# Saturday 9:00 - 1:00

| ROOM | 9:00-9:20 | 9:30-9:50 | 10:00-10:20 | 10:30-10:50 | 11:00-11:50 | 12:00-1:00 |
|---|---|---|---|---|---|---|
| **300** | | | | | | |
| **301A** | **Sinyoung Ra Evans** *Language teaching from Bach's 36 variations* Young Learners | | | | | |
| **301B** | **Norman Fewell, George MacLean** *Digitalized graphic novels in EFL: Integrating technology and reading* YL | **Chang Kyungsuk & Goo Youngsan** *A study of evaluating materials for teaching Korean as a second language* | | COFFEE TIME | | LUNCH |
| **302** | **Bruno Christiaens, Christie Provenzano** *English village: Intensive, content-based study with international learners* | | | | | |
| **303** | **Heather Reichmuth** *Cooperative learning in the communicative-based tertiary Korean classroom* | **Jeong Myeonggi** *Application of English digital textbooks in flipped learning* | | | | |
| **304** | **Jennifer Kreisz** *Cross-cultural communication in business: Constructing polite email requests* Business English | | | | | |
| **305** | **Wilkinson Daniel Wong Gonzales** *Teaching Afro-Asian literature: Comparing CTC and NLC approaches* Young Learners | **Ko Young-Ah** *Learning English grammar through social interaction* | | COFFEE TIME | | LUNCH |
| **306** | **Pamela Tenney, Marie Richardson** *Image interactions: Engaging learners with authentic* | | | | | |
| **307A** | **Shih-ping Wang** *Corpus research on boosters in scientific journal papers* Professional Development | **Kim Su-hyun** *Oracy through literacy: International culture – text, roleplay performance - production* | | | | |
| **307B** | **Craig Manning** *Mindspace exploration and moment mapping* Professional Development | | | | | |
| **307C** | **David Kent, Hyunhee Son** *Selecting web- and app-based resources using Bloom's Taxonomy* | **Rebekka Eckhaus, Joachim Castellano** *Student oral presentations: Instructor feedback through video* | | | | |
| **308A** | **Gregory Thompson, Jean Adama** *Learning From play: Developing and implementing classroom games* Professional Development | **Chris Hughes** *Using corpus tools to analyze blog posts* Professional Development | | COFFEE TIME | | LUNCH |
| **308B** | **Kevin Ottoson** *Study abroad program assessment through social networking sites* Assessment and Evaluation | **Gregory Thompson** *Flipping the class as a formative assessment strategy* Assessment & Evaluation | | | | |
| **308C** | **Kevin M. Maher** *The 5-minute speech: Student preparation and assessment* Assessment and Evaluation | | | | | |
| **Hall E** | **Gabriel Diaz Maggioli** *Revisiting scaffolding* | | **Opening Ceremony** | | **Michael Long** *Interaction, creativity, and acquisition in the L2 classroom* | |

# Beginning at 9:00

**301A**

*Language teaching from Bach's 36 variations*
**Sinyoung Ra Evans,** *South Burlington School District, Vermont USA*

Inspired by Bach's 36 Goldberg Variations, this presentation explores ways to exploit a single theme – classical music – to create a menu of 36 possible teaching activities. The diversity of the activities allows teachers to choose appropriate ones for a range of language teaching contexts for learners of various ages and interests taking into account students' proficiencies, learning styles and strategies, personalities, and multiple intelligences and specific language skills focus.

**301B**

*Digitalized graphic novels in EFL: Integrating technology and reading*
**Norman Fewell, George MacLean,** *Meio University, University of the Ryukyus*

This study will explore various aspects of reading graphic novels on computer tablets. Although the graphic novel in traditional form alone presents insightful visual and verbal information to the reader, the underlying dual-coding effect is further augmented with a host of integrated reading aids available on computer tablets. The study will investigate students' reading habits, technological proficiency, and reactions to reading graphic novels using computerized tablets.

**302**

*English village: Intensive, content-based study with international learners*
**Bruno Christiaens, Christie Provenzano,** *Fukuoka Women's University*

This presentation outlines the development of English Village (EV), a project for undergraduates designed to simulate the experience – both in and out of class – of studying at a Western university. Presenters will detail program administration and provide lesson and activity samples. Finally, the results of a survey administered to EV participants will be presented. The survey questions aimed to determine the effect of EV on learner motivation and cross-cultural understanding.

**303**

*Cooperative learning in the communicative-based tertiary Korean classroom*
**Heather Reichmuth,** *Korea University*

With the focus on English education for the CSAT (College Scholastic Aptitude Test)in South Korea, it is unsurprising that students reach university with high anxiety levels and low motivation to continue their English studies in communicative based classrooms. In this workshop, aimed primarily at university instructors, the presenter will focus on practical cooperative learning activities that could be implemented in tertiary classes to improve bonding, motivation and reduce anxiety.

**304**

*Cross-cultural communication in business: Constructing polite email requests*
**Jennifer Kreisz,** *Induk University, Seoul, South Korea.*

The content of this presentation focuses on the way cross-cultural pragmatics affects the way requests are received and interpreted in English as opposed to honorific languages (such as Korean and Japanese), in the business environment. A key objective of this presentation will be to introduce some practical tips on how to recognize linguistic differences between English requests and Korean and Japanese requests, due to cross-cultural pragmatic issues. The presenter will provide business leaders and educators some practical tips and lessons for educating their staff and students on how to form polite requests in English and how to tailor certain types of requests linguistically to fit the levels of imposition with which certain requests imply.

**305**

*Teaching Afro-Asian literature: Comparing CTC and NLC approaches*
**Wilkinson Daniel Wong Gonzales,** *De La Salle University*

The presenter will show the comparison between the nonconventional learner-centered (NLC) and the conventional teacher-centered (CTC) approaches in the teaching of Afro-Asian literature in Hope Christian High School, Manila, Philippines. More specifically, the presenter will show the qualitative and quantitative data of the two classes that are taught under the CTC and NLC approaches. The presentation is intended for aspiring ESL and EFL educators in the Philippines.

**306** *Image interactions: Engaging learners with authentic visuals*
**Pamela Tenney, Marie Richardson,** *RMIT International University*

Interacting with engaging visuals is an easy way for language learners to focus on meaning rather than form. The challenge for teachers is to create opportunities for learners to encounter images in a meaningful way. This workshop focuses on the use of student-selected authentic images for idea generation and self-expression. Presenters will demonstrate image-based activities that align with learning outcomes and encourage participants to evaluate these for their own context.

**307A** *Corpus research on boosters in scientific journal papers*
**Shih-ping Wang,** *National Taiwan University of S&T*

This study will analyze how boosters (e.g., will and show), modal verbs and epistemic verbs in top engineering journal papers and abstracts are used. The main corpus includes 500 articles with 3,770,712 words and their abstracts (78,888 words) using WordSmith Tools. It is found that boosters are seldom used in scientific abstracts, but highly used in the journal texts. The findings provide instructors with insightful pedagogical implications for academic writing.

**307B** *Mindspace exploration and moment mapping*
**Craig Manning,** *University of Shimane, Japan*

Findings in the field of neuroscience show us that our mental interactions are not isolated, but rather closely connected to memories of relevant experiences. In this lively workshop, you will reflect on the psychological relationship your students have with you and your class. You will then practice 'moment mapping' to analyze and begin crafting more positive interactions and relationships.

**307C** *Selecting web- and app-based resources using Bloom's Taxonomy*
**David Kent, Hyunhee Son,** *Woosong University, Bongwoo Middle School*

This presentation will illustrate and examine the effectiveness of a number of digitally-based teaching materials (from websites to smartphone apps), for use both individually and at the classroom level, with Korean high school learners of English. The basis for determining the effectiveness of the selection of material presented stems from interpreting the educational application of the content in light of Blooms (revised) Digital Taxonomy.

**308A** *Learning From play: Developing and implementing classroom games*
**Gregory Thompson, Jean Adama,**
*Seoul National University of Science and Technology*

While a lot of attention has been devoted to video games in education, board gaming's value as an educational tool has been overlooked. This presentation will focus on designing, developing, and implementing games for educational purposes, originating from the presenters' own experiences with gaming. Participants will get practical tips for repurposing/developing games for educational activities, tips for incorporating them into lessons, and ideas for games appropriate for certain learning goals.

**308B** *Study abroad program assessment through social networking sites*
**Kevin Ottoson,** *Nagoya University of Foreign Studies*

This presentation will offer a glimpse at how the activity of study abroad participants on social networking sites can cite intercultural experience and assist in the assessment of overseas programs by helping identify issues to be addressed to further improve the experience of students, administrators, and host-families. Advantages and limitations of social networking sites during short-term sojourns will be highlighted as well.

**308C** *The 5-minute speech: Student preparation and assessment*
**Kevin M. Maher,** *University of Macau*

The 5-minute speech is an art form, if taught well. Structuring speeches, preparing students, and assessing them on speech skills are essential. This presentation will focus on several key elements: 1) Setting guidelines and structure pre-speech, 2) Implementing various classroom activities to focus on speech-giving techniques, 3) Creating audience involvement in the learning process through audience roles and post-speech discussion, and 4) Assessment.

**Hall E**

*Revisiting scaffolding*

**Gabriel Diaz Maggioli,** *The New School*

*Moderator:* Tim Thompson  KAIST

In this paper, I will revisit the metaphor of Scaffolding and clearly outline the conditions for it to successfully mediate students' learning. I will introduce a framework for principled scaffolding (Diaz Maggioli, 2013) and will show participants how designed-in scaffolding and contingent scaffolding can be applied to teaching language and the fours macroskills, as well as to critical thinking and life skills.

# Beginning at 9:30

**301B**

*A study of evaluating materials for teaching Korean as a second language*

**Chang Kyungsuk & Goo Youngsan**

*Korea Institute for Curriculum and Evaluation*

Moderator: Won Eun-Seok, Mokwon University

The recent wealth of published materials for Korean as a second language(KSL) available on the market makes it more difficult than ever to make decisions on which coursebooks and other teaching materials to adopt. As the Korean society is getting multiculturalized, there has been an increasing demand for materials for teaching KSL. The present study aimed to investigate how teachers evaluate the authorized KSL textbook available for teaching children with multicultural background at the primary school. A pro-forma with criteria was used for the evaluation of the textbook. The finding included how the participants with different background evaluated the textbook. Some implications were made for developing and evaluating materials for learning and teaching KSL.

**303**

*Application of English digital textbooks in flipped learning*

**Jeong Myeonggi,** *Seoul Song Jeong Elementary School*

Moderator: Lee Eun-joo, Ewha Woman's University

This paper explores digital textbooks comparing print textbooks, and what flipped learning is. Flipped learning is used the format of blended learning with the introduction of a new concept of prior learning that allows students to learn in advance through online lessons and video clips related with the classroom content to be covered. Also, this paper explores how digital textbook can support flipped learning in giving students opportunities to learn target languages online. The paper further suggests how English digital textbooks make connections the online instruction in the English classrooms and hopefully contribute to the reverse of the spread in the use of digital textbooks.

**305**

*Learning English grammar through social interaction*

**Ko Young-Ah,** *Shinhan University*

Moderator: Lee Sangmin, Kyunghee University

The present research aims to investigate the effects of smart phone applications for English learners on EFL college students' TOEIC scores and to discover their perspectives on the use of applications. Forty EFL learners used applications for eight weeks to enhance their listening skills, and their scores on a pre- and a post-mockup TOEIC tests were compared and analyzed statistically. Also, perceptions on their learning experience are discussed.

**307A**

*Oracy through literacy: International culture – text, roleplay performance - production*

**Kim Su-hyun,** *Gireum Primary School*

Moderator: Lee Jee Eun, Woosong University

This paper identifies the oracy and emphasizes a roleplay as a strategy that preteens can best recognize international literature and culture through oral texts in a psychologically developmental way. Jack and the Beanstalk is appropriate to analyze how leading figures, narrator expressions, onomatopoeic association and repetitive cycles are applied in the playscript. The ultimate goal is to encourage children who can describe themselves intellectually as well as emotionally.

**307C**

*Student oral presentations: Instructor feedback through video*
**Rebekka Eckhaus, Joachim Castellano,**
*New York University - SCPS, American Language Institute, Tokyo*

Teachers can create more relevant feedback on students' oral presentations by using free and easy screen capture technology. Instructors will learn how to create one integrated video that includes both the student's presentation and the teacher's feedback. The presenters will demonstrate how to utilize written comments, audio commentary, visual cues, and highlighting. Instructors will get tips for providing feedback more efficiently, useful for teaching larger classes or online courses.

**308A**

*Using corpus tools to analyze blog posts*
**Chris Hughes,** *KAIST*

The presenter will demonstrate how to compile, analyze and use the data from students' blog posts in a time effective way. The presenter compiled his students' blog posts into a corpus and then analyzed it using freely available software. He then shared the results with his students. This presentation will show that highlighting learners over and under use of words compared to native speaker norms can raise awareness and proficiency.

**308B**

*Flipping the class as a formative assessment strategy*
**Gregory Thompson,** *Seoul National University of Science and Technology*

The flipped classroom offers a way to increase activity and practice time in class by moving lecture outside of class. When used as a formative assessment strategy rather than just an alternative lecture format, the flipped classroom can encourage communication between students and teachers, which may help teachers tailor classes to students' needs. This presentation will describe the design, successes, and challenges of the flipped classroom in a writing class.

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# Beginning at 10:00

*Opening Ceremonies*

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# Beginning at 11:00

Our first plenary talk of the day:
## Michael Long

*Interaction, creativity, and acquisition in the L2 classroom*
*(See page 14)*

**Notes**

# THE KOTESOL EXTENSIVE READING SPECIAL INTEREST GROUP

Extensive reading has been shown to be a great way to develop reading and overall language skills. We would like to play a role in promoting the practice in Korea.

If you are interested in joining us and learning more, please contact
Aaron Jolly at jollyprofessor@gmail.com
or find us at our table at the conference.

**Come and learn about what ER is and how to do it.**

**Learn more about ER at the Extensive Reading Foundation Website:**
http://erfoundation.org/wordpress/useful-resources

For more information on the SIGs available as part of your KOTESOL membership, visit the SIGs page on the KOTESOL website or visit our tables at the Conference.

# Saturday 1:00 - 2:50

| ROOM | 1:00-1:20 | 1:30-1:50 | 2:00-2:20 | 2:30-2:50 |
|---|---|---|---|---|
| 300 | **Herbert Puchta** *Developing critical thinking skills with young learners and teens* | | **Joe Dale** *Combining hardware, software, and mobile technologies to support classroom interaction, participation, distance learning, and success: What really happens!* | |
| 301A | **Yitzha Sarwono-Bryant** *Low and high technology in EYL classroom* Young Learners | | **Amanda Maitland El Amri** *Story telling with TPRS strategies* Young Learners | |
| 301B | **Ben Shearon** *Teaching presenting skills to adults: Breaking it down* | | **Julie Hwang** *Creating young thinkers with great futures: Oxford Discover* | |
| 302 | **Kim Haedong** *Is it valid to use the reading test score of a computer based English test?* | **Hong Young-Suk** *Living as non-native English teachers in Korean elementary school contexts: Focusing on teacher identity formation* | **Yu Jung Han** *Pedagogical innovation: Flipping the Content-Based EAP/ESP classroom* Professional Development | |
| 303 | **Kunihiko Miura** *Language use in certain Japanese EFL learner compositions* Assessment and Evaluation | **Tomoko Yabukoshi** *EFL learners' self-regulated listening outside the classroom* | **Lee Saerom & Chang Kyungsuk** *A primary teacher's professional development on teaching through English dictionaries* | **Seo Min Won** *Development of reading passage selecting criteria based on a parallel corpus* |
| 304 | **N. Groom** *An Introduction to the University of Birmingham Distance MA and PhD Programs* | | **Nguyen Thi Hong Nhung, Nguyen Thi Bich Nha** *Maximizing business communication through technology-enhanced learning* Business English | **Eunice Tang / Eddy Li** *Teaching Language and Concepts in Workplace Communication* Business English |
| 305 | **Karmila Machmud** *The Reggio Emilia Approach in Teaching EFL to Young Learners* Young Learners | **Provenzano** *D-I-Y English bilingualism and biliteracy* | **David Nunan / Allison Bill** *Professional Advancement through Online Doctoral, Master & Certification Programs in TESOL* | |
| 306 | **Shawn Hupka** *Developing media literacy tools* | D. Bailey *Motivating students …* | **Stephen W Henneberry** *Teacher travel 2.0: Crowd-source your next trip* | |
| 307A | **Michael Cahill** *Teaching English with TED talks: A rationale and methodology* | | **Justin Kaley** *Five tips for building student interest in non-fiction reading* | |
| 307B | **Michael Griffin, Anna Loseva** *Stealing your way to creativity* Professional Development | | **Eric Fortin** *Understanding pronunciation differences among Asian speakers of English* Professional Development | |
| 307C | **Brian Carlstrom** *Student concordancing: Using COCA to increase learner independence* | | **Lee Bo Young** | |
| 308A | **Jesse Patterson, Jeremy Redlich** *Uncovering patterns and practices in the language classroom* Professional Development | | **Joe Walther** *Creative curriculum or a curriculum of creativity?* Professional Development | |
| 308B | **Jacqueline Bolen** *Portfolios as a means of evaluating EFL writing* Assessment and Evaluation | | **Eunsook Ahn, Paul Bournhonesque, Dongmin Seo** *Developing an oral-skills placement system: an in-house approach* Assessment and Evaluation | |
| 308C | **Johanna Leila Haas** *Post-presentation videos: Developing learner autonomy through self-assessment video projects* Assessment and Evaluation | | **Kevin M. Maher** *EFL literature circles: Assessment & implementation* Assessment and Evaluation | **Peter Carter** *Student satisfaction in theory and in practice* Assessment and Evaluation |
| Hall E | **Carolyn Westbrook** *A practical approach to critical thinking* | | **Fiona Copland** *Changing the debate: Challenges young learner teachers face* | |

# Beginning at 1:00

**300**

*Developing critical thinking skills with young learners and teens*
**Herbert Puchta,** *IATEFL YLT-SIG*

*Moderator:* Chris Hughes, Gongju National University of Education

Today's students are growing up into an ever-changing and unpredictable world. As educators we need to respond to this by equipping them with the skills required to face those challenges. One of the most important assets to be developed is critical thinking, as it enables people to assess new information, understand unexpected challenges, think 'outside the box', make decisions, solve problems and evaluate their own performance – in other words, to develop tools for lifelong learning.

In this session, Herbert demonstrates how you can enrich students' language learning through engaging them in real-world thinking tasks and help them with both the child's cognitive and linguistic development. At the same time, such an approach gives the teacher plenty of opportunity to take the students seriously as they are going through important cognitive steps that occur naturally when people think creatively, solve problems and work together with others. This is turn sends out very important messages to the students, enabling them to develop feelings of competence and serious involvement in their work.

**301A**

*Low and high technology in EYL classroom*
**Yitzha Sarwono-Bryant,** *iTDi*

Our world today is surrounded by technology. As the use of technology is increasing, why not offer young learners the possibility to study language through various low to high tech devices? In this workshop the presenter will demonstrate technology that can be used for EYL class, along with samples of lesson to help teachers in classroom, along with choosing the fun and friendly tools for young learners.

**301B**

*Teaching presenting skills to adults: Breaking it down*
**Ben Shearon,** *Oxford*

The ability to talk and present in front of other people is becoming increasingly important in modern society. Consequently, universities across Asia and the world are integrating presentation courses and targets into their curricula.

English language classes provide an easy way for teachers and institutions to introduce presentation practice. However, while presentation activities can help learners develop their language proficiency too, many language teachers struggle with the pedagogy.

In this workshop, Ben Shearon will demonstrate how to break the complex and intimidating act of presenting into student-friendly sub-skills and provide examples of how teachers can practice them and help their learners get started on the road to becoming effective public speakers.

**302**

*Is it valid to use the reading test score of a computer based English test?*
**Kim Haedong,** *Hankuk University of Foreign Studies*

Moderator: Bae Dae-kwon, Gyeongnam University of Science & Technology

Whenever a new standardized exam is being developed, a validity should be checked. This presentation shows the construct validity of a reading section in a newly developed computer based test administered for 1,611 freshmen. On the basis of the factor analysis and regression, the construct validity of the test was confirmed. The presentation suggests that validation of a test is an important issue in the test development process.

**303**

*Language use in certain Japanese EFL learner compositions*
**Kunihiko Miura,** *The University of Shimane*

The presenter will focus on examining a developmental process of paragraph writing through building a learner corpus and doing N-gram analysis of first-year-students of the University of Shimane in Japan. This presentation will illustrate how to use corpus to do empirical research in paragraph writing as follows: (1) how to make a learner corpus, (2) how to do N-gram analysis, and (3) how to analyze to use concordance lines.

**304**    *An Introduction to the Universityof Birminghams Distance MA and PhD Programmes*
**Nicholas Groom,** *University of Birmingham*

This presentation will give information about the University of Birmingham's popular suite of Distance MA and PhD programs. Participants will have ample opportunity to ask questions, and to chat to current Birmingham students about their experiences as distance learners.

**305**    *The Reggio Emilia Approach in Teaching EFL to Young Learners*
**Karmila Machmud,** *Universitas Negeri Gorontalo*

The presenter will introduce the idea of adapting the fundamental principles of Reggio Emilia Approach to the teaching of English as a foreign language for young learners. This approach is commonly used in early childhood education; however, in this presentation, the presenter will provide the explanation about why and how the fundamental principles of this approach should be applied specifically in teaching English as a foreign language for young learners.

**306**    *Developing media literacy tools*
**Shawn Hupka,** *Kanda University of International Studies*

Media literacy has become a common element of curricula in the English-speaking world. However, in many EFL classrooms, authentic media texts are analyzed at a surface level with a focus on developing lexical-grammar and reading skills. This presentation will detail the development of pedagogical materials designed to expand EFL students' critical media literacy skills. Presenter will also explore the development of assessment tools that similarly move beyond traditional forms.

**307A**    *Teaching English with TED talks: A rationale and methodology*
**Michael Cahill,** *Cengage Learning*

Fascinating, informative and motivating, anyone that has watched a TED Talk knows just how engaging they can be. But do TED Talks have a place in the English language classroom? In this interactive presentation, the presenter will explore this question using examples from authentic TED talks which have been integrated into the language learning methodology of the second edition of World English, a National Geographic Learning series. Participants in the session will come away with an understanding of the rationale and techniques for using this authentic resource in their classroom.

**307B**    *Stealing your way to creativity*
**Michael Griffin, Anna Loseva,** *iTDi*

There is no shortage of locations to go to when looking for activities but it can be challenging to employ new activities without a nudge or a reason. In this interactive workshop the presenters will discuss how they added creativity to their teaching by systematically using technology to "steal" activities from other teachers. They will share the activities that worked best, explore hypotheses why they did, and invite audience participation.

**307C**    *Student concordancing: Using COCA to increase learner independence*
**Brian Carlstrom,** *Gachon University*

Student use of concordancers to explore language, often called data-driven learning, is an area of language learning often read about but infrequently used by instructors. This presentation aims to demonstrate an accessible method of introducing learners to the Corpus of Contemporary American English (COCA) website and incorporating its use into the homework of any syllabus.

**308A**    *Uncovering patterns and practices in the language classroom*
**Jesse Patterson, Jeremy Redlich,** *Ritsumeikan Asia Pacific University*

This project explores underlying patterns informing language teaching practices at a Japanese university by analyzing a series of video recorded classes. Findings from the data help explain how teacher practices shape the dynamics of language learning, with a focus on teacher instructions, classroom management strategies and learner responses. Using video clip examples this presentation will encourage audience participation through reflection and discussion of the diverse elements embedded in classroom processes.

**308B**  *Portfolios as a means of evaluating EFL writing*
**Jacqueline Bolen,** *Dong-A University*

The presenter will share her experiences with using portfolios as a way to evaluate "effort" and improvement in a university advanced level writing course for English majors. The use of portfolios can be a helpful way to address the wide variance in English writing abilities in university students, which can range from almost fluent at the essay level to having trouble putting together simple, coherent sentences. This presentation will be helpful for anyone who teaches writing to students who have some degree of self-motivation and are able to practice writing outside of the classroom environment. It will begin with an overview of the portfolio assignment, intended outcomes and then results/examples of student work.

**308C**  *Post-presentation videos:*
*Developing learner autonomy through self-assessment video projects*
**Johanna Leila Haas,** *Seoul National University*

This presentation will describe a self-assessment video project that encourages students to become more autonomous learners. The project is currently used in an advanced-level university English for Academic Purposes presentation class. The presenter will show how the project is integrated into the course syllabus and will demonstrate, using YouTube and a Virtual Learning Environment, how students are assessed on their own self-assessments. The project's benefits, limitations, and potential adaptations will be discussed.

**Hall E**  *A practical approach to critical thinking*
**Carolyn Westbrook,** *Southhampton Solent University*

*Moderator:* Tim Thompson  KAIST

Many students struggle with critical thinking. This presentation will discuss issues surrounding critical thinking in the language classroom and suggest ways to help your students implement critical thinking skills effectively in their essays and presentations. Ideas for teaching higher order and lower order thinking skills in a meaningful way will be presented.

# Beginning at 1:30

**302**  *Living as non-native English teachers in Korean elementary school contexts:*
*Focusing on teacher identity formation*
**Hong Young-Suk,** Jungwon Univeristy

Moderator: Choe Yoonnhee, Chongshin University

This paper explores non-native English teachers' lived experiences, focusing on their English teacher identity formation. Four key considerations emerged. First, socially constructed English concept, 'English is an ability and a power', effects on the formation of teachers' identities as 'English learner identity' and their English concept as well. Second, 'expected English proficiency' for nonnative teachers gives them continuous tension and English learner identity. Third, non-native teacher identities formed depending on their school landscape, particularly on students' level of English, are very different. Fourth, when they realize true nature of Native English Speaking Assistant Teacher Project, they get free from the tension and struggles coming from English proficiency and the original English teacher identity and the identity of native English teacher trainer are constructed.

**303**  *EFL learners' self-regulated listening outside the classroom*
**Tomoko Yabukoshi,** *Nihon University*

The presenter will report on a qualitative study on self-regulated listening process outside the classroom. The participants were four Japanese college students learning English as a foreign language (EFL). Diary and interview data were collected and analyzed using an inductive data analysis technique. The analyses revealed dynamic and cyclic self-regulation process according to the students' listening proficiency and self-efficacy. Pedagogical implications will be suggested at the presentation.

**305** *D-I-Y English bilingualism and biliteracy for your children*
**Christie Provenzano,** *Kumamoto Gakuen University*

This presentation highlights the effectiveness of long-term homeschooling in English literacy by native English-speaking parents to supplement their children's mainstream, majority (Asian)-language education. The presenter will describe organizational and curriculum options for do-it-yourself schooling in English and will provide a number of project ideas. She will show that, with a little effort and a lot of creativity, motivated parents can give their children the gift of biliteracy.

**306** *Motivating students in a web-enhanced class through rewards and competition*
**Daniel Bailey,** *Cheongju University*

This presentation will describe the use of digital badges within a web-enhanced EFL university course. Badges are a good way of celebrating achievement and showing progress. Administering digital badges helps define class achievements as students complete their course. Results from a questionnaire investigating student opinions on the use of digital badges will be discussed. In addition, a comparison will be described between two similar English speaking courses - one using and one not using digital badges.

# Beginning at 2:00

**300** *Combining hardware, software, and mobile technologies to support classroom interaction, participation, distance learning, and success: What really happens!*
**Joe Dale,** *IATEFL YLT-SIG*

*Moderator:* **Chris Hughes** Gongju National University of Education

Publishing pupils' multimedia work to a potentially worldwide audience can motivate children, raise standards in their work, promote creativity and give them a real purpose for their language learning. It can also facilitate assessment for learning opportunities, distance learning, forge international links, and celebrate pupil voice.

The presentation will showcase some of the innovative ways modern foreign language teachers are harnessing Web 2.0 technologies and iPads popular amongst young people in order to engage them in purposeful and relevant communication with virtual peers around the world and create new opportunities for personalised learning in and out of the classroom. Joe will also discuss the rise of the MFL Twitterati, a group of language professionals in the UK who are dedicated to raising the standards in teaching and learning in the young learners' classroom.

**301A** *Story telling with TPRS strategies*
**Amanda Maitland El Amri,** *British Council Malaysia*

This presentation will remind teachers of the core concepts of TPRS (total Physical Response with Story Telling) and connect it to creative activities that can be used and adapted for Elementary, Middle and High School Students.

**301B** *Creating young thinkers with great futures: Oxford Discover*
**Julie Hwang,** *Oxford*

Using intriguing questions can be an effective way to tap into students' imagination and their natural curiosity. This approach enables them to ask their own questions, find their own answers and explore the world around them, also guiding them to take responsibility and ownership of their own learning. Questions lie at the heart of critical thinking skills, an important aspect of learning, along with communication, collaboration and creativity, vital skills that students will benefit from when exposed to at early years of their learning.

This session will highlight some key features of the 21st century skills, introduce a selection of mini lessons and professional development videos, and take a closer look at how Oxford Discover has incorporated these skills into each lesson to maximize learning. Oxford Discover is a brand new offer for young learners with a strong emphasis on language learning and literacy, supported by a grammar and skills syllabus. It provides teachers with the important tools to develop children's 21st century skills, with the educational goal of creating young thinkers with bright and great futures!

**302** *Pedagogical innovation: Flipping the Content-Based EAP/ESP classroom*
**Yu Jung Han,** *Teachers College, Columbia University*

This presentation will share the presenter's experience of classroom flipping in her content-based English for Academic Purposes (EAP) and English for Specific Purposes (ESP) courses. By successfully flipping her college EAP/ESP courses with the technological resources, the presenter experienced tremendous improvement in learner autonomy and motivation as well as content learning and target language mastery. In this workshop, participants will explore the course structure, technological resources, and the learning outcomes.

**303** *A primary teacher's professional development on teaching through English dictionaries*
**Lee Saerom & Chang Kyungsuk**
*Balsan Elementary School & Korea Institute for Curriculum and Evaluation*

Moderator: Huh Seonmin, Woosong University

The action research was initiated with the aim of improving students' self-directed learning in reading with the guidance on how to use English dictionaries. Data was gathered through questionnaire, interview, learners' diary, students' work and teacher's log. The data triangulation reveals that dictionaries can help primary students read English, get motivated, and become responsible for their own learning. This study also proves teacher-initiated action research can be a powerful tool for professional development.

**304** *Maximizing business communication through technology-enhanced learning*
**Nguyen Thi Hong Nhung, Nguyen Thi Bich Nha,** *Hoa Sen University, Vietnam.*

Students majoring in business English have poor performance in communicating with foreigners, which challenges them to join in international business environments. For the sake of improving students' communication skills as well as promoting their inspiration in speaking activities, technology-enhanced approach was employed to maximize their language learning and practice opportunities. The presenter will share some tools and techniques in video task- based language teaching which can be applied in other language skills classes.

**305** *Professional Advancement through Online Doctoral, Master & Certification Programs in TESOL*
**David Nunan, Allison Bill,** *Anaheim University*

English is the world's most popular second language and has led to great demand for skilled teachers. Anaheim University is meeting this demand with programs from the Certificate to the Doctoral level in Teaching English to Speakers of Other Languages (TESOL). Courses are taught in small classes online and residential sessions by a world-class international faculty of professors that includes Rod Ellis, David Nunan, Kathleen Bailey, Denise Murray, MaryAnn Christison, Jun Liu, Hayo Reinders, Ken Beatty, Brian Tomlinson, Gary Barkhuizen, Andy Curtis, Martha Cummings, and Fran Byrnes. The faculty guide both experienced and prospective teachers to grasp the latest approaches to curricula, methodology, and practical classroom pedagogy, as well as all the theoretical background necessary for success in the classroom. This session introduces Anaheim University's online Doctor of Education in TESOL, Master of Arts in TESOL, Graduate Diploma in TESOL, Undergraduate Diploma in TESOL, and 15-week online Certificate programs in both TESOL and Teaching English to Young Learners.

**306** *Teacher travel 2.0: Crowd-source your next trip*
**Stephen W Henneberry,** *The University of Shimane, Japan*

Have you ever had to cancel or reschedule class due to a conference or personal travel plans? This presentation will outline how to take advantage of scheduling conflicts to activate your students' motivation in a unique and enjoyable way. Attendees will learn to crowd-source travel plans as a classroom activity and see the results of a teacher's one-day tour of Paris, which was completely planned by students back in Japan.

**307A** *Five tips for building student interest in non-fiction reading*
**Justin Kaley,** *Cengage Learning*

Nearly every teacher has faced low student motivation in the classroom. Not only is it sometimes a challenge for a teacher to motivate his or her students, it is also critically important to do so -- student interest is one of the

most powerful determinants of success or failure in English acquisition and in particular, reading development. How can a teacher inspire his or her class to engage actively with a reading text? This hands-on workshop will introduce 5 tried and true 'tips' for getting students excited and interested in non-fiction reading in English.

### 307B
*Understanding pronunciation differences among Asian speakers of English*
**Eric Fortin,** *St. Mary's College*

In this presentation the presenter will describe one way to facilitate communicative intelligibility among Asian speakers of English. Specifically, the English speech sounds that give the most difficulty to Japanese, Korean, Thai, and Filipino speakers of English will be introduced. Then participants can try their hand at pronouncing English words as speakers of those countries might. Participants can then use this activity to teach their students about Asian pronunciation differences.

### 307C
**Lee Bo Young,**

### 308A
*Creative curriculum or a curriculum of creativity?*
**Joe Walther,** *Sookmyung Women's University*

This 45-minute presentation is devoted to the issue of creativity—from both sides of the desk. The presenter will explore how to be more creative as teachers, curriculum planners or content creators to make classes more interesting places to learn. The workshop will explore ways in which the university EFL classroom can be used to encourage student creativity and use creative problem solving to improve critical thinking skills.

### 308B
*Developing an oral-skills placement system: an in-house approach*
**Eunsook Ahn, Paul Bournhonesque, Dongmin Seo,**
*Seoul National University of Science and Technology*

Language programs require accurate student placement for quality instructional outcomes. In lieu of outside testing companies, the presenters used a "home-grown" approach to engage the university as an ecosystem with a diversity of resources. The result is an in-house developed placement system that hybridizes a computer data analysis method with a locally created oral-skills test. The presentation will focus on description of the placement system and preliminary results.

### 308C
*EFL literature circles: Assessment & implementation*
**Kevin M. Maher,** *University of Macau*

Literature Circles are ideal for students to acquire a second language. They create discussion, language awareness, and collaboration among participants. Additionally, students involve themselves in the lives and stories of characters, which they study, discuss, and retain to acquire more language. This presentation will be divided into three sections: 1) A Literature Review, 2) How to setup and organize a Literature Circle for the classroom, and 3) Student Assessment.

### Hall E
*Changing the debate: Challenges young learner teachers face*
**Fiona Copland,** *Aston University*

*Moderator:* Lindsay Herron  Gwangju National University of Education

The extensive introduction of languages in primary schools globally has been described by Johnstone (2009:33) as "possibly the world's biggest policy development in education," with English being the language most commonly introduced. This innovation has brought with it a number of challenges which many teachers face on a daily basis. Drawing from a large-scale mixed-methods research project which investigated global practices in teaching English to young learners, this presentation will report on these challenges. In particular, it will focus on challenges teachers reported in response to both closed and open questions in a survey that was completed by over 4,500 teachers in more than 140 countries. Five case studies of young learner classrooms in different countries around the world, including South Korea, also provided data, demonstrating that these challenges are in some cases local, but in many cases widespread.

While some of these challenges have been identified in previous research, others have attracted less attention. This presentation will suggest that it is time to listen to the concerns of teachers and rethink the emphasis in teacher education programmes.

# Beginning at 2:30

**303**

*Development of reading passage selecting criteria based on a parallel corpus*
**Seo Min Won,** *Baekyang Highschool*

Moderator: Kim Tae-ho, Pusan National University

A parallel corpus of about 67K English words and corresponding Korean translations were constructed with 5 years' English reading passages from the Korean CSAT and official preparation tests. The result of this study is that certain criteria for passage selection based on a parallel corpus is possible and will benefit the test maker as it helps save time and effort to choose appropriate reading passage for the targeted test or test preparation.

**304**

*Teaching Language and Concepts in Workplace Communication*
**Eunice Tang,  Eddy Li,** *The Chinese University of Hong Kong*

This paper discusses a 5-step case study approach of course design and materials development for workplace communication. The framework embraces theories of language learning, characteristics of second/foreign language learners, and outcomes-based assessment. Two examples will be used to illustrate the transferability of the framework for English Language education major as well as for the senior secondary school students. Comments from learners will be presented at the end.

**308C**

*Student satisfaction in theory and in practice*
**Peter Carter,** *Kyushu Sangyo University*

The two purposes of this presentation are to highlight current common models of student satisfaction in higher education, and to show how these relate to EFL contexts. The presenter will first introduce four main models and their implications for second language programs, and then detail the methodology and results of a qualitative study of EFL student satisfaction. Participants who may benefit include language teachers, trainers, and program coordinators.

# Saturday 3:00 - 4:50

| ROOM | 3:00-3:20 | 3:30-3:50 | 4:00-4:20 | 4:30-4:50 |
|---|---|---|---|---|
| 300 | **Kwon Hyekyung & Chang Kyungsuk** *English reading specialist training program for parents improving family literacy* | **Kim Jeongyeol** *Flipped teaching of English using AIM to Korean elementary school students* | **Stephen Bax** *Cognitive Processing in Reading Tests and Texts* | |
| 301A | **Olga M. Peters** *Recognizing and minimizing unintentional bias in the 21st century classroom* Young Learners | | **Shannon Buckley-Shaklee** *Best practices for teaching English to young learners* Young Learners | |
| 301B | **Carolyn Westbrook** *Video revisited* | | **Andrew Boon** *Investigating the world outside: Students as researchers* | |
| 302 | **Craig Manning** *How to end a lesson well* Professional Development | | **Suh Young-Mee** *Implementing strategies-based instruction to college students* | **Lee Ha Young** *Research about children's literature: Why and how?* |
| 303 | **Wayne Bottiger** *Enhancing productive speaking skills* Assessment and Evaluation | | **Fiona Copland** *Studying Online at Aston University: An Opportunity for Growth and Development* | |
| 304 | **Bruce Dwight Barnes** *A simulation to enhance negotiation and correspondence skills* Business English | **Samuel Crofts** *Stepping closer to authenticity in the classroom* Business English | **Bruno Christiaens** *Learning MBA basics in English (Marketing 101)* Business English | **Steven Mercier** *Business English on a budget* Business English |
| 305 | **Jack Hsiao** *Embracing the changing needs of university students in Korea* | | **Jack Hsiao** *Mastering English skills for academic study* | |
| 306 | **Anna Loseva** *Social media to change English learning experience* | | **Meinarni Susilowati** *EFL Teachers' Identity Representation within Indonesian contexts* | |
| 307A | **Christine Hwang** *21st century reading: Putting the power of reading practice into the hand of individual students* | | **Julie Hwang** *Let's achieve! Track student progress and customize activities with the new Let's Go's teacher resources!* | |
| 307B | **John Campbell-Larsen, Cameron Romney** *Challenges in the teaching and testing of speaking* | | **Yutaka Fujieda, Atsushi Iida** *Literacy autobiography for teacher professional development* Professional Development | |
| 307C | **Simon Thollar** *Helping young learners improve pronunciation with serious games* Young Learners | **Danny Graves** *The Dream and Deliver Project: Autonomy and Creativity* | **John W. Wilson** *Managing learning management systems while encouraging learner autonomy* Professional Development | |
| 308A | **Soonhyang Kim** *Understanding English learners: Cultural narratives in TESOL education* Professional Development | | **Robert Gordon** *Student mining multi-word chunks in assigned input* Professional Development | |
| 308B | **Greg Rouault** *Formative assessment and feedback through classroom assessment techniques* Assessment and Evaluation | | **Geoffrey Butler, Lara Kurth** *Self-evaluation in asynchronous online speaking assignments* Assessment and Evaluation | |
| 308C | **Yulia Polshina** *Designing speaking tests for EFL majors' final exams* Assessment and Evaluation | **Edward Sarich** *Subjective assessment measures in EFL learning* Assessment and Evaluation | **Sarah Seitzinger** *Student portfolios: Reading and writing class assessment tools* Assessment and Evaluation | |
| Hall E | **Angel Lin** *Young learners as content-creators: New media inTESOL* | | **David Nunan** *Beyond the classroom: The new frontier in language teaching* | |

# Beginning at 3:00

**300**

*English reading specialist training program for parents improving family literacy*
**Kwon Hyekyung & Chang Kyungsuk**
*AoneEdu Institute & Korea Institute for Curriculum and Evaluation*

Moderator: Bang Jyun, Busan University of Foreign Studies

This study was conducted to investigate how parent participants changed after the English reading specialist training course designed with experiential learning theory. The questionnaire survey was conducted before and after the training course. The analysis of the responses revealed that parents could understand how English literacy could be developed through reading activities appropriate to a child's development level. It was also found that parents thought they as a reading guider could help their children read English books with effective reading strategies. Some suggestions were made for designing and implementing English reading specialist training program for parents.

**301A**

*Recognizing and minimizing unintentional bias in the 21st century classroom*
**Olga M. Peters,** *Luther University, S. Korea*

This presentation highlights the conflict between two opposing forces within the educational system. On one hand, educators prepare students for jobs that do not even exist by teaching skills of the information age, such as: collaborating, analyzing and sharing information from multiple sources, etc. On the other hand, classrooms reinforce archaic cultural and gender biases through hidden curriculum. This lecture addresses existing unintended biases and how they undermine modern education.

**301B**

*Video revisited*
**Carolyn Westbrook,** *Cambridge*

Audio materials have been used for many years in the EFL classroom as a means of improving listening comprehension and providing a model for pronunciation as well as providing relevant content. Video has also been used for a long time; however, the difficulty involved in finding relevant and appropriate videos as well as the perception that students are being entertained rather than studying have perhaps hindered its success. In this presentation, I will look at how we can integrate the use of video into the EAP classroom while at the same time providing stimulating and relevant tasks which not only entertain but also challenge students and at the same time provide relevant context and content for an EAP classroom.

**302**

*How to end a lesson well*
**Craig Manning,** *University of Shimane, Japan*

Studies show that people typically remember peak moments and the end of an event most vividly. Yet, books on classroom management often neglect to mention how to finish a class well. Stop bellowing reminders as students clear their desks and rush for the door. Join this workshop and leave students with a positive experience that lingers and helps them look forward to coming again.

**303**

*Enhancing productive speaking skills*
**Wayne Bottiger,** *Kangwon National University*

This presentation is based on action research conducted by the presenter concerning the methodologies and practices used in foreign language classrooms with regard to learner speech and presentations. The presenter will focus on some useful techniques for enhancing the speaking skills of foreign language learners who are inhibited in a number of ways, and which ultimately interfere with their overall language acquisition. This presentation is useful for all language levels.

**304**

*A simulation to enhance negotiation and correspondence skills*
**Bruce Dwight Barnes,** *Ewha Womans University*

The presenter will discuss the general benefits of business simulations in business English classes and introduce and describe a simulation which he has used very successfully to develop written correspondence and negotiation skills in his own classes. All lesson materials and instructions will be provided as handouts. The intended audience will be teachers engaged with business English who are collecting ideas and resources related to simulations.

**305**     *Embracing the changing needs of university students in Korea*
**Jack Hsiao,** *Macmillan*

Do you really know your students' learning styles, interests, needs and belief in English learning? Teachers tend to make assumptions about what students need to learn based on their experience. However, learners' needs are changing and are not always the same as teachers' wants. In this session, participants will make an exploration of the changing needs of tertiary-level learners in Korea.

**306**     *Social media to change English learning experience*
**Anna Loseva,** *iTDi*

Teachers communicating with students via Facebook does not seem to be an innovative idea anymore… unless there's evidence that using social media in and out of class helps learners grasp English. In this session, the presenter will show how she integrated several social media platforms into her classes, what impact it had on students' performance and motivation, and will share various activities for participants to try out with their students.

**307A**     *21st century reading: Putting the power of reading practice into the hand of individual students*
**Christine Hwang,** *E-future*

SRA Reading Laboratory 2.0 is an all digital, interactive, personalized reading practice program based on the classic SRA Reading Laboratory print program created by Don H. Parker, Ph.D. It provides students and teachers access from any device, anytime, anywhere to a proven leveled reading program to maximize students' opportunities for practice and ease of use for teachers. Reading Laboratory 2.0 is best used as a supplemental reading practice and differentiation program. This can be used for individual or small groups before, during, and after school, and even at home as homework.

**307B**     *Challenges in the teaching and testing of speaking*
**John Campbell-Larsen, Cameron Romney,** *Kwansei Gakuin University*

When teaching and evaluating speaking, is it enough to focus only on linguistic accuracy? What else do teachers need to know? This presentation will outline some of the defining characteristics of unrehearsed spoken interaction, focusing on the implications for classroom practice, test design and evaluation criteria, and the challenges in teaching and evaluating speaking.

**The BThe307C**     *Helping young learners improve pronunciation with serious games*
**Simon Thollar,** *Hokkaido Information University*

The presenter will demonstrate and discuss a touch-screen adventure-format learning game aimed at helping young Japanese or Korean speakers of English improve their aural discrimination of /l/ and /r/ phonemes. Utilizing minimal pairs, the player/learner proceeds through the adventure by listening to commands and responds by choosing between two visual representations of the command; for example, "Touch the pirate/pilot." Gamification is used to promote learning.

**308A**     *Understanding English learners: Cultural narratives in TESOL education*
**Soonhyang Kim,** *Pace University, New York*

The 21th century educators who teach in the era of globalization should recognize the growing importance of cultural sensitivity and understanding of culturally and linguistically diverse students. Using a "reflective team approach," the three TESOL educators from ESL and EFL backgrounds analyzed and responded to their own cultural narratives, to examine the effectiveness of cultural narratives as instructional tools in TESOL education to help ESL teachers understand English learners.

**308B**     *Formative assessment and feedback through classroom assessment techniques*
**Greg Rouault,** *Doshisha Women's College of Liberal Arts*

Owing to limited contact hours in EFL courses in Asia, formative assessment of learning and constructive feedback on teaching are often forgone. Classroom assessment techniques (CAT) blend measures of course

content knowledge with higher order thinking skills and learner self-awareness together with feedback on instruction to teachers. Following a look at the assumptions and guidelines for implementation, this workshop will introduce a sample of CATs as practical takeaway resources.

**308C**
*Designing speaking tests for EFL majors' final exams*
**Yulia Polshina,** *Far Eastern Federal University*

The goal of this presentation is to share experience of introducing a new speaking test into EFL Majors Final Exam at Far Eastern Federal University, Russia. The presenter will talk about challenges at almost every stage of designing the test; describe its procedure, criteria, rating scales, and tasks for the speaking test. She will also summarize what has been achieved so far and analyze the test's washback effect.

**Hall E**
*Young learners as content-creators: New media in TESOL*
**Angel Lin,** *University of Hong Kong*

*Moderator:* Carl Dusthimer  Korea National University of Education

The web 2.0 era has subverted traditional understanding of content creation and has provided rich opportunities for young learners to engage in creative production of multimodal texts in a variety of formats (e.g., audio slideshows, digital stories, graphic novels, 3-D books, word posters, multimedia packages, etc.) as well as in publishing and sharing their creative content with a large/global audience. What are the implications of the Web 2.0 era for TESOL educators? How can the new media be exploited in drawing out the creativity of young learners with beginning English proficiencies? What are some of the challenges in designing TESOL curriculums that can both excite/attract young learners and embed the language learning goals? How can we help young learners to develop their budging language competences through building and participating in communities of creative content-producers? In this paper, I shall discuss these issues with examples to show both the opportunities and challenges brought about by the new media to TESOL researchers and practitioners.

# Beginning at 3:30

**300**
*Flipped teaching of English using AIM to Korean elementary school students*
**Kim Jeongyeol,** *Korea National University of Education*

Moderator: Lee Ja-young, Saehan University

This paper is to explore the effects of Accelerative Integrated Method (AIM) on Korean elementary school students' English development. The experiment is designed to test pre/post inter group comparison between experimental groups and compared group. The experimental groups are classified into two groups: one regular class teaching in AIM and the other class using the flipped model to teach English in AIM. The results show that the AIM classes show the overall performance better than the traditional CAT English classes. The flipped AIM model in particular is the most effective and followed by the regular AIM.

**304**
*Stepping closer to authenticity in the classroom*
**Samuel Crofts,** *Kwansei Gakuin University*

In this session, the presenter will describe a practical activity to introduce authenticity into the English classroom. The activity, designed for Business English students but applicable in a range of situations, aims to recreate the tangible feelings of achievement and frustration that typify authentic business communication. After a look at student reactions to the activity, the presenter will discuss how such activities can be used to improve students' communicative skills.

**307C**
*The Dream and Deliver Project: Autonomy and Creativity*
**Danny Graves,** *Catholic University of Daegu*

This research paper is an investigative study into creativity and autonomy in EFL classes. Participants were given a project to complete, in English, in which identified negative constraints to learner autonomy and creativity are removed and positive constraints are emphasized. This research is intended for teachers who

would like to step back from their traditional roles of judging linguistic competence and would like to focus instead on facilitation of creativity and autonomy.

**308C**
*Subjective assessment measures in EFL learning*
**Edward Sarich,** *Shizuoka University of Art and Culture*

Abstract EFL classrooms in Japan have been slow to introduce communicative language teaching into classrooms. This presentation will talk about why this has been the case and how the situation might be improved, particularly regarding how student performance on CLT activities might be better incorporated into students' overall assessment. The final ten minutes of the presentation will be set aside for a discussion with those who are in attendance.

# Beginning at 4:00

**300**
*Cognitive Processing in Reading Tests and Texts*
**Stephen Bax,** *University of Bedforshire*

*Moderator:* Choe Younhee**,** Chongshin University

This workshop will discuss the cognitive processes we use when we read. It will apply insights from Khalifa and Weir's cognitive processing model to real texts taken from the second language classroom. The aim of the session is to raise awareness of how we, as teachers, can more effectively target our teaching and testing at all levels of cognitive difficulty, so as to prepare our learners better for language tests, and also to improve their reading.

**301A**
*Best practices for teaching English to young learners*
**Shannon Buckley-Shaklee,** *Seoul National University of Science and Technology*

Throughout the world, there has been increasing expansion in English language instruction for both young learners and very young learners. Such an expansion has necessitated greater numbers of teachers experienced with and knowledgeable of such learners. This workshop will examine the characteristics common among young learners before exploring strategies and activities that best reflect the unique educational needs of students in primary school classrooms.

**301B**
*Investigating the world outside: Students as researchers*
**Andrew Boon,** *Haebub Edu*

In the 21st century, the world is changing fast. Virtually every aspect of the planet, from the environment and technology to the economy and politics, is rapidly becoming more interconnected and complex than ever before. As the global lingua-franca, English will not only become more important, but it will also be used in new ways. The implication for the young learner classroom is that English can no longer be taught in a traditional method -- our classes must also foster the new skills required for the 21st century, such as global citizenship, cultural values, and an active learning approach. This workshop will explore the impact of a changing world on our students and ways to incorporate 21st century learning skills into our classes for young learners.

**302**
*Implementing strategies-based instruction to college students*
**Suh Young-Mee,** *Incheon National University*

Moderator: Kang Dong-ho, Seoul National University of Science & Technology

This study explored how Korean college students perceived themselves as English readers in strategies-based reading instruction. Fifty-nine students' reflection notes on the instruction and focus group interview results were collected. Emerging themes included students' positive perceptions of the reading strategies they were taught, usefulness of authentic reading materials and participatory strategy practice, students' attitude changes toward strategic and self-directed readers, and students' increased awareness of their strategy application. Pedagogical implications are suggested.

*Studying Online at Aston University: An Opportunity for Growth and Development*

**303**     **Fiona Copland,** *Aston University*

In this presentation, I will outline the programmes available at Aston University through its distance learning mode. In particular, I will explore the concept of situated learning and how this provides affordances for online students as they grow as researchers of their own learning and teaching context at the same time as developing professionally. The presentation will include feedback from alumni and will include the opportunity for the audience to ask questions about the programmes.

**304**
*Learning MBA basics in English (Marketing 101)*
**Bruno Christiaens,** *Fukuoka Women's University*

This presentation outlines the development of a content-based business marketing jargon preparation course for Japanese undergraduate students intending to study overseas. The presenter will detail the development of the course, including the use of commercials to build student awareness regarding unsuccessful cross border advertising. The presenter will also detail part of a sample lesson and describe language teaching techniques useful in introducing business-related vernacular.

**305**
*Mastering English skills for academic study*
**Jack Hsiao,** *Macmillan*

If a language learner can speak English with flawless grammar and rich vocabulary, can he express ideas and emotions appropriately and naturally? Can language learners create the right impression of politeness as in their L1? Can they operate effectively in an English medium study environment? In fact, training students to speak English accurately is not enough to be effective communicators in real-life and academic situations, especially in a foreign language. Communication is a complicated process, speakers have to organise their thoughts logically and convey their thoughts eloquently.

This session will look at how Skillful a new series from Macmillan can help your learners to develop critical thinking, language proficiency and communication strategies through thought-provoking texts and topics. Participants will leave the session with ideas that will help them empower their students to master the English language.

**306**
*EFL Teachers' Identity Representation within Indonesian contexts*
**Meinarni Susilowati**
*State Islamic University 'Maulana Malik Ibrahim' of Malang Indonesia*

The study will present how the university English teachers represent their identity in their classroom interactions within Indonesia contexts. This sociocultural linguistic study, based on the observations and in-depth interviews, reveals that their identity representation tends to be spontaneously expressed and dominantly rooted from their awareness of their salient roles in constructing their students' identity by compromising 'east' and 'west' with respect to their religious teachings. Some recommendations are proposed.

**307A**
*Let's achieve! Track student progress and customize activities with the new Let's Go's teacher resources!*
**Julie Hwang,** *Oxford*

One of the 'Tried and trusted', 'evolving' a 'quarter of a century' are just some of the few descriptors mentioned for Oxford's primary offer, Let's Go. Let's Go has inspired the lives of millions around the world – both teachers and students alike. And to live up to this reputation, together with Oxford and a dedicated team of teachers, a brand new offer called "Let's Achieve" was developed to support the use of Let's go and to enable easier monitoring and tracking of student progress and to help teachers in the classroom identify some of the challenges their students would be experiencing. Altogether, an additional 100 in worksheets and tests have been created for teachers to customize and personalize for use with Let's Go lessons.

This session will introduce engaging tasks and take away group games and activities that can be used with Let's Go 4th edition and highlight some of the new features that' Let's Achieve' has to offer.

**307B**

*Literacy autobiography for teacher professional development*
**Yutaka Fujieda, Atsushi Iida,** *Maebashi Kyoai Gakuen College (Yutaka Fujieda),*

*Gunma University (Atsushi Iida)*

Literacy autobiographies in narrative have become an accessible way to elucidate learners' journeys of second language acquisition. However, there is scant reporting on the relationship between literacy autobiographies and EFL students. This presentation will discuss this issue by examining (1) the value of writing literacy autobiographies and (2) the significance of the teaching of autobiographical writing for professional development in the EFL teacher-training program.

**307C**

*Managing learning management systems while encouraging learner autonomy*
**John W. Wilson,** *Nanzan University, Nagoya Japan*

In 2013, San Jose State University (USA) and Kwansei Gakuin University (Japan) provided students from both countries an opportunity to synchronously interact in a class titled Global Youth Culture. This presentation summarizes how the co-authors encouraged learner autonomy, selected technologies to enhance the collaborative learning experience, designed the course curriculum using a learning management system and addressed many of the successes and challenges faced when utilizing these technologies.

**308A**

*Student mining multi-word chunks in assigned input*
**Robert Gordon,** *Seoul National University*

This presentation will introduce an approach to language acquisition through students data-mining readings and listening materials for multi-word chunks of language (expression, collocations, phrasal verbs, and formulaic structures) to deepen comprehension of texts and promote fluency. We will look at how students can be trained to notice these multi-word chunks, the Internet tools necessary to research them, and exercises to promote authentic use.

**308B**

*Self-evaluation in asynchronous online speaking assignments*
**Geoffrey Butler, Lara Kurth,** *Seoul National University of Science and Technology*

Online platforms such as YouTube and VoiceThread offer the opportunity for speaking practice outside of class. This presentation will focus on a survey of university students' perceptions of and approach to completing VoiceThread assignments. Presenters will cover their reasons for employing VoiceThread and an analysis of the students' reported experiences and feedback. The presenters will offer suggestions for implementing similar asynchronous speaking assignments and invite attendees to share their own experiences.

**308C**

*Student portfolios: Reading and writing class assessment tools*
**Sarah Seitzinger,** *Chung-Ang University*

This presentation will explain what student portfolios may consist of in the context of an EFL reading and writing class. It will also provide ways of assessing portfolios and using them as an assessment tool. Those who attend will have an option to peruse classroom examples of student portfolios from a high intermediate/low advanced university reading and writing class.

**Hall E**

*Beyond the classroom: The new frontier in language teaching*
**David Nunan,** *Anaheim University*

*Moderator:* Ralph Cousins  Chai Pai University

The theme of this conference is "Embracing Change: Blazing New Frontiers Through Language Teaching." In this talk, I will suggest that the new frontier in language teaching and learning is the world beyond the classroom. The most successful language learners often attribute much of their success to initiatives they undertook to extend opportunities for language learning beyond the classroom (Nunan & Richards, 2014). Experiential learning theory also argues that making connections between in-class learning and personalized out-of-class applications maximizes learning. The litmus test of success in second language learning is whether the learner can actually use the language to communicate beyond the classroom. Until relatively recently, opportunities for activating classroom learning in the world outside the classroom were limited. All that has changed with technology, particularly the Internet, which provides learners with access to an astonishing variety of authentic aural and written texts. The proliferation of social networking sites provide learners with

opportunities to communicate in speech and writing with other users of their chosen target language around the globe.  Learning through using language in authentic as well as pedagogically structured contexts outside the classroom can significantly enhance the language learning process. Practical illustrations and examples in the form of case studies will be presented to illustrate the rich variety of opportunities that exist for language learning and use outside the classroom.

# Beginning at 4:30

**302**

*Research about children's literature: Why and how?*
**Lee Ha Young,** *Indiana University*

Moderator: Ko Jeongmi, Sungshin Women's University

Children's literature can be a window through which readers may learn about individuals and the world which are different from their own. The meaningful interaction between children and literature enables children to foster multi-perspectives and positive subjectivity. It can be one of the easiest ways for teachers to utilize children's cultural background knowledge.

**304**

*Business English on a budget*
**Steven Mercier,** *Jeju National University*

In this session, the presenter will demonstrate how to identify appropriate materials for business English instruction and share ideas for developing curriculum when time and budgets are limited, using resources that include modern technology and one's own personal business or professional experience. Simple planning and time-management strategies will be discussed.

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**Beginning at 5:00**

Our second plenary talk of the day:

**Scott Thornbury**

*Embracing change – One step at a time*

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# Sunday 9:00 - 10:50

| ROOM | 9:00-9:20 | 9:30-9:50 | 10:00-10:20 | 10:30-10:50 |
|---|---|---|---|---|
| **300** | | | | |
| **301A** | **Hyeong Jun Chae** *Graphic organizers: Improving VL and RC for YELL* Young Learners | **Hyunhee Cho** *Storytelling lessons for young learners: Creative or imitative?* Young Learners | **Kyle Philip Devlin** *Cultural learning and extensive reading* Young Learners | **Rheanne Anderson** *Motivating mouths: A remedial pronunciation project for the primary classroom* Young Learners |
| **301B** | **Katie Klemsen** *The efficacy of synchronous communication in an EFL class* | **Noh Kyung-jin** *The impact of immersion on children's cultural aspects* | **Julie Hwang** *Bringing stories to life with Oxford's interactive e-books* | |
| **302** | **John Campbell-Larsen** *Explaining vocabulary and grammar with concept checking* Professional Development | | **Hwang Eun-Kyung**: 국가영어능력평가시험 말하기, 쓰기 영어 평가 요소 | **Edward Jay M. Quinto, Maria Hannah V. Martin** *Contrastive analysis of professional writing* Professional Development |
| **303** | **Paul Goldberg** *Assessing extensive reading without quizzes or reports* Assessment and Evaluation | | **Ji Yunjoo & Anna Matuszek** *Educational effects of debate in language exchange study* | **Kayoko Horai, Elaine Wright** *Classroom-based advising: Learning advising and teaching together* Assessment and Evaluation |
| **304** | **Akli "Jay" Hadid** *Expat TESOLer career cycles, job satisfaction, professional development* **KOTESOL Grant Recipient** | **Teri Rose Dominica Gannaban Roh** *Are foreign "non-native" English speaking teachers proficient enough?* **KOTESOL Grant Recipient** | **Jonas Robertson** *The effects of songs on EFL learners' prosody* **KOTESOL Grant Recipient** | **Dr. Peter Crosthwaite, Daniel Bailey, Ashley Meeker** *Washback from participation in Korean tertiary EFL* **KOTESOL Grant Recipient** |
| **305** | **Amanda Maitland El Amri** *Finding the hero in the young child whilst embracing the dark side* Young Learners | | **Michael Cahill** *Academic readers' missing skill: Multiword vocabulary* | |
| **306** | **Lee Hae-dong** *An analysis of the English reading texts of Korean CSAT using Coh-Metrix* | **Jeong Haegwon** *Acquisition of Korean voice system by L2 learners* | **Takeshi Matsuzaki** *Ways to teach lexical phrases in EFL classrooms* | |
| **307A** | **Kim Hyangil** *An investigation of Korean learners' metacognitive knowledge in reading* | **Bang Jyun** *Nonnative English Teacher as Experts of Teaching English* | **Jack Hsiao** *Motivate Young Learners with lively grammar lessons* | |
| **307B** | **Edward Sarich, Jack Ryan** *Curriculum change: The evolution of a university language center* Professional Development | **Steve Urick** *Student use of critical reading strategies* Professional Development | **Stuart Warrington** *Curriculum-transmission as a professional development inhibitor* Professional Development | |
| **307C** | **Stephen W Henneberry** *Cross-cultural bilingual blogging for language learning* | | **James Block, Juliet Markis** *Say what!? Tackling critical incidents in task-based classrooms* | |
| **308A** | **Matthew Smith** *Just read: A recreational reading program in an elementary school* Young Learners | **U-Teng Ho** *Teachers' perceptions of collocation teaching in Macao* Professional Development | **So-Yeon Ahn** *Imagining 'good English teacher' identities in Korea* Professional Development | **Ella Kidd** *An African American's journey of learning a second language* |
| **308B** | **Shin Eun-Sol** *Development of Korean lexile for the book library in ER-Central* | **Hong Ye-jin** *A study for the glocalized version of online in-service English teacher training program* | **Aaron Siegel** *Bringing phonics to life in the classroom* | |
| **308C** | **Leonie Overbeek** *Assessing listening: Playing the guessing game* Assessment and Evaluation | | **Wayne Bottiger** *Assessing Learner Anxiety* Assessment and Evaluation | |
| **Hall E 1** | | | **Nicholas Groom** *Professional development in EFL: The teacher as researcher* | |
| **Hall E 2** | | | **Kalyan Chattopadhyay** *Assessing speaking of young learners and teens: Revisiting principles and tasks* | |

# Beginning at 9:00

**301A**

*Graphic organizers: Improving VL and RC for YELL*
**Hyeong Jun Chae,** *Okgok Elementary School*

As students are more exposed to information presented in a visual way, such as pictures, Visual Literacy (VL) is considered as important as text literacy. In the field of visualizing language learning, it has been discussed that teachers can help students enhance VL and Reading Comprehension (RC) through graphic organizers. The presentation will focus on how graphic organizers can be incorporated into EFL class for Young English Language Learners (YELL).

**301B**

*The efficacy of synchronous communication in an EFL class*
**Katie Klemsen,** *Ajou University*

Moderator: Kim Youngmi, Duksung Women's University

This study examines student communication and interaction via digital learning environments and synchronous communication. The goal of this study was to investigate the efficacy of synchronous communication. The paper reflects the delivery of a class using synchronous communication. The analysis of the data indicated that students prefer synchronous communication to other forms of communication.

**302**

*Explaining vocabulary and grammar with concept checking*
**John Campbell-Larsen,** *Kwansei Gakuin University*

This presentation will detail to teachers of any level the process of concept checking classroom explanations. This involves asking strings of questions to the students, with the teacher providing a list of answers for the students to select, building up to a multi-part overview of the meaning. This presentation will demonstrate concept checking of some common items such as 'Any', 'Some', or the differences between 'Say, speak, talk and tell.'

**303**

*Assessing extensive reading without quizzes or reports*
**Paul Goldberg,** *Kinki University Medical School*

One of the biggest challenges with extensive reading is assessing students' reading progress. Currently, the main methods are for teachers to administer quizzes or to assign students written reports. These can be burdensome and foster negative attitudes towards reading. An alternative is a new online system, Xreading. In this workshop, the presenter will introduce Xreading and explain how it accurately tracks student reading, eliminating the need for quizzes or reports.

**304**

*Expat TESOLer career cycles, job satisfaction, professional development*
**Akli "Jay" Hadid,** *Academy of Korean Studies*

Waites (1999) did a study on the career cycles, job satisfaction and professional development of TESOLers in Sydney and Geneva. This study aims to replicate Waites' study by conducting the same interviews with TESOLers in Korea. By conducting 113 qualitative surveys and 40 face-to-face semi-structured interviews, the study aims to compare Waites' findings with those of TESOLers in Korea.
**KOTESOL Grant Recipient**

**305**

*Finding the hero in the young child whilst embracing the dark side*
**Amanda Maitland El Amri,** *British Council Malaysia*

This workshop aims at applying soft toy theory at the level of "Middle and High School" although many of the underlying theory, themes and activities could also support adult literacy events. The workshop will add a socio-psychological goal to the other goals that underlie communicative language teaching. The aim is to present the soft toy and psychological theories and connect them to popular themes: such as, "fantasy", "superhero" "traumatic world events" and "monster". The foundations for the workshop arise from: Literacy, Play therapy, and Counseling. The workshop will demonstrate how learning through play can develop a dialogue between the teacher and student that can fuel creative thought, whilst raising general literacy standards.

**306**

*An analysis of the English reading texts of Korean CSAT using Coh-Metrix*
**Lee Hae-dong,** *Dongguk Girls' High School*

Moderator: Kang Ae-jin, Sookmyeong Women's University

Computer analyses of text characteristics are often used by researchers, teachers, and publishers when selecting texts for students. By new trend of advanced measures of text and discourse, this paper is to explore practical value using an automated tool called Coh-Metrix system. The analyses are designed to investigate the linguistic correlation between the question types of Korean CSAT reading texts. The results show that the correlation between the question types in the surface features is not clearly emerged, but the meaningful correlation appears in the deep features of language, such as LSA(Latent Semantic Analysis), referential cohesion and TTR(type-token ratio). The selection of texts is indeed one of the central concerns of teachers and evaluators. This study can provides teachers and evaluators with some implications to choose and make questions for the test.

**307A**

*An investigation of Korean learners' metacognitive knowledge in reading*
**Kim Hyangil,** *Hankuk University of Foreign Studies*

Moderator: Kim Seungsik, Jeonju National University of Education

This study examined the changes of four Korean learners' metacognitive knowledge about cognition in terms of strategy use over a 15-week strategy instruction period. Based on the in-depth analysis of their interviews, it was identified that the learners gained clearer goal of reading for comprehension as well as awareness of self-regulation on their own reading processes.

**307B**

*Curriculum change: The evolution of a university language center*
**Edward Sarich, Jack Ryan,** *Shizuoka University of Art and Culture*

The presenters will discuss several issues related to the ongoing evolution and management of a language support facility at a Japanese university. Emphasis will be placed on a discussion of how a language support center can be effectively utilized to best meet student needs. The presentation will be of interest to educators at an institution with an existing language support facility or with plans to institute one.

**307C**

*Cross-cultural bilingual blogging for language learning*
**Stephen W Henneberry,** *The University of Shimane*

This presentation will discuss a seven-year international blogging project, centering on interaction between language learners in the USA and Japan. Students on both ends compose blog content in their target language, while commenting on the content of their international peers using their native language. Attendees will take away an understanding of the pedagogical purpose and goals of the project, as well as a framework for setting up similar programs.

**308A**

*Just read: A recreational reading program in an elementary school*
**Matthew Smith,** *Gyeseong Elementary School*

The presenter will show how implementing a recreational reading program for elementary school-aged students resulted in increased test scores. The presenter will demonstrate how reading for reading's sake can be an effective method for English language learning, even without frequent formal assessments.

**308B**

*Development of Korean lexile for the book library in ER-Central*
**Shin Eun-Sol,** *Korea National University of Education*

Moderator: Kim Youngsang, Kyeongnam University

The purpose of this research is to develop Korean lexile for graded books offered by ER-Central, a website of extensive reading communities with more than 1000 graded readers for free. This study also aims to verify how the level of ER-Central is well matched against calculated Korean lexile for Korean EFL learners.

**308C**

*Assessing listening: Playing the guessing game*
**Leonie Overbeek,** *Hwaseong City English NET program*

In this presentation present methods in use at middle school level for both teaching and assessing listening skills will be examined for how representative they are of what listening really means. An alternative method for both

teaching listening skills and for assessing them in terms of feedback for students and teachers to use in improving this area of language development will be presented, and the possibility of adapting technology to make it a standardized test will be discussed. Audience participation and input will be encouraged.

# Beginning at 9:30

**301A**

*Storytelling lessons for young learners: Creative or imitative?*
**Hyunhee Cho,** *Daegu National University of Education*

This presentation is a report from a study that analyzed storytelling lessons in elementary English classrooms. The presenter will show how the story texts used in the lessons didn't have enough room for children's playful and creative engagement in learning English and how the patterns of teacher-student interactions were close to those of traditional teacher-controlled and scripted classrooms. Practical suggestions for English teachers are provided based on the findings.

**301B**

*The impact of immersion on children's cultural aspects*
**Noh Kyung-jin,** *Ewha Womans University*

Moderator: Kim Jae-kyung, Baejae University

This study investigates Korean preschool children's multicultralism and cultural identity in English immersion program. Examined on their cultural identity and multiculturalism, children in the English immersion program did not display stronger sense of multiculturalism but showed fairly weaker sense of cultural identity as Koreans than the childern in the regular preschool. Teachers endorsed multiculturalism fairly much, and they agreed that they need to be motivated to put multicultural teaching into practice.

**304**

*Are foreign "non-native" English speaking teachers proficient enough?*
**Teri Rose Dominica Gannaban Roh,** *Sogang University*

One persistent question surrounding "non-native" English speaking teachers (NNESTs) is their level of English language proficiency. To address the issue, this study incorporates a survey of NNESTs' assessments of their language skills. The main purpose of the survey is to find out what their current language proficiency level is, and if they do believe that a higher level is necessary for them to be able to teach English more effectively.
**KOTESOL Grant Recipient**

**306**

*Acquisition of Korean voice system by L2 learners*
**Jeong Haegwon,** *Hankuk University of Foreign Studies*

Moderator: Song Jeongmee, Korea National University of Transportation

Korean voice continuum reflects the differences in image-schemas of various event types. The results of experimental tasks by L2 learners are as follows: 1) learners showed a U-shaped development in the reflexive and the middle. 2) They acquired the passive more easily than the spontaneous and the potential. 3) The causative was most difficult. For more effective teaching Korean, making the functions of each voice construction more explicitly noticeable is necessary.

**307A**

*Nonnative English Teacher as Experts of Teaching English*
**Bang Jyun,** *Busan University of Foreign Studies*

Moderator: Shin Sang-keun, Ewha Woman's University

The paper argues that NNETs and NETs can have power imbalance in the English class although they have their unique strengths for English teaching. More importantly, NNETs should consider developing themselves as experts of teaching English (Canagarajah, 1999) instead of their status as non-native speakers of English. In this regard, this paper deals with related topics: the dichotomy between native and non-native speakers and the issues of native versus non-native English teachers. Finally, it suggests ways for NNETs to become experts of English teaching.

**307B**    *Student use of critical reading strategies*
**Steve Urick,** *Shizuoka University (Japan)*

The presenter will explain the notion of Critical Reading Strategies (CRS), and introduce a study that examined the utility of using questionnaires to measure students' acquisition of CRS. The student study participants demonstrated a high level of acquisition of these strategies, and described a variety of sources which helped them learn CRS. The presenter will also make recommendations about using questionnaires to determine students' level of acquisition of reading strategies.

**308A**    *Teachers' perceptions of collocation teaching in Macao*
**U-Teng Ho,** *Institute for Tourism Studies*

In Macao, while many teachers have heard of the Lexical Approach (1993) and one of its significant stresses on teaching collocations, many have only kept the Approach in mind without practically applying it. By conducting questionnaire and interview survey with a sample size of 60 non-native secondary-school English teachers, this study investigates the perceptions of secondary-school teachers in Macao with regard to the teaching of collocations in the EFL classroom.

**308B**    *A study for the glocalized version of online in-service English teacher training program*
**Hong Ye-jin,** *Hwa-san elementary school*

Moderator: Oh Maria, Jeonju National University of Education

This paper is to examine online in-service foreign language teacher training programs domestic and abroad in attempt to find out implications for developing glocalized version of online in-service teacher training program(GOTTP). The study analyzed six domestic and one abroad online in-service teacher training programs. The study also analyzed post-training free descriptions of participants. Based on the findings, the paper discussed a few suggestions for GOTTP.

# Beginning at 10:00

**301A**    *Cultural learning and extensive reading*
**Kyle Philip Devlin,** *Hankuk University of Foreign Studies*

Much has been made about the numerous areas of language learning that extensive reading (ER) can help students improve. Less has been made, however, about the cultural learning that students can benefit from as well. By having students engage in various culture-focused activities involving their ER books, student not only can have a better awareness of cultural differences between C1 and C2, but can learn the various cultural practices of the C2. This research looks at specific culture learning activities a teacher employed as part of an ER programs for adults and YLs and the students' perceptions of the effectiveness of the activities. Based on student perceptions, recommendations are made for effectively using cultural learning activities in ER programs.

**301B**    *Bringing stories to life with Oxford's interactive e-books*
**Julie Hwang,** *Oxford*

Cultivating a love of reading and encouraging students to read in and out of the classroom is an end in itself for teachers and parents alike. With more access to interactive reading materials, more choice, flexibility and support, even struggling readers can take part in the joy of reading. Whether it is for pleasure or for use in the classroom, Oxford's collection of graded readers offered through a digital library engages students with the world's most exciting tales and favorite children's picture books at the click of a button.

    This workshop will walk teachers through some activities and key features of Oxfords interactive e-books, which are provided online, and on smartphones, iPad and tablets, with interactive features designed specifically for language learners.

**302**    *국가영어능력평가시험 말하기, 쓰기 영어 평가 요소*
**Hwang Eun-Kyung**, National Institute for International Education (NIIED)

국가영어능력평가시험(National English Ability Test)은 일반 성인 영어 학습자의 직무 수행에

필요한 영어능력을 평가하기 위한 도구로, 듣기, 읽기, 말하기, 쓰기 등 언어의 4 영역을 종합적이고 균형 있게 평가하여 영어의사소통능력을 효과적으로 측정하도록 설계되었다.

**303**

*Educational effects of debate in language exchange study*

**Ji Yunjoo & Anna Matuszek,** *Hankook University of Foreign Studies*

Moderator: Im Hyunwoo, Hankook University of Foreign Studies

The purpose of the present study is to investigate the development of speaking skills among second language learners of English and Korean language who participated in Language Exchange Debate. We shows how the students learned debate skills and how they spoke during debate. The study shows that debates between native speakers and language learners significantly contribute to the improvement of the learners' speaking skills.

**304**

*The effects of songs on EFL learners' prosody*

**Jonas Robertson,** *Yonsei University College of Medicine*

Although music has often been used in the EFL classroom to improve motivation and memorization, little is known as to whether songs and chants have any effect on learners' prosody (e.g. stress, rhythm, intonation). This session will present the results of a speech analysis study, conducted at several rural Korean elementary schools, which investigates the prosodic effects songs may have on learners' speech.

**KOTESOL Grant Recipient**

**305**

*Academic readers' missing skill: Multiword vocabulary*

**Michael Cahill,** *Haebub Edu*

Increasingly, more and more teachers and many programs recognize that some vocabulary items consist of more than one word, especially phrasal/prepositional verbs and compound nouns. However, the amount of effort and text space devoted to expanding students' multiword repertoires is typically minimal and the approach haphazard. Based on the work of Lawrence J. Zwier of Michigan State University's English Language Center, today's presenter will discuss and demonstrate a broadband approach to vocabulary with a systematic focus on multiword vocabulary. Attendees will learn what constitutes a formulaic sequence and how it builds student confidence as learners meet new or unfamiliar words in academic texts.

**306**

*Ways to teach lexical phrases in EFL classrooms*

**Takeshi Matsuzaki,** *Meiji University*

This presentation will report on an ongoing study that investigates the extent to which classroom instruction can motivate EFL learners to memorize formulaic sequences and lexical phrases that can be highly useful in fluent language use. Results of the speaking tests, questionnaires and quasi-interviews administered to the students taking a university course in 2013 indicate, among other things, that memorization of such chunks can be facilitated through instructional intervention.

**307A**

*Motivate Young Learners with lively grammar games*

**Jack Hsiao,** *Macmillan*

How can we make grammar lessons more fun and engaging for our young learners? One way is to adopt a more inductive approach to teaching grammar.  This will ensure that our learners are motivated to discover, form and use grammar through meaningful and interactive activities. Moreover, the use of authentic materials can motivate students to transfer their passive grammatical knowledge to active knowledge.

The session will look at how Grammar Goals a new series from Macmillan can help your learners to reach their goals in English learning. Participants will leave the session with practical and creative ideas about how to motivate young learners in grammar learning.

**307B**

*Curriculum-transmission as a professional development inhibitor*

**Stuart Warrington,** *Nagoya University of Commerce & Business*

Pervasive use of externally derived curricula is well-known in English language teaching. However, such sustained engagement in curriculum-transmission is scarcely recognised as negatively influencing one's professional development. The following presentation will therefore initially discuss this problem and relevant

literature on it. Thereafter, research highlighting the adverse effect curriculum-transmission can have on professional development will be presented along with the implications of its findings for teachers in other environments.

### 307C

*Say what!? Tackling critical incidents in task-based classrooms*
**James Block, Juliet Markis,** *RMIT International University*

Task-based classrooms, in their dynamism, often provide opportunities for spontaneous teachable moments. The challenge for teachers lies in recognising and responding to these 'critical incidents' in a creative and meaningful way. This workshop focuses on practical strategies for responding to learner needs and emergent language in the context of task-based learning. Participants will evaluate typical classroom scenarios, drawing on principles of Dogme and theory of critical incidents.

### 308A

*Imagining 'good English teacher' identities in Korea*
**So-Yeon Ahn**
    *Hankuk University of Foreign Studies, and University of Hawaii at Manoa*

This presentation will expand the discussion on what and who 'good English teachers' in Korea are. Previous research has focused on this question from language policy angles or from parents' views. We will share the results of a research project examining how teachers (N = 40) and students (k-6 grade, N = 780) themselves construct 'good English teacher' discourses. The results will help and complexity and nuance to current native speaker discourses.

### 308B

*Bringing phonics to life in the classroom*
**Aaron Siegel,** *E-future*

Need ideas for phonics class? Teachers know well-developed phonics skills are a powerful tool for students' long-term success in English, but phonics class can often feel boring and repetitive. The question: Can we create a class that builds students' phonics skills while also keeping the atmosphere exciting and motivating? This interactive and practical presentation will deliver teachers fun phonics games and activities that they can use in their classroom tomorrow.

### 308C

*Assessing Learner Anxiety*
**Wayne Bottiger,** *Kangwon National University*

This quantitative study presentation investigated the issue of foreign language anxiety in Korean language learners. More than 1,300 Korean Foreign Language Learners were administered a newly developed assessment protocol via an Internet website as well as in classroom settings. The designed assessment protocol is called C.A.P.I. (Culture, Attitude, Personality, Interpersonal Skill).

### Hall E 1

*Professional development in EFL: The teacher as researcher*
**Nicholas Groom,** *University of Birmingham*

    *Moderator:* Tory Thorkelson  Hanyang University

This presentation advocates the development of high-level academic research skills as one of the most important, useful, and satisfying forms of professional development available to the EFL teacher. The argument will be illustrated by a case study example, focusing on a major research project into second language learning motivation currently being carried out by one of my own PhD students, David Lyons, who works at a University in Korea. As well as discussing the practical issues involved in developing advanced academic research skills, we will consider the more basic philosophical question of how, whether, and to what extent the roles of "teacher" and "researcher" can be reconciled within the individual.

### Hall E 2

*Assessing speaking of young learners and teens: Revisiting principles and tasks*
**Kalyan Chattopadhyay,** *IATEFL YLT-SIG*

    *Moderator:* Phil Owen  Kunsan National University

Assessing speaking skills of young learners and teens is often considered one of the most challenging tasks for English language teachers. Use of traditional pen-and-pencil tests has proved to be problematic as they often don't give us data on the assessment of the learning process. In this talk, I shall first look into the principles and

task design of some of the traditional methods of assessing speaking and explore why they are problematic. Next, I will discuss principles and task design of some of the alternative methods of assessing the speaking of young learners and teens. I will also deal with how to develop criteria for such assessment in different contexts combining different methods and how to manage the process.

# Beginning at 10:30

**301A**

*Motivating mouths: A remedial pronunciation project for the primary classroom*
**Rheanne Anderson,** *Soka University*

In this short paper, a pronunciation project that is geared towards remedial students in a Primary school is discussed. The project builds upon the Mechanical Sound Production technique (Anderson 2012), which uses simple mouth movement to teach pronunciation. The project frames the technique with a focus on students that have either not learned or mis-learned the pronunciation of the English sound system. Program outlines and materials will be available to participants.

**302**

*Contrastive analysis of professional writing toward professional development*
**Edward Jay M. Quinto, Maria Hannah V. Martin**
*Mapua Institute of Technology, Manila, Philippines*

The presenters will explore the physical and topical structures of thirty paragraphs culled from websites of Philippine, Indonesian and Malaysian manpower agencies. From within the tradition of contrastive text linguistics and quantitative descriptive educational research, the presentation describes potential regional and national rhetorical preferences of writers on a subgenre of L2 professional writing, called manpower discourse (MD). The presenters close the discussion with implications for pedagogy and professional development.

**303**

*Classroom-based advising: Learning advising and teaching together*
**Kayoko Horai, Elaine Wright,** *Sojo University*

This study had two aims: 1. Increasing learner awareness through advising sessions, done as a part of regular class time; 2. Evaluating the alignment of student goals and classroom activities. This presentation will detail the methodology and the results of the study, as well as provide insights for teachers looking to improve student autonomy. Even teachers without access to learning advisors can implement these tactics to improve learner awareness.

**304**

*Washback from participation in Korean tertiary EFL*
**Peter Crosthwaite, Daniel Bailey, Ashley Meeker,** *University of Hong Kong,*

*Cheongju University, Texas Tech University*

The study looks at the potential 'washback' effect from graded in-class 'participation' in Korean tertiary EFL. The study asks whether the L2 learners' 'learning styles' compliment or contrast with graded in-class participation, aiming to show that in monocultural L2 groups (a.k.a. Korean universities), differences between individual L2 learners' learning styles suggest that grading 'participation' does not result in a universally positive washback effect.

**KOTESOL Grant Recipient**

**308A**

*An African American's journey of learning a second language*
**Ella Kidd,** *Woosong University*

Moderator: Suh Youngmee, Incheon National University

The test of any educational experience is the extent to which students integrate their new knowledge and understanding into their lives. As the results of this study will show that the extent of one African American's student study abroad experience may be a reflection upon her attitude towards learning a second language and culture.

# Sunday 11:00 - 12:50

| ROOM | 11:00-11:20 | 11:30-11:50 | 12:00-12:20 | 12:30-12:50 |
|---|---|---|---|---|
| 300 | | | | |
| 301A | **Justin Kaley** *Make reading an adventure* | | | |
| 301B | **TBA** *School for International Training Graduate Programs* | | | |
| 302 | **Lee So & Lee Chung Hyun** *The effects of enhancing and transforming blended learning on the improvement of writing ability in higher education* | **Cho Myoung-yourn** *English learners' perceptions of learning English pop songs* | **(LUNCH)** | |
| 303 | **Samuel Barclay** *An introduction to the vocabulary levels translation test* Assessment and Evaluation | **Kim Yoo Jung** *The effects of early English education on the first language speaking in Korea* | | |
| 304 | **Ksan Rubadeau** *Teacher educators and 21st-century technologies* **KOTESOL Grant Recipient** | | | |
| 305 | **Evan Siegel** *The USC Rossier Commitment: Earning a graduate degree online in a meaningful way* | | | |
| 306 | **Mark Rebuck** *Authentic audio: Going beyond listening comprehension* | | | |
| 307A | **Peadar Callaghan** *Applying gamification to your classroom* | | | |
| 307B | **Michael Free, Michael Griffin** *Professional development for couples: Reflective practice for co-teachers* Professional Development | | **(LUNCH)** | |
| 307C | **Greg Rouault** *Learner perceptions of comics as authentic learning materials* | | | |
| 308A | **Aaron Jolly, Josette LeBlanc, Becky Elliott** *Careers in the ESL/EFL industry after teaching: What else can I do?* Professional Development | | | |
| 308B | **Nina Iscovitz, Mark Lloyd** *Teaching with Wikipedia* Assessment and Evaluation | | | |
| 308C | **Lucy McCormick** *Rethinking speaking assessment in Korean high schools* Assessment and Evaluation | | | |
| Hall E 1 | **Anaheim Webinar: Panelists** **David Nunan (onsite)** **Via webcam: MaryAnn Christison, Ken Beatty, Julie Choi, Aviva Ueono** *Current issues in online teacher education* | | | |
| Hall E 2 | **Barbara Hoskins Sakamoto** *Recycling, reinforcing, and building on new language for young learners* | | | |

# Beginning at 11:00

**301A**

*Make reading an adventure!*
**Justin Kaley,** *Cengage Learning*

Today's teachers are tasked with not only teaching language, but with preparing students with the knowledge and critical thinking skills needed to participate fully in a competitive globalized world. Learn how real world content, combined with multi-modal input, can develop learners who are independent and successful. Special attention will be placed on vocabulary development including high-frequency terms, exam preparation including higher order thinking, and the new literacies including video and blended learning.

**301B**

*School of International Training Graduate Programs*
**TBA**

**302**

*The effects of enhancing and transforming blended learning on the improvement of writing ability in higher education*
**Lee So & Lee Chung Hyun,** *Hankuk University of Foreign Studies*

Moderator: Yoon Hyunsook, Hankuk University of Foreign Studies

The purpose of this study is to investigate students' perspectives and the effects of two types of blended learning, enhancing and transforming blended learning on the improvement of writing ability in higher education. The participants of the study consisted of 65 students from A and B University in Seoul. Data sources included questionnaire, pre-test, post-test, and interviews. Both blended learning types were positively perceived by students and effective for improving students' writing ability.

**303**

*An introduction to the vocabulary levels translation test*
**Samuel Barclay,** *Ehime University*

This presentation introduces a diagnostic test of spoken receptive vocabulary knowledge. The Vocabulary Levels Translation Test asks test-takers to translate 180 words into their L1. These translations are then automatically graded using an answer bank. The presenter will outline some of the important features of the test, and discuss issues of word selection, question type, and scoring efficacy. Finally, some preliminary data which supports the test construct will be presented.

**304**

*Teacher educators and 21st-century technologies*
**Ksan Rubadeau,** *Korea University*

This presentation highlights lessons learned from a doctoral qualitative case study on how and why teacher educators integrate 21st-century technologies into their practice. The study focused on the decisions made by five pre-service teacher educators at a TESOL training program in South Korea. The methods and findings are particularly relevant for teacher educators, mentors, administrators, and researchers, but apply to any educator concerned about educational technologies.
**KOTESOL Grant Recipient**

**305**

*The USC Rossier Commitment: Earning a graduate degree online in a meaningful way*
**Evan Siegel,** USC Rossier School of Education

Looking to advance your education while living and working abroad? The University of Southern California's Rossier School of Education offers high-quality graduate degrees delivered online. Our programs bring the best of our on-campus experience to students through live, online classes, dynamic self-paced coursework, and guided in-class fieldwork. The Trojan Network of Asia is vibrant…and growing! As more educators desire opportunities for self-development and career advancement, our Trojan Family continues to welcome dedicated instructors. Come learn more about USC Rossier's master and doctoral programs and how you can take the next steps toward promoting positive educational outcomes for both yourself and your students.

**306** *Authentic audio: Going beyond listening comprehension*
**Mark Rebuck,** *Meijo University, Faculty of Pharmacy (Japan)*

This workshop will focus on how authentic audio can be made into activities for students to acquire new language rather than just as a means to test listening comprehension. With a focus on ESP classes, the workshop will explore how talk-radio clips can be mined for language and then used as a springboard for various production activities.

**307A** *Applying gamification to your classroom*
**Peadar Callaghan,** *Daegu University*

This workshop will first overview the four elements that all games have in common 1. Goals 2. Rules 3. Feedback systems and 4. voluntary participation. Then participants will be asked to redesign classic classroom activities by discussing different ways of applying the four elements of a game. To show how gamification can be introduced quickly and easily into any classroom.

**307B** *Professional development for couples: Reflective practice for co-teachers*
**Michael Free, Michael Griffin**
*Gangwon Provincial Office of Education, Chung Ang University*

The presenters will show how the Experiential Learning Cycle can be applied to team teaching contexts. Through discussions of case studies and audience experiences, they will use the ELC to analyse co-taught classes. The workshop is intended for teachers interested in exploring a 'reflective' way of improving their team. The takeaway will be techniques that allow teachers to develop a richer focus on their class.

**307C** *Learner perceptions of comics as authentic learning materials*
**Greg Rouault,** *Doshisha Women's College of Liberal Arts*

The popularity of animated works prompted a research study using the American classic cartoon, the Archies, for supplementary reading in an integrated skills course at a Japanese university. This presentation will look at character analysis and the lifestyle elements observed, as well as learner profiles in reading comics in L1 and L2. Survey results on learners' perceived value of comics for language learning and cultural awareness will also be reported.

**308A** *Careers in the ESL/EFL industry after teaching: What else can I do?*
**Aaron Jolly, Josette LeBlanc, Becky Elliott**
*Visang Education Group, Keimyung University, RISE Global*

Join our three panelists and learn what some of your optins are in the EFL industry after teaching. The panels will be asked about why they made the change, what their average days is like, what qualifications are needed, and the pros and cons of their new jobs. We will finish with questions from the audience. Come learn about working in materials development, teacher training, and the publishing industry.

**308B** *Teaching with Wikipedia*
**Nina Iscovitz, Mark Lloyd,** *Hanyang University*

Wikipedia, the most popular non-profit website, offers unique opportunities for EFL teachers and learners. Writing, translating and editing Wikipedia articles benefits students, instructors and the wider community. Students and instructors contribute to society through service learning and participation in a community of practice. In this presentation, we will demonstrate and explore the advantages of using Wikipedia as a teaching tool and ways to incorporate Wikipedia into an academic writing class.

**308C** *Rethinking speaking assessment in Korean high schools*
**Lucy McCormick,** *Gangwon Foreign Language High School*

Learners of foreign languages worldwide experience anxiety and under-performance in speaking assessments. This presentation will address the cause and effect of this phenomenon alongside factors specific to Korean High Schools which interfere with students' test performance. The speaker will propose rethinking our conception, preparation and execution of speaking assessments, and strategies will be discussed for moving towards a communicative, student-centred model of assessment in which teachers empower students to succeed.

**Hall E 1**

*Anaheim Webinar: Current issues in online teacher education*
**David Nunan (onsite)**
**MaryAnn Christison (via webcam)    Ken Beatty (via webcam)**
**Julie Choi (via webcam)    Aviva Ueno (via webcam)**

*Moderator:*  Allison Bill  Jeonju University

Online teacher education has been developing at a rapid pace since the first fully online masters program was introduced by Anaheim University almost twenty years ago. In this presentation, four leaders in the field of online teacher education will present a current "hot" issue on the topic. The colloquium will be a blended one, with two speakers presenting live at the conference, and two speakers presenting online from North America. The colloquium will conclude with a question-and-answer session.

**Hall E 2**

*Recycling, reinforcing, and building on new language for young learners*
**Barbara Hoskins Sakamoto,** *IATEFL YLT-SIG*

*Moderator:*  Phil Owen  Kunsan National University

Teach less! It sounds illogical, but it's true. In this workshop, participants will learn how to help their students learn more English by teaching less, and practical tips on recycling language to help children learn more effectively. Success is not measured by how much we teach; it's measured by how much students can do with the language they've learned. Participants will leave the workshop with techniques they can use in their own classes to help their students do more by teaching less.

# Beginning at 11:30

**302**

*English learners' perceptions of learning English pop songs*
**Cho Myoung-youn,** *Hannam University*

Moderator: Kim Haekyung, University of Seoul

This paper explores early English learners' perception of learning English pop songs in Korea. The results of this case study reveal that the young learners are under the significant influence of the auditory factor without regard to their levels. The study also shows that learning pop songs not only facilitates self-directed learning of English but also contributes to the sense of oneness among the same grade English learners.

**303**

*The effects of early English education on the first language speaking in Korea*
**Kim Yoo Jung,** *Cyber Hankuk University of Foreign Studies*

Moderator: Oh Kyeongae, Duksung Women's University

This study investigated the effects of early English education on children's narrative of L1 Korean. The English-only kindergarten graduates produced Korean sentences with more grammatical errors with more words of English origin than the regular Korean kindergarten graduates.

These results indicate not only positive effects but also negative effects of early L2 English education on L1 Korean speaking.

**REFLECTIVE PRATICE SIG**

The RP SIG has groups in Seoul, Gwangju, Busan, and Daegu. Meetings for each group are shared  on Facebook and by email as well as posted on our website.

Facilitator: Anne Hendler
Email: kotesol.rpsig@gmail.com
Webpage: http://koreatesol.org/content/reflective-practice
Facebook page: Korea Reflective Practice Special Interest Group

The Reflective Practice SIG creates a space where "teachers can begin talking constructively about teaching." Doing so will benefit the teachers, their students, and the field in general.

We have monthly meetings in Busan, Daegu, Gwangju, and Seoul.

New members are welcome.

For more information on Reflective Practice SIG and other SIGs available as part of your KOTESOL membership, visit the SIGs page on the KOTESOL website or visit our tables at the Conference.

**Notes**

KOTESOL's Daejeon-Chungcheong Chapter Presents:

The 11th Annual Symposium and Thanksgiving Dinner
**Winds of Change:**
**What's New, What's Hot, What's Not!**
**The Changing Face of EFL in Korea**

# Plenary Speaker:
# Dave Sperling
# Dave's ESL Café

# Invited Speakers:

**Hyunwoo Sun**
**Talk to Me in Korean**

**Steven Revere**
**10 Magazine**

**Pete DeMarco**
**Profs Abroad**

**Look for the Daejeon-Chungcheong Chapter table at today's conference! You can pre-register for the symposium and dinner TODAY!**

## Woosong University, Daejeon
## Saturday, November 29th, 10AM

Join us as we welcome Dave Sperling to Daejeon! This year's symposium is bigger than ever! You'll have plenty of opportunities to learn through three different streams: Culture, Teacher Development, and Education Trends. As always, the symposium will close with a Thanksgiving Dinner! You really don't want to miss this awesome opportunity to feed your mind AND your belly!

Symposium Fees: W10,000 for members (pre-reg) and W20,000 for non-members (pre-reg)

Thanksgiving Dinner: W30,000

**tinyurl.com/2014DCCSYMPOSIUM**

# Sunday 1:00 - 2:50

| ROOM | 1:00-1:20 | 1:30-1:50 | 2:00-2:20 | 2:30-2:50 |
|---|---|---|---|---|
| 300 | | | | |
| 301A | | | **Todd Jobbitt** *Teacher-trainee observations on select YL storytelling methods* Young Learners | **Todd Jobbitt** *Storybook selection for young learners: Tips and suggestions* Young Learners |
| 301B | | | **Justin Kaley** *Incorporating 21st century skills in teaching young learners English* | |
| 302 | | | **Didi Suherdi** *University-school collaboration in developing English teachers' professionalism* Professional Development | |
| 303 | | | **Nam Seoung Woo** *Blended learning model in English role play class* | **Choi Hong-gyu** *Development of CAT smart app for elementary English reading diagnostic test* |
| 304 | | | **Xiaomei Ma** *Empathy in business English communication* Business English | **Hsiao-Wen Hsu** *An investigation on students' perceptions in learning English via mobile devices* |
| 305 | | | **Peter Roger** *Applied Linguistics and TESOL: What do we bring to the table?* | |
| 306 | | | **Ahrndt / Slacedo / Lloyd** *Integrating authentic English* | **Martin Daniel Craig** *Counter-literacies: A critical re-engagement with herald media* |
| 307A | **KAFLE Annual Business Meeting** | | **Ian Bosiak** *Replacing books with tablets: Pilot results and lessons learned* | |
| 307B | | | **Elena Onoprienko** *Filling the gap in assessment literacy* Professional Development | **Daichi Suzuki** *Implementing CLT: Overcoming resistance in the Japanese classroom* Professional Development |
| 307C | | | **Michael Cahill** *Great writing, less grading, smarter grammar* | |
| 308A | | | **Marcie Gansler** *Teaching and learning with Toastmasters* Professional Development | **Jenelle Wagoner** *Engaging students with effective presentations* Professional Development |
| 308B | | | **Kara Mac Donald, Unsoon Won** *Diagnostic assessment for building higher proficiency* Assessment and Evaluation | |
| 308C | | | **Alex Monceaux** *Structured mentorship: Guidance through the writing process* Assessment and Evaluation | |
| Hall E 1 | **Ahmar Mahboob** *Understanding language variation for language teaching* | | **Dan Evans** *The "front tier" of pronunciation: A right-side-up approach* | |
| Hall E 2 | **David Hayes** *Innovation and creativity in English language teacher education* | | **Angel Lin** *Content and Language Integrated Learning (CLIL): A new trend for TESOL?* | |

# Beginning at 1:00

**307A**   *KAFLE Annual Business Meetting*

**Hall E 1**

*Understanding language variation for language teaching*
**Ahmar Mahboob,** *University of Sydney*

*Moderator:* Kara Mac Donald  US Defense Language Institute

What is language? What is language variation? How can we study language variation? Why is an understanding of language variation relevant to language teachers? How can teachers use an understanding of language variation in their teaching? These are some of the questions that will be explored in this presentation. In order to do so, this presentation will first problematize common sense understandings of language and identify some of the problems that arise from this in the context of language teaching. It will then present a model of language variation that accounts for how language varies along three dimensions: language use (the purpose/function/goal of language use), language users (participants engaged in language use), and mode (e.g., written, oral, multimodal). This model will help us in identifying eight broad domains of language variation (which also vary across a fourth dimension, time). Using this model, we will examine how the features of language vary across different strata of language (discourse semantics, lexico-grammar, and grapho-phonology). We will then discuss the implications of these variations for language teaching and outline ways in which teachers can use this understanding in their contexts.

**Hall E 2**

*Innovation and creativity in English language teacher education*
**David Hayes,** *Brock University*

*Moderator:* Kyungsuk Chang  KICE

English teachers across the world are coming under ever-increasing pressure to respond to rapid changes in society, to become more responsive to the needs of their students and more innovative in their teaching methods. At the same time, they are increasingly held directly responsible for student performance on high-stakes national tests whose format is often at odds with the teaching methods deemed effective by national curricula. How can teachers respond to these diverse pressures? This presentation discusses ways in which processes of learning to teach can be strengthened across the entire professional life-cycle, from initial teacher education to induction and through to continuous in-service learning. Though these three phases are often regarded as distinct, and learning to teach within them is generally dealt with by different providers, in reality they are not discrete but a continuous process of professional learning. The presentation maintains that for teachers to be truly effective in the classroom, professional learning should be supported in all of these phases and should be collaborative as much as individual. This requires not just additional resources, particularly for schools, but a fundamental change in the conservative nature of schools and the wider educational system so that teachers' creativity is encouraged rather than stifled.

# Beginning at 2:00

**301A**
*Teacher-trainee observations on select YL storytelling methods*
**Todd Jobbitt,** *Hankuk Uninversity of Foreign Studies, GSE*

Selecting and delivering stories is crucial for successful storytelling, but actually presenting a story is still challenging for many Korean YL ESL teachers. What storytelling methods are best? Young Learner TESOL certificate programs attempt to meet the need for this teaching skill. Having experienced four select methods of storytelling via in-class student-share presentations, this presenter shares YL TESOL program attendees' practical observations and suggestions via a summary presentation.

**301B**
*Incorporating 21st century skills in teaching young learners English*
**Justin Kaley,** *YBM Sisa*

Project work can be a powerful means of empowering students to take their learning beyond the borders of the classroom, to examine the world outside, to seek answers, and suggest change. This workshop will examine the process of engaging students in semester-long projects from equipping them with the necessary research tools to having them deliver the end-product via various media in the final class. It will also describe students' reactions to the overall learning experience.

**302**
*University-school collaboration in developing English teachers' professionalism*
**Didi Suherdi,** *Indonesia University of Education (UPI)*

In many cases, innovative endeavors cannot get strong bases at the school levels. This is, as far as Indonesia is concerned, mostly due to the less conducive atmosphere of professional development available for teachers. This paper will discuss an initiative taken to develop collaboration between English Education Department and some schools to develop a sustainable and productive professional development program for English teachers.

**303**
*Blended learning model in English role play class*
**Nam Seoung Woo,** *Sugok Elementary School*

Moderator: Lee Jee Young, Kyunghee University

This paper is to explore the effects of blelnded learning model on role play class in Korean elementary school students' English classroom. The experiment is designed to test pre/post inter group comparison between experimental groups and compared group within one classroom. Two Groups were received differnt types of feedback in after calss. one group receiving face to face (FTF) feedback with their peer and teacher and the other class using the blended learning model. The results show that the experimental group show the performance better than the compared group. The blended learning model is more effective than only face to face learning condition in English role play class.

**304**
*Empathy in business English communication*
**Xiaomei Ma,** *Beijing University of Technology*

English is a lingual franca in international business communication; nevertheless, effective communication cannot be achieved by only mastering grammatical competence. The paper aims to present a discussion on the functions of pragmatic empathy in forming communicative strategies in business English communication from the perspectives of personal deixis, hedge and mood.

**305**
*Applied linguistics and TESOL: What do we bring to the table?*
**Peter Roger,** *Macquarie University*

Whether we work in language classrooms, in academia, or move between a variety of workplaces, so many of us who have become applied linguists or TESOL professionals have come to this fascinating field from a completely different discipline. In this presentation, I argue that what often looks on the surface like a simple 'career change' is in fact much more complex than this. Given that language and human interaction is at the root of so much that 'gets done' in almost any sphere of social and professional life, our previous fields of endeavour allow us each to bring something unique to the world of language teaching and learning. Some of these contributions are evident in research, while others find ready application in the classroom. In this presentation, I will draw on many real-life examples to illustrate how the work of individual TESOL practitioners and researchers bears the stamp of their experience in another field. I will also discuss ways in

which postgraduate programs in applied linguistics and TESOL can encourage individuals to value their previous qualifications and experience, and draw on them in their work as language professionals in today's globalising world.

### 306
*Integrating authentic English interaction in EFL courses*
**Shannon Ahrndt, Ray Salcedo, Katie Lloyd,** *Seoul National University*

This presentation will focus on increasing confidence, motivation, and fluency in EFL learners by demonstrating how to incorporate projects that involve Authentic English Interaction (AEI) in EFL courses. AEI involves "real-world" English language engagement with members of the English-speaking community. Based on a model that was piloted at Seoul National University, this presentation will provide ideas for instructors who are interested in integrating this component in their own courses.

### 307A
*Replacing books with tablets: Pilot results and lessons learned*
**Ian Bosiak,** *E-future*

Can tablets actually replace textbooks? This presentation examines how some EFL teachers replaced print books with SMARTree English, a tablet-based program for young learners, during pilots in South Korea and Vietnam. The effect of this switch on teaching practice, student achievement, and student engagement will be examined in detail. Furthermore, mistakes and lessons learned during the design and implementation of the tablet-based approach will be discussed.

### 307B
*Filling the gap in assessment literacy*
**Elena Onoprienko,** *Far Eastern National University*

The presenter will talk about the experience of implementing a new Testing and Assessment course, developed within TEMPUS Program, in a PD program for University professors. The presentation will outline the current situation with testing and assessment and testing practices in a Russian University. The main focus will be on the assessment challenges and outcomes of the course delivered to Russian professors of English at FEFU

### 307C
*Great writing, less grading, smarter grammar*
**Michael Cahill,** *Cengage Learning*

Ideally, teachers should focus on developing students' composition skills, but a huge problem in EFL writing involves weaknesses in grammar and vocabulary.  Teachers have limited time -- both in and out of class – so what are practical activities for dealing with grammar and vocabulary in student writing? Everyone agrees that students need to write a lot to improve their writing, but is collecting and marking all those papers really THE only way to teach a writing class? Based on the experience and research of Dr Keith Folse, University of Central Florida, today's presenter will demonstrate classroom activities and teacher techniques that reduce teacher grading time while maximizing student writing time.

### 308A
*Teaching and Learning with Toastmasters*
**Marcie Gansler,** *Toastmasters*

What is this thing called "Toastmasters" and how can it benefit you? This session will be split into two sections - how you benefit as the teacher, and how it can help your students in their pursuit of language fluency and comfort.

### 308B
*Diagnostic assessment for building higher proficiency*
**Kara Mac Donald, Unsoon Won,** *Defense Language Institute*

The presenters address the purpose and methods of incorporating diagnostic assessment (DA) into English instruction. Diagnosis of the learning process rather than outcome serves to help learners identify their strengths and weaknesses and use appropriate learning strategies. Participants will engage in analysis of DA tools via short video clips, sample data interpretation and adaption of sample lesson plans and activities. Lastly, the workshop offers guidelines on how to utilize DA.

**308C**

*Structured mentorship: Guidance through the writing process*
**Alex Monceaux,** *TIEP at Lamar, Lamar University*

This presentation discusses a curriculum design that models thesis or dissertation styled manuscripts development in a semester course. This curriculum format is adaptable to any content, thus aiding an instructor's ability to coach individual topical scholarship, at the student's pace. While a student may later expanded and or combined these assignment, but essential focus is scaffolding multifaceted document construction.

**Hall E 1**

*The "front tier" of pronunciation: A right-side-up approach*
**Dan Evans,** *Saint Michael's College*

*Moderator:* Allison Bill  Jeonju University

Pronunciation development is a crucial, yet notoriously, neglected aspect of English Language teaching. It is the "front tier" of oral communication: Regardless of the level of language knowledge a learner has, it becomes useless if he or she cannot pronounces the language with a degree of accuracy sufficient to overcome the threshold of comprehensibility.

This presentation will briefly review some of the approaches and techniques that language teachers have employed over the past several decades and suggest that most of them have been ineffective and have approached pronunciation from an upside-down perspective. That is, teachers have begun with and focused nearly all their attention on phonemic accuracy, usually in isolated syllables or words.
Conversely, a right-side-up approach to pronunciation development begins with and places the greatest emphasis on suprasegmental features such as T-group chunking, prominence of focal syllables, terminal/non-terminal intonation, and word stress and rhythm – components of pronunciation that have come to be recognized as having the greatest impact on comprehensibility in both speaking and listening. They represent the "front tier" of pronunciation.

A "front tier" approach views pronunciation as it affects comprehensibility in meaningful communicative contexts. Analysis of authentic language models in terms of the "front tier" features leads to cyclical imitative practice that gradually moves the focus down from the "front tier" to more discrete phonological aspects specific to the learner's language background and idiolect. Students strive to produce best-effort productions through techniques such as reading aloud, mirroring, and real-time vocal dubbing.

**Hall E 2**

*Content and Language Integrated Learning (CLIL): A new trend for TESOL?*
**Angel Lin,** *University of Hong Kong*

*Moderator:* Carl Dusthimer  Korea National University of Education

Content and language integrated learning (CLIL) is akin to the long-existing notions of content-based instruction (CBI) and language across the curriculum (LAC). However, CLIL puts extra emphasis on the integration of content learning and language learning, often in the same lesson. CLIL has become popular research and pedagogical topics in Europe in recent years and is likely to become a new trend for TESOL in Asia, too. In this presentation, I shall illustrate some of the pioneering CLIL work done in Hong Kong schools, showing how TESOL practitioners have collaborated with content teachers in exploring ways of integrating content with academic language learning in TESOL classes.

# Beginning at 2:30

**301A**

*Storybook selection for young learners: Tips and suggestions*
**Todd Jobbitt,** *Hankuk University of Foreign Studies*

Storybook selection can be a difficult process for even experienced ESL teachers, let alone new instructors. How does one choose a storybook to support classroom learning? How can a storybook fit into a four-skills learning program? This presentation focuses on criteria for storybook selection, helping novice instructors to identify proper story storybooks for their YL classroom, in addition to practical tips and suggestions for storytelling presentations.

**303**

*Development of CAT smart app for elementary English reading diagnostic test*
**Choi Hong-gyu,** *Gangneung Imgok elementary school*

Moderator: Jung Sookkyung, Daejeon University

The focus of this paper is the development of a Computerized Adaptive Test(CAT) smart app for Elementary English reading diagnostic testing. It gives students their reading ability index and also recommends English books. The CAT smart app consists of four parts: login, four topics, evaluation questions, and readability index of story books.

**304**

*An investigation on students' perceptions in learning English via mobile devices*
**Hsiao-Wen Hsu,** *Kainan University*

With the advent of computing technology and wireless devices, mobile technology makes learning more flexible and also changes the traditional teaching approaches into more modern methods. This study, therefore, tries to examine young adults' perceptions and their attitudes towards using the latest mobile devices (i.e., smartphones, tablets) in terms of English language learning. This paper offers a discussion concerning the feasibility of employing this ubiquitous technology in language learning to enhance college students' motivation in the learning of English.

**306**

*Counter-literacies: A critical re-engagement with herald media*
**Martin Daniel Craig,** *Seokyeong University*

The presenter will discuss the procedure and results of an arts-based inquiry project concerned with the critical re-evaluation of who is speaking when English learners read English-language newspapers. Using unconventional language classroom practices – media critique, and the "tagging-up" of The Korea Herald, students turned front pages from monologues into dialogues. The utility of such methods to engage struggling students in the English classroom will be discussed and suggestions made for practicing teachers in attendance.

**307B**

*Implementing CLT: Overcoming resistance in the Japanese classroom*
**Daichi Suzuki**
*Graduate School of Human and Environmental Studies, Kyoto University*

"Communicative Language Teaching (CLT) is impossible in Asia." This may be a commonly held belief by English language teachers in Japan. This presentation will concern a study done to investigate ways of making CLT more appropriate for teachers in Japan. Results of the study may offer some implications for teachers who wish to employ CLT in their practice.

**308A**

*Engaging students with effective presentations*
**Jenelle Wagoner,** *Toastmasters*

What does it mean to give an effective presentation? Too often, we often make the mistake of thinking that our visual aids are the key to good presentations. In reality, effective presentation are a balance of both well-designed visual aids as well as purposeful public speaking. In this session, we'll explore how you can better engage your students during presentations through slide design, contextualizing facts, vocal variety, body language, stage use, and student participation.

# Provisional Agenda for the KOTESOL Annual Business Meeting

## Meeting to Start at 3:00

1. President's address

2. Procedural matters

3. Agenda

4. Minutes of previous ABM

5. Discussion and vote on proposed amendments to the constitution

   - Proposal to revise the amendment requirements for the KOTESOL Constitution: That the figure "three-fourths (3/4) majority" in Constitution article VIII (Amendments to this Constitution) be revised to "two-thirds (2/3) majority", this revision to go into effect 6 October 2014.
   - Proposal to revise the amendment requirements for the KOTESOL Bylaws: That the figure "two-thirds (2/3) majority" in Bylaws article X (Amendments) be revised to "three-fifths (3/5) majority", this revision to go into effect 6 October 2014.

6. Financial report

7. Announcement of voting results

8. Awards and presentations

9. Close of meeting scheduled no later than 4:50 pm

# Sunday 3:00 - 4:50

| ROOM | 3:00-3:20 | 3:30-3:50 | 4:00-4:20 | 4:30-4:50 |
|---|---|---|---|---|
| **300** | | | | |
| **301A** | **Amany Alsaedi** *Teaching methods of EFL speaking in secondary schools* Young Learners | | **Unsoon Won, Kara Mac Donald** *Authentic tasks with mobile apps and Web 2.0 tools* Young Learners | |
| **301B** | **Herbert Puchta** *Achieve better outcomes - with Super Minds* | | **Jeanne Flores-Purpura, Mylene A. Manalansan** *Assessing students' metacognitive awareness of reading strategies* Assessment and Evaluation | |
| **302** | **Lee Sun-young, Jeong Haegwon & Nam Yunju** *Heritage speakers' processing of case markers in Korean: Data from ERP studies* | **Jeon Young-joo** *A Study of Observation and Analysis of English Class Based on 'Universal Design for Learning (UDL)'* | **Cho Hang-Deok** *Digital foreign language education* | |
| **303** | **Gunther Breaux** *Pure Conversation: It's the class and the test* Professional Development | | **Oh Bitna** *Multifunctional uses of discourse marker so by Korean EFL adult learners* | |
| **304** | **Aaron Siegel** *A fun, communicative approach to course books* | | **Nam Shin-hae** *A study on tenses and aspects of academic texts for KAP : Focusing on the comparison of NS and NNS* | |
| **305** | **Hong Hae-ran** *A study on categorization and classification systems of formulaic expressions* | **So-Yeon Ahn** *Exploring language awareness through students' engagement in language play* Young Learners | | |
| **306** | **Huei-Chun Teng** *Investigating EFL learners' willingness to communicate* | **Lee Je-young** *How to make and manage podcasts for teaching English* | | |
| **307A** | **KOTESOL ANNUAL BUSINESS MEETING** | | | |
| **307B** | **Maisa Rahman (Maisa, M.PD), Jaufillali Hidayat** *Characteristics of a professional EYL teacher* Professional Development | **Sterling Plata** *Drop everything and read/view: Creative professional development* Professional Development | **Amelie Kelly** *Professional development: What the puck?* Professional Development | |
| **307C** | **Phoebe Kang-Papple** *Maximizing production in grammar class – a pilot flipped class in EAP* | | **Tamara Roose** *Creatively engaging university students in the writing process* | |
| **308A** | **Emanuel Serra** *Bringing storytelling into the classroom* Professional Development | **Toastmasters' Speech Competition** | | |
| **308B** | **Matthew Coomber** *Assessing speaking ability through unscripted role plays* Assessment and Evaluation | **Ian Andrew Baddon, Alan Greg Parkinson** *Student Perceptions of Cross Testing in Speaking Classes* Assessment and Evaluation | | |
| **308C** | **Assumpta Calano** *Reinventing the teaching of reading: A collaboration* Assessment and Evaluation | **Kenneth H. Moore, Min Gi Hong** *In-service English teacher training: Some problems and possibilities* Assessment and Evaluation | **Alex Monceaux** *Using rubrics as formative assessments to coach ELL writers* Assessment and Evaluation | |
| **Hall E 1** | **Stephen Bax** *Reading in a second language: Some evidence from eye tracking* | | | |
| **Hall E 2** | | | | |

KOTESOL
Yongin Chapter Regional Conference
USEFUL CLASSROOM ACTIVITIES & TECHNIQUES
November 8, 2014
Kangnam University

# Beginning at 3:00

**301A**

*Teaching methods of EFL speaking in secondary schools*
**Amany Alsaedi,** *University of Southampton, UK*

This presentation investigates the teaching methods and activities of English as a Foreign Language (EFL) speaking in developed secondary schools for females in Saudi Arabia. The research methodology employed is a qualitative case study using classroom observation. Both teachers' and students' talk were audio recorded. The participants were three EFL teachers and 93 students from three 31-student classes. Recommendations will be made for future development of EFL speaking instruction.

**301B**

*Achieve better outcomes - with Super Minds*
**Herbert Puchta,** *Cambridge*

Super Minds, Herbert's new course for primary schools, has been carefully crafted to help your students achieve their full potential. In this session, Herbert will show how you can use Super Minds to help your students explore social values, enhance their thinking skills, sharpen their memory and improve their concentration. You will see examples of intriguing stories that accompany learners on their journey. As the students grow, so do the characters and their special super powers, and new faces are introduced at every two levels.
Find out how Super Minds can help you achieve better outcomes too!

**302**

*Heritage speakers' processing of case markers in Korean: Data from ERP studies*
**Lee Sun-young, Jeong Haegwon  & Nam Yunju**
*Cyber Hankuk Uni. of Foreign Studies, Hankuk Uni. of Foreign Studies ,Konkuk Uni.*

Moderator: Lee Sun Gongju, National University of Education

This study investigated Korean heritage speakers' processing of case markers compared with native speakers using event related potentials (ERPs) with a picture-sentence verification task. It was found that heritage speakers showed similar brain responses to native speakers at the time of case marker, but different responses at the end of sentence (N400 vs. LPN), indicating heritage speakers' different processing strategies from native speakers' regarding case markers.

**303**

*Pure Conversation: It's the class and the test*
**Gunther Breaux,** *Hankuk University of Foreign Studies*

Korea is teeming with teenagers and university students who can pass standardized English tests but cannot carry on an English conversation. This presentation will show how to get students speaking, test their speaking, and measure their speaking improvement. The ultimate goal of English education in Korea should be speaking ability, not to pass one more standardized test.

**304**

*A fun, communicative approach to course books*
**Aaron Siegel,** *E-future*

How are you? I'm fine. And you?  As educators, we need to guide our students past robotic, meaningless answers. By taking a communicative approach to teaching, we allow our students to personalize what they are learning, to create meaningful and productive language, and to have fun. Course books can be the ideal vehicle for this. This presentation will provide educators with fun and meaningful activities that can be used with any course book. Participants in the presentation will leave equipped with new activities that can be used in their classroom at anytime.

**305**

*A study on categorization and classification systems of formulaic expressions*
**Hong Hae-ran,** *Yonsei University*

Moderator: Cho Yunkyung, Pukyeong National University

The aim of this study to establish the sub-category system by identifying the characteristics of the formulaic expressions which is considered very important items for teaching and learning grammar in KFL.
For this, the formulaic expressions in the Korean textbooks are divided into sub-categories based on the theoretical framework that are grounded in the previous studies. The characteristics of each category of the formulaic expressions are identified through corpus analysis.

As a result, this study presented the key concepts and standards of categorization of the formulaic expressions in Korean. This study also suggested a framework to establish a sub-category system of the formulaic expressions in Korean according to the morphological, syntactic characteristics and communicative functions.

**306**  *Investigating EFL learners' willingness to communicate*
**Huei-Chun Teng,** *National Taiwan University of Science and Technology*

The study aims to investigate EFL learners' willingness to communicate (WTC) by examining how various factors influence their trait WTC. The participants will be 140 EFL college students from a university in northern Taiwan. The instruments include an attitude questionnaire, a WTC questionnaire, a communication frequency scale, and an interview guide. By providing empirical evidences, the study is expected to help students be more willing to communicate in English.

**307A**  *KOTESOL ANNUAL BUSINESS MEETING*  (to 5:00)

**307B**  *Characteristics of a professional EYL teacher*
**Maisa Rahman (Maisa, M.PD) & Jaufillali Hidayat**
*Univesitas Pendidikan Indonesia*

This study focuses on teachers' characteristics of professional EYL teachers. The participants are teachers from different background & experience. The findings of the study show teachers have good understanding of professional EYL teacher & their understanding relevant to the theories adopted for this study. Teachers' belief in the qualities of professional EYL teachers should have, they believe in 3 main qualities consist of personal qualities, skills qualities & knowledge qualities.

**307C**  *Maximizing production in grammar class – a pilot flipped class in EAP*
**Phoebe Kang-Papple,** *Brock University*

This presentation will demonstrate a pilot project in EAP program expanding the use of the on-line grammar workbook and the process of how a flipped class was implemented in the upper-intermediate EAP course. The academic coordinator who initiated the curriculum change and was directly involved in this process will present the rationale, planning, implementation and moving forward and her personal reflection on this task.

**308A**  *Bringing storytelling into the classroom*
**Emanuel Serra,** *Toastmasters*

What does it mean to bring storytelling into the classroom?  It can be much more than warming up to a lesson. Storytelling can breathe life into curriculum in many different ways and help students take ownership of the material they have to learn. A few different contexts in which storytelling has helped activate learning will be looked at, from sources as different as collaborative opera-writing in the classroom to the latest in language games, the art of storytelling - and retelling - is rich with possible applications.

**308B**  *Assessing speaking ability through unscripted role plays*
**Matthew Coomber,** *Kyoto Sangyo University*

Fairly and effectively evaluating students' performance in classes focusing on oral communication can present a variety of challenges for teachers. This presentation will look at the use of assessed role plays as a means to test speaking ability. The presenter will examine the theoretical and practical benefits of role play tests, and will discuss the results of a survey of students' opinions on this form of assessment.

**308C**  *Reinventing the teaching of reading: A collaboration*
**Assumpta Calano,** *Sungkonghoe University*

This study proposes reinventing the teaching of reading. The researcher, an assistant professor here in Korea, has developed modules in all her reading classes which she has used for the past two years. This collaborative strategy being proposed has been proven potent in accomplishing the objectives she has set for the course based on her student evaluations. This reinvention is the combination of the four macro skills in a three-hour ESL reading class.

**Hall E 1**

*Reading in a second language: Some evidence from eye tracking*
**Stephen Bax,** *University of Bedforshire*

*Moderator:* Jeon Youngjoo, Mokwon University

This talk draws on research into second language reading which was sponsored by the British Council ELTRA research fund and which won the TESOL 2014 Distinguished Research award. It was published in the journal Language Testing in 2013.

The talk will begin by discussing previous research into readers' cognitive processing as they read, based on the framework recently published by Khalifa and Weir. I will then describe a recent research project which investigated readers' cognitive processes using innovative eye-tracking technology. Readers were asked to read a set of IELTS reading passages and to answer questions while the technology tracked their eye movements. Drawing on this evidence, along with interview and other data, the research was able to discover interesting differences between successful and less successful readers. In the talk, these differences will be illustrated by video samples and other visual representations of readers' behavior.

I will conclude by considering the ways in which this evidence can be valuable to teachers, learners, and language testers, giving new insights into differences between successful and less successful readers. Such research can therefore help to improve our pedagogy, our materials, and our language tests.

# Beginning at 3:30

**302**

*A Study of Observation and Analysis of English Class Based on 'Universal Design for Learning (UDL)'*
**Jeon Young-joo,** *Mokwon Univeristy*

Moderator: Lee Jun-kyu, Hankuk University of Foreign Studies

This paper is to introduce the theory of Universal Design for Learning (UDL) and explore the effects and implication of Universal Design for Learning on Korean public school English class. The experiment is designed to analyze English classes in elemeatary and middle schools. The classes can include Universal Design for Learning based teaching methods. They were broadcasted on the Korean education channel - Education Broadcasting System. We will alayize the English classes in terms of Universal Design for Learning methodology.

**305**

*Exploring language awareness through students' engagement in language play*
**So-Yeon Ahn,** *Hankuk University of Foreign Studies*

The presentation explores Korean students' demonstration of language awareness through their engagement in language play. This paper details an ethnographic and discourse-analytic study of two classrooms where Korean students aged 11-15 learned English in a two-week English immersion camps. Analysis of episodes of classroom discourse of English learning highlight the ways in which the development of language awareness occurs among learners as they voluntarily participate in acts of language play.

**306**

*How to make and manage podcasts for teaching English*
**Lee Je-young,** *Sehan University*

Moderator: Kim Hyun-ok, Aju University

Podcasts are increasingly being used by language teachers and learners nowadays. However, there are some people who are not familiar with this technology. So this paper tries to show how to make and manage podcasts with the computers and the smartphones.

**307B**

*Drop everything and read/view: Creative professional development*
**Sterling Plata,** *De La Salle University*

Professional development of teachers is critical in education reform as they are the key drivers of change in the classroom. However, teachers of English are busy with marking of tons papers. In this regard, the presenter will describe a creative way of making professional development sustainable, time-saving, and result-oriented following the principles of DEAR or Drop Everything and Read/View in schools

**308A**     *Toastmasters Speech Competition*   (to 5:00)


**308B**     *Student Perceptions of Cross Testing in Speaking Classes*
**Ian Andrew Baddon, Alan Greg Parkinson,** *Gachon University*

This presentation will provide an insight into the perceptions of university-level students with regard to the cross testing of the final speaking examination at a Korean university. The students completed a survey which was administered after they were tested. The students showed a preference for being evaluated by an independent examiner (someone other than their regular teacher).


**308C**     *In-service English teacher training: Some problems and possibilities*
**Kenneth H. Moore, Min Gi Hong,** *Sookmyung Women's University IIETTP*

This presentation reports the results of a survey administered to teachers who participated in SMU TESOL's Intensive In-service English Teacher-training Program. The survey gathered data about how graduated trainees implemented their training in order to evaluate IIETTP in light of trainees' needs. The presenters will identify problems in implementing collaborative/communicative approaches in Korean EFL classrooms, make recommendations for improving in-service teacher-training programs, and suggest future directions for Korean English education.


# Beginning at 4:00

**301A**     *Authentic tasks with mobile apps and Web 2.0 tools*
**Unsoon Won, Kara Mac Donald,** *Defense Language Institute*

This presentation offers authentic language tasks using mobile apps and web 2.0 tools to provide young learners a simulated immersion experience and enhance motivation. The integration of level appropriate technology facilitates access to authentic content and communication tools, which foster cultural awareness and communicative language use. Participants will gain ideas of how to create authentic language tasks for young learners to engage in meaningful interactions and develop cultural awareness.


**301B**     *Assessing students' metacognitive awareness of reading strategies*
**Jeanne Flores-Purpura, Mylene A. Manalansan,** *De La Salle University*

This study investigated the relationship of 95 English Communication college students' reading comprehension with their reading strategies using Metacognitive Awareness of Reading Strategies Inventory (MARSI) version 1.0, categorized into three, namely: Global Strategies; Problem-Solving Strategies; and Support Strategies using a 5-point Likert scale. Multiple Regression was used in analyzing this relationship. This paper may help English language teachers in addressing their students' reading problems.


**302**     *Digital foreign language education*
**Cho Hang-Deok,** *Sookmyung Women's University*

Moderator: Im Injae, Konkuk University

현재 우리나라의 많은 대학에서 인터넷을 통한 사이버 강의를 진행하고 있다. 최근에 와서는 유비쿼터스 수업을 지향하고 있다. 유비쿼터스 수업은 시간과 장소에 구애받지 않고 언제 어디서나 원하는 곳에서 수업을 들을 수 있는 장점이 있다.

본인은 프랑스어 수업을 유비쿼터스 방식으로 진행한 바 있다. 특히 프랑스어를 배우는 학생들에게 프랑스의 텔레비전 또는 라디오 방송 내용을 휴대폰에 다운받아 습관적으로 듣고 익히게 함으로써 듣기 훈련과 함께 말하기 훈련을 할 수 있고 또한 팀별 수업을 통해 학습자의 수준에 맞는 내용을 선정할 수 있다. 유비쿼터스 수업의 장점과 단점을 살펴보고자 한다.

**303**

*Multifunctional uses of discourse marker so by Korean EFL adult learners*
**Oh Bitna,** *International Graduate School of English*

Moderator: Jeon Youngjoo, Mokwon University

This study investigates the use of discourse marker so by Korean adult learners of English who are working on their MA at International Graduate School of English (IGSE). The IGSE learner language corpus is compiled from audio recordings of six volunteers who attended Speaking Fundamentals course in 2013 fall semester. The collection of recorded data includes monologic speech (e.g. show-and-tell presentation and narrative story retelling) and dialogic speech events in performing classroom tasks. The extent to which so is used as a discourse marker is examined across these different types of speech

**304**

*A study on tenses and aspects of academic texts for KAP : Focusing on the comparison of NS and NNS*
**Nam Shin-hae,** *Yonsei University*

Moderator: Ko Kyunghee, Jeju Natinal University

본 연구는 모어 화자의 텍스트와 한국어 학습자의 텍스트를 비교 분석하여 시제·상 표현 형태들의 전형적인 쓰임에 있어 상호 차이가 있는지, 있다면 어떠한 것인지를 밝힌다. 또한 이를 통해 학습자의 어려움을 진단해 본다.
이를 위해 분석 대상으로 삼은 보고서 텍스트를 말뭉치화하여 계량적 분석을 실시했다. 구성 단계별로 시제·상 표현 형태가 어떻게 나타나는지를 알아본 후 모어 화자 텍스트의 결과와 학습자 텍스트의 결과를 비교하였다.
결과는 다음과 같다. 첫째, 학습자는 모어 화자에 비해 더 많은 문장을 산출했지만 출현한 시제·상 표현 문법 형태의 다양성이 부족했다. 둘째, 학습자는 모어 화자에 비해 연구 결과 범주에 집중하는 정도가 높았다. 셋째, 학습자는 모어 화자에 비해 현재시제에 대한 의존도가 높았다. 넷째, '-었/았-'의 경우 모어 화자는 과거시제를 표현하는 데 주로 사용하였지만 학습자는 완료상을 위해 사용한 경우가 비교적 많았다. 다섯째, 각 내용 범주별로 학습자와 모어 화자의 시제·상 표현 요소 사용 패턴이 상이하게 나타났다.

**307B**

*Professional development: What the puck?*
**Amelie Kelly,** *Kwandong University*

Professional development isn't about acquiring the right credentials just when you need them. It's about using the tools acquired on a regular basis; keeping those tools honed, and knowing when, where, how and with whom to use them. Participants will discover how pronunciation skills learned in certification teacher training programs can be used in their classroom, with their students, in a productive and accessible way – every single class day.

**307C**

*Creatively engaging university students in the writing process*
**Tamara Roose,** *Sejong University*

A common complaint among university professors is that students lack the basic writing skills and conventions to write coherently, so they assume students cannot produce meaningful writing. This presentation will refute this misconception by demonstrating the success of allowing students' interests to direct the curriculum in a communicative language-based university English Composition course. Lastly, the presenter will provide sample writing activities that have creatively engaged students in the writing process.

**308C**

*Using rubrics as formative assessments to coach ELL writers*
**Alex Monceaux,** *TIEP at Lamar, Lamar University*

Intermediate and Low-Advanced ELL formative rubric assessment set demonstration to quicken grading and assist student and instructor evaluating while coaching students and individuating student-writing instruction.