abroad programs may help at-risk students successfully complete their university degree program.

A survey, which included three categories of intercultural situations (international travel and friendships, encounters with different cultures, and attitudes toward own country), plus three measures of achievement (TOEIC scores, course grades, and perceived English proficiency), was administered to 128 second-year Japanese university students majoring in English communication. With the study in progress, some initial findings suggest that "encounters with different cultures" has the strongest correlation with achievement. The on-going study will examine the reliability of using intercultural competence measurements to predict achievement in a university language program. Further research may lead to development of intercultural competence tools to help teachers support at-risk students' language competency goals. U

Sookmyung Cafe

The Sookmyung University Cafe, located near the Employment Center, will be open on Saturday and Sunday.

Hot and cold drinks and snacks available.

Opening hours:

Saturday 16 October: 9am to 5pm

Sunday 17 October: 9am to 4pm

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Saturday PM



Featured Speakers: 15:30

Room	15:30
B107	Willy Renandya <i>The Use of (Non)Standard Features of English in Singapore Classrooms: Pedagogical Issues and Implications</i>
B111	Jessica Magnusson <i>Interactive and Visually Stimulating Dictionary Teaching Resources YL/VYL/S</i>
B121	Andrew Finch <i>The Postmodern Language Teacher</i>
M608	JoAnn (Jodi) Crandall <i>Negotiating Identity in the Global English Classroom</i>

Plenary Session: 16:30

	16:30
<i>Samsung Convention Center, 201 Centennial Building (simulcast in M608)</i>	Patricia Duff <i>Information, Language Socialization, Identity, and English Language Education</i>

Panel Discussion: 17:30

Samsung Convention Center, C201, Centennial Building (simulcast in M608)	<p>Panel Discussion: <i>Future Directions in Teaching English in a Global Context: Policies, Planning, Methods, and Materials</i></p> <p>Discussants: David Nunan, Rod Ellis, Kathleen Bailey, Martha Cummings, Ken Beatty</p> <p>Moderator: Alan Maley</p>
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Saturday PM

Saturday Evening Reception

We at Cambridge University Press are pleased to host the Saturday Evening Reception for the 2010 PAC-KOTESOL Conference at Sookmyung Women’s University. CUP’s mission is “To further, through publication and printing, the University’s objective of advancing learning, knowledge, and research worldwide.” Cambridge University Press has been a leader in the publishing world for the past 426 years, and we are looking forward to serving your ELT needs in the future. We hope you enjoy the party and thank you again for your continual support.

Who: Open to all Conference attendees
What: Beer and Snacks

When: 7:00 - 8:00 p.m., Saturday
Where: Centennial Hall Lobby

SATURDAY - 15:30~16:15

The Use of (Non)Standard Features of English in Singapore Classrooms: Pedagogical Issues and Implications

Willy Renandya, National Institute of Education, Nanyang Technological University, Singapore

Room B107

English medium teachers in Singapore are highly proficient users of English. And yet, there is a widespread perception among key stakeholders such as parents and the Ministry of Education that these teachers do not use the kind of English that conforms to an established standard. In this presentation, I first describe the unique features of English spoken by Singaporean teachers, highlighting those features that are considered "non-standard". I then discuss a number of models of Singapore English that sociolinguists have developed to explain language variations in Singapore. In the next part of my presentation, I discuss concerted efforts by key stakeholders to curb the spread of "non-standard" features of English in the school contexts. These efforts include various initiatives at the national level by the Ministry of Education, at the pre-service level by the National Institute of Education (NIE) and at the school level. I will conclude by reflecting on my own efforts and those of my colleagues at the Teachers' Language Development Centre of NIE to help our student teachers become more aware of their own speech and develop the ability to speak a variety of English known as 'international Singapore English'.

Interactive and Visually Stimulating Dictionary Teaching Resources

Jessica Magnusson, Magnusson, Oxford University Press Korea

Room B111

Dictionaries are extremely versatile and can be

used as an in-class resource, a tool for self-study, and a flexible teaching resource. In this session, participants will learn about a variety of dictionary resources and how they can be used to promote learner independence. Since class time is limited, students can use dictionaries and associated dictionary resources to expand their knowledge beyond the classroom. Dictionary awareness will be discussed, emphasizing the importance of dictionary training skills such as identifying parts of speech, finding the correct meaning of a word, and making vocabulary more memorable. Examples will be taken from a wide range of dictionary resources including the *OPDi*, an interactive dictionary program, and the *Oxford Picture Dictionary for the Content Areas*. **YL/VYL/S**

The Postmodern Language Teacher

Andrew Finch, Kyungpook National University, Teachers' College

Room B121

This presentation aims to review the present state of language teaching by placing current issues in a post-modern setting, along with trends evident in other disciplines (architecture, literature, art, science, medicine, etc.). The field of English Language Teaching is facing many challenges at this time, and this presentation will attempt to highlight the issues and investigate possible approaches. The border-crossing nature of postmodern teaching and learning will be incorporated through references to the paintings of Magritte, and there will be time to discuss the implications of the content-matter at the end.

Postmodern TEFL theory presents English as a lingua franca with regional variations –a global language in which there are no native speakers, no standard pronunciations or grammars, and no target culture. Western-oriented practices (and politics) of language teaching are being reinterpreted in the light of indigenous learning needs and sociopolitical factors, and the mutually exclusive goals

attainment (MEGA) ethic of classroom competition and high-stakes testing (Kohn, 1992) is being discredited by more effective and socially desirable collaborative studying models. 'Learning to learn' is being seen as a lifelong process, in which language is used as a means of learning language. In addition, the mass media has successfully colonized the profession, bringing its global messages of financial accountability, consumerism, and the 'image' as reality.

In this situation, the ELT profession cannot make any modernist claims to be progressive, unified or universal in its approaches or practices, though it is a postmodern contradiction and 'doubleness' that various establishments and schools of thought (e.g. the "peace as a global language" movement) continue in this endeavor, and that postmodern approaches include both neo-liberal and neo-conservative views on education reform. Perching on this metaphoric border between order and chaos, and "to the extent to which any of us is clear about anything" (Postman, 1995, *The End of Education*, p. 87), the postmodern perspective does, however, hold out hope for the future as well as describing the disillusionment with the past.

Negotiating Identity in the Global English Classroom

JoAnn (Jodi) Crandall, University of Maryland,
Sookmyung Women's University TESOL
Room M608

Language classes are often threatening to learners' identities. This is even more likely when the language is English, given its role as a "global" language. The position of English, however, might also be helpful, if we recognize that most learners are not learning English for integrative purposes, but rather for the benefits that English may bring them. This is especially likely in the "expanding circle" of countries represented at this Pan Asia conference. This talk will focus on ways in

which we can help learners to both preserve and negotiate identities through English.

SATURDAY - 16:30~17:15

Language Socialization, Identity, and English Language Education

Patricia Duff, University of British Columbia
Room M608

Language learning normally occurs by means of exposure to appropriate linguistic and cultural input and with sufficient amounts of effective (explicit and implicit) mentoring, modeling, social interaction, instruction and feedback by others. Language socialization, informed by sociocultural and sociolinguistic theory, is one way of conceptualizing the complicated process of language learning and acculturation. Together with language and culture, learners are concurrently exposed to new identities, ideologies, and content conveyed through the target language, and over time typically they may be expected to internalize these as well.

In this presentation, I provide a brief theoretical overview and then report on the intersection of language socialization and identity in English language education specifically, drawing on my recent research in China and Canada (at the elementary, secondary-school and postsecondary levels). For example, a common identity cultivated in contemporary English classrooms and textbook materials is that of "global citizen"—becoming open-minded, flexible, enlightened, well informed, and progressive—though that identity may be cultivated quite differently across socio-educational settings and other identities may be foregrounded instead or together with it. I provide concrete examples of this phenomenon and conclude with some pedagogical implications for English language educators.

SATURDAY - 17:30~18:45

Plenary Panel: Future Directions in Teaching English in Global Context: Policies, Planning, Methods, and Materials

Discussants: Kathleen Bailey, Ned Beatty, Martha Cummings, Rod Ellis, David Nunan, Anaheim University

Moderator: Alan Maley, Leeds Metropolitan University

Room: Samsung Convention Center, Centennial Building (C201, simulcast in M608)

What will be the next developments on the

ELT horizon in Asia and around the world? What have we learned from the last 50 years in ELT experience and research? What are the new paradigms we may be facing? Which way is the pendulum swinging now? Five eminent scholars, each having contributed significantly to ELT research, teacher training, and student materials development will approach these questions in a panel discussion. Drs. Nunan, Ellis, Bailey, Cummings, and Beatty have each seen, and indeed created, changes in theories and practices in ELT. They will share their collective wisdom and insight on what the future holds for English language teaching. Dr. Alan Maley will moderate the captivating discussion.

SPECIAL EVENT #2

TIME OUT WITH AN INVITED SPEAKER



Location: Espresso café, 1st fl., Social Education Bldg. (near Employment Center)

Format:

Conference attendees can drop by for an autograph of speaker's book, a photo together, an informal chat or to ask a question (for example on career advice, future studies, recommended readings, etc.).

Several invited speakers have graciously made themselves available in 45-minute slots for all comers. No appointment necessary, just drop by!

SCHEDULE for TIME OUT SESSIONS WITH AN INVITED SPEAKER
(tentative schedule; see updates posted at the conference)

Saturday:

12:30-1:15 **Paul Nation** **Andrew Finch** (lunch break)

Sunday

11:45-12:45 **Jodi Crandall** **Andy Kirkpatrick** (lunch break)

14:00-14:45 **Willy Renandya**

Sunday AM

On the Basement Level and in the Centennial Building



Room	09:00	09:25	10:00	10:25
B107	Becka Barker <i>Comparing Online Social Networks in an EFL Learning Context</i> U/A		Paul Nation <i>What are the Ten Most Effective Vocabulary Activities?</i> YL/VYL/S/U/A	
B109	Michael Cahill <i>Weaving Critical Thinking into Our Reading and Writing Classes</i> YL/VYL/S/U/A/B		Sarah Kim <i>Making Fluent Readers with Technology-Blended Instruction</i> YL/VYL	
B111	Justin Chang <i>Have Fun Digitally with the Let's Go iTools</i> YL/VYL		Rebecca Fletcher <i>Tried and True Teaching Methodology with New Digital Support: A Winning Combination!</i> U/A	
B112	Sue Garton <i>Teaching English to Young Learners: Global Views and Local Contexts</i> YL/VYL/S		Ellen (Haerim) Lee <i>Study TESOL in Australia</i> YL/VYL/S/U/A/B	
B121	Peadar Callaghan <i>Comics in the Classroom</i> YL/VYL/S/U/A		Lynne Diaz-Rico & Julie Ciancio <i>The Instructional Conversation: Using Intercultural Conversations to Share Cross-cultural Teaching Expertise</i> U/A	
B142	Marshall Brewer <i>Keeping Teaching Fresh: Characteristics of Teachers Who Learn</i> YL/VYL/S/U/A/B		Heebon Park-Finch <i>Adapting Teaching to the Cultural Context</i> S/U/A/B	
B161	Rebecca Elliott <i>Making Grammar Fun</i> YL/VYL		Alison Davis <i>Reading Street and the Teaching of Thinking Readers</i> YL/VYL	
B164	H. Douglas Sewell <i>Teacher Trainee Reflections on Poor Exam Results - Study Orientation Insights</i> S/U/A/B		Michael Rodgers <i>Testing the Tests: A Procedure for Validating Television Comprehension Tests</i> U	Glichelle Pereyra & Jennifer Gordon <i>Redefining our Strengths: A Look at Faculty Women of Color in TESOL</i> U
B166	James Life <i>Applying the Organic ESL Classroom in the Twenty-First Century</i> S/U		Liying Cheng <i>Teachers' Grading Practices: Influencing Factors, Meaning, and Values Assigned</i> S/U	Jennifer Yphantides <i>Talking it Through: Students Discuss Reformulations of Their Short Stories</i> U/A
B167	John Honisz-Greens <i>Using Lexical Profiling to Aid Student Fluency and Vocabulary Acquisition</i> S/U/A		Jin-Suk Yang <i>A Vygotskian Perspective on Good Language Learners: A Case of Four ESL learners</i> U	Quint Oga-Baldwin <i>Do I Have to Do This? Peer Supported EFL Teacher Reflection</i> U
B168	C Craig Bartlett <i>Autonomy and Motivation: A Tale of Two Learners</i> U/A		Richard Silver <i>How Presentations Can Teach Students to be Facilitators in the EFL Classroom</i> U	
B178	Shaun Justin Manning <i>Investigating Group Discussion Tests: Improving Performance Through Feedback</i> S/U/A		Daniel Evans <i>Rightside-up Answers to Pan-Asian Pronunciation Challenges</i> YL/VYL/S/U/A	
C503	Sunny Lee <i>Easy and Fun Speaking Practice</i> YL/VYL		Gemma Kang <i>Wright Right : How to Build Basic Writing Skills</i> YL/VYL	
C504	Eric Gondree <i>Re-reading and Re-reading Charts as an Integral Part of Teaching Writing</i> U		Gabriel Allison <i>Easy Reading and Long-Lasting Vocabulary</i> YL/VYL/S	
C505	Han Min Seo <i>Movie Making</i> YL/VYL/S/U/A			John Haggerty <i>The Polarizing Effect of High-Stakes Testing on Young ELLs</i> YL/VYL/S/U
C601	Extensive Reading Colloquium Scott Miles <i>Book Circles and Extensive Reading</i> S/U/A Richard Lemmer <i>Student Reading Habits and Perceptions: Before and after Extensive Reading</i> S/U/A Rob Waring <i>Setting up and Running an Extensive Reading program</i> YL/VYL/S/U/A Shuchen Chang <i>Types and Consequences of Information Control in Short-story Simplification</i> S/U Rocky Nelson <i>The ER Program at Pusan University of Foreign Studies</i> S/U Aaron D. Jolly <i>Growing Extensive Readers: From Kindergarten to Middle School</i> YL/VYL			
C608	Bitu Tangestanifar <i>Alternative Assessment: Thinking Outside the Box</i> S/U/A		Mark James <i>The Art of Presenting an Effective Poster</i> YL/VYL/S/U/A	

Sunday AM



Come one, come all to the
15th Annual Jeonju-North Jeolla KOTESOL Drama Festival!



Enter your students in this entertaining event where all ages and levels of students are welcome. This festival will give your students a chance to use their English in a new and exciting way. All students will get certificates of participation for being part of the fun.



Date: Saturday, November 13th, 2010 **Place:** Jeonju University

Time: 1 pm

Cost: The fee for each team is ₩35,000.

Requirements: Each team will perform a 10-15 minute play of any type. Each team must be no larger than 8 members in the senior division (middle school/high school and university groups) and 10 members for the junior division (kindergarten and elementary groups). We will accept 6 groups in each division. Each group must have at least one teacher as their coach.

Prizes: All participants will receive a certificate of participation. Judges will award prizes in a variety of categories (best acting, best pronunciation, best costume and much more). There will also be prizes for first, second and third place in each of the two divisions (Junior and Senior).

Monday October 31st is the registration deadline.

Enquiries: Email **Shawn DeLong** at delong76@yahoo.com or call 010-9223-0730 if you have questions.

Registration is by email only.



Sunday AM

In the Music and Social Education Buildings



Room	09:00	09:25	10:00	10:25
M101	Robert Kienzle & Jody Barron <i>Cultural Conceptions: Recognizing and Integrating Culture into Classes</i> U/A/B		Kristin Dalby <i>Negotiating in the Korean University ELT Classroom</i> U/A	
M103	Geoffrey Goodman <i>Encouraging Communicative Competence for Korean Students through Culturally Pluralistic Texts and Media</i> YL/VYL/S/U/A/B		Kara Mac Donald <i>NESTs of Korean Heritage; Coming to Terms with being NESTs of a Lower Worth</i> YL/VYL/S/U/A/B	Miyuki Nakatsugawa <i>Operationalising the SSARC Model in an Academic Language Course</i> U
M104	Patrick Hafenstein <i>The Green Teacher is a Digital Teacher</i> U/A		Chanmi Hong <i>Building Vocabulary from Word Roots</i> YL/VYL/S	
M105	Daniel Beck <i>Online Animations for Language Learners</i> S/U/A/B			Nicholas Bovee & Jeffrey Stewart <i>E-learning on a Shoestring</i> U
S104		Heejin Song <i>Intercultural Negotiations: Global Identities in Korean EFL textbooks</i> S	Craig Smith <i>The Development of EAP Vocabulary Learning Materials for University Students</i> U	Yu-cheng Sieh <i>Best Predictor of English Vocabulary Learning Among Taiwanese Young Learners</i> YL/VYL
S106	Eric Reynolds <i>PAC Representatives Business Meeting</i>			
Music Lobby	Trudie Heiman <i>Online and Interactive Corpus-based Courses</i> S/U/A			
Music Lobby	Mark Wright & Joseph Hosbach <i>Enticing the Interests of E.F.L. Students to think Globally: Authentic Texts</i> U			
Music Lobby	Kyungjin Joo <i>The Effects of Meaning Negotiation, Feedback and Uptake on SLA.</i> U			
Music Lobby	Montri Tangpijaikul <i>Fine-tuning Discourse in EFL Electronic Discussion</i> U			

Sun 11:00-11:45	B107	Alan Maley <i>Global English: Impacts, Illusions and Implications</i>
Sun 11:00-11:45	B121	Andy Kirkpatrick <i>Asian Englishes and English as a Lingua Franca in Asia: Which Model of English Should We Teach?</i>
Sun 11:00-11:45	B178	Kumiko Torokai <i>Pedagogical Implications of English as a Global Language; What Are We To Do?</i>

Call for Papers

The 2010 KOTESOL Proceedings team invites submissions from all presenters at the 2010 KOTESOL International Conference.

Information about *Proceedings* submission guidelines can be found at:

<http://www.kotesol.org/?q=PublicationSubmissions>

Please direct submissions and/or queries to:

2010proceedings@gmail.com

Submissions deadline: 15 January 2011

Comparing Online Social Networks in an EFL Learning Context

Becka Barker, Soonchunhyang University/
University of Calgary

Room B107

This study aims to compare three different 'real-world' online platforms for social networking and blogging, and their effects on English language learner (ELL) identity investment and pragmatic competence. Participants were drawn from a basic EFL course at Soonchunhyang University. Using Ning, Facebook, and Blogger for weekly online communication exercises, participants were required to sustain asynchronous interaction over the course of one semester. The three platforms selected differ in the nature of the relationship between interlocutors (tenor) as well as means by which communication is possible (mode). Quantitative analyses of corpora generated from participants' online contributions on each platform will determine whether the platform used contributes to any significant differences in learners' overall engagement and correct use of target language items. U/A

Weaving Critical Thinking into Our Reading and Writing Classes

Michael Cahill, Cengage Learning

Room B109

Good readers write well; good writers read well. Both good readers and good writers share the ability to think critically. As students contemplate academics studies in English, it is important that we consider ways to allow them to build and practice critical thinking skills. Join the presenter as he demonstrates practical techniques for integrating critical thinking into our classroom; techniques that invariably make our classrooms more engaging for both students and teachers. Special attention will be

paid to cooperative learning within moderate-to large-sized classes. YL/VYL/S/U/A/B

Have Fun Digitally with the Let's Go iTools

Justin Chang, Oxford University Press Korea
Room B111

Have Fun Digitally with the *Let's Go Third Edition iTools!*

Primary teachers face many challenges each day. They are often expected to play a multi-tasking role, which requires them to plan fun classes, gain students' attention, and evaluate their progress. Digital tools can help teachers enhance their lesson preparation and bring interactive fun to the classroom. The *Let's Go Third Edition iTools* brings the world famous children's course book to life! It can be used via a computer and beam projector or an interactive white board. This workshop explores ways teachers can use the *Let's Go Third Edition iTools* to have a fun, exciting and interactive classroom experience. YL/VYL

Teaching English to Young Learners: Global Views and Local Contexts

Sue Garton, Aston University

Room B112

At a time when governments are investing heavily in teaching English at an ever earlier age, numerous studies have been carried out into policy and planning decisions but teachers' voices have remained notably silent. This presentation will focus on the initial results of an on-going research project carried out by Aston University, in conjunction with the British Council, involving primary school teachers of English around the world. The project focuses on investigating policies and practices in Teaching English to Young Learners (TEYL) from a teacher's point of view. It seeks a global overview of TEYL while maintaining a focus on the local context and local pedagogies in order to:

1. discover what policy/syllabus documents inform TEYL practices around the world;
2. investigate and map the major pedagogies that teachers use;
3. better understand teachers' perceptions of their roles and responsibilities, including the challenges they face;
4. identify how local solutions to pedagogical issues can be effective and how these may resonate globally.

A mixed methods study was adopted involving: i) a survey of a global sample of teachers of English to Young Learners; ii) detailed case studies of the contexts, practices and perceptions of "expert" teachers in different continents. This paper will report in particular on the survey data from around 4000 teachers from over 130 countries. These global data will be compared with those obtained for countries in South East Asia in order to reveal some of the similarities and differences between contexts and practices. **YL/VYL/S**

Comics in the Classroom

Peadar Callaghan, Kyungpook National University
Room B121

Comic Books have often been a misunderstood medium in the English language, while their value in educational studies is clear. Krashen (1993) pointed out the value of comic books in second language acquisition. Multimodal media has been shown in numerous studies to promote retention of the material presented and to allow the student to interact with the material in a variety of ways. The vocabulary present in comic books have more rare word forms than any other category of source up to and including witness testimony (Thorndike 1941). Even the cultural significance of comic books provides many teaching opportunities. Comics however have often been excluded from curricula mostly because teachers are unaware of how to select or to use comics in a classroom setting. This workshop will

introduce a variety of comic book based activities appropriate for students from elementary through university. Teachers will gain an understanding of the myriad of materials available and how to apply them in a classroom setting. **YL/VYL/S/U/A**

Keeping Teaching Fresh: Characteristics of Teachers Who Learn

Marshall Brewer, SIT Graduate Institute
Room B142

There are multiple ways teachers approach the successful practice of teaching. This workshop demonstrates key components of SIT Graduate Institute's Master of Arts in TESOL programs and describes learning through experience, developing a reflective practice, competency-based learning, and the balanced utilization of 4 learning domains. Learning through experience means paying attention in multiple ways and from multiple perspectives. This kind of thorough experiencing is followed by skillful observation and thoughtful analysis. Creating awareness with such a framework enables teachers to engage students in the classroom more fully and with more satisfying results. Applying learning from this cycle in a teaching context creates benefits for the teacher that include making the teaching practice more sustainable, more satisfying, and more effective. Benefits for the teacher's students include more meaningful learning, a more satisfying classroom experience, and enhanced confidence. Employing a competency-based approach to teaching suggests the teacher apply a framework to more completely utilize learning derived through experience. By giving structured attention to language, culture, learners, the self, and the teaching context, competencies enable the teacher to understand student learning more fully, more quickly, and design subsequent lessons that enhance learning. By including a variety of areas, balance and depth is brought to learning. Learning of the areas of knowledge, skills, attitude, and awareness complement and

strengthen each other. Integrating learning through experience, reflective teaching, competency-based learning, and the four domains enables teaching and learning that is more durable, more effective, and more interesting. **YL/VYL/S/U/A/B**

Making Grammar Fun

Rebecca Elliott, KyoboELT

Room B161

How do I make grammar fun? Is this a question that you sometimes ask yourself? Participants in this interactive workshop will review strategies for teaching grammar to young learners. We will focus on a four-step lesson process. **YL/VYL**

Teacher Trainee Reflections on Poor Exam Results - Study Orientation Insights

H. Douglas Sewell, Dankook University

Room B164

The research presented in this presentation is based on teacher trainees' reflections on their own poor performance on short answer and essay exam questions. These reflections provide insights into how many Korean students may approach revising for tests, as well as these teacher trainees' developing understanding of what it means to know course material. Overall these results suggest many of these trainees adopted a highly strategic approach to learning course material, with a focus on learning testable details, not on developing a comprehensive understanding of the course content. These reflections and additional discussions with students further suggest that one reason for such a strategic approach is backwash from testing techniques that facilitate memorization of facts and details as an effective study technique. This presentation will next touch on the affective issues these students faced in being asked to answer short

answer and essay exam questions, and how these affective issues may have also contributed to lower exam performance. This presentation will close with some suggestions on the importance of testing in a wide variety of ways to help students come to understand what it means to know course material, to encourage comprehensive learning of course material, and to familiarize students with a variety of testing techniques to help overcome affective issues resulting from some unfamiliar, but arguably more beneficial, testing techniques. **S/U/A/B**

Applying the Organic ESL Classroom in the Twenty-First Century

James Life, Hankuk University of Foreign Studies

Room B166

In 2005 the author presented the paper "The Classroom as a Living Organism: A Metaphor for the Adult Learning Environment". Now five years later, the author reprises the presentation with a workshop demonstrating how to apply the organic aspects of the learning environment into practical application in the ESL classroom through various instructional methodologies and with the full utilization of audio-visual aids. The workshop itself acts as an example of applying the various methodologies introduced. The theory is based on the insight of such masters as Bandura, Ford and Schunk and more contemporary thinkers in task-based learning such as David Nunan and Korea's own Andrew Finch. But here we go beyond theory into application utilizing the technical resources only made available in this century. The topics considered include questioning techniques, holistic approach to the learning environment, issues in instructing language skills, and how to fully utilize audio-visual technology to allow for reflection and inner voice expression. **S U**

Using Lexical Profiling to Aid Student Fluency and Vocabulary Acquisition

John Honisz-Greens, Kwansai Gakuin University
Room B167

This session starts by looking at the common problems of vocabulary overload, common in many English language and EAP courses where written texts are used as prompts for discussions. The session will consider the recent research into vocabulary acquisition with the aim of highlighting what vocabulary thresholds are necessary for a learner to be able to comprehend a text. The presenter will use data from several well-known studies to elaborate this point. This may prove very insightful to those who are new to the vocabulary studies field.

The session will then introduce the concept of lexical profiling as a means of controlling vocabulary input in texts and show an example of current free software, with a step-by-step explanation of how to use it. The session will also show simple methods of how to gloss texts and also choose suitable vocabulary targets for students.

Finally, example materials, taken from a successful academic speaking course designed by the presenter, will be shown. This will allow attendees a chance to see how to integrate better vocabulary practises into their courses; how to design academic speaking tasks; and useful methods for adjusting texts. Suggestions will also be given on how to develop templates and tasks that help with vocabulary homework, classroom pair-work, and vocabulary assessment.

Teachers will leave with clear, yet simple, ideas of how to implement lexical profiling into their materials development process, thus aiding vocabulary input and helping students gain a better understanding of what they read before they talk about it. **S/U/A**

Autonomy and Motivation: A Tale of Two Learners

C Craig Bartlett, Keimyung University
Room B168

This paper examines the out-of-class work done by two undergraduate students in an English-medium university on the Chinese mainland during their first year of study, to examine the interplay between learner autonomy and motivation, as evidenced in the work they do during their first year of academic study. Questionnaire surveys, work records, interview transcripts, and observations involving these students will be examined using comparative case study analysis. This research is part of a larger study involving students at an English-medium university in mainland China, and will be of interest to teachers and researchers in similar situations. In order to understand how learner autonomy can be fostered in semi-immersion contexts, where a foreign language is the working language, it is important to look at the behaviors learners engage in, and to see how, if at all, their experiences in an immersion environment affect their attitudes and behavior. **U/A**

Investigating Group Discussion Tests: Improving Performance Through Feedback

Shaun Justin Manning, Hankuk University of Foreign Studies

Room B178

Group Discussion Tests (GDT) are assessment formats in which candidates interact in a relatively free-form conversation built around a specified topic in an attempt to assess their ability to engage in spontaneous conversation. This type of assessment is gaining popularity in classrooms as it avoids the uneven power distribution associated with an interviewer-candidate oral proficiency interviews and allows for learners to nominate topics, change topics, interrupt each other and engage in other elements associated with a natural conversation. This study investigated the effects of different types of peer and self feedback after one GDT on the performance of students on a subsequent GDT. Three matched groups of university undergraduates took part. The GDTs were part of their regular

classroom assessment, one given in week 8 and one in week 16 of the semester. The control group received a numeric score and a brief comment from their professor. Feedback group 1 watched videos of all the groups and assigned each person a score. Feedback group 2 had to make a transcript of part of a video of their own group's GDT; then write a reflection essay on the experience of transcribing their conversation; and finally they had to re-record that same part of the transcript and give the recording to the professor. After the treatment, both feedback groups outperformed the control group, with the transcription group showing most improvement on the subsequent Group Discussion Post-Test. These results suggest a role for detailed self-analysis in the improvement of spontaneous conversation skills. **S/U/A**

Easy and Fun Speaking Practice

Sunny Lee, E-Future
Room C503

Speaking is an essential part of learning language. It, however, can be a difficult task for young EFL learners to perform, and it can be difficult for their teachers to teach. The presenter will discuss how to guide learners to engage each other, and how to build their confidence through scaffolding speaking activities. Using the e-future text *Easy Talking Trinity*, the presenter will show how to carefully lead young learners to develop their speaking skills. At the end of the workshop, she will also present useful tips for teachers regarding the classroom management. **YL/VYL**

Re-reading and Re-reading Charts as an Integral Part of Teaching Writing

Eric Gondree, Konan University, Kobe Japan
Room C504

The integral use of re-reading in a writing class is a useful method of giving students an

enhanced means of understanding their mistakes. Re-reading charts are a creative and valuable tool to help students monitor their performance as the course progresses. Re-reading charts were inspired by the book *Better Writing Through Editing* (Peterson and Hagen, 1999) and are modifiable for different courses. This presentation will discuss how re-reading can be used in intermediate or high-level university classrooms as an integral part of an ESL writing course.

In a writing course which successfully integrates re-reading, students are required to carefully review their corrected papers and pay close attention to errors. As they do so, students will fill-out a re-reading chart, which is an ongoing record of error production. As the semester progresses, this chart provides a means of tracking mistakes and noting improvements, allowing students to take greater responsibility over the quality of their writing. At the end of the semester, students will include this chart as part of their final portfolio of work and reflect on their performance. Importantly, these exercises help students to become better second language writers (Zamel, 1987).

This presentation will cover all steps in this method and demonstrate how other teachers can use re-reading charts in their own classrooms. **U**

Alternative Assessment: Thinking Outside the Box

Bitá Tangestanifar, Sookmyung Women's University
Room C608

Since the beginning of second language teaching, teaching and assessment have been indivisible. For centuries, traditional forms of assessment, such as multiple-choice questions and display questions, have been the standard forms of evaluation. Although these traditional forms of assessment are successful in determining what the students do not know, they fail to show what the students do know.

In addition, traditional forms of assessment often fail to promote creativity and higher-order thinking. Another important issue to consider is that an ideal assessment is one that is carried out continuously over the course of the program, not only at the end. For these reasons, alternative assessment is a welcome addition to the modern teaching approach. Alternative forms of assessment such as portfolios, journals, podcasts, group or individual projects, graphic organizers, etc. are administered throughout the course of the program to determine if the objectives of each lesson have been met by students, and to monitor the students' progress. Also, they give students the opportunity to express what they know while promoting students' creativity, self-evaluation, and critical thinking skills. This workshop aims at encouraging teachers to incorporate alternative assessment into their lesson plans. The presenter will introduce and demonstrate several examples of alternative assessment. Additionally, samples of students' work will be displayed. The participants are encouraged to share ideas and their experiences. They will also design an alternative assessment of their own. There will be a Q&A at the end of the workshop. **S/U/A**

Cultural Conceptions: Recognizing and Integrating Culture into Classes

Robert Kienzle & Jody Barron,
Sungkyunkwan University

Room M101

This workshop will cover a variety of cultural elements to be used in the classroom including an analysis of the Pygmalion Effect, methods to enhance student learning of cultural issues in non-cultural classes, activities to combat cultural stereotypes, and a review of the different cultural courses designed and taught by teachers at Sungkyunkwan University and other institutions. The Pygmalion Effect states that instructors' expectations influence the abilities of the students and the results of the students' work. Expectations often emerge

from knowledge of culture, but such knowledge can be either a blessing or a hindrance in the classroom. On the instructors' side, cultural awareness allows lectures, discussions, and assignments to be interesting and relevant to students' lives. Conversely, stereotyping students with common expectations of English ability can unnecessarily hinder instruction and student ability. On the student's side, learning and using a foreign language requires a certain amount of foreign cultural understanding. Additionally, incorporating cultural elements into courses allows students to learn a variety of academic and social skills. Instructors must realize how their expectations control the classroom and look for events and activities to utilize. Finally, some universities are developing many kinds of cultural courses. There are both recommendations and factors to avoid when creating a cultural course. Workshop participants will leave with the ability to culturally analyze themselves, their classes, and their students. They will also leave with a variety of cultural activities for English, cultural, and other types of courses. **U/A/B**

Encouraging Communicative Competence for Korean Students through Culturally Pluralistic Texts and Media

Geoffrey Goodman, Korea University, Seoul National University

Room M103

Though there is a tendency in several strata of Korean education systems (Yim, 2003) towards teaching one dialect of English ("North American") and texts from very limited English language culture, such a tack does not in fact give learners "North American" dialects or accents. Worse, it does not necessarily provide students with the tools needed for communicative competence with the English world.

Research on English education, particularly in Korea, stresses the need for students to be able to interact not just with one English speech community but with as many as possible.

Speaking English with communicative competence and cultural sensitivity are excellent goals for English students in Korea but realizing these goals in spite of a distinct and sometimes willful lack of multicultural English input can be daunting for them and their teachers. Though there is no "right" English, nor does English belong to one group or nationality, it is still unfortunately very much taught that way, with just one "educated" (read: rich, white, ever-shrinking) English being emphasized, dismissing the vast majority of the speech of the world's English speakers. Providing students with authentic input in the form of texts and media representative of a variety of English-speaking subcultures, while at the same time giving them the tools (ideas of nationalism, post-nationalism, cultural pluralism) for thoughtful engagement with the text and cultural pluralism can be a positive approach to encouraging more global-mindedness in their English-language identity and discourse. People who demonstrate cultural sensitivity in English are those who make relationships in English! **YL/VYL/S/U/A/B**

The Green Teacher is a Digital Teacher

Patrick Hafenstein, Macmillan Korea Publishers Limited
Room M104

4 billion trees are cut down every year for paper consumption and as teachers we are high up in the ranks, along with lawyers, in terms of paper used for our profession. Many Education Ministries around the world are moving towards the paperless classroom. Some in big steps, others in smaller steps while some are still guilty of no improvements at all. Protecting the environment is the government and the individual's responsibility so what are you doing to be a green role model to the kids of your classroom? Admittedly hardware can be an issue for many schools in going 100% digital, but there is a way to get started with relatively low start up costs. Let that first step be online testing.

Forget about photocopies, test creation, test correction, test analysis as Macmillan Education's new *Online Test Maker* does ALL that hard, annoying work for you. With over 10,000+ questions from General English to TOEFL, unlimited tests including placement tests are at your GREEN fingertips. This presentation is a must see for those who want to learn about the next evolution of testing.
U/A

Practical Roleplay in the Classroom

Ingrid Zwaal
Room M105

PAC Representatives Business Meeting

Eric Reynolds, PAC
Room S106

PAC Representative Meeting

SUNDAY - 09:00~10:20

Movie Making

Han Min Seo, University of Birmingham
Room C505

Based upon Gardner's multi-intelligence theory. Audio materials are starting to play a more important role in classrooms since Korea started to focus more on the development of speaking and listening skills. However, teachers often are only utilizing the simplest functions of audio materials (record and play back) and resource options. By learning to use audio editing functions, teachers can improve the quality of online audio files chosen, cut out above level content or unnecessary information and create engaging activities for listening input as well as output. In this session, the presenter will describe the pedagogic value of audio-edited content and activities presented, while offering a short sample of the range of activities. **YL/VYL/ S/U/A**

Online Animations for Language Learners

Daniel Beck, Toyo Gakuen University, Chiba, Japan

Room M105(CHANGED to Saturday1430, B166)

Movie production is a task-based activity that has become more accessible due to technological innovations and is a natural way to implement Constructivist principles in the language classroom and can help increase motivation, both in the production itself and in the anticipation of a product that can be shared. Like other technology-based projects, movie production can still have prohibitive costs for many institutions and requires technical skills that divert time and effort from linguistic performance. If a low-cost, easy-to-use method of movie production becomes widely available, there is great potential for teaching.

The online animation application "Text-to-Movie" from xtranormal.com requires only an Internet connection to access and is simple to use. The presenters will show a variety of uses they have tried out in the language classroom with hilarious, impressive results. They will also demonstrate the ease of using the application and make suggestions for classroom use.

Participants will be encouraged to share their thoughts, tips and suggestions and to ask questions. **S/U/A/B**

SUNDAY - 09:00~10:45

Note: The presentations in Room C601 are part of the Extensive Reading Colloquium.

Book Circles and Extensive Reading

Scott Miles, Daegu Haany University

Room C601

Extensive reading is a great way for students to develop reading and overall language skills, but it doesn't have to be a solitary act.

Forming book circles, either as a part of an existing class, or as an extra-curricular club, is an effective way for students to develop speaking skills, as well as enrich their reading experience. Having the chance to discuss an interesting book gives student conversations greater depth and interest than what is typically found in classroom speaking activities. This presentation will show some techniques for forming and organizing book circles as a supplement to extensive reading practices. **S/U/A**

Student Reading Habits and Perceptions: Before and After Extensive Reading

Richard Lemmer, Chugoku Gakuen, Okayama City, Japan

Room C601

The speaker will present results of a pre and post questionnaire administered to 89 Japanese students from both a public and private university who participated in 15-week Extensive Reading courses. Areas examined are reading habits in English and Japanese, reading material preferences, strategies employed when reading, and perceived learning outcomes affecting reading speed, comprehension, and vocabulary acquisition. Although the sample came from four different classes, all read in volume and at their appropriate level. Significant gains were made in the amount of time students spent reading. In addition, positive perceptions related to improved vocabulary, comprehension, and reading speed rose after the exposure to ER. **S/U/A**

Setting up and Running an Extensive Reading program

Rob Waring, Notre Dame Seishin University

Room C601

This presentation will show how teachers can plan their Extensive Reading program. The presentation opens by explaining the difference

between various types of ER programs and how this impacts the type of library and set-up one must do. This is followed by practical advice on how to select materials, how to introduce the program and make sure learners are reading at the right level. **YL/VYL/S/U/A**

Types and Consequences of Information Control in Short Story Simplification

Shuchen Chang, Lancaster University
Room C601

The study investigates the consequences of simplification for meaning and effect in simplified stories. Simplified readers have been widely accepted as a valuable source of reading materials for second and foreign language learners but there is an unsettled divide in the area of ESL/EFL reading research as to whether simplification can effectively increase comprehension, or if a simplified text can still be an interesting and engaging read for any pedagogical goal to be reached. My study attempts to contribute to this issue by adopting a stylistic-analytic approach and comparing original works with their re-writings, in order to describe, distinguish and evaluate the similarities and differences in terms of meaning and effect. I discuss the techniques of simplification in information control and the consequences each technique may have on the story development, including plot, characterization, and thematic progression, following narratological definitions of these elements. The findings would help to lend a linguistic analytical perspective to the research of reading material development and provide an alternative means to evaluate the quality of simplified stories. **S/U**

The ER Program at Pusan University of Foreign Studies

Rocky Nelson, Pusan University of Foreign Studies
Room C601

Extensive reading is an approach to the teaching and learning of second language reading in which learners read large quantities of books, then write and talk about what they have read. Some characteristics of an Extensive Reading program: 1. Students read as much as possible, perhaps in and definitely out of the classroom. 2. A variety of materials is available so as to encourage reading for different reasons and in different ways. 3. Students select what they want to read and have the freedom to stop reading material that fails to interest them. 4. Reading materials are well within the linguistic competence of the students. Students read inside and outside of class, using "Language Learner Literature". The books are classified into six levels, from the easiest, Level 1, to the most challenging, Level 6. Students write a short abstract of the book. These are shown to the conversation teacher. The Abstract Card is a description of the plot of the book (exercising critical thinking) as well as other information. The teacher scans the Abstract, and engages the student in a conversation about the book and interactively corrects their grammar and syntax as they watch. The report is given back to the student, who saves them in a notebook. Grades are based on the number of pages read during the semester. There are no tests. **S/U**

Growing Extensive Readers: From Kindergarten to Middle School

Aaron D. Jolly, Hanseo University
Room C601

The research shows that ER works (Day, Waring, Nation, Krashen et.al), but how can I get my young learner and very young learner students to the level where they can read independently? This is a question that more and more teachers are asking in Korea. Also if they can read (at least a little) then how can we help them progress to higher levels of reading comprehension and vocabulary knowledge? In this presentation a quick outline of what's needed - phonics, sight

words, vocabulary study through word cards (online or offline), fun read alouds, and a wide variety of graded readers for independent reading (with selective choice of native texts in certain circumstances), will be shown. Reading comprehension strategies, and organization of classroom libraries to support independent (extensive) reading in the EFL context will also be discussed. **YL/VYL**

Online and Interactive Corpus-based Courses
Trudie Heiman, University Of Birmingham
Room Music Lobby (Poster presentation)

The global context of ELT is being rapidly advanced by CALL systems moving online and becoming interactive. Online and interactive is also the logical environment for a corpus-based approach to language learning. This poster session will show how a web portal dedicated to online interactive corpus-based courses was developed. The components of corpus-based courses will be outlined and the various stages this project went through will be presented.

Two corpus-based courses (one Vocabulary focused) (one Writing focused) were developed with a programming team in India. The Vocabulary course of this project is in third-stage field tests (beta) with two universities in Japan. The Writing course has been in self-published print editions, being used by several universities in Japan throughout the last 10 years. This successful corpus-based writing program is now digitalized to be fully interactive and online

Research data from field tests and samples of student work produced from both of these courses will be included in this poster session. This poster session will be of interest to college and university educators, material developers, persons interested in CALL, corpus-based research and material development, those wanting to hear first hand experiences of working with web programmers in India and to those interested to how print texts might be digitalized.

This poster session will use print media displays, computer with or without Internet, IPAD presentations with handouts available.
S/U/A

Fine-tuning Discourse in EFL Electronic Discussion
Montri Tangpijaikul, Kasetsart University
Room Music Lobby (Poster presentation)

A basic repertoire of modality and intensity in English is important in helping learners fine-tune their utterances, but these features are underused by EFL learners (Karkkainen 1992, Gibbon and Markwick-Smith 1992). This is probably because learners lack the opportunity to express themselves in free interactions in English, a common problem for EFL learners. This study hypothesizes that electronic bulletin boards will allow Thai learners to exercise interpersonal communicative skills in fine-tuning their meaning subtly through the use of modal and intensifying elements. The analysis includes modal auxiliaries, epistemic stance adverbs, modal adjectives, copular verbs other than "be", and degree intensifiers. This study proposes the term "fine-tuning devices" or "FTD" to refer to the above linguistic elements. By using move approach and discourse acts analysis, the functions of these linguistic devices are shown in context and the schematic structure of the two types of writing is revealed. The findings show that Thai learners are able to fine-tune their expression with subtlety using these devices in online group discussion. Learners who write more frequently online tend to use FTDs in a greater variety than those who do so less frequently. **U**

The Effects of Meaning Negotiation, Feedback and Uptake on SLA
Kyungjin Joo, Sungkyunkwan University
Room Music Lobby (Poster presentation)

This study examines the effects of meaning

negotiation, feedback and learner uptake on Korean adults' learning English as a foreign language. This work also investigates the nature of feedback provided by native speakers and the effect of that feedback on the uptake of the target words. The research questions of this study are as follows:

1. Is L2 vocabulary acquired through negotiation of meaning?
2. Does the uptake of L2 vocabulary enhance second language acquisition?
3. If the negotiation of meaning affects L2 acquisition, does the effect result from vocabulary uptake and from the various types of feedback that occur during the negotiation of meaning?

The participants were 25 adult EFL learners and 4 native-speaker English language teachers. Each test and treatment session performed lasted about 30-40 minutes for each dyad. There were six sessions which consisted of a pre-test, three treatments, a post-test, and a delayed post-test. As the results of the experiment, the L2 target words were acquired through negotiation of meaning. After the treatment session, the participants produced 3.62 target words in the immediate posttest and 3.54 target words in the delayed posttest. Elicitation was the method of feedback most commonly employed by the teachers, accounting for 51.92% of feedback, and recast was the second most common method, at 44.23%. Both forms of feedback resulted in successful uptake; the success rates were 81.48% for elicitation and 60.87% for recast. Finally, this study supports the importance of feedback during interaction to fostering the uptake of new L2 words. U

Enticing the Interests of E.F.L. Students to think Globally: Authentic Texts

Mark Wright, Doshisha University Japan & Joseph Hosbach, Osaka University Japan
Room Music Lobby (Poster presentation)

Generally speaking, student comprehension is an interactive process between the materials

supplied and the student's prior knowledge of the world. However, sometimes this background or schema may be culturally based or biased. This can be particularly problematic for students who do not live in the target language country. As a result, E.F.L. teachers tend to rely heavily on developing their own materials. However, this doesn't necessarily always have to be the case. In the global community there is now a plethora of authentic texts that students can access and share with their fellow classmates. This presentation will attempt to highlight how these student researched authentic texts can enliven the class and create a more positive attitude towards learning. Drawn from selected English communication classes at both Doshisha University and Osaka University in Japan, examples will be shown of both teacher and student created authentic materials. Issues addressed include students' interest in "real life" global issues and materials, the role of the teacher, the role of the student, and possible suggestions will be offered in how to implement these materials in a collaborative E.F.L. environment. U

SUNDAY - 09:25~09:50

Intercultural Negotiations: Glocal Identities in Korean EFL textbooks

Heejin Song, University of Toronto
Room S104

The presentation examines cultural representations of two newly developed Korean high school EFL textbooks. It attempts to uncover how intercultural interactions and cultural identities are negotiated in the textbooks through a lens of critical discourse analysis. The analysis indicates that while Korean cultural representations are predominant in both textbooks that American white middle class cultures are dominant as non-Korean cultural groups. The finding implies that on the one hand, the cultural attitudes embedded in the

texts show a tendency of glocalism wherein local cultures and identities are valued and promoted as cultural assets in a global context. On the other hand, particularly intercultural interactions in the texts tend to reproduce social inequality regarding social class, gender, and ethnicity by favoring white American middle class representations over other cultures and the American English variety over other English varieties. The discussion that follows focuses on how teachers can use biased textbooks to instill in their students an equitable worldview that empowers socially and economically disadvantaged groups instead of reproducing social inequalities. Through active collaboration between the teachers and students, the textbooks can be supplemented or complemented by their own cultural knowledge and experiences for a more inclusive language education. This textual analysis implies that English language professionals need to develop critical linguistic and cultural awareness. **S**

SUNDAY - 10:00~10:25

Testing the Tests: A Procedure for Validating Television Comprehension Tests

Michael Rodgers, Fukuoka University

Room B164

A great deal of effort goes into the construction of what one hopes is a good test of listening or reading comprehension. The procedure can usually involve, among other processes, choosing the most applicable model of comprehension, analysis of the reading or listening text, deciding on the format of test, writing the items, administering the test, and then finally analyzing the data obtained. One procedure that has a tendency to be overlooked is an examination of whether the test indeed measures the intended underlying trait or in other words whether the test has construct validity. This presentation outlines the procedures used to validate comprehension

tests based on episodes of a television series. Ten comprehension tests based on ten episodes from a current American television series were created using Buck's (2001) default model of listening comprehension. Analysis of the 820 items from these tests was based on the Rasch model and analyzed using the Winsteps software package. The analysis identified that the majority of the test items fit the model but also identified some that did not. Examples of the misfitting items are presented along with explanations of why they were problematic items as well as recommendations for dealing with them. **U**

Teachers' Grading Practices: Influencing Factors, Meaning, and Values Assigned

Liyong Cheng, Queen's University

Room B166

For teachers, grading is the most challenging aspect of teaching to do well because it is a complex decision-making process that requires them to make professional judgment. In addition, grades are often used for various purposes by different stakeholders in education, which, in turn, impacts teachers' grading. To date, however, relatively few studies conducted in the field of language testing have focused on teachers' grading practices. This study thus investigates Chinese secondary school English language teachers' grading practices, focusing on factors that determine their grading, and the meaning they associate with grades and the value judgments they make when considering grades. The specific research questions are: What are the factors that determine the grades assigned by secondary school English language teachers? What meaning and values are associated with grades by these teachers in the context? A questionnaire was issued to 200 secondary school English language teachers. The questionnaire consisted of 30 items concerning their assessment and grading practices, three scenarios about grading followed by an open-ended question asking teachers to explain reasons for their choice,

and 8 items that solicit the participants' demographic data. Data were analyzed both quantitatively and qualitatively. Findings of this study show the complexity of grading practices by teachers of English. This study sheds new light on understanding the validity of classroom teacher's grading in a broader sense in terms of grade interpretation and grade use. **S/U**

A Vygotskian Perspective on Good Language Learners: A Case of Four ESL learners

Jin-Suk Yang, Chung-Ang University
Room B167

This paper reconceptualizes the notion of Good Language Learners (GLL) from Vygotskian Sociocultural perspective. Studies on GLL represent an earlier language learning strategy research. A logical basis for studying GLLs is that strategies employed by successful second language (L2) learners will be applicable to L2 learners in general. However, researchers have shown that L2 learning strategies are symptomatic in that they reflect each learner's own goals and histories. Also, classroom-based GLL research neglects social aspects of L2 learning, missing the process through which learners came to fully function in a natural context. Thus, this paper adopts Sociocultural Theory (SCT) (Vygotsky, 1978) wherein individual learner agency is fully addressed. After a background profile survey, four learners who shared educational backgrounds and ages were recruited. Research data was collected through interviews, language learning autobiographies and stimulated-recall tasks. Based on Strauss and Corbin (1998)'s Grounded methodology, this paper traces each learners' idiosyncratic L2 learning experiences and critical reflections upon them. The findings suggest that 1) good language learning is a dialectical process toward self-regulation and thus contradictions between

learners and immediate environments are necessary for L2 development and 2) learners' L2 motivation is enhanced when learner's L2 goal-driven motives are aligned with L2 community participation. **U**

NESTs of Korean Heritage; Coming to Terms with being NESTs of a Lower Worth

Kara MacDonald, Defense Language Institute
Room M103

A significant amount of research has addressed various concerns related to NNEST vs. NEST issues, raising awareness of NNESTs' struggle for equal status with respect to NESTs. This research has served to increase consciousness of unequal employment practices and advocate for the acknowledgement of professional NNESTs. However, there is a community of NESTs of non-Caucasian and/or ethnic background that also face student and industry prejudice in hiring practices and discrimination when employed and often may be overlooked due to their L1 status. This qualitative research, based on grounded theory, explores the experiences of NESTs of Korean heritage, who have taught, or are teaching, in South Korea. The objective is to increase understanding of the similarities and differences of NESTs of Korean ethnic background with those of NNESTs, in particular Korean NNESTs, presented in the current literature. The results presented will raise awareness of a frequently overlooked minority of teaching professionals in Korean ELT and will offer recommendations on how the industry can strive to act responsively to practices of inequality against many NESTs of Korean heritage through suggested avenues of advocacy for increased fair-employment practices. In doing so, this research works to advance ELT practices in Korea and other Pacific Asian Consortium countries. **YL/VYL/S/U/A/B**

The Development of EAP Vocabulary Learning Materials for University Students

Craig Smith, Kyoto University of Foreign Studies

Room S104

Vocabulary education has become a central concern in English for Academic Purposes courses at universities. This presentation describes efforts made at a multi-disciplinary university in Japan to help students develop the skills they need to read and write research papers. A set of academic word lists was recently published based on a corpus drawn from research papers in international journals which were nominated by arts and sciences faculties. In addition, a textbook was developed for EAP courses which describes the structure of research papers, the nature of the vocabulary-learning challenge, and ways students may learn to use academic word lists. Examples from the word lists and the EAP course textbook will be examined during the presentation. U

SUNDAY - 10:00~10:45

What are the Ten Most Effective Vocabulary Activities?

Paul Nation, Compass Media

Room B107

What are the ten most effective vocabulary activities?

This talk presents ten proven and very useful activities for helping learners increase their vocabulary knowledge. In addition, reasons are given why these techniques were chosen to be in the top ten. These reasons relate to the four most important jobs of the vocabulary teacher. 1. Plan and provide a well-balanced course. 2. Train the learners in the four most useful vocabulary strategies. 3. Test the learners. 4. Teach vocabulary.

The best vocabulary teaching activities: 1. are most certain to result in useful learning; 2. do

not require a lot of work from the teacher; 3. provide balance in a well-designed program; 4. are simple and efficient; 5. can be used over and over again. YL/VYL/S/U/A

Making Fluent Readers with Technology-Blended Instruction

Sarah Kim, Language World

Room B109

Are your students fluent? Building fluency is often overlooked even though research has shown that there is a strong correlation between fluency and comprehension. This presentation will focus on how to help students build fluency and comprehension skills with multimedia reading materials. Leave this session with both effective teaching strategies and ready-to-implement activities. YL/VYL

Tried and True Teaching Methodology with New Digital Support: A Winning Combination!

Rebecca Fletcher, Oxford University Press Korea

Room B111

Adults learning English today demand lessons that are stimulating, motivating, and effective. They also expect teachers to incorporate the latest digital technology into every class. Fortunately, there are digital resources available which can save teachers time AND motivate students.

This presentation will illustrate how the new edition of *American Headway* combines a proven methodology with fresh new material, new testing components, and an online bank of digital resources for both teachers and students. Participants will learn how to use the new Teacher Resource Center to conduct interactive, whole-class activities designed to motivate and engage students. Additionally, teachers will learn how to help their students become better test takers through the new Spotlight on Testing sections in *American*

Headway, and www.oxfordenglishtesting.com.
U/A

Study TESOL in Australia

Ellen (Haerim) Lee, Australian Embassy
Room B112

This commercial presentation will help the audience to understand high quality TESOL education in Australia. The presentation will include practical information about tuition, courses, providers, requirements etc. This presentation will be in Korean.

YL/VYL/S/U/A/B

The Instructional Conversation: Using Intercultural Conversations to Share Cross-cultural Teaching Expertise

Lynne Diaz-Rico & Julie Ciancio, California State University San Bernardino
Room B121

The Master's in TESOL is honored throughout the world as a certified level of English teaching expertise. The division of TESOL into TEFL and TESL, however, makes it difficult to share the knowledge and skills that differ between EFL and ESL experts. This workshop reports on a successful discussion format useful in bridging the ESL/EFL expertise gap. This workshop uses the Instructional Conversation (IC), a discourse type pioneered through the University of California's Center for Research on Education, Diversity, & Excellence. This format has been used for intercultural communication at CSU, San Bernardino in the discussion club CommuniConfidence as well as in graduate classes, with the goal of affording non-threatening, satisfying conversations on topics involving crosscultural differences.

Theoretically, the work lies solidly within Vygotsky's framework of sociocultural development, a perspective that holds that individuals learn to speak and listen for specific purposes, in specific contexts, as

members of an oral community. Using the IC, then, individuals come together to discuss a common topic, internalizing key insights that may not be attainable in other ways. There is no better way for crosscultural comparison of values, beliefs, and behaviors than sharing these in the context of a supportive yet structured discussion. The IC is an ideal format for airing differences of opinion and expertise in intercultural situations. In this workshop, participants will observe an IC in action and learn to use the IC as a classroom modality. Each participant will also receive a "toolkit" of topic-related group conversations that foster intercultural communication. U/A

Adapting Teaching to the Cultural Context

Heebon Park-Finch, University of Bristol, UK
Room B142

This presentation/workshop looks at a student-centered cross-cultural approach to ELT in Korea. Awareness of the students' culture is important for EFL teachers, so that they can understand the learning background, the preferred learning styles and the social system that produces them. However, this understanding should be non-judgmental and non-preferential. The role of the EFL teacher is not to understand the students' culture in order to teach them 'a more advanced' western culture or to teach them in a 'more pedagogically sound' western manner. Instead, this workshop suggests that the purpose is to help them to maximize their cultural perspectives in the learning of English, keeping their cultural values intact. Although it is desirable for the teacher to make students aware of other cultures, this does not mean imposing ideas or attitudes. This workshop will examine cultural differences which can affect learning and teacher/student relationships and suggest how EFL teachers might construct a learning environment of intercultural understanding and tolerance. Participants will also be invited to share their cross-cultural problems and experiences and to discuss

relevant issues and solutions. **S/U/A/B**

Reading Street and the Teaching of Thinking Readers

Alison Davis, Pearson

Room B161

Reading Street is a language program which supports the teaching of thinking readers. It is designed to support any path and any pace of teaching comprehension and language arts. This session will provide an opportunity to see both print and digital stories and texts to capture the imagination of learners and explore the explicit lessons that teach the strategies for thinking readers and writers. **YL/VYL**

University of Birmingham Distance MA Programmes

Chris Kennedy, University of Birmingham

Room B164

This presentation will discuss the University of Birmingham's Masters Degree Open Distance Learning TESL/FL and Applied Linguistics Programmes. These programmes are run by the Centre for English Language Studies (CELS), which is part of the University of Birmingham's Department of English. During the presentation, the MA TESL/FL and Applied Linguistics programs and requirements will be outlined, with its value to those completing the program highlighted. The presentation will end with enough time for a question and answer session with Prof. Kennedy and a number of the local tutors involved in the programme.

How Presentations Can Teach Students to be Facilitators in the EFL Classroom

Richard Silver, Ritsumeikan University

Room B168

The roles that students will adopt in the jobs of the future remain unclear. But English

language teachers often stress, and students say they feel, that English could help them in their careers. At the same time, cheap and easy access to information, largely via the internet, means that instead of primarily being sources of knowledge, teachers in the EFL classroom are increasingly reinventing themselves as facilitators. However, the teacher remains a language role model. In every class students observe their teacher direct proceedings in an effective and efficient manner through combining their use of language and their facilitating role. Students become familiar with a discourse that might well benefit them in their future jobs, yet they rarely get the chance to practice using it. Student presentations to their peers are a common classroom activity often justified by the useful practical skills students learn, and by incorporating a student-led discussion and summary section into the format students can reinvent themselves as facilitators. By handing students the responsibility to create, organize, direct and end the presentation and discussion they can learn about the challenge of using English to support and guide groups to successful conclusions. This paper reports on the successes and challenges of student-led presentations and discussions with video examples and student comments on their changed role in the hope that teachers might take away ideas for how to better prepare their students for the roles of the future. **U**

Rightside-up Answers to Pan-Asian Pronunciation Challenges

Daniel Evans, Saint Michael's College, Colchester, Vermont, USA

Room B178

Among learners of English around the world, speakers of Asian languages face some of the most difficult challenges to comprehensibility of their speech. This workshop will review the major pronunciation problems of speakers of Korean, Chinese, and Japanese, and suggest approaches to working on them in the

classroom. On the segmental level, each of the languages cited presents its own particular pronunciation difficulties as well as many characteristics that are shared among them. On the crucially important suprasegmental level, which has come to be recognized as having the greatest impact on comprehensibility in both speaking and listening, none of the languages correspond to the intonative patterns of English in a way that would promote positive transfer.

A rightside-up approach to pronunciation development begins with and places the greatest emphasis on such suprasegmental features as T-group chunking, prominence of focal syllables, terminal/non-terminal intonation, and word stress and rhythm. It also addresses the more discrete phonological aspects specific to the learner's Asian language background and idiolect. The workshop will demonstrate the process of working with authentic English materials such as movie excerpts or television commercials through techniques such as mirroring and the presenter's own "Real-time Vocal Dubbing" in which the lines of one of the actors in a dialogue are removed and replaced with the learner's own recorded version. This takes mirroring a step further by requiring accurate production at the exact rate of speed of the original to fit into the allotted time and coordinate with the on-screen action. **YL/VYL/S/U/A**

Wright Right : How to Build Basic Writing Skills

Gemma Kang, Neungyule Education
Room C503

Wright Right is a basic writing skill book for young learners. This session will show easy steps, concepts and pop-up writing teaching skills for teachers. The book is developed to look at how vocabulary and sentence structure can be reached to the creative and grammatically accurate texts led by systematically introducing students to the basic sentence patterns in English. This session will

show concrete ideas to make brain storming easy, to come up with main ideas for each paragraph, and to develop paragraph supporting sentences. This book adopts the following gradual steps to develop writing skills: language support, paragraph development, overall structure of a variety of genres, and writing process. **YL/VYL**

Easy Reading and Long-Lasting Vocabulary

Gabriel Allison, E-Future
Room C504

There are two goals in graded reading: developing reading fluency and building vocabulary. How do we help students develop reading fluency so that they can become independent readers? Instead of relying on translation, we must help them process information in English while reading. The presenter will discuss how to make this happen by utilizing various reading comprehension skills in different stages of reading: pre-reading, during reading and after reading. Using the e-future text *Reading Rocket*, the presenter will show how reading skills can be introduced systematically and cumulatively. Finally, he will address how to help students retain the vocabulary they learned during reading. **YL/VYL/S**

The Art of Presenting an Effective Poster

Mark James, Brigham Young University-Hawaii
Room C608

Poster sessions have become increasingly popular in our profession as a way for younger language teachers and researchers to begin sharing their ideas with others and make a contribution to the profession. However, due to the relative newness of the phenomenon, there remains much confusion about how to effectively create and present a poster in our discipline.

Through discussion, interaction, and examples,

the presenter will elicit and offer insights to potential conference organizers and presenters on the effective use of poster presentations. Insights and examples from years of research (attending numerous professional conferences) and years of conducting poster presenter workshops will be shared. Comparisons will also be made between the language teaching profession and other disciplines. **YL/VYL/S/U/A**

Negotiating in the Korean University ELT Classroom

Kristin Dalby, Jeonju University
Room M101

This presentation explores the origins of the process syllabus in English Language Teaching, looking briefly at its roots in general education, before presenting the framework provided by Breen and Littlejohn (2000) for its use. An action research project is then reported in which a process syllabus was used in a mandatory English language class in a Korean university. The study compares the use of a process syllabus in an experimental class with the use of the institution's conventional textbook-driven syllabus in a control class. Data, collected from needs analysis, questionnaires, classroom observations and classroom recordings, are used to evaluate the application of a process syllabus in this context, as a basis of possible curriculum renewal of the university's English language program. In particular, the data are examined to determine whether or not students in the experimental class 1) felt that their English improved more than their counterparts in the control class; 2) reported an increased use of direct and indirect learning strategies; and 3) were more satisfied with their class. Finally, the results of this study are discussed. **U/A**

Building Vocabulary from Word Roots

Chanmi Hong, BridgeLearning Ltd, Korea
Room M104

Learning Vocabulary - Think back to the vocabulary instruction that you had when you were a student. What were you asked to do with words? In this session, we are to look into Building Vocabulary from Word Roots based on the premise that over 90 percent of English words of two or more syllables are of Greek or Latin origin. Instead of learning words and definitions in isolation, Building Vocabulary from Word Roots teaches essential word strategies and key roots that enable students to unlock the meaning of vocabulary words they encounter in the classroom and beyond. Please join to take a look at the systematic approach to word awareness and long-term vocabulary building tips. **YL/VYL/S**

PAC Representatives Business Meeting

Eric Reynolds, PAC
Room S106

PAC Representative Meeting

SUNDAY - 10:25~10:50

Redefining our Strengths: A Look at Faculty Women of Color in TESOL

Glichelle Pereyra & Jennifer Gordon, Kanda University of International Studies (**Time CHANGED to Sun 14:25**)
Room B164

In our presentation, we aim to explore the capacities by which academic women of color can broaden their teaching philosophies. As women of color and TESOL teachers, we are aware of the position of many others like us who have had to deal with their sense of marginalized status in the field of TESOL, based on the socio-historically constructed notions of a female, a person of color and a non-native English speaker. We will take a close look at teacher and student identities as a starting point for creating a community that will include issues like social justice and

marginalization in its dialogue and practice. Our presentation focuses on two major assets that derive from being women of color in TESOL as well as strategies we can employ in the classroom. The first is the tendency for female instructors, according to some research, to engage in more personalized and close expressions of equality with students can encourage more participatory and supportive student-teacher interactions both inside and outside the classroom. Our second asset is our potential, as people of color, to be role models to students, who benefit after realizing that the values expressed by their instructors are similar to their own. Finally, we will discuss a series of strategies that encourages a transformation of people's perceptions of our ethnic and gender identities from deficits to strengths that provide us with distinct advantages in pursuing our professional practice. U

Talking it Through: Students Discuss Reformulations of Their Short Stories

Jennifer Yphantides, Kanda University of International Studies, Japan

Room B166

This presentation reports on research carried out in a content-based peace education course designed for third and fourth year university students in Japan. In order to fulfill part of the course requirements, students developed a storyline for a peace-themed graded reader and were responsible for cooperatively writing their own portion of the story. The stories were then reformulated by the teacher. Reformulations have been defined by Cohen (1983) as a technique which consists of a native speaker re-working a piece of student writing. The reformulation preserves the original ideas of the students but corrects surface errors and addresses concerns of "style and clarity of thought" (Cohen, 1982) Once they had read the reformulations at home, students then had the opportunity to discuss them in class. To facilitate their talk, students

were provided with prompts directing them to look at the grammar, vocabulary, style and cohesion of the text. Students were required to orally work through the reformulations because previous studies have shown (DiCamilla and Anton, 1997) that peer dialogue is important in helping students to navigate feedback and co-construct new meanings from the reformulated text. Student discussions were recorded on tape to determine answers to the following questions: (1) What do students notice about their reformulated stories? (2) For what reasons do they accept or reject reformulations made by the teacher? This study is loosely based on work done by Swain and Lapkin (2002) on reformulations made of stories written by French immersion students in Canada. U/A

Do I Have to Do This? Peer Supported EFL Teacher Reflection

Quint Oga-Baldwin, Fukuoka University of Education

Room B167

Teacher reflection has been shown to be a powerful form of feedback for improving self-efficacy. To date, the study of the development of teacher self-efficacy in second language education has been an underdeveloped area. This presentation outlines how reflection works with teacher beliefs to improve pedagogy, the ways in which reflective practice can influence teacher self-efficacy and self-regulation, and presents observational longitudinal qualitative data taken from in-service teachers. Ten university level EFL teachers in western Japan were interviewed six times per semester during the 2009 Japanese school year. Each interview used questions from a pre-set battery designed to elicit feelings of success and failure, attributions for those successes and failures, and changes in teaching in response to these experiences. Interviews were transcribed and coded descriptively and analytically using grounded theory methodology. Results indicate that most

in-service teachers believe reflection to be valuable, reporting that the interview process did indeed improve their beliefs about their own effectiveness, but most are also unlikely to engage in active formal reflection independent of guided interviews. This indicates that reflection, while a desirable activity in professional development, is unlikely to occur without support for a reflective program from the school or peer environment. In conclusion, the author will present several points on how a reflective teaching program can be implemented within the university EFL teaching environment. U

The Polarizing Effect of High-Stakes Testing on Young ELLs

John Haggerty, Carleton University
Room C505

This paper explores the potential impact of high-stakes English testing on young English language learner attitudes, motivations and beliefs and subsequent implications this could have for language testing validity. While a great deal of research has been conducted on the nature and development of ELL motivation, the role of high-stakes testing in this process has received scant attention. In this study, an expanded role for consequential validity in language testing is sought through more meaningful engagement with sociocultural theory, specifically post-structuralist conceptions of identity. A questionnaire, developed from a working model of Language Proficiency Identity or LPID (Lazaraton & Davis, 2008), was administered to 202 ELLs in middle school, high school and university. An analysis of responses to 20 questionnaire items was conducted on the basis of a) education level, and b) the completion of one of two high-stakes English tests. There were significant correlations found for 15/20 responses from middle-school students, 4/20 from high school students, and 0/20 from university students. These preliminary results suggest that high-stakes English testing has a potential polarizing

effect on the language proficiency identity of younger ELLs. Some possible implications for test validity are discussed in light of current theory and research on identity formation.
YL/VYL/S/U

Operationalising the SSARC Model in an Academic Language Course

Miyuki Nakatsugawa, Temple University Japan
Room M103

The value of task-based language teaching (TBLT) is largely supported by current SLA theories. Cognitive linguistics and usage-based models of language acquisition assume that acquisition is input-driven and experiential, and that engagements in communicative uses of language allow for language representations to be established and subsequently entrenched in memory (Robinson & Ellis, 2008). Yet implementing TBLT into language curriculums is still met with difficulties, partly due to the absence of a theoretically sound and operationally feasible set of principles for developing a task-based syllabus.

A cognitively motivated solution has been proposed based on the Cognition Hypothesis (Robinson, 2005), which claims that tasks sequenced in order of increased cognitive complexity will promote rethinking for speaking, interlanguage development and automatic performance. The SSARC model (Robinson, 2010) describes the operationalising principles for the stepwise increases in pedagogic task complexity in line with the Cognition Hypothesis. A task-based syllabus based on this model is suggested to approximate the developmental sequence in child cognitive and L1 development, optimizing opportunities for second/foreign language learning. This presentation reports on a preliminary attempt to operationalise Robinson's SSARC model in an academic language course for university students in Japan. Target tasks, identified as the various activities involved in academic enterprise, are scaled into pedagogic task versions and then sequenced across a

26-week course to form a task-based syllabus. Possible methods of data collection to investigate language development over the instructional period will be addressed. U

E-learning on a Shoestring

Nicholas Bovee & Jeffrey Stewart, Kyushu Sangyo University

Room M105

Due to the perceived technical hurdles associated with developing an e-learning system from the ground up, many educational institutions opt to purchase overpriced, one-size-fits-all e-learning packages that often do not fulfill their needs. However, inexpensive development tools can now be used in conjunction with existing learning management platforms (such as Moodle and Blackboard) to develop custom e-learning systems that are more tightly integrated with institutional curricula. This presentation will demonstrate how Flash rapid authoring tools were used to create a successful institution-wide vocabulary drill application called myWord. Using such tools requires no technical knowledge--they are no more difficult to use than PowerPoint--yet they are powerful enough to create professional looking Flash content that is comparable to commercially available e-learning products. The presenters will provide advice on how one can get started with making and administering original e-learning content.

The presentation will also include preliminary results from a pilot study that compared student motivation and test performance of two groups: one which used myWord, and the other which used the existing, commercially available e-learning system. U

Best Predictor of English Vocabulary Learning Among Taiwanese Young Learners

Yu-cheng Sieh, Tamkang University

Room S104

The purpose of this study was to determine

the best predictor of English vocabulary learning among Taiwanese young learners. Fifty-five words taken from three children's stories were explicitly taught in a storytelling program to sixty-three 9-year-olds. A series of 14 vocabulary assessments were administered at different points of the three-month study to evaluate their learning. Also employed were nonword repetition and phonological sensitivity tasks to assess their phonological processing abilities.

Stepwise regression analyses were computed, with the results of 14 vocabulary assessments serving as the dependent variables and six possible predictors as the independent variables. Only three out of the six variables were chosen as good predictors; they were (a) prior achievement of English vocabulary learning (7 times), (b) English phonological sensitivity (6 times), and (c) English instruction length (1 time). Even though Variable (a) topped the list, three of the seven times landed in vocabulary pretests, conducted prior to vocabulary teaching. In contrast, Variable (b) was chosen as the best predictor mostly in follow-up tests, conducted at least two weeks after the completion of storytelling. English phonological sensitivity consequently emerged as the best predictor of English vocabulary learning. The results, on the one hand, lend support to previous research that phonological sensitivity is essential to learn alphabetic languages for both native-speaking and EFL children. On the other hand, they suggest an early start in learning English was beneficial to young learners' vocabulary performance. However, English phonological sensitivity had the best predictive power in predicting the learners' long-term performance. YL/VYL

SUNDAY - 11:00~11:45

Global English: Impacts, Illusions and Implications

Alan Maley, Leeds Metropolitan University

Room B107

I will first discuss some general impacts of the spread of English, including its commodification and its complicit role in the nexus of consumerism, globalization, media saturation and trivialization. I will pass to more recent instances of geographical spread, domain invasion and expansion of levels. The section concludes with some impacts on the language itself and some of its negative impacts.

In the second part, I will examine some of the more common illusions connected with the global role of English, including the notion that it is inevitably a 'good thing', that it can be 'controlled', that it will fragment under the pressure of variation, that a global variety is 'emerging', etc.

In the final section I will consider the implications of the spread of English for the teaching of the language. This will include the need for more TD to develop awareness of the issues, consideration of which model to adopt, the need to develop resistance to the negative effects of English on local languages and cultures, and a series of practical suggestions in the domain of materials and methodology.

Asian Englishes and English as a Lingua Franca in Asia: Which Model of English Should We Teach?

Andy Kirkpatrick, Hong Kong Institute of Education

Room B121

The presentation will first review the current role that English is playing as a lingua franca in the Asian region, with a particular focus on its role in the Association of Southeast Asian Nations (ASEAN).

The presentation will give then examples of and compare certain linguistic features of Asian varieties of English and of English used as an Asian lingua franca, the latter taken from the Asian Corpus of English (ACE). This corpus is currently being collected by a team headed by the presenter. Using data from the ACE corpus and referring to the current role of English in Asia, the presentation will

consider a number of controversial questions surrounding English language teaching at the moment. These include:

(i) If the major role of English in Asia is as lingua franca which is used by Asian multilinguals with fellow Asian multilinguals, does this mean we should still use a native speaker model, or should we instead start to consider using a 'multilingual' model for the classroom?

(ii) If the ACE corpus shows that highly educated Asian multilinguals use non-standard forms, but that the use of these non-standard forms is (a) shared by many speakers and (b) in no way hinders communication, does this mean we no longer need to teach certain standard forms in the classroom?

(iii) Does the use of English as an Asian lingua franca mean that English teachers who are Asian multilinguals provide a more appropriate linguistic model than a native speaker of English for their students?

(iv) What are the overall implications for English as an Asian lingua franca for the ELT curriculum?

The presentation will conclude by arguing that the adoption of a 'multilingual model' could lead to more successful learning of English in many Asian contexts and thus provide one way of advancing ELT in the global context.

Creating a Dynamic Library Collection Strategy to Improve Reading Achievements

Linda Warfel, Language World

Room B142

Research shows that having access to a diverse collection of books plays an important role in children's reading success. This workshop will provide research findings and practical solutions to selecting appropriate books for your classroom/school library. Linda Warfel will also share short "Book Talks" on the types of books in diverse library collection: Favorites, Independent and Non-Fiction titles. All participants will receive a Scholastic sampler for Ready-To-Go Libraries. YL/VYL/S

Pedagogical Implications of English as a Global Language; What Are We To Do?

Kumiko Torokai, Graduate School of Intercultural Communication, Rikkyo University

Room B178

This paper will address the issue of teaching English as an International Language and its pedagogical implications.

What is perhaps the most challenging inteaching English as a global language is how we can dissociate language teaching from cultural learning, if it is at all possible. We all know that language is closely intertwined with

culture. Indeed, as Edward Hall so rightly noted, communication is culture.

However, in the globalized world of today, our students will be more likely to use English to talk with non-native speakers of English from different countries, rather than with native speakers. As such, the aim of learning English for many people is for global communication, and this would oblige us to shift our focus away from cultural understanding of specific cultures in the U.S. or Britain to translingual and transcultural learning geared toward intercultural communication in general.

SPECIAL EVENT #1:

Breakfast Session Q and A MEET THE PRESENTERS

8:00–8:45a.m.Sun. Oct. 17th



(coffee/tea & muffins/bagels provided by KOTESOL)

FORMAT

Early morning small group informal discussion with Q. and A. on a theme selected by conference invited speakers.

All conference attendees welcome!

No sign-up necessary. Just drop in at 8:00 a.m. on Sunday morning..

PARTICIPATING INVITED SPEAKERS and TOPICS (tentative)

(Check notice boards at the conference for latest updates of participating speakers & topics.)

Patricia Duff Doctoral Education in TESOL/Applied Linguistics: Things to consider when pursuing a Ph.D. (or Ed.D.)

Jodi Crandall Approaches to Professional Development for Experienced Teachers

Alan Maley Literature and Creative Writing in EFL Classrooms

Suchada Nimmanit (1) Leadership Roles in TESOL: Opportunities and Qualifications for International Leaders (2) Interactive Web-Based Projects to Improve Communicative Ability: Structuring the Projects and Tracking Student Progress

LOCATION: Look for signs posted at the conference

Sunday Afternoon: 13:00-13:45 Plenary

Samsung Convention Center, Centennial Building C201 (simulcast in M608)	Thomas Farrell <i>Exploring the Professional Role Identities of ESL Teachers Through Reflective Practice</i>
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On the Basement Level

Room	14:00	14:25	15:00	15:25
B107	Patricia Duff <i>Investigating Identity in Language Learning and Teaching Using Qualitative Research Methods</i>		Justin McKibben <i>Digital Storytelling: A Way to get Students to Express Themselves and Learn</i> YL/VYL/S/U/A/B	
B109	Carmella Lieske <i>A Content-Rich Solution to Middle School Motivation Blues</i> S		Emilie Masson <i>Developing Students' Speaking Ability with Weekly Online Diaries</i> S/U/A	
B111	Jessica Magnusson <i>Read and Discover the World Through Non-fiction Readers</i> YL/VYL/S		Rebecca Fletcher <i>Active and Accurate: Grammar for Young Learners</i> YL/VYL	
B112	Allison Bill <i>Vocabulary Learning: More Than Just Memorization</i> YL/VYL/S/U/A/B		David Bracey <i>Professional Advancement through Online MA TESOL and Certification Programs</i> YL/VYL/S/U/A/B	
B121	David Nunan <i>Engage me: 21st Century Learners and Technology</i> YL/VYL/S/U/A		Kip Cates, Kartika Anindya Putri, Carl Dusthimer & Peter Wanner <i>Language Learning in Asia: The Students' View</i> S/U/A	
B142	Andy Curtis <i>From Video Input to Verbal Output: Listening and Speaking, Language and Culture</i> S/U/A/B		Roger Palmer <i>Bringing Blended Learning into Mainstream ELT</i> S/U/A	
B161	Robert J. Dickey <i>Webbed TBL+CBI: Using Internet for Content & English Through Tasks</i> S/U/A		Patrick Hafenstein <i>Are You Getting Paid for Lesson Preparation Time?</i> U/A	
B164	Julian Chapple & Shoichi Matsumura <i>Raising EFL Teachers' Awareness of Pragmatic Elements of L2 Teaching</i> YL/VYL	Glichelle Pereyra & Jennifer Gordon <i>Redefining our Strengths: A Look at Faculty Women of Color in TESOL</i> U	Todd Thorpe & Ross Miller <i>Passport to Study Abroad: Preparing Students for the Journey of a Lifetime</i> U	
B166	Doug Huffer <i>Corpus in the Classroom</i> U/A/B		David Leaper <i>Putting Students in their Place: An Analysis of a Commercially Produced Placement Test</i> U	
B167	Robert Kienzle & Rusty Hitt <i>Toastmasters: For Teachers and Students</i> U/A/B		David E. Shaffer <i>Reflecting on Teacher Development</i> YL/VYL/S/U/A/B	
B168	Gunther Breaux <i>How to Easily and Accurately Grade Speaking, With and Without a Speaking Test.</i> U/A		Eric Reynolds & Sergey Butakov <i>Finding our way: Plagiarism, the Internet, and an MATESOL program</i> U/A	
B178	Andrew Finch <i>Reflecting on Teaching: Looking at Beliefs and Perceptions</i> YL/VYL/S/U/A/U		Thomas Farrell <i>Constructing Your Professional Identity Through Self-reflection</i> YL/VYL/S/U/A/B	

Call for Presenters

KOTESOL Seoul Chapter 8th Annual Conference

Serving Students through Technology

KOTESOL Seoul Chapter is seeking workshop type presentations for the chapter's Annual Conference on **March 26, 2011**. All workshops will be one (1) hour in length. Presenters are strongly encouraged to submit proposals related to the following strands/categories. As well, workshops should include practical skills component.

Harnessing Technology in the Public School Setting

Including but not limited to: basic skills for pre-service Korean teachers and foreign public school teachers, using computer labs and English Room Technology

Educational Research

Broad Categories:

Social Networks

**Web tools: helping students search, solve and create
helping teachers find, organize, plan and save time.**

All workshop proposals must include a description of the workshop* at least 200 words in length. Your proposal should also include biographical information including your most recent workplace and up-to-date contact information (cell number and email address). Your proposal and bio should fit together on ONE A4 page and be in *.doc format (Microsoft Word 2003 or earlier version)

The deadline for workshop proposals is at **5pm December 5th, 2010** Please send your bio and workshop proposal to Workshop Coordinator, Don Payzant at seoulkotesol2011@gmail.com For further information contact Don at 010-6745-0717

*** Content of Abstract**

The Seoul Chapter wants to evaluate each workshop proposal in a fair and objective manner. To do so, presenters should check to see if their proposal contains the following information:

- 1) A snappy title.
- 2) Who is this presentation for? Elementary, Middle, High school, Hagwon, University instructors or all?
- 3) Are you presenting research, classroom activities, focusing on a particular skill, or an aspect of professional development?
- 4) Is it geared for Beginning, Intermediate or Advanced or all levels of students?
- 5) Most presenters use power point these days, but will you also have handouts, pair or group activities and a question and answer session?
- 6) What will attendees learn by the end of your workshop.
- 7) You must include your current workplace, your tesol/tefl/teaching credentials (if applicable) and contact information (cell number and email address)

Sunday Afternoon

In the Centennial, Music and Social Education Buildings

Room	14:00	14:25	15:00	15:25
C503	Ian Brown <i>Easy Online Presentations with 'Voicethread'</i> S/U/A/B		David Williams <i>Students' Reactions to Literature Circles in the Content-based Classroom</i> U/A	Hyunyoung Shin <i>Korean English Teachers' Perceptions Towards Using Concept Check Questions in Grammar Instruction</i> S/U
C504	James Forrest <i>The CELTA</i> YL/VYL/S/U/A/B		Chanmi Hong <i>Comprehensive Solution for Evaluating Written Work</i> S/U/A	
C505	Lesley Painter-Farrell <i>The New School MA TESOL: Keys to Effective Online Learning</i> YL/VYL/S/U/A/B		Michael Cahill <i>Bringing Culture into your Classroom</i> U	
C601	The Dongguk Integrated Course Colloquium John Wendel <i>Working with the Administration</i> Maria Pinto <i>Course design and proposal</i> Tim Roberts <i>Conversation</i> Lyndon Hott <i>Reading and Listening</i> John Angus MacCaul <i>Grammar and Writing</i> U			
C608	Dean Dawson <i>Increasing Reading Comprehension: A Dramatic Approach</i> YL/VYL/S/U		Roger Fusselman <i>Getting L2 Learners of English to Form Grammar Rules Inductively</i> YL/VYL/S/U/A	
M101	Tim Dalby <i>Team Teaching in Public Schools in Korea: Some Principles, Practices and Ideas</i> YL/VYL/S		Anne C. Ihata <i>EFL Reading with Illustrations: Greater Connectivity Potential than We Thought?</i> S/U/A	Jin-kyu Park & Sebastien Muncaster <i>A Better Way of Collaboration for Higher Level of Thinking</i> U
M103	Gemma Kang <i>Art Classic Stories are Specialized in Arts and Classic Stories.</i> YL/VYL		Marilyn Plumlee <i>Writing It UP: What Research about Research Writing Reveals</i> U	
M104	Peter Kim <i>ProofWriter™: A New Online Service from ETS</i> S/U/A/B		Kate Kim <i>Building Fluency and Accuracy through Grammar</i> YL/VYL/S/U	
M105	Linda Warfel <i>Engaging Early Learners with Realistic Non-fiction Emergent Readers</i> YL/VYL		Bryan Fox <i>Beyond Brainstorming - Using Color-Coding to Organize Student Writing</i> S/U/A	
S104	Rachel Heppner Kroeker & Justin Kroeker <i>A Balance to be Reckoned With: Two Studies on ELT Management</i> S/U/A		Scott Menking <i>Thai Students' Views of International Communication: Pedagogical Implications</i> S/U/A	Gavin Farrell <i>Storytelling Across the Curriculum for Young Learners</i> YL/VYL
S106	Maria Dyuzheva & Tatyana Vlasova <i>Gesture as a Speech Act Equivalent in English Discourse</i> A	Andrew Blyth <i>A Qualitative Study of How Teachers Currently Teach Listening in Japan</i> S/U/A	John McGaughey & Heejin Song <i>Controversies in English Education: Language Policy and EFL Textbooks in Korea</i> S	
Music Lobby	Jennie Roloff <i>World Politics in the Classroom: Why Should We Bother?</i> U			
Music Lobby	Ksan Rubadeau <i>Part of the Solution: Involving Expat Teachers in Helping Emotionally Distressed Students</i> YL/VYL/S/U/A/B			

2010 PAC-KOTESOL INTERNATIONAL CONFERENCE

EMPLOYMENT CENTER

AT YOUR SERVICE ALL DAY SATURDAY & SUNDAY

Room S01

*** **

ARE YOU LOOKING FOR A NEW TEACHING POSITION?

Check out the jobs posted on the announcement

*** **

WANT TO HAVE A PRELIMINARY INTERVIEW WITH A POTENTIAL EMPLOYER?

Find out which employers are interviewing and make an appointment on-site at the
Employment Center during the conference

*** **

ARE YOU A POTENTIAL EMPLOYER WHO DIDN'T HEAR ABOUT THE 2010 CONFERENCE EMPLOYMENT CENTER?

Stop by the Employment Center to post a description of an open position, or set up
an interview schedule to meet qualified applicants from the pool of teachers at this
conference

SUNDAY - 13:00~13:45

Exploring the Professional Role Identities of ESL Teachers Through Reflective Practice

Thomas Farrell, Brock University

Room M608

Many people in society take on different professional roles such as those of doctors or teachers. These role identities are powerful organizing structures because people get recognition, positive reinforcement from others, and other rewards when they accomplish roles successfully. Over their careers teachers tacitly construct and reconstruct a conceptual sense of who they are (their self-image) and what they do (their professional role identity). Teacher role identity includes teacher beliefs, values, and emotions about many aspects of teaching and being a teacher. Reflecting on teacher role identity allows language educators a useful lens into the "who" of teaching and how teachers construct and reconstruct their views of their roles as language teachers and themselves in relation to their peers and their context. This talk explores the concept of ESL teacher role identity and outlines the result of a study of the role identities of a group of teachers in Canada when they engaged in reflective practice.

SUNDAY - 14:00~14:25

Raising EFL Teachers' Awareness of Pragmatic Elements of L2 Teaching

Julian Chapple & Shoichi Matsumura, Ryukoku University

Room B164

This study is a report on our government-funded project focusing on improving elementary school English teachers' communicative competence and their expertise in L2 teaching. Beginning in 2011, English language education will become a part of the education curriculum

in Japanese elementary schools. Although this move has been touted as a method to improve the overall L2 competence of Japanese students, numerous issues remain. In most cases, for example, the teachers entrusted with the English lessons have not necessarily received any language teaching training. Consequently, a heavy reliance on traditional grammar-based instruction using rote pattern-practice, the very same style of teaching they received when they were students, prevails in their teaching styles. This lack of training further leads to discrepancies between what teachers believe they should be doing in the classroom and what they actually are capable of. In addition, many are not competent in English and lack sufficient communication skills needed to effectively coordinate "team-teaching" with native assistant language teachers (ALTs). Against this background, the aim of our research was to examine the effect of teacher training sessions (involving the introduction of pragmatic elements of L2 and its teaching methods) on the Japanese teachers' L2 classroom styles, and in turn, the impact on their students' attitudes towards learning English. After the training sessions, our initial results (based on qualitative and quantitative data collected from work with 7 teachers and approximately 120 students) revealed institutional, sociocultural and sociopolitical constraints (such as the negative influence of ALTs and teaching materials distributed by the Ministry of Education) as well as improvements in teaching methods, and the teachers' and students' attitudes towards learning English both inside and outside the classroom. After presenting these initial findings we make suggestions for areas to target for future improvements in Japan's EFL instruction at the elementary school level.

YL/VYL

Gesture as a Speech Act Equivalent in English Discourse

Tatyana Vlasova & Maria Dyuzheva, Far Eastern National University

Room S106

Communication is supposed to consist of speech acts. But verbalized messages are not the only component of social interaction. Many scholars claim that nonverbal signs occupy a much greater part in communication and play a much greater role at that. This state of affairs is conditioned by the following factors: non-verbal communication never stops; it goes via several channels simultaneously (gestures, posture, facial expression, eye contact, etc.); it is more reliable.

This article deals with only one kind of non-verbal clue, namely, gestures. Gestures are the movements of the head and the hands which are used to convey certain communicative meanings. The authors strive to show in what way gestures are used instead of verbal messages to express certain communicative meanings, thus becoming non-verbal speech acts, or, to be more precise, communicative acts equivalent to speech acts. **A**

SUNDAY - 14:00~14:45

Investigating Identity in Language Learning and Teaching Using Qualitative Research Methods

Patricia Duff, University of British Columbia
Room B107

In this presentation, I discuss current approaches to the study of identity in second language (L2) teaching and learning by focusing on three common directions in qualitative research: case studies; ethnographic classroom-based studies (typically involving discourse analysis); and narrative research. Examples of each are presented, together with a discussion of the advantages and shortcomings of each and ways of applying these methodologies in rigorous and compelling ways. I also discuss how research populations (participants) and tools for conducting studies in identity-related L2 research are expanding in response to changing demographics and emerging issues in L2 education internationally.

A Content-Rich Solution to Middle School Motivation Blues

Carmella Lieske, Language World
Room B109

Students moving into the middle years of school are among the most challenging and most rewarding students to teach. Getting these students engaged, and keeping them engaged, is one of the biggest challenges a teacher faces. Join this presentation as we examine the benefits of adopting a content-rich approach to learning English and discuss why a failure to do so may leave your students left behind. **S**

Read and Discover the World Through Non-fiction Readers

Jessica Magnusson, Oxford University Press Korea
Room B111

Learn how to motivate your students to read more in English with non-fiction readers. This presentation will show how you can help your students develop language skills and critical thinking skills while gaining a broader understanding of the world around them. Participants will learn how to use project work to enable their students to practice and apply the language skills presented in non-fiction readers. Examples of project work include growing a plant and recording its growth progress and conducting a classroom survey. Content area teaching and CLIL (Content and Language Integrated Learning) will also be demonstrated using readers from the new *Oxford Read and Discover* series. **YL/VYL/S**

Vocabulary Learning: More Than Just Memorization

Allison Bill, Jeonju University
Room B112

Have you ever looked at your students' English notebooks, or asked them how they learn vocabulary? When I look at some of

mine, I see words being copied over and over again in an attempt to memorize them. Memorization is one Vocabulary Learning Strategy (VLS) your Korean students are likely quite skilled at. In this presentation, I'd like to offer some other strategies you could share with your students. Some experts believe vocabulary can't be taught, but learners can be encouraged in their own use of learning strategies. They can be trained in better, more efficient ways to acquire vocabulary. To complement memorization, which is one possible VLS, we will look at some Determination, Social, Memory, Cognitive and Metacognitive Vocabulary Learning Strategies. This presentation is for those who want to include more vocabulary teaching in the classroom, as well as those who want to help their students to become more autonomous learners. **YL/VYL/S/U/A/B**

Engage me: 21st Century Learners and Technology

David Nunan, Anaheim University

Room B121

Today's technology gives us new tools that can not only enhance the teaching and learning of languages, but can radically transform our conceptions of concepts that we tend to take for granted. These include "teaching", "learning", "the classroom", and even the concept of education itself. This session will look at the different roles that technology can play in language learning and the instructional models in which digital learning and face-to-face instruction are blended in different ways. These roles and models will be illustrated with a range of examples and teaching resources from Pearson Longman. **YL/VYL/S/U/A**

From Video Input to Verbal Output: Listening and Speaking, Language and Culture

Andy Curtis, NA

Room B142

In this workshop we will look at how video technology can be used to help students develop their English language listening and speaking skills. The overall aims of the workshop will be to help/enable English language teaching professionals in Korea to: look differently at the things they see; see new possibilities using "visual texts"; use visual input to promote verbal output; and use visual texts to help students develop their English competence, confidence and fluency.

S/U/A/B

Webbed TBL+CBI: Using Internet for Content & English Through Tasks

Robert J. Dickey

Room B161

Yes, we can blend media, method, and targets. Teaching through the internet is not longer challenged, though the limitations of non-f2f classrooms must be recognized and mechanisms designed to alleviate that impact. Task-based learning, whether in stronger or weaker versions, has become mainstream. Content-based language learning, in its many flavors, has been around longer than the Greeks. This presentation discusses the various successes and disappointments of a number of courses taught by the presenter, and encourages attendees to share their own "war stories" as they worked to blend the strengths of these designs for learner advantage. The issues of various online platforms and content-topics are part of the overall concerns to be addressed. **S/U/A**

Corpus in the Classroom

Doug Huffer, Dongguk University

Room B166

Have you ever been at a loss trying to explain how a word is used? Even with "native intuition," giving our students specific examples can be difficult. To assist us, we can use a corpus to generate real world examples

of words in context. This workshop will demonstrate how teachers can use a free on-line corpus to answer specific student questions, provide a framework for classroom grammar lessons, as well as help the teacher better understand the English language. **U/A/B**

Toastmasters: For Teachers and Students

Robert Kienzle & Rusty Hitt, Sungkyunkwan University
Room B167

Toastmasters International is a non-profit organization established over 80 years ago in the USA. It is currently in 106 countries with over 250,000 members. There are 15 official Toastmasters clubs in Korea with 8 of them in Seoul. This workshop will explain how Toastmasters is a low-cost volunteer organization that can benefit teachers and students in a variety of ways. Toastmasters has two main objectives: Improve communication skills and improve leadership skills. For teachers, Toastmasters' focus on communication skills will improve in-class and on-stage lecture and discussion skills. Toastmasters builds on prepared speech ability, impromptu speaking skills, evaluation skills, and other abilities like giving instructions. Working on these skills allows teachers to improve their lessons, styles, creativity, and their ability to listen to and help both native English speakers and second language learners. In addition, Toastmasters focuses on leadership skills with regards to planning, organizing, implementing, and solving problems in meetings with a variety of participants. These skills carry directly over to managing classes, creating lessons, and dealing with both students and administrators. For students, Toastmasters improves English ability including grammar, vocabulary, listening, speaking, writing, conversation, and planning skills. Students and teachers are able to join Toastmasters clubs

throughout Korea, start their own club, or start a closed university club on their campus. Participants of this workshop will learn about Toastmasters, recognize the benefits of Toastmasters, understand how to join a local Toastmasters club, and how to start building a club of their own. **U/A/B**

Reflecting on Teaching: Looking at Beliefs and Perceptions

Andrew Finch, Kyungpook National University, Teachers' College
Room B178

This workshop looks at personal teaching beliefs and perceptions in a constructive manner, attempting to identify and discuss them, with a view of reflecting on and perhaps positively modifying our belief systems. What are the teaching philosophies that we take into the classroom, and how do they affect what happens in the classroom? Are these philosophies implicit or explicit? Do they permeate the classroom environment? Do they control the way in which we react to critical events? Where do they come from? How were they formed? Are they based on pedagogical theory and/or on practical experience? How do they compare with the philosophies of our colleagues in similar situations?

In this workshop, we will use a teacher/training learner journal (*English Reflections*) to look at our belief systems and our perceptions of our teaching situations. The workshop will of course be non-threatening and non-judgmental, based on the assumption that everyone holds values and beliefs that are meaningful and sincere.

Discussion in a professional setting will empower us to look at our belief systems and critically appraise them. The workshop will therefore consist mostly of discussion – in depth – and exchange of perceptions, using the teacher/training learner journal as a starting point – a springboard. **YL/VYL/S/U/A/B**

Easy Online Presentations with 'Voicethread'
Ian Brown, Kyushu University
Room C503

Voicethread is a free Web 2.0 application where users can easily add voice through a computer microphone to online slideshows with pictures, documents and/or video. These slideshows can then be simply shared by email or embedded on websites. Furthermore viewers can leave comments by voice, text, audio file or even video. It has huge educational potential for teaching from being used in projects/reports and digital storytelling to making voice emails or for commenting on discussions or blogs. Most importantly it is extremely simple and versatile to use, requiring only a computer with a microphone and Internet access, with no software to install at all. This paper will introduce Voicethread and how to use it, and report on one current application where Voicethread is being trialed as an alternative to face-to-face classroom presentations, mandated as a minor component of a first-year non-English major academic English class. Online presentations on Voicethread open new dimensions to the presentation process and provide more efficient use of classroom time. They reinvigorate the student presentation process with greater interest and motivation for students resulting in their production of superior presentations. Moreover additional educational benefits are acquired from the differences in traditional face-to-face presentations and online Voicethread ones. This paper will look at these differences along with survey results from students comparing each style of presentation, which they used in different semesters. Online presentations are just one of the many potentials that Voicethread offers to language teaching. **S/U/A/B**

The CELTA
James Forrest, Cambridge ESOL Korea
Room C504

The CELTA is the most widely taken initial TESOL/TEFL qualification of its kind in the world. Over 10,000 people successfully complete a CELTA course each year. We'll look at who the CELTA is for, what the programme involves and how you might apply to join a course. So come along and find out why it's so popular with teacher trainees, why it's so highly regarded and whether the CELTA might be for you. **YL/VYL/S/U/A/B**

The New School MA TESOL: Keys to Effective Online Learning
Lesley Painter-Farrell, The New School
Room C505

Online learning has evolved, rapidly incorporating technological innovations. What does this mean for learning? This colloquium will survey these developments and describe key attributes to effective instruction - especially online. A faculty and student panel will engage the question from both classroom and online perspectives. **YL/VYL/S/U/A/B**

Increasing Reading Comprehension: A Dramatic Approach
Dean Dawson, HUFS
Room C608

Drama can be used to integrate reading comprehension strategies for students that may not be able to synthesize that knowledge through reading alone. This workshop will outline the process of creating effective dramatization methods that will increase your students' reading comprehension and oral proficiency through re-telling, recreating and reenacting texts. By activating student background knowledge and scaffolding new learning, students are encouraged to play roles and create visual pictures that incorporate all of the senses and reaches out to more kinetically oriented learners. As participants in the workshop examine text and imagine what it describes as they develop an overall

impression based on questions that arise as they build and activate schema to ask and answer questions, they will learn the steps to effective story dramatization by following guidelines based on drama and reading comprehension objectives (Kelner and Flynn: 2003). The understanding of the goal or objective of the text is perhaps the single most important idea being communicated between the author and the reader. Through the dramatization of the text and the discovery of the roles that the key players involved have, the students are able to form opinions, draw inferences, and evaluate and synthesize a reading by taking a dramatic approach to comprehension. **YL/VYL/S/U**

Team Teaching in Public Schools in Korea: Some Principles, Practices and Ideas

Tim Dalby, Jeonju University

Room M101

Team teaching is a very common phenomenon in many parts of the world and especially in the public schools systems of Asia. The logic of having a fluent English speaker working alongside a trained public school teacher is to combine the strengths of each individual and so enhance the learning experience for students. However, there are ideological issues, such as "linguistic imperialism" (see Canagarajah, 1999; Phillipson, 1992) which is when a foreign language displaces the native language in a country, the furthering of "Western" interests (see Pennycook, 1998), and the myth of the superiority of the native speaker (see Cook, 1999). These issues can distract from the well-intentioned ideals of programs such as EPIK (in Korea), JET (in Japan) and PNET (in Hong Kong) and won't be discussed during this session. Instead, we will try to focus on everyday issues faced by teachers here in Korea. We will begin by examining and defining different types of team teaching. Then we will discuss some of the problems you have encountered in your experiences so far and look for solutions including some

successful examples of team teaching in Korea and abroad. Finally, we will take a look at the cultural aspects of team teaching and how to make a better accommodation between all players in the team. **YL/VYL/S**

Art Classic Stories are Specialized in Arts and Classic Stories.

Gemma Kang, E-Future

Room M103

There are a lot of fiction and non-fiction story readers for young learners. *Art Classic Stories* are specialized in Arts and Classic stories. There were no stories which are connected to paintings and artists. The masterwork connections between fine arts and classic stories will give another new experience for students. As students read the stories with the illustrations showing signature images of each world famous painter, this new experience will bring them emotional development and artistic senses. It will enrich students' reading skills, thinking skills, creativity, morality, and their lives. In this session practical ideas for teaching not only reading classes but phonics development through connecting arts and classic stories.

Have a great chance to meet *Art Classic Stories* and have fun and artistic reading classes based on good lessons with your students. **YL/VYL**

ProofWriter™: A New Online Service from ETS

Peter Kim, EduCherry Inc.

Room M104

Giving individualized feedback to each student's writing assignment is an indispensable yet difficult part of teaching a writing class. English teachers in Korea, who in most cases are not native speakers of English, feel the task as even heavier a burden. In 2009, with this issue in mind, Educational Testing Service (ETS) launched in Korea the Criterion®

Online Writing Evaluation Service, a product of ETS's decades-long research on writing lecture models and natural language processing technology. When a student submits an essay, the service immediately offers automated scoring and diagnostic feedback that is specific to the student's essay. In this presentation, we introduce another product of ETS, named ProofWriter®, which is essentially a cost-cut, scaled-down version of Criterion®. It is true that ETS observed positive results from its own research on the beneficial effect of using the Criterion® service in the United States' public school system (e.g., Attali, 2004; Rock, 2007). Nonetheless, ETS recognized the demand of a market segment that needs the core function of the technology in a different format. This includes learners and teachers of English in Korea. We believe that ProofWriter® will respond to that demand. Unlike the Criterion® service, ProofWriter's user interface and feedback messages can be tailored to suit Korean users' specific needs. ProofWriter can be applied to not only full-length essays but any types of writing such as journals, book reports, and answers to free-response questions, which is the case of most writing assignments carried out by EFL students in Korea at beginning to intermediate levels.

S/U/A/B

Engaging Early Learners with Realistic Non-fiction Emergent Readers

Linda Warfel

Room M105

Linda Warfel will share how to make critical real world literacy connections with content area Emergent Readers. This presentation will introduce key vocabulary in simple repetitive sentence structures and phrases. Language patterns such as opposites, action words, question-answer formats and rhymes are all matched with language rich photographs to support young learners in the earliest stages of literacy.

Emergent Readers will be modeled to demonstrate how they can be used to learn

specific content such as: animals, art, countries, food, math, transportation, weather and writing.

All participants will receive Emergent Readers as complimentary samples to implement the presentation concepts! **YL/VYL**

A Balance to be Reckoned With: Two Studies on ELT Management

Justin Kroeker & Rachel Heppner Kroeker,
Jeonju University

Room S104

Many factors have an effect on the success of cross-cultural workplaces. Two necessary characteristics that should be addressed when looking for organizational success are the concepts of 'fit' and 'split'. Pascale's (1990) Seven S 'fit' and 'split' model addresses the tangible and more importantly, the intangible elements of organizations. Since organizations consist of "90 per cent people and only 10 per cent technology" (Handy, 2008: 6), fostering a community of understanding and openness is not only essential to fulfilling the needs of the individuals in an organization but also crucial for overall organizational focus. Pascale's model was used to critically evaluate the balance of 'fit' and 'split' in two South Korean organizations, a private English academy (hagwon) and a university's English language program. The evaluations were carried out through questionnaires specifically designed for each institution and were given to the ELT teachers and administrators of both institutions. The data sets show that meaningful channels of communication between native and nonnative English teachers and administrators need to be established in order to address intangible elements such as shared values, collegiality, and management style. It was also determined that the current balances of 'fit' and 'split' seemed to affect organizational focus. Organizational goals were often unidentified and left up to individual interpretation. Therefore, it is posited that by addressing the balance of 'fit' and 'split' job satisfaction,

motivation, teaching effectiveness, cultural understanding, and organizational clarity can be increased significantly among ELT professionals in ELT organizations in South Korea. S/U/A

SUNDAY - 14:00~15:20

How to Easily and Accurately Grade Speaking, With and Without a Speaking Test.
Gunther Breaux, Hankuk University of Foreign Studies
Room B168

The problem: Korea ranks #1 in the world in money spent on English education, and 121st in English speaking ability.

Enough is enough.

Ten years of grammar-based English education has not resulted in better English speaking ability, and it never will. Memorizable role-playing speaking tests results in more memorizing, and grammar-graded speaking tests results in more grammar study.

The solution: communicative testing. Only communicative testing leads to communicative ability. Needed is an easy and accurate method of grading communicative speaking ability. When communicative speaking ability testing is widespread in Korea, communicative speaking ability will also be widespread. What gets tested gets done.

Such testing is now at hand. This presentation will demonstrate an easy, accurate, data-based system for grading communicative speaking tests. The grading is not grammar-based, opinion-based, or at worst, guessing-based. In addition to providing hard data for grading speaking ability, this system also provides personalized error-correction and feedback for students.

While formulating the correlations between data and speaking ability, a fortuitous byproduct was discovered. This presentation will also demonstrate quick and easy, multiple-choice placement testing that accurately predicts

speaking ability. Discovered is a micro-skill which accurately reflects the macro-skill of speaking. It is now possible to grade speaking ability without a speaking test.

In sum, this presentation will detail an easy, accurate, data-based method of grading speaking ability. It provides hard data for the invisible skill of speaking. Also demonstrated will be a quick and easy method of determining speaking ability, without a speaking test.

Korea deserves better. U/A

SUNDAY - 14:00~15:45

Note: The presentations in Room C601 are part of The Dongguk Integrated Course Colloquium.

The Dongguk Integrated Course Experiment: Working with the Administration

John Wendel, Dongguk University, Gyeongju
Room C601

Making the Integrated course work has required a lot more than simply writing a proposal and having it approved. There have been many bumps and struggles along the way. The first big hurdle was level placing students into our regular conversation classes, and keeping pressure on our administration to continue with a rational placement system. We then had to convince administrators and Korean team leaders of the benefits of change, which meant challenging assumptions about possible approaches to language acquisition and teaching methodology. This required weekly dialog, and a lot of persuasion. For our part, we had to be willing to compromise. Working toward educational goals and administrative goals do not often work in lock step together. In order to get this project off the ground, compromises had to be made. Finally, it was challenging having a team of teachers working toward similar goals getting recognized as an academic committee. Knowing that we would be asking a lot of the teachers

involved, this seemed like a reasonable request. It also meant challenging assumptions of what "academic research" can entail. This presentation will provide details of the various challenges we have faced along the way, and provide tips for approaching similar hurdles in a Korean context. U

The Dongguk Integrated Course Experiment: Course Design and Proposal

Maria Pinto, Dongguk University, Gyeongju
Room C601

English language teaching at Korean universities is generally divided into Conversation classes, taught by native speaker teachers, and Grammar and Writing and Reading and Listening classes, taught by Korean teachers of English. There is often little overlap or communication between the teachers of the different courses. The presenter was working with a Korean teacher to design an integrated course when the foreign teachers were offered the chance to teach an integrated course. The original proposal involved a small pilot program with beginner or false beginner students, with native and non-native speaker teachers teaching together.

The pilot program that has been running since March 2010 involves ten native speaker teachers working as a team to teach Conversation, Grammar and Writing, and Reading and Listening. Class planning meetings are held every two weeks, and homework and assessment tasks are given jointly. There have also been changes to the Korean teachers' Grammar and Writing course design.

Features of the original proposal, the new course design, and the changes to the Korean model of teaching will be presented. This presentation will provide "how-to" guide to setting up an integrated university English language course. U

The Dongguk Integrated Course Experiment: Conversation

Tim Roberts, Dongguk University, Gyeongju
Room C601

Seven professors make up the Conversation team. All team members offer suggestions and have discussions on the material and supplementary material presented to students. While the material is essentially the same in all classes, the ways in which we teach the course differs as each professor brings her/his unique skills and personality to the class.

Typically Native English speakers teach English Conversation in Korean universities. The integrated course, however, provides students with the opportunity to engage in conversation with a better understanding of the grammatical structures, flow, intonation, and inflections of the English language. Building on skills learned within the Grammar & Writing and Reading & Listening course, students are able to recognize and correct their spoken grammatical errors. Students have also learned the importance of enunciation, flow and rhythm as they converse. U

The Dongguk Integrated Course Experiment: Reading and Listening

Lyndon Hott, Dongguk University, Gyeongju
Room C601

Listening and reading courses have traditionally only been taught by the Korean faculty while the native speaker faculty are relegated to conversation courses. FLA Listening & Reading at Dongguk University seeks to rectify this by allowing students to have exposure to a native speaker outside of conversation classes. This course is integrated with the other two courses, Grammar & Writing and Conversation. Integrating the courses has enabled each course to build on each other by allowing the preparation of common material and exams as a team. The focus on the course is to improve the learners' listening and reading skills and giving them

access to a large variety of authentic material with appropriate activities. This presentation will elaborate on how the instructors met together regularly to plan the course together, creating supplementary material related to the textbook, the exams and common homework projects reinforcing the material. In addition, the course attempts to make an area of English that is typically considered dry by learners, more exciting and motivating. U

The Dongguk Integrated Course Experiment: Grammar and Writing

John Angus MacCaull, Dongguk University, Gyeongju

Room C601

The involvement of native speaker faculty in grammar or writing instruction, respectively, is often limited to those specific lessons for which an instructor has time within the framework of the common "required freshman conversation course with a native speaker". FLA Grammar & Writing at Dongguk University Gyeongju attempts to expand the role that native speakers play in these areas of freshman English instruction. Central to the plan for implementing this course was integration with the content for the other two courses, particularly Conversation. The class textbook had been previously coordinated with the conversation text, the latter serving as the basis for grammar covered in the integrated course as well as order of presentation. Instructors were then responsible for organizing the stipulated course content for the Grammar & Writing class. During this presentation, specific attention will be paid to organizational meetings which occurred frequently throughout the initial semester. The presentation will detail how instructors decided to present course content, used the textbook in class, produced supplementary material for in-class use, and planned and implemented homework and writing projects, all while trying to ensure maximum student motivation and participation in a class designed around

two language skills notorious for discouraging second language learners. U

Music Lobby Poster presentations

Part of the Solution: Involving Expat Teachers in Helping Emotionally Distressed Students

Ksan Rubadeau, Korea University

Room Music Lobby (Poster presentation)

Some universities in Korea offer workshops to professors on how to deal with emotionally distressed students, and even train faculty in suicide prevention awareness. Unfortunately, expatriate faculty members might be completely unaware of in-house training sessions, or unable to attend them due to a language barrier. This is not only a shame for students, who may be missing out on opportunities for help in dealing with emotional difficulties, but to the expatriate professors, who have most likely faced students with difficulties and have questioned their own actions. Moreover, being included in a university-wide effort to deal with emotionally troubled students may enhance foreign faculty members' sense of belonging in the university and the wider community. This presentation shows preliminary findings from a study to investigate expat teachers' questions and ideas about how to help emotionally distressed students. A helpful pamphlet will offer tips and resources compiled from worldwide research on suicide prevention programs in learning communities. YL/VYL/S/U/A/B

World Politics in the Classroom: Why Should We Bother?

Jennie Roloff, Kanda University of International Studies (KUIS)

Room Music Lobby (Poster presentation)

Students today need to be both critical thinkers and global citizens; as such, their English education should reflect these goals. The poster presentation will outline an elective English course for university juniors and

seniors entitled "Understanding World Politics" currently in operation at Kanda University of International Studies. It aims to show how the objectives of improving English ability, developing critical thinking skills and gaining a better understanding of the world have guided the structure of the course curriculum and the development of materials. The poster will also include a description of the course syllabus consisting of 5 units: 1) Getting Started (International You), 2) International Relations Theory, 3) Regions & Issues: Part 1, 4) Regions & Issues: Part 2, and 5) Institutions & Organizations. Original course materials such as PowerPoint presentations on political ideology, worksheets on international relations theory and reading discussion questions as well as sample student work will be on display. A handout for visitors offering suggestions for activities and recommended materials/links will be provided. U

SUNDAY - 14:25~14:50

Redefining our Strengths: A Look at Faculty Women of Color in TESOL

Glichelle Pereyra & Jennifer Gordon, Kanda University of International Studies

Room B164

In our presentation, we aim to explore the capacities by which academic women of color can broaden their teaching philosophies. As women of color and TESOL teachers, we are aware of the position of many others like us who have had to deal with their sense of marginalized status in the field of TESOL, based on the socio-historically constructed notions of a female, a person of color and a non-native English speaker. We will take a close look at teacher and student identities as a starting point for creating a community that will include issues like social justice and marginalization in its dialogue and practice. Our presentation focuses on two major assets that derive from being women of color in

TESOL as well as strategies we can employ in the classroom. The first is the tendency for female instructors, according to some research, to engage in more personalized and close expressions of equality with students, which can encourage more participatory and supportive student-teacher interactions both inside and outside the classroom. Our second asset is our potential, as people of color, to be role models to students, who benefit after realising that the values expressed by their instructors are similar to their own. Finally, we will discuss a series of strategies that encourages a transformation of people's perceptions of our ethnic and gender identities from deficits to strengths that provide us with distinct advantages in pursuing our professional practice. U

A Qualitative Study of How Teachers Currently Teach Listening in Japan

Andrew Blyth, University of Canberra

Room S106

This presentation describes research findings on how teachers are currently teaching listening in Japan. There have been few attempts at systematically recording how teachers teach listening in the post-methods era, much less so in Japan. It is important to provide a landmark on the current state of listening pedagogy for evaluating change in teacher education and educational reform at both national and institutional levels. This presentation will begin with a brief explanation of methods used in the past, and the reasons for the popular abandonment of these, and the current teaching situation, before describing the findings of this project. In this study seven teachers were interviewed asking them how they currently teach listening. The interviews were semi-structured, and were systematically and thoroughly analysed. It was found that individual teachers generally taught either from top-down or bottom-up approaches, but not both. Teachers also often supplemented their textbooks and

listening lessons with extra materials or activities, including authentic materials from YouTube and CNN, as well as roleplays, word- pronunciation and phonemic instruction. It was also found that often institutions imposed various requirements on English lessons that often prevented the inclusion of listening instruction. Interestingly, whilst word pronunciation is taught, suprasegmental instruction like intonation and sentence pronunciation is not. This presentation will also summarise the lesson plan structures these teachers used, and brief examples of how the interviewed teachers supplemented their lessons. The presentation will briefly summarise new listening theories, and the impact these may have on ELT in the future. S/U/A

SUNDAY - 15:00~15:25

Students' Reactions to Literature Circles in the Content-based Classroom

David Williams, Josai International University
Room C503

Enabling real and meaningful discussion in the language classroom is a central goal for language teachers whose main objective is fluency. One means to achieve this is the increasingly popular fiction-based literature circle. The literature circle is a student focused, structured discussion group that allows for the sharing and analysis of ideas about fiction-based texts. Such circles have been described by Furr (2007) as a 'magic' means to satisfy fluency goals while at the same time encouraging independent and critical thinking. However, in preparation for the world beyond the language classroom students need experience in discussions - beyond fiction - that can highlight the lexis and content of students' own respective fields of study. By adapting the fiction-based literature circle to content-based texts teachers can thus have a tool that not only improves

language skills but also makes those skills more relevant, practical and transferable. The question remains as to how well such an adaptation is received by students themselves. Using empirical data, this paper aims to answer this question by describing tertiary level students' reactions to the use of an adapted fiction-based literature circle approach in a content-based class. Results indicate that, as well as allowing insights into the lexis of content-based materials, students feel that the content-based circle enables them to acquire valuable life skills such as peer teaching, co-operation and critical thinking. Discussion on how to set up and manage a content-based circle will also be made. U/A

EFL Reading with Illustrations: Greater Connectivity Potential than We Thought?

Anne C. Ihata, Musashino University, Tokyo, Japan

Room M101

The research reported here was originally based on personal observation of Japanese learners of English that suggested many had difficulty accessing and integrating information from illustrations with written content when reading. The theoretical basis for it was that much earlier research had concluded that poorer readers would benefit from the provision of illustrations with reading passages because of the context that they supplied. This paper proposes that teaching which focuses on illustrations may have unexpected benefits.

The research explored the broader linguistic, cultural, and educational contexts of these learners, and comparisons were made with Korean and Chinese learners, since their languages are similar in grammatical structures, systems of writing, or scripts. Cognitive factors were also investigated, since attitudes (both learner and teacher) to factors judged to be important in reading may affect learners' ability to use illustrations effectively. This paper reports on these matters briefly, but focuses on a series of studies with Japanese

university students. Findings suggest that both second language proficiency and general academic ability interact in complex ways with learners' ability to access and apply information in the form of illustrations accompanying a text. Evidence also indicates that training in accessing information from pictures could lead to overall improvement in integrating information for meaning, even in no-illustrations conditions. It is theorized that this is due to improved access to first language knowledge through the medium of the second language, involving a general, non-language specific, comprehension ability, as described by Walter (2007).S/U/A

Thai Students' Views of International Communication: Pedagogical Implications

Scott Menking, Shimane University

Room S104

Until recently, there has been a lack of coordinated research into Asian students' attitudes toward the globalization of English. For example, studies have not explored what languages Thai tertiary students perceive as most useful for international communication and communication in Thailand, Southeast Asia, and East Asia. We also do not know what foreign languages these students say they can speak or which languages they have a desire to be able to speak. What languages do they expect a Japanese person to be able to speak? Do they feel it is necessary for the general public in Thailand to be fluent in English, and do they have a different perception for university graduates? Are any of these beliefs statistically related to each other?

To explore Asian, East Asian, and international communication, a questionnaire was administered to about 100 undergraduate and 100 graduate students studying in two Thai universities. The results of the study are discussed for the Thai students, as a whole, and further analyzed by differences between undergraduate and graduate students. For

comparative purposes, the presentation includes the results of a similar questionnaire, which was administered to tertiary students in Japan and South Korea. The session concludes with pedagogical ramifications, including possible student barriers to intercultural communication. S/U/A

SUNDAY - 15:00~15:45

Digital Storytelling: A Way to get Students to Express Themselves and Learn

Justin McKibben, Woosong University

Room B107

Digital storytelling is a method of using common modern technology to tell a story. There are a wide range of uses for this technique in any type of classroom and for any type of student. The focus for the presentation will be ESL classrooms. This presentation will explain the many uses of digital storytelling, the types of digital storytelling that can be done, and show real examples made by students. There will be practical tips for using digital storytelling in the classroom as well as a sample timeline with steps for using digital storytelling as a class project. References for examples of digital storytelling will also be given.

YL/VYL/S/U/A/B

Developing Students' Speaking Ability with Weekly Online Diaries

Emilie Masson, Kyushu Sangyo University

Room B109

Using Computer Assisted Language Learning (CALL) in the classroom environment has not only continued to increase in popularity in the last 20 years, but become a reality for a growing number of teachers. Despite this growing popularity of CALL, literature that provides us with conclusive, quantitative evidence on its positive effects on second

language acquisition is relatively recent (Lyth, 2008). And while CALL has often been used to promote listening strategies, grammar and vocabulary acquisition, little has been done in using CALL to improve students' speaking ability. To answer this need, a CALL-based activity using Internet based video messages sent to the teacher as weekly online journals to assist students in developing their speaking skills will be presented. Initially, a literature review on the ways CALL has been used to date and outcomes of those uses will be outlined. Secondly, the setting for the development of this activity, the need out of which it arose and its implementation will be introduced. Issues such as students' and teachers' technical difficulties, the required materials and knowledge to implement this activity will also be examined. Finally, the students' productions with the weekly videos and comments from an in-class survey administered at the end of the semester will be reviewed. Following the presentation will be an opportunity to discuss other uses for this tool and answer questions participants may have. During the discussion, participants will also be invited to offer comments and suggestions. **S/U/A**

Active and Accurate: Grammar for Young Learners

Rebecca Fletcher, Oxford University Press Korea

Room B111

Currently, there is much debate among English teachers concerning effective ways to teach grammar to young students. Teachers may ask "Why is it important to teach grammar?", "What is the best way to teach grammar?" and "How can I get my students to actively learn grammar and use it accurately?" This presentation will attempt to answer these questions and examine:

1) Teaching grammar as a product, which involves learners focusing on specific forms and meanings. 2) Teaching grammar as a

process, which involves learners focusing on grammar used in active communication. Participants will have the opportunity to learn how to teach grammar effectively through fun and motivating activities from Oxford University Press' *Grammar Friends* series. *Grammar Friends* is a six-level grammar course for elementary students now with workbooks available for all six levels. **YL/VYL**

Professional Advancement through Online MA TESOL and Certification Programs

David Bracey, Anaheim University
Room B112

Anaheim University's Online Master of Arts and Certificate programs in TESOL are taught by a world-class globally-acclaimed faculty. The world-renowned TESOL faculty of Dr. David Nunan, Dr. Rod Ellis, Dr. Kathleen Bailey, Dr. Ruth Wajnryb, Dr. Ken Beatty Dr. Andy Curtis and Dr. Fran Byrnes help both experienced and prospective teachers of English gain a comprehensive understanding of curriculum, the roles of teachers and students, methodology, and teaching skills, as well as all the theoretical background and practical applications they need to succeed in the classroom. Attendees will learn about Anaheim University's 125-week online MA in TESOL and 15-week online Certificate in TESOL. Upcoming programs including an online Certificate in Teaching English to Young Learners and an Ed.D. (Doctorate in Education) in TESOL will also be introduced.

Language Learning in Asia: The Students' View

Kip Cates, Tottori University, Kartika Anindya Putri, Asian Youth Forum (AYF), Carl Dusthimer, Korea National University of Education, & Peter Wanner, Tahoku University

Room B121

Language educators in Asia frequently discuss

foreign language teaching at national and international conferences, yet rarely have the opportunity to listen to the beneficiaries of their teaching - their students. Students at schools throughout Asia spend years studying English and other languages, yet rarely have the chance to speak out about their ideas, feelings and experiences. This Asian Youth Forum (AYF) session will feature an international slate of college-aged Asian youth who will give their views in English on language learning and teaching in Asia. Topics touched on will include language programs, teaching methods, textbooks, teacher-student relations and language testing.

The Asian Youth Forum (AYF) is a unique PAC event, organized by EFL teachers and learners, which brings together Asian young people for academic seminars, social events and interpersonal exchanges. The AYF aims to promote international understanding, intercultural communication and leadership skills through the medium of English-as-an-international-language. At the AYF, college-aged youth from across Asia join together to learn about each other's countries, explore global issues and make cross-cultural friendships - all within the framework of an international language teaching conference. Previous AYF events have been held in Seoul, Korea (1999), Kitakyushu, Japan (2001), Taipei, Taiwan (2002), Vladivostok, Russia (2004), Bangkok, Thailand (2007), Tokyo, Japan (2008) and Manila, Philippines (2009). AYF 2010 at KoTESOL / PAC involves 90 Asian students from 15 countries including Korea, Japan, Thailand, Indonesia, Russia and the Philippines. For details, see our websites: <<http://ayf8korea.weebly.com/>> and <www.asianyouthforum.org>. S/U/A

Bringing Blended Learning into Mainstream ELT

Roger Palmer, Hirao School of Management,
Konan University

Room B142

This paper discusses examples of a project bringing blended learning in the global context into practical ELT. In doing so, it outlines the presenter's development of materials for an online lab that seeks to harness the best of face-to-face instruction with technologically-enhanced learning. The classroom application of established ideas improved upon by cutting-edge pedagogical solutions will be something to take away from the presentation. The paper begins by emphasizing the relevance to ELT of blended learning, what Dudeney & Hockly (2007) refer to as "learning which involves a combination of e-learning and face-to-face learning". The paper demonstrates how blended learning allows for a range of learning styles to blossom under in-class directed learning with an instructor embedded in fully integrated materials available anytime, anywhere, via an online lab. The theoretical underpinning for this argument is that a generational shift in the needs and expectations of Generation Y (Dziuban et al, 2004) implicitly demands that learners embrace technology to enhance study, whether face-to-face or online, alone or in groups, collaborating virtually or in the flesh, selecting their preferred style, study medium and pace of study. Preliminary research findings on investigations of educational practices (Bonk & Graham, 2005) suggest that blended learning is becoming de facto mainstream. Participants, having been walked through relevant materials the presenter developed for online labs, will be challenged to find ways in which blended learning can advance ELT in their own teaching contexts. S/U/A

Are You Getting Paid for Lesson Preparation Time?

Patrick Hafenstein, Macmillan Korea
Publishers Limited

Room B161

For most of us that would be a resounding NO! Instead of wasting your breath on

convincing your boss' deaf ears to give you extra pay, get yourself the tools that will cut your preparation time in half if not into many little pieces. Did you know that an entire academic year's syllabus, mapped out hour by hour, can be created in less than 5 minutes? Forget about writing grammar tables, explanations, structures on the board; forget about creating your own tests and quizzes; forget about searching for videos, games, warmers and fillers; and remember the relaxation time that you should have for yourself. This presentation will highlight the teaching tools that are available to help make a teacher's life easier and better. U/A

Passport to Study Abroad: Preparing Students for the Journey of a Lifetime

Todd Thorpe, Kinki University & Ross Miller, Otemon Gakuin University

Room B164

The opportunity to study abroad presents students with a unique opportunity to not only develop their language ability but also come to a greater understanding of the world around them. Unfortunately, anxiety about being abroad, and a lack of familiarity with their new surroundings can leave many students unprepared to make the most of this time away from home. In this workshop, the presenters will demonstrate a variety of tasks designed to help students mentally prepare for the adventure of studying abroad. Topics to be covered are: 1) The development of communicative competence, 2) Overcoming anxiety and fear, 3) Pre-departure preparation. By this workshop's end, attendees should have a good understanding of the kinds of activities they can use with their students to help them prepare for the challenge of studying abroad. U/A

Putting Students in their Place: An Analysis of a Commercially Produced Placement Test

David Leaper, Hankuk University of Foreign

Studies

Room B166

In recent years, the Rasch statistical model has emerged as a major advance in the analysis of language tests, allowing insights into the performance of items and test-takers that are not available using classical methods. This study examines a case in which an institution has chosen to use a commercially produced test to select students for the top classes. The analysis reveals weaknesses that sound a warning to institutions that use commercially produced tests for institutional reasons, raising questions of the 'fairness' of their use. At the institution, a private university in Japan, 967 students took the Michigan English Placement Test (MEPT) to select 253 students for high ability classes on the basis of their raw scores. The Rasch analysis shows that the MEPT has a serious mismatch of the difficulty of the items to the ability of the students taking the test as well as problems with reliability in the crucial section of the test. The analysis identifies where the test needs to be improved in order for the MEPT to work effectively as a placement test at this institution. This study is particularly relevant in Korea where commercially produced tests are often seen as the solution, when a more customized approach would give fairer results. U

Reflecting on Teacher Development

David E. Shaffer, Chosun University (Korea)

Room B167

In this rapidly changing world, English teachers as well as learners must adapt to this changing, globalizing environment. Past TESOL President Mark Algren stressed how incredible teaching English is in today's world, and that the top ten jobs in 2015 do not exist today. In order to prepare today's student for the future, we need to not only consider what tools the student will need, we need to also consider what tools we will need to prepare the student. This presentation highlights the EFL teacher's

need to develop professionally in order to be, and continue to be, the best that one can be to prepare tomorrow's learners. Five categories of professional development are presented: (1) oneself, (2) oneself and one's students, (3) oneself and one's colleagues, (4) oneself and one's school, and (5) oneself and one's profession. In each category, varied and numerous options for professional development are presented (self-reflection, action research, mentoring, classroom observations, organizing school events, ELT organization activities, writing, etc.). The presentation includes (1) teacher reflection upon their individual development through a personal checklist, (2) teacher self-observation of their teaching through an evaluative questionnaire, and (3) teacher reflection upon how they have performed with their students through an additional checklist. At the conclusion of the presentation, participants will have a clearer view of where they are in their own development, including classroom practices, what areas of teacher development they most need to concentrate on, and what options are available to them to attain that higher level of professional development. **YL/VYL/S/U/A/B**

Constructing Your Professional Identity Through Self-reflection

Thomas Farrell, Brock University

Room B178

The work required to "know thyself" is neither selfish nor narcissistic. Whatever self-knowledge we attain as teachers will serve our students and our scholarship well. Good teaching requires self-knowledge; it is a secret hidden in plain sight. This workshop gets participants to use *Self-Reflection* with the 'Tree of Life' to unlock their underlying and tacitly held assumptions of their beliefs about teaching and learning English as a second and foreign language. Participants also engage in Teacher Portfolio Construction as part of their professional identity reflection.

YL/VYL/S/U/A/B

Comprehensive Solution for Evaluating Written Work

Chanmi Hong, BridgeLearning Ltd, Korea

Room C504

Engage your students' writing while preventing plagiarism! This session introduces a web-based plagiarism-detection service -- Turnitin™ created by iParadigms. It allows educators to check students' written assignments for improper citation or potential plagiarism by comparing it against continuously updated databases. In this session, we will review the features of Turnitin™ as well as PeerMark®-Online peer Reviewing, and GradeMark®-Paperless grading service. Please come and sign up to receive an individual trial account and experience the efficient usability and functionality of Turnitin! **S/U/A**

Bringing Culture into your Classroom

Michael Cahill, KyoboELT

Room C505

Language teachers are often tasked to teach "culture". But which culture do we teach? Cross cultural communication is often framed in terms of differences, a catalog of national quirks that can turn into pitfalls. Instead, our teaching of culture in the language classroom needs to explore both differences and similarities: the fascinating diversity of cultures, along with the common humanity that unites us. Join us as we explore techniques to "globalize" our classrooms and get students talking. **U**

Getting L2 Learners of English to Form Grammar Rules Inductively

Roger Fusselman, Seoul National University of Education

Room C608

The philosopher Blaise Pascal once wrote, "We are generally the better persuaded by the reasons we discover ourselves than by those

given to us by others." The implications of this observation have been slow to make an impact on grammar instruction. Full grammar lessons typically take a deductive approach: the teacher presents the rule, then shows examples, then coordinates student practice, then has students produce their own examples of the target form. This method has merit but could be supplemented by or perhaps even replaced with an inductive approach. In inductive instruction, examples are elicited or presented first, then students discover the rules for themselves with some assistance from the teacher, either before or after communicative or structured practice where the form would be beneficial. Arguably, this method more closely resembles how native speakers acquire grammar of their own first language. This presentation will feature a demonstration of an inductive approach to explaining grammar rules. Attendees will reflect on its steps, and the presenter will discuss finer details of this sort of instruction. Finally, participants will reflect on ways to apply this method, and will reflect on its usefulness and potential drawbacks. **YL/VYL/S/U/A**

Writing It UP: What Research about Research Writing Reveals

Marilyn Plumlee, Hankuk University of Foreign Studies

Room M103

As English-medium instruction in tertiary education in Korea gains momentum, students are increasingly required to draft term papers and theses in English, yet academic content professors are rarely prepared to give detailed advice on the conventions of scholarly writing. English departments offer writing courses, but these usually focus on genre-based essay writing, not research writing. Students thus find themselves struggling to learn the required conventions. Extensive research on L2 writing has been done, but the work specifically on L2 research writing is scarcer. Among the most relevant work is that of

Swales (1990), Swales and Lindemann (2007), Bunton (2002), Campbell(1990), Leki (2007), Tardy 2006) and Tribble (2002), all of which primarily address students in the North American context. There is thus a need for a fine-grained analysis of Korea-based L2 student writers' problems in order to lay the groundwork for the development of courses and materials which specifically address their problems.

This paper analyzes a corpus of literature reviews from term papers and theses submitted by six undergraduates and eight graduate students to determine the types of problems they encountered in positioning themselves with respect to previously published works. Hyland (2002)'s taxonomy of such reporting practices in professional level academic writing served as a model for this researcher's proposed taxonomy of pre-professional L2 student writers' problems, the most salient categories of which are citation format and introduction problems and cited authors' research insufficiently described. **U**

Building Fluency and Accuracy through Grammar

Kate Kim, Compass Media

Room M104

Why grammar?

Create interlanguage and notice the gap. Level/age considered grammar lesson. Time allocation and whiteboard use for young learners' grammar lesson. Grammar activities to develop oral fluency & accuracy. Time allocation and whiteboard use for teens' grammar lesson. Grammar activities to give students effective feedback. **YL/VYL/S/U**

Beyond Brainstorming - Using Color-Coding to Organize Student Writing

Bryan Fox, Hanseo University Korea

Room M105

No matter how hard we try to impress the

importance of Process Writing on our students, most of them just want to 'get it done'. Because of this, they pay little attention to organization and supporting details, and succumb to 'brain dump'. But fear not - there's a simple method of color-coding which is easy to teach, can improve organization, and appeals to learners of all learning styles.

This workshop will briefly explain the logic behind the method, and then follow with a hands-on demonstration which will teach participants both how to use it and how it could apply to their own students. Time will be spent at the end discussing how and when to implement the technique, as well as addressing potential obstacles and how to overcome them. **S/U/A**

Controversies in English Education: Language Policy and EFL Textbooks in Korea

John McGaughey, York University & Heejin Song, University of Toronto

Room S106

The presentation addresses the impact of globalization on the English education paradigm in South Korea. Recent English language policies and materials development show an attempt to include changes in social realities of the current globalization era and the desire to develop global citizenship education. The presentation explores two contexts where globalization has been more concretely manifested: Language policies that mandate that English be the language of instruction in secondary school English classes as well as the development of Korean EFL textbooks. The two contexts are important as they shed light on government ideology and reveal discourses underlying global education. The English-only policy has been proposed as a facilitative pedagogical tool for global language education while EFL textbooks, newly developed under government supervision, were to be consistent with global education. While the government's innovations may have been well intended they are not without

problems. Analysis of classroom interactions indicates that English-only policies may favour those students from higher socioeconomic classes over those that are less privileged which may then reproduce pre-existing socioeconomic inequalities. While, the textbook analysis indicates that some intercultural interactions reproduce social inequality regarding social class, gender, and ethnicity by favoring white American middle class cultural representations; this may be highly influential in the formation of English learners' world views. Both analyses highlight that there is need for research and critical reflection on language policies and materials in order to promote socially equitable education practices in this global era. **S**

SUNDAY - 15:25~15:50

Finding our way: Plagiarism, the Internet, and an MA TESOL program

Eric Reynolds, Woosong University
TESOL-MALL & Sergey Butakov, Solbridge
International School of Business

Room B168

The conversation undertaken by this presentation lies at the intersection of three factors: the power of technology to both facilitate and detect plagiarism, the rapid growth of MA TESOL programs including Western style programs taught by Western academics in Asia, and the students in these programs. Yet for every primary research article we uncovered, an equal, perhaps greater, number of secondary research articles were found offering editorial opinions and comments on how to address the problem of plagiarism (Abasi & Akbari, 2008; Abasi & Graves, 2008; Das, 2005; Erkaya, 2009; Keck, 2006; Moody 2007; Sowden 2005; Vyhmeister, 2006; Yongfang 2008), based on somewhat limited empirical evidence. Ultimately, in finding our way forward as TESOL professionals, we attempted to follow

Flowerdew and Li's (2007) urging to conduct "[f]urther research . . . facilitate finding ways to meet new challenges in this electronic age of academic globalization" (p. 176). This presentation reviews the findings of a mixed method study combining quantitative research on the extent of plagiarism in all papers submitted to the MA TESOL program during a term, with qualitative analysis, primarily through interviews, of the faculty and of the students who committed, were sanctioned for and resolved or failed to resolve issues of plagiarism. **U/A**

Korean English Teachers' Perceptions Towards Using Concept Check Questions in Grammar Instruction

Hyunkyung Shin, International Graduate School of English
Room C503

Asking and answering is a particular feature of classroom interaction. However, in grammar instruction, there has been only one-way information transmission from teachers to learners. In addition, teachers generally assume that learners understand teachers' explanations so they may not pay attention to check learners' understanding of grammar. The purpose of this paper is (a) to scrutinize factors which influence Korean teachers' grammar instruction in Communicative Language Teaching (CLT), (b) to examine how teachers know whether learners understand grammar, and (c) to investigate teachers' perceptions toward concept check question (CCQ) in grammar instruction in Korean context. For this study, the 6-Likert scale questionnaire survey was conducted at the Teacher Training Institute (TTI) at International Graduate School of English (IGSE) by fifty-six in-service secondary school teachers. It was followed by a sample grammar lesson to provide an opportunity to raise teachers' awareness of the role of concept check question in grammar instruction. In addition, teachers' comments from the reflection and

discussion were transcribed to investigate detailed perspectives of the role of CCQ.

The result of data analysis indicated that (a) teachers' grammar instruction was influenced by conceptual and contextual factors: teachers' perception toward grammar; learners' needs and wants; curriculum mandates, the availability of resources. In addition, (b) teachers admitted that they neglected to check learners' understanding grammar, and (c) teachers acknowledged the importance of concept check questions, not only in their grammar teaching but also in their language development as well. **S/U**

A Better Way of Collaboration for Higher Level of Thinking

Jin-kyu Park & Sebastien Muncaster, Kyunghee University
Room M101

Often native English language instructors attempt to have a critical thinking discussion with their students using English only texts, as well as an assumption that university students are knowledgeable of world events and current domestic news at home. These discussions are often met with silence or an inability for students to express their ideas in English. Three reasons may be suggested for this: 1) Due to the nature of Korean secondary and post-secondary education, Korean students may have a very limited knowledge of social issues, focusing more on material for the purpose of achieving high scores; 2) Students have not accessed English vocabulary on these subjects; 3) Students have not thought about/critically discussed social issues in their native language. Based on these limitations, we are going to propose a better way of collaboration for higher level thinking. Through team teaching (bilingual Korean English instructor and native English instructor), students can develop better critical thinking and discussion skills. Through content development, critical thinking, and English vocabulary building with the bilingual instructor,

the students tend to have a more productive discussion with the native speaker. This idea is founded on intertextuality, interdisciplinarity, interculturalism, and bilingualism. U

Storytelling Across the Curriculum for Young Learners

Gavin Farrell, Hankuk University of Foreign Studies

Room S104

Everyone loves a story, especially children. Teachers know that storytelling means more than the teacher reading a story aloud. This workshop will look at how stories and storytelling could be even more than that. For example, many stories from popular graded

readers can also be produced as plays. What had been just a story to be read to children can become a drama festival where students perform plays, design sets, and manage tickets and seating. Suitable for children of all ages and levels of English, this workshop will look at innovative ways storytelling can be used to teach across the curriculum, including such varied aspects as bookmaking, math, arts and crafts, reading, writing, physical education, singing, and more. Ideas are reflective of a newly designed storytelling class in the Young Learners TESOL Certificate at Hankuk University of Foreign Studies. This workshop will be useful to curriculum designers, teachers, and administrators looking for a unique and engaging way for students to learn. YL / VYL

Upcoming Events hosted by the Jeonju-North Jeolla Chapter of KOTESOL




November 13th, 2:30pm
The National Drama Festival



November 20th, 2:30pm
The Need for Feedback in Writing Assignments
Brian Heldenbrand, Jeonju University



December 18th, 2.30pm
**Successful English Camps
– Planning, Teaching, and After**
Rob Dickey Keimyung University



For up to date details go to <http://www.kotesol.org/?q=NorthJeolla>

Sunday Afternoon

Presenters' Biographical Statements

Allison, Gabriel has worked as a teacher, writer, and curriculum developer in Spain, South Korea, and Argentina. He is certified in TESOL from EBC International in Madrid, Spain and holds a Bachelor of Arts from High Point University. Among his other accomplishments, he has been a contributing author and editor on the EFL titles *Easy Talking Trinity*, *More Step By Step Listening*, *Reading Town*, *Reading World*, and *Reading Planet*. He was also a contributing writer on an Internet-based EFL learning program entitled *Online Content: Speaking E-tutor and Writing E-tutor*.

Arao, Hiroko is an associate professor at Mie University, Japan. Her field is English education in Japan; her special academic interest is affective factors in learning English.

Bahrani, Taher has been a faculty member of the Islamic Azad University for four years now. He has also been teaching different courses at different universities.

Bailey, Kathleen Ph.D., is a TESOL professor for Anaheim University, Chair of the Board of Trustees for TIRF (The International Research Foundation for English Language Education) and Professor of Applied Linguistics at the Monterey Institute of International Studies. Prof. Bailey served as a member of the worldwide USIA English Teaching Advisory Panel from 1992-95. In 1998, she was president of the international TESOL organization. She was a member of the editorial board of *TESOL Quarterly* and *Prospect*, the Australian journal of applied linguistics. She co-edited five books: *Foreign Teaching Assistants in US Universities*; *Second Language Acquisition Studies*; *New Ways in Teaching Speaking*; *Voices from the Language*

Classroom and Language Testing Research. Her articles have appeared in *TESOL Quarterly*, *TESOL Newsletter*, *Language Learning*, and various anthologies. She is the co-author of *Focus on the Classroom: An Introduction to Classroom Research*, and *Pursuing Professional Development: The Self as Source*, and the author of *Learning About Language Assessment: Dilemmas, Decisions and Directions*. She was the recipient of the 1985 Allen Griffin Award for Outstanding Higher Education Teacher of the Monterey Peninsula.

Barker, Becka has been teaching EFL and filmmaking in South Korea for four years. She will be graduating from the Master of Education program at the University of Calgary in Fall 2010, with a specialization in Teaching English as a Second Language. Prior to coming to South Korea, she taught film, video, and multimedia at NSCAD University in Halifax, Nova Scotia, Canada. Her primary area of academic interest is the intersection of multiliteracies and second language learning. She has presented teacher training seminars through the Korea Arts & Culture Education Service and Soonchunhyang University. In 2008, she was a Guest Programmer for the Seoul EXiS (Experimental Film and Video) Festival. She lives in Asan with her husband and their cat, where they are preparing for the arrival of their first child in December.

Barrett, Tyler is a secondary school English teacher and University of Birmingham graduate student living in Hiroshima, Japan.

Barron, Jody has an MA in Philosophy/Psychology from Carleton University (Canada) and has completed studies in language at Freiburg College in Germany. He focused his

initial graduate work on interdisciplinary awareness of constraints that prevent us from conversing openly with others. Mr. Barron has combined concepts picked up from graduate courses in education at St. Mary's University (Canada), understanding from practical teaching experiences in Canada, Korea, and Germany, and insights from his former work as both a personal trainer and martial arts instructor in an attempt to hone his teaching skills. Mr. Barron currently teaches at, edits for, and designs courses at Sungkyunkwan University.

Bartlett, C Craig has been working in a variety of contexts in the field of ELT since 1997, in the Republic of Korea, the People's Republic of China, and the United Kingdom. He is currently an Instructor in the Intensive Teacher Training Program at Keimyung University in Daegu, Republic of Korea, and is working toward a PhD with the University of Nottingham.

Beatty, Ken PhD, is the author/co-author of 128 textbooks used worldwide from the primary to tertiary levels. Although most of his publications focus on various aspects of English as a second language, he also writes on computer-assisted language learning; his graduate level textbook, *Teaching and Researching Computer Assisted Language Learning* is now in its second edition. He has given more than 100 teacher training presentations throughout Asia and was the recipient of a 2007 Canadian Association of Community Educators Award. Dr. Beatty has worked at colleges and universities in Canada, China, Hong Kong, and the United Arab Emirates and is now Professor of TESOL at Anaheim University.

Beck, Daniel is a full-time English instructor at Toyo Gakuen University in Chiba, Japan. He has taught in Japan at the tertiary level for ten years and has also taught four years at the secondary level. He has developed computer-based curriculum and has presented numerous

times at professional conferences.

Bill, Allison started her own second language learning at the age of 5, and is passionate about teaching and learning. She completed her B.Ed. in Elementary French Education at the University of Ottawa, and her M.A. TESL/TEFL at St. Michael's College in Vermont. She has taught EFL in France, FSL in Canada, and EFL in South Korea. Allison is a native of Ottawa, Canada. She has lived in Korea since 2000, and teaches at Jeonju University, where one of her courses is on English Vocabulary.

Bissell, Bryan has been teaching English to all ages in Korea for 17 years. He started two language institutes (one of which grew to 600 students). He currently teaches English at Dong-suh University in Busan. He researches and develops English teaching materials focusing on: A) maximizing production (especially with activities where students can check each other's production) and B) learning Bible and science truths through English that will help students to live life to the fullest and inspire them to make a positive impact on society.

When he's not teaching, he likes to spend time with family, climb rocks, discuss Bible truths on the Internet, cook, eat Indian-Mexican food, jump off waterfalls, etc.

Black, Grant is a lecturer at Nagoya University of Commerce and Business. He has close to 10 years experience developing and integrating international operations for small and medium-sized enterprises (SMEs), and 10 years experience in EFL and intercultural training. His research interests include intercultural competence, language acquisition strategies, and worker development in global management skills for SMEs.

Blyth, Andrew is a doctoral candidate at the University of Canberra. His primary research interests include listening, pronunciation, and teaching methodology development. His current

project is attempting to apply the latest psycholinguistic research in listening theory to language teaching.

Boothe, Adam has been a teacher trainer at Sookmyong Women's University since 2008, specializing in SLA and Methodology. He has taught all ages and levels of students in America and Korea. In Korea, he has taught in private institutes, camps, and presently at the university level. His current duties include preparing Korean public school teachers to teach English through English utilizing the current trends in language teaching.

Bovee, Nicholas holds an M.S.Ed from Temple University Japan. He taught English briefly in Jecheon, Korea before moving to Fukuoka, Japan.

Breaux, Gunther has been teaching English conversation in Korean universities for 14 years. He has also worked part-time at a two-year college, and at an elite MBA graduate school. His students have ranged in age from incoming college freshmen to adult business executives from both Korea and around the world. Gunther's educational background includes a BA in Advertising Design, an MA in American History and an MA in TESOL. He is the author of the ELT conversation book, *Jazz English*.

Broudy, Daniel Dr., is a Professor at Okinawa Christian University, and University of Maryland University College Asia, Japan. He teaches courses in oral communication, writing, current issues, public speaking, rhetorical theory and practice, and intercultural communication. He has worked in Korea, Japan, and the United States. His academic training at Slippery Rock University, Norwich University, and Deakin University has afforded him opportunities to lecture in various areas such as composition, communication theory, rhetoric, and sociolinguistics. His research, presentations, and publications focus on culture, power, politics, and play as a developmental

mechanism.

Brown, Ian (Master of Ed TESOL) is currently an Associate Professor working at Kyushu University in Fukuoka, Japan. His teaching background spans over twenty years with experience teaching in Japan, Australia and Thailand. He has a long interest in CALL, and in teaching academic English, and was previously a specialist CALL teacher and coordinator of an EAP program. He has presented papers and conducted training sessions on various aspects of CALL and ELT at numerous conferences and workshops around the world.

Butakov, Sergey Dr. is an assistant professor at Solbridge International School of Business, focusing on computer science and information systems. He is originally from Altai, Russia, and found his way to Korea via Nigeria. He has conducted a wide variety of applied research in text search, document fingerprinting, network infrastructure monitoring, web mining, software development, and semantic web.

Cahill, Michael began his career in education as a volunteer ESL tutor in the United States. He later moved to Taiwan where he taught adults and young learners from 1994-2000. During that time he worked as a teacher trainer and presenter and earned his teaching credentials through the British Council in Malaysia. He then moved to materials development in 2000 working as an editor in New York City, and returned to Asia to do professional development work with teachers from Tokyo to Mumbai. He now works as Product Director for Cengage Learning Asia.

Callaghan, Peadar graduated from the University of Limerick with an MA in English Language Teaching. His thesis was on "The perceived and actual value of comic books in second language acquisition". He has been teaching in Korea for over 4 years.

Cates, Kip is Chair of the Asian Youth Forum

and has been actively involved in AYF since it was founded in 1999. He has a B.A. in Modern Languages (French, German, Japanese) from the University of British Columbia in Vancouver, Canada, and an M.A. in Applied Linguistics from the University of Reading, England. He is a professor in the Faculty of Regional Sciences at Tottori University, Japan and is coordinator of the "Global Issues" Special Interest Group of the Japan Association for Language Teaching (JALT). He is a past president of TESOLers for Social Responsibility (TSR), a global education advisor for the Japanese NGO Peace Boat and publishes a quarterly "Global Issues in Language Education" newsletter. He has worked, lived or traveled in 50 countries and speaks nine languages.

Chang, Justin is currently an ELT consultant for E*public, the exclusive distributor of Oxford University Press books in Korea. He has obtained a TESOL certificate from Anaheim University and has extensive experience conducting teacher training workshops for various levels of Oxford University Press books. As a former EFL student exposed to both American and British/European methodology, Justin enjoys sharing his experiences and interacting with teachers to make learning fun and easy for students.

Chang, Shuchen is currently a PhD student in the Department of Linguistics and English Language, Lancaster University. Before she moved to Lancaster, she worked for the College Entrance Examination center in Taiwan as a research staff and taught EFL and Western literature courses in a Taiwanese college. She has a particular interest in the textual interface of language and literature and how literature can most effectively be applied in language classrooms.

Chaovanapricha, Khacheenuj teaches Business English at Suan Dusit Rajabhat University in Bangkok. Her research about using English of

Home stay business owners has led students to do more studies of English used in SMEs business in the country. Her interest involves activity-based teaching as well as teachers' training at primary levels.

Chapple, Julian is an Associate Professor at the Faculty of Intercultural Communication, Ryukoku University. He has a PhD in International Relations with an interest in socio-cultural/political influences on SLA. Presently his research interests are related to language policy and rights in Japan and the training of English language teachers there as well as broader issues relating to identity of learners and migrants.

Charttrakul, Kanjana is Chair of the Business English Department at Suan Dusit Rajabhat University in Bangkok. Her interests include research using ICT and e-learning for professional development, material development as well as community-based research. She is currently conducting classroom research relating innovation development for teachers in primary schools in the south of Thailand. Currently, she is Thailand TESOL Research Chair.

Cheng, Liying Dr. is an Associate Professor and a Director of the Assessment and Evaluation Group (AEG) at the Faculty of Education, Queen's University, Canada. Her primary research interests are the impact of large-scale testing on instruction, and the relationship between assessment and instruction. Her major publications include articles in *Language Testing*, *Language Assessment Quarterly*, *Assessment in Education*, *Assessment & Evaluation in Higher Education*, and *Studies in Educational Evaluation*. Her recent books are *English Language Assessment and the Chinese Learner* (co-edited with A. Curtis, Routledge, 2009); *Language Testing: Revisited* (co-edited with J. Fox et. al., University of Ottawa Press, 2007); *Changing Language Teaching through Language Testing* (Cambridge University Press, 2005); *Washback*

in Language Testing: Research Contexts and Methods (co-edited with Y. Watanabe with A. Curtis, Lawrence Erlbaum Associates, 2004).

Cheung, Kai-chong got her Ph.D. from the University of Illinois, in Comparative Literature. She has been teaching in Taiwan for 20 years and her research interests center on American Literature, ESP, etc.

Chujo, Junko received her MA in TESOL in 1999 in U.S.A. She has been teaching English in Japan for 10 years at various universities and companies. Currently she is a first year student of doctoral program at Kanazawa University in Japan. Her specialized field of study is the development of English educational materials that can be efficiently and effectively implemented in Japanese university classes.

Ciancio, Julie Dr. is the director of the TESOL programs in the College of Extended Learning, California State University, San Bernardino, where she manages, together with Dr. Lynne Diaz-Rico from the College of Education, the hybrid TESOL master's program, TESOL certificate programs, and Intensive Teacher Training programs. She is adjunct faculty for the College of Education, where she teaches Discourse Analysis, Methods in TESOL, and Reading in TESOL. She is the assistant Interest Group Facilitator for the California TESOL organization. She has a Master's in Applied Linguistics and a Ph.D. in Social Psychology from the University of Brasilia, Brazil. She did teacher training and taught for 13 years in Brazil and was a master trainer through the U.S. State Department in Gujarat, India.

Clingwall, Dion MEd, is a Canadian by birth and has lived in Sweden, Germany, Korea, and Japan. He has taught EFL at all educational levels, as well as doubled as a Japanese university women's ice hockey coach. Armed with a graduate degree in Education, TESL, from the University of Alberta, Dion's current

ESL efforts focus primarily on course development, health care oriented ESP and writing instruction for university level students. Presently, he is residing in Fukuoka and working as an English lecturer at Fukuoka University. He can be contacted at dclingwall@gmail.com.

Coomber, Matthew has been an EFL teacher in Japan for the past nine years, and is presently teaching at Ritsumeikan University in Shiga. His interests include academic writing and materials development, and he has recently presented papers at the JALT and Asia TEFL conferences.

Crandall, JoAnn (Jodi) directs the Language, Literacy and Culture Ph.D. Program at the University of Maryland, Baltimore County (UMBC), and also teaches in the MA TESOL program. She has written more than 100 articles and books and spoken in more than 30 countries on issues related to content-based language learning, language teacher education, language program design and curriculum development, and language and education policy. She has also been working with the Sookmyung SMU-TESOL Program since it began. Dr. Crandall has been President of international TESOL, the Washington, DC affiliate (WATESOL) and the American Association for Applied Linguistics.

Cummings, Martha Ph.D., is a TESOL Professor at Anaheim University. Professor Cummings received her doctorate from Columbia University's prestigious Teachers College. She has taught online MA TESOL courses for The Monterey Institute of International Studies and the New School University, as well as ESL courses for the University of Aizu in Aizuwakamatsu, Japan, where she lived from 2002-2006. She has also lived and worked in New York City; Paris, France; Bratislava, (the former Czechoslovakia); Monterey, California; and Thermopolis, Wyoming. As part of the United States Department of State English Language Specialist Program,

she has trained English language teachers in Cyprus, Thailand, Tunisia, and Turkey. She is co-author of two intermediate-level ESL textbooks, *Changes*, and *Inspired to Write*, published by Cambridge University Press, and author of numerous academic articles and short stories. She has served on the Nominating Committee of TESOL and is currently a member of the Standing Committee on Diversity.

Curtis, Andy (BEd, University of Sunderland, UK; MA, PhD, University of York, UK) is currently the Director of the English Language Teaching Unit at the Chinese University of Hong Kong (CUHK). He is also an Associate Professor in the Department of Curriculum and Instruction at CUHK, and recently joined the faculty of Anaheim University, based in California. He has published in a wide range of journals on English language education, teacher professional development and language program development, and he has worked with approximately 20,000 ELT professionals in more than 25 countries over the last 20 years. His current research interests include leadership in language education and change management in tertiary education contexts. One of his most recent publications is *English Language Assessment and the Chinese Learner*, co-edited with Liying Cheng (2009, Routledge).

Dai, Wei Yang completed a Ph.D in Linguistics and Comparative literature from the University of Illinois.

Dalby, Kristin holds an MA in Applied Linguistics and TESOL from the University of Leicester in the UK. She has been teaching English since the summer of 2000 and has taught in Korea, New Zealand and the Czech Republic in a variety of contexts including business English, general English, EAP, FCE, CAE and IELTS. She has been a head teacher as well as a teacher trainer. Her professional interests include motivating students in mandatory classes, curriculum development,

syllabus design and teaching spoken English. She currently teaches at Jeonju University and is available on email at kristin_dalby@yahoo.com.

Dalby, Tim holds an M.A. (with distinction) in English Language Teaching from The University of Reading in the UK. Originally from Portsmouth, England, Tim has been teaching English since the summer of 2000. He has taught in Korea, New Zealand and the Czech Republic in a variety of contexts including business English, general English, EAP, FCE, CAE, IELTS, TOEIC and TOEFL. He has been a head teacher and a teacher trainer and was Korea TESOL's National 1st Vice-President in 2008-9. He currently teaches at Jeonju University and is President of the Jeonju-North Jeolla Chapter.

Davies, Joshua (MS Ed TESOL, Shenandoah University) is originally from Hawaii and has spent the last nine years teaching and traveling in various parts of the world. Currently, he is teaching at Yonsei University in Seoul. He also coordinates KOTESOL's teacher training division and serves as the Nominations & Elections Committee's Chair. Contact: joshuawdavies.com.

Davila, Sara has been living and teaching in Korea since 2002. She completed her M.Ed in Curriculum, Instruction and Assessment in 2006. While in Korea she has worked to introduce and promote accessible task-based EFL strategies and standardized performance assessment through teacher development with the KTT, and SIT TESOL. She has also worked closely with the Ministry of Education, Science and Technology (MEST) to improve the overall quality of content delivery by Guest English Teachers (GETS) working with the EPIK program. In February of 2010 the MEST published the first comprehensive set of standards for teacher education for GETS in Korea organized and authored by Ms. Davila.

Davis, Alison is an inspirational presenter who is passionate about helping individuals make progress in their lives through education - and, in so doing, to help their families, communities and countries to prosper. She has a wealth of educational experience interacting with international educators to share best practice and contribute to improving the learning outcomes for students. Alison works closely with teachers, school leaders and bureaucrats to ensure that students access the very best teaching and learning opportunities. Her experience includes being a literacy coach trainer, middle years trainer and school principal.

Dawson, Dean is an instructor at Hankuk University of Foreign Studies with a Bachelor of Fine Arts in Drama and a Masters of Education. Dean has over 15 years of EFL teaching experience and as a drama educator specialist.

Dempster, Gilly is an ELT consultant/trainer working for Macmillan, based in Korea, and has experience as a teacher here and in Scotland. She holds a degree in English/Sociology from Aberdeen University, a Montessori diploma, a TESOL certificate and has developed, and indeed is still developing, resources to aid children's learning. She has written six workbooks for a children's reading anthology, test material for a six level children's course, has recently been involved in writing and editing for NSE in China, presented in different Asian contexts, and currently lectures at two Korean universities on their Y-TESOL courses. When not involved in ELT she is involved in doggie things as she has two wonderful canine companions.

Devlin, Kyle Philip is an assistant professor in the Department of English Education at Hankuk University of Foreign Studies in Seoul. He earned his MA TESOL with ESL (K-12) certification from the School for International Training (SIT) in Brattleboro, Vermont. Prior to his current position, he

served as a U.S. State Department English Language Fellow in Indonesia for two years doing teacher training. His interests include cultural studies, materials design, and pre-service teacher training.

Diaz-Rico, Lynne is Professor of Education at California State University, San Bernardino where she coordinates the M.A. in Education, Teaching English to Speakers of Other Languages program. Dr. Diaz-Rico obtained an M.A. in Education from Arizona State University and an Ed.D. from InterAmerican University in Puerto Rico. Currently she serves as president of the professional organization California Teachers of English to Speakers of Other Languages. She is a well-known presenter at local, statewide, and international conferences on such topics as innovative practices in teacher education, equity in education, and intercultural education. She is author of texts such as *Strategies for Teaching English Learners*, *The Crosscultural, Language, and Academic Development Handbook*, and *Course for Teaching English Learners* (Allyn & Bacon).

Dickey, Robert J. is currently teaching at Keimyung University in Daegu, Korea, and has been teaching and exploring English in Korea since 1994. His particular interests include content-based instruction, pronunciation, cultural appropriacy in teacher training. Rob is a past present of KOTESOL. He has been active in research and publication for several years, including several years as KOTESOL's Publications Committee Chair and a term as facilitator of the Teacher Education/Development SIG. Email: rjdickey@content-english.org

Duff, Patricia (Patsy) is Professor of Language and Literacy Education at the University of British Columbia, working in the graduate programs in Teaching English as a Second Language and Modern Language Education primarily. She also directs the Centre for

Research in Chinese Language and Literacy Education. Patsy's areas of special interest include language socialization across bilingual and multilingual settings; qualitative research methods in applied linguistics; issues in the teaching and learning of English, Mandarin, and other international languages; the integration of second-language learners into high schools, universities, workplaces, and society; and sociocultural, sociolinguistic, and sociopolitical aspects of language(s) in education. Her books include *Case Study Research in Applied Linguistics* (Lawrence Erlbaum/Routledge/Taylor & Francis, 2008), *Language Socialization* (Vol. 8, Encyclopedia of Language and Education, co-edited by Nancy Hornberger, Springer, 2008); and *Inference and Generalizability in Applied Linguistics* (co-edited with Micheline Chalhoub-Deville and Carol Chapelle, 2006, John Benjamins). She has also co-edited special issues for the *Canadian Modern Language Review*, on "Language and Work" (2000) and on "Indigenous, Minority, and Heritage Language Education in Canada" (Fall 2009). She is currently working on three book projects related to language socialization and ethnographic research in applied linguistics as well as conducting a multi-year study funded by the Social Sciences and Humanities Research Council of Canada on changing ideologies and practices related to English language education and socialization in China.

Dusthimer, Carl is a founding member and past president of Korea TESOL. He was the PAC 2 Conference Co-Chair in 1999 when the first Asian Youth Forum (AYF 1) took place in Seoul, Korea. He has been an avid supporter of both PAC and AYF since their respective beginnings. He is currently a visiting professor at the Korea National University of Education. He has taught in Korea since 1988.

Dyuzheva, Maria PhD, is an English professor at the Joint Russian-American Department, FENU. The sphere of her research interests

comprises interrelations between language and culture, particularly youth culture of the USA and Britain.

Elliott, Rebecca is an experienced English language teacher and trainer, curriculum specialist and consultant, specializing in the pre-kindergarten through elementary level. Rebecca has lived in Korea since 2000 and is the Editorial Team Director for Innovatus Education.

Ellis, Rod Ph.D., is TESOL Chair of Anaheim University's Graduate School of Education. Professor Ellis, a renowned linguist, received his Doctorate from the University of London and his Master of Education from the University of Bristol. A former professor at Temple University both in Japan and the US, Prof. Ellis has served as the Director of the Institute of Language Teaching and Learning at the University of Auckland and has taught in numerous positions in England, Japan, the US, Zambia and New Zealand. Dr. Ellis, who is known as an expert in Second Language Acquisition, is author of the Oxford University Press Duke of Edinburgh Award-Winning Classic *The Study of Second Language Acquisition*, as well as numerous student and teacher-training textbooks for Prentice Hall and Oxford University Press. Prof. Ellis's textbooks on Second Language Acquisition and Grammar are core textbooks in TESOL and Linguistics programs around the world.

Evans, Daniel is the Director of English Language Programs at Saint Michael's College in Vermont, USA. He formerly lived and taught in Korea and Japan for 10 years.

Fang, Xing holds a MEd. in TESOL from the University of Sydney, Australia. He is currently a lecturer at the English Language Centre of Shantou University, China. He has presented papers at a couple of international conferences in Asia. His research interests focus on varieties of English, intercultural communication, genre analysis, language

teaching methodology, and language testing and assessment.

Farrell, Thomas is Professor of Applied Linguistics at Brock University, Canada. His professional interests include Reflective Practice, and Language Teacher Education and Development. He has been a language teacher and language teacher educator since 1978 and has worked in Korea, Singapore and Canada. He is series editor for TESOL's *Language Teacher Research* six volume series. His recent books include *Reflective Language Teaching: From Research to Practice* (2008, Continuum Press); *Teaching Reading to English Language Learners: A Reflective Approach* (2008, Thousand Oaks, Ca: Corwin Press); *Talking, Listening and Teaching. A Guide to Classroom Communication* (2009, Thousand Oaks, Ca: Corwin Press); *Essentials in Language Teaching* (2010, London: Continuum Press—with George Jacobs).

Farrell, Gavin teaches in the TESOL program at Hankuk University of Foreign Studies in Seoul, South Korea. He currently teaches Storytelling, Second Language Acquisition, and Materials Development. Gavin has worked internationally as a teacher, teacher trainer, and school director for fifteen years. He has an MA in Linguistics from Macquarie University in Sydney, Australia. In 1997 he was the first KOTESOL Teacher Training Coordinator.

Finch, Andrew is associate professor of English Education at Kyungpook National University, Daegu, where he teaches graduate and undergraduate pre-service and in-service Korean teachers of English. Courses include TEFL Methodology, Task-Based Materials Design, Using Drama to Teach English, Classroom-based Assessment, Multimedia in TEFL, and Writing a Research Dissertation. His research interests include bilingualism, English teaching as education of the whole person, the non-threatening learning environment, and task-based supplementation of textbooks. Andrew's Ph.D. (Manchester University, UK) was on the

design and evaluation of a task-based language program in Korea. He has worked in Korea and in Hong Kong (testing consultant) and has authored a number of ELT books, some of which can be downloaded from www.finchpark.com/books.

Fletcher, Rebecca, Korea Product Manager for Oxford University Press Korea, has been an educator since 1995, with experience teaching in the US and Korea. Her extensive teaching experience includes teaching young learners, university students, and adults. She has a Master of Arts in English and has completed education courses on the graduate level. She is also a certified Oxford Teachers' Academy Trainer and has experience conducting teacher training workshops for Korean public school teachers. Her areas of interest include CLIL, developing intensive and extensive reading skills, and student-centered learning.

Forrest, James first brought the Cambridge University CELTA & DELTA to Korea in 1997 when he returned to this country to take up the position of Head of English Teacher Training at the Foreign Language Institute at Yonsei University. He subsequently set up a CELTA Centre at the British Council in 2001 while Director of Teacher Training Services there, and at the same time introduced the DistanceDELTA scheme. James is currently Director of CELTA courses at the International Graduate School of English here in Seoul and a Lecturer on their MA TEFL programme. He has taught English and trained teachers in Germany, Poland, Thailand and China as well as the UK. His introduction to Korea came in 1985 when he was appointed Visiting Professor of English at the College of Education, Seoul National University. James is a CELTA & DELTA Assessor and Team Leader for Cambridge Exams in Korea.

Fox, Bryan has been working as a teacher since 1998, and at the tertiary level and as a TESOL trainer since 2006. He has taught in Japan, Spain, Poland, and New York. He is now

entering his second year in Korea, having spent his first developing the TESOL certification course at the UC Riverside Extension program in Seoul. As part of this job, he wrote the curriculum for the writing portion of the course, and has now taught this color-coding methodology to over 300 in-service teachers in Korea through training seminars. He is currently a professor of English at Hanseo University.

Fusselman, Roger is currently a TESOL trainer at the Institute of TESOL at Seoul National University of Education. He holds an MA in teaching English as a second language from the University of Central Missouri, a Postgraduate Certificate in TEFL/TESL from the University of Birmingham, an English teacher's license from the state of Missouri, and a BA in English and philosophy from the University of Missouri, Kansas City. Mr. Fusselman has lived and worked in Korea as an English educator for over 11 years, including stints at Ulsan University, SLP Headquarters (as a curriculum developer), Winglish TESOL and Biz Center, and various positions teaching young learners, teens, and adults in Seoul, Daejeon, and Pohang. He has contributed to the "Technique" column of KOTESOL's newsletter, *The English Connection*, has served as first vice-president in both the Seoul and Busan chapters of KOTESOL, and has given presentations at TESOL conferences in Korea, Japan, and the USA.

Garton, Sue is the Academic Director of the Centre for English Language and Communication at Aston University, UK. She teaches on a range of postgraduate programmes in TESOL and in English for Academic Purposes. Her research interests are in the areas of language teacher education, classroom interaction and ELT methodology. She has co-authored textbooks for students of both economics and psychology and has published articles on classroom interaction and teaching the spoken language. Her most recent publications are *Professional Encounters in TESOL: Discourses*

of Teachers in Teaching, edited with Keith Richards and *From Experience to Knowledge in ELT*, written with Julian Edge.

Gondree, Eric is an instructor in the Special Study Abroad Program at Konan University in Kobe, Japan. He has a Masters in Business Administration and a Masters in TESOL from the State University of New York at Buffalo and has taught at the SUNY Buffalo English Language Institute.

Goodman, Geoffrey has been teaching writing, conversation, communication, education and culture in Korean universities for five years. He is working on a PhD in English education at Korea University and teaches in the English education department of Seoul National University. Prior to living in South Korea he worked in publishing, taught in the U.S. and received an MA in English from the University of Rhode Island.

Gordon, Jennifer has a Masters degree in Teaching from the University of Sydney. She spent the final year of her Bachelor's degree in Japan at Doshisha University and is currently lecturing at Kanda University of International Studies, Japan. Her areas of interest are student motivation and cultural identity.

Graham, Ray PhD, is Professor of Applied Linguistics at the Brigham Young University. He earned his PhD in Applied Linguistics from the University of Texas at Austin. His interests include Second Language Acquisition/Attrition, ESL K-12, and Spanish. Ray's area of special interests include enhancing English Learning Literacy, Separating Cultural/Linguistic Differences from Language Disorders in Diverse students, Developing a framework for Pronunciation, Learning Strategies, Learner-Centered Language Programs and Integrating disparate resources for task-based interaction. His books and articles include *Developing Second Language Literacy: An Instructional Guide* (Provo, UT: Beede Brigham Young University Press), *Adult Education ESL*

Teachers' Guide (Kingsville, Tex: South Texas Adult Education Center), *Guarani Intermediate Course* (Provo, UT, BYU), *An analysis of elicited imitation as a technique for measuring oral language proficiency* (Taipei, Taiwan: English Teachers Association), and *The pedagogy and technology of distance learning for teacher education: The evolution of instructional processes and products, The effects of acculturation on second language proficiency in a community with a two way bilingual program* (*The Bilingual Research Journal*), *Enhancing English Learner Literacy in Middle School* (*Impact Journal UASSP*).

Hafenstein, Patrick has over 14 years experience in ELT. His extensive experience spans teaching, training, management, examining, editing, writing and consultancy. He is currently employed by Macmillan Publishers as an Education Consultant for the East Asia region.

Haggerty, John After spending many years working for a multinational corporation, John finally decided to put away his calculator and pursue his lifelong dream of becoming a teacher. Since then, he has accumulated over 7 years of EFL teaching experience in South Korea. He assisted middle and high school language learners for 5 years and has spent the past two years coaching university students at Yonsei University and Chonnam National University. John also has over 5 years experience in TOEFL test preparation. He is currently an item writer/editor and test rater for ESPT, a speaking proficiency test administered in South Korea. John has an Honours B.A. in Sociology from the University of Toronto, a CELTA certificate and a University Certificate in Teaching Business English. He is in the final stages of completing his MA dissertation in Applied Language Studies at Carleton University in Ottawa, Canada. His thesis was scheduled to be defended in August of this year. The dissertation is on the effects of high-stakes language testing on young ELLs. John is

constantly striving to improve his educational knowledge, his teaching methods, and the learning environment of students.

Hanslien, Virginia has been teaching in Korea for over ten years and is currently full-time lecturer at Korea University's Sejong Campus. Her professional interests include motivation, intercultural communication, and professional development. Virginia received her MA in Intercultural Studies from Prairie Graduate School, an association of Prairie Bible Institute, in Alberta, Canada.

Hartsell, Layne is a founding member of the Seoul Global Study Group, working as an independent researcher on technology, economics and society related to the developing world. He also works as a professor teaching in language and in bioscience at Sungkyunkwan University, and does research in medical nanoscience at Sungkyunkwan Advanced Institute of Nanotechnology and Center for Human Interface Nanotechnology.

Heffeman, Neil is an Associate Professor in the English Education Center at Ehime University, Matsuyama, Japan. His research interests include CALL and testing/evaluation. He can be reached at neilhef [at] gmail [dot] com.

Heigham, Juanita is the director of the Communicative English Program at Sugiyama Jogakuen University in Nagoya, Japan. Her research interests include learner independence, curriculum design and teacher development.

Heiman, Trudie, an author/publisher/materials developer, professor/web developer/ESL specialist currently an in-country tutor for University of Birmingham; taught at Tokushima Bunri University, Kagawa Campus in Japan from 1993 until recently; is developing the web portal (www.lexicalport.com) for corpus-based language courses and research. Experienced in ESL/EFL teaching, program development and

management in Canada and Japan, her main interests are in content/corpus/task/consciousness/ CALL-based materials development. The LexicalPortfolio: for vocabulary development and The Song of Myself: for Pre-EAP writing development have been used or field tested in various editions at several universities in Japan with both of these now being fully digitized, interactive and online.

Heppner Kroeker, Rachel has taught English in Yemen, Canada and South Korea. She has been teaching for nine years and has taught all age groups at varying levels of proficiency. She has recently graduated with an MA in TESL/TEFL from the University of Birmingham. Her teaching interests are looking at language at the discourse level, how language interacts with culture, and classroom dynamics.

Higgins, Rob has been teaching in Japan since 2004 and currently teaches at Ritsumeikan University's College of Information Science and Engineering in Kusatsu. His professional interests include content and language integrated learning, materials design, and EAP preparation.

Hitt, Rusty graduated from the University of Arkansas in 2003 with a Bachelor's degree and in 2005 with a Master's degree in Communication. His emphasis was in rhetorical theory, media criticism, and public address. He has a strong background in public speaking including considerable success on the US collegiate debate circuit. He is currently an Assistant Professor at Sungkyunkwan University in Seoul where he teaches English writing and presentation courses in conjunction with popular media criticism and advanced-level oral communication. Additionally, he is an active member of Toastmasters International and has served as Vice President of Education for KH Toastmasters.

Hong, Chanmi is currently an Educational Consultant and Researcher at Bridge Learning Ltd., based in Seoul. With prior experience in

teaching and researching US-based School textbooks including Houghton Mifflin Harcourt products, she has been working as an educational sales consultant and teacher-trainer for South Asia supporting teachers and curriculum coordinators with K-12 school products. Her passion and vision in teaching and English education lead her to continue her studies after completing the SMU-TESOL certificate program and her Masters Degree in MA-TESOL program in Sookmyung Women's University.

Honisz-Greens, John is a full-time Associate Lecturer of English at Kwansei Gakuin University in Japan. His current research interests include ELT Management Practices, Intercultural Studies, Materials Development and Vocabulary Acquisition.

Hood, Michael is an assistant professor at Nihon University, College of Commerce in Tokyo. His research interests include academic literacy acquisition, demotivation, and second language writing.

Hosbach, Joseph is currently a lecturer at Osaka University, Japan. In addition to his present and past tertiary experience, he also has an extensive background in English for Special Purposes. His current interests lie in CALL and its applications for enhancing both teachers' and students' language learning potential.

Hott, Lyndon has been an English Instructor in Korea since 2007 where he has taught high school, middle school and university students. He is currently working at Dongguk University in Gyeongju and is doing an M.A. in TEFL/TESL through the University of Birmingham, England. Lyndon can be contacted via email at battousai321@yahoo.com.

Huffer, Doug graduated from the University of Chicago in 1991. He began teaching ESL in Chicago in 2004. In 2005, he traveled to Buenos Aires to obtain a TEFL certificate.

Doug then moved to Korea at the end of 2005. After stints in Incheon and Gimhae, he currently teaches at Dongguk University in Gyeongju. In addition, he is working on his MA in Applied Linguistics from the University of Birmingham. Doug has served as Treasurer for the Busan KOTESOL chapter and designed publications for the Busan summer conference.

Hwang, Julie is a children's author and ELT consultant for E*public, the exclusive distributor of Oxford University Press. Her diverse experience includes teaching English at various levels ranging from pre-school to elementary school students to adults, and developing textbooks for young English learners. Julie studied English Education at the graduate level and her recently published titles include songbooks for preschool students. One of the most exciting things she finds about her work is meeting teachers and sharing new ideas and creative teaching methods!

Hwang, Sunhae PhD., Professor of English Education, Dean of Graduate School of TESOL, has research interests in Sociolinguistic perspectives of English use in Korea, and published research articles on the societal domains of English status in the local community. She has claimed that the expanded use of English in college might be the most practical measurement for ensuring a high attainment level of English. In another study, she has shown that overseas training has been failing in providing proper English communicative situations, since the learners themselves have not been culturally oriented to the independent learning situations. She served as President of ALAK (Applied Linguistics Society of Korea) and President of the Sociolinguistic Society of Korea, and has currently participated in developing NEPT (the National English Proficiency Test) of Korea, sponsored by the Korean Ministry of Education, Science, and Technology. She received a Ph.D. in Educational Linguistics from the University of Pennsylvania, USA, and has been actively involved in Korea's English Teacher Training

Programs.

Ihata, Anne C. was born and grew up in England. She obtained an MA (Hons.) in French Language and Literature (with Chinese as a Secondary Subject) from the University of Edinburgh. Part of her course involved a junior year abroad at the Universite Francois Rabelais in Tours, France. She obtained a second MA, in TESOL, from Teachers College, Columbia University in 1993, with a thesis based on her infant son's bilingual acquisition of language, and a PhD in Applied Linguistics from Birmingham University (UK) in 2008. Her doctoral study was in the area of reading in English as a foreign language, which she has specialized in for more than ten years now.

She met her Japanese husband at Edinburgh University, and has lived in Japan since they married in 1978. She has taught English in Japan in a variety of contexts, from kindergarten children through businesspeople and graduate students from many fields. She has taught at Musashino University, in Tokyo, for more than 25 years and is a fully tenured professor of English Language and Linguistics there. She has 2 children - one of whom is now majoring in Chinese!

James, Mark Dr., has been a language teacher and teacher educator for 30 years and is currently Chairman of the Department of English Language Teaching and Learning at Brigham Young University-Hawaii. He has given workshops and presentations in numerous countries, primarily in the Pacific hemisphere. He was also Editor of the *TESL Reporter* journal for 12 years.

Jolly, Aaron D. is an English teacher, workshop presenter, teacher trainer, textbook writer and curriculum developer. He has been a private institute teacher for young learners, a public middle school teacher, as well as a university lecturer. Currently he works at Hanseo University, where he is the lead instructor and curriculum director at the

Talented and Gifted Institute for Young Learners. Aaron also teaches freshman and sophomore students in the university's General Studies department. He is a Korea TESOL teacher trainer, a former President of KOTESOL in Daejeon-Chungnam province and co-chair of the KOTESOL Extensive Reading SIG.

Joo, Kyungjin received her Ph.D. in Applied Linguistics at Sungkyunkwan University. Currently she is teaching at Sungkyunkwan University. Her research interest includes feedback, interaction hypothesis and Second Language Acquisition.

Kang, Gemma currently has worked as an ELT consultant and a teacher trainer for 6 years and has reviewed various ELT books such as for Oxford, McGraw Hill, Cengage (Thomson Heinle), and Longman. Her presentations and seminars are well-known for sharing practical teaching ideas for reading, writing, speaking, phonics, and grammar. She also has been a specialist on American school text books and critical thinking skills based on her sixteen-year teaching experience from young learners to adults.

Kang, Nam-Joon has her Ph.D. from the University of Leeds in the UK with a focus on young learners. For more than 20 years, she has been interested in teaching, developing English television programmes, CD-ROMs, and ELT text materials for young learners. Currently, she is very interested in areas such as subject-based language teaching, storytelling and story writing, and drama activities. She is currently involved in several projects related to co-teaching, SBLT, and is involved in developing a daily English television programme for kindergarten learners in EBS using subject-based language teaching as a commentator, curriculum developer, and as a studio teacher. She has been involved in many different aspects of Sookmyung TESOL for several years and currently teaches young learner and methodology classes within the MA programme.

Kelly, Susan currently teaches for Clark University in their cross-border program with Shandong University of Science and Technology. She has taught in Korea, Japan, Indonesia and the United States. Her research interests include writing pedagogy, teacher evaluation, and content-based instruction.

Kienzle, Robert (Bob) has a BA and an MA in Communication from the University of Arkansas (USA). He focused his MA studies on political messages and the interpretation of those messages. He also has minors in anthropology and religious studies. Mr. Kienzle currently teaches at, writes for, and designs courses at Sungkyunkwan University. He designed and currently teaches a course about global business and communication. Mr. Kienzle has taught at the University of Arkansas as well as middle and high schools in Seoul. He is involved in multiple Toastmasters clubs in Seoul and spends his free time exploring new countries.

Kim, Donald Young is the ELT Consultant/Digital Champion for Cambridge University Press. He previously worked for California State University before joining The Press. He has 4 years of ELT teaching experience and his main focus is on The Press's digital products. His interests are on new digital teaching methods in the classroom and how these can improve the learning environment. He is a digital native.

Kim, Geo has worked in English education for over 13 years. She has worked as a teacher, trainer, curriculum developer, and educational consultant. Currently, she travels extensively around Korea conducting educational seminars for teachers and parents. Her areas of focus include phonics, reading skills, communicative language teaching, listening, discussion, debate, writing for EFL students, and the direction of English education in Korea.

Kim, Kate Compass Media Senior Consultant; ELT series developer and teacher trainer;

Developed School Subject Reading/ More School Subject Reading series (Compass Media); *Developed Time for Reading* series (YBM Sisa); Series advisor for various grammar and reading series (Compass Media).

Kim, Peter is currently an ETS Certified Criterion® Master Trainer in Korea and president of EduCherry Inc. He holds an undergraduate degree from Virginian Military Institute (BESS, 1983), and graduate degrees from Air Force Institute of Technology (MSEE, 1988) and Chapman University (MBA, 1991). In the process of earning the masters degree in engineering, Peter spent a significant time in his research of artificial intelligence for the thesis requirement. This research experience, along with an extensive business development/education experience, enhances his capabilities to market ETS's automated writing evaluation services in Korea. The heart of these programs is the automated essay scoring engine, e-rater®, which is based on the artificial intelligence technology. Peter's experience includes an extensive senior management consulting background in education and business industry. Throughout his career, Peter has held a number of decision level positions in various fields with several professional organizations including United States Air Force, The Allied Defense Group Inc., Nano Vector Inc., and Honeywell International.

Kim, Sarah is an ELT consultant and teacher trainer at Language World. She worked with ESL learners at Storefront Orientation Services and Brentwood Nursery School in Vancouver, Canada. Prior to joining Language World, she worked as an assistant director at a language school in Korea. She has degrees in Early Childhood Education and TESOL. She is currently involved in on-line teacher training programs as well as off-site workshops.

Kim, William: Education and Experience: ESL Field: University of Waterloo (Waterloo, Ontario, Canada): Over 15 Years of Experience in ESL

Education; Well-versed in all aspects of ESL Education: Conversational English; Business English; Standardised test prep.

Kimura, Maiko teaches English and presentation strategy in Japanese at Mukogawa Women's University, Japan. Her academic papers have mainly concentrated on Teaching English as a Foreign Language.

Kirkpatrick, Andy is Chair Professor of English as an International Language at the Hong Kong Institute of Education and Director of the Institute's Research Centre into Language Education and Acquisition in Multilingual Societies. Before moving to Hong Kong, he taught in tertiary institutions in Australia, China, England, Myanmar and Singapore.

His research interests include the development of regional varieties of English, multilingual education and the history of Chinese rhetoric. He is the author of *World Englishes: Implications for International Communication and ELT* (CUP 2007). His latest book is *English as a Lingua Franca in ASEAN: A Multilingual Model*, (currently in press with Hong Kong University Press). He is the editor of the *Handbook of World Englishes* (Routledge 2010). Two further books, *Chinese Rhetoric and Persuasion* and *An Introduction to Academic Writing in Chinese* are to be published by Klincksieck and Parlor Press respectively.

Kroeker, Justin has been teaching English in South Korea since 2004. He has worked with a wide variety of age groups from elementary to adults and has tried to bring his knowledge and experience in youth work, Intercultural Studies, and ESL/EFL teaching to the Korean context. He is currently in the process of completing his MA in TESL/TEFL from the University of Birmingham. He is also currently teaching in Jeonju at Jeonju University. His recent research interests include sociolinguistics, the factors behind successful language learning, and testing.

Krug, Nathan Paul is an Assistant Professor at Saitama University. His research interests span the fields of sociolinguistics, learner autonomy and CALL. With specific reference to CALL, Nathan is interested in the development of tasks and approaches which make the best possible use of the computer-mediated environment, particularly in terms of guiding students to use language productively, to negotiate meaning, and to extend critical reasoning skills.

Kurihara, Noriko teaches at a senior high school in Hyogo, Japan. She is currently a graduate student at a doctoral course of the University of Kyoto. Her research interests include academic writing, error correction, and students' attitudinal changes in communication class.

Leaper, David Since 1999 David Leaper has been working at universities in London, Japan and Korea. His research interest is language assessment, particularly of speaking ability. He is currently working for the English Education Department of Hankuk University of Foreign Studies where he teaches various courses for undergraduate, postgraduate and TESOL Certificate programs.

Lee, Ellen (Haerim) has been working for the Australian Embassy for more than 12 years and has conducted a wide range of marketing and promotional activities in the aim of promoting Australia as a study destination. Ellen Lee is in particular responsible for TESOL, Business, ELICOS, VET by sector as well as Korea Australia alumni activities in the education team, Austrade, Australian Embassy.

Lee, Hsing-Chin graduated from National Taiwan Normal University in 1992. She obtained her MA and PhD from the University of Birmingham, UK in 2000 and 2006 respectively under the supervision of Tim F. Johns. Her research interests include using children's literature in EFL education, Computer-Assisted Language Learning (CALL),

Corpus-based learning, etc. She is currently teaching in National Taipei College of Business in Taiwan.

Lee, Sunny has worked as a teacher and curriculum developer in South Korea. She is certified in CELTA from Cambridge ESOL, and holds a Master's in TESOL from the University of Edinburgh. She has been a contributing editor, writer and project manager on the ELT titles: *Easy Talking Trinity*, *Talking Trinity*, *IB Journeys*, *All about TEPS*, *Step by Step Listening*.

Lemmer, Richard has been an EFL instructor in a variety of settings over the past 20 years. He has been teaching at Chugoku Junior College and University in Okayama, Japan since 2000. His interests include technology in education, extensive reading and learning strategies.

Leung, Yiu Nam earned his Ph.D. in Comparative Literature from the University of Illinois at Champaign-Urbana. He has been teaching in university in Taiwan since 1987. He was the former president for the English Teachers' Association-Republic of China and serves as the international liaison. His research interest includes teaching of literature, Anglo-American Novels, and Ethnic Literatures in North America.

Life, James is a member of the Department of English Linguistics at Hankuk University of Foreign Studies, Korea. His graduate degree is in Curriculum Development, from the University of Victoria, Canada. His areas of interest and research include language strategies, conceptual expression, instructional methodology, and curriculum development. Email: jlifevic@gmail.com.

Lim, Soo Jin Academic background: M.A. in TESOL, Midwest University, U.S.A, 2010; Ed.D. in English education, Hannam Graduate School, Korea, 2007; M.A. in Elementary English education, Hannam Graduate School,

Korea, 2003.

Major Career: 1st Master Teacher, Ministry of Education, Science, Technology, Korea, 2008; University Instructor, Hannam Graduate school, University of Konyang, Daejeon Educational Training Institute and so forth, Korea, 2007-2009.

Published Books and Research: *English Project Learning*, Korea, Hongik Media Plus Inc. 2010; *Elementary Vocabulary Learning*, Korea, Hongik Media Plus Inc. 2010; 45' Presentation (Korean returnees' adaptations), WATESOL in U.S.A, 201; *Teaching English through English*, Korea, Neungyule Education Inc. 2009; A study of vocabulary assessment for elementary school students, 2007; A study of guessing strategy use of 6th graders in Korean elementary school, 2006.

Lingle, Will teaches English conversation at Tongmyong University in Busan, Korea. He has an MA in Applied Linguistics from the University of Birmingham, UK. He is now a tutor in the University of Birmingham's TEFL/TESL and Applied Linguistics MA programs. His research interests include Critical Discourse Analysis, Corpus Linguistics, classroom applications for Corpus Linguistics, and Second Language Acquisition. He has taught in Korea since 2001.

Lucantonio, Damian is associate professor at the University of Electro-Communications, a national science university in Tokyo, Japan. He has a PhD in English language education. He has worked in TESOL contexts since 1980 in Australia, Indonesia and Japan, as a teacher, teacher trainer, Director of Studies, and researcher. His research interests focus on the applications of genre theory to ELT, particularly in spoken language.

Lumsden, Stafford has taught English as a Second Language in South Korea and New Zealand for seven years. Graduating from The University of Auckland, New Zealand, with an undergraduate degree in Political Science, he is now studying for a Master of Arts in

Applied Linguistics (TESOL) from Victoria University, Wellington, New Zealand. Stafford completed the Cambridge University Certificate in English Language Teaching to Adults (CELTA) at the International Graduate School of English in Seoul, South Korea in 2007.

Stafford is an active member of KOTESOL as the Editor of the Seoul Chapter Newsletter ASK and is the Support Services chair for the KOTESOL International Conference for the second time in 2010. In his spare time he plays a lot of Playstation.

Mac Donald, Kara received her Master's and Doctorate in Applied Linguistics (TESOL) from the University of Sydney. She taught at Hanyang-Oregon TESOL, Hanyang University, for nearly four years, but has recently moved to the Defense Language Institute in Monterey, California, where she works in Faculty Development and Training. Her principle interests are NEST/NNEST issues, language policy and employment practices, with continuing interest in pronunciation instruction and teacher training issues.

MacCaull, John Angus has been an English Instructor in Korea since 2006. He is currently working at Dongguk University in Gyeongju and doing an M.A. in Applied Linguistics through the University of Birmingham, England. His area of research is corpus stylistics. He also writes poetry and volunteers as president for the Busan-Gyeongnam KOTESOL Chapter. He can be contacted via e-mail at: jangusm@gmail.com.

Magnusson, Jessica is an ELT Consultant for Oxford University Press Korea. She has 5 years of experience teaching university students and children in South Korea and has also taught in China and Thailand. Jessica earned a Masters Degree in teaching from the School of International Training (SIT) in Brattleboro, Vermont. Her areas of interest include extensive reading and content area teaching. She is very committed to sharing teaching ideas and learning strategies with

teachers and students.

Makarchuk, Don is an associate professor in the Department of English Language and Literature at Kyonggi University, South Korea. He holds a doctorate in applied linguistics from Macquarie University, and he has taught EFL courses to undergraduate and graduate students in South Korea for over 14 years. His research interests include second language acquisition, methodology and assessment. E-mail: dmak@kgu.ac.kr.

Malarcher, Casey is a full-time writer and editor for Compass Publishing. He received his Masters in TESOL from the University of West Virginia in 1994 and his PhD in Education from the University of New Mexico in 2004. He has authored or co-authored more than thirty books including the best-selling series *Very Easy Reading* for children along with a number of best-selling series for high-school and adult learners including *Reading Challenge*, *Reading for the Real World*, *Developing Listening Skills*, *Skills for the TOEFL® iBT*, and *Illustrated Everyday Idioms with Stories*. He is vice-president of Compass Media Inc.

Education: PhD, University of New Mexico 2004; Masters TESOL, University of West Virginia 1994; Masters Physics, University of Texas at Dallas 1992; B.S. Physics, Texas A&M University 1989.

Maley, Alan has worked in the field of ELT for over 45 years. From 1962-1984 he worked as English Language Officer in the British Council in Yugoslavia, Ghana, Italy, France and PR China. He was Director of the British Council, Madras (south India) from 1984-88. He then became Director-General of the Bell Educational Trust in Cambridge, where he stayed till 1993. He was then Senior Fellow at the National University of Singapore from 1993-98. In 1999 he set up the post-graduate MA programme in ELT at Assumption University, Bangkok, and ran it till 2003. Since then he has held a number of visiting

posts in Nottingham, Durham, Kuala Lumpur (UKM), Hanoi (National Teachers University), Ho Chi Minh City Open University, etc. He has published over 40 books and numerous articles, and was until 2009 series editor of the well-known Oxford Resource Books for Teachers. He is currently Visiting Professor at Leeds Metropolitan University. He has participated in every MICELT conference since the first one in 1995.

Manning, Shaun Justin is a full-time lecturer at Hankuk University of Foreign Studies in Seoul, Korea. His research interests include task-based teaching and learning, classroom based assessment, peer and self feedback and the use of figurative language by learners of English.

Masson, Emilie moved to Japan as an English teacher on the JET program in 2005 after obtaining her BA in Translation (English to French) and her D-TEIL (Discipline of Teaching English as an International Language) Certificate from York University. She completed her Masters Degree through distance education at the French Université de Bourgogne in 2008 specialized in Foreign Language Education. She is currently teaching English as a Foreign Language at Kyushu Sangyo University in Japan. Her research interests include Feedback, Phonetics and Phonology, Computer Assisted Language Learning and Speaking and Listening Strategies.

Matsumura, Shoichi is an Associate Professor at the Faculty of Intercultural Communication, Ryukoku University. He has a PhD in Language Education. His present research interests are related to Interlanguage pragmatic development, Language testing and assessment, Research methods in SLA and Language teacher cognitions and practices.

McCarthy, Anders is an adjunct professor in the Department of English Language and Literature at Sogang University. Anders has an MA in TESL, an MS in electrical engineering,

and a BS in physics. He is a former software developer who later discovered English teaching. His interests include vocabulary acquisition, phonology, grammar and music.

McGaughey, John MA (Applied Linguistics), is a PhD Candidate in linguistics and applied linguistics at York University, Canada. Prior to beginning his doctoral studies, he taught English at the university level in South Korea for five years. His research interests include: sociocultural theory/activity theory as applied to second/foreign language acquisition, teaching and learning; the role of the first language in second/foreign language education; bilingual/multilingual pedagogy; classroom based research focusing on classroom interaction; and computer-mediated language learning. E-mail: jmccgaughey@gmail.com.

McGregor, Bridget Ashley Megon is currently employed by Sungkyunkwan University; 5 years teaching in Korea; 4 years teaching writing to adults and university students.

McKibben, Justin is currently teaching for his second year at Woosong University in Daejeon, South Korea. Justin holds a BA in English from The Ohio State University and a Master's in Educational Leadership from Antioch University-McGregor. He has taught a myriad of age groups that range from 0-65, and in a variety of settings.

Menking, Scott teaches English and Sociolinguistics at Shimane University in Japan. His research interests include students' views of English as an International Language (EIL) and intercultural communication among Asians, as well as the pedagogical implications of these beliefs. In 2010, he was awarded a five-year Japan Society for the Promotion of Science (JSPS) grant to continue the research discussed in this presentation. In the fall of 2010, he plans to travel to mainland China and Hong Kong to administer the same questionnaire and conduct interviews with tertiary students. He hopes to continue this study in Thailand

with more students, and also to expand the research to include Singapore, Russia, Vietnam, Taiwan, Australia, and Canada.

Miles, Scott is an Assistant Professor at the Department of Foreign Languages in Daegu-Haany University. Scott has an MA in TESOL and is currently working on a doctorate degree in Applied Linguistics in language acquisition. He has published a reading course book for Macmillan publishers (*Essential Reading*), and is the editor of the *TESOL Review* journal. He is a board member of the Extensive Reading Foundation. His research interests include extensive reading, grammar and vocabulary acquisition.

Miller, Ross has been teaching in Japan for more than 20 years. He is currently an Associate Professor in the English Department at Otomon Gakuin University, located in the Kansai area of Japan. His research interests focus on student motivation and the use of technology in the classroom.

Muncaster, Sebastien is currently teaching English at Kyunghee University. He got his MA in political science from McGill University, Montreal. His research interest includes critical thinking, teacher training, etc.

Murakami, Charlotte is a doctoral candidate of Education (TESOL) at the University of Exeter, UK. She undertook the Ed.D after obtaining a BA (Honours) from University of Kent at Canterbury, and an MA in Philosophy of Language and MA in Linguistics (TESOL). She has been engaged in teaching MFL, ESL and EFL at all levels of the public education system and community, both in a voluntary and salaried capacity, for the past eighteen years. Her research interests are language education policy; language/literacy development; bilinguality; and teacher development.

Nadasdy, Paul has been teaching in Japan since 2002 and his experiences have been rich and varied. He is currently working at two

universities in the North-East region of Japan, where he has been living for the past three years. Paul's main research interests in educational psychology are group dynamics, motivation, and self-efficacy in language learning. He is also interested in sociocultural theory, media discourse analysis, and materials development. Paul completed his Masters in TEFL/TESL in 2008.

Nakatsugawa, Miyuki is a lecturer at Keio University and Keio Foreign Language School in Japan. She holds an M.Ed. in TESOL from Temple University. Her research interests focus on developing theoretically and empirically sound language teaching practices including task-based language teaching, various focus-on-form techniques, and vocabulary learning.

Nam, Heidi Vande Voort has been teaching in the Department of English Education at Chongshin University in Seoul since 1999. She holds an MA in TESL/TEFL from the University of Birmingham. Her interests include classroom discourse, teaching academic writing, and Christian education. She is also the facilitator of KOTESOL's Christian Teachers Special Interest Group. Heidi spends her free time with her husband, Taek-Hyeon, and their two children.

Nation, Paul is Emeritus Professor of Applied Linguistics in the School of Linguistics and Applied Language Studies at Victoria University of Wellington, New Zealand. He has taught in Indonesia, Thailand, the United States, Finland, and Japan. His specialist interests are language teaching methodology and vocabulary learning. A four book series *Reading for Speed and Fluency* and a six book series *4000 Essential English Words* have recently been published by Compass Publishing. His latest book on vocabulary is *Teaching Vocabulary: Strategies and Techniques* published by Cengage Learning (2008). Three books, *Teaching ESL/EFL Listening and Speaking* (with Jonathan Newton), *Teaching ESL/EFL Reading and*

Writing, and *Language Curriculum Design* (with John Macalister) were recently published by Routledge Taylor and Francis. A new book *Researching and Analysing Vocabulary* (with Stuart Webb) will be published by Cengage Learning later this year. His web site is <http://www.victoria.ac.nz/lals/staff/paul-nation.aspx> and contains many free resources for teachers and researchers.

Nelson, Rocky M-TESL, was invited to Korea in 1996 by Yeungnam University, where he taught for 3 years at the Department of English. He was the 1st VP of Taegu KoTesol in 1999. He moved to Andong National University, 1999 to 2001, and was their Academic Coordinator in 2001. Now teaching at Pusan University of Foreign Studies, he is the developer of several "intensive fluency" content courses now used on campus. His Extensive Reading course is a popular elective choice among the content courses given by the International Language Experts program/ILEC department and the College of English and the In-Service Teacher Training Program.

Nguyen, Hue is the training affairs office manager in Tra Vinh University, a member of ACCC (Association of Canadian Community Colleges). He has worked here since 1994, when it first got its name as Centre of Continuous Education. Hue received his Bachelor degree in English Teaching from Can Tho University in 1994. In 2001 he received his MA degree in Social Science in Hanoi University of Foreign Languages. His MA thesis was on "How to teach elementary pupils English grammar communicatively", in which many activities were suggested to be applied in ESL classrooms. Currently Hue is a PhD student in Ho Chi Minh National University. Moreover, he also works as a curriculum developer, which was certified by SIAST (Saskatchewan Institute of Applied Science and Technology) in 2006, and CLB (Canadian Language Benchmarks) assessor in 2009. His research focuses on language education, especially Khmer people education, the

interferences of the two languages Vietnamese and Khmer in the process of contact. He has several publications in linguistics like "Some evidences of Vietnamese and Khmer contact in Tra Vinh province", "Bilingualism in Tra Vinh Khmer community", and "Vietnamese tones in bilingual Khmer individuals in the Southern parts of Vietnam."

Nimmannit, Suchada is an associate professor at Chulalongkorn University Language Institute in Bangkok where she teaches business English communication, presentation, ELT methodologies and creative teaching. Suchada has been actively involved in ELT projects at both national and international levels. She co-authored a course book for secondary school students, entitled *That's correct*, a Handbook for Teaching Content-based Instruction, and English Language Curriculum Standards in Thailand. Her interests include professional development and the use of computer-mediated communication. Suchada served as president of Thailand TESOL, Thailand TESOL representative to PAC (2000-2003), Asia TEFL Executive Committee (2003-2007), TESOL Board of Directors (2004-2007) and TESOL Nominating Committee Chair (2010-2011).

Nunan, David Ph.D., Vice-President for Academic Affairs at Anaheim University, is the founding Dean of the Anaheim University Graduate School of Education and served as President of Anaheim University from 2006 to 2008. Dr. Nunan is a world-renowned linguist and best-selling author of English Language Teaching textbooks for Cambridge University Press, Oxford University Press, and Thomson Learning. His ELT textbook series *Go For It* is the largest selling textbook series in the world with total sales exceeding one billion. In 2000, David Nunan served as President of TESOL, the world's largest language teaching association, and was the first person to serve as President from outside North America. David Nunan has served as Chair and Professor of Applied Linguistics at the University of Hong Kong since 1994 and has

been involved in the teaching of graduate programs for such prestigious institutions as Columbia University, the University of Hawaii, Monterey Institute for International Studies, and many more. In 2002 Dr. Nunan received a congressional citation from the United States House of Representatives for his services to English language education through his pioneering work in online education at Anaheim University. In 2003 he was ranked the 7th most influential Australian in Asia by Business Review Weekly, and in 2005 he was named one of the top "50 Australians who Matter". David Nunan was invited by the Australian Prime Minister to attend a summit in Sydney Australia in December 1996 as one of the Leading 100 Global Australians.

Oga-Baldwin, Quint is a graduate of the Temple University Master of Science in Education program. He is currently working as a teacher trainer at Fukuoka University of Education. His current research interests are student and teacher self-efficacy development and EFL teacher education.

Packard, William has been working and living in Korea since 2002. Originally a native of the United States he is now settled in Seoul focusing on educational consulting and international school sales for South Korea and Japan. Houghton Mifflin Harcourt is the USA's largest school materials publisher.

Painter-Farrell, Lesley worked as a teacher of English as a foreign language in Portugal, Poland and many countries in Asia. She began teacher training when based in Poland for the Soros foundation and Longman publications. She moved to New York to head a teacher training department and designed courses for teaching younger learners, teaching using new trends and language development courses for nonnative teachers; she also ran CELTA courses. Her own published materials for ELT include *The Role Play Book* and *Homework*. She currently writes and designs for her own website <http://www.eslsite.com>, a site dedicated

to providing free resources for teachers. She lives in New York.

Paixos, Kostas was born in Montreal, Canada. He completed his Bachelor's and Master's degree in English Literature at Concordia University, Canada. He has extensive experience in teaching English as a foreign language at all levels. His particular fields of interest are incorporating literature into the ELT curriculum and developing students' speaking skills. Mr. Paixos is currently involved in teacher training and travels widely in this capacity. He is a familiar figure to teachers in many countries throughout Europe, Latin America and the Middle East where he has conducted teacher training programmes. Mr. Paixos is a captivating speaker and has the unique ability to understand teachers' needs and link theoretical concepts in ELT with the everyday practice of teachers in their classrooms. He has been working with MM Publications as an ELT consultant and teacher trainer since 2004.

Palmer, Roger graduated from the University of London in European history. His postgraduate study was in Education, and his research interests include blended learning and communication strategies, which he has published widely on. He lives in Kyoto, Japan and works at Konan University in Hyogo. He has been involved in the writing of numerous ELT textbooks, being probably best known for the four-level blended series he co-wrote for Longman Asia, *iZone*. Roger is also Membership Chair of Teachers Helping Teachers, a Special Interest Group within JALT which is dedicated to the aid and assistance of fellow educators and students in developing nations, and takes an active part in seminars and workshops across Asia, including Kyrgyzstan, Laos and Vietnam.

Park, Anna HJ the presenter has changed to Susan Kim.

Kim, Susan earned her degree in Economics and Political Science at the State University of

New York at Stony Brook. She has been a reporter for *The Teen Times* and has taught English to students in elementary and middle school, has trained teachers on How to Teach TOEFL iBT. She has developed online content for Compass Media e-Learning System and been the academic director at PLI English School.

Park, Irene J. Currently employed by Sungkyunkwan University; Head Teacher of Sungkyunkwan University Language Institute; 6 years teaching in Korea. Taught English to adults and university students.

Park, Jin-kyu is currently teaching English at Kyunghee University. He received his M.A. in TESOL and Applied Linguistics and Ph. D. in Language Education from Indiana University, Bloomington. His research interest includes bilingualism, early study-abroad, gifted education, teacher training, etc.

Park-Finch, Heebon Dr., is currently working on a PhD in Modern English Drama at the University of Bristol (UK), subsequent to her first doctorate from Kyungpook National University (KNU) in Korea. She taught for two and a half years at KNU as Part-time Lecturer in the English Language and Literature Department, giving such courses as Modern British and American Plays, Shakespeare and Culture, and Academic Essay Writing. Dr. Park-Finch has also given teacher-training lectures (on how to teach English writing) for Korean secondary school English teachers and EPIK teachers, and has a deep interest in finding effective ways of teaching and sharing the enjoyment of authentic British and American drama with students in an EFL environment. She has also benefitted from wide experience as an international coordinator and official interpreter at the Gyeongju World Culture EXPO, Academic Coordinator for KNU Language Education Center, script-writer at Daegu MBC for an English-learning TV program, simultaneous translator and MC for various international

events, and Social Secretary to an ambassador in Seoul.

Payne, Sylvan is a professor at International Christian University in Tokyo, Japan. He has taught in Japan at the tertiary level for 15 years. He received his MA in TEFL/ Intercultural Studies at Columbia International University in Columbia, South Carolina. He uses several web-based tools with his classes.

Peloghitis, John is an assistant professor at Nagoya University of Commerce and Business who has been teaching in Japan for over 8 years. His research interests include writing and revision, communication strategies, discourse analysis, and material design. Currently, he is working on a textbook on cultural issues and researching "at-risk" behavior.

Pereyra, Glichelle is a lecturer at Kanda University of International Studies in Japan. Throughout her career as an educator, she has taught in various institutions in Japan, Korea and Canada, where she attended graduate school. She is particularly interested in socio-historical perspectives in language learning.

Phillips, Carl is currently a professor of English at Woosong University in Daejeon, South Korea. He holds a BS in Psychology from the State University of NY (Empire State College), a TEFL Certification from the estimable Boston Language Institute and is currently completing his TESOL MALL Masters Degree here. He taught ESL in the USA for four years before coming to South Korea, where he has been teaching since 2007. His specialties include Educational Psychology, the use of the arts in TEFL, and pronunciation. Carl has taught students from more than 40 different countries.

Pinto, Maria has been teaching English at Dongguk University, in Gyeongju, since 2006. She worked at Woosuk University in Jeonju for a year before that, and has also taught English in Mexico, El Salvador and Australia.

She is the current KOTESOL Publications Committee Chair. She is working on her Doctor of Education degree, through the University of Southern Queensland. She can be contacted via email at: maevid@hotmail.com.

Plumlee, Marilyn (Ph.D., Linguistics, University of Hawai'i) has lived in Korea since 2000. She is an Associate Professor in the College of English at Hankuk University of Foreign Studies (HUFS), where she teaches English, sociolinguistics, anthropological linguistics and linguistic research methodology courses at the undergraduate and graduate levels as well as various courses in the TESOL Certificate and TESOL graduate programs at HUFS. Her publications and primary research interests are in discourse analysis, second language acquisition, socially-situated linguistics, contact language phenomena and sign language linguistics. She is an active member of KOTESOL and was KOTESOL's national president in 2006-2007. She is a member of several language and linguistics-related academic societies here in Korea as well as internationally and serves on several advisory and editorial boards. She regularly presents work in her areas of specialization both in Korea and at international conferences.

Pokotylo, Heather has been teaching in Korea since 2006. She got her B.A. in Honours English from the University of British Columbia, and her M.A. in English from McGill University. Heather currently works at Korea University's Sejong Campus in Jochiwon.

Putri, Kartika Anindya is the current President of the Asian Youth Forum. She was born and raised in Jakarta, Indonesia, and holds a Bachelor of Science from the University of Indonesia in Computer Science. She is passionate about youth development and community engagement, and is a member of various Asian youth organizations. She first attended the Asian Youth Forum in Bangkok in 2007 as a youth participant. Since then, she has served

as AYF student leader at AYF 2008 in Tokyo and AYF 2009 in Manila. She has been active with volunteer work promoting English debate and critical thinking in Indonesia, and is currently a curator of TEDxJakarta, an independently organized event based on the TED (Technology and Entertainment Design) Conference. She works as a Knowledge Management Consultant at Insight Knowledge Partners.

Rasmussen, Brian has taught English in Japan since 2001. He earned a Masters of Science (Education) program from Temple University and is soon to be a candidate in the Doctor of Education program at Temple University. He currently teaches at the Fukuoka Women's University and Kyushu Sangyo University in Fukuoka, and has published journal articles in the Temple University Japan Journal of Applied Linguistics.

Renandya, Willy PhD is a language teacher educator with extensive teaching experience in Asia, including Indonesia, Malaysia, Singapore, the Philippines, and Vietnam. He currently teaches applied linguistics courses at the National Institute of Education, Nanyang Technological University, Singapore, where he also serves as head of the Teachers' Language Development Centre (TLDC). He has published articles and books on various topics, including an edited book *Methodology in Language Teaching: An Anthology of Current Practice* (with Jack C. Richards), published by Cambridge University Press (2002). He is also co-editor (with Jack C. Richards) of a language teacher resource series, called the *RELC Portfolio Series*, which has been translated into Portuguese and Spanish. His most recent article "'Teacher, the tape is too fast' – Extensive listening in ELT" that he co-authored with Thomas S.C. Farrell appeared in the *ELT Journal* (2010).

Reynolds, Eric has been a world traveler for EFL. Since he was born in Page, Arizona, USA, and went on to live all over the US.

Worse, since becoming an EFL teacher, he has lived and taught EFL in at least seven countries including Japan, Bulgaria, Tajikistan, and now Korea. He is a Ph.D. candidate in Educational Psychology from the University of Illinois at Urbana-Champaign focusing on social and cultural perspectives on language learning. This presentation presents the dissertation work he has done, (and hopefully defended) on the communication of emotion across cultures. He teaches at Woosong University in Daejeon as an Assistant Professor in the TESOL-MALL graduate program.

Roberts, Tim joined the faculty of Dongguk University, Gyeongju in the spring of this year. He has taught at universities in South Korea a total of eight years, as well as teaching in Japan, Russia and Thailand. He holds an MA in English Literature from the University of Alaska Anchorage. He can be contacted by email at novo97@yahoo.com.

Rodgers, Michael is an instructor in the Language Education and Research Center at Fukuoka University and has been teaching English as a Foreign Language in Japan for 14 years. He is currently a Ph.D. candidate at Victoria University of Wellington. He is researching lexical coverage and its relation to the comprehension of television programs and incidental vocabulary acquisition through viewing television. He has published corpus-driven research on the vocabulary in movies and television in *Applied Linguistics* and *Language Learning*.

Roloff, Jennie received her B.A. in International Affairs, concentrating in East Asian Studies at The George Washington University. She received her M.A. in TESOL at Teachers College, Columbia University, Japan and is a co-founder and manager of their Writing Center. She is currently a lecturer in the English Language Institute at Kanda University of International Studies in Chiba, Japan. Her teaching interests include writing, writing centers, learner motivation and

teaching for global awareness.

Rubadeau, Ksan (MA in Applied Linguistics) has been a language educator for over fourteen years and has taught English in Mexico, Japan, her native Canada, and Korea. Since 2006, she has lectured at Korea University. She has also worked as a teacher trainer for the Gyeonggi government and is a certified IELTS examiner. For six years, Ksan served on KOTESOL's Seoul Chapter Executive as Membership Coordinator and Treasurer, and was a regular columnist for *The English Connection*. Ksan recently started her Doctorate of Education at Durham University, UK.

Ryan, Stephen M., from the UK, is President of St. Thomas University, Japan, where he has taught English for many years and was responsible for instigating and developing Culture Experience Programmes.

Sanpachayapong, Ubon is a lecturer of a doctoral program at the Faculty of Education, Rangsit University in Thailand. She taught English in a high school at Triamudom Suksa School and at the tertiary level at Mahidol University before Rangsit University. Prof. Ubon has been working for Thailand TESOL as a committee member since 1995. Now, she serves as Thailand TESOL's President. Her thesis for her D. Ed at the University of Melbourne, Victoria, Australia is a qualitative case study. In fact, she is interested in action research, ESP, EFL, ESL, and Lesson Study.

Sarobol, Noppom is at present an associate professor at the Language Institute, Thammasat University, Bangkok, Thailand. She has been involved in English language teaching for 30 years. Her areas of interest include language teaching methodology, learner independence and professional development. She is now the First Vice-President of Thailand TESOL.

Scholz, George is a native of Chicago, Illinois and the US State Department's Regional English Language Officer (RELO) responsible

for much of Asia. Mr. Scholz holds a B.A. in Government from Lawrence University and a M.A. in English as a Foreign Language from Southern Illinois University. Before joining the U.S. State Department Public Affairs Office of English Language Programs in 1990, George was a teacher-trainer in Algeria, a director of courses in Portugal, a visiting lecturer/Chief of Party with UCLA in China, and a program analyst/advanced instructor with the ARAMCO, the Saudi Arabia national oil company. George enjoys all aspects of English language education. His current professional interests include distance learning, Internet applications and print materials development. He is currently the Public Affairs RELO at the U.S. Embassy in Jakarta, Indonesia. He has previously served as the Public Affairs-RELO in Cairo, Egypt, southern Africa and Southeast Asia.

Seo, Han Min is presently teaching in South Korea. He is qualified in the fields of movie making (www.imdb.com will list several movies), documentary, live production and editing. He holds a TESOL certificate, and currently is working towards his Master in Applied Linguistics through the University of Birmingham. He is a Canadian citizen and has been living and working as an English instructor in South Korea since 2007. Email: hanteacher@gmail.com.

Sewell, H. Douglas has been a language instructor and teacher trainer for over 10 years in both Korea and China. Currently he enjoys teaching in the MA TESOL programme at Dankook University, as well as being an in country tutor for the University of Birmingham's MA TESL/FL and Applied Linguistics programme in Korea. Apart from his teaching duties, he is presently researching Korean students in relation to their self-regulation of language learning as part of his Ph.D. studies. Outside of the class and office, Douglas loves being in the mountains as well as traveling and exploring new places.

Shaffer, David E. (PhD Linguistics) has been an educator in Korea for over three decades. He is a professor at Chosun University teaching in the graduate and undergraduate programs. In addition, he is a teacher trainer, PhD dissertation advisor, materials designer, program developer, and administrative director. Dr. Shaffer is the author of books on learning English as well as Korean language, customs, and poetry. His present academic interests include loanwords and incorporating cognitive linguistic constructs into effective teaching techniques. Dr. Shaffer is active in numerous ELT associations in Korea. Within KOTESOL, he is presently Gwangju-Jeonnam Chapter President, an editor of KOTESOL's various publications, and a National and International Conference committee member.

Shin, Hyunkyung M.A. TEFL at International Graduate School of English (IGSE); B.A. in German language and literature at Kongju National University; Certificate of TKT (Module 1,2, 3) accredited by Cambridge ESOL; Certificate of CELTA accredited by Cambridge ESOL. EBS on-line contents (Grammar); YBM on-line contents (Business English, Methodology for elementary school)

Sieh, Yu-cheng Dr., is interested in investigating the factors which facilitate young learners' English vocabulary learning. She is currently teaching at Tamkang University, Taiwan.

Silver, Richard has been teaching English in Japan since 2003. He currently teaches English in the Economics and Business Administration Faculties of Ritsumeikan University, Shiga. Recently he co-authored a textbook, *English Career Paths to Success*, with Kayoko Shiomi and Chandra Durning, published by Seibido (2010), and his current projects include a business English reading textbook. His research interests include academic writing, teacher beliefs and classroom practice and innovation.

Skeates, Colin has been an EFL teacher and

teacher trainer for over 14 years, beginning his teaching career in a small private college in northern Thailand. He is a graduate of the University of Birmingham M.A. (TEFL/TESL) program and is actively involved in several teaching organizations.

Smith, Craig is Professor of English and Chair of the Department of Global Affairs at Kyoto University of Foreign Studies. He is a member of an academic writing research group at Kyoto University. He is involved in a number of experiential language learning projects which include international student conferences and community-building work.

Song, Heejin MA (Applied Linguistics), is a PhD student in Second Language Education at OISE, University of Toronto, Canada. She is currently on educational leave from a position as a full-time public secondary school English teacher in Gyeongbuk, Korea, where she has taught for over five years. Her research interests include: language policy and curriculum development; intercultural language education; critical pedagogy; and language teacher education. She can be reached at hjsong09@gmail.com.

Stewart, Jeffrey holds an M.S.Ed from Temple University Japan, and is currently pursuing a PhD in Applied Linguistics from Swansea University.

Tangestanifar, Bita is currently a full-time instructor at Sookmyung Women's University in Seoul and is also an executive member of KOTESOL Seoul Chapter. She is a graduate student at Framingham State College completing an M.Ed in TESOL. She has worked as an ESL instructor and teacher trainer in Canada, Taiwan, Korea, and the Philippines. Her experience and struggles in learning languages while living in Montreal, Canada as well as her passion for other cultures inspired her to pursue a career in EFL. Her research interests include effective classroom activities, curriculum design, and

language assessment. Email: tbita@yahoo.com.

Tangpijaikul, Montri works as an English teacher at Kasetsart University, Bangkok, Thailand. His research interest is on the use of modality by Thai University students.

Thompson, Tim has been teaching in South Korea more than ten years and is currently a Visiting Professor at the Korea Advanced Institute of Science and Technology (KAIST). In addition to teaching classes in conversation, writing, and presenting, he is involved in several exciting projects. He is co-designing software to help students practice virtual job interview and presentation skills using a webcam and a virtual audience. He created a class that will allow students to design a marketing KAIST-logo clothing in conjunction with the school's brand shop and Public Relations Department. Finally, he writes and maintains a website for the blagonwights book series. The website is a grass roots campaign to assemble as many volunteer translators as possible and share his books around the world for free.

Thorkelson, Tory (M.Ed in TESL/TEFL) is a proud Canadian active in KOTESOL since 1998 and has presented at or worked on many local and international conferences in Seoul. He has been the Past-President for Seoul Chapter, KTT Coordinator and 1st VP of National KOTESOL for 2007-8. He was Assistant Professor/Research Coordinator for Hanyang University's PEEC Program until March 1st, 2007 when he moved to the English Language and Literature Department. He has co-authored research studies (see ALAK Journal, December 2001, June 2003 as well as Education International, September 2004 V1-2) and a University level textbook, *World Class English*, with fellow KOTESOL members. He was promoted to Associate Professor on September 1st, 2009. He is also featured in "Who's Who around the World" - 2009 and 2010 editions. On a more personal note, he married his Korean wife on July 6th,

2002 and is a stage actor with 29 years of experience and has acted in local Drama Productions for The Seoul Players. His daughter, Jean, was born on May 18th, 2008 - the first grandchild on both sides of the family! Email: thorkor@hotmail.com; thorkor@canada.com.

Thorpe, Todd is a Lecturer in the Department of Language and Intercultural Communications at Kinki University in Osaka, Japan. He is currently the Program Chair and Publicity Chair for JALT's Study Abroad Special Interest Group. His research interests include service learning, project based learning and issues related to study abroad.

Torokai, Kumiko Ph.D. is Professor and Dean of the Graduate School of Intercultural Communication at Rikkyo University in Tokyo, Japan. She also served as Director of the English Language Program at Rikkyo University, and is currently a lecturer/supervisor of NHK multimedia program "English through the News." She is a member of the Science Council of Japan, President of the Japan Association for Interpreting and Translation Studies, former president of the Japan Congress/Convention Bureau. She received her MA in TESOL at Columbia University, and her doctorate at the University of Southampton, UK. Dr. Torikai has over 20 years of experience as a conference interpreter, TV interviewer, and a language teacher. Her research interests include social, cultural and communicative aspects of language education, as well as interpreting and translation as intercultural practice. Her publications include *Voices of the Invisible Presence: Diplomatic Interpreters in Post-World War II Japan* (2009, John Benjamins), "Conference Interpreters and their Perception of Culture: From the Narratives of Japanese Pioneers" in *Translation and Interpreting Studies*, 5(1) (2010, John Benjamins), "The Challenge of Language and Communication in Twenty-first Century Japan" in *Japanese Studies* 25(3) (2005, Routledge)

among others. She is currently working on two books related to teaching English as an international language, as well as conducting a three-year research project funded by the Ministry of Education on intercultural communication studies toward a sustainable future.

Tseng, Chia-Ti (Heather) University of San Francisco, MA TESOL; Tamkang University, Taiwan, doctoral student; Academic Specialties: TESOL, ESP, child psychology, cultural studies, Teaching EFL Writing; Full Time lecturer: Ta Hwa Institute of Technology, Taiwan.

Tucker, Frank has been teaching English in Japan since 1996 and is a Part-Time Lecturer at Kansai Gaidai University and Osaka Prefectural University. He is interested in CALL, particularly in integrating cyber resources into class activities and the delivery of homework assignments online.

Valvona, Chris has over seven years of teaching experience in Japan, working at both the high school and university level. He is currently an assistant professor at Okinawa Christian University, where he primarily teaches oral communication classes, and he is the Academic Director for Oxford University, St. Edmund Hall's annual Summer English Programme. He also has extensive experience as a private English tutor both in Japan and in Europe. His principal research interests are task-based language teaching (TBLT) and its applications in the classroom, and learner autonomy. In 2008 he co-authored a TBLT language textbook, *Widgets: a Task-based Course in Practical English* (Pearson Longman). He has a BA (Honours) in French and Linguistics (2000, Oxford University), and a Master of Arts in English Language Teaching (2004, Essex University).

Vlasova, Tatyana Ph.D., Associate Professor, teaches ESL at the Far Eastern Federal University, Russia. Her research interests

concern non-verbal means of communication, intercultural communication, ESL methodology. She is a member of the Far Eastern English Language Teachers' Association executive board and FEELTA Newsletter editor.

Wang, Grace H. is a professor of College English at Yonsei University, Seoul, and holds an MA TEFL/TESL from the University of Birmingham, U.K. She has taught at the United Nations and top universities in Korea and Thailand, and has taught learners of all ages. She is a designer of task-based curricula and textbooks for English for Academic Purpose (EAP) courses and a co-author of the *iEnglish 200s* grammar book series for EAP learners.

Wanner, Peter is Conference Chair for this year's 2010 Asian Youth Forum. He has served as co-chair for the past two AYF conferences in Tokyo (2008) and Manila (2009). He holds a Ph.D. Degree from Nagoya University, Japan in Informatics and a Master of Science Degree in Linguistics from Georgetown University, Washington D.C. He is an Assistant Professor in the Department of Language Studies of the Graduate School of Cultural Studies of Tohoku University, Japan where he specializes in Applied Linguistics and Psycholinguistics. While his work is concentrated in the Department of Language Education, he is also involved with Tohoku University's Research Center for Language, Brain, and Cognition and its Human Securities Program. He has been teaching English as a Foreign Language for 23 years in Japan. He is currently the president of Teachers Helping Teachers, an organization providing volunteer teacher training throughout Asia.

Warfel, Linda has over 30 years experience in education, with extensive experience working with public and private schools in more than twenty countries throughout Asia/Pacific. She is a frequent presenter at professional educational conferences such as the International Reading Association, Asia TEFL, JALT, ETA, KoTESOL

and KATE. In addition, she has been a guest speaker for the Association of Educational Publishers (AEP) at the Bologna Book Fair and Frankfurt Book Fair on Global Learning Initiatives. In China, Linda has been an International Judge for the 21st Century Cup National English Speaking Contests in 2004-2008, a guest speaker at the Beijing International Book Fair's Children's Forum in 2008, international presenter at the Fourth National Conference of Child Language Education in Chengdu in 2009 and an Adjunct Professor at East China Normal University in Shanghai since February 2009. Linda has worked continuously with Scholastic since 1984 and is currently the Vice President, Asia/Pacific, Education and Trade, Scholastic Asia.

Waring, Rob Dr. is an acknowledged expert in Extensive Reading. He is a board member of the Extensive Reading Foundation, an editor or author of three graded reader series from Heinle Cengage.

Wendel, John has been an English instructor in Korea since 2000. He has been teaching at Dongguk University for six years, where he also serves as academic coordinator. He received a TESOL Master degree from S.I.T. in Brattleboro, Vermont. He can be contacted by email at wendeljs@yahoo.com.

Williams, David is an associate professor in the Department of Tourism at Josai International University, Japan where he teaches content courses in tourism. He has lived in Japan for more than 15 years and has taught at a range of tertiary level institutes. His current research interests include the use of literature circles in content-based classes, student motivations for overseas study, and the use of presentations as tools for assessment.

Wong, Raymond has been teaching English since 1994 and has taught ESL in Australia and EFL in the Czech Republic, Hong Kong, and Japan. He is a Part-Time Lecturer at

Doshisha Women's College, Kwansai Gakuin University, and Kinki University. His professional interests include CALL, materials design, learner autonomy, self-access language learning, and vocabulary acquisition.

Wright, Mark is currently an English Lecturer at Doshisha University, Kyoto, Japan. He has been involved in one way or another with ESL/EFL education and learning for over 20 years. This has included work in Japan as well as in Australia at most levels of education from secondary through to tertiary. Current interests lie in issues dealing with second language acquisition and more recently CALL.

Yang, Jin-Suk is an M.A. candidate student at the Department of English Education, Chung-Ang University, Korea. Her main research interests are study-abroad language learning, sociocultural theory and language maintenance/loss. Starting her professional career at the conference of 2010 Canadian Association of Applied Linguistics (CAAL) in Montreal, Canada, she has currently published a paper in *English Teaching* under the guidance of Tae-Young Kim, Ph.D.

Yeganehpour, Parisa has been teaching at the university level for three years. The researcher is a translator, too. She has translated three books.

Yim, Soo Ha Sue is an English teacher, workshop presenter, teacher trainer and examiner. She is currently the Coordinator of the English Program at Samsung Art and Design Institute and is also an Examiner for several of the Cambridge University ESOL Examinations. She has over 10 years of teaching experience in Korea and has presented at several domestic and international TESOL conferences.

Yphantides, Jennifer is a lecturer at Kanda University of International Studies in Chiba, Japan. She has been teaching since 1993 and has enjoyed working with students of all ages

and backgrounds in North America, Europe, the Middle East and Asia. She has a BA in History from McGill University in Montreal, Canada, an MA in War Studies from King's College, London and an MA in TESOL from Teachers College, Columbia University. Her current teaching and research interests include content-based learning and instruction, peace education and extensive reading.

Zwaal, Ingrid has worked at Jeonju National

University of Education since 1998, but has been teaching ESL since she was six. She is a weekly columnist for *SaeJeonbuk Newspaper*, the only English columnist in a Korean language newspaper in the country. Her hobbies include volleyball, belly dance and music. She currently lives with her zoo (two parrots and a disco ball loving little white bird) in Jeonju with her spoiled Scottish terrier, Spike.

Topic Index

Assessment Testing

- Sat 09:00-09:45 B121 *Testing the Four Language Skills in a University-wide Program*, Neil Heffernan
- Sat 09:00-09:45 C608 *Measuring Students' Progress by Using Canadian Language Bank Benchmark (CLB) in TESOL*, Hue Nguyen
- Sat 10:00-10:45 B112 *Embracing Product and Process in a Task-Based Approach to Teaching Writing*, Brian Rasmussen
- Sat 10:00-10:45 B112 *Embracing Product and Process in a Task-Based Approach to Teaching Writing*, Grace H. Wang
- Sat 14:30-15:15 C504 *Elicited Imitation Revisited as a Technique for Measuring Oral Language Proficiency*, Ray Graham
- Sun 09:00-09:45 B178 *Investigating Group Discussion Tests: Improving Performance Through Feedback*, Shaun Justin Manning
- Sun 09:00-09:45 C608 *Alternative Assessment: Thinking Outside the Box*, Bitu Tangestanifar
- Sun 09:00-09:45 M104 *The Green Teacher is a Digital Teacher*, Patrick Hafenstein
- Sun 10:00-10:25 B166 *Teachers' Grading Practices: Influencing Factors, Meaning, and Values Assigned*, Liying Cheng
- Sun 10:25-10:50 C505 *The Polarizing Effect of High-Stakes Testing on Young ELLs*, John Haggerty
- Sun 09:00-09:45 B164 *Teacher Trainee Reflections on Poor Exam Results - Study Orientation Insights*, H. Douglas Sewell
- Sun 14:00-15:20 B168 *How to Easily and Accurately Grade Speaking, With and Without a Speaking Test.*, Gunther Breaux
- Sun 10:00-10:25 M105 *Testing the Tests: A Procedure for Validating Television Comprehension Tests*, Michael Rodgers
- Sun 15:00-15:45 B166 *Putting Students in their Place: An Analysis of a Commercially Produced Placement Test*, David Leaper

Classroom Management

- Sat 09:00-09:45 B164 *Group Dynamics in Language Classrooms*, Paul Nadasdy
- Sat 10:25-10:50 B178 *Implementing Cooperative Learning in the Classroom*, Nopporn Sarobol
- Sat 10:25-10:50 B166 *Reducing Student Embarrassment: Teachers' Uses of 'Hygiene Resources'*, Will Lingle
- Sun 14:00-14:45 M101 *Team Teaching in Public Schools in Korea: Some Principles, Practices and Ideas*, Tim Dalby
- Sun 09:00-10:45 C601 *Setting up and Running an Extensive Reading program*, Rob Waring
- Sun 15:00-15:45 B161 *Are You Getting Paid for Lesson Preparation Time?*, Patrick Hafenstein

Content-Based Instruction

- Sat 09:00-10:45 Music Lobby *Projects for Teaching Business English*, John Peloghitis

Sat 14:30-15:15	B167	<i>Why not CLIL or CBELT or Immersion but SBLT for an EFL Setting?</i> , Nam-Joon Kang
Sat 14:30-15:15	B168	<i>Christian Teaching in Practice: Resources for Christian English teachers</i> , Bryan Bissell
Sat 14:30-15:15	B168	<i>Christian Teaching in Practice: Resources for Christian English teachers</i> , Virginia Hanslien
Sat 14:30-15:15	B168	<i>Christian Teaching in Practice: Resources for Christian English teachers</i> , Heidi Vande Voort Nam
Sun 14:00-14:45	M105	<i>Engaging Early Learners with Realistic Non-fiction Emergent Readers</i> , Linda Warfel
Sun 14:00-15:45	Music Lobby	<i>World Politics in the Classroom: Why Should We Bother?</i> , Jennie Roloff

Corpus

Sat 09:00-10:20	C505	<i>Going From Print to Digital Interactive and Online</i> , Trudie Heiman
Sat 10:00-10:25	S104	<i>Using Corpus as a Means to Promote Authentic Language in English Textbooks</i> , Tyler Barrett
Sat 10:00-10:25	B178	<i>Application of a Data-driven Learning Approach in Taiwan EFL Teaching</i> , Hsing-Chin Lee Lee
Sun 09:00-10:45	Music Lobby	<i>Online and Interactive Corpus-based Courses</i> , Trudie Heiman
Sun 14:00-14:45	B166	<i>Corpus in the Classroom</i> , Doug Huffer

Conversation / Pronunciation / Listening

Sat 09:00-09:45	C503	<i>Effective Phonics in the Era of Digital Education</i> , Geo Kim
Sat 09:00-09:45	M103	<i>Examining Teaching Practice Through Questions</i> , Colin Skeates
Sat 09:00-10:45	Music Lobby	<i>The Effect of Exposure to Mass Media on Speaking Fluency</i> , Taher Bahrani
Sat 09:00-09:45	B109	<i>Easy Online Presentations with 'Voicethread'</i> , Ian Brown
Sat 10:00-10:45	M101	<i>Have Your Students Just Speak Up!</i> , Casey Malarcher
Sat 10:25-10:50	C505	<i>Incorporation and Evaluation of Jazz Chants in Japanese University English Class</i> , Junko Chujo
Sat 10:00-10:25	B109	<i>Student Leaders: How Volunteer Peer-leaders Inspire</i> , Juanita Heigham
Sat 14:30-15:15	B121	<i>Oral Dialogue Journals: Theory and Implementation in the Classroom</i> , Don Makarchuk
Sun 09:00-09:45	M105	<i>Practical Roleplay in the Classroom</i> , Ingrid Zwaal
Sun 09:00-09:45	B178	<i>Investigating Group Discussion Tests: Improving Performance Through Feedback</i> , Shaun Justin Manning
Sun 09:00-09:45	C503	<i>Easy and Fun Speaking Practice</i> , Sunny Lee
Sun 09:00-09:45	C601	<i>Book Circles and Extensive Reading</i> , Scott Miles
Sun 10:00-10:45	B111	<i>Tried and True Teaching Methodology with New Digital Support: A Winning Combination!</i> , Rebecca Fletcher
Sun 10:00-10:45	B178	<i>Rightside-up Answers to Pan-Asian Pronunciation Challenges</i> , Daniel Evans
Sun 10:00-10:45	C601	<i>Book Circles and Extensive Reading (Continued)</i> , Scott Miles
Sun 10:00-10:45	M101	<i>Negotiating in the Korean University ELT Classroom</i> , Kristin Dalby
Sun 14:00-14:45	M105	<i>Talk Like TED: Analyzing What Makes Great Speeches Great</i> , Joshua Davies - CANCELLED

Sun 14:00-15:20	B168	<i>How to Easily and Accurately Grade Speaking, With and Without a Speaking Test.</i> , Gunther Breaux
Sun 14:00-15:45	C601	<i>The Dongguk Integrated Course Experiment: Conversation</i> , Tim Roberts
Sun 15:00-15:45	B109	<i>Developing Students' Speaking Ability with Weekly Online Diaries</i> , Emilie Masson
Sun 14:25-14:50	B164	<i>A Qualitative Study of How Teachers Currently Teach Listening in Japan</i> , Andrew Blyth

Course / Materials Design

Sat 09:00-09:45	C504	<i>Peer Teaching with Authentic Materials in University English Courses</i> , Nathan Paul Krug
Sat 09:00-09:45	C504	<i>Peer Teaching with Authentic Materials in University English Courses</i> , Frank Tucker
Sat 09:00-09:45	C504	<i>Peer Teaching with Authentic Materials in University English Courses</i> , Raymond Wong
Sat 10:00-10:25	C608	<i>World-class Standard School Project: An Innovation or a Challenge?</i> , Ubon Sanpatchayapong
Sat 10:00-10:25	S104	<i>Using Corpus as a Means to Promote Authentic Language in English Textbooks</i> , Tyler Barrett
Sat 10:25-10:50	B168	<i>Developing Policy and Strategies for Improving Teaching English at Primary Levels in Thailand</i> , Khacheenuj Chaovanapricha
Sat 10:25-10:50	B168	<i>Developing Policy and Strategies for Improving Teaching English at Primary Levels in Thailand</i> , Kanjana Charttrakul
Sat 09:25-09:50	S105	<i>A Study of Cultural Factors in Junior High-school English Textbooks Approved in Korea and Japan</i> , Hiroko Arao
Sat 09:25-09:50	S105	<i>A Study of Cultural Factors in Junior High-school English Textbooks Approved in Korea and Japan</i> , Maiko Kimura
Sat 14:30-15:15	B107	<i>The Power of Creative Writing</i> , Alan Maley
Sat 14:30-15:15	B167	<i>Why not CLIL or CBELT or Immersion but SBLT for an EFL Setting?</i> , Nam-Joon Kang
Sat 14:30-15:15	C601	<i>Adding a Piece to the Puzzle: Three Dimensional Jigsaw Reading</i> , Matthew Coomber
Sat 09:00-09:45	B167	<i>Using Argument Genres to Teach Academic Spoken English</i> , Damian Lucantonio
Sat 14:30-15:15	S106	<i>Evaluating CALL Materials: How About an iPhone?</i> , Stafford Lumsden
Sun 09:00-09:45	B121	<i>Comics in the Classroom</i> , Peadar Callaghan
Sun 09:00-09:45	B166	<i>Applying the Organic ESL Classroom in the Twenty-First Century</i> , James Life
Sun 09:00-09:45	B167	<i>Using Lexical Profiling to Aid Student Fluency and Vocabulary Acquisition</i> , John Honisz-Greens
Sun 09:00-09:45	M101	<i>Cultural Conceptions: Recognizing and Integrating Culture into Classes</i> , Jody Barron
Sun 09:00-09:45	M101	<i>Cultural Conceptions: Recognizing and Integrating Culture into Classes</i> , Robert Kienzle
Sun 09:00-10:45	C601	<i>The ER Program at Pusan University of Foreign Studies</i> , Rocky Nelson
Sun 09:00-10:45	C601	<i>Types and Consequences of Information Control in Short-story Simplification</i> , Shuchen Chang

Sun 09:25-09:50	S104	<i>Intercultural Negotiations: Glocal Identities in Korean EFL textbooks</i> , Heejin Song
Sun 10:00-10:45	M101	<i>Negotiating in the Korean University ELT Classroom</i> , Kristin Dalby
Sun 14:00-15:45	C601	<i>The Dongguk Integrated Course Experiment: Course Design and Proposal</i> , Maria Pinto
Sun 14:00-15:45	C601	<i>The Dongguk Integrated Course Experiment: Conversation</i> , Tim Roberts
Sun 14:00-15:45	C601	<i>The Dongguk Integrated Course Experiment: Grammar and Writing</i> , John Angus MacCaull
Sun 14:00-15:45	C601	<i>The Dongguk Integrated Course Experiment: Reading and Listening</i> , Lyndon Hott
Sun 14:00-15:45	C601	<i>The Dongguk Integrated Course Experiment: Working with the Administration</i> , John Wendel
Sun 15:25-15:50	S104	<i>Storytelling Across the Curriculum for Young Learners</i> , Gavin Farrell
Sun 15:00-15:45	S106	<i>Controversies in English Education: Language Policy and EFL Textbooks in Korea</i> , John McGaughey
Sun 15:00-15:45	S106	<i>Controversies in English Education: Language Policy and EFL Textbooks in Korea</i> , Heejin Song
Sun 15:00-15:45	B164	<i>Passport to Study Abroad: Preparing Students for the Journey of a Lifetime</i> , Ross Miller
Sun 15:00-15:45	B164	<i>Passport to Study Abroad: Preparing Students for the Journey of a Lifetime</i> , Todd Thorpe

Critical Thinking

Sun 14:00-15:45	Music Lobby	<i>World Politics in the Classroom: Why Should We Bother?</i> , Jennie Roloff
Sun 15:25-15:50	M101	<i>A Better Way of Collaboration for Higher Level of Thinking</i> , Sebastien Muncaster
Sun 15:25-15:50	M101	<i>A Better Way of Collaboration for Higher Level of Thinking</i> , Jin-kyu Park

Cross / Intercultural Communication

Sat 09:00-09:45	B166	<i>Students Teaching and Learning about Their Own Culture</i> , Kyle Philip Devlin
Sat 09:00-10:45	Music Lobby	<i>The Asian Youth Forum: English for Inter-Asian Understanding</i> , Kip Cates
Sat 09:00-10:45	Music Lobby	<i>The Asian Youth Forum: English for Inter-Asian Understanding</i> , Carl Dusthimer
Sat 09:00-10:45	Music Lobby	<i>The Asian Youth Forum: English for Inter-Asian Understanding</i> , Kartika Anindya Putri
Sat 10:00-10:25	B168	<i>Culture Experience Programmes: Language Teaching by Stealth</i> , Stephen M. Ryan
Sat 10:25-10:50	C601	<i>"Have you eaten yet?": Reappraising Pragmatics in China's English Education</i> , Xing Fang - CANCELLED
Sat 10:25-10:50	C608	<i>Kimchee Smiles and Freedom Fries: Disentangling Cross-cultural Emotional Communication</i> , Eric Reynolds
Sat 10:25-10:50	S104	<i>EFL Education in South Korea and the Phenomenon of Shame</i> , Carl Phillips

Sat 10:25-10:50	S105	<i>Raising Voices, Crossing Boundaries: Japanese Students in American Universities</i> , Michael Hood
Sat 09:25-09:50	S105	<i>A Study of Cultural Factors in Junior High-school English Textbooks Approved in Korea and Japan</i> , Hiroko Arao
Sat 09:25-09:50	S105	<i>A Study of Cultural Factors in Junior High-school English Textbooks Approved in Korea and Japan</i> , Maiko Kimura
Sat 14:55-15:20	S104	<i>Assessing Intercultural Experience and Achievement in At-risk Language Learners</i> , Grant Black
Sat 14:55-15:20	S104	<i>Assessing Intercultural Experience and Achievement in At-risk Language Learners</i> , John Peloghitis
Sat 09:25-09:50	S104	<i>Constructing the Self: Teachers' Narratives of Teaching EFL</i> , Maria Pinto
Sun 09:00-09:45	M101	<i>Cultural Conceptions: Recognizing and Integrating Culture into Classes</i> , Jody Barron
Sun 09:00-09:45	M101	<i>Cultural Conceptions: Recognizing and Integrating Culture into Classes</i> , Robert Kienzle
Sun 09:00-10:45	Music Lobby	<i>Enticing the Interests of E.F.L. Students to think Globally: Authentic Texts</i> , Joseph Hosbach
Sun 09:00-10:45	Music Lobby	<i>Enticing the Interests of E.F.L. Students to think Globally: Authentic Texts</i> , Mark Wright
Sun 10:00-10:45	B121	<i>The Instructional Conversation: Using Intercultural Conversations to Share Cross-cultural Teaching Expertise</i> , Julie Ciancio
Sun 10:00-10:45	B121	<i>The Instructional Conversation: Using Intercultural Conversations to Share Cross-cultural Teaching Expertise</i> , Lynne Diaz-Rico
Sun 10:00-10:45	B142	<i>Adapting Teaching to the Cultural Context</i> , Heebon Park-Finch
Sun 15:00-15:25	S104	<i>Thai Students' Views of International Communication: Pedagogical Implications</i> , Scott Menking
Sun 14:00-14:45	M101	<i>Team Teaching in Public Schools in Korea: Some Principles, Practices and Ideas</i> , Tim Dalby
Sun 14:00-14:45	S104	<i>A Balance to be Reckoned With: Two Studies on ELT Management</i> , Rachel Heppner Kroeker
Sun 14:00-14:45	S104	<i>A Balance to be Reckoned With: Two Studies on ELT Management</i> , Justin Kroeker
Sun 14:00-15:45	Music Lobby	<i>Part of the Solution: Involving Expat Teachers in Helping Emotionally Distressed Students</i> , Ksan Rubadeau
Sun 15:00-15:45	B121	<i>Language Learning in Asia: The Students' View</i> , Kip Cates
Sun 15:00-15:45	B121	<i>Language Learning in Asia: The Students' View</i> , Carl Dusthimer
Sun 15:00-15:45	B121	<i>Language Learning in Asia: The Students' View</i> , Kartika Anindya Putri
Sun 15:00-15:45	B121	<i>Language Learning in Asia: The Students' View</i> , Peter Wanner
Sun 15:00-15:45	C505	<i>Bringing Culture into your Classroom</i> , Michael Cahill
Sun 15:25-15:50	B168	<i>Finding our way: Plagiarism, the Internet, and an MATESOL program</i> , Sergey Butakov
Sun 15:25-15:50	B168	<i>Finding our way: Plagiarism, the Internet, and an MATESOL program</i> , Eric Reynolds

ESP / EAP

Sat 09:00-10:45	Music Lobby	<i>Projects for Teaching Business English</i> , John Peloghitis
Sat 10:00-10:25	S106	<i>Teaching Business English in Graduate Level</i> , Kai-chong Cheung

Sat 10:00-10:45	M103	<i>Updating the Research Paper: New Approaches in Academic Writing</i> , Susan Kelly
Sun 09:00-09:45	B168	<i>Autonomy and Motivation: A Tale of Two Learners</i> , C Craig Bartlett
Sun 10:25-10:50	M103	<i>Operationalising the SSARC Model in an Academic Language Course</i> , Miyuki Nakatsugawa
Sun 10:00-10:25	S104	<i>The Development of EAP Vocabulary Learning Materials for University Students</i> , Craig Smith
Sun 15:00-15:45	M103	<i>Writing It UP: What Research about Research Writing Reveals</i> , Marilyn Plumlee

Ethics

Sat 09:00-09:45	M101	<i>Imperialistic Influences in English Teaching</i> , Layne Hartsell
Sat 10:25-10:50	S104	<i>EFL Education in South Korea and the Phenomenon of Shame</i> , Carl Phillips
Sun 10:00-10:25	M103	<i>NESTs of Korean Heritage; Coming to Terms with being NESTs of a Lower Worth</i> , Kara Mac Donald

Feedback

Sat 10:00-10:25	B166	<i>How Anonymity Affects Feedback in the Peer Review Process</i> , Matthew Coomber
Sat 10:00-10:25	B166	<i>How Anonymity Affects Feedback in the Peer Review Process</i> , Richard Silver
Sun 10:25-10:50	B166	<i>Talking it Through: Students Discuss Reformulations of Their Short Stories</i> , Jennifer Yphantides
Sun 15:00-15:45	M105	<i>Beyond Brainstorming - Using Color-Coding to Organize Student Writing</i> , Bryan Fox

Genre Studies

Sat 09:00-09:45	B167	<i>Using Argument Genres to Teach Academic Spoken English</i> , Damian Lucantonio
Sun 14:00-14:45	M105	<i>Talk Like TED: Analyzing What Makes Great Speeches Great</i> , Joshua Davies - CANCELLED

Global Studies

Sun 09:00-10:45	Music Lobby	<i>Enticing the Interests of E.F.L. Students to think Globally: Authentic Texts</i> , Joseph Hosbach
Sun 09:00-10:45	Music Lobby	<i>Enticing the Interests of E.F.L. Students to think Globally: Authentic Texts</i> , Mark Wright

Grammar

Sat 09:00-09:45	M105	<i>Error Logs: Helping Students Monitor and Improve Their Writing</i> , Heather Pokotylo
Sun 09:00-09:45	B161	<i>Making Grammar Fun</i> , Rebecca Elliott
Sun 09:00-09:45	C504	<i>Re-reading and Re-reading Charts as an Integral Part of Teaching Writing</i> , Eric Gondree
Sun 15:00-15:45	B111	<i>Active and Accurate: Grammar for Young Learners</i> , Rebecca Fletcher

- Sun 15:00-15:45 C608 *Getting L2 Learners of English to Form Grammar Rules Inductively*, Roger Fusselman
- Sun 15:00-15:45 M104 *Building Fluency and Accuracy through Grammar*, Kate Kim
- Sun 15:25-15:50 C503 *Korean English Teachers' Perceptions Towards Using Concept Check Questions in Grammar Instruction*

Identity / Autonomy / Motivation

- Sat 09:00-09:45 B142 *Transforming Apathy into Activeness: TBLT with Self- and Peer-Evaluation*, Daniel Broudy
- Sat 09:00-09:45 B142 *Transforming Apathy into Activeness: TBLT with Self- and Peer-Evaluation*, Charlotte Murakami
- Sat 09:00-09:45 B142 *Transforming Apathy into Activeness: TBLT with Self- and Peer-Evaluation*, Chris Valvona
- Sat 10:25-10:50 S105 *Raising Voices, Crossing Boundaries: Japanese Students in American Universities*, Michael Hood
- Sat 10:00-10:25 B109 *Student Leaders: How Volunteer Peer-leaders Inspire*, Juanita Heigham
- Sat 09:25-09:50 S104 *Constructing the Self: Teachers' Narratives of Teaching EFL*, Maria Pinto
- Sat 15:30-16:15 B111 *Interactive and Visually Stimulating Dictionary Teaching Resources*, Jessica Magnusson
- Sun 09:00-09:45 B168 *Autonomy and Motivation: A Tale of Two Learners*, C Craig Bartlett
- Sun 09:25-09:50 S104 *Intercultural Negotiations: Glocal Identities in Korean EFL textbooks*, Heejin Song
- Sat 10:00-10:45 B164 *Who We Are: Task Based Activities to Develop Learner Identity*, Sara Davila
- Sun 10:25-10:50 B167 *Do I Have to Do This? Peer Supported EFL Teacher Reflection*, Quint Oga-Baldwin
- Sun 10:25-10:50 C505 *The Polarizing Effect of High-Stakes Testing on Young ELLs*, John Haggerty
- Sun 15:00-15:25 C503 *Students' Reactions to Literature Circles in the Content-based Classroom*, David Williams
- Sun 14:25-15:50 B164 *Redefining our Strengths: A Look at Faculty Women of Color in TESOL*, Jennifer Gordon
- Sun 14:25-14:50 B164 *Redefining our Strengths: A Look at Faculty Women of Color in TESOL*, Glichelle Pereyra
- Sun 15:00-15:45 B178 *Constructing Your Professional Identity Through Self-reflection*, Thomas Farrell

Language Policy / Sociolinguistics / World Englishes

- Sat 09:00-09:45 M101 *Imperialistic Influences in English Teaching*, Layne Hartsell
- Sat 10:00-10:25 C608 *World-class Standard School Project: An Innovation or a Challenge?*, Ubon Sanpatchayapong
- Sat 10:25-10:50 C601 *"Have you eaten yet?": Reappraising Pragmatics in China's English Education*, Xing Fang - CANCELLED
- Sun 09:00-09:45 B112 *Teaching English to Young Learners: Global Views and Local Contexts*, Sue Garton

Sun 09:00-09:45	M103	<i>Encouraging Communicative Competence for Korean Students through Culturally Pluralistic Texts and Media</i> , Geoffrey Goodman
Sun 10:00-10:25	M103	<i>NESTs of Korean Heritage; Coming to Terms with being NESTs of a Lower Worth</i> , Kara Mac Donald
Sun 15:00-15:25	S104	<i>Thai Students' Views of International Communication: Pedagogical Implications</i> , Scott Menking
Sun 14:25-14:50	B164	<i>Redefining our Strengths: A Look at Faculty Women of Color in TESOL</i> , Jennifer Gordon
Sun 14:25-14:50	B164	<i>Redefining our Strengths: A Look at Faculty Women of Color in TESOL</i> , Glichelle Pereyra
Sun 15:00-15:45	B121	<i>Language Learning in Asia: The Students' View</i> , Kip Cates
Sun 15:00-15:45	B121	<i>Language Learning in Asia: The Students' View</i> , Carl Dusthimer
Sun 15:00-15:45	B121	<i>Language Learning in Asia: The Students' View</i> , Kartika Anindya Putri
Sun 15:00-15:45	B121	<i>Language Learning in Asia: The Students' View</i> , Peter Wanner
Sun 15:00-15:45	B166	<i>Putting Students in their Place: An Analysis of a Commercially Produced Placement Test</i> , David Leaper
Sun 15:00-15:45	S106	<i>Controversies in English Education: Language Policy and EFL Textbooks in Korea</i> , John McGaughey
Sun 15:00-15:45	S106	<i>Controversies in English Education: Language Policy and EFL Textbooks in Korea</i> , Heejin Song

Learning Styles / Preferences

Sat 14:30-14:55	S104	<i>How do good language learners learn English in Taiwan?</i> , Chia-Ti (Heather) Tseng
Sun 09:00-09:45	M105	<i>Practical Roleplay in the Classroom</i> , Ingrid Zwaal
Sun 09:00-10:45	C601	<i>Student Reading Habits and Perceptions: Before and after Extensive Reading</i> , Richard Lemmer
Sun 15:25-15:50	C503	<i>Korean English Teachers' Perceptions Towards Using Concept Check Questions in Grammar Instruction</i>

Literacy / Reading

Sat 09:00-09:45	B161	<i>Five Steps to Academic Reading Success</i> , Michael Cahill
Sat 09:00-09:45	B112	<i>Language Central-English through US Curriculum</i> , Alison Davis
Sat 10:00-10:45	B161	<i>Using Basal Readers for Young Learners - Houghton Mifflin Harcourt Journeys</i> , William Packard
Sat 10:00-10:45	C504	<i>Bringing the 'Real-World' into the Classroom</i> , Gilly Dempster
Sat 10:00-10:45	M105	<i>Comprehension Skills Through Nonfiction Articles</i> , William Kim
Sat 13:30-14:15	B111	<i>Read Your Way to Better English with Dominoes and The Oxford Bookworms Library!</i> , Justin Chang
Sat 09:25-09:50	S106	<i>Constructing a New Binding Theory and Practices in English Reading Instruction</i> , Wei Yang Dai
Sat 14:30-15:15	B109	<i>Dramatically Increase Literacy Skills Using Award Winning Scholastic Read-Along DVD's</i>
Sat 14:30-15:15	C503	<i>How do We Teach the New Literacies?</i> , Michael Cahill
Sat 14:30-15:15	M103	<i>International Minded Readers with IB Journeys</i> , Carl Dusthimer
Sat 14:30-15:15	M103	<i>International Minded Readers with IB Journeys</i> , Aaron D. Jolly

Sun 09:00-09:45	C601	<i>Book Circles and Extensive Reading</i> , Scott Miles
Sun 09:00-10:45	C601	<i>Growing Extensive Readers: From Kindergarten to Middle School</i> , Aaron D. Jolly
Sun 09:00-10:45	C601	<i>Setting up and Running an Extensive Reading program</i> , Rob Waring
Sun 09:00-10:45	C601	<i>Student Reading Habits and Perceptions: Before and after Extensive Reading</i> , Richard Lemmer
Sun 09:00-10:45	C601	<i>The ER Program at Pusan University of Foreign Studies</i> , Rocky Nelson
Sun 09:00-10:45	C601	<i>Types and Consequences of Information Control in Short-story Simplification</i> , Shuchen Chang
Sun 10:00-10:45	B109	<i>Making Fluent Readers with Technology-Blended Instruction</i> , Sarah Kim
Sun 10:00-10:45	B161	<i>Reading Street and the Teaching of Thinking Readers</i> , Alison Davis
Sun 10:00-10:45	C504	<i>Easy Reading and Long-Lasting Vocabulary</i> , Gabriel Allison
Sun 10:00-10:45	C601	<i>Book Circles and Extensive Reading (Continued)</i> , Scott Miles
Sun 14:00-14:45	B111	<i>Read and Discover the World Through Non-fiction Readers</i> , Jessica Magnusson
Sun 14:00-14:45	C608	<i>Increasing Reading Comprehension: A Dramatic Approach</i> , Dean Dawson
Sun 15:00-15:25	C503	<i>Students' Reactions to Literature Circles in the Content-based Classroom</i> , David Williams
Sun 15:00-15:25	M101	<i>EFL Reading with Illustrations: Greater Connectivity Potential than WeThought?</i> , Anne C. Ihata

Management

Sun 14:00-14:45	S104	<i>A Balance to be Reckoned With: Two Studies on ELT Management</i> , Rachel Heppner Kroeker
Sun 14:00-14:45	S104	<i>A Balance to be Reckoned With: Two Studies on ELT Management</i> , Justin Kroeker

Multiple Skills

Sat 09:00-09:45	B107	<i>The Effective Use of Television in a Listening Class</i> , Dion Clingwall
Sat 09:00-09:45	B111	<i>Speaking Activities and Stories for the Kindergarten Classroom!</i> , Julie Hwang
Sat 09:00-09:45	B121	<i>Testing the Four Language Skills in a University-wide Program</i> , Neil Heffernan
Sat 09:00-09:45	B142	<i>Transforming Apathy into Activeness: TBLT with Self- and Peer-Evaluation</i> , Daniel Broudy
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Sat 09:00-09:45	B142	<i>Transforming Apathy into Activeness: TBLT with Self- and Peer-Evaluation</i> , Chris Valvona
Sat 09:00-09:45	B166	<i>Students Teaching and Learning about Their Own Culture</i> , Kyle Philip Devlin
Sat 09:00-09:45	B168	<i>Tools to Keep Students Active and Involved Outside the Language Classroom</i> , Tim Thompson
Sat 09:00-09:45	B178	<i>More Than Entertainment: Interacting with Video in the Elementary Classroom</i> , Adam Boothe

Sat 09:00-09:45	C504	<i>Peer Teaching with Authentic Materials in University English Courses</i> , Nathan Paul Krug
Sat 09:00-09:45	C504	<i>Peer Teaching with Authentic Materials in University English Courses</i> , Frank Tucker
Sat 09:00-09:45	C504	<i>Peer Teaching with Authentic Materials in University English Courses</i> , Raymond Wong
Sat 09:00-09:45	M104	<i>Practical Solutions to Plagiarism</i> , Bridget Ashley Megon McGregor
Sat 09:00-09:45	M104	<i>Practical Solutions to Plagiarism</i> , Irene J. Park
Sat 09:00-10:20	C601	<i>Webgems: Resourcing your Classroom on the Internet</i> , Tory Thorkelson
Sat 10:00-10:25	B168	<i>Culture Experience Programmes: Language Teaching by Stealth</i> , Stephen M. Ryan
Sat 10:00-10:45	B111	<i>Skills for Success: Eloquent and Expressive English Language Learning</i> , Rebecca Fletcher
Sat 10:00-10:45	B111	<i>Skills for Success: Eloquent and Expressive English Language Learning</i> , Jessica Magnusson
Sat 10:00-10:45	B142	<i>Incorporating New Technology in the Classroom</i> , Kostas Paixos
Sat 10:00-10:45	B112	<i>Embracing Product and Process in a Task-Based Approach to Teaching Writing</i> , Brian Rasmussen
Sat 10:00-10:45	B112	<i>Embracing Product and Process in a Task-Based Approach to Teaching Writing</i> , Grace H. Wang
Sat 10:00-10:45	C503	<i>Starship English: a Better Way to Teach and Learn</i> , Ken Beatty
Sat 10:25-10:50	B168	<i>Developing Policy and Strategies for Improving Teaching English at Primary Levels in Thailand</i> , Khacheenuj Chaovanapricha
Sat 10:25-10:50	B168	<i>Developing Policy and Strategies for Improving Teaching English at Primary Levels in Thailand</i> , Kanjana Chartrakul
Sat 14:30-15:15	B111	<i>Fabulous Language Skills Training with American Family and Friends!</i> , Julie Hwang
Sat 14:30-15:15	B142	<i>Personalization and Skills Building</i> , Gilly Dempster
Sat 14:30-15:15	B161	<i>How to have Fun and Teach Your Students at the Same Time</i> , Susan Kim
Sat 14:30-15:15	B168	<i>Christian Teaching in Practice: Resources for Christian English teachers</i> , Bryan Bissell
Sat 14:30-15:15	B168	<i>Christian Teaching in Practice: Resources for Christian English teachers</i> , Virginia Hanslien
Sat 14:30-15:15	B168	<i>Christian Teaching in Practice: Resources for Christian English teachers</i> , Heidi Vande Voort Nam
Sat 14:30-15:15	B178	<i>Supplemental Activities that Work</i> , Rebecca Elliott
Sat 14:30-15:15	C601	<i>Adding a Piece to the Puzzle: Three Dimensional Jigsaw Reading</i> , Matthew Coomber
Sat 14:30-15:15	M104	<i>The Ideal Course Book for Young Learners</i> , Kostas Paixos
Sat 10:00-10:25	B178	<i>Application of a Data-driven Learning Approach in Taiwan EFL Teaching</i> , Hsing-Chin Lee Lee
Sat 10:25-10:50	B166	<i>Reducing Student Embarrassment: Teachers' Uses of 'Hygiene Resources'</i> , Will Lingle
Sun 09:00-09:45	B107	<i>Comparing Online Social Networks in an EFL Learning Context</i> , Becca Barker
Sun 09:00-09:45	B121	<i>Comics in the Classroom</i> , Peadar Callaghan
Sun 09:00-09:45	M103	<i>Encouraging Communicative Competence for Korean Students through Culturally Pluralistic Texts and Media</i> , Geoffrey Goodman

Sun 09:00-10:20	C505	<i>Movie Making</i> , Han Min Seo
Sat 14:30-15:50	B166	<i>Online Animations for Language Learners</i> , Daniel Beck
Sun 10:00-10:45	B166	<i>How Presentations Can Teach Students to be Facilitators in the EFL Classroom</i> , Richard Silver
Sat 10:00-10:45	B164	<i>Who We Are: Task Based Activities to Develop Learner Identity</i> , Sara Davila
Sun 10:25-10:50	B166	<i>Talking it Through: Students Discuss Reformulations of Their Short Stories</i> , Jennifer Yphantides
Sun 14:00-14:45	B109	<i>A Content-Rich Solution to Middle School Motivation</i> , Carmella Lieske
Sun 14:00-14:45	B142	<i>From Video Input to Verbal Output: Listening and Speaking, Language and Culture</i> , Andy Curtis
Sun 14:00-14:45	B167	<i>Toastmasters: For Teachers and Students</i> , Rusty Hitt
Sun 14:00-14:45	B167	<i>Toastmasters: For Teachers and Students</i> , Robert Kienzle
Sun 14:00-15:45	C601	<i>The Dongguk Integrated Course Experiment: Course Design and Proposal</i> , Maria Pinto
Sun 14:00-15:45	C601	<i>The Dongguk Integrated Course Experiment: Grammar and Writing</i> , John Angus MacCaull
Sun 14:00-15:45	C601	<i>The Dongguk Integrated Course Experiment: Reading and Listening</i> , Lyndon Hott
Sun 14:00-15:45	C601	<i>The Dongguk Integrated Course Experiment: Working with the Administration</i> , John Wendel
Sun 15:25-15:50	S104	<i>Storytelling Across the Curriculum for Young Learners</i> , Gavin Farrell
Sun 15:00-15:45	B107	<i>Digital Storytelling: A Way to get Students to Express Themselves and Learn</i> , Justin McKibben
Sun 15:00-15:45	B142	<i>Bringing Blended Learning into Mainstream ELT</i> , Roger Palmer
Sun 15:25-15:50	M101	<i>A Better Way of Collaboration for Higher Level of Thinking</i> , Sebastien Muncaster
Sun 15:25-15:50	M101	<i>A Better Way of Collaboration for Higher Level of Thinking</i> , Jin-kyu Park

Pragmatics / Discourse

Sat 09:00-09:45	M103	<i>Examining Teaching Practice Through Questions</i> , Colin Skeates
Sun 14:00-14:25	S106	<i>Gesture as a Speech Act Equivalent in English Discourse</i> , Maria Dyuzheva
Sun 14:00-14:25	S106	<i>Gesture as a Speech Act Equivalent in English Discourse</i> , Tatyana Vlasova
Sun 14:00-14:25	B164	<i>Raising EFL Teachers' Awareness of Pragmatic Elements of L2 Teaching</i> , Julian Chapple
Sun 14:00-14:25	B164	<i>Raising EFL Teachers' Awareness of Pragmatic Elements of L2 Teaching</i> , Shoichi Matsumura

Professional / Teacher Development

Sat 10:00-10:45	B167	<i>Innovations in Online Teacher Training Practica</i> , Lesley Painter-Farrell
Sat 10:25-10:50	B109	<i>Critical Friends Groups: An Opportunity to Reflect on Practice</i> , Rob Higgins
Sat 14:30-15:15	C505	<i>TKT: An Opportunity for Professional Development</i> , Soo Ha Sue Yim
Sat 14:30-15:15	C608	<i>Supplementing Learning and Training Materials - A Global Perspective</i> , George Scholz

Sat 14:30-15:15	M101	<i>Where next with your Professional Development?</i> , Sue Garton
Sun 10:00-10:45	B121	<i>The Instructional Conversation: Using Intercultural Conversations to Share Cross-cultural Teaching Expertise</i> , Julie Ciancio
Sun 10:00-10:45	B121	<i>The Instructional Conversation: Using Intercultural Conversations to Share Cross-cultural Teaching Expertise</i> , Lynne Diaz-Rico
Sun 10:00-10:45	B112	<i>Study TESOL in Australia</i> , Ellen (Haerim) Lee
Sun 10:00-10:45	C608	<i>The Art of Presenting an Effective Poster</i> , Mark James
Sun 10:25-10:50	B167	<i>Do I Have to Do This? Peer Supported EFL Teacher Reflection</i> , Quint Oga-Baldwin
Sun 14:00-14:45	B178	<i>Reflecting on Teaching: Looking at Beliefs and Perceptions</i> , Andrew Finch
Sun 14:00-14:45	C504	<i>The CELTA</i> , James Forrest
Sun 14:00-14:45	C505	<i>The New School MA TESOL: Keys to Effective Online Learning</i> , Lesley Painter-Farrell
Sun 09:00-09:45	B164	<i>Teacher Trainee Reflections on Poor Exam Results - Study Orientation Insights</i> , H. Douglas Sewell
Sun 14:00-15:45	Music Lobby	<i>Part of the Solution: Involving Expat Teachers in Helping Emotionally Distressed Students</i> , Ksan Rubadeau
Sun 15:00-15:45	B167	<i>Reflecting on Teacher Development</i> , David E. Shaffer
Sun 15:00-15:45	B178	<i>Constructing Your Professional Identity Through Self-reflection</i> , Thomas Farrell
Sun 14:00-14:25	B164	<i>Raising EFL Teachers' Awareness of Pragmatic Elements of L2 Teaching</i> , Julian Chapple
Sun 14:00-14:25	B164	<i>Raising EFL Teachers' Awareness of Pragmatic Elements of L2 Teaching</i> , Shoichi Matsumura
Sun 09:00-09:45	B142	<i>Keeping Teaching Fresh: Characteristics of Teachers Who Learn</i> , Marshall Brewer

Second Language Acquisition

Sat 14:30-14:55	S104	<i>How do good language learners learn English in Taiwan?</i> , Chia-Ti (Heather) Tseng
Sun 09:00-10:45	Music Lobby	<i>The Effects of Meaning Negotiation, Feedback and Uptake on SLA.</i> , Kyungjin Joo
Sun 10:25-10:50	M103	<i>Operationalising the SSARC Model in an Academic Language Course</i> , Miyuki Nakatsugawa
Sun 10:00-10:25	B167	<i>A Vygotskian Perspective on Good Language Learners: A Case of Four ESL learners</i> , Jin-Suk Yang
Sun 10:25-10:50	S104	<i>Best Predictor of English Vocabulary Learning Among Taiwanese Young Learners</i> , Yu-cheng Sieh
Sun 15:00-15:45	C608	<i>Getting L2 Learners of English to Form Grammar Rules Inductively</i> , Roger Fusselman
Sun 15:00-15:25	M101	<i>EFL Reading with Illustrations: Greater Connectivity Potential than We Thought?</i> , Anne C. Ihata

Technology-Enhanced / CALL / CMI / MALL

Sat 09:00-09:45	B168	<i>Tools to Keep Students Active and Involved Outside the Language Classroom</i> , Tim Thompson
Sat 09:00-10:20	C601	<i>Webgems: Resourcing your Classroom on the Internet</i> , Tory Thorkelson

Sat 10:00-10:45	B142	<i>Incorporating New Technology in the Classroom</i> , Kostas Paixos
Sat 09:00-09:45	B109	<i>Easy Online Presentations with 'Voicethread'</i> , Ian Brown
Sat 10:00-10:45	C504	<i>Bringing the 'Real-World' into the Classroom</i> , Gilly Dempster
Sat 10:25-10:50	S106	<i>English Composition in an EFL Context in Taiwan: A Pedagogical Consideration</i> , Yiu Nam Leung
Sat 14:30-15:15	B121	<i>Oral Dialogue Journals: Theory and Implementation in the Classroom</i> , Don Makarchuk
Sat 14:30-15:15	B112	<i>ProofWriter™: A New Online Service from ETS</i> , Peter Kim
Sat 14:30-15:15	M105	<i>What can CALL do for Vocabulary Learning?</i> , Anders McCarthy
Sat 14:30-15:15	M105	<i>What can CALL do for Vocabulary Learning?</i> , Scott Miles
Sat 14:30-15:15	S106	<i>Evaluating CALL Materials: How About an iPhone?</i> , Stafford Lumsden
Sun 09:00-09:45	B107	<i>Comparing Online Social Networks in an EFL Learning Context</i> , Becka Barker
Sun 09:00-09:45	B111	<i>Have Fun Digitally with the Let's Go iTools</i> , Justin Chang
Sun 09:00-09:45	B166	<i>Applying the Organic ESL Classroom in the Twenty-First Century</i> , James Life
Sat 14:30-15:50	B166	<i>Online Animations for Language Learners</i> , Daniel Beck
Sun 09:00-10:45	Music Lobby	<i>Fine-tuning Discourse in EFL Electronic Discussion</i> , Montri Tangpijaikul
Sun 09:00-10:45	Music Lobby	<i>Online and Interactive Corpus-based Courses</i> , Trudie Heiman
Sun 10:25-10:50	M105	<i>E-learning on a Shoestring</i> , Nicholas Bovee
Sun 10:25-10:50	M105	<i>E-learning on a Shoestring</i> , Jeffrey Stewart
Sun 14:00-14:45	B121	<i>Engage me: 21st Century Learners and Technology</i> , David Nunan
Sun 14:00-14:45	B161	<i>Webbed TBL+CBI: Using Internet for Content & English through tasks</i> , Robert J. Dickey
Sun 14:00-14:45	M104	<i>ProofWriter™: A New Online Service from ETS</i> , Peter Kim
Sun 15:00-15:45	B109	<i>Developing Students' Speaking Ability with Weekly Online Diaries</i> , Emilie Masson
Sun 15:00-15:45	B142	<i>Bringing Blended Learning into Mainstream ELT</i> , Roger Palmer

Video

Sat 09:00-09:45	B107	<i>The Effective Use of Television in a Listening Class</i> , Dion Clingwall
Sat 09:00-09:45	B178	<i>More Than Entertainment: Interacting with Video in the Elementary Classroom</i> , Adam Boothe
Sat 09:00-10:45	Music Lobby	<i>The Effect of Exposure to Mass Media on Speaking Fluency</i> , Taher Bahrani
Sun 09:00-10:20	C505	<i>Movie Making</i> , Han Min Seo
Sun 10:00-10:45	B178	<i>Rightside-up Answers to Pan-Asian Pronunciation Challenges</i> , Daniel Evans
Sun 10:00-10:25	M105	<i>Testing the Tests: A Procedure for Validating Television Comprehension Tests</i> , Michael Rodgers
Sun 15:00-15:45	B107	<i>Digital Storytelling: A Way to get Students to Express Themselves and Learn</i> , Justin McKibben

Vocabulary

Sat 15:30-16:15	B111	<i>Interactive and Visually Stimulating Dictionary Teaching Resources</i> , Jessica Magnusson
-----------------	------	---

Sun 09:00-09:45	B167	<i>Using Lexical Profiling to Aid Student Fluency and Vocabulary Acquisition</i> , John Honisz-Greens
Sun 09:00-10:45	Music Lobby	<i>The Effects of Meaning Negotiation, Feedback and Uptake on SLA.</i> , Kyungjin Joo
Sun 10:00-10:25	S104	<i>The Development of EAP Vocabulary Learning Materials for University Students</i> , Craig Smith
Sun 10:00-10:45	B107	<i>What are the Ten Most Effective Vocabulary Activities?</i> , Paul Nation
Sun 10:00-10:45	M104	<i>Building Vocabulary from Word Roots</i> , Chanmi Hong
Sun 10:25-10:50	M105	<i>E-learning on a Shoestring</i> , Nicholas Bovee
Sun 10:25-10:50	M105	<i>E-learning on a Shoestring</i> , Jeffrey Stewart
Sun 10:25-10:50	S104	<i>Best Predictor of English Vocabulary Learning Among Taiwanese Young Learners</i> , Yu-cheng Sieh
Sun 14:00-14:45	B166	<i>Corpus in the Classroom</i> , Doug Huffer
Sun 14:00-14:45	B112	<i>Vocabulary Learning: More Than Just Memorization</i> , Allison Bill

Writing

Sat 09:00-09:45	M105	<i>Error Logs: Helping Students Monitor and Improve Their Writing</i> , Heather Pokotylo
Sat 09:00-10:20	C505	<i>Going From Print to Digital Interactive and Online</i> , Trudie Heiman
Sat 10:00-10:25	S105	<i>How does Collaboration Influence Students' Development of Writing Skills?</i> , Noriko Kurihara
Sat 10:00-10:25	B166	<i>How Anonymity Affects Feedback in the Peer Review Process</i> , Matthew Coomber
Sat 10:00-10:25	B166	<i>How Anonymity Affects Feedback in the Peer Review Process</i> , Richard Silver
Sat 10:00-10:45	M103	<i>Updating the Research Paper: New Approaches in Academic Writing</i> , Susan Kelly
Sat 10:00-10:45	M104	<i>A Friendly Guide to Paragraph and Essay Writing</i> , Gabriel Allison
Sat 10:25-10:50	S106	<i>English Composition in an EFL Context in Taiwan: A Pedagogical Consideration</i> , Yiu Nam Leung
Sat 14:30-15:15	B107	<i>The Power of Creative Writing</i> , Alan Maley
Sun 09:00-09:45	B109	<i>Weaving Critical Thinking into Our Reading and Writing Classes</i> , Michael Cahill
Sun 09:00-09:45	C504	<i>Re-reading and Re-reading Charts as an Integral Part of Teaching Writing</i> , Eric Gondree
Sun 09:00-10:45	Music Lobby	<i>Fine-tuning Discourse in EFL Electronic Discussion</i> , Montri Tangpijaikul
Sun 10:00-10:45	C503	<i>Wright Right: How to Build Basic Writing Skills</i> , Gemma Kang
Sun 15:00-15:45	C504	<i>Comprehensive Solution for Evaluating Written Work</i> , Chanmi Hong
Sun 15:00-15:45	M103	<i>Writing It UP: What Research about Research Writing Reveals</i> , Marilyn Plumlee
Sun 15:00-15:45	M105	<i>Beyond Brainstorming - Using Color-Coding to Organize Student Writing</i> , Bryan Fox
Sun 15:25-15:50	B168	<i>Finding our way: Plagiarism, the Internet, and an MATESOL program</i> , Sergey Butakov
Sun 15:25-15:50	B168	<i>Finding our way: Plagiarism, the Internet, and an MATESOL program</i> , Eric Reynolds

Presenter Index

Allison Gabriel

A Friendly Guide to Paragraph and Essay Writing
YL/VYL/S

M104

Sat 10:00-10:45

Allison Gabriel

Easy Reading and Long-Lasting Vocabulary
YL/VYL/S

C504

Sun 10:00-10:45

Arao Hiroko

A Study of Cultural Factors in Junior High-school English Textbooks Approved in Korea and Japan
S105

Sat 09:25-09:50

Bahrani Taher

The Effect of Exposure to Mass Media on Speaking Fluency

U/A

Music Lobby

Sat 09:00-10:45

Bailey Kathleen

Future Directions in Teaching English in a Global Context: Policies, Planning, Methods, and Materials

Samsung Centennial C201 (simulcast M608)

Sat 17:30-18:45

Barker Becka

Comparing Online Social Networks in an EFL Learning Context

U/A

B107

Sun 09:00-09:45

Barrett Tyler

Using Corpus as a Means to Promote Authentic Language in English Textbooks

S/U/A

S104

Sat 10:00-10:25

Barron Jody

Cultural Conceptions: Recognizing and Integrating Culture into Classes

U/A/B

M101

Sun 09:00-09:45

Bartlett C Craig

Autonomy and Motivation: A Tale of Two Learners

U/A

B168

Sun 09:00-09:45

Beatty Ken

Starship English: A Better Way to Teach and Learn

YL/VYL

C503

Sat 10:00-10:45

Beck Daniel

Online Animations for Language Learners

S/U/A/B

B166

Sat 14:30-15:50

Bill Allison

Vocabulary Learning: More Than Just Memorization

YL/VYL/S/U/A/B

B112

Sun 14:00-14:45

Bissell Bryan

Christian Teaching in Practice: Resources for Christian English teachers

U/A

B168

Sat 14:30-15:15

Black Grant

Assessing Intercultural Experience and Achievement in At-risk Language Learners

U

S104

Sat 14:55-15:20

Blyth Andrew

A Qualitative Study of How Teachers Currently Teach Listening in Japan

S/U/A

B164

Sun 14:25-14:50

Boothe Adam

More Than Entertainment: Interacting with Video in the Elementary Classroom

YL/VYL

B178

Sat 09:00-09:45

Bovee Nicholas

E-learning on a Shoestring

U

M105

Sun 10:25-10:50

Breaux Gunther

How to Easily and Accurately Grade Speaking, With and Without a Speaking Test.

U/A

B168

Sun 14:00-15:20

Brewer Marshall

Keeping Teaching Fresh: Characteristics of Teachers Who Learn

YL/VYL/S/U/A/B

B142

Sun 09:00-09:45

Broudy Daniel

Transforming Apathy into Activeness: TBLT with Self- and Peer- Evaluation

U/A

B142

Sat 09:00-09:45

Brown Ian

Easy Online Presentations with 'Voicethread'

S/U/A/B

B109

Sat 09:00-09:45

Butakov Sergey

Finding our way: Plagiarism, the Internet, and an MATESOL program

U/A

B168

Sun 15:25-15:50

Cahill Michael

Five Steps to Academic Reading Success

S/U/A

B161

Sat 09:00-09:45

Cahill Michael

How do We Teach the New Literacies?

S/U/A

C503

Sat 14:30-15:15

Cahill Michael

Weaving Critical Thinking into Our Reading and Writing Classes

YL/VYL/S/U/A/B

B109

Sun 09:00-09:45

Cahill Michael - changed to Carmella Lieske

A Content-Rich Solution to Middle School Motivation Blues

S

B109

Sun 14:00-14:45

Cahill Michael

Bringing Culture into your Classroom

U

C505

Sun 15:00-15:45

Callaghan Peadar

Comics in the Classroom

YL/VYL/S/U/A

B121

Sun 09:00-09:45

Cates Kip

The Asian Youth Forum: English for Inter-Asian Understanding

S/U/A

Music Lobby

Sat 09:00-10:45

Cates Kip

Language Learning in Asia: The Students' View

S/U/A

B121

Sun 15:00-15:45

Chang Justin

Read Your Way to Better English with Dominoes and The Oxford Bookworms Library!

YL/VYL/S/U

B111

Sat 13:30-14:15

Chang Justin

Have Fun Digitally with the Let's Go iTools

YL/VYL

B111

Sun 09:00-09:45

Chang Shuchen

Types and Consequences of Information Control in Short-story Simplification

S/U

C601

Sun 09:00-10:45

Chaovanapricha Khacheenuj

Developing Policy and Strategies for Improving Teaching English at Primary Levels in Thailand

YL/VYL

B168

Sat 10:25-10:50

Chapple Julian

Raising EFL Teachers' Awareness of Pragmatic Elements of L2 Teaching

YL/VYL

B164

Sun 14:00-14:25

Charttrakul Kanjana

Developing Policy and Strategies for Improving Teaching English at Primary Levels in Thailand

YL/VYL

B168

Sat 10:25-10:50

Cheng Liying

Teachers' Grading Practices: Influencing Factors, Meaning, and Values Assigned

S/U

B166

Sun 10:00-10:25

Cheung Kai-chong

Teaching Business English in Graduate Level

B

S106

Sat 10:00-10:25

Chujo Junko

Incorporation and Evaluation of Jazz Chants in Japanese University English Class

U

C505

Sat 10:25-10:50

Ciancio Julie

The Instructional Conversation: Using Intercultural Conversations to Share Cross-cultural Teaching Expertise

U/A

B121

Sun 10:00-10:45

Clingwall Dion

The Effective Use of Television in a Listening Class

S/U/A

B107

Sat 09:00-09:45

Coomber Matthew

How Anonymity Affects Feedback in the Peer Review Process

B166

Sat 10:00-10:25

Coomber Matthew

Adding a Piece to the Puzzle: Three Dimensional Jigsaw Reading

U/A

C601

Sat 14:30-15:15

Crandall JoAnn (Jodi)

Negotiating Identity in the Global English Classroom

Samsung Centennial C201 (simulcast M608)

Sat 15:30-16:15

Cummings Martha

Future Directions in Teaching English in a Global Context: Policies, Planning, Methods, and Materials

Samsung Centennial C201 (simulcast M608)

Sat 17:30-18:45

Cummings Martha Clark

Diversifying Curriculum Design

B121

Sat 10:00-10:45

Curtis Andy

Know Thyself: What can we learn about reflective practice from other professions?

B107**Sat 13:30-14:15****Curtis Andy**

From Video Input to Verbal Output: Listening and Speaking, Language and Culture

S/U/A/B

B142**Sun 14:00-14:45****Dai Wei Yang**

Constructing a New Binding Theory and Practices in English Reading Instruction

U

S106**Sat 09:25-09:50****Dalby Kristin**

Negotiating in the Korean University ELT Classroom

U/A

M101**Sun 10:00-10:45****Dalby Tim**

Team Teaching in Public Schools in Korea: Some Principles, Practices and Ideas

YL/VYL/S

M101**Sun 14:00-14:45****Davies Joshua**

Talk Like TED: Analyzing What Makes Great Speeches Great - CANCELLED

U/A/B

M105**Sun 14:00-14:45****Davila Sara**

Who We Are: Task Based Activities to Develop Learner Identity

YL/VYL/S/U

B164**Sat 10:00-10:45****Davis Alison**

Language Central-English through US Curriculum

YL/VYL

B112**Sat 09:00-09:45****Davis Alison**

Reading Street and the Teaching of Thinking Readers

YL/VYL

B161**Sun 10:00-10:45****Dawson Dean**

Increasing Reading Comprehension: A Dramatic Approach

YL/VYL/S/U

C608**Sun 14:00-14:45****Dempster Gilly**

Bringing the 'Real-World' into the Classroom

YL/VYL

C504**Sat 10:00-10:45****Dempster Gilly**

Personalization and Skills Building

YL/VYL

B142**Sat 14:30-15:15****Devlin Kyle Philip**

Students Teaching and Learning about Their Own Culture

S/U/A

B166**Sat 09:00-09:45****Diaz-Rico Lynne**

The Instructional Conversation: Using Intercultural Conversations to Share Cross-cultural Teaching Expertise

U/A

B121**Sun 10:00-10:45****Dickey Robert J.**

Webbed TBL+CBI: Using Internet for Content & English through tasks

S/U/A

B161**Sun 14:00-14:45****Doshi Sheema**

Multimedia and CALL-Special Interest Group Meet and Greet

B166**Sat 12:15-13:15**

Dougan Aaron
Daejeon-Chungcheong
M104
Sat 12:15-13:15

Duff Patricia
Language Socialization, Identity, and English Language Education
Samsung Centennial C201 (simulcast M608)
Sat 16:30-17:15

Duff Patricia
Investigating Identity in Language Learning and Teaching Using Qualitative Research Methods
B107
Sun 14:00-14:45

Dusthimer Carl
The Asian Youth Forum: English for Inter-Asian Understanding
S/U/A
Music Lobby
Sat 09:00-10:45

Dusthimer Carl
International Minded Readers with IB Journeys
YL/VYL/S
M103
Sat 14:30-15:15

Dusthimer Carl
Language Learning in Asia: The Students' View
S/U/A
B121
Sun 15:00-15:45

Dyuzheva Maria
Gesture as a Speech Act Equivalent in English Discourse
A
S106
Sun 14:00-14:25

Elliott Rebecca
Supplemental Activities that Work
YL/VYL
B178
Sat 14:30-15:15

Elliott Rebecca
Making Grammar Fun
YL/VYL

B161
Sun 09:00-09:45

Ellis Rod
Future Directions in Teaching English in a Global Context: Policies, Planning, Methods, and Materials
Samsung Centennial C201 (simulcast M608)
Sat 17:30-18:45

Evans Daniel
Rightside-up Answers to Pan-Asian Pronunciation Challenges
YL/VYL/S/U/A
B178
Sun 10:00-10:45

Fang Xing
"Have you eaten yet?": Reappraising Pragmatics in China's English Education - CANCELLED
S/U/A/B
C601
Sat 10:25-10:50

Farrell Thomas
Exploring the Professional Role Identities of ESL Teachers Through Reflective Practice
Samsung Centennial C201 (simulcast M608)
Sun 13:00-13:45

Farrell Thomas
Constructing Your Professional Identity Through Self-reflection
YI/VYL/S/U/A/B
B178
Sun 15:00-15:45

Farrell Gavin
Storytelling Across the Curriculum for Young Learners
YL/VYL
S104
Sun 15:25-15:50

Finch Andrew
The Postmodern Language Teacher
B121
Sat 15:30-16:15

Finch Andrew
Reflecting on Teaching: Looking at Beliefs and Perceptions

YL/VYL/S/U/A/U

B178

Sun 14:00-14:45

Fletcher Rebecca

Skills for Success: Eloquent and Expressive English Language Learning

U/A

B111

Sat 10:00-10:45

Fletcher Rebecca

Tried and True Teaching Methodology with New Digital Support: A Winning Combination!

U/A

B111

Sun 10:00-10:45

Fletcher Rebecca

Active and Accurate: Grammar for Young Learners

YL/VYL

B111

Sun 15:00-15:45

Forrest James

The CELTA

YL/VYL/S/U/A/B

C504

Sun 14:00-14:45

Fox Bryan

Beyond Brainstorming - Using Color-Coding to Organize Student Writing

S/U/A

M105

Sun 15:00-15:45

Fusselman Roger

Getting L2 Learners of English to Form Grammar Rules Inductively

YL/VYL/S/U/A

C608

Sun 15:00-15:45

Garton Sue

Where next with your Professional Development?

YL/VYL/S/U/A/B

M101

Sat 14:30-15:15

Garton Sue

Teaching English to Young Learners: Global

Views and Local Contexts

YL/VYL/S

B112

Sun 09:00-09:45

Gondree Eric

Re-reading and Re-reading Charts as an Integral Part of Teaching Writing

U

C504

Sun 09:00-09:45

Goodman Geoffrey

Encouraging Communicative Competence for Korean Students through Culturally Pluralistic Texts and Media

YL/VYL/S/U/A/B

M103

Sun 09:00-09:45

Gordon Jennifer

Redefining our Strengths: A Look at Faculty Women of Color in TESOL

U

B164

Sun 14:25-14:50

Graham Ray

Elicited Imitation Revisited as a Technique for Measuring Oral Language Proficiency

S/U/A

C504

Sat 14:30-15:15

Hafenstein Patrick

The Green Teacher is a Digital Teacher

U/A

M104

Sun 09:00-09:45

Hafenstein Patrick

Are You Getting Paid for Lesson Preparation Time?

U/A

B161

Sun 15:00-15:45

Haggerty John

The Polarizing Effect of High-Stakes Testing on Young ELLs

YL/VYL/S/U

C505

Sun 10:25-10:50

Hanslien Virginia

Christian Teaching in Practice: Resources for Christian English teachers

U/A

B168

Sat 14:30-15:15

Hartsell Layne

Imperialistic Influences in English Teaching

YL/VYL/S/U

M101

Sat 09:00-09:45

Heffernan Neil

Testing the Four Language Skills in a University-wide Program

U

B121

Sat 09:00-09:45

Heigham Juanita

Student Leaders: How Volunteer Peer-leaders Inspire

U

S109

Sat 10:00-10:25

Heiman Trudie

Going From Print to Digital Interactive and Online

S/U/A

C505

Sat 09:00-10:20

Heiman Trudie

Online and Interactive Corpus-based Courses

S/U/A

Music Lobby

Sun 09:00-10:45

Heppner Kroeker Rachel

A Balance to be Reckoned With: Two Studies on ELT Management

S/U/A

S104

Sun 14:00-14:45

Higgins Rob

Critical Friends Groups: An Opportunity to Reflect on Practice

U

B109

Sat 10:25-10:50

Hitt Rusty

Toastmasters: For Teachers and Students

U/A/B

B167

Sun 14:00-14:45

Hong Chanmi

Building Vocabulary from Word Roots

YL/VYL/S

M104

Sun 10:00-10:45

Hong Chanmi

Comprehensive Solution for Evaluating Written Work

S/U/A

C504

Sun 15:00-15:45

Honisz-Greens John

Using Lexical Profiling to Aid Student Fluency and Vocabulary Acquisition

S/U/A

B167

Sun 09:00-09:45

Hood Michael

Raising Voices, Crossing Boundaries: Japanese Students in American Universities

U

S105

Sat 10:25-10:50

Hosbach Joseph

Enticing the Interests of E.F.L. Students to think Globally: Authentic Texts

U

Music Lobby

Sun 09:00-10:45

Hott Lyndon

The Dongguk Integrated Course Experiment: Reading and Listening

U

C601

Sun 14:00-15:45

Huffer Doug

Corpus in the Classroom

U/A/B
B166

Hwang Julie
Speaking Activities and Stories for the Kindergarten Classroom!
YL/VYL
B111
Sat 09:00-09:45

Hwang Julie
Fabulous Language Skills Training with American Family and Friends!
YL/VYL
B111
Sat 14:30-15:15

Hwang Sunhae
A Study of English Learner's Attitude for Autonomy in Korea's EFL Settings
B121
Sat 13:30-14:15

Ihata Anne C.
EFL Reading with Illustrations: Greater Connectivity Potential than WeThought?
S/U/A
M101
Sun 15:00-15:25

James Mark
The Art of Presenting an Effective Poster
YL/VYL/S/U/A
C608
Sun 10:00-10:45

Jolly Aaron D.
International Minded Readers with IB Journeys
YL/VYL/S
M103
Sat 14:30-15:15

Jolly Aaron D.
Growing Extensive Readers: From Kindergarten to Middle School
YL/VYL
C601
Sun 09:00-10:45

Joo Kyungjin
The Effects of Meaning Negotiation, Feedback and Uptake on SLA.

Sun 14:00-14:45

U
Music Lobby
Sun 09:00-10:45

Kang Gemma
Wright Right : How to Build Basic Writing Skills
YL/VYL
C503
Sun 10:00-10:45

Kang Gemma
Art Classic Stories are Specialized in Arts and Classic Stories.
YL/VYL
M103
Sun 14:00-14:45

Kang Nam-Joon
Why not CLIL or CBELT or Immersion but SBLT for an EFL Setting?
YL/VYL
B167
Sat 14:30-15:15

Kelly Susan
Updating the Research Paper: New Approaches in Academic Writing
U
M103
Sat 10:00-10:45

Kienzle Robert
Cultural Conceptions: Recognizing and Integrating Culture into Classes
U/A/B
M101
Sun 09:00-09:45

Kienzle Robert
Toastmasters: For Teachers and Students
U/A/B
B167
Sun 14:00-14:45

Kim Donald Young
Do It Yourself, Or With Others: Making Your Courses Digital
YL/VYL/S/U
C503

Sun 14:00-14:45

Kim Geo

Effective Phonics in the Era of Digital Education
YL/VYL

C503

Sat 09:00-09:45

Kim Kate

Building Fluency and Accuracy through Grammar
YL/VYL/S/U

M104

Sun 15:00-15:45

Kim Peter

ProofWriter™: A New Online Service from ETS
S/U/A/B

B112

Sat 14:30-15:15

Kim Peter

ProofWriter™: A New Online Service from ETS
S/U/A/B

M104

Sun 14:00-14:45

Kim Sarah

Making Fluent Readers with Technology-Blended Instruction

YL/VYL

B109

Sun 10:00-10:45

Kim William

Comprehension Skills Through Nonfiction Articles
YL/VYL

M105

Sat 10:00-10:45

Kimura Maiko

A Study of Cultural Factors in Junior High-school English Textbooks Approved in Korea and Japan
S

S105

Sat 09:25-09:50

Kirkpatrick Andy

Asian Englishes and English as a Lingua Franca in Asia: Which Model of English Should We Teach?

B121

Sun 11:00-11:45

Kroeker Justin

A Balance to be Reckoned With: Two Studies on ELT Management

S/U/A

S104

Sun 14:00-14:45

Krug Nathan Paul

Peer Teaching with Authentic Materials in University English Courses

U

C504

Sat 09:00-09:45

Kurihara Noriko

How does Collaboration Influence Students' Development of Writing Skills?

S

S105

Sat 10:00-10:25

Leaper David

Putting Students in their Place: An Analysis of a Commercially Produced Placement Test

U

B166

Sun 15:00-15:45

Lee Ellen (Haerim)

Study TESOL in Australia

YL/VYL/S/U/A/B

B112

Sun 10:00-10:45

Lee Hsing-Chin Lee

Application of Data-driven Learning Approach in Taiwan EFL Teaching

U

B178

Sat 10:00-10:25

Lee Sunny

Easy and Fun Speaking Practice

YL/VYL

C503

Sun 09:00-09:45

Lemmer Richard

Student Reading Habits and Perceptions: Before and after Extensive Reading

S/U/A

C601

Sun 09:00-10:45

Leung Yiu Nam

*English Composition in an EFL Context in Taiwan:
A Pedagogical Consideration*

U

S106

Sat 10:25-10:50

Life James

*Applying the Organic ESL Classroom in the
Twenty-First Century*

S/U

B166

Sun 09:00-09:45

Lingle Will

*Reducing Student Embarrassment: Teachers' Uses
of 'Hygiene Resources'*

YL/VYL/S/U/A/B

B166

Sat 10:25-10:50

Lucantonio Damian

*Using Argument Genres to Teach Academic
Spoken English*

U/A

B167

Sat 09:00-09:45

Lumsden Stafford

Evaluating CALL Materials: How About an iPhone?

YL/VYL/S/U/A/B

S106

Sat 14:30-15:15

Mac Donald Kara

*NESTs of Korean Heritage; Coming to Terms
with being NESTs of a Lower Worth*

YL/VYL/S/U/A/B

M103

Sun 10:00-10:25

MacCaull John Angus

Busan-Gyeongnam Chapter Meet and Greet

M105

Sat 12:15-13:15

MacCaull John Angus

*The Dongguk Integrated Course Experiment:
Grammar and Writing*

U

C601

Sun 14:00-15:45

Magnusson Jessica

*Skills for Success: Eloquent and Expressive
English Language Learning*

U/A

B111

Sat 10:00-10:45

Magnusson Jessica

*Interactive and Visually Stimulating Dictionary
Teaching Resources*

YL/VYL/S

B111

Sat 15:30-16:15

Magnusson Jessica

*Read and Discover the World Through Non-fiction
Readers*

YL/VYL/S

B111

Sun 14:00-14:45

Makarchuk Don

*Oral Dialogue Journals: Theory and Implementation
in the Classroom*

S/U/A

B121

Sat 14:30-15:15

Malarcher Casey

Have Your Students Just Speak Up!

YL/VYL/S/U/A

M101

Sat 10:00-10:45

Maley Alan

The Power of Creative Writing

S/U/A

B107

Sat 14:30-15:15

Maley Alan

*Future Directions in Teaching English in a
Global Context: Policies, Planning, Methods, and
Materials*

Samsung Centennial C201 (simulcast M608)

Sat 17:30-18:45

Maley Alan

Global English: Impacts, Illusions and Implications

B107

Sun 11:00-11:45

Manning Shaun Justin

Investigating Group Discussion Tests: Improving Performance Through Feedback

S/U/A

B178

Sun 09:00-09:45

Masson Emilie

Developing Students' Speaking Ability with Weekly Online Diaries

S/U/A

B109

Sun 15:00-15:45

Matsumura Shoichi

Raising EFL Teachers' Awareness of Pragmatic Elements of L2 Teaching

YL/VYL

B164

Sun 14:00-14:25

McCarthy Anders

What can CALL do for Vocabulary Learning?

S/U/A/B

M105

Sat 14:30-15:15

McGaughey John

Controversies in English Education: Language Policy and EFL Textbooks in Korea

S

S106

Sun 15:00-15:45

McGregor Bridget Ashley Megon

Practical Solutions to Plagiarism

S/U/A

M104

Sat 09:00-09:45

McKibben Justin

Digital Storytelling: A Way to get Students to Express Themselves and Learn

YL/VYL/S/U/A/B

B107

Sun 15:00-15:45

Menking Scott

Thai Students' Views of International Communication:

Pedagogical Implications

S/U/A

S104

Sun 15:00-15:25

Miles Scott

What can CALL do for Vocabulary Learning?

S/U/A/B

M105

Sat 14:30-15:15

Miles Scott

Book Circles and Extensive Reading

S/U/A

C601

Sun 09:00-09:45

Miles Scott

Book Circles and Extensive Reading (Continued)

S/U/A

C601

Sun 10:00-10:45

Miller Ross

Passport to Study Abroad: Preparing Students for the Journey of a Lifetime

U

B164

Sun 15:00-15:45

Muncaster Sebastien

A Better Way of Collaboration for Higher Level of Thinking

U

M101

Sun 15:25-15:50

Murakami Charlotte

Transforming Apathy into Activeness: TBLT with Self- and Peer- Evaluation

U/A

B142

Sat 09:00-09:45

Nadasdy Paul

Group Dynamics in Language Classrooms

U

B164

Sat 09:00-09:45

Nakatsugawa Miyuki

Operationalising the SSARC Model in an Academic Language Course
U

M103

Sun 10:25-10:50

Nam Heidi Vande Voort

Christian Teachers-Special Interest Group Meet and Greet

B168

Sat 12:15-13:15

Nam Heidi Vande Voort

Christian Teaching in Practice: Resources for Christian English teachers

U

B168

Sat 14:30-15:15

Nation Paul

How Many Words do My Learners Know and How Many do They Need?

Samsung Centennial C201 (simulcast M608)

Sat 11:30-12:15

Nation Paul

What are the Ten Most Effective Vocabulary Activities?

YL/VYL/S/U/A

B107

Sun 10:00-10:45

Nelson Rocky

The ER Program at Pusan University of Foreign Studies

S/U

C601

Sun 09:00-10:45

Nguyen Hue

Measuring Students' Progress by Using Canadian Language Bank Benchmark (CLB) in TESOL

A

C608

Sat 09:00-09:45

Nimmannit Suchada

Improving Language Learning Opportunities Through Chat Mail

B178

Sat 13:30-14:15

Nunan David

Future Directions in Teaching English in a Global Context: Policies, Planning, Methods, and Materials

Samsung Centennial C201 (simulcast M608)

Sat 17:30-18:45

Nunan David

Engage me: 21st Century Learners and Technology

YL/VYL/S/U/A

B121

Sun 14:00-14:45

Oga-Baldwin Quint

Do I Have to Do This? Peer Supported EFL Teacher Reflection

U

B167

Sun 10:25-10:50

Packard William

Using Basal Readers for Young Learners - Houghton Mifflin Harcourt Journeys

YL/VYL

B161

Sat 10:00-10:45

Painter-Farrell Lesley

Innovations in Online Teacher Training Practica

A

B167

Sat 10:00-10:45

Painter-Farrell Lesley

The New School MA TESOL: Keys to Effective Online Learning

YL/VYL/S/U/A/B

C505

Sun 14:00-14:45

Paixos Kostas

Incorporating New Technology in the Classroom

S/U

B142

Sat 10:00-10:45

Paixos Kostas

The Ideal Course Book for Young Learners

YL/VYL

M104

Sat 14:30-15:15

Palmer Roger*Bringing Blended Learning into Mainstream ELT*
S/U/A**B142****Sun 15:00-15:45****Park Anna HJ - Changed to Susan Kim***How to have Fun and Teach Your Students at the Same Time*

YL/VYL

B161**Sat 14:30-15:15****Park Irene J.***Practical Solutions to Plagiarism*

S/U/A

M104**Sat 09:00-09:45****Park Jin-kyu***A Better Way of Collaboration for Higher Level of Thinking*

U

M101**Sun 15:25-15:50****Park-Finch Heebon***Adapting Teaching to the Cultural Context*

S/U/A/B

B142**Sun 10:00-10:45****Peloghitis John***Projects for Teaching Business English*

A/B

Music Lobby**Sat 09:00-10:45****Peloghitis John***Assessing Intercultural Experience and Achievement in At-risk Language Learners*

U

S104**Sat 14:55-15:20****Pereyra Glichelle***Redefining our Strengths: A Look at Faculty Women of Color in TESOL*

U

B164**Sun 14:25-14:50****Phillips Carl***EFL Education in South Korea and the Phenomenon of Shame*

YL/VYL/S/U/A/B

S104**Sat 10:25-10:50****Pinto Maria***Constructing the Self: Teachers' Narratives of Teaching EFL*

YL/VYL/S/U/A/B

S104**Sat 09:25-09:50****Pinto Maria***The Dongguk Integrated Course Experiment: Introduction*

U

C601**Sun 14:00-15:45****Plumlee Marilyn***Writing It UP: What Research about Research Writing Reveals*

U

M103**Sun 15:00-15:45****Pokotylo Heather***Error Logs: Helping Students Monitor and Improve Their Writing*

S/U

M105**Sat 09:00-09:45****Putri Kartika Anindya***The Asian Youth Forum: English for Inter-Asian Understanding*

S/U/A

Music Lobby**Sat 09:00-10:45****Putri Kartika Anindya***Language Learning in Asia: The Students' View*

S/U/A

B121**Sun 15:00-15:45****Rasmussen Brian***Embracing Product and Process in a Task-Based Approach to Teaching Writing*

U

B112

Sat 10:00-10:45

Renandya Willy

Extensive Listening in an EFL Classroom in China

B107

Sat 10:00-10:45

Renandya Willy

The Use of (Non)Standard Features of English in Singapore Classrooms: Pedagogical Issues and Implications

B107

Sat 15:30-16:15

Reynolds Eric

Kimchee Smiles and Freedom Fries: Disentangling Cross-cultural Emotional Communication

YL/VYL/S/U/A/B

C608

Sat 10:25-10:50

Reynolds Eric

Research-Special Interest Group Meet and Greet

B167

Sat 12:15-13:15

Reynolds Eric

PAC Representatives Business Meeting

S106

Sun 09:00-10:45

Reynolds Eric

Finding our way: Plagiarism, the Internet, and an MATESOL program

U/A

B168

Sun 15:25-15:50

Roberts Tim

The Dongguk Integrated Course Experiment: Conversation

U

C601

Sun 14:00-15:45

Rodgers Michael

Testing the Tests: A Procedure for Validating Television Comprehension Tests

U

M105

Sun 10:00-10:25

Roloff Jennie

World Politics in the Classroom: Why Should We Bother?

U

Music Lobby

Sun 14:00-15:45

Rubadeau Ksan

Part of the Solution: Involving Expat Teachers in Helping Emotionally Distressed Students

YL/VYL/S/U/A/B

Music Lobby

Sun 14:00-15:45

Ryan Stephen M.

Culture Experience Programmes: Language Teaching by Stealth

S/U/A

B168

Sat 10:00-10:25

Sanpatchayapong Ubon

World-class Standard School Project: An Innovation or a Challenge?

S

C608

Sat 10:00-10:25

Sarobol Noppom

Implementing Cooperative Learning in the Classroom

A

B178

Sat 10:25-10:50

Scholz George

Supplementing Learning and Training Materials - A Global Perspective

YL/VYL/S/U/A/B

C608

Sat 14:30-15:15

Seo Han Min

Movie Making

YL/VYL/S/U/A

C505

Sun 09:00-10:20

Sewell H. Douglas

Teacher Trainee Reflections on Poor Exam Results - Study Orientation Insights

S/U/A/B

B164

Sun 09:00-09:45

Seymour Sherry

Daegu-Gyeongbuk Chapter Meet and Greet

M103

Sat 12:15-13:15

Shaffer David E.

Gwangju-Jeonnam Chapter Meet and Greet

M101

Sat 12:15-13:15

Shaffer David E.

Reflecting on Teacher Development

YL/VYL/S/U/A/B

B167

Sun 15:00-15:45

Shin Hyunkyung

Korean English Teachers' Perceptions

Towards Using Concept Check Questions in

Grammar Instruction

S/U

C503

Sun 15:25-15:50

Sieh Yu-cheng

Best Predictor of English Vocabulary Learning

Among Taiwanese Young Learners

YL/VYL

S104

Sun 10:25-10:50

Silver Richard

How Anonymity Affects Feedback in the Peer Review Process

U

B166

Sat 10:00-10:25

Silver Richard

How Presentations Can Teach Students to be Facilitators in the EFL Classroom

U

B168

Sun 10:00-10:45

Skeates Colin

Examining Teaching Practice Through Questions

A

M103

Sat 09:00-09:45

Smith Craig

The Development of EAP Vocabulary Learning Materials for University Students

U

S104

Sun 10:00-10:25

Song Heejin

Intercultural Negotiations: Glocal Identities in Korean EFL textbooks

S

S104

Sun 09:25-09:50

Song Heejin

Controversies in English Education: Language Policy and EFL Textbooks in Korea

S

S106

Sun 15:00-15:45

Stewart Jeffrey

E-learning on a Shoestring

U

M105

Sun 10:25-10:50

Tangestanifar Bitia

Alternative Assessment: Thinking Outside the Box

S/U/A

C608

Sun 09:00-09:45

Tangpijaikul Montri

Fine-tuning Discourse in EFL Electronic Discussion

U

Music Lobby

Sun 09:00-10:45

The PAC Panel

PAC Panel: Sharing and shaping the future of ELT in Asia

YL/VYL/S/U/A/B

B164

Sat 14:30-15:15

Thompson Tim

Tools to Keep Students Active and Involved Outside the Language Classroom

S/U/A/B

B168

Sat 09:00-09:45

Thorkelson Tory

Webgems: Resourcing your Classroom on the Internet

U/A

C601

Sat 09:00-10:20

Thorpe Todd

Passport to Study Abroad: Preparing Students for the Journey of a Lifetime

U/A

B164

Sun 15:00-15:45

Torokai Kumiko

Pedagogical Implications of English as a Global Language; What Are We To Do?

B178

Sun 11:00-11:45

Tseng Chia-Ti (Heather)

How do good language learners learn English in Taiwan?

S/U/A

S104

Sat 14:30-14:55

Tucker Frank

Peer Teaching with Authentic Materials in University English Courses

U

C504

Sat 09:00-09:45

Valvona Chris

Transforming Apathy into Activeness: TBLT with Self- and Peer- Evaluation

U/A

B142

Sat 09:00-09:45

Vlasova Tatyana

Gesture as a Speech Act Equivalent in English Discourse

A

S106

Sun 14:00-14:25

Wang Grace H.

Embracing Product and Process in a Task-Based Approach to Teaching Writing

U

B112

Sat 10:00-10:45

Wanner Peter

Language Learning in Asia: The Students' View

S/U/A

B121

Sun 15:00-15:45

Warfel Linda

Engaging Early Learners with Realistic Non-fiction Emergent Readers

U/A/B

M105

Sun 14:00-14:45

Warfel Linda

Dramatically Increase Literacy Skills Using Award Winning Scholastic Read-Along DVD's

YL/VYL

B109

Sat 14:30-15:15

Waring Rob

Setting up and Running an Extensive Reading program

YL/VYL/S/U/A

C601

Sun 09:00-10:45

Wendel John

The Dongguk Integrated Course Experiment: Working with the Administration

U

C601

Sun 14:00-15:45

Williams David

Students' Reactions to Literature Circles in the Content-based Classroom

U/A

C503

Sun 15:00-15:25

Wong Raymond

Peer Teaching with Authentic Materials in University English Courses

U

C504

Sat 09:00-09:45

Wright Mark

Enticing the Interests of E.F.L. Students to think Globally: Authentic Texts

U

Music Lobby

Sun 09:00-10:45

Yang Jin-Suk

A Vygotskian Perspective on Good Language Learners: A Case of Four ESL learners

U

B167

Sun 10:00-10:25

Yim Soo Ha Sue

TKT: An Opportunity for Professional

Development

YL/VYL/S/U/A/B

C505

Sat 14:30-15:15

Yphantides Jennifer

Talking it Through: Students Discuss Reformulations of Their Short Stories

U/A

B166

Sun 10:25-10:50

Zwaal Ingrid

Practical Roleplay in the Classroom

YL/VYL/S/U

M105

Sun 09:00-09:45

Constitution & Bylaws of Korea TESOL

Constitution

(Adopted April 1993, Amended October 1996, March 1998)

I. Name. The name of this organization shall be Korea TESOL (Teachers of English to Speakers of Other Languages), herein referred to as KOTESOL. The Korean name of the organization shall be 대한영어교육학회.

II. Purpose. KOTESOL is a not-for-profit organization established to promote scholarship, disseminate information, and facilitate cross-cultural understanding among persons concerned with the teaching and learning of English in Korea. In pursuing these goals KOTESOL shall cooperate in appropriate ways with other groups having similar concerns.

III. Membership. Membership shall be open to professionals in the field of language teaching and research who support the goals of KOTESOL. Nonvoting membership shall be open to institutions, agencies, and commercial organizations.

IV. Meetings. KOTESOL shall hold meetings at times and places decided upon and announced by the Council. One meeting each year shall be designated the Annual Business Meeting and shall include a business session.

V. Officers and Elections. 1. The officers of KOTESOL shall be a President, a First Vice-President, a Second Vice-President, a Secretary, and a Treasurer. The First Vice-President shall succeed to the presidency the following year. Officers shall be elected annually. The term of office shall be from the close of one Annual Business Meeting until the close of the next Annual Business Meeting.

2. The Council shall consist of the officers, the Immediate Past President, the chairs of all standing committees, and a representative from each Chapter who is not at present an officer, as well as the KOTESOL General Manager. The Council shall conduct the business of KOTESOL under general policies determined at the Annual Business Meeting.

3. If the office of the President is vacated, the First Vice-President shall assume the Presidency. Vacancies in other offices shall be dealt with as determined by the Council.

VI. Amendments. This Constitution may be amended by a majority vote of members, provided that written notice of the proposed change has been endorsed by at least five members in good standing and has

been distributed to all members at least thirty days prior to the vote.

Bylaws

(Adopted Apr. 1993; Amended Mar. 1998, Oct. 2003, Oct. 2004, Oct. 2005)

I. Language. The official language of KOTESOL shall be English.

II. Membership and Dues. 1. Qualified individuals who apply for membership and pay the annual dues of the organization shall be enrolled as members in good standing and shall be entitled to one vote in any KOTESOL action requiring a vote.

2. Private nonprofit agencies and commercial organizations that pay the duly assessed dues of the organization shall be recorded as institutional members without vote.

3. The dues for each category of membership shall be determined by the Council. The period of membership shall be twelve (12) months, from the month of application to the first day of the twelfth month following that date. Renewals shall run for a full twelve (12) months. For those members whose membership would lapse on the date of the Annual Business Meeting in 1998, their renewal year will commence on October 1, 1998.

III. Duties of Officers. 1. The President shall preside at the Annual Business Meeting, shall be the convener of the Council, and shall be responsible for promoting relationships with other organizations. The President shall also be an ex-officio member of all committees formed within KOTESOL. The First and Second Vice-Presidents shall cooperate to reflect the intercultural dimension of KOTESOL.

2. The First Vice-President shall be the supervisor of Chapters and work with the Council representatives from each Chapter. The First Vice-President shall also undertake such other responsibilities as the President may delegate.

3. The Second Vice-President shall be the convener of the National Program Committee, and shall be responsible for planning,

developing, and coordinating activities.

4. The Secretary shall keep minutes of the Annual Business Meeting and other business meetings of KOTESOL, and shall keep a record of decisions made by the Council. The Treasurer shall maintain a list of KOTESOL members and shall be the custodian of all funds belonging to KOTESOL.

IV. The Council. 1. All members of the Council must be members in good standing of KOTESOL and international TESOL.

2. Any members seeking nomination for an elected position on the Council must have been a member in good standing for at least the 12 full months immediately prior to the time of seeking nomination.

3. Any elected or appointed member of the Council may be removed from office through impeachment, which must be based on a failure to properly conduct the affairs of their elected/appointed office. Impeachment shall require the approval of 75% of elected officers and chapter representatives, regardless of present attendance.

4. The KOTESOL General Manager (GM) shall be an equal member of the Council in all respects, except that the GM will be excluded from deliberations and voting concerning the hiring, compensation, retention, discipline, or termination of the GM or affecting the position of GM. The GM serves as Chief Executive Officer for KOTESOL, and retains such authority as is vested by the action of the Council for day-to-day management of KOTESOL activities.

5. Five members of the Council shall constitute a quorum for conducting business. Council members shall be allowed to appoint a qualified substitute, but that person shall not be allowed to vote at the meeting.

6. Minutes of the Council shall be available to the members of KOTESOL.

V. Committees. 1. There shall be a National Program Committee chaired by the Second Vice-President. The Committee will consist of the Vice-Presidents from each of the Chapters. The Program Committee shall be responsible for planning and developing programs.

2. There shall be a Publications Committee responsible for dissemination of information via all official publications.

3. The Council shall authorize any other standing committees that may be needed to implement policies of KOTESOL.

4. A National Conference Committee shall be responsible for planning and developing the Annual Conference. The National Conference Committee Chair shall be elected at the Annual Business Meeting two years prior to serving as Chair of the National Conference Committee. This person shall serve as Co-chair of the National Conference Committee for the first year of the term. In the second year of the term, the Co-chair shall become the Chair of the National Conference Committee.

5. There shall be a Nominations and Elections Committee responsible for submitting a complete slate of candidates for the respective positions of KOTESOL to be elected. The Chair of this Committee shall be elected by a majority vote of members. The Chairs is responsible for appointing a Nomination and Elections Committee and for conducting the election.

VI. Chapters. 1. A Chapter of KOTESOL can be established with a minimum of twenty members, unless otherwise specified by the Council.

2. The membership fee shall be set by the Council, 50% of which will go to the National Organization, and 50% will belong to the Chapter.

3. All Chapter Officers must be current KOTESOL members.

4. The Chapters will have autonomy in areas not covered by the Constitution and Bylaws.

VII. Parliamentary Authority. The rules contained in *Robert's Rules of Order*, Newly Revised shall govern KOTESOL in all cases in which they are applicable and in which they are not inconsistent with the Constitution and Bylaws.

VIII. Audits. An audit of the financial transactions of KOTESOL shall be performed at least (but not limited to) once a year as directed by the Council.

IX. Amendments. The Bylaws may be amended by a majority vote of members provided that notice of the proposed change has been given to all members at least thirty days before the vote. The Bylaws may be amended without such prior notice only at the Annual Business Meeting, and in that case the proposal shall require approval by three-fourths of the members present.

**The 18th Korea TESOL
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**Editor
Tim Whitman**

The Effect of Exposure to Mass Media on Speaking Fluency

Taher Bahrani

Islamic Azad University, Mahshahr Branch, Iran

Abstract

The present study tried to investigate the effect of exposure to TV and radio news as one kind of mass media on improving EFL learners' speaking fluency. To achieve this purpose, a speaking and a listening comprehension tests were administered to one hundred and twenty third-year language learners and ultimately sixty intermediate language learners were selected and randomly assigned to group one and group two. During the experiment, group one participants had exposure to TV and radio news utterances to work on in-and out-side the classroom. On the contrary, the participants in group two had only exposure to a sample selected utterances extracted from different kinds of mass media programs rather than news. At the end of the experiment, both groups took another sample speaking test to see whether or not any changes happened regarding their speaking fluency. The results of the post-test showed that the two groups performed differently on the post-test which was indicative of the fact that greater exposure to TV and radio news promotes EFL learners' speaking fluency.

I. Introduction

One of the main challenges confronting EFL/ESL learners is how to improve their speaking proficiency, in general, and speaking fluency, in particular. This is also the concern of EFL/ESL teachers who are to provide EFL/ESL learners with appropriate materials to develop a satisfying speaking fluency. The present article aims at focusing on the effect of exposure to TV and radio news speech genre on improving the speaking fluency of EFL/ESL learners.

Although an increasing body of studies has focused on the effect of listening to news, films, and radio programs on promoting different language skills, there is a lack of particular experimental work on the effect of exposure to TV and radio news as a kind of mass media on promoting the speaking fluency of EFL/ESL learners. In a research, conducted by Brinton and Gaskill (1978) the effect of listening to news on improving listening comprehension was studied. Another study conducted by Mackenzie (1997) highlighted the possibility of using news reports at all levels of EFL/ESL learning. Some methodologists have also considered TV and radio news programs as authentic language materials to be used in EFL classrooms (e.g. Cabaj and Nicolic, 2000). Considering the authenticity of TV and radio news, Cabaj and Nicolic (2000) emphasized the point that through exposure to TV news students acquire the knowledge, structures, strategies, and vocabularies they can use in everyday situations.

However, the majority of the experimental works related to the present article emphasize the pedagogical value of TV and radio news as an effective teaching material which can be used in EFL/ESL classrooms. As the result, the present article views the above researches as springboard for its study on the effect of exposure to TV and radio news on boosting the speaking fluency of EFL/ESL learners.

II. Linguistic characteristics of TV and radio news genre

Linguistically speaking, there are a number of particular characteristics observed in developing any TV and radio news which makes news genre different from other genres.

One of the characteristics of different news genres which makes TV and radio news pedagogically worthy to be used in EFL/ESL classrooms is vocabulary recycling (Blatchford, 1973). In this regard, Blatchford (1973) has noted the extent to which vocabulary is recycled in the consistent use of the news paper in the EFL classroom and how effective this feature is on helping the learners build up their vocabulary. Brinton and Gaskill (1978) have also mentioned that the same phenomenon occurs in the use of TV and radio news broadcast. They argue that one of the greatest advantages of using TV news is that of vocabulary development and the amount of recycling

of vocabulary in episodic news items. According to Brinton and Gaskill (1978), this is the recycling feature of vocabulary in news which gives the students the chance of learning different vocabulary over time. The recycling feature of vocabulary in news is also considered as redundancy of input which is generally understood by the students to help their second language comprehension (Chaudron, 1983; Chiang & Dunkel, 1992).

Another basic characteristic of TV and radio news genre to this study is the fluency of speech which is the use of appropriate pausing, rhythm, intonation, stress, rate of speaking, and the use of interjections and interruptions. This is supported by what Fillmore (1979) defines as fluency of speech. Fillmore proposes that fluency of speech includes the abilities to: 1) talk without so many awkward pauses for relatively a long time, 2) talk in a coherent and reasoned way, and 3) have appropriate things to say in a wide range of contexts. Based on this definition of fluency of speech, since TV and radio news utterances lack awkward and inappropriate pauses and include consistent utterances, they are frequently considered as a good source of fluent speech. Consequently, fluency of speech is a dominant linguistic feature which can be observed in utterances designed and developed to be read by newscasters.

The last but not the least essential feature of TV and radio news genre to be considered is that the prosodic features of the language making an utterance sound to be fluent are all the salient features observable in utterances designed by the journalists to be read by newscasters. In this regard, Ladefoged (1982) and Roach (1983) consider stress, intonation, and juncture phenomena as the prosodic features of the language.

III. Pedagogical values of TV and radio news in EFL/ESL classrooms

The use of TV and radio news as pedagogically valuable material in EFL/ESL classrooms and its positive effect on enhancing different language skills have always been emphasized by many scholars. In this regard, Bell (2003) acknowledges the pedagogical value of TV news in EFL/ESL classrooms and states that TV news programs are a good source of listening materials. Brinton and Gaskill (1978) argue that using news as teaching material has proved effective on improving listening comprehension of EFL/ESL learners having difficulty in dealing with comprehending news. They also state that the improvement in language skills resulting from listening to TV news extends beyond the boundaries of listening skill. In other words, other language skills can also be improved through listening to TV and radio news. Mackenzie (1997) also highlighted the possibility of using TV and radio news reports at all levels of EFL/ESL learning.

As the result, speaking fluency as one of the components of speaking proficiency can also be improved through having a great amount of exposure to TV and radio news genre.

IV. An experiment on the effect of exposure to TV and radio news on speaking fluency

Regarding the effect of exposure to TV and radio news genre as a kind of mass media on speaking fluency, an experiment was conducted at Abadan Islamic Azad University in Iran. This research was conducted based on pre-test and post-test design. The first step to take, before the participants were selected, was to verify the reliabilities of the sample listening and speaking IELTS pre-tests. To do so, the tests were given to a group of 3rd year students including both males and females. Then, the reliabilities of both tests were calculated separately by means of KR-21 formula. Once the reliabilities of the above-mentioned tests were verified, the tests were given to one hundred twenty 3rd year EFL students including both males and females. When the scores of the tests were obtained, the average mean of the scores (out of 30; speaking 30 and listening 30) was calculated and 60 participants who scored one standard deviation above and below the mean were selected as homogeneous language learners. Then, the 60 homogeneous participants were divided into two groups as group one (n=30) and group two (n=30) based on random judgment sampling.

During the experiment, group one was only exposed to a sample collection of TV and radio news utterances from BBC, CNN, Press TV, and VOA stations and group two participants were exposed to miscellaneous language listening materials rather than TV and radio news. At the end of the experiment both groups sat for a proficiency posttest to see if any significant improvement had made regarding their speaking fluency.

The researcher observation of both groups performance during the exposure sessions and the posttest led to the analysis of their speeches. This observation indicated that group one participants' utterances in their exposure period and the posttest time were produced with ease and less inappropriate pauses, resulting in more smooth speech and understandable communication. They were able to focus on the message they were to exchange in response to the questions posed by the interviewer. In contrast, the members of the second group did not show that ease of speech in that they had to make long pauses to remember the intended message to convey, the appropriate structures to explain the topic and the suitable vocabulary to describe the topic. Consequently, the

results of the study proved that greater exposure to TV and radio news promotes speaking fluency in a significant extent.

V. Conclusion

With an increasing number of TV and radio news stations and their availability, the present paper aimed at focusing on the pedagogical value of having exposure to TV and radio news on promoting the speaking fluency of EFL/ESL learners. In brief, based on the results obtained from an experiment conducted at Abadan Islamic Azad University in Iran, it can be concluded that speaking fluency can be improved through greater exposure to TV and radio news.

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The Author

Taher Bahrani, M.A in TEFL (PhD candidature in UM Malaysia), is presently teaching at Islamic Azad University, Mahshahr Branch in Iran. He is also the head of the language department in Mahshahr Islamic Azad University. Email: Taherbahrani@yahoo.com

Comparing Online Social Networks in an EFL Learning Context

Becka Barker

Soonchunhyang University, Asan, ROK

Abstract

This study compared how different online social networking platforms affect English language learner identity investment and speakers' pragmatic competence in English. Participants, drawn from a university English conversation class in South Korea, were assigned to use online social networking sites or a class blog for weekly practice. Quantitative analyses of corpora generated from students' online interactions in each site yielded significant differences among students' investment in L2 learner identity, but not in their rates of improvement in target language items. The results of this study imply a strong, direct connection between learner investment in L2 identity and multimodal expression online, and reinforce the widely-accepted notion that increased target language practice helps learners develop socio-pragmatic competence.

I. Introduction

As the expansion of broadband networks and proliferation of online social networking sites increase opportunities for intercultural communication, it is necessary to begin considering how language is used in online social contexts, how this differs from language use in standard spoken and written contexts, and how these phenomena intersect with English language learning around the world.

In order to better understand the connection between English language use in online social spaces and English language learning in a real-life EFL context, this study aims to describe how different kinds of online social networks – each with different multimodal possibilities – may influence English language learners' (ELLs') second-language identities and their pragmatic competence with English. Specifically, this study aimed to answer the following questions:

1. To what extent do different online social networks influence students' investment in English language learning as measured by their volume of online participation?
2. To what extent does the online social media platform used affect learners' correct usage of a target language form, as measured by instances of correct usage of target items?
3. To what extent does the multimodal capabilities of the online social media platform used influence students' overall engagement and improvement in correct usage of target language items over the course of the semester?

A. CALL and Multimodality in EFL

Computer-assisted language learning (CALL) has been part of language learning for generations. Only recently, however, has it entered a phase of greater normalization with everyday classroom learning (Bax, 2003). Warschauer (1997) asserts that a socio-cultural approach is the most useful for “understanding collaborative learning in the language classroom and for evaluating the potential of online education to assist that process” (p. 472). CALL is no longer something that must be isolated from how language is used in authentic social contexts, rather, it can take the form of the real-life digital tools used for mediated social communication.

The multimodality of contemporary online social networking raises the issue of how images, sound, and video affect language use in computer-mediated environments. The New London Group (1996) coined the term ‘multiliteracies’ as a pedagogical response to such shifts, in light of “the challenge of cultural and linguistic diversity” (p. 62). They argue that “(o)f all the modes of meaning, the Multimodal is the most significant, as it relates all the other modes in quite remarkably dynamic relationships” (p. 80). As interlocutors negotiate meanings for various concepts using text, image, sound, and interactivity, how does this affect those who are learning, practicing, and using English in EFL contexts?

B. Blended Learning and Learner Identity

Peirce (1995) asserts that it is language learner investment – the individual’s personal relationship to social contexts in the target language – that determines how well or how poorly the learner performs in acquiring the target language. Lam (2000) transposes this idea onto the situation of an English language learner living in an ESL context, but choosing to define his second language identity in a new cultural space – his personal website. In Lam’s (2000) study, the ability to recombine signs into new texts spurred the learner’s investment in his L2 social identity, creating a path whereby the learner not only harnessed new modes of expression, his texts helped shape the cultural norms of the context – the online J-pop fan community – in which he engaged.

The impact of popular online communicative and social networking tools on social identity and second language development is becoming more widely examined in the context of strategies for blended learning. Garrison and Kanuka (2004) describe blended learning as “the effective integration of the two main components (face-to-face and Internet technology) such that we are not just adding on to the existing dominant approach or method” (p. 97). For example, Oravec (2003) asserts that blogging represents a creative ‘middle space’ where a “considerable portion of the ‘blending’ involved is student-directed, with students determining how much to incorporate insights from face-to-face discussions, Internet materials, and other sources” (p. 228). Making use of such ‘middle space,’ in Oravec’s view, helps address idiosyncratic aspects of different learners’ individual needs. As well, with its predominantly text-based format, student blogging can promote the development of a student’s individualized ‘voice’.

A second platform that has recently spurred academic research in the areas of social identity and language learning is Facebook. Zhao, Grasmuck, and Martin (2008) found that university students created identities online on Facebook that “appeared to be highly socially desirable identities individuals aspire to have offline but have not yet been able to embody for one reason or another” (p. 1830), positioning identity as a social product, rather than an innate expression of one’s character.

Drawing upon sociocultural theory, Blattner and Fiori (2009) argue that social networking tools such as Facebook groups not only can language learners gain experience using the target language in an authentic social context, they can contribute to learners’ ability to use expressions and forms to correctly reflect their intended meaning. This is called pragmatic competence. A related concept, socio-pragmatic competence, described by Belz and Vyatkina (2005), adds to this “relationship building, and language awareness through observation and/or experience” (p. 25). Language acquisition, from this point of view, is an indivisible combination of self-expression and the dynamics of social interaction. Given Facebook’s general popularity over the past few years, it has begun earning attention among researchers exploring second language acquisition from a social constructivist worldview.

II. Method

A. Participants

Participants in this study were Korean and Chinese university students participating in a mandatory English conversation course called “Native English 1” at Soonchunhyang University. Most of the participants were university sophomores (ages range from 19-26), with declared majors in nearly all academic departments.

B. Procedure

As quasi-experimental action research, this study relied on intact classes as the samples to be tested. Each of the three test groups made weekly posts based on a topic discussed in the face-to-face lesson, on an assigned online platform, for a total of ten weeks. Test group 1 (T₁) consisted of students posting to a Facebook group, students in test group 2 (T₂) posted to a class portal (Ning), and test group 3 (T₃) was assigned the task of posting comments to a class blog (on Blogger). Each of these platforms provided varying degrees of multimodality and differed greatly in front-end layout. Each test group could make additional posts to their assigned platform for extra credit.

C. Measurement Instruments

Prior to the test period, a pretest was given to account for any significant differences in English abilities among test groups. This quiz reviewed pertinent vocabulary and grammatical structures introduced early in the semester, prior to the introduction of the online communication tools for each class.

As with many other studies concerned with language use in social contexts (Androutsopoulos & Beißwenger, 2008; Belz & Vyatkina, 2005; Heckman & Annabi, 2005; Herring, 2004; Montero, Watts, & García-Carbonell, 2007; and Raffaella, 1999) this study used corpus analysis to gather and code data. The data itself was made up of interactions students made in the online forum to which they were assigned and included both linguistic texts

and nonlinguistic items. The number of overall posts was counted, as were instances of appropriate target language use. Auxiliary modal verbs, considered to be a key determinant of language learner pragmatic competence (Belz & Vyatkina, 2005) were used at the target language items.

III. Results

After establishing no significant difference among test groups' English proficiency prior to testing, it was found that students using Facebook and Ning had significantly higher average posts than those using the class blog. Of all three groups, participants assigned to use Ning sustained their posting frequency throughout the term best. Students using Ning also demonstrated the highest incidence of multimodal posting. There was no significant correlation between frequency of non-linguistic posting and correct target language use, though there was a strong, positive correlation between frequency of linguistic posts and correct target language use. Over the course of the testing period, all students increased their correct usage of the target language items. Taken together, it may be inferred that the more a student attempts to use the target language in their posting, the greater their chances are for success in using the target language accurately.

IV. Discussion Summary

A. L2 Social Identity, Learner Investment, and Multimodality

In this study, students who were assigned to use social networking tools (Facebook and Ning) demonstrated significantly higher average rates of posting than the students who were assigned to using the class blog. Although most students in each group posted less frequently as the semester wore on, only those assigned to Ning did not show a significant drop in activity. Students using Ning were also far more likely to make use of the site's multimodal tools for non-linguistic communications than students using the blog or the Facebook group.

Both Ning and Facebook belong to the generation of online communications technologies referred to as Web 2.0, so defined by their focus on social interaction and multimodality as primary features. Warschauer and Grimes (2008) distinguish Web 2.0 from earlier social uses of web-based technologies as being rooted in an architecture that allows for participation in addition to publication. Additionally, according to Zhao, Grasmuck, and Martin (2008), social networking sites such as Facebook allow for online identity construction as a continuum of explicit (narrative, first person) to implicit (self as a social actor, through photos and other visual information). Between these two extremes lies the enumerative mode of self-representation, through lists of tastes and preferences (showing oneself as a consumer). The results of the present study suggest that online platforms offering users multiple modes of expression are generally more successful at promoting learner investment online.

B. Factors Affecting Socio-pragmatic Competence of Target Language

All test groups in this study, regardless of platform assigned to them, showed significant improvement with their target language use between the beginning and end of the test period, with no significant differences in average rate of improvement among groups. This suggests that specific characteristics of different online platforms have no direct relationship to learner development of socio-pragmatic competence. There were, however, significant, positive correlations between average rates of posting and correct target language usage, reinforcing the widely-accepted view that increased attempts to communicate contribute to language learner fluency.

Given the results of this study, though, a case may still be made for an indirect link between multimodality of online social networks and socio-pragmatic competence. Ning's multimodal features may have positively affected learner investment, as demonstrated by the significant learner preference for Ning's multimodal tools, coupled with overall greater incidences of learner interaction. The more learners invest through their interactions with each other online, the higher the chances are that they will correctly use target language items. Therefore, it is plausible that over a longer period of time, multimodality could be a mitigating factor in learners' development of contextually-appropriate target language use.

C. Reconciling Multimodal Expression with Development of ELL Competence

Design is the central concept behind the New London Group's (1996) development of a pedagogy of multiliteracies, and it is the concept that best reconciles the apparent contradiction between learner experimentation in multimodal meaning-making, and development of socio-pragmatic competence. The New London Group acknowledges existing 'grammars' of different established semiotic systems as available designs, whose meanings are generally understood in particular modes of discourse. In EFL education, this corresponds to the teaching of

appropriate use of linguistic structures and forms. In this study, it also refers to learners' development of socio-pragmatic competence.

Interlocutors, however, do not simply mimic available designs when communicating – they recontextualize and re-combine them to give shape their specific expressions to suit different social contexts. In this light, language learners are designers, empowered to fashion emergent meaning from their re-presentation of different available texts. Pennycook (2007) describes this process as “sedimented performance” (p. 63), which places the emphasis on interlocutors as performers of their own identities. He suggests that “(w)hat we therefore have to understand is not this ‘thing’ ‘English’ that does or does not do things to and for people, but rather the multiple investments that people bring to their acts, desires and performances in ‘English’” (p. 73). In terms of multimodality, this gives learners multiple ways of expressing themselves on their own terms. Linguistically, it helps learners discover thresholds of where their redesigned texts actually are taken by others as learners intend.

V. Conclusion

The results of this study reveal that social networking shows great potential for increasing L2 learner investment in EFL contexts, where learner investment in target language production skills may be low. More broadly, such online spaces also disrupt our notion of what constitutes the ‘F’ in EFL – is English necessarily a ‘foreign’ language if learners are immersed in it when they participate in online social spaces? On one hand, online social networks offer learners the potential to actively influence the communicative culture of those virtual social spaces, but on the other, attraction to participate and invest in different social networks may be influenced by cultural factors. This push-pull where culture, language, and communication meet online will likely play an increasingly significant role in how English is used around the globe.

Introducing language learners to authentic online social spaces within the framework of a language class also forces us to reconsider how we view our classroom communities. Where does the classroom begin and end, and what are appropriate ‘rules of engagement’ between learners and teachers in broader, online social contexts? Does this affect how learners develop their identities in L2? These are relationships and boundaries that should be continually renegotiated between teachers and learners as the social contexts where language is used continue to change over space and time.

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The Author

Becka Barker has been teaching English at Soonchunhyang University in Korea for the past four years and recently completed her Master of Education (TESL) at the University of Calgary. She is also a regular part-time instructor (currently on leave of absence) at NSCAD University (Halifax, Canada) in the Media Arts and Foundation departments. Before coming to Korea, she was Executive Director for The Centre for Art Tapes and served on the National Executive of the Independent Media Arts Alliance in Canada. Her research interests are at the intersection of English language learning, multiliteracies, and independent media production. Email: becka_barker@yahoo.com

Autonomy and Motivation: A Tale of Two Learners

C. Craig Bartlett

Keimyung University, Daegu, ROK

Abstract

This presentation looks at the experiences of two undergraduate students in their first year of study at an English-medium university on the Chinese mainland, to pinpoint attitudes held toward elements of learner autonomy and motivation, and to see what factors might affect their behaviors and attitudes. Questionnaire surveys, work records, interview transcripts, and observations involving these students will be examined using comparative case study analysis. This research is part of a larger study, and will be of interest to teachers and researchers in similar situations. In order to understand how learner autonomy can be fostered in contexts where the working language is a foreign language (such as English in China), it is important to look at the attitudes learners hold toward learning and the behaviours they engage in, and to see how, if at all, their interaction with a new learning environment affects their attitudes and behaviors.

I. Introduction

The establishment of branch campuses by universities is impossible to ignore. In spite of this, there is little research published on issues related to language learning and teaching in these contexts. The major strains of publication in this area deal with the establishment and survival of these branch campuses, their place within larger trends of globalization, and with issues of language policy. Particular interest has been shown in various branch campus models (e.g., Fazackerley 2007, Verbik 2007), and in when a branch campus fails, such as closure of the University of New South Wales campus in Singapore. This can be viewed as an opportunity not yet grasped, since undergraduate students in these contexts are studying in a foreign language (usually English), and are likely adjusting to ways of learning which have originated in cultures not their own (such as the British university system in mainland China), on top of the expected 'high school-to-university' adjustments they must make, often away from their normal home environments. This presentation seeks to grasp the opportunity to do research in this context.

From a larger study, concerning the degree to which Chinese students studying in an English-medium 'branch campus' university on the Chinese mainland integrate aspects of autonomous learning into their learning practice, I have selected data from two specific learners. In this study, survey data, interviews (transcriptions and/or interviewer's notes, as available), observations, work records, samples of participants' written work, and documentary data from discussion boards have been collected to create a grounded theory on adaptation to autonomous learning in this context. Their experiences, as recorded in the survey data, interviews, observations, and work records they provided, indicate unique paths taken by them in their learning. This can then be described as a comparative case study (cf. Yin 2003, p. 53f.).

For the purposes of this study, comparison of the two cases will be done on a chronological basis throughout the first year of study (September 2007 to June 2008), going on to the beginning of the second year of studies (September 2008). Their experiences, as described in the collected data, will be detailed first; a review of some relevant concepts in the literature on autonomy and motivation will be incorporated into the discussion.

II. Participants

A. Participant 'T'

Participant 'T' traveled from elsewhere in China to attend this university. She had received some exposure to English outside the public school curriculum, as a parent had worked in an international company active in her hometown. She had also taken English lessons at a private academy for one year before going to university.

In my first interview with her, she identified responsibility for her own study schedule as the most significant difference between high school and university, and as her greatest challenge. She expected that her parents would help her meet this challenge through words of encouragement to her during her regular phone calls to her. In talking about what she thought the obligations of her teachers were in helping her with her language

learning, she believed they were responsible for providing opportunities to speak and interact with native speakers through social activities (something this university had not provided for in the job duties given to its EAP tutors). When it came to what she, the learner, was obliged to do to help herself in her learning, she summed it up in one word – ‘study’ – and spoke of the high expectations she had of herself at university, saying she did not want to waste her parents’ money or her time.

Throughout her first year of study, she appeared to put in a great amount of time and effort in acquiring the language and study skills needed to undertake English-medium university study. In the 16 work records she completed for my research project during her first year of study, she reported spending anywhere from 27 to 42 hours per week in out-of-class study and language work. She reported using all language skills, and was able to discuss a number of different study and language issues in her interviews during that year. This included such things as transfer of skills between EAP and non-EAP courses; websites she used in a Study Plan project which was part of her oral EAP course; preferred places to study; group interaction in project work; and searching for source material for a non-EAP course. She also spoke about the increased importance of reading and vocabulary acquisition as she started studying courses related to her intended major.

At the beginning of her second year of study, I asked ‘T’ if she believed she was ready for the year ahead. At first, she said it was a difficult question to answer, especially since she thought her early experience in her first year did not have much direction or concentration. However, she found herself feeling a greater sense of responsibility for her learning in the transition from Semester One to Semester Two, and that she was feeling confident about the year ahead. She was also clear to distinguish herself from other students who thought there was not enough input (seminars) from teachers and lecturers, saying that she had to learn to be self-sufficient in her study skills.

B. Participant ‘R’

Participant ‘R’ is a native of the region where the university is located and was able to travel back to her home town monthly. Her only additional exposure to English outside the public school system was when she studies at an academy for two months before coming to university. This limited exposure came to the fore in my first interview with her, in which she identified her first significant experience in language learning at this university as coming during registration, when a student volunteer spoke to her in English. Like ‘T’, she identified the increased freedom in determining her study and learning schedule as an important challenge. Unlike ‘T’, though, this does appear to be something she has to fight, but is something she embraces. She views this as an opportunity to become independent as a learner and a researcher (a word of her choice). She also strongly identifies with the English-medium atmosphere of the university, sensing both accomplishment in her newfound ability to speak in English to a greater degree than she ever did in high school, and a connectedness with the university tutors, who appear much more approachable than her high school teachers. In terms of how she views the role of teachers in her language learning in the year ahead, she clearly identifies them as people who can guide her in the process of learning without being authorities, and that her role is to increase her ability to function independently, finding the strategies which are most helpful to her.

During her first year of study, ‘R’ completed 6 work records as data for my study, all of them in Semester One. In them, she reported doing anywhere from 10 to 21 hours per week of out-of-class work, with a noticeable preference for work on speaking and listening. During interviews, this preference for speaking and listening work is made clear, while she reports less effort in working on reading and writing. Even in this preference, she indicates confusion on issues like the suitability of various source materials (e.g., television shows) for focused practice on listening. She does not, in comparison to ‘T’, have much sense of the increased importance of listening, continuing to look for opportunities to practice listening.

Finally, when I interviewed ‘R’ and asked her at the beginning of her second year if she was ready, she answered ‘No’. She expressed disappointment that her focus on speaking and listening did seem to be important, either in lectures or seminars, and only now acknowledged the importance of reading. She also expressed frustration with not knowing how to get high grades, something she did not express as a concern at the beginning of her first year.

In looking at the data provided by ‘T’ and ‘R’, and looking at concepts in the literature on autonomy and motivation, I identified two concepts which appear to be quite relevant. I will review these concepts in the process of discussing my analysis of the data provided by them.

III. Literature/Discussion

A. Self-Determination Theory

Deci and Ryan’s formulation of self-determination theory (cf. Deci and Ryan 2000, Ryan and Deci 2000;

see Table 1), which, when seen as a continuum, makes it possible to determine degrees of motivation. This make it possible to acknowledge that, even though the original impetus to act has come from outside, that the acting self can accept that actions undertaken are beneficial and valuable to him/her.

Table 1. Deci and Ryan’s Continuum of Self Determination

Behaviour	Nonself-determined → Self-determined					
Motivation	Amotivation	Extrinsic Motivation	Intrinsic Motivation			
Regulatory Styles	Non-regulatory	External Regulation	Introjected Regulation	Identified Regulation	Integrated Regulation	Intrinsic Regulation
Perceived Locus of Causality	Impersonal	External	Somewhat External	Somewhat Internal	Internal	Internal
Relevant Regulatory Process	Non-intentional Nonvaluing Incompetence Lack of Control	Compliance External Rewards / Punishments	Self-control Ego Involvement Internal Rewards / Punishments	Personal Importance Conscious Valuing	Congruence Awareness Synthesis with Self	Interest Enjoyment Inherent Satisfaction

(Ryan and Deci 2000: 72; Deci and Ryan 2000: 237)

‘T’ declares beliefs and exhibits behaviours which suggest an external, introjected regulation. She declares a need for external loci of control, whether it is dealing with an identified challenge (self-regulation and time management by encouragement from her parents), or identifying her expectations of class teachers (providers of additional opportunities for language practice). The internal regulation she provides for herself is based in the images of competition (‘I want to win...’) and wasting opportunities (‘I don’t want to waste my parent’s money... (or) my time’). These statements indicate that she has some to university with a need to comply with external expectations, especially because of the negative consequences related to not fulfilling them.

In contrast, ‘R’s’ motivational profile leans much more toward the self-regulated end of the scale. She identifies with the standards for learning behaviour associated with Western institutions – the student as ‘independent researcher’, the teacher as guide and provider of direction, not of answers. Moreover, she engages in some behaviour indicative of a more intrinsic motivation (‘daring to speak English’). These activities and expressed attitudes appear to be influenced, at least in part, by her initial encounter at registration, in which the importance of communicating in English was impressed upon her.

B. Autonomy and Motivation - Which Is Primary?

The second important concept informing my analysis is the relationship between motivation and learner autonomy. There is some differentiation among researchers as to exactly what the relationship is between these two factors in language learning. This differentiation appears to have begun with Deci and Ryan (1985) when they named autonomy, defined as seeing oneself as the origin of an action, as one of the three factors required in creating an intrinsic sense of motivation. This has been furthered in works such as Dickinson’s language review (Dickinson 1995), and in Dörnyei and Csizér’s (1998) ‘ten commandments for motivating language learners’, in which promotion of learner autonomy was named the seventh commandment (pp. 215, 217). A different approach to the autonomy–motivation relationship was identified in the theoretical framework of Littlewood (1996), who suggested that in fact the capacity to exercise autonomous learning depends, in part, on motivation. He pursued this further when he developed the notion of *reactive autonomy*, and in identifying the belief commonly held by Asian learners (Hau and Salili 1996) that individual effort is effective in helping to achieve learning goals. Strains of this line of thought can also be found in Cotterall’s (1999) suggestion that teachers help instil a sense of self-efficacy before engaging in learning tasks. Spratt, Humphreys, and Chan (2002) followed up on this when they found that there was a significant statistical link between learners’ motivational strength and their willingness to engage in certain autonomous tasks. Lamb (2004) also found motivation to autonomous behaviour among junior high school students in Indonesia, who used resources outside the established school curricula and syllabi, without any formal training in autonomous learning strategies.

As indicated above, ‘T’ came to university with a particular motivational orientation based in external loci of control. This, in turn, would inform the way in which she would learn in her first year of university – in very

concentrated study. Consequently, it seems fair to say that her outlook towards autonomous behaviour, at least at the beginning of her university career, was influenced by her motivational profile. In contrast, 'R' spoke and behaved in a way indicating, an emerging senses of competence (being able to accomplish something not attempted before), autonomy (a willingness to take risks), and relatedness (interacting with teachers and peers in ways not experienced before). She also expressed opinions indicating a favourable disposition toward aspects of learner autonomy. The emerging picture is of someone whose motivational profile was influenced by her actions, including her willingness to take autonomous actions of learning.

C. A Shift in Motivational Profiles

In looking again at the data each learner provided through the course of their first year of study and going into their second, there is evidence of shifts in both their motivational profiles. As 'T' progressed through her first year of study, it appears as though the strength of her motivation led her to work hard and not waste the opportunity she had to study in an English-medium university. Thus, at the beginning of her second year, she declared beliefs more congruent with an identified or even integrated regulation. The work 'T' did in her first year – both the sheer amount of it and the variety of it – appears to have facilitated the satisfaction of the key elements identified as being necessary for increased self-determination – autonomy, competence, and relatedness (Ryan and Deci 2000: 68, Deci and Ryan 2000: 228).

The case of 'R', however, is a marked contrast, and is some cause for concern. As she placed emphasis on listening and speaking, she did not appear to have a corresponding sense of competence with writing and reading. She appeared less able than 'T' to articulate how the writing skills she has practiced in her EAP work benefit her in content module work; meanwhile, she does seem to be as aware of the importance of reading as 'T' did. This appeared to catch up to her as she began her second year, and she declared frustration at being unable to get high grades, indicating incompetence, the opposite of what she experienced at the beginning. In light of this seeming unawareness of the importance of reading, it is possible that the resulting lack of balance contributed to the negativity she expressed at the beginning of her second year. This shows some departure from the traditional findings concerning demotivation (as reported in Dörnyei 2001), which have traditionally emphasised the role of the teacher and/or the teaching process, and appears to be more consistent with recent research done by Falout *et. al.*(2009) in Japan, which suggests that an inability on the part of lower proficiency EFL to self-regulate in the face of disappointing results. The net effect is that she appears to be less self-determined, not more, and could be retreating into 'getting through' mode, a condition observed by Gan, Humphreys, and Hamp-Lyons (2004).

IV. Conclusion

The comparison of experiences of these two students at an English-medium university in mainland China indicates that it is indeed possible to have situations where one's motivation affects one's ability to work autonomously, and where one's experience of autonomy can affect one's motivation. However, the more appropriate question to ask might be, 'Depending on what a learner exhibits regarding autonomy and motivation, what will occur?' The case of 'T' indicates that, paradoxically, a seemingly extrinsic, externally-regulated motivational profile could lead to activity resulting in a more integrated, internally-regulated profile. Additionally, caution should be exercised when encountering learners whose motivational profiles are like 'R', since these initial positive profiles are no guarantee that the learners in question will attain the achievement necessary to sustain motivation. This has important implications for learner training and development, and possibly for tutorial support in foundation programmes. More research should be done in English-medium institutions operating in a foreign language environment, particularly on learning issues such as the complex interplay between motivation and autonomy, and the contexts should be named as such. Perhaps then, the emphasis on institutional survival will fade, and the true potential for these institutions as places of learning will be understood.

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The Author

C. Craig Bartlett has been in the language teaching field since 1997. He has taught in the Republic of Korea, mainland China, and the UK, in such areas as young learners, teacher training, ESP, and EAP. He is currently an Instructor at the Intensive English Teacher Training program at Keimyung University in Daegu, and a student with the School of Education at the University of Nottingham (UK). He can be reached at craigbartlett@gmail.com

Assessing Intercultural Experience and Achievement in At-risk Language Learners

Grant Black and John Pelogitis

Nagoya University of Commerce and Business, Nisshin, Japan

Abstract

Few studies have investigated which factors might contribute to low achievement for an often-neglected group, “at-risk” language learners. Additionally, since measures of achievement are usually a requirement for participation in education abroad programs, low-performing at-risk students are often excluded from such opportunities. The purpose of the following paper is to address the interconnection of these two concerns by investigating whether a lack of intercultural experience is a factor in identifying at-risk students. The Intercultural Competence Assessment project (INCA) has created assessment questionnaires with a theoretical framework developed from the work of Mike Byram, Torsten Kuhlmann, Bernd Muller-Jacquier, and Gerhard Budin. Drawing on the INCA materials, this study may help to determine whether intercultural experience has an impact upon achievement for English language learners. A survey, which included three categories of intercultural situations (international travel and friendships, experience living abroad, encounters with different cultures), plus three measures of achievement (TOEIC scores, course credits, and self-perceived English proficiency), was administered to 113 second-year Japanese university students majoring in English communication. The findings suggest that there are significant differences between high achievers and low achievers in regard to “living abroad” and “experience abroad.” The study also examines the reliability of using intercultural competence measurements to predict achievement in a university language program. Further research may lead to development of intercultural competence tools to help teachers support at-risk students’ language competency goals.

I. Introduction

In the last decade, Japanese universities have been facing increasing challenges on several key fronts: changing population demographics, adverse labor market pressure on school to work transitions, and government policies aimed at internationalizing the educational system (Burgess, C.; Clark, G; Newby, H. et al; McVeigh). Accompanying these pressures on the system has been a decline in student level of academic ability. The results of recently released data from the education ministry show that 65% of surveyed universities were providing various study support programs for incoming students who are at-risk of being unable to complete their education due to academic deficiencies (Kyodo News). Within this group, and the focus of our study, are “at-risk” language learners.

II. At-risk Language Learners

A course was developed at a small private university in Japan to help support at-risk students. The course is directed toward students who are significantly below the average passing rates, who are not accumulating enough credits to be on track to pass within four years, who are in danger of not being able to graduate, and who are ultimately at-risk of dropping out of the university.

The course has five initial aims: 1) to help give the students an extra opportunity to earn credits; 2) a chance to build confidence in a non-threatening environment away from higher achievers in the program; 3) to provide a controlled venue for selected staff to guide them in study strategies; 4) to strengthen their language fundamentals with structured review integrated with the overall goals of department programs, and 5) to assess their limitations and needs to help them successfully complete the coursework required to graduate.

While the factors contributing to low performance can be wide-ranging, one common thread that has been casually observed for at-risk students is a lack of intercultural awareness or experience. An ancillary question we seek to address concerns standard university policies limiting access to overseas programs to relatively high TOEIC score achievers, to GPA targets, or other distinguishing standards of achievement and therefore generally (offered)

only to successful students. If our hypothesis is correct—that a contributing factor to at-risk status is a lack of intercultural awareness and experience—then a primary implication of the research would be that this policy further undermines chances of success for at-risk students. Consequently, rather than excluding at-risk students from overseas programs, such types of opportunities may be the very inspiration that would help them muster the vision and effort needed to successfully complete the university degree program.

III. Measures of Achievement

Academic achievement in this study was not measured on the basis of the students' grade point average (GPA); it was determined by the number of classes a student passed in the previous year and by TOEIC score. The reason for this departure from the existing body of research is that this study targets students who are at-risk of failing in the hope of assisting them. Moreover, measuring one's GPA may be a misguided measurement of achievement for Japanese students. While GPA may be a major factor in determining academic success in many Western countries, it is generally not the case in Japan. In fact, GPA is not a large factor in acquiring a job. Other factors such as scores on company-sponsored tests or the TOEIC, involvement in well-known university sports programs, and interviews have far more value (OECD 2008, 2009 a, b). Thus, many students may not have a high motivation for getting good grades; just receiving a passing grade is enough. The TOEIC was also used as a measure of academic achievement for two reasons: one, the TOEIC is an important language proficiency tool that students use to measure their own success in the program; and two, due to its importance in hiring practices, the TOEIC score is possibly the single-most important distinguishing test result for many Japanese university students. Unlike other university English language programs in Japan, students enrolled in the present study were required to take it. For this reason, information on students' TOEIC scores was accessible.

IV. Intercultural Experience and Language Acquisition

A transformative intercultural experience facilitates the language learning process giving both the conceptual imagination—a vision of entering into the group of those who can communicate in the other language—and a personal connection, a meaningful highpoint that is part of one's mythology of self, one's personal story and journey, and which propels forward the motivation and effort required for the long haul of language acquisition. Indeed, it is precisely the frequency of such reports among high-achieving and even more modestly successful students that has drawn our attention to the importance students' themselves are placing on such intercultural encounters and memories for the inspiration to pursue a language major.

Drawing on the assessment questionnaire tools developed by the Intercultural Competence Assessment project (INCA), this study seeks to contribute to the understanding of factors influencing students' at-risk status. The INCA project was funded by Leonardo II, part of the European Commission's Lifelong Learning Programme. The theoretical framework of the INCA materials is drawn from the work of: Mike Byram, Torsten Kuhlmann, Bernd Muller-Jacquier, and Gerhard Budin.

The INCA project has identified a baseline of behaviors that while not definitive can help provide a set of competences that people bring to bear in intercultural situations. The questionnaire seeks to evaluate intercultural experience based on the format and questionnaire documents produced INCA. To evaluate intercultural experience, the intercultural contexts section of the questionnaire posed fourteen questions in three categories of intercultural situations: international travel and friendships, experience living abroad, and encounters with different cultures. Accordingly, the purpose of this study was to address the research question: Is intercultural experience, or lack thereof, a factor in identifying at-risk students?

V. Procedures

The questionnaire was administered in Japanese to all 113 second-year English major students in their tutorial classes in the first few weeks of the first semester. Students had recently received their TOEIC scores from an institutional test taken shortly before the end of their freshman year. Participants were instructed to think of their English classes in general when responding to the statements. No information was given about the underlying assumptions of the questionnaire. Questionnaires with missing answers were dropped prior to the main data analyses. The data for the variables were grouped in their respective scales, and then subjected to mean level analysis. The purpose of this study was to investigate if significant differences exist in intercultural experiences and beliefs between high achieving students and low achieving students. To answer this question the data were

split into two levels of achievement to determine high achievers and low achievers. This was performed by splitting and TOEIC scores at the 400 mark, which created 53 students over 400 points and 60 below 400 points, and the number of failed classes at two, which resulted in 73 high achievers and 40 low achievers. The primary reason for the split at two is that if students average two failures each year, than they would be at risk in graduating in four years. The last measurement of achievement, self-perception of English ability, was separated between students who perceived themselves as better than most of their classmates and those that who perceived themselves average or less than most of their classmates. Mean values for the questions concerning intercultural experience and the three measurements of achievement were calculated for each group of achievers as well as Pearson's Correlation test. This procedure was followed by independent t-tests on the two groups of students.

VI. Results/Discussion

Table 1 illustrates the descriptive statistics that were calculated for all of the variables. Interestingly, students on the whole reported a high level of self-perceived English ability when comparing themselves to their classmates ($M = 2.34$). The students surveyed were given a choice of 1 - less ability than most of their peers, 2 - the same as most of their peers, and 3 - better than most of their peers. The mean for the number of failed classes is relatively high ($M = 1.96$) especially when students are on average taking 20 classes a semester. The correlations presented in Table 2 show that there is a correlation between the TOEIC score and living abroad, $r(111) = .253$, $p < .01$, and traveling abroad, $r(111) = .317$ $p < .01$). However, it is not related to the other measures of achievement. It is also interesting to observe a negative correlation between self-perceived English proficiency and foreign friends, $r(111) = -.320$ $p < .01$). In other words, there was a stronger relationship between students who reported having intercultural friendships and average or low self-perceived English proficiency than students with positive self-perceived English proficiency. A strong correlation is also observed between the number of failed classes and self-perceived English ability, $r(111) = .630$, $p < .01$, but not between TOEIC score and the other independent variables that measure achievement.

Table 1. Descriptive statistics for all measured variables

Variable	Observations	Mean	Std. deviation
TOEIC score	113	392.504	90.497
Failed classes	113	1.965	2.732
Self-perceived proficiency	113	2.336	0.676
Live abroad	113	1.12	0.32
Encounters w/ cultures	113	3.326	0.788
Abroad experience	113	1.735	0.444
Intercultural friendship	113	1.50	0.50

Table 2: Pearson's Correlation Matrix (n=111): Correlation between the Variables

Variables	TOEIC score	Failed classes	Self-perceived proficiency	Encounters w/ cultures	Live abroad	Abroad experience	Intercultural friendship
TOEIC score	1	-.233	.098	.113	.253*	.317*	-.025
Failed classes	-	1	.630*	.008	.025	.007	-.111
Self-perceived proficiency	-	-	1	.041	.067	.101	-.320*
Encounters w/ cultures	-	-	-	1	-.121	-.099	0.60
Live abroad	-	-	-	-	1	.693*	-.142
Abroad experience	-	-	-	-	-	1	-.123
Intercultural friendship	-	-	-	-	-	-	1

Values with * are different from 0 with a significance level of $p < 0.05$

Table 3 illustrates if significant differences exist between high achievers and low achievers for each dependent variable. Only one significant relationship exists for TOEIC score between the two groups. There was a significant effect for TOEIC achievement, with students who have lived abroad, $t(111) = -2.98, p < .001$, and traveled abroad, $t(111) = -3.82, p < .001$, receiving higher scores than those that have not. The data also shows no significant differences in intercultural experiences between students who failed two or more classes and those that failed one or none. This finding was not expected since the assumption that at-risk students are less likely to have intercultural experience and awareness. Lastly, Table 3 reveals only one significant difference for high and low self-perceived English proficiency, $t(111) = 3.01, p < .001$, but this finding is also contrary to our expectations, since the mean scores indicate that the group with a lower level of self-perceived English proficiency reported having more intercultural friendships ($M = 1.63$ as opposed to 1.35 for the group with the higher self-perceived English ability).

Table 3: Independent Samples t-tests between Level of Achievement and the Dependent Variables

Variable	TOEIC Score Mean Value (SD)		t	Failed classes Mean Value (SD)		t	Self-perceived English proficiency Mean Value (SD)		t
	High Achievers n=53	Low Achievers n=60		High Achievers n=73	Low Achievers n=40		High Achievers n=51	Low Achievers n=62	
Encounters w/ cultures	3.336 (.77)	3.317 (.81)	-0.13	3.33 (.78)	3.32 (.81)	0.01	3.297 (.78)	3.36 (.79)	-0.43
Live abroad	1.21 (.41)	1.03 (.18)	-2.98*	1.11 (.31)	1.13 (.33)	-0.24	1.14 (.35)	1.10 (.30)	-0.67
Abroad experience	1.92 (1.52)	1.02 (.98)	-3.82*	1.42 (1.38)	1.48 (1.26)	-0.19	1.55 (1.32)	1.35 (1.36)	-0.77
Intercultural friendship	1.51 (.50)	1.50 (.50)	-0.10	1.43 (.50)	1.53 (.51)	0.90	1.35 (.49)	1.63 (.48)	3.01*

* $p < .05$

V. Conclusion

The results of our study for the primary research question, “Is intercultural experience, or lack thereof, a factor in identifying at-risk students?” were inconclusive. We discovered that a higher proportion of at-risk students had traveled and been exposed to intercultural situations than anticipated. Our questionnaire was not successful in evaluating the impact upon student performance of these experiences, simply we can say that among at-risk students some have travelled, some have not and these two outcomes make the group unremarkable on this point from our general student population. Neither does this indicate that the students who are both under-performing and low-achieving would not be helped by further or new intercultural experiences. The key limitation of the questionnaire was in failing to identify the educational-emotional impact of travel, foreign friendships and intercultural experiences on the student’s commitment and motivation for language study. To do so, the initial research question must include the notion of a transformative experience. The impetus for the research question came in large part from the testimonial examples of students regarding the intercultural experiences that inspired their language study, but these were all marked by the force of the high level of personal significance of the experience. In the following study, we failed to account that intercultural experience in and of itself does not make a transformational experience for all.

Bearing in mind these limitations, nevertheless, with this pilot study we have identified several factors to consider regarding at-risk students and intercultural experience:

1. There is a strong correlation between self-perceived English proficiency and the number of failed classes. Students who perceive themselves negatively had a higher number of failed classes.
2. There is a somewhat strong correlation between experience living abroad and traveling abroad.
3. There are significant differences between high achievers and low achievers on the TOEIC in regard to travel experience and experience living abroad.
4. There is a significant difference between students’ self-perception of English proficiency and intercultural friendships reported. Students who are more likely to have intercultural friendships had a lower

self-perception of English proficiency.

Regarding the methodology, although we relied on previously established question content and format for this project, further refinement and testing is needed to produce more precisely targeted and ultimately better quality questions that yield more meaningful and manageable data. The pilot study has helped further narrowly define the parameters of this issue while emphasizing the importance of continued testing and evaluation of the measurement tools employed.

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The Authors

Grant Black is a lecturer in the Faculty of International Communication at Nagoya University of Commerce and Business. Prior to joining NUCB, he worked as a global manager, executive coach and intercultural consultant. His research interests include intercultural competence, language acquisition strategies, and global management skills. black@nucba.ac.jp

John Peloghitis is an assistant professor at Nagoya University of Commerce and Business who has been teaching in Japan for over 8 years. His research interests include writing and revision, communication strategies, discourse analysis, and material design. Currently, he is working on a textbook on cultural issues and researching "at-risk" behavior. jpeloghitis@nucba.ac.jp

How to Easily and Accurately Grade Speaking Ability, with and without a Speaking Test.

Gunther Breaux

Hankuk University of Foreign Studies, Seoul, Korea

Abstract

Korea ranks number 1 in the world in money spent on English education, and 121 in English speaking ability. Rarely has so much time, effort and money been spent to so little result. Speaking ability will improve only when there is widespread testing of speaking ability. The problem of course is that testing speaking ability is a cumbersome, difficult and time-consuming process.

Simply put, *what gets tested gets done*. And communicative speaking ability is not tested. This presentation will demonstrate an easy, accurate, data-based method of grading speaking ability. Furthermore, this method can be used by every English teacher in Korea: Koreans and native speakers, experienced and inexperienced. The goal being, that when the testing of speaking is widespread, improvement in speaking ability will be widespread.

While formulating the correlations between data and speaking ability, a serendipitous byproduct was discovered: quick, easily-graded, multiple-choice placement testing that accurately predicts speaking ability.

In sum, this presentation will detail an easy, accurate, data-based method of grading speaking ability, and a quick and easy method of determining speaking ability, without a speaking test.

I. With a Speaking Test

A. The Problem: Korea ranks 121.

Korea ranks low in speaking ability because communicative speaking ability is not tested. In general, English education tests – and therefore rewards – memorizing and grammar, not thinking and speaking. Why? Because overall, the Korean education system tests memorizing ability in all subjects. In addition, the English education system prizes and tests grammar knowledge (which is memorizable). Why? Because: A) grammar is easy to test, B) Koreans are good at memorizing, and C) speaking ability is hard to test.

When speaking tests are given, they should test communicative speaking ability. However, memorizable role-playing tests result in more memorizing, and grammar-graded tests result in more grammar study. What gets tested gets done, and communicative speaking ability is not tested. Until it is tested, the quest for better speaking ability will remain a lengthy, costly and largely futile endeavor.

B. The Solution: Communicative speaking tests. What gets tested gets done.

The solution is widespread testing of communicative speaking ability. Such testing must be easy, accurate, and available to every English teacher, both Korean and native speaker, regardless of their teaching experience and regardless of their confidence to grade real speaking ability. This paper provides such a testing method.

C. Method: Speaking Test Recording and Transcribing

The speaking tests are a 20-minute, three-person conversation, on the assigned topic.

1. Record the conversation with a digital recorder.
2. After the test, download the audio files onto computer, and email the files to the students.
3. The students transcribe their whole conversation on a Word document.
4. The students use the word-count feature of Word, to count how many total words they spoke.
5. They then calculate the average length of their utterance.
6. Students print out and hand in their transcript with data.

Table 1. Speaking test data

Total words spoken	Speaking ability
750	93
746	91
628	90
601	88
494	88
487	88
481	85
479	88
476	88
429	83
428	85
415	83
388	90
378	88
364	88
349	86
330	85
301	82
291	85
290	82
276	83
Correlation	0.772

Above is the data from a freshmen class of pharmacy majors. In the left column is the total number of words spoken by each student, in the right column is their basic speaking ability score.

During the semester, each student had three 20-minute conversation tests, with a total of six different speaking partners. At the end of the semester, the total number of words spoken in their conversations was correlated with their speaking ability.

Is it possible to accurately grade a highly communicative speaking test merely by counting the number of words spoken? The answer is yes.

D. Eureka Moment

While giving a cursory glance to the number of words spoken and comparing that to the photo of the student, it soon became apparent that the students who spoke the least had the least ability, and the people who spoke the most had the most ability. Would correlating amount spoken and ability bear this out scientifically? It turns out that the correlation between words spoken and speaking ability is very strong: .77. (The American SAT has a correlation of .53.) The correlation is so strong, that any teacher can give – and precisely grade – communicative speaking tests.

These tests are highly communicative, and can be given by Korean teachers regardless of their own speaking ability, and by any teacher, regardless of their confidence in their ability to grade speaking. Grammar-graded speaking tests do not lead to improved speaking ability. Only communicative speaking tests do. Here is an easy and accurate method of grading communicative speaking tests.

E. Feedback and Error Correction

In a very communicative class, there is little time for error correction. By listening and transcribing their

conversation, students are embarrassed at their ability, confronted with their mistakes, and frequently motivated to do better next time.

F. Measuring Improvement

This data provides a measure of their ability, and enables measuring their improvement. For example, if a student spoke 400 words on the mid-term and 500 on the final, that is a 25% increase. If their average length of utterance went from 8 on the midterm to 10 on the final, that is a 20% increase.

G. The Next Big Thing

This recording transcription is a win-win on many levels:

- Communicative testing leads to communicative ability.
- Accurate grading data is provided to the teacher.
- Error correction and feedback are provided to the student.
- Fairness: students can *see* why they scored low.
- Morale: at the end of the semester, students can *see* improvement.

The recording transcription method is a marvel. It is easy for the teacher, provides valuable personal feedback for the student, and it is very accurate.

II. Without a Speaking Test

A. The Discovery: Grading speaking ability without a speaking test.

Over a span of more than seven years a variety of diagnostic testing was developed for conversation classes. Through trial and error, semester after semester, the tests were refined to be easier to give and grade, and more accurate.

Accurate testing is always possible. The MRI is very accurate. However, it is very expensive, requires an appointment, and only one person can be tested at a time. Thus, a key criterion for testing is that it must also be quick and easy to give and grade. The testing developed is all multiple-choice, easily gradable with a punch hole answer sheet. The testing strongly correlates to speaking ability.

B. The Testing: Finding the Holy Grail

Over the years, various tests were developed for conversation classes to: 1) provide a variety of testing, and 2) test different aspects of speaking ability. Among the testing developed:

- | | |
|---------------------------------|-------------------------------------|
| 1. Article test | multiple choice, 4 choices per item |
| 2. Preposition test | multiple choice, 9 choices per item |
| 3. Pronunciation listening test | multiple choice, 4 choices per item |
| 4. Listening conversation test | multiple choice, 3 choices per item |

The Holy Grail of this testing was to find an easy-to-test micro skill that correlated well to the macro skill of speaking. Not one but three skills were found. Individually they are accurate, and when combined they are very accurate.

The article test, while easily pointing out those with very high and very low ability, was overall not very accurate. The presumed reason is that there is just too much guessing going on. The other three tests individually turned out to be reasonably accurate, and when combined, were very accurate. All three tests could be given in less than an hour, and a class of 20 could be graded in less than 15 minutes.

This testing is quick, easy to give, easy to grade and accurate. It is especially suitable for testing large numbers of students quickly. This testing can be used as:

- Placement test for incoming students
- Placement, proficiency, or diagnostic test for individual classes
- Pre and post test for individual classes

A lot of speaking not only improves speaking, but also improves a lot of other skills. Over the course of a semester's communicative speaking, the use of articles and prepositions improves, as does pronunciation and listening skills. The improvement in these skills is a byproduct of a lot of speaking. In addition, the post test makes the measurement of that improvement possible.

In sum, the micro-skills placement tests are quick and easy to give and grade, and they are sufficiently accurate to be used as placement tests for speaking classes. The alternative is time consuming and labor intensive personal interviews, given by one or more teachers, which then raises the issue and inaccuracy of rater reliability.

Table 2. Correlation of testing to speaking ability.

PLACEMENT TESTS	correlation to speaking ability	items	minutes
1. Article test	0.25	20	10
2. Listening pronunciation test	0.47	75	8
3. Preposition test	0.55	30	10
4. Listening Conversation test	0.57	50	15
5. Tests 2, 3 and 4 combined	0.61	155	33
SPEAKING TEST			
6. Number of words spoken	0.77		
7. Length of average utterance	0.21		

For comparison, the American SAT test, which takes three hours and forty-five minutes, has a correlative value of .53.

Not every test or data was successful. As can be seen, the correlation between the **1. Article Test** and speaking ability was small. This indeed was not the hoped for micro skill.

There was great hope that **7. Average length of utterance** might prove to be the Holy Grail of micro skills. However, such was not the case. Most probably the low correlation stems from better students making many short comments and interjections (*No way!*), while some lower ability students memorized long answers. Such lower ability students did not speak much, but when they did speak, it was with a bit longer utterance. One advantage of the long, 20-minute test is that the good will out. The better speakers will invariably speak more.

III Conclusion

What gets tested gets taught. Even after a decade of time, money and effort, Koreans rank 121 in the world in speaking ability. Until communicative speaking is tested, speaking ability will remain a goal rather than a result.

The recording and data transcribing of communicative speaking tests is easy, accurate, and available to all speaking teachers – regardless of their English ability, teaching experience or grading confidence. This method enables long-term and widespread testing of communicative speaking ability.

The placement tests allow incoming students to be quickly and easily placed in the proper levels. These same tests can be used as a proficiency test within a class during the first week of class. Thus, a teacher can immediately have a grasp of the abilities of the students long, before the first test. These tests can also be used as pre and post tests, to measure improvement during the semester.

Taken as a whole, these tests provide accurate data for the invisible skill of speaking. What gets tested gets done, and this presentation will demonstrate how to easily and accurately test communicative speaking ability.

The Author

Gunther Breaux is an associate professor at Hankuk University of Foreign Studies. He has a BA in Advertising Design, an MA in American History and an MA in TESOL. He is the author of two ELT conversation books Jazz English, and Load Up With English, and he has taught English conversation in Korea for 14 years. He has also taught Business English at Korea Development Institute's Graduate School of Public Policy (KDI) and computer graphics at the Korea National University of the Arts. plangbro@gmail.com.

Adding a Piece to the Puzzle: Three Dimensional Jigsaw Reading

Matthew Coomber
Ritsumeikan University, Kusatsu, Japan

Abstract

Jigsaw reading appears frequently in ELT textbooks, yet due to its origins in L1 education the potential of the jigsaw technique in second language learning has yet to be fully realized. In an L1 context, jigsaw tasks typically focus on efficient understanding and sharing of information. In L2 learning, however, the transfer of content is not in itself the primary goal; rather, it is a vehicle to create conditions conducive to language acquisition. As such, jigsaw tasks designed to maximize opportunities for collaborative dialogue and negotiation of meaning are more pedagogically appropriate than those transferred wholesale from L1 methodology. Despite this, most jigsaw reading activities in ELT textbooks require learners only to discover and disseminate information, failing to provide a reason to interpret this information. This paper introduces jigsaw tasks including a third dimension: the need to understand the connections between the disparate pieces of information each student brings to the table, connections which cannot be unraveled without the active involvement of each participant.

I. Introduction

Jigsaw reading is a familiar activity in the second language classroom. However, the technique is one which has been borrowed from L1 education, and was in fact developed in very specific circumstances to deal with issues which may not be as relevant in an ESL or EFL environment.

A. History of Jigsaw Reading

In 1971 Eliot Aronson, a social psychologist, was brought into schools in Austin, Texas as a consultant tasked with finding ways to overcome issues which had arisen due to the recent racial desegregation of the education system (Aronson & Patnoe, 1997). Aronson and his team observed that the competitive nature of classroom life was serving to reinforce and multiply the tensions and distrust which, not surprisingly in the early days of integrated schooling, were developing between different ethnic groups and threatening to undermine the perceived legitimacy of the new set up.

Aronson's solution to this problem was to introduce jigsaw learning in order to transform the classroom from a competitive to a cooperative learning environment. Rather than learning about a topic individually, students were assigned to work in ethnically mixed 'jigsaw groups' with four or five classmates. Each member would be responsible for reading about one element of a set topic, and for teaching his or her group mates about it. Finally, each student would take a test on the topic as a whole, covering not only the sub-topic they had read about themselves, but also those they had learned about from the other group members. With the success of the individual now firmly dependent on the success of the group, students had a direct and immediate incentive to cooperate with their group mates, regardless of their personal feelings towards them. Eight weeks into the experiment, Aronson's team found that students in the jigsaw classrooms were not only exhibiting less prejudice, but also academically outperforming those in the competitive classrooms.

II. Jigsaw Reading and ELT

A. Why use Jigsaw Reading?

Skim through any textbook designed for the ELT classroom and before long you are likely to come across a jigsaw reading exercise. While many ESL, and to a lesser extent EFL, classes may be ethnically mixed, it seems unlikely that the rationale for including these activities is the same as that which motivated Aronson to design the jigsaw technique. There are, however, features of jigsaw reading which, in light of currently popular teaching approaches, make it particularly well suited to the second language classroom.

1. Communicative Language Teaching

Communicative language teaching has been the dominant methodology within ELT for a considerable time. While in a teacher centered classroom, less motivated individuals may be able to avoid L2 communication, this becomes far more difficult when their contribution is necessary to their group's success. Allwright (1984) summarizes the benefits claimed for 'getting students communicating': particularly pertinent with respect to jigsaw reading are his arguments that in language learning we learn *by* communicating, and that students 'learn from the very attempt to articulate their understanding' (p. 158). As an example of an information gap activity, jigsaw reading naturally generates both a communicative purpose and a desire to communicate, elements which are essential if an activity is to be truly communicative (Harmer, 2007).

2. Task Based Learning

Ellis (2008) defines tasks as including 1) a focus on meaning, 2) some kind of gap, 3) the need for learners to use their own linguistic resources, and 4) a clearly defined outcome: four elements which are certainly present in a well designed jigsaw activity. Advocates of task based learning suggest that the approach generates greater opportunities for negotiation of meaning, although, according to Ellis, research findings are conflicting on this point.

3. Cooperative Learning

Various benefits have been claimed for cooperative learning as a teaching approach, and as noted, jigsaw reading is by its very nature a cooperative activity. Dörnyei (2001) states that cooperation enhances student motivation in several ways, including by promoting group cohesiveness, imparting a sense of moral responsibility towards group members, boosting autonomy, and magnifying the sense of achievement felt on successful completion of a task. Joritz-Nakagawa (2004) further suggests that cooperative learning may offer pragmatic benefits when managing large classes or focusing on oral skills.

A. Limitations of Jigsaw Reading in the ELT Classroom

Despite the fact that, in principle, jigsaw reading dovetails nicely with philosophies currently prevalent within the field, the majority of jigsaw activities to be found in ELT textbooks fail to make the best use of the potential of the technique in generating communication, facilitating negotiation of meaning, and promoting language acquisition.

A typical jigsaw task entails two or more different but complementary passages. After reading, each student explains the key points of his or her passage to the others, and as a group they answer questions about the readings. *Language Leader Intermediate* (Cotton, Falvey & Kent, 2008) provides an example: learners read texts about three different explorers, before answering questions such as 'Which explorer became interested in the sea at an early age?' and 'Which explorer was particularly interested in the Far East?' (p. 18). In order to answer all questions, the contribution of every participant is required. However, for the group to answer any individual question input from just one member is necessary, thus providing only limited scope for meaningful communication. While this type of simple information gap may allow students to practice specific language forms, it seems unlikely to require or encourage them to utilize the full range of their existing linguistic resources and fails to provide sufficient reason to engage fully with either text or classmate. Pica and Doughty (1985) claim that 'decision making tasks... do not *compel* participants to negotiate for message meaning' (p. 215); this is equally true of jigsaw tasks as commonly found in ELT textbooks. Not only do they not compel negotiation of meaning, they tend to focus on transfer of factual information: this is, of course, an appropriate goal in L1 education, and a useful putative goal in the L2 classroom; it seems unlikely in itself, however, to be particularly effective in promoting language acquisition.

III. Three Dimensional Jigsaw Reading

A. Principles

Jacobs (1988) explains the concept of goal structure, and summarizes the advantages of adopting a cooperative, rather than competitive or individual, goal structure to enhance the effectiveness of group activities. The different goal structures are explained with the aid of sporting analogies: thus, a cooperative goal structure is likened to what occurs in a game of basketball, when by helping a teammate to score a basket you also help your team, and thus yourself, to win.

Useful as this analogy is, it can be extended to more clearly differentiate the goal structures of different group activities in the classroom. A traditional jigsaw reading activity is, in fact, better compared to the goal structure of a cricket or baseball game than a basketball match. In cricket, a player's performance, while of course

helping the team achieve its goals, does not *directly* impact upon the performance of his teammates; in turn, neither is that particular player's performance directly affected by that of others. While the result depends on the team as a whole, any discrete episode of play is completed by one player individually. If we return to the jigsaw example in Section II (B), a clear parallel can be seen: one student knowing that Jacques Cousteau was the explorer interested in the sea at an early age helps the group by correctly answering one question; however, the same student is not able to directly assist her group mates in answering the other questions. In both cricket and jigsaw reading, all participants must do their bit for the team, but they must do it separately, not through direct cooperation with their peers.

In basketball, on the other hand, the actions of every individual player have a *direct* influence on how each other player performs. No player, however great, can score baskets if the ball is permanently in opposition hands, or if teammates refuse to pass to him. While cricketers can win a match by performing well individually, basketball players must play well *as a team* to ensure success.

Three dimensional jigsaw reading attempts to mirror the goal structure of team sports such as basketball or football through the use of tasks that not only require students to contribute information, but also compel each participant to engage in cooperative dialogue. The key difference is in the question design: in 3D jigsaw reading no question can be answered by one person alone; without a contribution from *each* participant the group cannot find the answer. Moreover, in Prabhu's (1987) terms, 3D jigsaw reading can be defined not as an information gap, but as a reasoning gap activity. Rather than simply sharing information, the questions require that students use inference, deduction and reasoning in order to interpret the information each individual has provided and make the requisite connections: a process which is both linguistically and cognitively more challenging than a simple transfer of information.

A. An Example of a Three Dimensional Jigsaw Task

The extracts below are taken from a 3D jigsaw reading activity about religion in India. Students work in groups of four, with members reading about Buddhism, Hinduism, Islam, and Sikhism respectively, before sharing what they have learned and answering questions on the texts.

Extract One

'...a resurgence in Hinduism and the converts made by new religions forced Buddhism into a long decline, and it was only in the late nineteenth century that the number of Buddhists in India started to rise again. Despite this, even today, out of a total population of over one billion, only around seventeen million people identify themselves as Buddhists.'

Extract Two

'Furthermore, although India is a secular nation, Hinduism and India are, to many people, indistinguishable. After all, not only are most Indians Hindu, but also around 90% of Hindus worldwide are Indian.'

Extract Three

'In spite of being home to more Muslims than any country except Indonesia or Pakistan, in India Islam is nonetheless very much a minority religion, with only around 13% of the population following the faith.'

Extract Four

'Over 90% of the world's Sikhs live in the northern Indian state of Punjab, which may account for the fact that Sikhism is not well known outside India. Inside India, however, there are more Sikhs than Buddhists, and Sikhs have long played an important role in the politics and economy of the nation.'

Example Question

a) _Order the religions from 1 ~ 4 according to which has the most followers in India.

Of the four readings, only the first provides a direct numerical answer to the question (seventeen million). Hence, rather than simply finding and ordering four numbers, students must work somewhat harder to extract the relevant information from the text.

Without giving a specific figure, Extract Two tells us that most Indians are Hindu, which, following simple logic, is sufficient information to place Hinduism in the number 1 position. Extract Three gives a percentage, but to make sense of this in terms of the exercise it must be combined with information to be found in Extract One

(the total population of India). From this, students can work out that Islam must be above Buddhism in the table. Finally, Extract Four offers a comparison: there are more Sikhs than Buddhists, thus it can be deduced that Buddhism has the fewest followers. The problem remains of whether Islam or Sikhism is the second largest religion, and regarding this question, the readings provide no direct information. However, by applying some logical thinking to the text, it is possible to infer the most likely answer. When read in context, the phrase 'there are more Sikhs than Buddhists' is clearly intended to emphasize the fact that Sikhism is not a minor religion. In this light, if there were more Sikhs than Muslims, it seems likely the writer would have chosen this, the more forceful comparison. Thus, through careful reading and clear reasoning (and hopefully plenty of discussion), it is possible, albeit difficult, for groups to solve the problem.

It is clear from this example that in 3D jigsaw reading, simply finding and conveying information is insufficient: to complete the task, learners must comprehend each relevant piece of information, in some cases transform it, and relate it to each other piece of information in order to extract meaning from the text and make sense of the overall picture. The cognitive and linguistic input necessary to achieve this is manifestly greater than that required to locate and pass on discrete answers.

IV. Conclusion

In summary, three dimensional jigsaw reading is a technique utilizing complex problem-solving tasks rather than simple information gaps. As in regular jigsaw reading, the task cannot be completed without the input of all participants; unlike regular jigsaw reading, these tasks require interpretation and negotiation, rather than just exchange of information, thus more fully engaging the learners and providing greater opportunity for truly co-operative learning.

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The Author

Matthew Coomber is currently teaching in the Faculty of Economics at Ritsumeikan University. He has taught English in Japan since 2001. His interests include materials design and feedback in academic writing. Email: mcoomber@hotmail.com.

Diversifying the ESL/EFL Curriculum

Martha Clark Cummings

Anaheim University

and

Kingsborough Community College, The City University of New York, USA

Abstract

The aim of this workshop is to find ways to introduce diversity into the ESL/EFL Curriculum so that it is inclusive of all groups who might take the course of study. The goal is that no students feel ignored, invisible, or that they must conceal their true identity from the rest of the group, while at the same time adhering to the standards of the particular institution for which the curriculum is being or has been designed. Participants will discuss kinds of diversity they have encountered or might encounter in the future in the settings in which they teach. Then, in small groups, they will begin to design one lesson in which one diversity issue might be addressed and around which intercultural activities could be developed.

I. Introduction

As English expands as a global language spoken by very diverse groups of people, it is crucial that all teachers and administrators focus our attention on inclusiveness in the curriculum and in the classroom, identify strategies to integrate that inclusiveness, and monitor and evaluate student responsiveness to this important issue. Even in the most putatively homogenous settings, diversity is everywhere. Right now, students in your classrooms are feeling excluded.

II. Language Teaching and Curriculum Development

Language teaching and curriculum development have changed very little in the last one hundred years. Their central ethic remains control; their central tool is extrinsic motivation. If we want our students to view their learning in a different way, we must first allow them some measure of autonomy. We can do this by first offering a rationale for the activities we ask them to engage in. Students need to know the larger purpose of what they are about to do. Second, we can acknowledge that some tasks are boring, and express empathy. Third, we can allow students to complete activities in their own way, allowing for diversity.

III. Autonomy and Diversity

Autonomy is one of the three basic human needs, according to two psychologists who have done a great deal of work on this topic, Edward Deci and X Ryan. The other two needs are mastery and purpose. Deci and Ryan (2008) call autonomy "Self-Determination Theory." Autonomy does not mean independence, relying on no one. It means acting with choice. This leads us to the importance of autonomy in order to acknowledge diversity. Teachers and administrators may foster autonomy and diversity in the following four ways:

1. Encourage students to set their own goals.
2. If doing homework is a dreary obligation, help them find a way to make it enjoyable.
3. Keep mastery in mind – getting better at something provides a great source of renewable energy.
4. Start with the assumption that everyone wants to do good work(adapted from Pink, 2010)

IV. Fostering Diversity

For teachers who do not already have diversity built into their curriculum, diversity can be fostered by making sure that thinking about gender, race, and class are included in the entire curriculum and not treated as special problems; that all groups are recognized as being affected by the interactions of diverse populations; that

one group's reactions, opinions, and behaviors are not used as the standard against which all groups are measured; acknowledging that one group dominates other groups in any given situation unless there is intervention; making sure that materials do not support any prejudices that already exist; and a myriad of other techniques which will be suggested during the workshop.

V. Conclusion

Many resources exist for teachers who want to make sure that diversity and inclusiveness exist in their curriculum and in their classroom. It is up to teachers and administrators to acknowledge that diversity exists and to seek out the resources. The presenter hopes that this workshop will serve as a starting place for that quest.

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The Author

Dr. Martha Clark Cummings of Anaheim University Online and Kingsborough Community College of The City University of New York has an MA and EdD in TESOL from Teachers College, Columbia University. She is currently the incoming chair of the TESOL Standing Committee on Diversity. She is the co-author of two ESL/FL reading/writing textbooks, Changes: Readings for Writers and Inspired to Write, and author of many articles, short stories and book chapters.

Reflecting on Teaching: Looking at Beliefs and Perceptions.

Dr. Andrew Finch

Kyungpook National University, Daegu, South Korea

I. Introduction

This workshop looks at personal teaching beliefs and perceptions in a constructive manner, attempting to identify and discuss them, with a view of reflecting on and perhaps positively modifying our belief systems. What are the teaching philosophies that we take into the classroom, and how do they affect what happens in the classroom? Are these philosophies implicit or explicit? Do they permeate the classroom environment? Do they control the way in which we react to critical events? Where do they come from? How were they formed? Are they based on pedagogical theory and/or on practical experience? How do they compare with the philosophies of our colleagues in similar situations?

In this workshop, we will use a teacher/training learner journal (*English Reflections*) to look at our belief systems and our perceptions of our teaching situations. The workshop will of course be non-threatening and non-judgmental, based on the assumption that everyone holds values and beliefs that are meaningful and sincere. Discussion in a professional setting will empower us to look at our belief systems and critically appraise them. The workshop will therefore consist mostly of discussion – in depth – and exchange of perceptions, using the teacher/training learner journal as a starting point – a springboard.

A number of factors have been recognized as crucially important in TEFL. These factors strongly influence the effectiveness of any teaching methodology:

1. the reinterpretation of the syllabus by the teacher and the learner (Allwright, 1984);
2. the individual learning beliefs of the learner (Cotterall, 1995; Mantle-Bromley, 1995);
3. the affective factors acting on the learner (Arnold, 1999).

Teacher/Learner journals are a means of addressing these issues, helping teachers and learners to reflect on the teaching/learning process, and to make sense of their experiences, engaging in routine and ongoing self-assessment so that they develop a critical awareness of the language teaching/learning process. This can help teachers/students to:

- identify their strengths and weaknesses in English;
- document their progress;
- identify effective language teaching/learning strategies and materials;
- become aware of the language teaching/learning contexts that work best for them;
- establish goals for independent learning/professional development. (Adapted from McNamara & Deane, 1995, p. 17)

LeBlanc & Painchaud (1985, p. 673) observe that “It has now become a commonplace belief that to be efficient, a teaching/learning strategy requires that students have some input in the complete learning cycle” and Nunan (1988, pp. 134-135) points out that learners should develop not only their language but also “a critical self-consciousness ... of their own role as active agents within the learning process.”

How do the three findings (above) apply to our teaching/learning situations?

II. The Reinterpretation of the Syllabus by the Teacher and the Learner

Whatever the syllabus, it is always interpreted by the teacher according to his/her beliefs and principles, and this re-presentation is interpreted by the learners, who have their own ‘hidden agendas’ for learning. Research has recently focused on these beliefs and perceptions, since these teaching/learning agendas and preferences determine the effectiveness of everything that occurs in the classroom.

Teachers teach according to their individual teaching agendas and perceptions and impose their own order upon any new learning content, making a pre-planned syllabus largely incidental. The importance of such beliefs has led educators to focus on teacher/learner training and attitude change, so that teachers/learners can identify their belief systems and modify them positively and professionally.

III. The Individual Learning Beliefs of the Learner

It is extremely important for teachers to understand the power of student beliefs, which, along with other affective factors, are “both the driving force for learning, and also the motivation behind much everyday communication and the inspiration for the recreation of the conventions which govern such communication” (Breen & Candlin, 1980, p. 91).

Teachers therefore need to acknowledge and respect students’ attitudes, beliefs, and expectations and help them overcome any harmful perceptions and blocks (Mantle-Bromley, 1995, p. 383), as well as enhancing students’ awareness of their personal weaknesses/strengths, and of their task/strategic knowledge, since beliefs differing from those of the teacher can lead to frustration, dissatisfaction with the course, unwillingness to perform communicative activities, and lack of confidence in the teacher (Mantle-Bromley 1995, pp. 381-383; Peacock, 1998, p. 125).

IV. Affective Factors

Affective variables have been defined as “those that deal with the emotional reactions and motivations of the learner; they signal the arousal of the limbic system and its direct intervention in the task of learning” (Scovel, 1978, p. 131), and are generally assumed to influence second language acquisition. They can be classified under headings of i) motivation; ii) attitudes to learning; iii) self-esteem; iv) anxiety; v) linguistic courage; and vi) cultural pressures. As Mantle-Bromley states: “If we attend to the affective and cognitive components of students attitudes, as well as develop defensible pedagogical techniques, we may be able to increase the length of time students commit to language study and their chances of success in it.” (Mantle-Bromley, 1995, p. 383)

A. Critical Incidents

Critical incidents are an important aspect of teacher/learner reflection and will also be considered in this Workshop. Perhaps some critical incidents will occur, leading to some ‘aha moments’. This often happens when we reflect on an issue, a problem, or a question for some time. The issue simmers on our backburner, gradually modifying itself as new input appears, before a sudden insight emerges. This process has been called a trilogy of creation: ‘haha’ (humorous), ‘aha’ (scientific), and ‘ah’ (artistic). “Gestalt psychologists have coined a word for that moment of truth, the flash of illumination, when bits of the puzzle suddenly click into place – they call it the AHA experience” (Koestler, p. 185).

Farrell (2008) has stated that “a critical incident is any unplanned event that occurs during class. It has been suggested that if trainee teachers formally reflect on these critical incidents, it may be possible for them to uncover new understandings of the teaching and learning process.” (2008, p. 3). Brookfield (1990) identifies the unexpected aspects of critical incidents, defining them as any “vividly remembered event which is unplanned and unanticipated” (p. 84). Tripp (1993) emphasizes that “the point is that incidents only become critical because someone sees them as such” (Tripp, 1993, p. 27). Richards & Farrell (2005) identify “analysis of critical incidents” along with “self-monitoring and journal writing” as a cognitive process which “encourages teachers to explore their own beliefs and thinking processes and to examine how these influence their classroom practice” (2005, p. 6).

Explicit critical analysis and formal reflection on critical incidents, usually in terms of description and then explanation (Tripp 1993), has been seen to have a number of benefits for the teacher-analyst.

1. It can create a greater level of self-awareness.
2. It can prompt an evaluation of established routines and procedures.
3. It can encourage teachers to pose critical questions about teaching.
4. It can help bring beliefs to the level of awareness.
5. It can create opportunities for action research.
6. It can help build a community of critical practitioners. (Adapted from Richards & Farrell, 2005, pp. 115-117)

B. The Journal

English Reflections fuses learning, instruction and assessment through its dual (interactive/reflective) approach. It does this in a number of ways:

1. By being interactive and reflective, the journal provides a framework in which to discuss learning-related issues of present and future significance.
2. By allowing teachers/students to reflect individually upon whatever they find to be important following

these discussions, and by stressing that there are no “correct” answers and that every opinion is valid, the journal encourages growth of confidence and self-esteem.

3. By allowing groups to proceed through the journal at their own pace, students are allowed to spend time on issues that they consider to be relevant and meaningful, giving validity to their perceptions.
4. By bringing teaching/learning-related issues to the attention of the students, the journal promotes cooperative exploration of beliefs, leading to positive modification of attitudes to learning.
5. By offering various learning-related activities to be carried out in groups, the journal encourages teachers/students to collaborate and develop group-discussion skills (pragmatically appropriate conversation gambits, etc.).
6. By encouraging students to make individual reflections on a regular basis, without explicit correction by the teacher, the fear of “making mistakes” is disabled, and writing skills are allowed to improve simply through extended practice and occasional peer-feedback.

It can be said that an approach which concentrates on positive attitude change, in a non-threatening learning environment, can be greatly assisted by the use of Learner Journals. Teachers/students write about issues that are important to them, their awareness of learning and learning strategies develops, and their writing skills also develop through frequent and regular practice.

How do the activities in this Learner Journal help us to look at our teaching practices?

That is the function of this workshop.

[BTW, *English Reflections* has now been printed in a second edition (Oct. 2010), with extra activities and improved, user-friendly formatting. Examples will be on show at the Workshop.]

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The Author

Andrew Finch is associate professor of English Education at Kyungpook National University, Daegu, where he teaches graduate and undergraduate pre-service and in-service Korean teachers of English. Courses include TEFL Methodology, Task-Based Materials Design, Using Drama to Teach English, Classroom-based Assessment, Multimedia in TEFL, and Writing a Research Dissertation. His research interests include bilingualism, English teaching as education of the whole person, the non-threatening learning environment, and task-based supplementation of textbooks. Andrew's Ph.D. (Manchester University, UK) was on the design and evaluation of a task-based language program in Korea. He has worked in Korea and in Hong Kong (testing consultant) and has authored a number of ELT books, some of which can be downloaded from www.finchpark.com/books

Getting L2 Learners of English to Form Grammar Rules Inductively

Roger Fusselman
Seoul National University of Education

Abstract

An inductive approach to the teaching of grammar has some support from philosophy, from the classroom dynamics that it may encourage, and from researchers that cautiously but intriguingly acknowledge a potential value to inductive instruction. Though there are different models for what constitutes inductive instruction, the author puts forth three stages as essential: 1) data, presented to or elicited from the learner; 2) inference, where students are given a task that requires them to see a pattern to complete a task; and 3) generalization, where learners are guided to develop a rule or schematic that describes the proper use of the target form. The details below and the presentation they represent paint a fuller picture of this approach.

I. Benefits of Inductive Instruction

Induction is the derivation of rules, laws, or patterns derived from the observation of instances or examples. It contrasts with deduction, which is the application of rules to concrete situations. Typically, grammar classes may take a deductive approach. However, philosophically, an inductive approach to teaching grammar may be more appropriate. Induction is more fundamental than deduction to cognition; before you apply the rules you learned, you have to form them in your head first. It is often a form of instruction that leans on real-world context. It puts the learning of grammar a bit more in the hands of the learner. As a change from more typical grammar classrooms, an inductive lesson may be more enjoyable.

To date, the research on the benefits of these two methods seems to be at a tie rather than having a clear winner (Ellis 2006). However, this may be from different researchers and teachers having different ideas of what inductive instruction is (Erlam 2003). This does not seem to discourage Ellis (2006) from learning toward inductive instruction for the teaching of the more complex rules of English, and for use in classes where the students are good at grammatical analysis. In his own text on teaching grammar, Nunan (2005) argues that an inductive approach is better than a deductive one because it requires deeper processing. He also argues that it fits the concreteness of the way that young learners learn, and is therefore better for young learners than a more overt explanation of rules.

Naturally, some authors have put forth some intriguing ideas that are based on or hint at an inductive approach. The PACE Model, developed by Donato & Adair-Hauck (2002a, 2002b) breaks grammatical instruction into Presentation, Attention, Co-Construction, and Extension, and is being used to teach languages other than English in the United States. One can find suggestions for the use of literature combined with inductive grammatical instruction (Paesani, 2005), particularly with poems and short stories. Tennant (2010) describes the Discovery Technique, a method which involves co-constructing a story with student assistance, then finally eliciting the target form from the story.

The following suggestions about introducing a grammar point draw some ideas from the above models. A full lesson would involve a lead-in, inductive grammatical instruction, practice activities, communication activities, and a wrap-up. However, this article will discuss only the inductive grammatical instruction part, which can be broken into three steps: data, inference, and generalization.

II. The Data Stage

A. Creating or Displaying Samples of the Target Grammatical Form

The data stage is the first stage of an inductive grammar lesson. After one has started the class with a warm-up activity, present language data to them, elicit data from them, or do a combination of both. These would be samples of the target form you want to have their attention on. This stage involves a meaning-focused display and/or elicitation of the target form, but you are not overtly teaching the form.

The teacher should be somewhat choosy about the way the data are packaged. Keep your data to examples within a theme or situation. If you have a wider context of meaning, not just isolated sentences, it helps learners set the context more easily. Provide enough data to suggest a pattern but do not explain it. Highlighting forms (e.g., with different fonts, with colored markers, underlining, etc.) helps draw attention to form. As for data elicited from the students, adapt what they say so that it uses the target form.

Where can such data be found? Recommended sources of data include magazine pictures, board drawings (Tennant, 2010), poems (Paesani, 2005), student utterances and student errors (Borg, 1998), and recordings of songs (Bickley, Castillo, and Phillips, 1997). For the sake of elicited data, stories elicited from students (Celce-Murcia and Hilles, 1988), question-and-answer discussion on a suitable topic, eliciting student responses on a topic, the use of realia (i.e., real objects) or flash cards can also be helpful. Any authentic texts not mentioned above (travel brochures, advertising, short-short stories), classroom-tailored texts and activities (chants, drills, TPR, listening and reading tasks from coursebooks, matching the sentence halves, completing the dialogue, gap-fill exercises), and one very intriguing form of data that falls somewhere in the middle of the authentic-didactic continuum—concordances—may all be helpful sources to get the induction going. Teachers unfamiliar with elicitation techniques or concordancing should investigate these tools and techniques, whether they plan to teach grammar inductively or not.

B. Example of a Data Task

Read the dialogue aloud with your partner, finishing the sentences with the endings on the right.

Sentences	endings
<p>Carl: Hey, Mel! How are you doing? Mel: Not so good. I went to a rock concert last night. Carl: But that's a lot of fun, right? What's the problem? Mel: Well, [1] the music was so loud that ____. Carl: Ouch! That's terrible. Mel: Yeah. [<i>a Tico drives by</i>] Oh, no! That Tico almost hit me! Carl: Don't worry. [2] The Tico is so weak that ____. Mel: Ha-ha! That's funny! Carl: Thanks. How was your English class yesterday? Mel: OK, I guess. I will buy my teacher a hat. Carl: Why? Mel: [3] His head is so shiny that ____. Carl: Too bad. Get him a very big hat. Mel: Sure. How about your English teacher? Carl: Very different story. [4] She is so beautiful that ____. Mel: Wow! She must be really beautiful. Carl: Yeah. We're lucky. We want to buy her a gift, too. Want to go with me to Super Department Store next weekend? Mel: No. [5] The gifts there are so expensive that _____. Hang out tonight? Carl: Hmm... I don't think I can. Mel: Why not? Carl: I got an F on my last mathematics test. [6] My mother was so angry that ____. I'm going home to study. See you later! Mel: See you later, my friend. Good luck studying.</p>	<p>[A] birds sing when she walks in the park. [B] even Bill Gates can't buy anything there. [C] it hurt my ears. [D] it can't drive over a piece of gum. [E] she won't let me see any friends for the next few days. [F] all the students wear sunglasses in his classroom.</p>

III. Promoting Inference from Data

A. The Bridge between Data and Generalization

During the inference stage, students do a task where they need to find a pattern. Essentially, the learners look at the data in the data stage of the lesson to solve the puzzle that the inference task presents. Requiring them to infer gives them a reason to generalize from data. An inference task can focus on form, meaning, and/or use, depending on whatever is required to facilitate the instruction. An inference task can even be designed to promote

student-student interaction. However, it falls short of stating the generalization itself, or asking the learners to explicitly state this. The goal of an inference task is to lay the groundwork for the students to form a generalization of sorts.

There are many ways for the teacher to provoke the student into hypothesizing. The teacher could elicit an utterance, a sentence similar in form to the data seen before, using a cue, a flash card, etc. If tense or aspect is a part of the lesson, you may provide timelines based on a story co-constructed with the students (Celce-Murcia and Hilles, 1988). Provide a syntax exercise with one word extra, where the extra word represents a form that is incorrect, most likely a word or form a deductive-approach lesson may teach as incorrect. Direct students to highlight words similar in kind, but without specifying the kind; for example, ask students to highlight the words *shiny* and *loud*, plus words similar to it, but do not mention that they are looking for adjectives. Choose the correct word between two choices to complete a similar grammatical form to the one in your data stage. Look at the original data (e.g., concordance data) and choose from a list of five sentences to identify the correct and incorrect sentences. Students may also explain why a form is incorrect (Erlam, 2003).

B. Example of an Inference Task

Choose the right sentence ending for making a funny sentence with good grammar. You may look at the dialogue between Carl and Mel to help you.

1. Morrie is so dumb that _____.
 - a. he is not smart.
 - b. he cannot add two and two.
 - c. he bad at very easy math.
2. The weather is so hot that _____.
 - a. my skin is melting.
 - b. am always drinking water.
 - c. it is 30 degrees.
3. Garrett's Japanese is so bad that _____.
 - a. he cannot speak it.
 - b. he thinks *yama* means *film*.
 - c. is afraid of singing rooms.

IV. The Generalization Stage

A. Forming the Rule

Generalization, in the context of this approach, means the forming of a rule from data and prior inference work, with students forming this rule with minimal assistance from the instructor. It is different from an inference task in that there is a higher level of abstraction being asked from the students. They are now required to summarize in the form of a rule, a chart, or a formula what was involved in the data and inference stages.

In general, avoid long explanations of grammar points. Keep them short, less than five minutes of a lesson. It can even be structured as a one-minute activity, if necessary. It is acceptable to provide a teacher-style rule after the students state the rule in their terms, but keep it as close to their phrasing of the rule as possible.

Different tasks are appropriate for this stage. Often teachers may ask "What do these words have in common?" to elicit key grammatical terms (or an acceptable synonym that the students are comfortable using) for building a grammatical pattern. For that technique, you may want to elicit examples of those terms (teacher: "OK, they're adjectives. What are some other adjectives) and use your fingers to count along as they produce examples, beckoning them to come up with more examples. Eliciting the meaning and the use of the form may be helpful. Making a chart or table (see the example below) works as a generalization task. With a slightly stronger class, the teacher could put students in pairs or small groups and have them come up with a rule on their own.

B. Example of a Generalization Task

Work in pairs. Look at the Carl and Mel dialogue and the three other sentences. Put the following grammar words in the boxes below: *action verb*, *adjective*, *be verb*, *noun/pronoun*, and *noun/pronoun*.

_____	_____	<i>so</i>	<i>that</i>	_____	_____	(extra stuff).
the quality the subject has			➔	how much of that quality it has		

V. Conclusion

This discussion should not be taken as a full outline for a grammar lesson, since it only focuses on the presentation, co-construction, or guided eliciting of a grammar point. Inductive instruction of this type could be

used to precede the practice exercises typical of a grammar textbook, for example. Allowing students time to freely communicate in the target form after is crucial for them to acquire it.

Nor should the teacher feel limited to having to do this sort of inductive work at the beginning of a lesson. Teachers who prefer task-based learning could adapt these three stages of inductive instruction for use in their post-task stage, rather than having inductive instruction precede activities designed for practice and communication.

Regardless of the overall design of a grammar lesson, it is worthwhile to have an inductive component where students make inferences and generalizations from data they created or observed. It will put the learners more in control of their own acquisition of a variety of grammatical points.

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The Author

Roger Fusselman is currently a TESOL trainer at the Institute of TESOL at Seoul National University of Education. He holds an MA in teaching English as a second language from the University of Central Missouri, a Postgraduate Certificate in TEFL/TESL from the University of Birmingham, a Missouri English teacher's license, and a BA in English and philosophy from the University of Missouri, Kansas City. Mr. Fusselman has over a decade of experience throughout Korea as an English teacher, a curriculum developer, and a TESOL trainer, and he has contributed to KOTESOL in various capacities. He can be reached at mrfusselman@gmail.com.

The Validity of Consequences: High-Stakes Language Testing and the Polarization of Young ELLs

John F. Haggerty

Carleton University, Ottawa, Canada

Abstract

This presentation will introduce the main findings of a pilot study that explored the impact of high-stakes English testing on the attitudes, beliefs, and motivations of English language learners (ELLs). This was an exploratory study designed to probe the attitudinal differences that may exist within and between various education groups based on their completion of cognitively-demanding high-stakes language testing. This small-scale study would help improve the design of larger study to be completed as part of an MA dissertation. After pre-testing potential questions, a pilot questionnaire was developed and subsequently administered to 202 ELLs from three different education levels: middle school, high school, and university. An analysis of responses to 20 questionnaire items was conducted on the basis of a) education level, and b) the completion of one of two high-stakes English tests: the TOEFL or the TEPS. There were significant correlations found for 15/20 responses from middle-school students, 4/20 from high school students, and 0/20 from university students. These preliminary results suggest that cognitively-demanding high-stakes English testing has a potential polarizing effect on the attitudes, beliefs, and motivations of younger ELLs. Some possible implications for modern notions of test validity, specifically consequential validity, will be explored and some recommendations for improvements to the test validation process will be offered.

I. Introduction

In South Korea, the results of language tests can dramatically influence the opportunities available to students. As such, there is extreme pressure to perform on English tests even at quite young ages and many students begin preparation for cognitively demanding language tests as early as elementary school (for a fuller discussion, see Nam, 2006; Choi, 2008). Despite the reality that young English language learners (ELLs) are taking high-stakes cognitively-challenging language tests like TOEFL and TEPS, test designers have generally not explicitly investigated the effects of this in their analysis of test validity. However, if modern notions of test validity are to be taken seriously, much more investigation into the potential effects of cognitively demanding tests on younger ELLs is warranted. In attempting to address this issue, the following three research questions were posed:

- What differences exist in the attitudes, beliefs, and motivation of young ELLs who have completed high-stakes language tests compared to those who have not?
- Do these differ from ELLs at higher education levels?
- Can high-stakes test results be considered valid for young ELLs?

A great deal of research has been conducted on the role of ELL attitudes, beliefs and motivation and its impact on the achievement of language proficiency. However the role of high-stakes testing in helping or hindering this process has received scant attention in motivation studies. Given the pivotal role that high-stakes standardized testing plays in many meritocratic educational environments, especially in Asia (Ross, 2008), and its growing importance resulting from educational initiatives such as 'No Child Left Behind' in the U.S., this is a consideration that has been overlooked for too long.

II. A Modern Conception of Test Validity

Nowadays, most language test theorists (e.g. Kane, 2002; Bachman, 2005) have acknowledged the need for a sophisticated test validity argument that explicitly connects a test to the social constructs it is purportedly

designed to assess. However, some have taken the need to acknowledge the social context of language testing one critical step farther. Samuel Messick's (1989; 1995) 'validity matrix' challenges theorists to step outside the test itself and consider the value implications inherent in the decision making process as well as the social consequences of test use. As a 'unified' concept, validity in language testing for Messick involves value judgments from the very first decision made. These judgments have real-world social consequences which need to be properly understood in order for test validity to be properly satisfied. Unfortunately, "... through marrying itself to psychometrics, language testing has obscured, perhaps deliberately, its social dimension" (McNamara & Roever, 2006, p. 1). This study examines the social consequences of test use situated at the apex of Messick's proposed test validity matrix.

III. Instrument and Method

A list of 40 potential questions in two general categories (assessment and learning experiences) was developed to assess the attitudes, beliefs and motivations of students towards English at three different education levels: middle school (MS), high school (HS) and university (UNI). All potential questionnaire items were 'back-translated' (Brislin in Dörnyei, 2002, p.51) using two translators. Next, two Korean EFL teachers and two foreign EFL teachers (including myself) assessed the suitability of the items, a process that narrowed the list to 32. It was decided to use a four-point Likert scale (1=strongly disagree to 4=strongly agree) to avoid neutral answers. After pre-testing on two university classes (N=62), and subsequent item analysis, the questionnaire was narrowed down to ten items per category (20 total) with Cronbach Alpha scores of .76 (assessment experiences) and .72 (learning experiences). The completed pilot questionnaire, including questions about the respondents, age, education level, English proficiency level and TOEFL/TEPS completion, was then administered over a 5-day period to 202 ELLs in two middle schools, two high schools, and two universities in Seoul, South Korea. The data were inputted into SPSS software (v.16) and analyzed.

IV. Participants

Table 1: TOEFL/TEPS Completion by Education Level

EDUCATION LEVEL	TOEFL / TEPS TAKEN		TOTAL
	NO	YES	
Middle School	(44) 68%	(21) 32%	(65) 100%
High School	(59) 71%	(24) 29%	(83) 100
University	(28) 52%	(26) 48%	(54) 100%
TOTAL	(131) 65%	(71) 35%	(202) 100%

There were a total of 202 respondents. The youngest respondent was 12 and the oldest was 38 (the mean age was 17.5). Of these, 65 were in middle school, 83 in high school, and 54 in university. Although there were more than two times as many female respondents as male (143, 58), they were represented fairly equally (approx. 80%) in each education group. An overwhelming majority (75%) reported an intermediate English proficiency level. Table 1 above lists the number of students in each education level who had and had not taken at least one TOEFL or TEPS test.

V. Results

The primary variables under consideration for this paper were education level, TOEFL/TEPS completion and the 20 questionnaire items based on four categories. The data were split by education group and point-biserial correlation coefficients were then calculated for each of the 20 questionnaire items and whether respondents had completed one of the two high-stakes English tests (Yes/No). For the middle school (MS) group, 15/20 significant correlations ($p < .05$) were found, 4/20 were found for high school (HS) students and none were found for university (UNI) students. Table 2 below lists all the questionnaire items along with their respective correlation coefficients. The middle school group was clearly more polarized around the grouping variable (TOEFL/TEPS completion) than the other groups.

A post-hoc reliability analysis for the MS groups revealed strong internal consistency for both categories, achieving Alpha scores of .814 for 'assessment experiences' (10 items) and .825 for 'learning experiences' (10 items). The internal consistency for both categories was far weaker for the HS and UNI groups, failing to surpass the .70 threshold. Therefore, the following analysis will focus on the middle school group data only.

Table 2: Correlations for Questionnaire Items and TOEFL/TEPS Completion

QUESTIONS	TOEFL / TEPS TAKEN (No/Yes)		
	Middle School	High School	University
<i>Assessment Experiences</i>			
I value the results of my English tests	.533**	-.023	.202
<i>English tests have made me feel discouraged about learning</i>	.517**	.080	.103
My score on English tests reflects my English ability	.501**	.158	.035
I think the English tests I have taken so far are fair	.453**	.218*	-.165
English tests allow students to see how well they are doing in English	.348**	.176	-.167
Students deserve the score they receive on English tests	.294*	-.197	-.094
Students should trust English test scores	.286*	.248*	-.161
<i>English tests do not predict English language ability in the future</i>	.262*	-.004	-.174
I must study harder in order to do well on English tests	.195	-.208	-.087
I am the best judge of my English ability	-.042	.008	-.039
<i>Learning Experiences</i>	Middle School	High School	University
I learn English because I enjoy it	.579**	.305**	.190
<i>I feel stressed when using English</i>	.512**	.086	.066
Students should be required to learn English	.411**	-.043	.090
Studying English has had a positive effect on my learning experience	.387**	-.030	.075
Universities and companies should value English ability	.363**	.371**	.022
English tests are an important reason I study English	.302*	.034	.099
It is important for Korean students to use English well	.299*	.136	.125
Students must study English if they want to be successful	.217	.139	-.231
English is important in Korea	.041	.079	.041
<i>I worry about my English test scores</i>	.030	-.030	-.098

Note: Negatively worded items (in italics) were transformed before analysis *p<.05, **p<.01

A. Assessment Experiences

Results from this category indicated that MS students who had completed a TOEFL or TEPS (hereafter indicated as MS+) had far more positive attitudes and beliefs about assessment than MS students who had not completed one of these tests (hereafter indicated with MS-). MS+ students were more likely to be encouraged by English tests and value their English test scores. They also held a stronger belief that these scores reflected their ability and predicted future success in English. They also reported more trust in English testing and expressed a stronger belief that they were fair and could be relied on as a measurement of progress. The MS+ and MS- group appeared to polarize significantly in their assessment experiences when the group was separated based on TOEFL/TEPS completion.

B. Learning Experience

Results from this category indicated that MS+ students also had a more positive learning experience. They were more likely to report that they were learning English because they enjoyed it and that it was having a positive effect on them. They also felt more comfortable using English and were more motivated to learn English because of testing. They also expressed a stronger belief that Korean students should use English well, that is should be required, and that universities and companies should value English test scores. As with English assessment, MS students appeared to polarize in the attitudes, beliefs, and motivations towards English learning.

VI. Conclusion

The results of this study suggest that middle school students are more intensely influenced by their assessment and learning environment and may have more polarized reactions to a high-stakes testing environment. Younger ELLs who for a variety of reasons are able and/or permitted to do a high-stakes test may actually benefit from the experience. It may motivate their learning and promote feelings of accomplishment. This may engender more positive perceptions of proficiency and improve the overall learning experience. The converse may be true for those who are not able and/or permitted. This strength of this relationship may weaken in high school and

practically disappear in university. Much more study is needed in order to reveal the representativeness of these findings and their possible causes.

Messick has informed us that the social consequences of test use are an integral part of test validity. This imposes a responsibility on test designers to properly consider the extended social effects of their tests, particularly when they are used for purposes other than intended. This becomes especially appropriate when there are financial rewards involved in the extended use. The concept of “effect-driven testing” advanced by Fulcher (2009) holds considerable promise. This concept places accountability for test designs where it is needed most, at its source, by inspiring test designers to align “explicit statements of intended test-effect to test design decisions through explicit validity arguments and test architectures” (p. 13). In this way, tests that are used for purposes other than they are intended would be forced to “retrofit their validity argument” (ibid, p. 13). This carries great potential to minimize negative test impact.

To this end, more explicit statements should be made by test designers beyond the ‘why, what, and how’ of a test and begin to consider the ‘who’. These statements should include: 1) the appropriate age to administer a particular language test; 2) potential effects on young ELLs when a test is used other than intended; and 3) follow up strategies to investigate consequential effects and continually improve test design and deployment. If one of our goals as parents, educators, curriculum developers, and as test designers and administrators, is to develop an environment conducive to learning, it is necessary to better understand not only what a test is getting from young learners, but also what a test might be doing to them.

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The Author

John Haggerty has completed his B.A. in Sociology at the University of Toronto. He is currently completing his M.A. in Applied Language Studies at Carleton University in Ottawa, Canada. He has taught at Yonsei University and Chonnam National University, and is currently teaching EAP at Sogang University in South Korea. In addition, he has five years experience teaching young learners in South Korea, focused primarily on test preparation. His research interests include high-stakes test validity, sociocultural theory, and identity formation. He can be contacted via email at john2teach@gmail.com.

Testing the Four Language Skills in a University-Wide Program

Neil Heffernan

English Education Center, Ehime National University, Japan

Abstract

Testing languages is a vital part of any university language program. However, actually putting together a comprehensive testing program that encompasses the four language skills is a challenging prospect. This paper describes just such an effort and the results gained from the program, which, as of 2010, is in its second year of operation at a medium-sized university in the Shikoku region of Japan. The university uses textbooks created made by the faculty members for the students at our university (but also available on the general textbook market). Tests for the four language skills were written, pilot-tested, recorded (in the case of the listening test), and administered to students. All of this was done in-house by three faculty members. Results show that the program has been extremely successful, with learners demonstrating the types of results expected from a criterion-referenced testing system.

I. Introduction

Language testing is an indispensable element of language teaching. It gives teachers, administrators and those involved in language teaching information about how students should be placed in a course of study, how they are performing in this course of study, and how an actual language program is functioning. Further, language tests give learners themselves insight into how they are learning and progressing in a language program, and should provide beneficial washback to everyone involved in a language program (Brown, 2004; Cohen, 1994; Hughes, 2003). Testing is necessary for “evaluation of student performance for purposes of comparison or selection” (Heaton, 1998, p. 6), and also highlights “strengths and weaknesses in the learned abilities of the students” (Henning, 1987, p. 1). Further, language tests can be invaluable in providing “sources of information about the effectiveness of learning and teaching” (Bachman, 1990, p. 3). Any language program that endeavors to be successful must have a consistent system of testing in place for everyone involved in the program; from the administrators to the teachers and, of course to the learners themselves.

This paper will discuss the ramifications of language testing, and how the decisions made at one Japanese national university greatly affected – and improved – student learning and teacher evaluation in the language classroom.

II. Background

Two fundamental aspects of the testing process are reliability and validity, which should be strictly adhered to in order to make language tests useful and meaningful. In fact, is it not only possible for tests to be both authentic and reliable, but essential for tests to be both in order for our tests to be beneficial to all involved in the testing process.

Therefore, it is essential that we create tests that are authentic (and thus valid) and at the same time reliable (Brown, 2004; Cohen, 1994). Indeed, it is of paramount importance that we do; our learners deserve to be given tests that will be an accurate judgment of their abilities and achievements, and our language programs deserve to be evaluated and scrutinized in a fair and impartial manner. All of these constructs are fundamental elements of test creation and are worthy of deep consideration by language test developers. For if they can create tests that are reliable, authentic and valid, and can overcome any threats to reliability and validity, they will be successful in creating valuable and meaningful tests for the learners with whom they work.

III. Context of the study

Ehime University is a national university in Shikoku, an island in the southwest part of Japan. There are

approximately 12,000 students enrolled across seven faculties. The English Education Center (EEC – where the program outlined here was conducted) teaches English to all seven faculties, and is thus not a faculty in itself. Most of the classes taught by the EEC are first-year communication courses utilizing two of the four skills in each semester: speaking and listening in the first semester, and reading and writing in the second. There are approximately 2,000 first-year students who enter the university every year. The faculty consists of eight permanent teachers, seven lecturers on a three-year contract, and nine teachers who work on a part-time basis.

In the spring of 2008, the permanent faculty members were tasked with creating an original textbook for each skill area. These textbooks would be published by one of the major publishers in Japan and used for an initial three-year period before either being revised or rewritten altogether. As of October, 2010, all four textbooks have been written, pilot tested for one semester with all first-year students, revised and published on the Japanese textbook market for general sale.

The learners at the EEC were motivated by a set of standards: the ones given to them at the start of the year in each class. These standards were drawn up after a thorough evaluation of Ehime University's language teaching and learning process in 2007. As a result of this evaluation, and subsequent research with 2,000 first-year students who were asked what they wanted and needed to learn from the English language, a "Can-Do List" for students was created. Benchmarks were created for each language skill, and the aforementioned textbooks were created with these "Can-Do" lists in mind.

With this knowledge in hand, the author and one other permanent faculty member with extensive experience in testing languages, set about creating achievement tests for all four language skills: tests based on the English language curriculum at Ehime university and the textbooks being used in each 15-week semester.

Each test was created with the textbooks for each class in mind. Each textbook had at least twelve units, with each unit utilizing a theme and vocabulary suited to first-year Japanese university students (JACET, 2009). The textbooks were created with the "Can-Do" lists in mind, and covered topics such as introducing yourself to others, daily life, likes and dislikes, talking on the telephone, events that left an impression (speaking), understanding conversations on the telephone, making plans for everyday arrangements, understanding weather reports, using everyday complaints and requests (listening), the environment, different cultures, technology, traveling abroad (reading), and hometowns, stating one's opinion, introducing Japanese culture, and studying abroad (writing).

IV. Tests and results

The listening test consisted of fifty multiple-choice questions based on the theme and vocabulary of each unit. We created the test with the textbook's learning aims in mind (see Blight, Tanaka & McCarthy, 2010). The listening test questions were written and piloted with 951 first-year students in the Spring of the 2009-2010 academic year, and then revised based on the results of this pilot version. There were two types of scripts on the recording: short conversations between two people, and one announcement or lecture. Two questions followed the conversations, while three followed the announcement/lecture. After reviewing the pilot version of the test, we revised some test questions, distracters and even some of the scripts on the listening test. We then had the scripts professionally recorded in a recording studio in Tokyo, Japan, with three professional voice actors. The listening test was then used in the Spring semester of the 2010-2011 academic year with 1,942 students and yielded favorable results. In fact, 82% of the participants yielded a score of at least 73% on the listening test, which is clearly in line with what a criterion referenced type of tests calls for.

The reading test consisted of three passages of 300-350 words, followed by ten questions. The passages were based on similar themes to the ones used in the textbook (see Murphy, Heffernan & Hiromori, 2010). The test was administered to 1,251 students during the second semester of the 2009-2010 academic year. On the pilot version of this test, 74% of the students recorded a score of 64% or more. Seeing as this was a beta version of this test, it was deemed that the test needed some fairly substantial revisions for the 2010-2011 academic year. These revisions have since been completed, and the test is ready for the upcoming academic year.

The speaking and writing tests provided more of a challenge to the test creation team. However, after a thorough examination of learner performance in the classroom, it was deemed necessary to create a test that best reflected the material in the textbooks for these classes. Thus, the creators of the tests set out to create rubrics that would reflect the goals of the textbooks and the writing and speaking skills the learners learned during the semester.

The speaking test was piloted in the Spring of the 2010-2011 academic year. A rubric was designed with the skills of the textbook in mind (see Stafford et al., 2010). The rubric for each was on a scale of 30-100 (30 being the lowest score for students who did the bare minimum and did not attempt to use the skills learned during the semester). For example, on the day of the speaking test, each instructor in the EEC gave students a list of

questions they should be prepared to discuss with a random partner (chosen by the instructor). Since this was a trial version of the speaking test, only 4 instructors chose to administer it to their classes. Thus, there were not enough students participants for the author to generalize about their results. However, from the 2011-2012 academic year it will be compulsory for all teachers in the EEC to use the test.

Similarly, the writing test employed a rubric on a scale of 30-100, and was piloted in the Fall of the 2009-2010 academic year with 1,113 students. Students were asked to write one paragraph based on a theme covered in the textbook (see Stafford et al., 2009) and given to them on test day. The results of this test demonstrated that the learners had a firm grasp of the material in the textbook (paragraph writing), as an overwhelming majority of them (87%) received a grade of 80% or higher on the test.

IV. Discussion and Conclusion

Test results tell us what learners can do at any given time (Rea-Dickens & Germaine, 1992). However, what is more important to language teachers is how learners acquire the proficiency they demonstrated on tests. Thus, as language teachers, we are concerned with the process that leads up to successful, or unsuccessful learning. What happens in the language classroom clearly affects the results on the tests our learners take. Yet, what happens before we see our students in the classroom can just as easily affect the results we see at the end of a semester. That is, everything from the materials we choose to the way they are implemented in the classroom will have an effect on what our learners can do in the classroom.

The program outlined in this paper is still in its infancy: The test for each language skill has been piloted once, while only the listening test has been put into regular use at the university in question. However, each pilot study utilized large samples and yielded positive results. The results of these pilot studies indicate that the beta versions of the tests definitely tested what the students learned in the four skill classes they took during the 2009-2010 and – in the case of the listening test, the 2010-2011 – academic years. The tests were based on extensive research done at Ehime University, with Ehime University students and their specific needs in mind. A comprehensive needs analysis is necessary before starting any course of language testing (Bachman, 1990; Brown, 2004; Heaton, 1988; Hughes, 2003), and that is exactly what occurred at Ehime University.

With the end of the 2010-2011 Japanese academic year approaching, this program will have reached the end of phase one. That is, each of the four language skills will have an in-house produced textbook with a final test to accompany it. These tests have demonstrated positive results so far, and the creators of the tests are currently working to improve them so that our learners can get the most out of the classes they take, and so that we, as teachers, can get a clear view of the methods we use at our university, and – more importantly – with our learners.

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The Author

Neil Heffernan is an Associate Professor at Ehime National University, Japan. He has taught in Japan since 1995. His research interests include CALL and language testing. He can be reached at heffernan@eec.ehime-u.ac.jp

Measuring Students by Using Canadian Language Benchmarks (CLB) in TESOL

Nguyen Thi Hue
Tra Vinh University, Vietnam

Abstract

Canadian Language Benchmarks (CLB) competencies are the directly observable and measurable performance outcomes. Each benchmark contains a global performance descriptor. This is a brief account of a learner's general language ability in English as a second language, as manifested in speaking, listening, reading or writing tasks at this benchmark level, which focuses on the successful completion of communicative tasks, rather than on a strict emphasis on correct linguistic forms. Ongoing support is available and formative assessment is required to ensure the successful completion communicative, task-based classrooms which are real-life context through measureable criteria.

I. What are Canadian Language Benchmarks?

The Canadian Language Benchmarks, or CLB, are used in Canada to teach and test language learning for adults. It is important to understand the CLB if you plan to go to English class, train, look for work or study at a college or university.

Many adult ESL programs in Canada use the Canadian Language Benchmarks. Students and teachers use CLB to understand what English is needed for daily life in Canada. The CLB does not list grammar or vocabulary. It lists tasks for everyday, real English use. A task is something you can do in English, for examples: *phone a about a job; talk to a neighbor about building a new fence*... The benchmarks are organized in 3 stages and 12 levels. They describe tasks that people can do in listening, speaking, reading and writing.

II. Measure your students' language learning by using CLB

If you want to improve something, you have to measure it so that you know you have improved. The CLB is perfect for this type of measuring. There are a number of reasons to determine what your language level is:

A. Comprehensible input.

This idea comes from an English teacher. He mentions about about "N +1learning", and not only in languages. If you learn/strive/work/perform just slightly above your actual level, you will improve faster than if you are consuming materials that are either too high or too low for your level. As an example of this in the non-language-learning world, consider chess playing game. If you play against a raw beginner, you will defeat them easily and neither of you will learn anything. Similarly, if you play against a Grand Master, you will be easily defeated and probably won't learn anything either. The best person to play is somebody who is just slightly better than you. This applies to language learning under the heading of "comprehensible input." However, choosing exactly what N+1 is for you is hard if you don't know N. But determining your level with the CLB, you easily seek out inputs that are just slightly higher than your comfort level.

B. Concrete goals to work on.

By looking at the descriptions of the levels and the sample tasks, your students can say "These things right here are what I need to learn." It is easy to look across at the next level and say "Ok, why can't I do that task?" Is it grammar structures? General or specialized vocabulary? The sample task list gives them a wide variety of real-life situations where one needs to apply language skills. The task lists can be used for act-out situations with our language exchange partners, and give them ideas for activities they can practice on their own.

Finally, the CLB can tell our students what they are expected to accomplish. Rather than worrying about the unobtainable goal of "fluency", they can mark off their progress with each level in CLB accomplishment.

III. The CLB tasks and competencies

A. Real-life task characteristics

1. Tasks must be authentic: it means a specific kind of activity which, among other criteria, is somehow connected with, or analogous to, or modeled on something that people actually do in the real world. This gives the task a more intrinsically motivating communicative aspect beyond simply the practicing of a language form for the sake of learning it. *Filling in a job application* is a task. *Filling in the blanks* on a cloze worksheet from a textbook reading is not. Asking your students to imagine that they are castaways on a desert island who must *Look at the map and discuss the best location to build a shelter* may not seem especially realistic, but it does have a connection with the kinds of things we can easily imagine happening in the real world.

2. Tasks must be goal-oriented: Everything has a goal. But the task must have an end goal which is not simply linguistic, or not primarily pedagogical, in nature. If you are asking students to *Tell a story about how you and your best friend first met*, the important outcome is not for the student to use the simple past tense or logical connectors, although it is clear that they might; it is for them to *Tell a story about how they and their best friend first met*. It is for a story to be told, and for the audience to feel reasonably satisfied that a story has been told. For example, to order a pizza by telephone, one needs to be able to relate one's address in an acceptable format. One needs to anticipate and answer questions such as "Would you like ~ with that?" One needs to know certain vocabulary items. One even needs to be aware of social and pragmatics conventions so as not to inadvertently sound rude and get disconnected. So, if after the student performs the task successfully—if we can image that the pizza would arrive, with all the correct toppings—we can then also safely assume that the student is proficient enough in using those specific language forms. Because she couldn't have ordered a pizza otherwise.

3. Tasks must be meaningful: The more authentic the task, the easier it is to connect it to a clear, non-pedagogical end goal, and the more likely that it will be meaningful.

4. Tasks must be assessed in a valid manner: Students must be assessed according to how well they achieved the goal of the task. One useful way to correlate task types with leveling criteria for assessment is by reference to a language descriptor system such as the Canadian Language Benchmarks. It is more useful because it includes more specific can-do items. It can provide a good path toward valid task-based assessment. Even though the CLB are not assessment tools themselves—they are simply suggestive of how assessment ought to work. The students are self-assessed them on whether they completed the task appropriately.

5. Tasks must be adaptive: because real meaning-making is a messy, chaotic, unpredictable affair, the teacher should also be prepared to target other forms that may arise in the course of students attempting to tell their own individual stories. Actually, this is why it is so difficult to design a 'strong' task-based course books, and why a grammar-driven or functions-driven syllabus almost always becomes the default fallback position: How can a textbook written a thousand miles and several years away, for a wide range of student types, possibly provide an authentic, meaningful task while also predicting the full range of language forms that Student X might want to employ right now? It can only try to restrict the forms that can be selected and pretend that it is presenting them as meaningfully as can be expected under the circumstances.

IV. Some CLB Sample Tasks and Competencies:

Benefit to both learners and instructors:

A. Learners

- See the real needs from the daily life for the classroom practice activities
- Involve into the learning process
- Take themselves responsibilities to achieve the learning tasks which mean accomplish the coming real-work task demands.
- Set up time for themselves to gain tasks
- Prioritize tasks and plan for their own progress

B. Instructors

- Be less stressful on what to teach (content of the teaching lesson)
- Gain strong collaborations from learners
- Work as a facilitator to provide life-long information
- Support learners on scheduling their study plan, learning attitude, employment preparation...
- See the learners' progress through competency build-up stages
- Set up ready activities and handouts to go with task application in class.
- Bring real life into classroom.

Here is a sample of real-life tasks and CLB competencies (table 1). It aims at displaying the connection of meaningful authentic classroom tasks/activities with the daily-real world demand.

Table 1. Real-life tasks and CLB competencies

SAMPLE REAL-LIFE TASKS	SAMPLE CLB COMPETENCIES
READING	
<p>Read list of patient names, their requirements and care needs</p> <p>Read lists of products, stock numbers, quantities and prices</p> <p>Refers to phone books to look up addresses for hotel guests</p>	<p>Classify information in a text into categories</p> <p>Identify the percentage of something by looking at a simple pictorial graph.</p> <p>Copy information about a product or service from catalogues, directories, instructions and manuals for comparison purposes.</p>
SPEAKING	
<p>Interact with suppliers to purchase goods and exchange information on products.</p> <p>Communicate with the customers on the phone and in person to sell items or services and provide information about upcoming events.</p> <p>Interact with co-workers to collaborate in planning and operating trips.</p>	<p>Answer the phone briefly appropriate to the situation, provides needed information and refers the call to another person.</p> <p>Request permission to leave work early or take a day off.</p> <p>Report a few routine activities of the day; includes explanations and examples.</p> <p>Plan a trip from point a to point b.</p>
LISTENING	
<p>Listen to supervisors to receive assignments and priorities.</p> <p>Listen to announcements over loudspeakers to follow emergency protocol.</p> <p>Take orders from customers for food and drinks to place an order.</p>	<p>Demonstrate comprehension of the gist, factual details and some inferred meanings by listening to descriptive or narrative text.</p> <p>Identify specific factual details and inferred meanings in simple advice and instructions, announcements and commercials.</p> <p>Understand a range of spoken everyday instructions on step-by-step procedures.</p>
WRITING	
<p>Write weekly reports detailing hours worked and type of work done.</p> <p>Fill out a variety of forms.</p> <p>Write reminder notes to co-workers regarding customer requests, deadlines or suppliers.</p> <p>Write notes to record details of telephone conversations with customers.</p>	<p>Take a message over the phone clearly and accurately.</p> <p>Write down a message from one person to pass on to another.</p> <p>Fill out application form for power, water or telephone service, car rental, direct deposit requests.</p> <p>Write about work experience in the past.</p> <p>Write a short letter to a friend describing new home, car, job, trip, plans and feeling.</p>

V. Conclusion

To see the progress while doing or learning something, first of all we need to be clear on what to be expected, the outcomes. Then, it is both learners and facilitators' responsibilities on the daily activity practice to achieve those measurable and observable outcomes. Motivation and commitment definitely play an essential role in the learning process, but for sure these two personalities are strengthened and existed with each benchmark, build up the confidence in English acquisition and real-life communications as well.

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The author

Nguyen Thi Hue, PhD student, is presently teaching in Tra Vinh University which is one of ACCC (Association of Canadian Community Colleges) members. She has experienced in competency-based program development and CLB assessment, both certified by SIAST (Saskatchewan Institute of Applied Science and Technology), Canada. Her PhD major is related to language contact, language education policy, especially ethnic peoples' (like Khmer). Email: huetvu@tvu.edu.vn.

EFL Reading with Illustrations: Greater Connectivity Potential than We Thought?

Anne C. Ihata

Musashino University, Tokyo, Japan

Abstract

Educators (and publishers of educational materials) generally tend to assume that a picture accompanying a piece of reading helps the reader to interpret the text by providing a more easily accessible context for the passage content. Teachers of English as a Foreign Language are no exception to this, and tend to rely on illustrations in textbooks to give their learners valuable supporting information. However, this process may not work quite as supposed, nor quite as automatically. This paper reports on research undertaken to examine the actual benefits for EFL learners of illustrations with reading passages in general, and ways to increase them through classroom instruction.

I. Introduction

The research reported here was originally based on personal observation of Japanese learners of English that suggested many had difficulty accessing and integrating information from illustrations with both written content and background knowledge when reading. The theoretical basis for it was that much earlier research had concluded that poorer readers would benefit from the provision of illustrations with reading passages, because of the context that they supplied (See Devine, 1988 or Carrell, 1988 for example. See also Alderson, 2000 or Romney, 2007, p.20, for examples of this continuing belief). Early investigation (Ihata, 1996) suggested that this was commonly not the case among the learner population I was working with, and in fact only the more able students seemed to benefit from the illustrations as expected. It was essential to grasp the underlying causes for this, in order to improve course design to encourage weaker readers to make better use of all available information.

What was important here was to understand why the learner population I worked with were apparently failing to achieve a correct interpretation of a text by relating information presented in written form and pictorial form by making the necessary connections between them and the various types of background knowledge (linguistic, cultural, etc.) which they already possessed, and whether instruction focused on this area could influence learner performance. If we compared learners who were given instruction focused on making such connections more overtly with similar but uninstructed learners, would there be evidence of significant improvement in reading comprehension for the trained students?

If the findings were not a straightforward answer to this, how might we interpret the results that were actually obtained? Reading is an extremely complex activity, even in one's own language, and various explanations might suggest themselves. The influence of second language proficiency in general on reading comprehension and general academic ability were taken into account, especially since much attention has been paid to the 'threshold' notion second language acquisition research (Cummins, 1976, 1979; Alderson, 1984).

Although I conducted repeated studies with different populations of learners at university level, in this paper I will mainly report the findings and conclusions from two studies, undertaken at different institutions, since the key issue I wish to focus on here is that of interconnectivity between the different pieces of information and stored knowledge theoretically available to the readers I was investigating.

II. The Studies

The two studies were conducted at two different Japanese universities, quite distinct in terms of the overall academic ability levels of their students, but in the context of similar types of reading classes. In each case, two approximately equivalent classes were selected and one class was given the usual lessons, which included general advice to pay attention to pictures, headings, etc., plus the addition of extra focused practice in relating image and context. This was done in one study by having a set of pictures that were related to a theme from the textbook – travel – and making the students take turns to explain what they saw in one of the pictures and how it was related to the theme. In the other case, the images and text used in the teaching materials were also the material

for the extra practice. The instruction period was one semester, with the same reading comprehension test administered to all subjects at the end of this time. For the purposes of this test, each class was divided into two groups as similar as possible in terms of their size and ability range, and one group was supplied with a 'With-Illustrations' version of the test passage, while the other received the same test passage but in the 'Without-Illustrations' condition. A questionnaire concerning what strategies they had used to answer each question was also administered after the test, and all the results calculated and tabulated.

III. Findings/Conclusions

Findings suggest that both second language proficiency and general academic ability interact in complex ways with learners' ability to access and apply information available in the form of illustrations accompanying a text.

The evidence appears to indicate that training in accessing information from pictures may not be the straightforward process it has been generally supposed, at least in the case of already fully L1 literate adult learners. It suggests that this type of EFL reading instruction, focusing on relating information in different forms, may lead to overall improvement in integrating information for meaning, even in no-illustrations conditions. It is theorized that this is due to improved access to first language knowledge through the medium of the second language, involving a general, non language specific, comprehension ability.

IV. Japanese Learners vs. Korean or Chinese Learners: A Footnote

If we compare Japanese learners of English with Chinese or Korean learners, it often seems that they perform poorly (TOEIC or IELTS test results for example). Some of this may be due to the still much larger number of test takers in Japan, but the specific area of reading behavior that I have looked at in these studies, interconnectivity of information in different forms particularly verbal and pictorial, may be influenced by L1 features. A still contentious issue is the role of phonological activation, an effective early decoding strategy for reading in English (Kess & Miyamoto, 1999, p.200), and apparently Korean (Cho & Chen, 2005, p.411) and Chinese (Perfetti & Zhang, 1995), but one that tends to be used later in the reading process by Japanese readers when reading a text containing *kanji* (Chinese characters adopted for use together with Japanese native scripts). Orthographic depth and distance, however, do certainly play a significant part, more so for Japanese learners than for either their Chinese or Korean counterparts (particularly as Korean Hangul is an alphabetic script), leading to close concentration on graphemic/orthographic information for meaning over background knowledge or other extrinsic clues, such as illustrations (whether they be photographs or other pictures, simple diagrams, or graphs), bold type, italics, headings, etc. In future research, it must be useful to compare the EFL reading behaviors of native speakers of all three languages.

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The Author

Anne C. Ihata, PhD, is currently a full professor, teaching and coordinating various courses in the Department of English Language and Literature, and Graduate School Program in Linguistics and Culture,

at Musashino University, Tokyo. Her current areas of professional interest and research include EFL reading and second language acquisition in general, teaching/learning techniques, and methodologies. She is presently interested in comparing the performance of Japanese and Korean or Chinese learners of English on reading tasks involving illustrations. Email: a_ihata@musashino-u.ac.jp

Updating the Research Paper: New Approaches in Academic Writing

Susan Kelly

Korean National University of Education, Cheongwon, R.O.K.

Abstract

Since many Asian students aspire to successfully attend graduate school overseas in English speaking countries, university students should learn to handle research assignments. Often such assignments seem daunting, but by introducing students to the process of choosing a topic, library research, and citation, in a thoughtful progression, students can develop the skills needed to succeed. By choosing relevant assignments and implementing new types of research papers, such as I-Search papers, which Ken Macrorie (1988) developed and teachers are now commonly assign in schools across the U.S, students can learn important academic skills. This session will demonstrate how to lead students through their first academic research projects.

I. Introduction

While teaching at a university in Seoul, where many students planned to go on to graduate school at home or abroad, I realized the need to introduce research skills to my students. In the U.S. some students begin academic research in elementary school and the majority do such work in high schools. Thus I felt I owed it to my students to begin to equip them to handle such projects capably.

Typically, Western teachers assign high school and college students' research papers with topics that do not present much relevance (Barzun, 1991). Heady topics like the death penalty, nuclear proliferation, the causes of the Civil War, and such come to mind. There's little wonder an 18 year old, whether from Seoul or Seattle, is daunted. Ken Macrorie saw the folly in this approach and developed the I-Search paper as a means of introducing students to research work through encouraging students to choose topics that interest them those often ignored by the academic world and to not only develop and defend a thesis, but to describe the search itself through narrative (Macrorie, 1988).

However, an I-Search paper typically runs several pages and most my first year students could not handle such a long paper so I had them write a simpler paper requiring two or three citations. Our department did not mandate research projects, but as students are not required to take additional writing courses to fulfill the graduation requirements, I feel it necessary to introduce them to "Western-style" research work because otherwise they may not encounter it in their undergraduate courses.

II. First Year Research Project

To promote understanding and build social skills, the non-profit group Teaching Tolerance sponsors Mix-It-Up Day each fall (www.tolerance.org, 2010). One activity they encourage are Mix-It-Up papers. Students choose to do something outside their comfort zone, such as learn a new sport, take on a different kind of job, socialize with someone with a very different background or simulate a disability for several hours and then write about it. I have adapted this project to my English 2 course as a final project, which furthers my objective of having my students use English to explore the world beyond the classroom (Yoshida, 2004). By the end of the semester my students have worked on their writing so that they can choose a topic, write a narrative with a beginning, middle and end and I teach them how and why to cite and avoid plagiarism so they have all the skills needed for this project. The experiential component heightens interest.

In addition to the narrative required, I add some research and citation work. They must include two citations in APA format. For example, a student writing about eating lunch with a man who is homeless could paraphrase and cite statistics on homelessness or a student writing about learning ceramics could include and cite facts about the history of Korean pottery. This elementary research prepares them for more demanding research work. By giving students a challenge just beyond what they've done before,

After completing these papers, students share them by reading them aloud to the class as a means of building community with in the class and practicing their public speaking (Kelly, 2008).

III. Moving On with Research: The I-Search Paper

The final project for my intermediate composition course has been an I-Search paper. Such papers redefine student research by asking writers to choose an area that fascinates them, most likely something they do not consider “academic.” Topics I have seen tend to include from major league baseball marketing, destination weddings, the rise of Starbucks in Korea, to job opportunities for women in the Middle East. By holding small group meetings with the students, their peers help them refine their ideas and get ideas for resources (Kelly, 2008). I schedule a session with the librarian to acquaint students with the full range of materials and help the library offers.

I do instruct the students on APA citations and require at least seven references and forbid students from using anything that include “wiki” in the URL. I clearly remind students that plagiarism will result in failure for the course and that I will check several passages from their paper with Google. Because I-Search papers are more personalized than a standard persuasive paper, a shift in tone will alert me to plagiarism. In addition, when the students hand in their papers, they give me copies of the research they used, their outlines, first drafts and a peer editing worksheet. With the copies of research, I can check to see if the students understood the original information and used it to its full advantage. Since this is an elective class and the topics for fulfilling the assignment should be self-selected, plagiarism is rare. When I do find plagiarism, I have the backup documents to prove it and I can then show these to the offending student and proceed with implementing the consequences, which have been stated throughout the semester.

IV. Wrapping Up

After completing their papers, I have my students share their work with their peers. First year students read their papers aloud and then their peers share their impressions and ask each author questions. In addition, first year students have posted their Mix It Up Day papers on a class blog.

Because the intermediate composition class writes longer papers, they share their work by forming a circle and summarizing their process and findings. Their peers then pose questions and thus learn about each search.

V. Conclusion

Academic research writing projects need not be pedantic or time consuming. I-Search and Mix It Up Day projects provide two possibilities for university EFL students to dip their toes in the water of academic research. By introducing students to research work we prepare them to handle future academic challenges rather than fear them.

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The Author

Susan Kelly trains teachers at the Korean National University's Center for In-service Education. She has taught in Japan, South Korea, Indonesia and China. Her primary research interests include writing pedagogy, international partnerships in higher education and content-based instruction.

A Study of Cultural Factors in Junior High-School English Textbooks Approved in Korea and Japan

Maiko Kimura

Mukogawa Women's University, Hyogo, Japan

Hiroko Arao

Mie University, Mie, Japan

Abstract

This paper studies junior high-school English textbooks approved in Korea and Japan with respect to cultural information. The inherent relationships between teaching foreign language and cultural dimensions have been addressed and emphasized, along with the inextricable nature of language and culture. This study adopted a categorical approach to culture in the framework advocated by the National Standard (1999) by breaking culture into three parts: cultural perspectives, cultural products, and cultural practices. These three parts were compared and analyzed with respect to their coverage in English textbooks of both countries in order to find the underlying beliefs and the attitudes toward ELT in Korea and Japan. These findings will provide valuable insight and implications for future material development in ELT.

I. Introduction

Approved English textbooks in each country significantly reflect the attitudes and the way of thinking toward ELT in school education. Cultural instruction in ELT is widely acknowledged in its importance, and has been integrated as a core curricular component. The incorporation of cultural teaching needs to be carefully adjusted in accordance with the goals of ELT. Junior high-school English education in both Korea and Japan emphasizes cultural learning as one of the objectives clarified in the official guidelines. As for Korea, the English Education Curriculum by the Ministry of Education, Science and Technology (MEST) places a focus on learning the English language along with viewing and understanding the various cultures of both English-speaking as well as non-English speaking countries. In addition, they also place a focus on rediscovering and further transmitting their own culture. On the other hand, in a course of study officially published by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) of Japan, one of the goals in junior high-school English education is deepening the students' understanding of cultures and languages. As seen in the goals of these two countries, slight differences exist in the description of teaching about other cultures, and the emphasis on the native culture. Therefore, the way these goals are reflected, and culture is dealt with in English textbooks approved in the two countries is worth investigating.

The backgrounds of English learners importantly influence ELT in terms of language and culture. Both Korea and Japan are located in Asia and both mother tongues are categorized in the same Ural-Altaic language family. This means it is highly likely that Korean and Japanese learners of English go through similar experiences in their acquisition and improvement of English language skills. Furthermore, English learners in these two countries with Asian cultural backgrounds inevitably face cultural gaps reflected in the use of the English language and the contexts in which English is used. Thus, ELT in the two countries have much in common in terms of general background. At the same time these two different countries, Korea and Japan, expect junior high-school students to learn culture through English language in a subtly different way due to the characteristic differences in their goals and orientation in ELT.

II. Research Procedure

This research is mainly based on the qualitative analysis of approved junior high-school English textbooks from Korea and Japan, focusing on the way they deal with cultures in English education. The analysis follows these steps:

First, the two English textbooks (for 1st to 3rd year students) most popularly adopted in each country are

examined by extracting the cultural information appearing in the texts, photos, and pictures. The textbooks analyzed in this study are New Horizon and New Crown for Japan, and Chunjae Education and Doosandongga for Korea.

Second, the extracted items are placed into one of three categories: cultural perspectives, cultural products, and cultural practices advocated by the National Standard (1999). Cultural perspectives are, for example, the popular beliefs, common values, shared attitudes and assumptions of the members of a culture. The cultural products include tangible and intangible ones. Tangible products include material artifacts such as painting, design, literature or local souvenirs. Intangible products include rituals, oral tales, children's play, systems of education, etc. Cultural practices consist of socially accepted behavioral patterns, rites of passage, discourse patterns, etc. In line with the categorization, the ways in which these three parts interact and compose a culture to teach in those textbooks is analyzed.

Finally, the overall similarities and differences are studied in the comparison of the textbooks with the prospect that there are underlying educational concepts and implications in these. Room for improvement in the cultural teaching approach is also sought.

III. The Similarities

As a result of cultural categorization, the number of categorized subjects is in the same order for both countries. The numbers decrease in the following order: cultural products, cultural perspectives and cultural practices. Among cultural products, food most commonly appears among items of their own culture and the other cultures.

The greatest similarity of the two is, however, mostly found in the area of cultural perspectives. In particular, many subjects are provided with global perspectives free of the influence of any specific culture. English is treated as lingua franca, and at the same time perfectionism in the use of English is discouraged. The cultural introductions are not limited to the ones of English speaking countries: those of non-English-speaking countries are introduced as well.

Equality in society in areas such as gender roles and opportunity for the disabled is a common topic in the textbooks. It appears to be a non-cultural subject. It can be said however that it belongs to a global culture, not biased to conventional ways of thinking. Environmental issues in the textbooks are also a commonality and possibly fall into the category of global culture in an international society. Some famous people appearing in the textbooks are also shared: Mother Teresa, Thomas Edison, Alexander Graham Bell, Albert Einstein and Beatles, etc.

In describing the items of the native culture, the word of the native language is often used instead of English; for instance, New Year's Day is shown as *Osyogatsu* in Japanese and masque is spelled *Tarucyum*, which is a romanization of Korean Hangul characters. Through the use of these native language words, the uniqueness of the native culture is emphasized. It is also interesting to see how well foreign citizens assimilate into each culture in both textbooks.

IV. The Differences

There are not as many differences as there are similarities, but the differences that do exist significantly characterize the textbooks of each country. The number of countries and the cultures dealt with is larger in Korean textbooks than Japanese ones. It might be related to the different composition of the textbooks. In Japanese textbooks, there are central characters with different national backgrounds that appear frequently throughout the lessons. Therefore the countries, and the cultures those characters belong to, are likely to be highlighted in Japanese textbooks. On the other hand, Korean textbooks have a wider variety of countries and cultures as a topic.

As for minor differences, many Japanese famous people are referred to in Japanese textbooks, in addition to the non-Japanese ones mentioned in the previous section. However, not so many of their counterparts appear in Korean textbooks. Regarding the various topics, mathematics is frequently dealt with in Korean textbooks, but not in Japanese textbooks. Korean textbooks explicitly list moral character formation as one of the goals in each chapter, while Japanese texts do not state any goals, let alone moral ones.

V. Discussion

In both countries, cultural products are often introduced as being part of a certain culture and useful in highlighting different cultures. English textbooks, specifically for beginning students in junior high-school, can

easily make use of cultural products to attract students through the use of exotic -illustrations and photos. That is why cultural products are dealt with as a method of raising awareness about different cultures.

In Sapir-Whorf's hypothesis, one of the most well-known traditional theories, language is addressed as to how it reflects culture (Sapir, 1949). Porter and Samovar (1982) say, "language thus reflects culture, and language and culture are inseparable" (p.174). Cultural perspectives are considered to be most important in understanding different cultures, but it does not have to be an English-speaking cultural perspective today. Global perspectives are essential features in junior high-school English textbooks in the midst of globalization. That means English taught in junior high-school is now withdrawing from English-speaking-culture, as seen in the global cultural perspectives presented in the textbooks of these two Asian countries. Today more emphasis is placed on understanding globally accepted perspectives than the perspectives of a specific culture. This is due to the fact that English is a tool for global communication, and not for friendship with a limited number of countries where English is spoken as a native language. Although language and culture are supposed to be inseparable, as was previously mentioned, English as a lingua franca is culture-free and is reflected by the emphasis on global culture in English textbooks.

VI. Conclusion

This study found that cultural products are the most common topics dealt with in the English textbooks of both Korea and Japan, with the next most frequent topic being cultural perspectives. It is intriguing to see how global cultural perspectives are included in junior high-school textbooks. Those perspectives are completely independent of English-speaking countries and their cultures, and reflect modern society with global issues and morals shared by many people of different cultural backgrounds. Cultural practices are an infrequently-used category, because they do not generally apply in the global context. As a result they are relatively low-priority in English textbooks.

Both countries encourage junior high-school students to realize the uniqueness of their own culture and communicate it to people of different cultures in their mother tongue. It is clear that understanding culture includes understanding one's own culture and these ideas are expressed in the textbooks of both countries. Although the English Education Curriculum by MEST in Korean places more emphasis on native culture than does the Japanese counterpart, the level of the emphasis is slight. That is, ELT in junior high-school is expected to foster an understanding of one's own culture in order to deepen the understanding of other cultures, while at the same time clearly conveying it to the word.

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The Authors

Maiko Kimura teaches English and presentation strategy in Japanese at Mukogawa Women's University, Japan. Her academic papers have mainly concentrated on Teaching English as a Foreign Language.

Hiroko Arai is an associate professor at Mie University, Japan. Her field is English education in Japan; her special academic interest is affective factors in learning English.

Applying the Organic ESL Classroom in the Twenty-first Century

James Life

Hankuk University of Foreign Studies, Seoul, South Korea

Abstract

In 2005 the author presented the paper 'The Classroom as a Living Organism: A Metaphor for the Adult Learning Environment'. Now five years later, the author reprises the presentation with a workshop demonstrating how to apply the organic aspects of the learning environment into practical application in the ESL classroom through various instructional methodologies and with the full utilization of audio-visual aids. The workshop itself acts as an example of applying the various methodologies introduced. The theory is based on the insight of such masters as Bandura, Ford and Schunk and more contemporary thinkers in task-based learning such as David Nunan and Korea's own Andrew Finch. But here we go beyond theory into application utilizing the technical resources only made available in this century. The topics considered include questioning techniques, holistic approach to the learning environment, issues in instructing language skills, how to fully utilize audio-visual technology to allow for reflection, and inner voice expression.

I. Questions

The mere presents in the learning environment will generate questions in your students utilizing their natural curiosity, creating anticipation. This prepares the student so that they are ready to learn. Anticipation helps identify information and skills that you will need, expect and want from the experience. Questions at the beginning of the experience focuses on what you will likely learn not what was missed or lacking which becomes the focus when you end a class with a question session. You may have the answers to their questions but it still leaves the feeling in your students that something was lacking and maybe inferior about the experience and this is not the feeling we want your students to have at the end of the learning experience. Not answering questions but directing questions to potential answers at the end initiates reflection and drives further investigation and the desire for more learning and is perhaps a better end-note. A bit of tension promotes learning by adding a sense of risk and frustration which promotes questioning and an emotional change of attitude.

II. Perceived Flaws and the Larger Picture

For simplicity we focus on specific aspects of learning such as the decay of grammar rules in the application of language by our EFL students. But like focusing too much on the individual tree and we miss the majesty of the forest. Consider a key aspect of language acquisition, listening. Is listening an auditory process? No hearing is an auditory process, listening is a cognitive process deriving meaning from what we hear and the other devices we use to interpret meaning from what we hear. Listening implies an understanding of the meaning of sounds and that involves reinforcement by other sensual input and by cognitive processing with existing and anticipated knowledge. The larger picture affects the understanding of the verbal message.

Back to grammar flaws; I can argue over spelling and grammatical ambiguity all day but what is the point? Languages are flawed so why try to defend them on the premise that its grammatical makeup is always logical. We forget that languages and our expression of languages are only a representation of an idea and the focus should be more in understanding the idea then the static and flaws in the transmission of that message.

III. The Medium is the Message [a famous quote by Marshal McLuhan]

The message is in the meaning implied in the medium. Look at the word 'holistic'. In our application its meaning is to approach a subject from multiple angles to offer a whole view. The intent of the written language is to represent the spoken language but in this case it does not as the 'wh' sound in the root word 'whole' has been generalized into a 'h' sound and spelling. Whole is an older word that has not been updated and holistic

is a relatively new word where the inconsistency does not exist in spelling and sound. The point being, it is irrelevant; language does not have to be completely intuitive in its various applications. We constantly make errors in the message we express but this is contradicted, modified, and corrected in the way that the message is delivered within the given situation.

At one time the written and spoken language of English generally matched but that casual love-affair was very short-lived as the language evolved in a diverse world. Rather than constraining the language to a simplistic generality of grammar and awkward fossilization of spelling lets focus on the meaning behind the message and strategies to help clarify what we believe we hear and read. Do not focus on individual aspects of language acquisition at the expense of the whole but realize we can imply patterns of grammar and structure from a better knowledge of general language grammars and structures; strategies rather than specifics.

IV. Audio-Visual Interaction

Students interacting in class with the instructor, with each other, outside of class, with their future selves, and in a world context. Do not use audio-visual aids as a substitute for rout instruction or as a stylized blackboard, let audio-visual aids take them to a new world. Visuals alone do not retain attention, you need interaction and drama. We look for drama in life and we thrive on it as it focuses attention and exemplifies relevance and we all want our lives to be relevant – we want to be relevant. So let us brings the drama of life into the classroom.

Audio-visuals are powerful because they can take you to another time and place and a trap when they hold you to the here and now. And worse when they replace the human element by listing abstract irrelevancies or become an irritating script with visual stress. In the later part of the twentieth century many of us know how valuable audio-visual aids were in instructional methodology, now in the twenty-first century the Internet and the amazing software programs associated with it can take our students much further in the world beyond us and within us.

V. Inner Voice

The inner voice is the key to learning, the student's real teacher. Instructors are preachers and facilitators of an environment that allows the inner voice to make sense of what we are exposed to and learn. It is our inner voice that questions our understanding, prompts us to explore for answers, and motivates us to not give up when those around us have. We live and interact in the world around us but we learn through internal processing and the inner voice is an integral part of this process.

VI. Conclusion

The twenty-first century offers instructors a wealth of methodology aids that allow for a more personal and extensive learning environment for our students. The experiences learned from the immediate environment have not changed as organic classrooms were alive and well in the twentieth century but what has changed is the ability to take the students beyond the immediate environment of the classroom virtually removing the limits of time and space. One could argue that was possible through film and television but they are not interactive and the internet and similar current technologies are. The technologies offer wonderful tools, we are craftsman in our trade, education, lets use these tools to master and create a boundless learning environment.

The Author

James Life is a member of the Department of English Linguistics at Hankuk University of Foreign Studies, Korea and has been an active member of the academic community in Korea for the past eleven years. His graduate degree is in Curriculum Development, from the University of Victoria, Canada with first class standing. His areas of interest and research include language strategies, conceptual expression, instructional methodology, and curriculum development. Email: jlifevic@gmail.com

Operationalising the SSARC Model in an Academic Language Course

Miyuki Nakatsugawa
Keio University, Japan

Abstract

The value of task-based language teaching (TBLT) is largely supported by current SLA theories. Cognitive linguistics and usage-based models of language acquisition assume that acquisition is input-driven and experiential, and that engagements in communicative uses of language allow for language memory to be established and entrenched in mind (Robinson & Ellis, 2008). Pedagogical tasks provide the optimal conditions for such learning, with maximized input, time-on-task and opportunities for form-meaning mappings (Ellis, 2002). Yet implementing TBLT into language curriculums is still met with difficulties, partly due to the absence of a theoretically sound set of principles for developing a task-based syllabus.

A cognitively motivated solution has been proposed based on the cognition hypothesis (Robinson, 2005), which claims that tasks sequenced in order of increased cognitive complexity will promote rethinking for speaking, interlanguage development and automatic performance. The SSARC model (Robinson, 2010) describes the operationalising principles for the stepwise increases in pedagogic task complexity in line with the Cognition Hypothesis. A task-based syllabus based on this model is suggested to approximate the developmental sequence in child cognitive and L1 development, optimizing opportunities for second/foreign language learning. This presentation reports on a preliminary attempt to apply Robinson's SSARC model to designing an academic reading course for university students in Japan. Target tasks, identified as the various activities involved in academic enterprise, are scaled into pedagogic task versions and then sequenced across a 14-week semester to form a task-based syllabus. Possible methods of data collection to investigate language development will be addressed.

I. Introduction

The value of task-based language teaching (TBLT) is largely supported by current SLA theories. Long and Crookes (1992), in their seminal paper described three options for developing a task-based syllabus, one of which was task-based language teaching. Task-based language teaching incorporated new empirical findings and theoretical advancements in SLA at the time, and emphasized the importance of *needs analysis*, real-world relevance of *pedagogic tasks* and *focus on form*. More recent cognitive perspectives and usage-based models of language acquisition assume that acquisition is "input-driven" and "experiential" and that engagements in communicative uses of language allow for language representations to be established and subsequently entrenched in memory (Robinson & Ellis, 2008, pp. 494-495). Pedagogical tasks provide the optimal condition for such learning, with maximized input, time-on-task and opportunities for form-meaning mappings (Ellis, 2002). Yet implementing TBLT into language curriculums is still met with difficulties, partly due to the absence of a theoretically sound and operationally feasible set of principles for developing a task-based syllabus.

II. The Cognition Hypothesis, the Triadic Componential Framework and the SSARC Model

A cognitively motivated solution has been proposed based on the cognition hypothesis (Robinson, 2005), which claims that tasks sequenced in order of increased cognitive complexity will promote rethinking for speaking, interlanguage development and automatic performance. The triadic componential framework (Robinson, 2010) classifies task characteristics into three categories: *task complexity*, *task condition*, and *task difficulty*, and the SSARC model (Robinson, 2010), which describes the operationalizing principles for task-based syllabus design, states that only the task complexity dimensions should be manipulated when grading and sequencing tasks. SSARC stands for *stabilize*, *simplify*, *automatize*, *restructure*, and *complexify*, each referring to the sequential stages involved in the task-sequencing model (see Robinson, 2010 for a detailed description of the SSARC model). A

task-based syllabus following this model is suggested to approximate the developmental sequence in child cognitive/conceptual development and L1 acquisition, optimizing opportunities for second/foreign language learning.

Many empirical studies to date have investigated the claims of the cognition hypothesis (see Garcia-Mayo, 2007; Robinson & Gilabert, 2007 for collections of recent studies). These studies manipulated the complexity of pedagogic tasks on: the here-and-now/there-and-there dimension (Robinson, 1995; 2001; Gilabert, 2007; Ishikawa, 2007; Robinson, Cardieranno & Shirai, 2009), the intentional/causal reasoning dimensions (Niwa, 2000; Nuevo, 2006; Robinson, 2007; Kuiken & Vedder, 2007; Ishikawa, 2008), and the few/more elements dimension (Peter, 2007; Michel, Kuiken & Vedder, 2007), and analyzed their impacts on learner performance. The empirical evidence from these studies, showing effects of increased task complexity on various measures of learner production (e.g., accuracy, complexity, fluency, lexical density), opportunities for learning (e.g., interactionally modified input), and language development (e.g., lexical, grammatical), collectively served to support the claims of the cognition hypothesis (see Robinson, 2005; Robinson, 2010, for review). Few studies, however, have looked into the *sequencing effect* of the SSARC model on language development. One such study was conducted by Romanko and Nakatsugawa (2010a: 2010b).

Romanko and Nakatsugawa, in a case study of a single learner, tested the claims of the cognition hypothesis and the SSARC model. An 8-week course of task-based instruction was designed and implemented based on Robinson's theoretical model. The effects of the instruction were examined using measures of speech fluency and complexity. Complexity showed notable gains as a result of engaging in cognitively complex tasks while fluency remained largely unchanged, partially supporting the claims of the cognition hypothesis.

III. Applying the SSARC Principles to Designing a Task-based Academic Language Course

The next step in this research paradigm is to apply the principles of the SSARC model to designing a task-based syllabus for classroom instruction and investigate its effects on the learners' language development. This presentation reports on a preliminary attempt to operationalise the SSARC model in an academic reading course for university students in Japan.

The starting point of developing a task-based syllabus is *needs analysis* (Long & Crookes, 1992; Robinson, 2007; 2009). What are the real-life target tasks? What are the necessary language skills? What are the cognitive processes involved? Needs analysis seeks to address these questions. The overall goal of the present academic reading course is to enable learners to study academic subject matters by using English as the medium of learning. Identifying the specific target tasks to accomplish this goal, together with the related language skills and cognitive processes involved, is an essential step in designing pedagogic task versions. Below is an attempt to list these needs.

Table 1. Types of Academic Tasks, Language Skills and Cognitive Processes

Target Academic Tasks	Language Skills	Cognitive Processes
<p>Read academic books and articles</p> <p>Listen to lectures</p> <p>Take notes while listening to lectures</p> <p>Take part in discussions</p> <p>Ask /answer questions during seminars/discussions</p> <p>Take part in group work and discussions</p> <p>Write academic papers</p> <p>Give presentations</p> <p>Critical thinking/ Independent learning</p> <p>Use technology (Email/ PowerPoint/Internet, etc.)</p>	<p><i>Use various modes of reading</i></p> <p>Read with fluency</p> <p>Automatic recognition of academic vocabulary</p> <p>Use various modes of listening</p> <p>Speak/listen fluently in communication</p> <p>Make verbal report of events/abstract concepts</p> <p><i>Write essays/reports/ research papers following academic conventions</i></p> <p>Write with fluency</p> <p>Language accuracy</p>	<p>Knowledge</p> <p>Comprehension</p> <p>Application</p> <p>Analysis</p> <p>Synthesis</p> <p>Evaluation</p>

Note. Cognitive Processes in column 3 was adopted from "Bloom's taxonomy of educational objectives" (Bloom, 1956).

Table 1 provides a list of academic tasks, language skills and cognitive processes for the academic reading course in question. Since real-world target tasks differ according to the specific needs of a given group of learners,

this is by no means an accurate or exhaustive list that is generalizable to other educational contexts. The task-based academic reading course is designed for second-year university students majoring in Business and Commerce at a private university in Tokyo. The goal of the course set by the department head is to broaden the students' knowledge and perspectives of the world through English-medium information channels and simultaneously develop language proficiency. Therefore, the aim of the course is not reading comprehension per se, as in many traditional language courses in Japan, but rather to learn subject matters in English and to develop academic language proficiency necessary to this extent.

The next important stage in the process of syllabus design is to come up with a way to encapsulate the target academic tasks and the language skills elicited through needs analysis. While there is no concrete solution as yet, one possibility is to adopt content-based courses as the organizing units of the task-based syllabus. Content-based instruction is in essence, a scaled version of engaging in an academic discipline and would potentially involve all of the academic task types and language skills listed above. Each academic task, or combinations of multiple tasks, can be graded and sequenced following the SSARC principles, constructing small task cycles to be repeated, with gradual increase in overall complexity, in different content areas. Over time and across semesters, the content matters and the pedagogic tasks can gradually approximate those in the majoring disciplines of the learners, accumulating linguistic, conceptual, and contextual competencies along the way.

Following the above approach, a 14-week academic reading course is designed in accordance with the task sequencing principles suggested by the SSARC model as described above. *Newsmakers* (Stapleton, 2008), a commercial text book organized thematically around major historical events that changed the world, is adopted as the main course material. Each chapter with its unique theme is cover across two class meetings. Within each of these thematic units, pedagogical tasks are created and sequenced in an order of increasing cognitive complexity, allowing for the learners to gradually deepen their understandings of the content area, and at the same time optimizing opportunities for language development. Then the same task cycle is repeated over the semester in different thematic units, gradually increasing the overall cognitive complexity during the instructional period.

VI. The Presentation

The task-based academic reading course described above is a work-in-progress project. This presentation will briefly review the theoretical underpinnings of this approach to syllabus design, and then introduce the actual pedagogical tasks and task materials to show the audience how the SSARC model is operationalised in this syllabus. In addition, preliminary results from a pilot case study investigating the efficiency of the syllabus will be reported.

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The Author

Miyuki Nakatsugawa is a lecturer at Keio Foreign Language School. She holds an M.Ed. in TESOL from Temple University. Her research interests focus on developing theoretically and empirically sound language teaching practices including task-based language teaching, implicit and explicit focus on form techniques, and vocabulary learning. miyuki-nakatsu@mbj.nifty.com

Projects for Teaching Business English

John Pelogitis

Assistant Professor at Nagoya University of Commerce and Business, Japan

Abstract

Over the years project-based learning has been a valuable instructional approach that fosters learning by giving learners opportunities to solve problems and develop finished products. The following article provides a rationale for using project-based teaching, and presents details about two extensive projects for teaching Business English. The first project adopts a multi-skilled approach by incorporating the stock market to research how companies operate and conduct business. Students choose companies and introduce their key statistics and new products in a presentation aimed at luring new shareholders. After receiving a set amount of “play” money, students buy and sell stocks and present weekly updates. The second project utilizes marketing strategies for students to advertise products in video commercials. Groups of students utilize several marketing strategies and film and edit their videos to show in class.

I. Introduction

Business English courses serve an important role in helping students achieve their professional goals. One challenge of designing business English courses is addressing both content and language skills, and specifically tailoring class activities that allow students opportunities to confront situations or tasks common in business environments. Project-based learning can be a powerful tool to meet this challenge. Researchers have defined project-based learning differently, but perhaps at its simplest, it is “an instructional approach that contextualizes learning by presenting learners with problems to solve or products to develop” (Moss & Van Duzer, 1998, p. 2). Project-based learning is a flexible instructional approach that provides a forum for English skills and content knowledge to be developed simultaneously in an integrated way. It also enables teachers and students to move beyond the limitations of the traditional classroom to face more authentic tasks. This paper first gives a brief rationale for implementing projects in business English courses and provides details of two projects that teachers can implement in their classes.

II. Rationale for Using Project-based Learning

One benefit of project-based learning is that it extends beyond the classroom (Fried-Booth, 1997). Unique situations can be created which require students to use the language in order to achieve a task. Because learners work in pairs or in teams, they find they need skills to plan, organize, negotiate, give opinions, and arrive at a consensus about issues, namely, what tasks will be performed, what role each member will have, and how information will be researched and presented. These skills have been identified by learners as important for living successful lives (Stein, 1995) and by employers as essential for a successful workplace (U.S. Department of Labor, 1991). The collaborative nature of project work also gives opportunities for learners from various language proficiency levels to develop skills. The primary reason for this is that project work encourages group members to explore the strengths and preferred ways of learning in order to strengthen the team as a whole (Lawrence, 1997).

A project is generally considered to be a long-term activity used to “promote the simultaneous acquisition of language, content, and skills” (Beckett & Slater, 2005, p. 108). A major goal of project work is comprehensible output (Beckett, 2002), which generally occurs both during the project and as the final product of the project. A unique aspect of project work is that both instructors and students have the freedom to choose which project to carry out and the manner in which to carry it out. However, this means that instructors need to relinquish control and accept that not all projects will be successful. For project work to succeed, students need to take control of the project and move it in the appropriate direction (Alan & Stoller, 2005). This element of self-determination is important for student motivation. Díaz-Rico adds that “because a project is emergent and negotiated rather than fully planned by the teacher, it encourages students to go beyond the minimum standards of involvement” (2004, p. 1). However, due to this “emergent” nature, project-based instruction demands rapid adjustments by the teacher

and the faith of the students to succeed. For these reasons, there is an element of unpredictability that leads some projects to move in a different direction than initially planned” (Moss, 1998). Another issue is that students may not perceive the project work as favorably as teachers do (Beckett, 2002; Beckett & Slater, 2005). It is important to note that projects can fail just as projects do in the real world if there is a lack of sufficient organization, group cohesion, or determination to reach the project goal.

III. Business Project One: The Stock Market Game

The stock market game project is intended for upper intermediate to advanced students. It is important not to get bogged down with too many technical terms. The overall objective is to familiarize students with financial markets and how companies operate. Students should not get too technical since markets are complex and highly technical. The overall design of the project is to have students select a representing company on the stock exchange and present their company for other students to buy. Students use fictitious money to make purchases and over the term of the course and track their stock holdings. For this reason it is recommended that teachers and students have access to a computer with Internet access. There are two primary tasks in the stock market project; one, a presentation outlining the company that the students selected to potential shareholders and two, a resume or curriculum vitae written to the company they are enlisting.

A. Considerations for Getting Started

Before engaging in the project, a considerable amount of time in class should be allotted to explaining what the stock market is and how it functions. Teachers should review how to read daily stock data and introduce key terminology such as what the terms share, share price, daily volume, stock symbols, and price/earnings ratio are. These terms are essential if one is to become acquainted with the stock market. Numerous resources are available on the Internet and can be presented in a handout. There are many Internet sites that offer stock information and allow people to post fictitious stock portfolios but it is advisable to choose one for the project so students can access and track the progress of each group. A timeline should be discussed and decided with the students about when each task of the project should be completed.

B. Procedures

First, students in pairs choose a company they wish to represent. To do so they should research various companies from different industries then choose one that they like. Teachers may want to require students to select companies offered in one stock exchange (e.g. the NASDAQ or the NYSE) to make the buying and selling easier since only one currency would be exchanged. Some time may be needed to help students navigate through a company’s stock information. Looking at a company profile, key developments, price chart, and recent news should offer enough information for students to make a knowledgeable decision. After selecting a company of interest each student (or in pairs) should prepare a resume and cover letter for a position to send to the company. Teachers can provide handouts that include guidelines and samples on formatting.

Second, students need to prepare a five-minute presentation about their company. The purpose of the presentation is to sell their company stock shares to the other members in the class so students need to be persuasive. Each presentation should include the following: a) the company name; b) its stock symbol; c) what service(s) or product(s) it sells; d) some background information; e) a chart explaining the stock price change over the last year; f) recent key developments; and g) what financial analysts think about the stock (generally students should pick a company that is recommended). For explaining the chart, it may be useful for teachers to prepare a handout in how to explain information on charts and graphs (i.e. “In July and August there was a gradual increase in the stock price of Disney. This is due to the larger number of students who visit during summer vacation”).

Third, each pair should decide on a buyer and a seller. The stock seller should have a station set up in class with a sign with their company name for buyers to approach and buy shares. Each group is given 100,000 dollars (or a million) to spend on stocks, and stock sales should be limited to 100 shares units (to ease the calculation of purchases). Students are also encouraged to buy some shares from their own company. All sales can be tracked on a separate handout and given to the teacher to examine and approve. Each group is encouraged to write their purchases online and report their weekly gains and losses. A short period of time in subsequent classes can be allotted for students to continue to buy and sell to remain competitive.

Fourth, the last step is for students to report their gains or losses at the end of the course. They can prepare a brief summary of their portfolios and provide reasons for how they performed. The winning team can be presented with a prize as an incentive.

IV. Business Project Two: Video Commercials

The video commercial project is appropriate for intermediate students and above. There are two tasks; one, writing a business letter from a company providing details about one of its products or services to an advertising agency and presenting a video commercial advertising a product or service.

A. Considerations for Getting Started

Before beginning the project it is important for teachers to give students background information about advertising techniques commonly used in TV commercials. See Table 1 for a brief description of advertising strategies.

Secondly, teachers need to familiarize themselves with filming and editing techniques especially if they are unfamiliar with more recent video cameras or possess a limited knowledge of video editing software. To do so teachers should first model the project by shooting several scenes on a video camera then put their footage on a computer to edit. There is video editing software available on most computers such as Microsoft's Movie Maker (included in the Vista and Windows 7 operating systems) and Apple's iMovie (included in the OSX operating system). If no video editing software is available, there are numerous programs advertised online with a wide range of functions and features. By using a fire wire cable to connect the camera to a computer, video can be downloaded to a computer in minutes, which is then naturally broken into "clips" – segments of video created when a recording is paused or stopped during the process of filming. Once the clips are downloaded, they can be viewed in the video editing software program in the order in which they were filmed. Usually by selecting and dragging a clip to the viewing screen, a user can choose to do any number of functions such as deleting scenes, adding text, transitions, and music or utilizing special effects for dramatic purposes. With a little time and practice, raw footage can be easily transformed into a polished final product.

To implement this project teachers and students must obviously have access to a video camera and computers with pre-installed video editing software. Surprisingly, most college students have access to a video camera and some are even experienced in video editing.

Table 1. List of Advertising Techniques

Technique	Description
1. Bandwagon	Persuading people to buy or do something because "everyone else is doing it"
2. Testimonial (spokesperson)	Using the word of a famous person to persuade viewers
3. Transfer	Using the name or picture of a famous person
4. Repetition	Inserting the name of the product at least four times
5. Emotional words	Words that persuade people to feel strongly about something (i.e. "New and improved" or "Helps fight heart disease")
6. Fear appeals	Showing pictures or using words to alarm people or get their attention
7. Evidence	Influencing people with statistics and information ("4 out of 5 dentists...")
8. Example	Creating a situation to illustrate how or why the product should be used
9. Rhetorical questions	<i>Statements that sound like questions to make people think or gain their attention</i>
10. Association	<i>Persuading viewers to think or feel a product is something else</i>
11. Jingle	<i>Using a short simple song that viewers will remember</i>

B. Procedures

Before the project begins, students need to be able to identify advertising techniques in various commercials. Giving students the opportunity to make their own short commercials and act them out in class can help students generate ideas for products to advertise in the project. Teachers will need time to introduce the project (i.e. stating the objectives, grouping the students, and reviewing what is required) and train students to become capable video recorders and editors. Recording may be seemingly simple, but creating a quality product requires some basic knowledge in how to shoot film. Some techniques that teachers can highlight in class include:

1. the use of a tripod to stabilize the recorder

2. the positioning of the camera to show power or perspective
3. the importance of good lighting and sound
4. filming 3 shots of the same scene; a wide shot to establish location, a medium shot to focus on a subject, and a close shot to illustrate emotions
5. the tendency to shoot subjects in the middle of the shoot. Framing subjects in various positions in the shots creates more interest

For students to properly edit their commercials, instructors introduce iMovie or Movie Maker and walk students through the basic process of planning, filming, and editing using the sample footage recorded earlier. Groups of three or four students have time to decide on a product to advertise. After a decision is reached, students write a business letter stating what they want advertised, the unique qualities of their product or service, and a basic plan for the commercial. Students can either write the letter to the other group members or to another group. If the latter option is chosen, then the group that received the letter will advertise the product. Teachers should provide a formatting details and a sample business letter for guidance. Several advertising strategies are incorporated into the commercial (see Table 1) and each group creates a scene-by-scene storyboard of their commercial before actually filming begins. By adding this element to the planning process, students are more organized and thorough during the filming stage.

Teachers may want to make it mandatory that students take on particular roles in their groups. In each group, for example, a director is needed to effectively and efficiently film the commercial, an editor to utilize the techniques available on the software to produce a finished product, and a writer to create a unique story that convincingly persuades the audience to purchase the product. Although roles are allocated, each member is expected to participate in every phase of the process. A minimum requirement on the number of words is also helpful so students do not neglect the second language learning. Teachers may also want to have students complete the filming during class time or shortly after since it is probably more convenient for students to meet, and requires them to use their time efficiently. After the filming is finished, students discuss when and how to edit. Teachers can devote some subsequent class time for students to edit their commercials or receive help. Lastly, a class needed to show the video-commercials and prizes for different categories can be awarded.

V. Conclusion

With computers becoming more accessible in second language learning, new opportunities exist for implementing creative projects that target both content and language in business English courses. The first project exploits the stock market to help students understand how companies operate and function in a market, while the second project uses video production to teach advertising. Both approaches use English to complete complex business tasks and learn important technological content. If business English teachers aim to teach relevant and meaningful skills and content, then they must be prepared to go beyond a textbook and contextualize learning through project and tasks. Projects like the ones described in this paper offer opportunities for students to work together toward a goals, and, unlike many textbook activities, require students to create a tangible product.

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The Author

John Peloghitis is presently teaching as an Assistant Professor in the Faculty of English Communication at Nagoya University of Commerce and Business in Japan. He is on the Commerce Committee and coordinates English courses for the business faculties. He is an active member of Japan Association of Language Teachers and Japan Association of College English Teachers and is interested second language writing, learner strategies, syllabus design, and discourse analysis. Email: jpeloghitis@hotmail.com

Making Movies in the ESL Classroom

Han (Min) Seo

University of Birmingham

Abstract

This paper discusses the usage of movie making within English as a Second Language (ESL) classroom. It provides evidence for its use as both a motivator and a tool for fostering self-determination in students. It also purports that movie making provides optimal occasion for the different intelligences that students bring to a classroom (Gardner's multiple intelligence theory) and discusses a number of other benefits that such an unconventional teaching method can provide within an ESL classroom.

The correlation between positive attitudes, motivation, and self determination is of vital importance in second language learning. The use of movie-making that involves students in a journey of invention (scriptwriting, props), finding (location, rehearsing and editing) and unearthing (learning to handle new apparatus, feedback, changing and rewriting) until they reach their decisive objective (shooting, editing and feedback) accounts for this correlation. Throughout this mission students are able to work cooperatively as a group while at the same time determine their own personal understanding and learning events. Such an approach to language teaching and learning also provides optimum opportunities and avenues for consideration of Gardner's multiple intelligence theory allowing for involvement and successful learning for all intelligences and learner types.

There are a number of theories in relation to motivation but generally motivation is considered as intrinsic (learning for self) or extrinsic (learning for reward) (Atherton, 2010); among the many theories we find Maslow's (1943) hierarchical theory, which purports five levels of motivation in terms of needs: physiological, security/safety, social, esteem and self-actualization. McClelland developed a system involving three types of motivational needs: power, affiliation and achievement (Christie, Jordan, Troth & Lawrence, 2007). Making movies provides stimulus for all motivational needs; it provides for extrinsic motivation by rewards pertaining to the final outcomes and assessment, together with peer and teacher praise. Intrinsic motivation is fueled by allowing students to be self-authored by writing their own scripts, which they then rehearse, edit and endorse; such activities provide more excitement and interest in learning and help promote confidence in students.

Intrinsic motivation, inherent to self-determination theory, is influenced by three mental and emotional needs: competence, autonomy and relatedness (Alm, 2006). Movie making classes such as those described above increase competence by providing optimal challenges and effective peer and teacher feedback – both negative and positive – as well as praise. Autonomy is fostered because every student has choices and opportunities for self direction, thus feeding their need for internal control and the freedom to ascertain their own conduct. In terms of relatedness, movie making provides a feeling of security and cooperation among the group and the sense of each caring what the other says, needs and does. Self determination theory thus centers on how to foster and reinforce students' innate drives to learn (Alm, 2006) and is accommodated within movie making.

Vygotsky (1978) places emphasis on interaction with others for better learning; interaction and group or community construction of knowledge is fundamental to movie making. Krashen (1985) proposes that challenge for students leads to better learning; challenges in terms of scriptwriting, determination of cast and crew, setting and scenes, props and costumes, rehearsals, editing, feedback and rewriting of scripts, more rehearsals and finally shooting the movie provide optimum challenges for students at all academic levels.

Gardner (1983) argues for a theory of multiple intelligences, whereby he identifies seven types of intelligence: linguistic, logical-mathematical, musical, intrapersonal, interpersonal, bodily-kinaesthetic and spatial that are all necessary for everyday functioning. Gardner's theory is increasingly being taken into consideration and incorporated in school curricula; thus teachers need to realize that all intelligences are of equal importance and teach to a wider range of students in terms of skills and talents. They also need to provide teaching and activities that meet the needs and therefore engage all students of all intelligences and learning styles, with their own unique array of academic strengths and weaknesses.

It is often difficult or at times impracticable to accommodate all learning styles and intelligences found within one classroom, but movie making accommodates the vast majority if not all variations. Linguistic intelligence is accommodated by writing the script, monologues, dialogues, providing explanation of ideas and concepts to the other students, and by using a variety of language registers. Logical-mathematical intelligence is

fostered by having to reflect and plan space, the sequence of scenes, movement and actions of the characters and their implications, using and planning of props and designing and implementing lighting, among other activities. Musical intelligence can be challenged for example, by the need to determine the best music and sound effects and being aware of voice tone, stress and pitch. Intrapersonal intelligence can be challenged by the need to respond to a variety of experiences and peer stimulus in terms of input, feedback and providing their own feelings and emotions in relation to an incident, scene or character. Interpersonal intelligence is challenged by the need for awareness and response to different situations in terms of feelings, atmosphere, moods, expressions, movement, body language within the group and peers, and within the movie itself. Bodily-kinaesthetic intelligence is challenged in a variety of ways, such as movement and timing, appropriate gestures and posture, balance, style and sequence. Spatial intelligence is required for the creation of groups, set designs, color of sets and costumes, and the best effects in lighting (drama-education.com).

Movie making is also advantageous to students because their learning is maximized with the teacher providing guidance and feedback and the students being engaged in elaborate and challenging tasks (Alan & Stoller, 2005); the teacher is therefore a facilitator or a guide in the students' journey in the creation of a film of which they will be proud and their audience will enjoy.

When making movies students learn from one another and they develop an awareness of cooperation and empathy for their fellow students; they have to make decisions by exchanging ideas, communicating and compromising with each other. There are a number of other positive linguistic aspects of movie making that include collaborative writing, practice and development of pronunciation and fluency, the provision and practice of authentic listening activities, and a platform for vocabulary expansion and grammar improvement.

Movie making also helps to develop decision making skills, self-esteem and confidence in the students and encourages them to be more accepting of others and themselves. It helps to foster organizational skills, creativity, responsibility, empowerment and pride in themselves, others and their work.

Making movies in an ESL classroom is an unconventional method of teaching and learning but it is rigorous, interesting, motivating and provides the avenue for all students, all intelligences to be involved in both autonomous and cooperative learning. Every student is challenged personally and academically and develops an awareness of their own potential, their own abilities, expression and influence; movie making with students writing their own scripts provides authentic material that relates to the lives of the students; movie making therefore affords the meaning, significance and motivation for successful learning of English as a second language. It can thus be considered as a didactic activity and linguistic tool for language development wherein communication between students is valuable.

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The Author

Han (Min) Seo is currently pursuing his Master degree from University of Birmingham. Han has years of

experience working on film / TV / documentary / commercial from around the world. He worked mostly as location soundman but was fully trained on all TV production by Rogers TV. Han is currently pursuing career in Korea as English teacher while trying to reconnect with his Korean heritage. Han's interest in teaching includes debating (7+ years exp), media based teaching, WBLT and creating activities for students. Email: han.seo@gmail.com

Reflecting on Teacher Development

David E. Shaffer

Chosun University, Gwangju, Korea

Abstract

One of the most important things for an English language teacher to do is to pursue teacher development. Though this is an essential in the ELT world, and the teaching field in general, it is often overlooked by the teacher because they are not aware of the breadth and depth of the benefits of teacher development or they are not aware of how to go about teacher development. This presentation gives an overview of what teacher development is and the many possibilities available for improving oneself as a language teacher. It considers the factors central to teacher development, the processes central to self-directed learning, grouping teacher development into five areas: the teacher herself, the teacher and her students, the teacher and her colleagues, the teacher and her school, and the teacher and her profession.

I. Introduction: What Is Teacher Development?

Teacher development, also referred to as professional development, is anything that a person does to improve themselves for the teaching profession. It is for practicing teachers, but it is also for anyone aspiring to become a teacher. It is very much for the new, inexperienced teacher, but it is just as much for the older, veteran teacher. Teacher development is for every teacher and it is needed by every teacher because of that inborn desire that we all have to be the best that we can be, and because of the duty that every teacher has to their students to make them the best that they can be. The factors central to teacher development have been delineated as (a) sufficient time, (b) an ongoing commitment, (c) recognizing and solving problems, (d) a desire to explore, (e) paying attention to and reviewing the basics of teaching, (f) seeking out opportunities to develop, and (g) the cooperation of others (Gebhard, 2006).

Teacher development may be provided by the teacher's school, government agencies, private institutions, and professional ELT associations. It may be provided at home, at school or away from both, but it is ultimately the responsibility of the teacher to ensure that they are getting the teacher development that they need. Richards and Farrell (2005) consider six processes to be central to self-directed learning: (a) inquiry into one's own teaching practices, (b) self-appraisal of one's teaching and development, (c) personal experience, (d) personal construction of meaning, (e) contextualization of learning, and (f) setting goals and selecting strategies to reach them. Teacher development can be categorized into five areas (Foord, 2009): what one does on their own, with their students, with their colleagues, with their administration, and with their teachers' organization – five circles. What a teacher can do, large and small, for self-improvement in each of these circles will be presented in the following.

II. The First Circle: You, the Teacher

Self-reflection is a very basic, yet very effective method of improvement. By attempting to reflect on and influence their work, teachers can start to take control of their working situations (Farrell, 2004). "They become more empowered decision makers, engaging in systematic reflections of their work by thinking, writing, and talking about their teaching; observing the acts of their own and others' teaching; and by gauging the impact of their teaching on their students' learning" (p. 5). Reflect on your goals, teaching philosophy, and classroom achievements and shortcomings. Deeper self-reflection may be obtained by keeping a reflective journal. Farrell (2007, p. 107) reflects that "when teachers write regularly in a teaching journal, they can accumulate knowledge that on later review, interpretation, and reflection, can assist them in gaining a deeper understanding of their work." Benefits of keeping a teaching journal include articulating puzzles and problems, venting frustrations, clarifying and realizing, and stretching oneself professionally (Bailey, Curtis, & Nunan, 2001). You may compile a teaching portfolio, a "photo album" of your teaching life. Your teaching portfolio may include lesson plans, favorite activities, student projects, class newsletters, annual evaluations, awards, photographs, and even videotapes. Its compilation should be an ongoing project that will provide you with both reflection and direction (Farrell, 2004). It is important to deepen one's knowledge of English and polish one's teaching voice, including speed, loudness, enunciation, and content. You should also read ELT materials – articles, newsletters, journals, and books. Using

a checklist, such as the one in Appendix A, can be very useful in taking inventory of your personal teacher development, reflecting on how much you have done in different areas, and identifying areas that may need to be concentrated on. To help you evaluate your own teaching self-observation tasks such as Appendix C may prove to be very helpful. This self-observation task focuses on the key areas of planning the lesson, your class performance, and the performance of your students in class.

III. The Second Circle: You and Your Students

Learning more about your students will go a long way toward improving your classroom performance. What we know about our students and their needs will influence how we teach them. We should try to inform ourselves about our students' personality, personal life, likes and dislikes, hobbies and interests, learning styles and intelligences, strengths and weaknesses in English, attitude to being in school and to learning English, and reasons for learning English. Observe your students in pair work or group work and make note of how they perform. Do a student needs-analysis as a class questionnaire or through more in-depth action research. Make new teaching materials and try out new teaching methods. Experiment with different types of student pairings: strong student with weak student, similar-proficiency pairings, and similar-personality pairings. Canvassing your students and discussions with your colleagues can lead to new ideas for materials and methods, and for the materials themselves from generous colleagues. Varied materials and methods will refresh the classroom atmosphere and heighten motivation. A check list of ways in which a teacher can interact with one's students, such as in Appendix B, will help you to identify areas of particular interest for you, and possibly areas that you had not previously thought of, and will help you decide which teacher development activities you would most like to do.

IV. The Third Circle: You and Your Colleagues

With your fellow teachers you can discuss ELT concepts, exchange teaching materials, or observe each other teach. Descriptive (as opposed to evaluative) observation of classroom teaching by one's peers can have very beneficial effects to both the new and the seasoned teacher. In teaching, peer observation "provides an opportunity for novice teachers to see what more experienced teachers do when they teach a lesson and how they do it. It provides an opportunity for the [experienced] teacher to see how someone else deals with many of the same problems that teachers face on a daily basis" (Richards and Farrell, 2005, p. 86). You may act as a mentor or be mentored. Mentoring can take the form of a series of informal conversations between a teacher and a mentor, collaboration in the making of teaching materials, observation of each other's lessons, and/or co-teaching to observe each other's teaching styles.

You can join or form a teacher development group. They may be formed in a variety of ways: as a topic-based group, school-based group, job-alike group, writing group, research group, etc. (Richards & Farrell, 2005). Research suggests that collaboration plays an important role in teacher development because it involves teachers sharing their personal and professional knowledge with other teachers. Teacher development groups facilitate dialogue; sharing and collaboration, and the exchange of resources, information, and expertise (Farrell, 2007). You can also form a critical friendship. A critical friendship between two or more teachers entails entering into an arrangement "in a way which encourages talking with, questioning, and even confronting, the trusted other, in order to examine planning for teaching, implementation, and its evaluation" (Hatton & Smith, as cited in Farrell, 2007, p. 149).

V. The Fourth Circle: You and Your School

It is important that you become an integral part of your school. If you are viewed as such by administrators, they will be more inclined to take seriously any suggestion you make regarding your students, your classes, the curriculum and programs; school supplies, materials, equipment, and facilities, and administrative procedures. Participate in meetings and workshops. Teachers stereotypically only complain about the administration, but rather than be reactive, you can be proactive. Participate in staff meetings and teacher workshops, propose academic or administrative innovation, improve the appearance of your classroom or staffroom, organize a school or social event, work on a project with colleagues or management, reflect on how you communicate with colleagues and the administration, and discuss your development with your supervisors. A request for class materials that is written out and described in detail with a well thought out rationale may be approved much sooner than you would otherwise expect. School administrators are just as interested in improving the quality of education offered in their school as their teachers are.

VI. The Fifth Circle: You and Your Profession

It is important that you become an active member of your profession. “Your profession” can be described as the organizations and practices that link and regulate language teaching (Foord, 2009). You can become a part of your profession by participating in ELT workshops, seminars, and conferences such as those offered on a regular basis by Korea TESOL. You may write articles for submission to ELT newsmagazines such as Korea TESOL’s *The English Connection*, or to one of the many domestic and international ELT academic journals. You may prepare a presentation to be given at a workshop such as the ones Korea TESOL chapters have at their monthly meetings or at a Korea TESOL chapter, national, or international conference. You may prepare ELT materials or articles for a website or build your own ELT website. You may become involved in publishing research paper papers, and even your own book! And that is not an unattainable suggestion. With time a teacher collects all kinds of materials related to a topic of special interest to them. The next step is to organize these materials and ideas, and link them together in book form.

Concern for your professional development and taking action concerning it will make you feel better about yourself, your students, your colleagues, your school, and your profession. And it will, likewise, make them feel better about you.

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The Author

David E. Shaffer (PhD Linguistics) has been an educator in Korea for over three decades. He is a professor at Chosun University teaching in the graduate and undergraduate programs. In addition, he is a teacher trainer, PhD dissertation advisor, materials designer, program developer, and administrative director. Dr. Shaffer is the author of books on learning English as well as Korean language, customs, and poetry. His present academic interests, aside from professional development, include loanwords and incorporating cognitive linguistic constructs into effective teaching techniques. Dr. Shaffer is active in numerous ELT associations in Korea and presents at their conferences. Within KOTESOL, he is presently Gwangju-Jeonnang Chapter President, an editor of KOTESOL’s various publications, and National and International Conference committee member. Email: disin@chosun.ac.kr

Appendix A

You - A Personal Checklist

There are things you can do on your own to develop yourself and your teaching. Read the items below.

- Give yourself a score from 0-5 for each item, according to how often you do it (0 = "never done this," 5 = "done this a lot").
- Then complete the right-hand column, adding a check (✓) where appropriate, if you would like to try something, or do more of it.

Things I Have Done (or not)	Score (0-5)	(✓)
Worked on my time management skills		
Reflected on the best way for me to develop		
Completed a self-diagnostic test to find out my learning style or personality type		
Reflected on my own teaching		
Learned another language		
Dealt with something stressing me		
Read a professional journal or magazine		
Read a book about TEFL		
Kept a teaching diary		
Created a teaching portfolio		
Improved my English		
Improved my knowledge of grammar/phonology		

Comment: Looking at this list should help identify areas of particular interest for you (or that you hadn't perhaps thought of before) and will help you decide which activities you would most like to do, or feel you most *need* to do!

(Adapted from Foord, 2009)

Appendix B

You and Your Students - A Personal Checklist

There are things you can do on your own to develop yourself and your teaching. Read the items below.

- Give yourself a score from 0-5 for each item, according to how often you do it (0 = "never done this," 5 = "done this a lot").
- Then complete the right-hand column, adding a check (✓) where appropriate, if you would like to try something, or do more of it.

Things I Have Done (or not)	Score (0-5)	(✓)
Made some new teaching material		
Used authentic materials (DVD, Internet, newspapers, etc.)		
Gotten feedback from my students		
Talked with my students socially		
Experimented with a new method, approach, or technique		
Gotten to know more about an individual learner		
Held tutorials with my students		
Learned my students' mother tongue		
Done a needs analysis with my students		
Gotten my students to teach me something		
Learned about my students' culture		
Recorded my students on tape or video		

Comment: Looking at this list should help identify areas of particular interest for you (or that you hadn't perhaps thought of) and will help you decide which activities you would most like to do.

(Adapted from Foord, 2009)

Appendix C

Self-Observation: Diagnosis and Reflection

Section 1. Class Information	
Level:	Date:
Class Description:	
Aims:	
Section 2. Planning (1-10 pts each)	My Score
a. Did I anticipate the problems my students had?	
b. Were the aims appropriate for these students?	
c. Did I achieve my aims (linguistic and communicative)?	
Section 3. Teacher Performance	My Score
a. Did the students understand my instructions?	
b. Were all my students attending to?	
c. Did I vary interaction patterns between teacher and students and between students?	
d. How much did I talk? Was my talk rich intake? Was it inappropriate?	
e. How/When were students corrected? Was there any peer or self-correction?	
Section 4. Student Performance	My Score
a. Was there a positive learning environment or not (teacher rapport, humor, listening to students with interest, inappropriate use of L1 by students, bad atmosphere)?	
b. How authentic was the communication?	
c. How much did my students talk (to other students/to me)?	
Section 5. Conclusions	Areas
a. In what areas do I need to improve?	
Comments	

(Adapted from Foord, 2009)

Korean English Teachers' Perceptions toward Using Concept Check Questions in Grammar Instruction

Shin Hyunkyung

International Graduate School of English, Seoul, Korea

Abstract

Asking and answering is a particular feature of classroom interaction. However, in grammar instruction, there has been only one-way information transmission from teachers to learners. In addition, teachers generally seem to induce that learners understand teachers' explanations so they may not pay adequate attention to check learners' understanding of grammar. The purpose of this paper is (a) to scrutinize factors which influence Korean teachers' grammar instruction in communicative language teaching (CLT), (b) to examine how teachers check whether learners understand grammar, and (c) to introduce concept check questions (CCQ) and investigate teachers' perceptions toward CCQ in grammar instruction in Korea. For this study, the six-point Likert scale questionnaire survey, real-time observation, CCQ training tasks, and reflection notes were conducted in the Methodology course at the Teacher Training Institute (TTI). The data was collected from fifty-six in-service secondary school teachers. The result of data analysis indicated that (a) Korean English teachers' grammar instruction was influenced by conceptual and contextual factors: teachers' perceptions toward grammar; learners' needs and wants; curriculum mandates, the availability of resources. In addition, (b) teachers realized that they neglected to check learners' understanding grammar, and (c) teachers acknowledged the importance of CCQ in terms of practicality and applicability, not only in their grammar teaching in Korea but also in their language development as well.

I. Introduction

Over the past few years, there has been a growing amount of research that has been devoted to investigating interaction between learners and teachers in classrooms. For example, Park (1999) suggested that teachers' collaborative teaching and natural conversation make the interaction in the classroom run smoothly. In addition, Lee et al. (1999) found that the value of classroom discourse is for teachers to achieve a deeper understanding of L2 classroom interactions through an analysis of teacher talk. In the same vein, however, more specifically, Kim (2006) emphasized the importance of teachers' awareness of various types of patterns of teachers' questioning in order to create effective interaction flows in EFL classrooms. However, there seems to have been little attention to the interaction in grammar instruction, even in communicative language teaching (CLT). Moreover, many researchers asserted that Korean learners need to be guided to pay attention to forms to produce not only accuracy but also fluency in a communicative classroom. For instance, Min (2002) posed that focus-on-form approach can be an effective way of teaching in the EFL situation where both knowledge about language and an ability to use it are objectives to attain. Likewise, Jung (2002) suggested an eclectic approach for learners in EFL contexts: a fusion of traditional and innovative approaches to help learners acquire English language and use it in given context. However, they found that there seems to be no perfect approaches to apply to the English education system in Korea due to such an exam-oriented environment. In spite of the fact that a few studies were conducted to emphasize the importance of teachers' utterances in language class (Kim, 2006; Lee, et al., 1999; Sinclair & Coulthard, 1975), there has been little attention to what types of questions can facilitate teachers when teaching grammar in Korea within CLT.

II. Concept Check Questions in Language Classrooms

Workman (2008) defined that concept check questions are questions designed to check whether learners have understood the meaning of a piece of grammar, an item of vocabulary or a functional expression. The word *concept* is used to signify the essential meaning of a piece of language. CCQ can be used not only for checking understanding when a new piece of language is introduced, but also as a correction technique when learners forget

or misunderstand the meaning of grammar. CCQ has specific functions in the language classes as a means of checking specific meaning and usage of each grammatical and lexical item (Harmer, 2007; Scrivener, 2005; Thornbury, 1999; Workman, 2008). Thus, CCQ has distinctive functions to facilitate learners' cognitive learning by nudging the learners toward key points. This nudging is one way of guiding learners to discover grammar by clarifying whether learners are following the teacher (Scrivener, 2005). The key technique is to ask good questions, ones that encourage the learners to notice language and think about it. In addition, CCQ can be a great means to elicit answers from learners rather than teacher' explanations (Hedge, 2000; Scrivener, 2005, p. 98; Thornbury & Watkins, 2007).

III. Method

For this study, in the questionnaire a six-point Likert scale (1= strongly disagree 6= strongly agree) was used and the survey was conducted at the Teacher Training Institute (TTI) at International Graduate School of English by fifty-six in-service secondary school teachers in 2010. It was followed by a sample grammar lesson to provide an opportunity to raise teachers' awareness of the role of concept check questions in grammar instruction. In addition, teachers' comments from the reflections and discussions were transcribed to investigate detailed perspectives of the role of CCQ.

IV. Results

A. Factors in Teachers' Grammar Instruction

A questionnaire-based survey was conducted in order to scrutinize teachers' perceptions to grammar teaching concerning the following aspects: their perceptions toward the role of grammar; teachers' beliefs, practice, and teachers' interpretation of their learners' preference; the role of grammatical terminology. In addition, individual teachers' opinions were collected from real-time observation, reflection notes and discussions.

Table 1. Teachers' Perceptions toward a Role of Grammar

Item	Numbers (percentage)						Total
	1	2	3	4	5	6	
1. Basic element for other language skills	1 (1.8)	1 (1.8)	1 (1.8)	9 (16.1)	23 (41.1)	21 (37.5)	56 (100)
2. Helpful to improve Fluency	0 (0.0)	4 (7.1)	6 (10.7)	10 (17.9)	26 (46.4)	10 (17.9)	56 (100)
3. Helpful to improve Accuracy	1 (1.8)	1 (1.8)	2 (3.6)	3 (5.4)	27 (48.2)	22 (39.3)	56 (100)
4. Not necessary if there were no CSAT	29 (51.8)	19 (33.9)	2 (3.6)	5 (8.9)	1 (1.8)	0 (0.0)	56 (100)

Table 2. Teachers' Practice, Beliefs, and Learners' Preference

Item	Practice		Beliefs		Learners' Preference	
	Agree	Disagree	Agree	Disagree	Agree	Disagree
1. Use learners' L1	49 (87.6)	7 (12.5)	44 (78.6)	12 (21.4)	40 (71.4)	16 (28.6)
2. Deductive approach	43 (76.8)	13 (23.2)	24 (42.9)	32 (57.2)	45 (80.4)	11 (19.7)
3. Inductive approach	27 (48.3)	29 (51.8)	50 (89.4)	6 (10.7)	29 (51.9)	27 (48.3)
4. Communicative tasks	17 (30.4)	39 (69.6)	47 (83.9)	9 (16)	12 (21.4)	44 (73.8)

Table 3. Limitations and Difficulties in Grammar Teaching

Item	Numbers (Percentage)						Total
	1	2	3	4	5	6	
1. Learning experience	0 (0.0)	10 (17.9)	5 (8.9)	14 (25.0)	14 (25.0)	12 (21.4)	56 (100)
2. Language knowledge	1 (1.8)	4 (7.1)	5 (8.9)	11 (19.6)	30 (53.6)	5 (8.9)	56 (100)
3. Preparation for CSAT	0 (0.0)	1 (1.8)	3 (5.4)	16 (28.6)	24 (42.9)	12 (21.4)	56 (100)
4. Contents in Textbooks	1 (1.8)	1 (1.8)	5 (8.9)	16 (28.6)	24 (42.9)	10 (17.9)	56 (100)

Table 4. Teachers' Attitude toward Grammatical Terminology

Item	Numbers (Percentage)						Total
	1	2	3	4	5	6	
1. Necessity	0 (0.0)	1 (1.8)	1 (1.8)	7 (12.5)	33 (58.9)	14 (25.0)	56 (100)
2. Efficiency	0 (0.0)	2 (3.6)	10 (17.9)	14 (25.0)	26 (46.4)	4 (7.1)	56 (100)
3. Learners' difficulties	0 (0.0)	4 (7.1)	8 (14.3)	11 (19.6)	23 (41.1)	10 (17.9)	56 (100)
4. Teachers' convenience	1 (1.8)	6 (10.7)	5 (8.9)	10 (17.9)	28 (50.0)	6 (10.7)	56 (100)

B. Checking Learners' Understanding of Grammar

During the course, the majority of teachers admitted that they administer regular exams to learners, thus they know whether learners understand grammar or not. This assumption needs to be checked so the data result may show how teachers actually check learners' understanding of grammar.

Table 5. Checking Learners' Understanding of Grammar

Item	Numbers (Percentage)						Total
	1	2	3	4	5	6	
1. Testing at the end of the Semester	1 (1.8)	2 (3.6)	5 (8.9)	12 (21.4)	24 (42.9)	12 (21.4)	56 (100)
2. Questioning during the Class	0 (0.0)	2 (3.6)	9 (16.1)	16 (28.6)	27 (48.2)	2 (3.6)	56 (100)
3. Questioning at the end of the class	0 (0.0)	2 (3.6)	10 (17.9)	20 (35.7)	18 (32.1)	6 (10.7)	56 (100)
4. Monitoring Ss' work during the class	0 (0.0)	8 (14.3)	14 (25.0)	15 (26.8)	17 (30.4)	2 (3.6)	56 (100)
5. Checking homework after the class	5 (8.9)	12 (21.4)	11 (19.6)	18 (32.1)	8 (14.3)	2 (3.6)	56 (100)

In order to investigate what types of questions are used in class, the researcher asked the teachers during the Methodology course. One example of questions used in class was suggested by Teacher 219.

Researcher: anything else? Any other questions?
Teacher (No. 219): ... I always ask my students whether they are following me or not. ...um... so...at the end of the lesson I ask them like 'do you understand?' or 'okay?'...
Researcher: How many of you ask questions like this?
 Nearly forty teachers raised their hands showing their agreement.

C. The Role of Concept Check Questions

After the CCQ training lesson, teachers were required to submit their written assignment about CCQ to consolidate their understanding of CCQ, then they were asked questions regarding teachers' attitudes towards CCQ.

1. Limitations of CCQ

[H]owever, making good CCQ doesn't seem to be for teachers because it requires that teachers should have professional knowledge of language. Otherwise, teachers can possibly make irrelevant CCQ which may cause confusion to students. (Teacher No. 105).

I am not sure whether CCQ can be used for all areas of grammar apart from tenses and modals. What about prepositions, and other structures? (Teacher No. 217)

2. Constructive Grammar Learning and Teaching

Personally, I strongly believe that asking and answering is an important means, however, I have never thought about strategies how to proceed it in class and what types of questions should be asked. I am sure that CCQ is a constructive means to create an interaction between teachers and students. So it will definitely facilitate learners thinking actively in class. (Teacher No. 212)

3. Effectiveness of CCQ

Table 6. Teachers' Positive Attitudes toward CCQ

Item	Numbers (Percentage)						Total
	1	2	3	4	5	6	
3. Good for language Awareness	0 (0.0)	2 (3.6)	2 (3.6)	10 (17.9)	28 (50.0)	14 (25.0)	56 (100)
4. A good means of understanding Ss' difficulties	0 (0.0)	2 (3.6)	2 (3.6)	12 (21.4)	29 (51.8)	11 (19.6)	56 (100)
5. Appropriacy in Korean Context	0 (0.0)	5 (8.9)	2 (3.6)	14 (25.0)	26 (46.4)	9 (16.1)	56 (100)
7. Prevention of overuse of metalanguage	0 (0.0)	3 (5.4)	2 (3.6)	10 (17.9)	27 (48.2)	14 (25.0)	56 (100)

4. CCQ in Teacher Training Course

CCQ are an effective means for [the] development of teachers' language awareness. BUT, where can teachers learn how to make CCQ? (Teacher No. 214)

Teachers need to be trained properly how to make CCQ. Without training, it might not be easy to understand grammar in terms of form, use, and meaning. (Teacher No. 108)

5. CCQ for Teaching English in English (TEE)

The following note is from one of the participants, who actually used CCQ in a real class. The crucial role of CCQ to this teacher was the possibility to TEE.

TEE is surely a tough job for me, as a nonnative speaker, however, I no longer think it is impossible. Even native teachers would fail in TEE if they [are] not concerned about CCQ. Even with the new teacher, students in OO school showed interest in the class, by answering to CCQ, without realizing they were doing so... (Teacher No. 217)

VI. Conclusion

A. Pedagogical Implications

This study can lead to an analysis of teachers' own teaching approaches and techniques for their learners. Based on teachers' reflective skills, they can shape their own beliefs and practices to meet learners' needs and wants in EFL context. In terms of implications for grammar instruction within CLT, these study results suggest that teachers need to investigate classroom interactions to encourage learners to be more involved in learning grammar. It can help learners have more responsibilities to learn language rather than relying on didactic grammar instruction by teachers. Furthermore, as teachers admitted that teachers have limitations to teach English in English, developing not only their techniques but also their language awareness is required. Thus, if CCQ are introduced in teacher training courses, it contributes to teachers' fulfillment by developing their language proficiency and diversities classroom approaches.

B. Limitations and Suggestions for Further Studies

This study has some limitations which should be considered in the interpretation of the results. First, in order to present more significant results of the survey, the data needed to be analyzed in a different way. Second, since this study was based on a sample of fifty-six English teachers; these subjects may not completely represent all Korean English teachers. Thus, the effectiveness of CCQ needs to be proved by a more substantial number of participants. Third, the perspectives of concept check questions in grammar teaching were only based on teachers' responses to the questionnaire and their reflection notes. Thus, there might be discrepancies between teachers' perceptions and learners' perceptions toward concept check questions (CCQ). Therefore, examining the learners' point of view of the role of CCQ is needed through a classroom observation of the actual interaction between a teacher and learners. In order to investigate their real interaction in class, a discourse analysis may be required to observe real utterances from the teacher and learners in a real classroom setting.

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The Author

SHIN Hyunkyung received an MA in TEFL from the International Graduate School of English in 2010. She also obtained the certificate from CELTA course accredited by Cambridge ESOL. Her interests include Grammar Instruction, Interaction, Teacher Education, Discourse Analysis, Critical Pedagogy, Lexical Approach, and Reading Comprehension Questions.
Email: shktop@shktop1977@hotmail.com

Computer-Assisted Alternative Assessment in EFL Classrooms

Bitu Tangestanifar

Sookmyung Women's University, Seoul South Korea

Abstract

Alternative assessments differ from traditional paper-and-pencil assessments in that they use innovative methods and techniques to measure learners' performance and achievements. An effective alternative assessment is one that is carried out throughout the course of program, requires students' higher-order thinking, and gives learners an opportunity to demonstrate what they have learned. Alternative assessment has been a welcome addition to both content and second language classrooms where traditional forms of assessments fail to show what learners can do with the acquired language. While alternative assessment in content classroom has been the subject of much interest and research in recent years, alternative assessment in second language classrooms has not yet been fully explored. This paper aims at addressing the use of alternative assessment in EFL classrooms and illustrates several activities teachers can use as alternative assessment to measure and monitor students' progress and achievement in second language learning.

I. Introduction

A successful assessment is authentic, valid, and reliable (O'Malley & Valdez, 1996; Underhill, 1987). The term *Authentic* implies that assessment should mirror real-world activities; *valid* means that assessment should test what it is supposed to test; and *reliable* indicates that it should produce accurate and consistent results. Traditional methods of assessments such as multiple-choice tests and display questions (questions whose answers are already known to the teacher) often lack authenticity and validity since they do not represent how we use languages to communicate with others in the real world, and do not represent the classroom lessons' objectives. Alternative assessments methods discussed below can aid teachers in assessing what learners have learned while tapping into students' higher-order thinking, creativity and self-assessment.

II. Computer Assisted Alternative Assessments

When designing activities for alternative assessment, teacher should consider several factors: a) Does the activity allow students to show what they have learned? b) Does the activity require that students be creative and use their higher-order thinking? c) Does the activity allow learners to use their repertoire of language and skills as a whole rather than focusing on a discrete-point item?

With accessibility of computer and the Internet in Korea, the Internet can be a valuable resource for language learning. With some planning, the Internet can also be used as an effective tool for assessment. Below, there are some CALL activities that provide opportunities for learners to use English outside the classroom. These activities can also be used to monitor the students' language learning progress.

A. Podcast

Although podcasts are popular for listening practice, they have not yet been fully explored as a tool for speaking practice and oral assessment. Just as written blog journals have been used in many language classrooms to increase students writing, podcasts can be utilized for speaking exercises and oral production. Podcasts provide students with opportunities to speak English outside the classroom. The presenters' experience with podcasts in a freshman conversation class has shown that students' confidence in their ability to express their thoughts in English was improved significantly after several months of podcasting.

1. Individual Podcast Project

Students choose a website that supports voice recording or upload (e.g. podomatic.com, podbean.com, etc.) and create a free podcast account. The URLs are then shared with the teacher and students in the same group.

Guidelines and minimum requirements should be established and modeled for the students to follow before the students post episodes. Students in the same group are required to listen to their group members' podcasts and leave comments that include both positive and constructive criticism. The frequency of the students' comments should be decided and announced by the teacher in advance. A scoring rubric should be developed to ensure clarity and objectivity of the assessment. To ensure validity of the assessment, the scoring criteria should correspond with the course objectives and classroom instructions. Appendix 1 is an example of a scoring rubric for a podcast project in a presentation/discussion freshman course.

2. Podcasts and Group Projects

Podcasts can be used as group projects in which students work outside the classroom and then report their project's 'product' on podcast. The type of projects should depend on students' age, level and interests. The themes of the units in the textbook can be used as topics. For example, students can be asked to promote tourism in their hometown. This requires students to find out what might be of interests to tourists. This task can then be followed by suggesting ways in which the government can improve tourism in Korea. The groups can then podcast their project in two episodes: one for advertising their hometown as a tourist destination, and the other for proposing ways to improve tourism in Korea.

Another group project can be interviewing someone (e.g. an international student, a classmate pretending to be a celebrity, a foreigner, an imaginary role-model, etc). Interview role-plays are not new, but podcasting the interviews as an extension activity as well as assessment has not yet been used in many classrooms. By podcasting the interview, the students also have an opportunity to *hear* themselves and self-assess their performance.

A third example would be to have pairs of students choose a topic of interest, conduct research using a variety of English resources, and record their finding on one or more podcasts. Possible topics include current news, global warming, pros and cons of school uniform, study abroad versus study in Korea, etc.

Group podcast projects incorporate collaborative learning into independent study. The students can do research in groups, but each student can have his/her own podcast, or vice versa: students can do research individually, then discuss their findings on podcast together. The podcasts as the products can then be used as an alternative assessment to measure what learners are able to do with their repertoire of knowledge and language skills.

B. Penpals

Penpal project provides learners with a cross-cultural opportunity to use their communicative competence to get engaged in meaningful communication, to get exposure to different cultures and different 'Englishes', and to use English outside the classroom to communicate. With the cooperation of teachers from different counties, students can be matched up to be penpals and correspond by email, Skype, etc. The students should be instructed to gather information and learn about their penpal's country, culture, language, lifestyle, interests, etc, and report their findings back to the class in a presentation, in a written article and/or on their podcast. The students can also use websites such as interpals.net, pen-pal.com, and penpalworld.com, mylanguageexchange.com to find a penpal in which case parental discretion is advised.

1. Chat

Research indicates that chat conversations for a few hours a week significantly improves learners' oral proficiency, especially for shy students whose participation in the classroom is often overshadowed by the more vocal students (Warschauer, 1996; Kern, 1995; Chun, 1994). If corresponding with students in other countries is not a feasible option, students can chat with their classmates on yahoo, MSN, Skype, etc outside the classroom. A topic can be assigned each week for students' chat. The written chat conversation can be printed and presented to the teacher for assessment. Samples of good and poor students chats should be provide for the students as benchmarks to ensure the quality of the chats. Changing partners frequently increases collaboration and peer learning.

III. Conclusion

Teachers should be aware of a variety of alternative assessment methods to assess students' oral and written skills. These methods should be authentic, valid and reliable. They should also require learners' critical-thinking skills and creativity. Podcasts, Penpal and chat projects are some examples of how students can demonstrate what they can do outside the classroom with their repertoire of language and skills. By incorporating alternative assessment and technology, teachers not only link assessment to the real-world communication, but also enable

students to take ownership of their learning. Internet is a powerful tool for learning as well as assessment, and teachers can use it to enhance the students learning opportunities outside the classroom.

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Appendix 1

Rubric for Speaking Portfolios – Discussion and Presentation – Spring 2010

Criteria	5	3	1
Speaking proficiency	Easily understood, has shown lots of improvement in fluency and accuracy over time.	easy to understand most of the time, has shown some improvement in fluency and accuracy over time.	difficult to understand, and did not show any improvement in fluency and accuracy over time.
Quantity of entries	The number of entries is among the highest in the class.	The number of entries is about average in the class.	The number of entries is among the lowest in the class.
Quality of entries	Most entries are well organized (include introduction, body and conclusion). The quality of entries has improved a lot over time.	Some entries are well organized (include introduction, body and conclusion), the quality of entries has improved a little over time.	The quality of the entries is low and there has been no improvement over time.
Variety of entries	There are more than 8 different topics in the portfolio.	There are between 5-8 different topics in the portfolio.	There are less than 5 different topics in the portfolio.
Reflection and Self-assessment	There are 4 or more self-reflective statements in the portfolio. They are all objective. They include realistic plans for improvement.	There are 2-4 self-reflective statements in the portfolio. Most are objective. Some include realistic plans for improvement.	There are less than 2 self-reflective statements in the portfolio. They are not objective. They do not include realistic plans for improvement.
Presentation Reports	There are 4 reports in the portfolio. They are all objective. They include plans for improvement.	There are at least 3 reports in the portfolio. They are all objective. They include plans for improvement.	There are less than 2 reports in the portfolio. They are not objective. They do not include plans for improvement.
Improvement over time	There has been outstanding improvement over time in all the criteria above.	There has been some improvement in the criteria above.	There has been no improvement in the criteria above.

How Do Good Language Learners Learn English in Taiwan?

Chia-Ti (Heather) Tseng,
Tamkang University, Taiwan
Ta Hwa Institute of Technology, Taiwan

Abstract

This paper aims to investigate the language learning strategies (LLSs) employed by advanced EFL learners in Taiwan. It intends to find out their overall use of LLSs, and examines how they apply LLSs in a variety of tasks and with different English sub-skills. Twenty-eight graduate students from English department in a northern University in Taiwan participated in this study. The Strategy Inventory for Language Learning (SILL), a background questionnaire, and a semi-structured interview were adopted for data collection. The results indicated that these advanced EFL learners have employed a variety of LLSs in learning English. Particularly, their high use of metacognitive strategies has made them efficiently plan, monitor, and orchestrate different strategies for different language tasks. This study also revealed that participants have developed specific strategies for different English subskills and they would apply these strategies in an integrated manner. Other underlying commonalities for the participants were their sensitivity and attentiveness for different English expressions and usages, and their active creation of output channels for the actualization and internalization of language use. Other findings regarding gender, different levels of program and studying abroad experience in relation to the use of LLSs among participants will also be discussed in this paper.

I. Introduction

Since the mid seventies, increasing attention has been paid to language learning strategy use in ESL and EFL learning. Numerous research has tried to identify the language learning strategies (LLSs) adopted by “good language learners” and results of these studies showed that more proficient language learners use more and more types of LLSs compared with less proficient learners (e.g., Altan, 2003; Chamot & El-Dinary, 1999; Green & Oxford, 1995; Wharton, 2000). In addition, research findings have revealed that variables such as motivation, gender, type of task, level of proficiency, different culture and context, etc., may associate with differences in LLS use among EFL learners.

In the context of Taiwan, different studies related to LLSs have been conducted across different educational levels, ranging from elementary to university students (e.g., Lai, 2005; Lan, 2005). Attempts have also been made in exploring the role of gender, proficiency level, motivation and different majors in relation to the use of LLSs among EFL learners in Taiwan (e.g., Chang, 2004; Chang, Liu & Lee, 2007; Sy, 1994). From these studies, some generalization can be drawn such as females tend to use more LLSs than males, and more proficient learners use more types of leaning strategies. Nevertheless, relatively scarce is the study targeting at advanced level EFL learners’ language learning strategy use in English learning. The current study, thus aims at examining LLSs commonly employed by advanced EFL learners in Taiwan. Through the identification of the advanced learners’ LLSs and how they have applied these strategies in the process of English learning, some useful suggestions and tips may be drawn in helping other EFL learners in Taiwan improve their strategy use and consequently advance their English language proficiency.

II. Research Questions

1. For the advanced EFL learners in this study, what is their overall learning strategy use in learning English? What are the most commonly used strategies? What are the least used strategies?
2. Do learner characteristics such as experience of studying abroad, different levels of enrolled program, or gender result in differences in the use of LLSs among these advanced EFL learners?
3. How do these advanced EFL learners apply LLSs in their target language (English) learning? How are these LLSs correlated with one another?

III. Studies on Language Learning Strategies

Studies have been interested in different factors associated with differences in the use of LLSs. Studies which focused on the connection between strategy use and language proficiency (e.g., Green and Oxford, 1995; Oxford and Ehrman, 1995) have found that more proficient language learners employed more types and more frequent use of strategies than less proficient learners. Chomot (2005, p.116) pointed out that good language learners were equipped with the “metacognitive knowledge about task requirements” and could therefore “select appropriate strategies” accordingly. A study comparing more and less proficient learners in Taiwan (Lai, 2005) found that more proficient EFL Taiwanese learners used more metacognitive, more cognitive and less memory skills than less proficient learners.

In terms of gender differences, the results of many studies revealed females used more language learning strategies than males (e.g., Ehrman and Oxford, 1989; Green & Oxford, 1995). In Ehrman and Oxford’s study (1989), females tended to use more social learning strategies and in Oxford and Nyikos’ study (1989), females used more formal rule-based practice strategies and conversational input elicitation strategies. A study done by Sy (1994) found that female EFL students in Taiwan tended to use more cognitive, metacognitive and social strategies.

As for differences in cultural background in relation to strategy use, studies also showed learners of different ethnicity demonstrated preferred use of LLSs (e.g., Takeuchi, 2003; Wharton, 2002). For example, some research findings (Huang & Van Naerwren, 1987; Polizer & McGroarty, 1985) pointed out that Asian students preferred rote memorization strategies and tended to focus on the linguistic code. In Wharton’s study (2000), he found that bilingual Singaporean students preferred to use social strategies in studying a foreign language. In 2003, Takeuchi (2003) used biographies to identify characteristics of good language learners in Japan and found good Japanese EFL learners would create opportunities to practice English, apply specific strategies for different tasks, use different kinds of memory and cognitive strategies to help with their internalization and practical use of the language. Nevertheless, culture is too broad a term with too many factors involved; thus, caution should be made when any generalization is to be drawn in terms of ethnically preferred language strategies.

IV. Methodology

A. Participants’ Background and Their Language Proficiency

Twenty-eight graduate school students currently enrolled in M.A. and Ph.D. programs of English department from a University from Northern Taiwan participated in this study. The number of participants from each program is the same, with 14 M.A. and 14 Ph.D. students. The average age of this group is 32 years old, ranging from 22 to 55 years of age.

As for their language proficiency, majority of the participants have reached TOEFL score 600 or above, TOEIC score 900 or above, or IELTS 6.5 or above. Since these participants have passed graduate school entrance exams as well as have attained advanced levels in standardized proficiency tests, they can therefore be categorized as advanced EFL learners in Taiwan. Questionnaires also indicated that majority of participants (more than 70%) never studied or lived in English speaking countries and those who did were only there for a relatively short time (mostly a year).

B. Data Collection Instruments and Data Analysis

The Strategy Inventory for Language Learning (SILL) was used to assess the frequency use of language learning strategies (Oxford, 1990). A background questionnaire, modified from Oxford’s Background questionnaire (Oxford, 1990, p.282), was also used in this study. Finally, a semi-structured interview was conducted to gather more in-depth information from the participants.

The Statistical Package for the Social Science (SPSS) was used to analyze the collected data. Descriptive statistics were performed in order to gather the demographic data of the participants and to calculate their overall strategy use. In addition, independent t-tests were performed to figure out whether there are significant differences in strategy use between different gender, participants’ enrolled programs, or (non) experience of studying abroad. Finally, Pearson correlation analysis was conducted to examine how these six subcategories of learning strategies (memory, compensation, cognitive, metacognitive, affective, and social strategies) are correlated to one another.

V. Results and Conclusion

The results of the current study showed that advanced English learners in this study have employed a variety

of learning strategies in learning English. Particularly, their high use of metacognitive strategies has enabled them become efficient EFL learners in planning, organizing, monitoring, evaluating and orchestrating different strategies for different language tasks. In addition, their relative high use of cognitive and compensation strategies indicates that these advanced EFL learners are not only clear about what strategies to use but have good command of knowledge to make intelligent guesses in facilitating their comprehension of the language.

In terms of differences with regard to gender, different levels of enrolled program, and having or not having experience studying abroad in relation to strategy use, this study has not found any of these factors significantly evoke different strategy use among these advanced learners. Implications could be that, for these advanced learners, their language learning strategies were no longer constrained by the fundamental gender differences, and their strategy use tended to be more or less stabilized once a certain level of proficiency was reached. Also, it has given a very positive connotation in that one can still become a proficient and advanced EFL learner in Taiwan when they are equipped with effective language learning strategies.

Finally, it has become clear that these advanced learners have developed skill-specific strategies and they would apply these strategies to different English tasks in an integrated manner. For these advanced learners, the commonality comes from their sensitivity and attentiveness for different English patterns, expressions, and usages in reading and listening. In addition, they would actively create output channels to put these internalized knowledge in use by engaging in different modes of spoken and written practices. Through constant self-monitoring and evaluating their perceptive and productive product, their internalization process is reinforced and consequently their language proficiency is further enhanced.

Drawing on the identified characteristics of advanced EFL learners in this study, becoming highly advanced EFL learners in Taiwan is an attainable goal. To accelerate the process, language instructors can help students by explicitly teaching and modeling the metacognitive strategies matched with the learning tasks in the language classroom. When students are equipped with abilities in planning and orchestrating different learning strategies and in monitoring and evaluating their effectiveness, their journey to a less frustrating and more efficient ride in language learning will come and more optimal outcome of their English language proficiency can and should therefore be resulted.

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The Author

Tseng, Chia-Ti (Heather) is presently a full-time lecturer in Applied Foreign Language department at Ta Hwa Institute of Technology, Taiwan. She is also a Ph.D. candidate in English Department at TamKang University, Taiwan. Her main research interests include discourse analysis, interlanguage pragmatics, and EFL learners' language learning strategy use. Email: trendy656@yahoo.com.tw

Enticing the Interests of E.F.L. Students to Think More Globally through the Investigation and Discussion of Authentic Texts

Mark Wright

Doshisha University, Kyoto, Japan

Joseph Hosbach

Osaka University, Osaka, Japan

Abstract

This paper will attempt to highlight how student researched authentic texts can help to enliven the class and create a more positive attitude towards learning. Drawn from selected English communication classes at both Doshisha University and Osaka University in Japan, examples will be shown of how student created authentic materials can be introduced and implemented alongside teacher materials in the classroom. Issues addressed include students' interest in "real life" global issues and materials, the role of the teacher, the role of the student, and offer some possible suggestions in how to implement these materials in a collaborative E.F.L. environment.

I. Introduction

For quite a while in the field of second language acquisition, there has been a certain amount of debate over which types of reading materials are deemed to be more useful and practical for discussion activities in the classroom. The choices seem to be between authentic materials that are taken from authentic sources, such as newspapers, magazines, brochures and more recently downloaded from the internet, and those that are scripted either by the teacher or prepared especially from a textbook. The argument being that authentic materials can present the students with more opportunities to study English in a more realistic environment. In other words, they help to create situations and scenarios learners may face in their every day life when using English. However, the other side of the argument is that perhaps these materials may be introducing students to ideas and situations that are beyond their current level of language ability.

To add to this dilemma, teachers also need to take into account that student comprehension is basically an interactive process between the materials supplied and the student's prior knowledge of the world. But at times, this background or schema may be culturally based or biased. This is particularly problematic for students who do not live in the target language country. As a result, E.F.L. teachers may feel restricted to developing their own materials. However, this doesn't necessarily always have to be the case. In the global community in which we all live, there is now a plethora of authentic texts that students can now access, and share with their fellow classmates. This paper intends to not only to look at these issues further, but also offer up insights in how student centered researched authentic reading materials can be incorporated and practically implemented in the classroom.

II. Reading Processes

It is not possible for any teacher to effectively select the right resource, or give guidance to students in what they should select, without at least giving some consideration to what happens in the actual reading process itself. The traditional assumption for a long time was that reading was a "skill in which the reader passively absorbs what the writer has produced." (Kitao, 1989, para.1) It was thought that for someone to understand a written text was just a matter of simply decoding groups of letters into words. These words were then joined to make phrases, then into clauses eventually linking the whole process together to make sentences. This was referred to as *bottom-up processing*.

However this approach did not fully take into account the actual learner's ability to construct meaning based on such factors as their culture or background. Researchers such as Goodman (1971) suggested rather that the

reading process was more of a guessing game in which the reader by employing a *top-down processing* approach, is able to construct meaning by using parts of the text as clues, instead of focussing on individual words or text construction. These days, researchers now tend to regard reading as being a fully interactive process, involving “the reader, the text, and the interaction between the reader and the text”, in which both *bottom-up* and *top-down processing* compliment each other. (Rumelhart, 1977, cited in Singhal, 1998, para. 2)

III. Cultural Schemata

One theory that has been developed to help explain this interaction is schema theory. In this theory, the reader relies heavily on his or her schemata or “pre-existing concepts about the world and about the text to be read”, to make an informed judgement about the content of the text. (Barnett, 1988, para. 5) For example, if Australian students see the word “Billabong” as a title for a text, they may expect the story to be about a water pond, or possibly an Australian folk tale. While other non-Australian native English speakers may think it is going to be about surfing or beach wear. In this case, it is not hard to imagine English language learners having even a harder time in coming to terms with a content of a text that is not culturally familiar to them. For teachers of second languages, in understanding how *schema theory* works in relation to the selection of reading texts is crucial. As Carrell (1984) explains, “An ESL reader’s failure to activate an appropriate schema during reading may result in various degrees of non-comprehension.” (p. 333)

IV. Using Authentic Materials

In recent years there has been widespread increase in the use of authentic materials in second language classrooms. Apart from providing the opportunities for students to enhance their *schemata* – both *formal* and *content*, there are a number of other advantages for using authentic materials in the classroom. Some of these are listed below:

- Students have the chance to be exposed to “real life” situations;
- They allow students and teachers to keep up to date with current trends in the target • language such as new “slang” words, sayings, and idioms;
- They allow students to gain confidence by experiencing language in a practical way;
- They increase cultural awareness of not only the target language, but in some cases offer an opportunity to show how their own culture is viewed by others;
- They provide students with the chance to practice micro skills such as “skimming” and “scanning”, by looking for key words, and ideas;
- They offer variety and are available everywhere; and,
- They help to add life to the class, as well as to stimulate and motivate students. (Karpova, 1999; Martinez, 2002)

Contrary to this, is the argument, which suggests that students may tend to panic or be afraid they will encounter some level of difficulty when faced with an authentic text. This could have the opposite desired effect of leading to a decrease in motivation for learning especially in the case of beginners.

Despite this, the case for introducing authentic texts early in language instruction is quite strong. As Dublin and Olshtain (1986) states, “As soon as possible, however, the use of authentic materials should become the objective, even if some adapting or abridging is necessary.” (p. 151) Spelleri (2002) also concurs, “Exposure to authentic language means that prediction skills will be honed and that learners will improve their strategies for dealing with uncertainty.” (p. 17)

V. Introducing Authentic Materials into the Classroom

So far in this paper, some of the theoretical aspects have been listed in justifying why introducing authentic materials into the classroom could play an important role in the second language classroom. At both Doshisha University and Osaka University, we have tried to introduce the students to think more globally about current issues by exposing them to articles readily available on the internet. The main objectives of these classes are three-fold:

1. To focus on global issues;
2. To discuss and work through problems concerning the global community; and,
3. Research and present their own-guided topics or interest relating to the above.

Each week a certain theme is focussed on. This can either be established by the teacher in advance or in same cases, proposed by the students themselves. Themes that have been covered in past semesters have included such topics as:

- Waste and Recycling
- Endangered Species
- Global Warming
- Energy
- Human Rights
- Refugees
- Developing Countries
- Gender Issues

As part of the student assessment, each student at least twice will be responsible for finding an article from the internet related to the next week's theme. First time, the students will present their findings in small groups in class the following week. Second, at the end of the semester, the students will use their article and input gained from their group members to partake in a poster or power point presentation.

The internet article the student needs to find should be around 300 words in length and should be no longer than 12 months old. This is to ensure that the issue is current and that enough time is allowed for the students to fully digest the article. After finding a suitable article, the students then need to convert the text onto an A4 page. This can be easily achieved by pasting the article into a word document. Students are then required to attach this article to a communication article worksheet A4 template. (Figure 1.) This template, which is prepared by the instructor, lists a series of discussion questions, key points and key words in which they must prepare in advance. The result is an A3 sheet in which copies are made for each member of the group.

Communication Article Worksheet Name: _____

Article Title: STOP ELEPHANT POACHING: Ban the Ivory Trade **Author:** Stephanie

URL: <http://www.peachygreen.com/wildlife/stop-elephant-poaching-ban-ivory-trade> **Date of Article:** 27/08/2009

KEY WORDS (Vocabulary / Part of Speech / Meaning) [Leave 2 blank]

1. Slaughter – (v.) to kill
2. Score – (n.) a group of 20
3. Poaching – (v.) catch game (wild animals) illegally
4. Barbaric – (adj.) cruel / uncivilized
5. Tusks – (n.) enlarged tooth
6. Vendors – (n.) seller, someone who sells something
7. _____
8. _____

KEY POINTS (Three points. One Sentence each.) [Leave 1 blank.]

1. The prices for the rare commodity are astounding: poachers can be rewarded with as much as \$3000 per kilogram of ivory on the black market.
2. Most of the money from the legal sale of ivory does not help the residents of African nations, instead it is the middlemen who are getting rich.
3. _____

DISCUSSION QUESTIONS (Questions only – No Answers) [Leave 1 Blank]

1. Why do you think the Elephants are still being slaughtered despite the ban? _____
2. Why was it necessary for CITES to partially to lift the ban for some countries? Do you think this is a good idea? _____
3. Traditionally ivory was popular in Japan, do you know why? What can Japan now do to help this problem? _____
4. _____

RATING THE SOURCE

Reliability Bad ←—————→ Good /10

Bias Bad ←—————→ Good /10

Figure 1. An example of a student completed Communication Article Worksheet - this is attached to the found internet text article to make an A3 print.

VI. Classroom Flow

Students should ideally be put into groups of 4 people. Group leaders then distribute their A3 article print to all the members of the group. Students are then allocated 20 minutes to read the article and should attempt in this time to make notes on any key words or points that they may not understand. Group leaders should be using this time to prepare for the up and coming discussion. At this time we also usually get them to hand in a copy of their print to us and have them verbally summarize it.

After this reading period is completed, the next 20 minutes of the lesson is dedicated to the group leader guiding the students through the print. This includes covering the key words, key points and discussion questions, as well as rating the source for reliability, validity and bias.

In their collaborative groups the leader discusses and asks answers to the prepared (usually 3) questions. It is during this part of the lesson, that the students have the opportunity to pose an original question of their own. By having students ask questions in their collaborative groups, students will further acquaint themselves with the topic of the material and think more about the theme of the week.

As a further assessment, the leaders will later in the semester to use their same article print to prepare either a poster or power point presentation. The idea behind this rationale is that all of the other students will have an opportunity to view the students' research. Also it allows the individual students to add further input that may have been collated through the group discussion earlier in the semester.

VII. Discussion

We have found quite a number of advantages by using this style of lesson incorporating authentic materials into our classrooms. First of all, we notice that the students tend to find it quite motivating. Rather than just having the materials handed to the students each week by the teacher, students have some input or choice over what they would like to study. Thus allowing them to feel more stimulated to share what they have found. Second, it encourages the students to practice their researching skills by sifting through the enormous amount of articles on the internet for bias, reliability and validity. Thirdly, it helps to improve the student's reading and discussion skills in a sharing and collaborative environment by installing confidence and having their materials subject to peer review. Finally, we have found that this activity does not need to take up the whole lesson and can be used with guided materials such as texts introduced by the teacher. Most important, we have also found once the students get into the groove, they enjoy the activity immensely.

Conclusion

Authentic reading materials can be a very useful resource and asset complimenting the collaborative language teaching-learning process because it combines both fun and pedagogic instructions that reflect real interaction by providing opportunities for collaborative group work. By employing this approach, teachers can always create an indefinite number of language teaching activities. The devised activities in this paper were just mere examples that focus on different language skills that EFL/ESL students can acquire. It is important that we, as teachers, know how to provide the best setting for learning in class as we can. It is to be hoped that we can spur interest in pupils by employing authentic materials in collaborative groups, providing authentic materials with authentic group discussions.

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The Authors

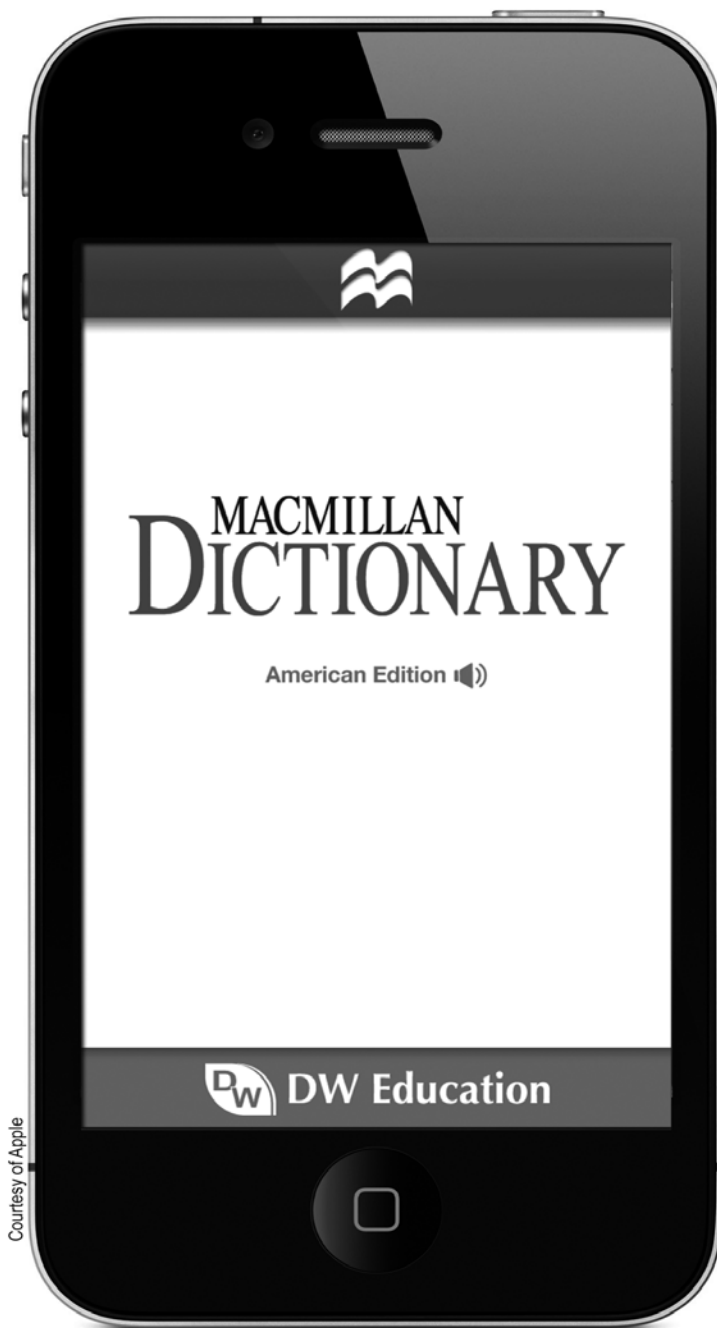
Mark Wright is currently a lecturer at Doshisha University, Kyoto and Ritumeikan University, Shiga, Japan. He has been involved in one or another with ESL/EFL education and learning for nearly 20 years in both Australia and Japan. Prior research has focused mainly on second language acquisition, bilingual education and social linguistics.

Email: markwwright@gmail.com

Joseph Hosbach works as a lecturer in the Department of English and Graduate Studies at Osaka University. He is also a communications consultant with several international corporations based in Osaka. Mr. Hosbach has strived over the last twenty years to prepare managers for postings in manufacturing plants stationed around the globe.

Email: hosbach01@gmail.com

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