

# The KOTESOL-KAFLE International Conference

October 4-5, 2014 COEX, Seoul, Korea  
(October 3: Pre-conference Workshops)



Embracing Change: Blazing New Frontiers  
Through Language Teaching

## Keynote Speaker

Michael Long

## Plenary Speakers

Scott Thornbury  
Ahmar Mahboob  
David Hayes

## Including

David Nunan  
Herbert Puchta  
Barbara Sakamoto  
Bo-young Lee

## Opening Ceremony MC

Dorothy Nam



**The 2014 Joint KOTESOL-KAFLE  
International Conference  
October 4 and 5  
COEX Convention Center  
Seoul**

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# KOTESOL President's Welcome



## *Embracing Change Blazing New Frontiers Through Language Learning*

A wiser man than me once said: “the only constant in this world is change”. If anything, the past twenty years in Korea show the truth in this philosophy. Within the field of teaching, we have seen the rise and fall of various methodologies, the introduction of new technologies and the tightening of job requirements. Within Korean society as a whole, massive changes have taken place in the way people live, work and of course, learn.

When confronted with all this change, we as teachers have two choices on how to react. We can struggle to control the amount of change we allow into our lives. We can become fixed in our ways of teaching and living, and ignore the shifting sands beneath our feet. We can comfort ourselves by saying things like “this is the way it has always been done therefore it should continue”.

Alternatively, we can embrace the changes that are happening all around us. Ask questions of ourselves and our roles in teaching. Attending events like the conference today to build on our skills, and to remind ourselves that we are not alone in our struggles. It fills me with pleasure to see so many people here today who have made that very choice.

For over twenty years, KOTESOL has been committed to embracing the changes in English language teaching. More than that, we are determined to help all those who seek to improve how English is taught throughout Korea. Along with our sister organization KAFLE, we have worked hard to push the frontiers of language teaching with this conference. So it is with great pleasure that I welcome you all to the 2014 KOTESOL/KAFLE International conference.

**Peadar Callaghan, President of KOTESOL**

## KAFLE President's Welcome



I would like to extend my warm welcome to the honored guests, the invited speakers and all the participants of the 2014 KAFLE-KOTESOL Joint International Conference. I also extend my gratitude to the secretariats of KAFLE and KOTESOL conference committee members and the chairs, Drs. Young-Joo Jeon, Seon-Min Her, Je-Young Lee, David Shaffer, Phil Owen, Ralph Cousins and many others for the endless phone calls, checking and rechecking every minute details of the event made the conference truly eventful. This year we have invited well-known speakers around the globe to share their expertise on interaction studies and smart education, and their effects on foreign languages learning.

The conference theme this year is about "Embracing change: Blazing new frontiers through language teaching." The conference is focused not only introducing whats and hows of the ever changing field of language teaching in new frontiers, but introducing new discoveries and shaping the future directions of these new frontiers in language teaching. The expansion of English education as a foreign language is rapid, ubiquitous and consummative of all other foreign languages learning. However, the global expansion clashes the local values where education is not regarded as a trading commodity. For example, the dictatorship of the native speakerism creates serious injustice on educational opportunities for those who cannot afford native speakers. Now is the time that we explore the qualitative changes in foreign language education. This conference will provide a sound discussion on a good alternative in resolving the injustice, and it will provide a theoretical and practical discussion on the foreign language learning. That's why we staged "Embracing change: New blazing new frontiers through language teaching" as our conference theme.

I extend my appreciation again to the honorable guests, invited speakers and participants. I hope that all the participants enjoy this wonderful and rare academic festival by actively engaging themselves in the presentations and discussions.

**Jeong-ryeol Kim, President of KAFLE**

## Conference Chair's Welcome



It has been an amazing and rewarding past couple of years for many who have spent dedicated hours of volunteer time to bring the KOTESOL (Korea TESOL) International Conference to its position today. This conference has been a coming together of almost 10 different organizations from around Korea, collaborating to bring the community closer together and make this conference possible. Many have “embraced change” notwithstanding the KOTESOL Past President Professor Lee Mijae and last year’s National Council as well as incoming KOTESOL President Professor Peadar Callaghan and the current National Council. Without their support, the wheels of change would have not been possible. As Sookmyung University President Sunhye Hwang mentioned in her 2012 Congratulatory Address, the KOTESOL International Conference was a very special guest, and KOTESOL is honored to have spent the previous nine years there in October. The fond and nostalgic memories are with us all, especially in the outside courtyard. However, it was time for change, and COEX became our new venue. In order to embrace change truly, you need to embrace the community more.

From there, the International Conference partnered with the Korea Association of Foreign Language Education (KAFLE) under the leadership of Professor Kim Jeong Ryeol and KAFLE Chair Professor Jeon Young-ju with the mindset of “promoting peace and education through language teaching”. It has been both a rewarding and greater cross-cultural learning experience for all with the KOTESOL conference team working alongside the KAFLE conference team. In coming to a new venue, we reached out to a highly regarded professional conference organizer, Global Fairs and Conferences (GFC), which hosts the annual EnglishExpo at COEX to form an absolutely amazing partnership. GFC became the Venue Chair of the KOTESOL - KAFLE International Conference, and in turn, KOTESOL will host a one-day conference at English Expo on Saturday, December 13. CEO Lee Yeun Baek of GFC is a truly wonderful and warm-hearted man who has elevated our joint conference to new heights with his team of professionals. As well, KOTESOL is looking forward to even greater heights in the future with our partnership with EnglishExpo.

Our KOTESOL - KAFLE International Conference is early this year - October 3rd - 5th. October 5th is World Teacher’s Day, founded by UNESCO. With our joint conference partnership founded on ‘peace and education’, we approached the Korean National Commission of UNESCO (KNCU). KNCU does truly great work for Korea and the international community living here. We are humbly honored to be partners with KNCU this year and look forward to a closer and continued relationship in the years to come through the promotion of “peace and education”. Through hard work and dedication our joint conference team, headed by KAFLE, was also able to secure sponsorship from the National Research Foundation (NRF), Ministry of Education (MOE) the Korea Tourism Organization (KTO), and the National Institute for International Education (NIIED) in the Department of NEAT to give it standing as a recognized international conference. Thank you NRF, MOE, KTO, and NIIED for your support and recognition in bringing the KOTESOL - KAFLE International Conference to the forefront of language teaching education this year. Additional sponsors of

this year's conference include the IATEFL/YLT SIG, Anaheim University, The New School, Aston University, Saint Michael's College, and the University of Birmingham. Thank you for all of your much appreciated support with sponsored speakers, and additional funding support.

Our joint international conference title, "Embracing Change: Blazing New Frontiers through Foreign Language Teaching" has attracted an array of top-notch global speakers who bring diversity to the field. Pushing the envelope with the element of creativity, speakers will wow you with their creative ideas mainly under the four strands of Professional Development, Business English, Assessment and Evaluation, and Young Learners. We are proud to offer you one Keynote Speaker, Professor Michael Long, and 3 Plenary speakers, Professor Scott Thornbury, Professor Amar Mahboob, and Professor David Hayes, this year. There many well-recognized featured speakers invited from both organizations, KOTESOL and KAFLE, thus the field of speakers is quite diverse and appealing to all. As well, the KOTESOL - KAFLE International Conference's internationally recognized invited speakers have graciously offered to also do pre-conference workshops on Friday - small class sizes which offer creative ideas and hands on opportunities. In addition, we would also like to personally thank Dr. Lee Bo Young for her support of our KOTESOL - KAFLE International Conference, including offering us an interview on her EBS Morning Radio Show.

Another spotlight of the KOTESOL - KAFLE International Conference's push for embracing the community is the partnership developed with members from Toastmasters International, the association focused on developing speaking and leadership skills. They are supporting our International Conference's Speech Contest, as well as offering conference workshops on Sunday afternoon. It is a great organization, and we are excited to be working closely together this year.

In closing, I would like to thank all the volunteers this year - both the KAFLE leadership and conference team, the KOTESOL leadership and conference team, the Global Fairs and Conferences (GFC) CEO and team. We three came together to offer you this conference with the vision of embracing change to blaze new frontiers in foreign language teaching. So please embrace the change by supporting our conference team with sincere thanks and appreciation. They deserve it all. And last, I have been super appreciative of working alongside Carl (Dusty) Dusthimer who will be leading the 2015 KOTESOL International Conference at COEX to even greater heights next year.

**Ralph Cousins, 2014 Conference Chair**



# **Korea TESOL National Conference**

**Saturday 30 May 2015**

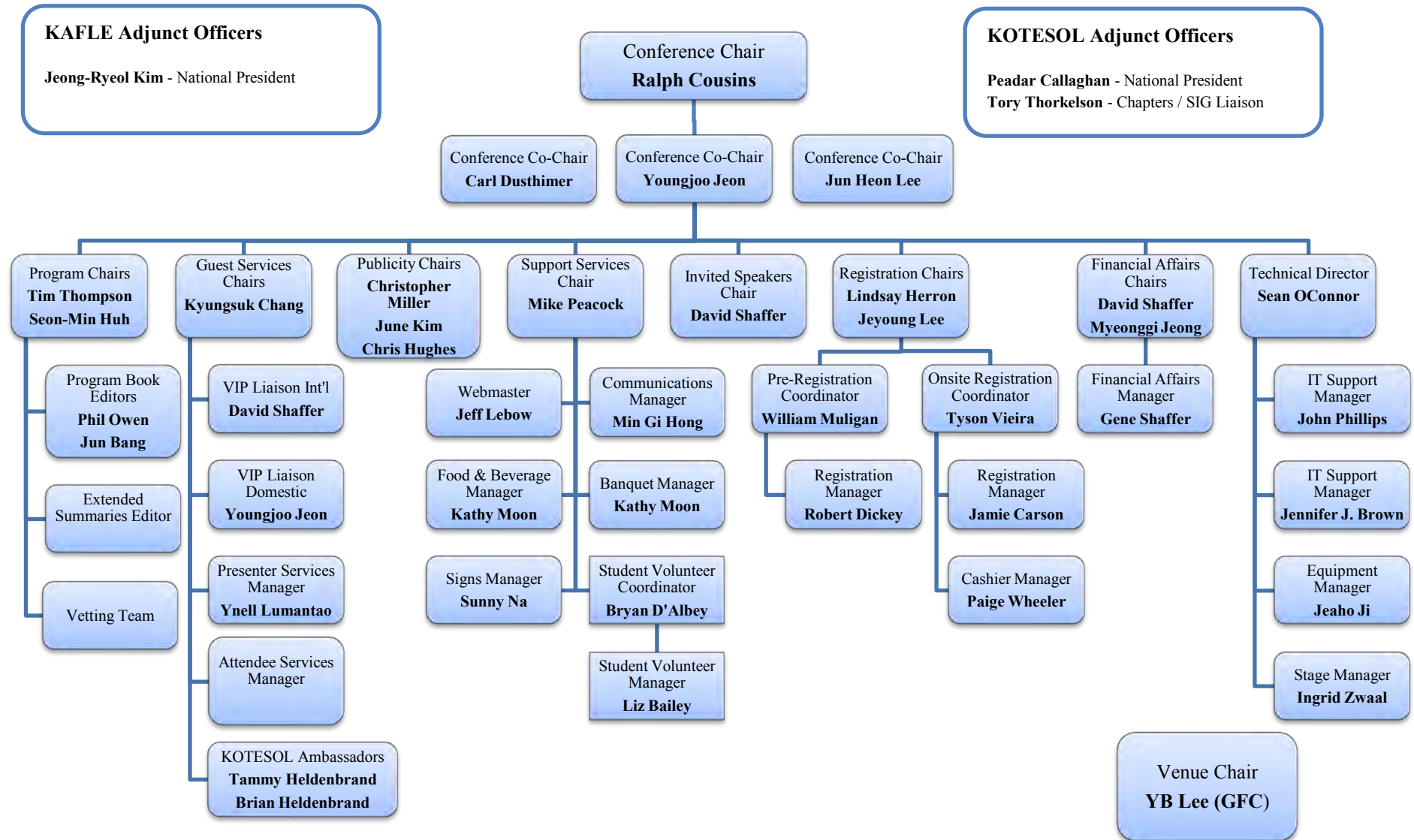
**Sookmyung Women's University**

## **Bridging the Digital Divide: Examining Online Language Teaching in Asia**

**Call for papers opens 01 November 2014**

**See [koreatesol.org](http://koreatesol.org) for more details**

## 2014 KOTSOL-KAFLE International Conference Committee



## **Volunteering with KOTESOL**



### **Website Editors Wanted**

The KOTESOL website is growing and evolving.  
We are looking for people with moderate and higher skills  
in any and all aspects of website operations to join the  
Webservices Team.

### **We can train. -- Grow your skills.**

Time is flexible, work from your computer!

Contact us at [admin@koreatesol.org](mailto:admin@koreatesol.org)

## What's where – Your map to the Conference



**More Restrooms down here**

# The 2014 KOTESOL-KAFLE Conference –at-a-Glance

## Day 1: SATURDAY, October 4th

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	1:00-1:20	1:30-1:50
300							<b>Puchta</b> Developing critical thinking skills with young learners and teens	
301A	<b>Evans</b> Language teaching from Bach's 36 variations						<b>Sarwono-Bryant</b> Low and high technology in EYL classroom	
301B	<b>Fewell / MacLean</b> Digitalized graphic novels in EFL	<b>Chang / Goo</b> A study of evaluating materials ... KFL					<b>Shearon</b> Teaching presenting skills to adults: Breaking it down	
302	<b>Christiaens / Provenzano</b> English village:						<b>Kim</b> Is it valid to use the reading test score	<b>Hong</b> <i>Living as non-native English teachers</i>
303	<b>Reichmuth</b> Cooperative learning	<b>Jeong</b> Application of English digital textbooks					<b>Miura</b> Language use in certain Japanese EFL learner compositions	<b>Yabukoshi</b> EFL learners' self-regulated listening
304	<b>Kreisz</b> Cross-cultural communication in business:						<b>Groom</b> An Introduction to the U of Birmingham Distance MA and PhD programs	
305	<b>Gonzales</b> Teaching Afro-Asian literature	<b>Ko</b> Learning English grammar through social interaction					<b>Machmud</b> The Reggio Emilia Approach	<b>Provenzano</b> D-I-Y English bilingualism and biliteracy
306	<b>Tenney / Richardson</b> Image interactions: Engaging learners with authentic visuals						<b>Hupka</b> Developing media literacy tools	<b>Bailey</b> Motivating students
307A	<b>Wang</b> Corpus research on boosters	<b>Kim</b> Oracy through literacy					<b>Cahill</b> Teaching English with TED talks: A rationale and methodology	
307B	<b>Manning</b> Mindspace exploration and moment mapping						<b>Griffin / Loseva</b> Stealing your way to creativity	
307C	<b>Kent/Son</b> Selecting web- and app-based resources	<b>Eckhaus / Castellano</b> Student oral presentations					<b>Carlstrom</b> Student concordancing:	
308A	<b>G. Thompson / Adama</b> Learning From play	<b>Hughes</b> Using corpus tools					<b>Patterson / Redlich</b> Uncovering patterns and practices in the language classroom	
308B	<b>Ottoson</b> Study abroad program assessment	<b>G. Thompson</b> Flipping the class					<b>Bolen</b> Portfolios as a means of evaluating EFL writing	
308C	<b>Maher</b> The 5-minute speech						<b>Haas</b> Post-presentation videos:	
Hall E	<b>Maggioli</b> Revisiting scaffolding		<b>Opening Ceremony</b>	(Coffee Time)	<b>Long</b> Interaction, creativity, and acquisition in the L2 classroom	(LUNCH)	<b>Westbrook</b> A practical approach to critical thinking	

# The 2014 KOTESOL-KAFLE Conference –at-a-Glance

## Day 1: SATURDAY, October 4th

Room	2:00-2:20	2:30-2:50	3:00-3:20	3:30-3:50	4:00-4:20	4:30-4:50	5:00-5:50
300	<b>Dale</b> Combining hardware, software, and mobile technologies		<b>Kwon / Chang</b> English reading specialist training program	<b>Kim</b> Flipped teaching of English using AIM	<b>Bax</b> Cognitive Processing in Reading Tests and Texts		
301A	<b>Maitland El Amri</b> Story telling with TPRS strategies		<b>Peters</b> Recognizing and minimizing unintentional bias		<b>Buckley-Shaklee</b> Best practices for teaching English to young learners		
301B	<b>Julie Hwang</b> Creating young thinkers with great futures: Oxford Discover		<b>Westbrook</b> Video revisited		<b>Boon</b> Investigating the world outside: Students as researchers		
302	<b>Yu Jung Han</b> Pedagogical innovation:		<b>Manning</b> How to end a lesson well		<b>Suh</b> Implementing strategies-based instruction	<b>Lee</b> Research about children's literature	
303	<b>Lee / Chang</b> A primary teacher's professional development	<b>Seo Min Won</b> Development of reading passage selecting criteria	<b>Bottiger</b> Enhancing productive speaking skills		<b>Copland</b> <i>Studying Online at Aston University: An Opportunity for Growth and Development</i>		
304	<b>Nguyen / Nguyen</b> Maximizing business communication	<b>Tang / Li</b> Teaching Language and Concepts in Workplace Communication	<b>Barnes</b> A simulation to enhance negotiation	<b>Crofts</b> Stepping closer to authenticity	<b>Christiaens</b> Learning MBA basics in English	<b>Mercier</b> Business English on a budget	
305	<b>Nunan/Bill</b> Professional Advancement through Online Doctoral, Master & Certification Programs in TESOL		<b>Hsiao</b> Embracing the changing needs of university students in Korea		<b>Hsiao</b> Mastering English skills for academic study		
306	<b>Stephen W Henneberry</b> Teacher travel 2.0: Crowd-source your next trip		<b>Loseva</b> Social media to change English learning experience		<b>Susilowati</b> EFL Teachers' Identity		
307A	<b>Kaley</b> Five tips for building student interest in non-fiction reading		<b>Christine Hwang</b> 21st century reading:		<b>Julie Hwang</b> Let's achieve! Track student progress and customize activities with the new Let's Go's teacher resources!		
307B	<b>Fortin</b> Understanding pronunciation differences		<b>Campbell-Larsen / Romney</b> Challenges in the teaching and testing of speaking		<b>Fujieda / Iida</b> Literacy autobiography for teacher professional development		
307C	<b>Lee Bo Young</b>		<b>Thollar</b> Helping young learners improve pronunciation	<b>Graves</b> The Dream and Deliver Project	<b>Wilson</b> Managing learning management systems		
308A	<b>Walther</b> Creative curriculum or a curriculum of creativity?		<b>Kim</b> Understanding English learners:		<b>Gordon</b> Student mining multi-word chunks in assigned input		
308B	<b>Ahn / Seo / Bournhonesque</b> Developing an oral-skills placement system:		<b>Rouault</b> Formative assessment and feedback through classroom assessment techniques		<b>Butler / Kurth</b> Self-evaluation in asynchronous online speaking assignments		
308C	<b>Maher</b> EFL literature circles:	<b>Carter</b> Student satisfaction	<b>Polshina</b> Designing speaking tests	<b>Sarich</b> Subjective assessment measures	<b>Seitzinger</b> Student portfolios:		
Hall E	<b>Copland</b> Changing the debate: Challenges young learner teachers face		<b>Lin</b> Young learners as content-creators: New media in TESOL		<b>Nunan</b> Beyond the classroom: The new frontier in language teaching		<b>Scott Thornbury</b> Embracing change – One step at a time

# The 2014 KOTESOL-KAFLE Conference –at-a-Glance

Day 2: SUNDAY, October 5th

	9:00-9:20	9:30-9:50	10:00-10:20	10:30-10:50	11:00-11:20	11:30-11:50	12:00-1:00
<b>300</b>							
<b>301A</b>	<b>Chae</b> Graphic organizers	<b>Cho</b> Storytelling lessons for young learners	<b>Devlin</b> Cultural learning and extensive reading	<b>Anderson</b> Motivating mouths	<b>Justin Kaley</b> Make reading an adventure!		
<b>301B</b>	<b>Klemsen</b> The efficacy of synchronous communication	<b>Noh</b> The impact of immersion on children's	<b>Julie Hwang</b> Bringing stories to life with Oxford's interactive e-books		<b>TBA</b> School for International Training Graduate Programs		
<b>302</b>	<b>Campbell-Larsen</b> Explaining vocabulary and grammar with concept checking		<b>Hwang</b> 국가영어능력 평가시험 말하기	<b>Quinto/ Martin</b> Contrastive analysis of professional writing	<b>Lee/ Lee</b> The effects of enhancing and transforming blended learning	<b>Cho</b> English learners' perceptions of learning English pop songs	
<b>303</b>	<b>Paul Goldberg</b> Assessing extensive reading without quizzes or reports		<b>Ji / Matuszek</b> Educational effects of debate	<b>Horai / Wright</b> Classroom-based advising	<b>Barclay</b> Introduction to the vocabulary levels translation test	<b>Kim</b> The effects of early English education on L1 in Korea	
<b>304</b>	<b>Hadid</b> Expat TESOLer career cycles	<b>Roh</b> Are foreign "non-native" English speaking teachers proficient enough?	<b>Robertson</b> The effects of songs on EFL learners' prosody	<b>Crosthwaite / Bailey</b> Washback from participation in Korean tertiary EFL	<b>Rubadeau</b> Teacher educators and 21st-century technologies		
<b>305</b>	<b>Maitland El Amri</b> Finding the hero in the young child whilst embracing the dark side		<b>Michael Cahill</b> Academic readers' missing skill: Multiword vocabulary		<b>Evan Siegel</b> The USC Rossier Commitment:		
<b>306</b>	<b>Haedong Lee</b> An analysis of the English reading texts of Korean CSAT using Coh-Metrix	<b>Jeong</b> Acquisition of Korean voice system	<b>Matsuzaki</b> Ways to teach lexical phrases in EFL classrooms		<b>Rebuck</b> Authentic audio: Going beyond listening comprehension		
<b>307A</b>	<b>Hyangil Kim</b> An investigation of Korean learners' metacognitive knowledge	<b>Bang Jyun</b> Nonnative English Teacher as Experts of Teaching English	<b>Hsiao</b> Motivate Young Learners with lively grammar lessons		<b>Callaghan</b> Applying gamification to your classroom		
<b>307B</b>	<b>Sarich / Ryan</b> Curriculum change	<b>Urlick</b> Student use of critical reading strategies	<b>Warrington</b> Curriculum-transmission as a professional development inhibitor		<b>Free / Griffin</b> Professional development for couples		
<b>307C</b>	<b>Henneberry</b> Cross-cultural bilingual blogging for language learning		<b>Block / Markis</b> Say what!? Tackling critical incidents in task-based classrooms		<b>Rouault</b> Learner perceptions of comics as authentic learning materials		
<b>308A</b>	<b>Smith</b> Just read: A recreational reading program	<b>Ho</b> Teachers' perceptions of collocation teaching	<b>SY Ahn</b> Imagining 'good English teacher' identities in Korea	<b>Kidd</b> An African American's journey of learning a second language	<b>Jolly / LeBlanc / Elliott</b> Careers in the ESL/EFL industry after teaching: What else can I do?		
<b>308B</b>	<b>Shin</b> Development of Korean lexile for the book library in ER-Central	<b>Hong</b> A study for the globalized version of online in-service English teacher training	<b>Aaron Siegel</b> Bringing phonics to life in the classroom		<b>Iscovitz / Lloyd</b> Teaching with Wikipedia		
<b>308C</b>	<b>Overbeek</b> Assessing listening: Playing the guessing game		<b>Bottiger</b> Assessing Learner Anxiety		<b>McCormick</b> Rethinking speaking assessment in Korean high schools		
<b>Hall E 1</b>			<b>Nicholas Groom</b> Professional development in EFL: The teacher as researcher		<b>Anaheim Webinar: David Nunan / MaryAnn Christison / Ken Beatty / Julie Choi / Aviva Ueno</b> Current issues in online teacher education		
<b>Hall E 2</b>			<b>Kalyan Chattopadhyay</b> Assessing speaking of young learners and teens: Revisiting principles and tasks		<b>Barbara Hoskins Sakamoto</b> Recycling, reinforcing, and building on new language for young learners		<b>(LUNCH)</b>

# The 2014 KOTESOL-KAFLE Conference –at-a-Glance

Day 2: SUNDAY, October 5th

	1:00-1:20	1:30-1:50	2:00-2:20	2:30-2:50	3:00-3:20	3:30-3:50	4:00-4:20	4:30-4:50
300								
301A			<b>Jobbitt</b> Teacher-trainee observations	<b>Jobbitt</b> Storybook selection for young learners	<b>Alsaedi</b> Teaching methods of EFL speaking in secondary schools		<b>Won / Mac Donald</b> Authentic tasks with mobile apps	
301B			<b>Kaley</b> Incorporating 21st century skills		<b>Herbert Puchta</b> Achieve better outcomes - with Super Minds		<b>Flores-Purpura / Manalansan</b> Assessing students' metacognitive awareness	
302			<b>Suherdi</b> University-school collaboration		<b>Lee/Jeong/ Nam</b> Heritage speakers' processing of case markers	<b>Jeon</b> 'Universal Design for Learning (UDL)'	<b>Cho</b> Digital foreign language education	
303			<b>Nam</b> Blended learning model	<b>Choi</b> Development of CAT smart app	<b>Breaux</b> Pure Conversation		<b>Oh</b> Multifunctional uses of discourse marker	
304			<b>Ma</b> Empathy in business English communication	<b>Hsu</b> An investigation on students' perceptions	<b>Aaron Siegel</b> A fun, communicative approach to course books		<b>Nam</b> Tenses and aspects of academic texts for KAP	
305			<b>Roger</b> Applied Linguistics and TESOL: What do we bring to the table?		<b>Hong</b> A study on categorization and classification systems of formulaic expressions	<b>Ahn</b> Exploring language awareness through students' engagement in language play		
306			<b>Ahrndt / Salcedo / Lloyd</b> Integrating authentic English	<b>Craig</b> Counter-literacies	<b>Teng</b> Investigating EFL learners' willingness to communicate	<b>Lee</b> How to make and manage podcasts		
307A	<b>KAFLE ABM</b>		<b>Ian Bosiak</b> Replacing books with tablets: Pilot results and lessons learned		<b>KOTESOL ABM</b>			
307B			<b>Onoprienko</b> Filling the gap in assessment literacy	<b>Suzuki</b> Implementin g CLT	<b>Rahman, Hidayat</b> Characteristic professional EYL teacher	<b>Plata</b> Drop everything and read/view	<b>Kelly</b> Professional development: What the puck?	
307C			<b>Michael Cahill</b> Great writing, less grading, smarter grammar		<b>Kang-Papple</b> Maximizing production in grammar class		<b>Roose</b> Creatively engaging university students in the writing process	
308A			<b>Gansler</b> Teaching and learning with Toastmasters	<b>Wagoner</b> Engaging students with presentations	<b>Serra</b> Bringing storytelling into the classroom	<b>Toastmasters Speech Competition</b>		
308B			<b>Mac Donald / Won</b> Diagnostic assessment for building higher proficiency		<b>Coomber</b> Assessing speaking ability	<b>Baddon / Parkinson</b> Student Perceptions of Cross Testing		
308C			<b>Monceaux</b> Structured mentorship		<b>Calano</b> Reinventing the teaching of reading	<b>Moore / Hong</b> In-service teacher training	<b>Monceaux</b> Using rubrics as formative assessments to coach ELL writers	
Hall E 1	<b>Ahmar Mahboob</b> Understanding language variation for language teaching		<b>Dan Evans</b> The “front tier” of pronunciation: A right-side-up approach		<b>Stephen Bax</b> Reading in a second language: Some evidence from eye tracking			
Hall E 2	<b>David Hayes</b> Innovation and creativity in English language teacher education		<b>Angel Lin</b> Content and Language Integrated Learning (CLIL): A new trend for TESOL?					

## Our Plenary Speakers

**Keynote Plenary**

**Saturday 11:00**

**HALL E**



**Michael Long**

*University of Maryland*

***Interaction, Creativity, and Acquisition in the L2 Classroom***

*Moderator: Jeong-ryeol Kim* Korea National University of Education

### About the Presentation

For at least 40 years now, researchers have documented the typical structure of teacher-student interaction in classrooms of all sorts, including foreign and second language classrooms. At the level of exchange structure, teachers initiate (I), usually via closed, display questions; students respond (R); and teachers provide feedback (F), usually in the form either of praise or “error correction.” The IRF structure has some positive functions, but limits student opportunities for creative language use, an essential component of successful language acquisition.

Fortunately, laboratory and classroom studies have also shown that very different interaction patterns can be achieved as a result of changes at either or both of two levels: methodological principles (MPs) and pedagogic procedures (PPs). MPs are universally desirable instructional design features, motivated by theory and research findings in SLA, educational psychology, and philosophy of education, which show them to be necessary for L2 learning or facilitative of it. PPs comprise the wide range of options for instantiating the principles at the local classroom level, depending on learner age, aptitudes, cognitive styles, L2 proficiency, and L1 and L2 literacy level, for more salient and less salient target forms, and so on. MPs specify what should be done. PPs suggest how it can be done.

MPs that effect the structure of classroom interaction and creative language use include MP1: Use task, not text, as the unit of analysis; MP3: Elaborate, do not simplify, input; MP5: Encourage inductive “chunk” learning; MP6: Focus on form, not forms; and MP7: Provide negative feedback. Intervention points at the level of PPs include choices teachers can make with regard to the kinds of questions they use in initiation moves (referential or display, open or closed), the kinds of pedagogic tasks they deploy (simple or complex, one-way or two-way, open or closed, familiar or unfamiliar, planned or unplanned, etc.), and the kinds of negative feedback they provide in responding moves (from overt and explicit, such as a rule or explanation, to covert and implicit, such as corrective recasts), depending on learner age, the saliency of a target item, and other factors.

### About the speaker

**Mike Long** is a Professor of SLA at the University of Maryland, where he teaches courses and seminars in the Advanced Graduate Certificate in SLA, M.A. in SLA, and Ph.D. in SLA programs. Mike serves or has served on the Editorial Boards of *Studies in Second Language Acquisition*, *TESOL Quarterly*, *Language Teaching Research*, *JACET Bulletin*, *Porta Linguarium*, *Estudios de Linguística Aplicada*, *Revista Nebrija de Linguística Aplicada a la Enseñanza de las Lenguas*, and *Linguistic Approaches to Bilingualism*, and was co-editor of the *Cambridge Applied Linguistics Series* for its first 20 years. Recent publications include the *Handbook of SLA*, co-edited with Catherine Doughty (Blackwell, 2003), *Second Language Needs Analysis* (Cambridge, 2005), *Problems in SLA* (Lawrence Erlbaum, 2007), the *Handbook of Language Teaching*, co-edited with Catherine Doughty (Blackwell, 2009), *Sensitive Periods, Language Aptitude, and Ultimate L2 Attainment*, co-edited with Gisela Granena (John Benjamins, 2013), and *Second Language Acquisition and Task-Based Language Teaching* (Wiley-Blackwell, 2014). Email: mlong5@umd.edu

## Plenary Saturday 5:00 HALL E



**Scott Thornbury**

*The New School*

***Embracing Change – One Step at a Time***

*Moderator:* **David Shaffer** Chosun University

### **About the Presentation**

Teachers typically start out full of idealism and expect their learners to be equally enthusiastic and to want to “embrace change.” But, faced with the reality of their day-to-day work, including learner resistance and institutional constraints, this initial enthusiasm can soon turn sour, leading to disenchantment, frustration and even resignation (literally!). The situation has been aggravated in recent years by a steady eroding of teachers’ agency through the technologization and “marketization” of education, such that many teachers feel they are just cogs in a machine. In this talk, I will argue that it is possible to retrieve something of that initial motivation by taking some easy little steps towards personal, professional development. I will look for inspiration outside our own discipline and show examples of ways that specific teachers have retrieved a sense of professional self-esteem through, for example, becoming experimenters and researchers in their own classrooms.

### **About the speaker**

**Scott Thornbury** is currently curriculum coordinator on the MA TESOL program at The New School in New York. His previous experience includes teaching and teacher training in Egypt, UK, Spain, and in his native New Zealand. His writing credits include several award-winning books for teachers on language and methodology. His most recent book is *Big Questions in ELT*, available as an ebook from The Round. He has also authored a number of journal articles and book chapters on such diverse subjects as voice-setting phonology, corpus linguistics, speaking instruction, learner autonomy, and embodied learning. He is series editor for the Cambridge Handbooks for Language Teachers. His website is [www.scottthornbury.com](http://www.scottthornbury.com)

**Ahmar Mahboob***University of Sydney****Understanding Language Variation for Language teaching****Moderator:* **Kara Mac Donald** US Defense Language Institute**About the Presentation**

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.

**About the speaker**

**Ahmar Mahboob** teaches linguistics at the University of Sydney, Australia. Ahmar has worked in the areas of English language learning/teaching, English language teacher education, identity management, language policy and practice, minority languages, NNEST studies, pidgin and creole languages, Systemic Functional Linguistics, and World Englishes. Ahmar has published six authored/edited books, four special editions of journals, and over 50 papers and articles. He is Co-Editor of *TESOL Quarterly* (with Brian Paltridge).

**David Hayes***Brock University****Innovation and Creativity in English Language Teacher Education****Moderator: Kyungsuk Chang KICE***About the Presentation**

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.

**About the speaker**

**David Hayes**, PhD, is Graduate Program Director, Department of Applied Linguistics, Brock University, Canada. He has extensive experience of English language teacher education in Asia and has worked on a number of projects with the Korea Institute for Curriculum and Evaluation. As well as publications on in-service teacher education, he has published widely on the lives and careers of non-native speaking teachers of English in journals such as *TESOL Quarterly*, *Harvard Educational Review*, *Asia Pacific Journal of Education*, and *System*. He has just completed the editing of a collection of papers entitled *Innovations in the Continuing Professional Development of English Language Teachers* for the British Council, London.

## Our Featured Speakers

### IATEFL - Young Learners Featured Speakers

Saturday 1:00	<b>Herbert Puchta</b> <i>Developing critical thinking skills with young learners and teens</i>
Saturday 2:00	<b>Joe Dale</b> <i>Combining hardware, software, and mobile technologies to support classroom interaction, participation, distance learning, and success: What really happens!</i>
Sunday 10:00	<b>Kalyan Chattopadhyay</b> <i>Assessing speaking of young learners and teens: Revisiting principles and tasks</i>
Sunday 11:00	<b>Barbara Hoskins Sakamoto</b> <i>Recycling, reinforcing, and building on new language for young learners</i>

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### Saturday 1:00 ROOM 300



**Herbert Puchta**  
*IATEFL YLT-SIG*

#### ***Developing Critical Thinking Skills with Young Learners and Teens***

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

#### **About the Presentation**

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 in turn sends out very important messages to the students, enabling them to develop feelings of competence and serious involvement in their work.

#### **About the speaker**

**Herbert Puchta** Herbert Puchta holds a Ph.D. in ELT Pedagogy. For several years, he was Professor of English at the Teacher Training University in Graz, Austria. He has been a plenary speaker at numerous international conferences and has conducted workshops and given seminars in more than 50 countries. He was also President of IATEFL (the International Association of Teachers of English as a Foreign Language). For almost three decades, Herbert has done research into the practical application of findings from cognitive psychology and brain research to the teaching of English as a foreign language. Herbert has co-authored numerous course books as well as articles and resource books. His latest resource books, all published with CUP, are *Teaching Young Learners to Think*, *Grammar Songs and Raps*, and *Get on Stage!* His latest course book is *Super Minds* for primary students.

## IATEFL - Young Learners Featured Speakers

**Saturday 2:00      ROOM 300**



**Joe Dale**

*IATEFL YLT-SIG*

***Combining hardware, software, and mobile technologies to support classroom interaction, participation, distance learning, and success: What really happens!***

*Moderator: Chris Hughes*

Gongju National University of Education

### **About the Presentation**

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 personalized 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.

### **About the speaker**

**Joe Dale** Joe Dale is an independent languages consultant from the UK who works with a range of organizations such as Network for Languages, ALL, The British Council, the BBC, Skype, Microsoft, and *The Guardian*. He is host of the TES MFL forum, former SSAT Languages Lead Practitioner, a regular conference speaker, and recognized expert on technology and language learning. He has spoken at conferences and run training courses in Europe, North America, the Middle East, the Far East and Australia. He was a member of the Ministerial Steering Group on languages for the current UK government and was short-listed for a NAACE Impact Award in 2013 too. Joe was recently described in a *Guardian* article as an "MFL guru" and "the man behind the #mfltwitterati."

Joe was key in updating the ICT elements of the QCDA SoW for KS2 Primary French; he also designed games for Heinemann's "Expo." Joe has featured in several Education Guardian articles and has himself both written for and been quoted by the TES. Joe has also written for the TES ICT blog and produced video tutorials for the CILT 14-19 website. Joe recently starred on a Teachers TV programme and has spoken about the Rose Review proposals on BBC Radio 4. His blog, [www.joedale.typepad.com](http://www.joedale.typepad.com), has been nominated for four Edublog Awards.

## IATEFL - Young Learners Featured Speakers

Sunday 10:00

HALL E-2



**Kalyan Chattopadhyay**

*IATEFL YLT-SIG*

***Assessing Speaking of Young Learners and Teens: Revisiting Principles and Tasks***

*Moderator:* **Phil Owen** Kunsan National University

### About the Presentation

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.

### About the speaker

**Kalyan Chattopadhyay**, Assistant Professor and Director, English Language Centre, Bankim Sardar College, University of Calcutta, has been working as a teacher trainer, lecturer, and researcher in a range of contexts. Holding an MA TESOL & ICT and PhD, Kalyan was Hornby Trust (UK) scholar at the University of Leeds. He has given plenary and invited talks in Cambodia, China, Nepal, Sri Lanka, Thailand, UK, and Vietnam. His latest course book, published with CUP, is *Cambridge Listening Speaking for Schools, Book 9*. He is currently Joint Coordinator of the IATEFL Young Learners and Teenagers SIG, and Vice President, AsiaCALL. More about him is available at <http://www.kalyanchattopadhyay.com>

## IATEFL - Young Learners Featured Speakers

Sunday 11:00

HALL E-2



### **Barbara Hoskins Sakamoto**

*IATEFL YLT-SIG*

### ***Recycling, Reinforcing, and Building on New Language for Young Learners***

*Moderator:* **Phil Owen** Kunsan National University

#### **About the Presentation**

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.

#### **About the speaker**

**Barbara Hoskins Sakamoto** earned her secondary English teaching certificate and her MATESOL degree in the USA, and has taught English and ESL in the US, and EFL in Japan. An EFL teacher and teacher trainer since 1985, she has conducted workshops throughout Asia, the USA, and Latin America. Barbara's motto is "Always try new things," so these days, when she's not teaching, writing, or giving workshops, she's exploring the potential of new technologies for collaboration and professional development. You can often find Barbara online working with teachers around the world as Program Director for International Teacher Development Institute (iTDi.pro) or on her award-winning blog, Teaching Village. Barbara is co-author of *Let's Go*, one of the world's best-selling English courses for children, published by Oxford University Press.

## Other Invited Speakers and Talks

**Saturday 9:00 HALL E**



**Gabriel Diaz Maggioli**

*The New School*

***Revisiting Scaffolding***

*Moderator:* **Tim Thompson** KAIST

### **About the Presentation**

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 four macroskills, as well as to critical thinking and life skills.

### **About the speaker**

**Gabriel Diaz Maggioli** is Director of University Language Learning and Teaching at The New School, a progressive university in New York where he also directs the Master of Arts in TESOL. A frequent presenter at local and international conferences, Gabriel has contributed to the professional development of colleagues in the Americas, Europe, the Middle East, and Asia. His research centers on Mediation Learning Theory within a sociocultural perspective. His most recent book, *Teaching Language Teachers: Scaffolding Professional Learning*, addresses this perspective. Gabriel has also acted as Consultant or Project Leader for UNESCO, UNICEF, The European Union, the British Council, the Department of State, the World Bank, and the Inter American Development Bank.

**Saturday 1:00 HALL E**



**Carolyn Westbrook**

*Southampton Solent University*

***A practical approach to critical thinking***

*Moderator: Tim Thompson KAIST*

**About the Presentation**

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.

**About the speaker**

**Carolyn Westbrook** is a Senior Lecturer in English as a Foreign Language at Southampton Solent University. She runs the International Foundation Year, which is a one-year preparatory language and academic skills course for non-native speakers of English who want to study for a degree at a UK university. She also runs a course in TEFL. She has over 20 years' experience of teaching General, Business and Academic English and is a teacher trainer who gives teacher development seminars both in the UK and abroad. She has an MA in Applied Linguistics for Language Teaching and is CELTA and DELTA qualified. Her main research interests are in the areas of teaching and assessing Academic Writing.

**Saturday 2:00**

**HALL E**



**Fiona Copland**

*Aston University*

***Changing the Debate: Challenges Young Learner Teachers Face***

*Moderator: Lindsay Herron*

Gwangju National University of Education

**About the Presentation**

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.

**About the speaker**

**Fiona Copland** is Senior Lecturer in the School of Languages and Social Sciences at Aston University. She is Course Director for a portfolio of MSc programmes by distance learning in the field of Teaching English to Speakers of Other Languages (TESOL) by distance learning. Some of the areas she has researched and published in are teacher education, teaching English to young learners, and linguistic ethnography. Fiona is Director of the Centre for Language Education Research at Aston (CLERA) and a UK Higher Education Academy National Teaching Fellow.

**Saturday 3:00**

**HALL E**



**Angel Lin**

*University of Hong Kong*

***Young Learners as Content-Creators: New Media in TESOL***

*Moderator: Carl Dusthimer* Korea National University of Education

### **About the Presentation**

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 budding 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.

### **About the speaker**

**Angel Lin** is a Professor at the Faculty of Education, University of Hong Kong. She received her Ph.D. from the Ontario Institute for Studies in Education, University of Toronto, Canada in 1996. Since then her research and teaching have focused on classroom discourse analysis, bilingual education, academic literacies, language policy and planning in postcolonial contexts, cultural studies, and new literacies. She has published six research books and over eighty research articles, and sits on the editorial boards of leading international research journals including *Applied Linguistics*, *TESOL Quarterly*, *International Journal of Bilingual Education and Bilingualism*, *British Educational Research Journal*, *Language and Education*, and *Pragmatics and Society*. Website: <http://web.edu.hku.hk/staff/academic/angellin>

**Saturday 4:00**

**ROOM 300**



**Stephen Bax**

*University of Bedfordshire*

***Cognitive Processing in Reading Tests and Texts***

*Moderator: Choe Younhee, Chongshin University*

**About the Presentation**

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.

**About the speaker**

**Stephen Bax** is Professor of Applied Linguistics at CRELLA (the Centre for Research in Language Learning and Assessment) at the University of Bedfordshire in the UK. In 2014, he won the TESOL Distinguished Researcher Award for his article on eye tracking in reading, published in the journal *Language Testing*, 2013. His earlier work on normalization in CALL won an Elsevier award. He has worked extensively in the Middle East, including Lebanon, Jordan, and Iraq, and his research includes classroom based assessment, assessing reading, and analyzing classroom interaction. Dr. Bax also works with computers in language teaching, researching discourse, and the use of eye tracking to investigate second language reading. His books include *Discourse and Genre* (2011) and *Researching Intertextual Reading* (2013). He is a consultant to the website [www.textinspector.com](http://www.textinspector.com), which provides tools for analyzing English language texts.

**Saturday 4:00 HALL E**



**David Nunan**

*Anaheim University*

***Beyond the Classroom: The new Frontier in Language Teaching***

*Moderator: Ralph Cousins Chai Pai University*

**About the Presentation**

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.

**Reference**

Nunan, D., & Richards, J. (Eds.). (2014). Language learning beyond the classroom. New York, NY: Routledge.

**About the speaker**

**David Nunan** is Past President of TESOL, the world's largest language teaching organization and the world's leading textbook series author. Dr. Nunan, Vice-President for Academic Affairs at Anaheim University, is the founding Dean of the Anaheim University Graduate School of Education and served as President of Anaheim University from 2006 to 2008. Dr. Nunan is a world-renowned linguist and best-selling author of English Language Teaching textbooks for Cambridge University Press, Oxford University Press, and Thomson Learning. His ELT textbook series "*Go For It*" is the largest selling textbook series in the world with total sales exceeding 2.5 billion books. In 2002 Dr. Nunan received a congressional citation from the United States House of Representatives for his services to English language education through his pioneering work in online education at Anaheim University. In 2003 he was ranked the 7th most influential Australian in Asia by Business Review Weekly, and in 2005 he was named one of the top "50 Australians Who Matter."

## Featured Colloquium

**Sunday 11:00 – 12:30 HALL E-1**

### **Anaheim Webinar:**

#### ***Current issues in Online Teacher Education***

**Panelists: David Nunan (onsite)**

**MaryAnn Christison (via webcam) Julie Choi (via webcam)**

**Ken Beatty (via webcam) Aviva Ueno (via webcam)**

**Moderator: Allison Bill** Jeonju University

### **About the Presentation**

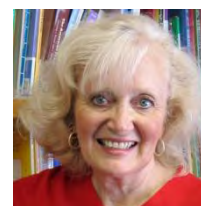
Online teacher education has been developing at a rapid pace since the first fully online masters program was introduced by Anaheim University almost twenty years ago. In this presentation, four leaders in the field of online teacher education will present a current “hot” issue on the topic. The colloquium 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. [Dr. Beatty, Dr. Christison, and Ms. Ueno will be participating via webcam.]

### **About the Speakers**



**David Nunan** is Past President of TESOL, the world's largest language teaching organization and the world's leading textbook series author. Dr. Nunan, Vice-President for Academic Affairs at Anaheim University, is the founding Dean of the Anaheim University Graduate School of Education and served as President of Anaheim University from 2006 to 2008. Dr. Nunan is a world-renowned linguist and best-selling author of English Language Teaching textbooks for Cambridge University Press, Oxford University Press, and Thomson Learning. His ELT textbook series "*Go For It*" is the largest selling textbook series in the world with total sales exceeding 2.5 billion books. In 2002 Dr. Nunan received a congressional citation from the United States House of Representatives for his services to English language education through his pioneering work in online education at Anaheim University. In 2003 he was ranked the 7th most influential Australian in Asia by Business Review Weekly, and in 2005 he was named one of the top "50 Australians Who Matter."

A past President of TESOL (1997-1998), **MaryAnn Christison** serves on the Board of Trustees for The International Research Foundation (TIRF). Holding a Ph.D. in English/Linguistics from the University of Utah, Dr. Christison has been teaching graduate and undergraduate courses in applied linguistics for over 30 years. She is the author of over 80 refereed articles in journals on language teaching and second language research and 18 books including *Leadership in English Language Education: Theoretical Foundations and Practical Skills for Changing Times* (with D. E. Murray). She has been a classroom teacher for 38 years, teaching in U.S. K-12, adult education, and university contexts. She has developed many multi-media projects, and online ESL Endorsement program, and four online courses for language teachers. Christison has been a teacher educator for over 20 years, working with teachers in the U.S. and in over 30 different countries. Her current research interests are in leadership, second language teacher development, and language and the brain.





**Ken Beatty** is an expert in the area of Computer Assisted Language Learning (CALL). Dr. Beatty is the author/co-author of more than 100 textbooks for Pearson, Longman, Oxford University Press, Thomson, Heinle and Heinle, and Hong Kong Educational Press including English as a Second Language textbooks and readers from the primary through university levels. Although most of these focus on various aspects of English as a Second Language, he also writes and reviews on the topic of CALL (Computer-Assisted Language Learning). He is involved in electronic media and was Academic Advisor to Hong Kong's Educational Television from 1998 to 2004. Dr. Beatty taught the last 15 years at universities in the UAE, the People's Republic of China, and Hong Kong. He holds a PhD in Curriculum Studies from the University of Hong Kong.

**Julie Choi** received her Doctorate in Education at The University of Technology, Sydney, in the area of Multilingual Studies and her MA in TESOL from Anaheim University. Her research interests focus on multilingual identity development, sociolinguistics, media and cultural studies, and reflective/reflexive academic writing using (auto-)ethnographic approaches. Her teaching experience focuses on professional development, particularly in the area of teacher education and training; research perspectives, and subjects that deal with social justice in language studies. She is the co-editor of the book *Language and Culture: Reflective Narratives and the Emergence of Identity* and has published in the *Journal of Language, Identity and Education*. At the beginning of 2015, she will take up the post of Lecturer in Education (Additional Languages) in the Melbourne Graduate School of Education, University of Melbourne.



**Aviva Ueno** received her MA in TESOL from Anaheim University. She teaches at Meiji Gakuin University in Yokohama

**Sunday 10:00**

**HALL E-1**



**Nicholas Groom**  
*University of Birmingham*

***Professional Development in EFL: The Teacher as Researcher***

*Moderator:* **Tory Thorkelson** Hanyang University

**About the Presentation**

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.

**About the speaker**

**Nicholas Groom** is Senior Lecturer in Applied Linguistics at the University of Birmingham, UK. His research and teaching interests focus on applications of corpus linguistics to problems, questions, and issues in the fields of discourse analysis and second language acquisition research. His most recent book is *Doing Applied Linguistics* (with Jeannette Littlemore, Routledge, 2011).

**Sunday 2:00      HALL E-1**



**Dan Evans**

*Saint Michael's College*

***The “front tier” of pronunciation: A right-side-up approach***

*Moderator: Allison Bill Jeonju University*

**About the Presentation**

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 pronounce 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.

**About the speaker**

**Dr. Daniel W. Evans** is currently the Director of English Language Programs and an Associate Professor of Applied Linguistics at Saint Michael's College in Vermont, U.S.A. He got his start in English language teaching, and his first experience with Korea, as a Peace Corps volunteer in Seoul in the early 1970s. Coaching dialog delivery for Korean university students in English drama productions laid the groundwork for his career-long interest and research in suprasegmental features of English pronunciation. Dr. Evans has presented on this topic at numerous regional, national, and international conferences and has taught in Japan, Vietnam, and Greece as well as Korea and the United States.

**Sunday 2:00**

**HALL E-2**



**Angel Lin**

*University of Hong Kong*

***Content and Language Integrated Learning (CLIL): A new trend for TESOL?***

*Moderator:* **Carl Dusthimer** Korea National University of Education

**About the Presentation**

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.

**About the speaker**

Angel Lin is a Professor at the Faculty of Education, University of Hong Kong. She received her Ph.D. from the Ontario Institute for Studies in Education, University of Toronto, Canada in 1996. Since then her research and teaching have focused on classroom discourse analysis, bilingual education, academic literacies, language policy and planning in postcolonial contexts, cultural studies, and new literacies. She has published six research books and over eighty research articles, and sits on the editorial boards of leading international research journals including Applied Linguistics, TESOL Quarterly, International Journal of Bilingual Education and Bilingualism, British Educational Research Journal, Language and Education, and Pragmatics and Society. Website: <http://web.edu.hku.hk/staff/academic/angellin>

**Sunday 3:00**

**HALL E-1**



**Stephen Bax**

*University of Bedfordshire*

***Reading in a Second Language: Some Evidence from Eye Tracking***

*Moderator: Jeon Youngjoo, Mokwon University*

### **About the Presentation**

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.

### **About the speaker**

**Stephen Bax** is Professor of Applied Linguistics at CRELLA (the Centre for Research in Language Learning and Assessment) at the University of Bedfordshire in the UK. In 2014, he won the TESOL Distinguished Researcher Award for his article on eye tracking in reading, published in the journal *Language Testing*, 2013. His earlier work on normalization in CALL won an Elsevier award. He has worked extensively in the Middle East, including Lebanon, Jordan, and Iraq, and his research includes classroom based assessment, assessing reading, and analyzing classroom interaction. Dr. Bax also works with computers in language teaching, researching discourse, and the use of eye tracking to investigate second language reading. His books include *Discourse and Genre* (2011) and *Researching Intertextual Reading* (2013). He is a consultant to the website [www.textinspector.com](http://www.textinspector.com), which provides tools for analyzing English language texts.

## Our MC FOR THE Opening Ceremonies



### **Dorothy Ham**

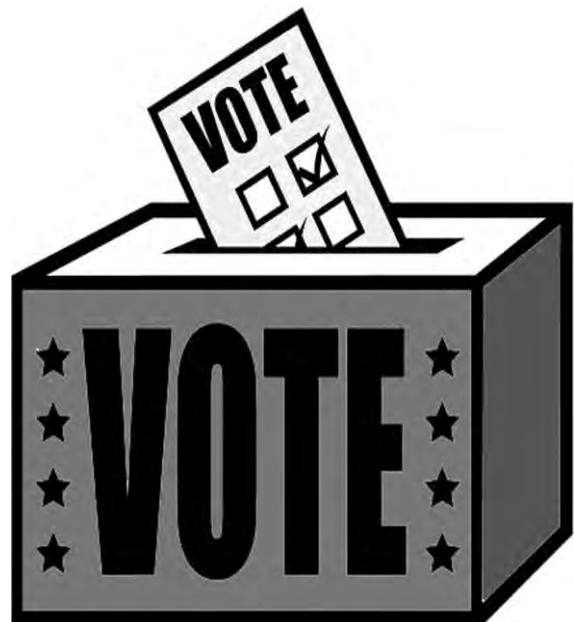
- Penn State University, December 1991
- Speech Communications, specialist
- Speech and Communications Professor at Hongik University
- CEO of Dorothy, Inc.
- English Lecturer, EBS
- EBS Survival English
- EBS Morning Special
- JEI Magic Library
- KBS Live Broadcast – Today KBS Korea First Lesson
- Arirang TV, Samsung Special Lecturer, EBS Director of Special Lecturers
- Director of the 49<sup>th</sup> Day Memorial for Paik Nam June
- Current Korean Representative for Paik Nam June
- Columnist for Korea Herald
- Director of the Fairfax County Committee for Human Rights

# ***Have you Voted?***

KOTESOL Members (expiration Oct 31 or later) who have not already voted online may cast a ballot at the Elections Desk.

## **Voting Hours:**

- Saturday 1pm ~ 6pm
- Sunday 9am ~ 1pm



The Elections Desk is beside the Ambassador's Desk (near room 300).

## **Express your views. Vote!**

**The Annual KOTESOL**

# **National Drama Festival**

**hosted by Jeonju-North Jeolla KOTESOL**



Give your students the chance to perform in English!

- 10-15 minutes per team. Max of 6 teams per division. At least 1 teacher (coach) per team.
- Junior Division: kindergarten and elementary school (max 10 per team)
- Senior Division: middle/high school and university (max 8 per team)
- Prizes for 1st, 2nd, 3rd place in each division, and lots of individual prizes as well!

All students will get certificates of participation.

**Date: November 15th**

**Time: 1 p.m.**

**Location: Jeonju University**

**Fee: 35,000 won per team**

**Contact person: Ingrid Zwaal**

**e-mail: [scottietoy@gmail.com](mailto:scottietoy@gmail.com)**

**phone: 010-3650-2957**

**Reg. deadline: November 3rd**



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

# 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 Kreis**, *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 four macroskills, as well as to critical thinking and life skills.

## Beginning at 9:30

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

**Chang Kyungsuk & Goo Youngsan**

*Korea Institute for Curriculum and Evaluation*

301B

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.

### *Application of English digital textbooks in flipped learning*

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

303

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.

### *Learning English grammar through social interaction*

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

305

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.

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

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

307A

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.

**Beginning at 10:00**  
***Opening Ceremonies***

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

# Beginning at 1:00

*Developing critical thinking skills with young learners and teens*

**Herbert Puchta**, *IATEFL YLT-SIG*

**300**

*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 in turn sends out very important messages to the students, enabling them to develop feelings of competence and serious involvement in their work.

*Low and high technology in EYL classroom*

**301A**

**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.

*Teaching presenting skills to adults: Breaking it down*

**301B**

**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.

*Is it valid to use the reading test score of a computer based English test?*

**302**

**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.

*Language use in certain Japanese EFL learner compositions*

**303**

**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 University of Birmingham's 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**, Southampton 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 Yoonhee, 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

*Combining hardware, software, and mobile technologies to support classroom interaction, participation, distance learning, and success: What really happens!*

**300****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.

*A primary teacher's professional development on teaching through English dictionaries***303****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.

## Bloggers Wanted!

Do you write about TESOL?

KOTESOL's website [www.koreatesol.org](http://www.koreatesol.org) is opening a new web-articles division. Regular contributors will be given their own blog space.

Contributions 300-2,000 words welcomed on regular or occasional basis.

Contact us at [admin@koreatesol.org](mailto:admin@koreatesol.org)

# Saturday 3:00 - 4:50

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

# Beginning at 3:00

*English reading specialist training program for parents improving family literacy*

**Kwon Hyekyung & Chang Kyungsuk**

*AoneEdu Institute & Korea Institute for Curriculum and Evaluation*

**300**

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 21st 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 budding 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

*Cognitive Processing in Reading Tests and Texts*

**300**

**Stephen Bax**, *University of Bedfordshire*

*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

*Research about children's literature: Why and how?*

**302**

**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.

## Beginning at 5:00

Our second plenary talk of the day:

**Scott Thornbury**

***Embracing change – One step at a time***

*(See page 15)*

# Sunday 9:00 - 10:50

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

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# 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.

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

**306**

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.

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

**307A**

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.

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

**307B**

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.

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

**307C**

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.

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

**308A**

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.

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

**308B**

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.

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

**308C**

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

# 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**

*The effects of enhancing and transforming blended learning on the improvement of writing ability in higher education*

**302**

**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 options 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.

*Anaheim Webinar: Current issues in online teacher education*

**David Nunan (onsite)**

**Hall E 1**

**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.

*Recycling, reinforcing, and building on new language for young learners*

**Hall E 2**

**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

*English learners' perceptions of learning English pop songs*

**302**

**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.

*The effects of early English education on the first language speaking in Korea*

**303**

**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](mailto: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 11<sup>th</sup> 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 29<sup>th</sup>, 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: ₩10,000 for members (pre-reg) and ₩20,000 for non-members (pre-reg)

Thanksgiving Dinner: ₩30,000

[tinyurl.com/2014DCCSYMPOSIUM](http://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			<b>Todd Jobbitt</b> <i>Teacher-trainee observations on select YL storytelling methods</i> Young Learners	<b>Todd Jobbitt</b> <i>Storybook selection for young learners: Tips and suggestions</i> Young Learners
301B			<b>Justin Kaley</b> <i>Incorporating 21st century skills in teaching young learners English</i>	
302			<b>Didi Suherdi</b> <i>University-school collaboration in developing English teachers' professionalism</i> Professional Development	
303			<b>Nam Seoung Woo</b> <i>Blended learning model in English role play class</i>	<b>Choi Hong-gyu</b> <i>Development of CAT smart app for elementary English reading diagnostic test</i>
304			<b>Xiaomei Ma</b> <i>Empathy in business English communication</i> Business English	<b>Hsiao-Wen Hsu</b> <i>An investigation on students' perceptions in learning English via mobile devices</i>
305			<b>Peter Roger</b> <i>Applied Linguistics and TESOL: What do we bring to the table?</i>	
306			<b>Ahrndt / Slacedo / Lloyd</b> <i>Integrating authentic English</i>	<b>Martin Daniel Craig</b> <i>Counter-literacies: A critical re-engagement with herald media</i>
307A	<b>KAFLE Annual Business Meeting</b>		<b>Ian Bosiak</b> <i>Replacing books with tablets: Pilot results and lessons learned</i>	
307B			<b>Elena Onoprienko</b> <i>Filling the gap in assessment literacy</i> Professional Development	<b>Daichi Suzuki</b> <i>Implementing CLT: Overcoming resistance in the Japanese classroom</i> Professional Development
307C			<b>Michael Cahill</b> <i>Great writing, less grading, smarter grammar</i>	
308A			<b>Marcie Gansler</b> <i>Teaching and learning with Toastmasters</i> Professional Development	<b>Jenelle Wagoner</b> <i>Engaging students with effective presentations</i> Professional Development
308B			<b>Kara Mac Donald, Unsoon Won</b> <i>Diagnostic assessment for building higher proficiency</i> Assessment and Evaluation	
308C			<b>Alex Monceaux</b> <i>Structured mentorship: Guidance through the writing process</i> Assessment and Evaluation	
Hall E 1	<b>Ahmar Mahboob</b> <i>Understanding language variation for language teaching</i>		<b>Dan Evans</b> <i>The "front tier" of pronunciation: A right-side-up approach</i>	
Hall E 2	<b>David Hayes</b> <i>Innovation and creativity in English language teacher education</i>		<b>Angel Lin</b> <i>Content and Language Integrated Learning (CLIL): A new trend for TESOL?</i>	

# Beginning at 1:00

**307A**

## ***KAFLE Annual Business Meeting***

*Understanding language variation for language teaching*

**Ahmar Mahboob**, *University of Sydney*

**Hall E 1**

*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.

*Innovation and creativity in English language teacher education*

**David Hayes**, *Brock University*

**Hall E 2**

*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 University 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 blended 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 different types of feedback in after class. 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 lingua 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 expand 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 pronounce 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.

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KOTESOL is expanding our online photos section.  
Photos from any KOTESOL event are welcomed.

You will be credited.

Please send your higher-resolution photos to [admin@koreatesol.org](mailto:admin@koreatesol.org)

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



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) & Jauffillali 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 Bedfordshire

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

*A Study of Observation and Analysis of English Class Based on 'Universal Design for Learning (UDL)'*

302

**Jeon Young-joo**, Mokwon University

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 elementary 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 analyze 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 IETTP**

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 IETTP 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 (MARSII) 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.

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

**303**

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

*A study on tenses and aspects of academic texts for KAP : Focusing on the comparison of NS and NNS*

**304**

**Nam Shin-hae**, Yonsei University

Moderator: Ko Kyunghye, 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.

*Professional development: What the puck?*

**307B**

**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.

*Creatively engaging university students in the writing process*

**307C**

**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.

*Using rubrics as formative assessments to coach ELL writers*

**308C**

**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.

## **Young Learner Special Interest Group**

Stafford Lumsden (Sookmyung Women's University YL TESOL)

contact email, [stafford.lumsden@gmail.com](mailto:stafford.lumsden@gmail.com)

webpage <http://koreatesol.org/content/young-learners-teens>

The Korea TESOL Young Learners & Teens SIG is for anyone responsible for delivering English programs to young learners and teenagers in Korea.

If you would like to get involved in 2015 or hold a (YL-centric event/workshop etc) contact the facilitator (details above)

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.

### **Notes**

## Notes

# Presenters' Biographical Sketches

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## **Jean Adama**

Jean Adama completed his MA in TESOL from California State University, Sacramento and now teaches conversation and Business English courses at Seoul National University of Science and Technology in Seoul. He has taught in three different countries across a varied range of abilities and language skills.

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## **So-Yeon Ahn**

So-Yeon Ahn currently lectures at the Hankuk University of Foreign Studies, where she conducts several research studies having to do with culture in language learning and language teacher identity. She has research interests in language and cultural awareness, social and cultural approaches to language learning, and language ideology and identity.

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## **Eunsook Ahn**

Eunsook Ahn is an EFL program administrator at the Seoul National University of Science and Technology (SeoulTech) Institute for Language Education and Research (ILER) where she manages several foreign language programs (English, Japanese, Chinese, and Korean). She holds a B.A. in English Language and Literature from Kwangwoon University and is currently enrolled in the Educational Administration graduate program at Yonsei University. She can be contacted at [aneunsuk@gmail.com](mailto:aneunsuk@gmail.com).

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## **Shannon Ahrndt**

Shannon Ahrndt is an Assistant Teaching Professor at Seoul National University, where she teaches Culture & Society, Writing, and Speaking courses. She has taught in Korea since 2005, and served as a Speaking course coordinator at SNU for two years. She received her MA in Communication from the University of Wisconsin-Milwaukee.

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## **Amany Alsaedi**

Dr. Amany Alsaedi received her BA degree with honours in English from Umm Al-Qura University, Makkah, Saudi Arabia in 2000. She received her MA degree and PhD degree in English Language Teaching from the School of Modern Languages in the University of Southampton, Southampton, UK in 2006 and 2012, respectively.

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## **Rheanne Anderson**

Rheanne Anderson is currently teaching at Soka University, Japan. She is from Canada, but has spent 14 years teaching English in Japan, Korea, Poland, China, Canada, Vietnam and was a teacher trainer in Dubai, UAE. Her research interests lie in the applied teaching of pronunciation. Rheanne holds a Master's Degree in Second Language Acquisition through the University of Toronto.

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## **Ian Andrew Baddon**

Ian Baddon is an MA graduate of the University of Birmingham who has been teaching EFL in Korea since 2002. He has worked in the private sector and the public high school system, but currently works at Gachon University. His main areas of interest are sociocultural theory of language learning, writing, corpus linguistics, and data driven learning (DDL). He can be contacted at [<baddon@gmail.com>](mailto:baddon@gmail.com)

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## **Daniel Bailey**

Daniel Bailey graduated with a Masters of Education from the University of Texas. He is an instructor at Cheongju University. He specializes in education technology. He designs web-enhanced EFL courses using the MOODLE learning management platform. His course activities attempt to maximize learning by motivation from competition and positive feedback.

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## **Samuel Barclay**

Samuel Barclay teaches at the Graduate School of Science and Engineering at Ehime University. He has an MA in Applied Linguistics and TEFL from the University of Nottingham and has taught in Japan for eight years. His research interests include second language vocabulary acquisition and instruction, and curriculum design.

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## **Bruce Dwight Barnes**

Bruce Barnes is an Assistant Professor attached to the English Program Office at Ewha Womans University where he has been employed since 2002. He mostly teaches academic English, but has also taught specialized courses such as Business English.

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**Stephen Bax**

Stephen Bax is Professor of Applied Linguistics at CRELLA (the Centre for Research in Language Learning and Assessment) at the University of Bedfordshire in the UK. In 2014, he won the TESOL Distinguished Researcher Award for his article on eye tracking in reading, published in the journal *Language Testing*, 2013. His earlier work on normalization in CALL won an Elsevier award. He has worked extensively in the Middle East, including Lebanon, Jordan, and Iraq, and his research includes classroom based assessment, assessing reading, and analyzing classroom interaction. Dr. Bax also works with computers in language teaching, researching discourse, and the use of eye tracking to investigate second language reading. His books include *Discourse and Genre* (2011) and *Researching Intertextual Reading* (2013). He is a consultant to the website [www.textinspector.com](http://www.textinspector.com), which provides tools for analyzing English language texts.

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**Ken Beatty (via webcam)**

Ken Beatty is an expert in the area of Computer Assisted Language Learning (CALL). Dr. Beatty is the author/co-author of more than 100 textbooks for Pearson, Longman, Oxford University Press, Thomson, Heinle and Heinle, and Hong Kong Educational Press including English as a Second Language textbooks and readers from the primary through university levels. Although most of these focus on various aspects of English as a Second Language, he also writes and reviews on the topic of CALL (Computer-Assisted Language Learning). He is involved in electronic media and was Academic Advisor to Hong Kong's Educational Television from 1998 to 2004. Dr. Beatty taught the last 15 years at universities in the UAE, the People's Republic of China, and Hong Kong. He holds a PhD in Curriculum Studies from the University of Hong Kong.

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**Allison Bill**

Allison Bill started her own second language learning at the age of 5. She completed her B.Ed. in Elementary French Education at the University of Ottawa, and her M.A. TESL/TEFL at St. Michael's College in Vermont. She is currently studying for an Ed.D. at Anaheim University. Allison has taught FSL in Canada, and EFL in France and South Korea. She is a native of Ottawa, Canada. She has lived in Korea since 2000, and teaches at Jeonju University.

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**James Block**

James Block is an English Instructor at RMIT University Vietnam. Originally from the UK, James has been based in Ho Chi Minh City for two years, having taught previously in Turkey and Mexico. He holds a CELTA and is soon to embark upon an MA in Applied Linguistics and TESOL.

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**Jacqueline Bolen**

Jackie Bolen has been living in Korea for almost a decade, and has taught everyone from kindy kids to adults and everything from the ABC's to advanced TOEIC Listening. She spent most of her time at Hoseo University in Cheonan/Asan but moved to Busan 2 years ago, where she works at Dong-A University. Her favorite things to teach are: academic writing, public speaking and exam preparation English. Check out her blog, *My Life: Teaching in a Korean University* ([www.eslteacherinkorea.blogspot.com](http://www.eslteacherinkorea.blogspot.com)).

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**Andrew Boon**

Andrew Boon is an associate professor in the faculty of humanities at Toyo Gakuen University, Tokyo. He has been teaching in Japan for over 16 years and is an Aston University PhD student. He has been an active member of the Japan Association for Language Teaching since 2004, has presented at numerous conferences, and has published several articles on teacher development, motivation, and methodology. He is also co-author of *Inspire*; a 3-level listening and speaking coursebook (Cengage Learning, 2013-14).

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**Ian Bosiak**

Ian Bosiak is an EFL teacher, teacher trainer, author, and language learner. He has spent ten years in second and foreign language classrooms in Canada, Germany, and South Korea. He can be seen speaking throughout Asia on technology and practical teaching methodology. He has written over 40 ELT books focusing on listening and reading comprehension. His series include *Step by Step Listening*, *Reading Town*, and *Reading World* published by e-future, one of Asia's fastest growing ELT publishers.

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**Wayne Bottiger**

Dr. Wayne Bottiger has been an instructor in the field of education for the past 35 years. He holds advanced degrees in the areas of Education, Medicine and Linguistics. His interest is in instructional technology and the development of online curriculum. He is a visiting professor at Kangwon National University. Email: [wbott@kangwon.ac.kr](mailto:wbott@kangwon.ac.kr)

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**Paul Bournhonesque**

Paul Bournhonesque is an Assistant Professor and Curriculum Coordinator at the Seoul National University of Science & Technology (SeoulTech) Institute for Language Education and Research (ILER). He has nine years teaching experience at the university level in the United States and South Korea and previously was a bilingual (Spanish/English) public school teacher. Paul earned his M.A. in Linguistics LTS (Language Teaching Specialization) from the University of Oregon and holds a California Teaching Credential. He can be contacted at hohansem@gmail.com.

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**Gunther Breaux**

Gunther Breaux has taught English conversation to Korean university freshmen for 18 years. He's an associate professor at Hankuk University of Foreign Studies and the author of several ELT books. His materials, method and research have one goal: to get students speaking, measure their ability, and measure their improvement.

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**Shannon Buckley-Shaklee**

Shannon Buckley-Shaklee is an Assistant Professor at Seoul National University of Science & Technology (SeoulTech). Ms. Buckley-Shaklee has taught elementary ESL in New York City and university EFL in China. She has also served as an English Language Fellow in Mexico, training teachers and pre-service teachers. She holds an M.A. in International Education Policy and an M.S. in TESOL.

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**Geoffrey Butler**

Geoffrey Butler (M.A. TESOL) is an assistant professor at SeoulTech. He began teaching with the Peace Corps in Central Asia and has worked in a variety of international teaching contexts since 2003. His interests include student-generated content and reflective practice. He may be contacted at butler@seoultech.ac.kr.

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**Michael Cahill**

Michael Cahill began teaching in the United States in 1993. A year later he moved to Taiwan where he taught adults and young learners. During that time he worked as a teacher trainer and presenter and earned his teaching certification through the British Council in Malaysia. He moved to publishing in 2000 working as an editor in New York and a consultant across Asia. He now works as Regional Director, ELT/School for National Geographic Learning, a part of Cengage Learning and is based in Tokyo.

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**Peadar Callaghan**

Peadar Callaghan graduated from the University of Limerick with an MA in ELT. He has been working in Korea for over eight years. During this time he has given numerous presentations on a wide range of topics. All his presentations focus on being practical and adaptable to all students no matter their levels or ages. Peadar is currently the president of KOTESOL and teaching at Daegu University.

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**John Campbell-Larsen**

John Campbell-Larsen received his MA in TESOL from Birmingham university. He currently teaches at Kwansei Gakuin University, Japan. His research interests include Conversation Analysis and teaching the spoken language.

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**Geraldine L. Canlas**

Geraldine Lopez Canlas is a Professor at the Mapua Institute of Technology, Manila, Philippines. She finished her masters in Education major in Administration and Supervision in Manila Central University, with distinction. She currently serves as the PRO of the Speech Communication Organization of the Philippines.

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**Brian Carlstrom**

Brian Carlstrom is an Assistant Professor at Gachon University in Seongnam, South Korea. He has an M.A. in Applied Linguistics from The University of Birmingham. He is also the co-founder of The Gachon Learner Corpus, the largest learner corpus in Korea.

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**Peter Carter**

Peter Carter is a Japan-based teacher with over ten years of experience working with Asian students. He is currently on the faculty of International Studies of Culture at Kyushu Sangyo University where he lectures in English communication. His research interests include small-group learning and academic skills development.

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**Joachim Castellano**

Joachim Castellano is a faculty member and the CALL Coordinator at New York University's School of Continuing and Professional Studies American Language Institute Tokyo Center. He specializes in media education and production for language learning. He has worked previously at Northwestern University's School

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of Education and Social Policy, the JET Programme, Apple Computer, and Teachers College Columbia University's EdLab research unit.

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**Hyeong Jun Chae**

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Hyeong Jun Chae is a teacher at Okgok elementary school in Gyeongsan, South Korea. He recently obtained his MA in TESOL (2013) from Flinders University in Australia. His professional research interests include academic writing, visualizing language learning, cognitive psychology and EFL instruction, and CALL. He can be contacted at [hyeongjunchae@gmail.com](mailto:hyeongjunchae@gmail.com).

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**Chang Kyungsuk**

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Dr. Kyungsuk Chang, Korean, a research fellow, works at Korea Institute for Curriculum and Evaluation. She had English teaching and teacher training experience in a secondary school and universities. Her research interests are action research, school-focused teacher development, material development, and policy evaluation. E-mail address: [kschang@kice.re.kr](mailto:kschang@kice.re.kr)

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**Kalyan Chattopadhyay**

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Kalyan Chattopadhyay, Assistant Professor and Director, English Language Centre, Bankim Sardar College, University of Calcutta, has been working as a teacher trainer, lecturer, and researcher in a range of contexts. Holding an MA TESOL & ICT and PhD, Kalyan was Hornby Trust (UK) scholar at the University of Leeds. He has given plenary and invited talks in Cambodia, China, Nepal, Sri Lanka, Thailand, UK, and Vietnam. His latest course book, published with CUP, is Cambridge Listening Speaking for Schools, Book 9. He is currently Joint Coordinator of the IATEFL Young Learners and Teenagers SIG, and Vice President, AsiaCALL. More about him is available at <http://www.kalyanchattopadhyay.com>

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**Bruno Christiaens**

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Bruno Christiaens (M.A., M.B.A.) is a Belgian native, parent and former TESOL practitioner living and working in Fukuoka, Japan. He is currently employed as an international program coordinator at Fukuoka Women's University's International Center. His research and presentation interests include the impact of internationalization on higher education.

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**Cho Hang-Deok**

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프랑스어 I,II 등 저서 다수

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**Hyunhee Cho**

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Hyunhee Cho is an associate professor in Daegu National University of Education in South Korea. Her interests are in teaching English using literary texts, discourse analysis, qualitative research methodology, and sociocultural approaches to language teaching and learning.

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**Cho Myoung-youn**

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Myoung-Youn Cho is a doctoral candidate at Hannam University. He is currently engaged in teaching English at an elementary school in Daejeon, South Korea. His research interests include English pop songs, motivation, learner autonomy, error correction, written corrective feedback, and washback effect.

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**Choi Hong-gyu**

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Hong-gyu Choi is an elementary school teacher who works at Gangneung Imgok Elementary school in Gang Won Province. He is in the doctorate course at the Korea National University of Education (KNUE).

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**Julie Choi (via webcam)**

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Julie Choi received her Doctorate in Education at The University of Technology, Sydney, in the area of Multilingual Studies and her MA in TESOL from Anaheim University. Her research interests focus on multilingual identity development, sociolinguistics, media and cultural studies, and reflective/reflexive academic writing using (auto-)ethnographic approaches. Her teaching experience focuses on professional development, particularly in the area of teacher education and training; research perspectives, and subjects that deal with social

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justice in language studies. She is the co-editor of the book *Language and Culture: Reflective Narratives and the Emergence of Identity* and has published in the *Journal of Language, Identity and Education*. At the beginning of 2015, she will take up the post of Lecturer in Education (Additional Languages) in the Melbourne Graduate School of Education, University of Melbourne.

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**Choi Seonghee**

Seonghee Choi is currently working at the Dept. of Early Childhood English Education, Gyeonggi College of Science & Technology. She received her B.A in the Dept. of English Education, Seoul National University and got M.A and PH.D at the Ohio State University. Her specialty is English language teaching methods, materials development, and teacher education. Recently she has completed another PH.D program in Brain Education at the University of Brain Education. Her hope is to combine Brain Education and English education to raise effective language learners.

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**MaryAnn Christison (via webcam)**

A past President of TESOL (1997-1998), MaryAnn Christison serves on the Board of Trustees for The International Research Foundation (TIRF). Holding a Ph.D. in English/Linguistics from the University of Utah, Dr. Christison has been teaching graduate and undergraduate courses in applied linguistics for over 30 years. She is the author of over 80 refereed articles in journals on language teaching and second language research and 18 books including *Leadership in English Language Education: Theoretical Foundations and Practical Skills for Changing Times* (with D. E. Murray). She has been a classroom teacher for 38 years, teaching in U.S. K-12, adult education, and university contexts. She has developed many multi-media projects, and online ESL Endorsement program, and four online courses for language teachers. Christison has been a teacher educator for over 20 years, working with teachers in the U.S. and in over 30 different countries. Her current research interests are in leadership, second language teacher development, and language and the brain.

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**Matthew Coomber**

Matthew Coomber has been teaching English in Japan since 2001, having spent his twenties in a variety of unfulfilling jobs in his native United Kingdom. He holds a MA in Applied Linguistics and TESOL from the University of Leicester, and a MLitt in International Security Studies from the University of St Andrews. Matthew currently teaches at Kyoto Sangyo University and in the past few years has presented at international conferences in Japan, Korea, Malaysia and Vietnam on topics including peer review, materials development and group dynamics in the classroom.

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**Fiona Copland**

Fiona Copland is Senior Lecturer in the School of Languages and Social Sciences at Aston University. She is Course Director for a portfolio of MSc programmes by distance learning in the field of Teaching English to Speakers of Other Languages (TESOL) by distance learning. Some of the areas she has researched and published in are teacher education, teaching English to young learners, and linguistic ethnography. Fiona is Director of the Centre for Language Education Research at Aston (CLERA) and a UK Higher Education Academy National Teaching Fellow.

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**Martin Daniel Craig**

Martin Craig is an assistant professor at Seokyeong University. His fields of interest include negotiations of power both in the classroom and beyond.  
Email: martinida@naver.com

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**Samuel Crofts**

Sam Crofts has taught English at the university level in China, the UK and most recently in Japan. He is interested in student motivation and authenticity in English language courses.

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**Peter Crosthwaite**

Dr. Peter Crosthwaite holds a Ph.D. from Cambridge University and is currently an assistant professor at the University of Hong Kong.

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**Joe Dale**

Joe Dale is an independent languages consultant from the UK who works with a range of organisations such as Network for Languages, ALL, The British Council, the BBC, Skype, Microsoft, and The Guardian. He is host of the TES MFL forum, former SSAT Languages Lead Practitioner, a regular conference speaker, and recognised expert on technology and language learning. He has spoken at conferences and run training courses in Europe,

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North America, the Middle East, the Far East and Australia. He was a member of the Ministerial Steering Group on languages for the current UK government and was short-listed for a NAACE Impact Award in 2013 too. Joe was recently described in a Guardian article as an “MFL guru” and “the man behind the #mfltwitterati.”

Joe was key in updating the ICT elements of the QCDA SoW for KS2 Primary French; he also designed games for Heinemann's “Expo.” Joe has featured in several Education Guardian articles and has himself both written for and been quoted by the TES. Joe has also written for the TES ICT blog and produced video tutorials for the CILT 14-19 website. Joe recently starred on a Teachers TV programme and has spoken about the Rose Review proposals on BBC Radio 4. His blog, [www.joedale.typepad.com](http://www.joedale.typepad.com), has been nominated for four Edublog Awards.

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#### **Kyle Philip Devlin**

Kyle Devlin received his Master's in TESOL from The School for International Training in 2002. He worked previously as a U.S. State Department English Language Fellow in Indonesia doing pre-service teacher training and is currently an Assistant Professor of English Education at Hankuk University of Foreign Studies in Seoul, Korea where he also teaches in the HUFS TESOL Certificate Program.

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#### **Teri Rose Dominica**

Teri's practice in ELT over the past decade includes teaching and conducting research on language attitudes, child-directed discourse, and language proficiency assessments. She holds a Master's in English from the University of the Philippines, and is currently working on her doctorate in Linguistics at Sogang University in Seoul.

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#### **Rebekka Eckhaus,**

Rebekka Eckhaus is a Language Lecturer in Tokyo at the American Language Institute, a division of New York University's School of Continuing and Professional Studies. She coordinates the Professional English program and has taught at Samsung in South Korea and at universities in New York City.

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#### **Becky Elliott**

Becky Elliott is the current head of academics for RISE Global. She is responsible for the blended learning educational program and the teacher training programs. From 2011 to 2013, Becky was the previous editor-in-chief at Compass Media, and was also responsible for teacher training in Mexico, Latin, and South America. From 2009-2011, Becky was also the consulting services director at Innovatus Education. Before that she taught at a private kindergarden and a university in Seoul.

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#### **Dan Evans**

Dr. Daniel W. Evans is currently the Director of English Language Programs and an Associate Professor of Applied Linguistics at Saint Michael's College in Vermont, U.S.A. He got his start in English language teaching, and his first experience with Korea, as a Peace Corps volunteer in Seoul in the early 1970s. Coaching dialog delivery for Korean university students in English drama productions laid the groundwork for his career-long interest and research in suprasegmental features of English pronunciation. Dr. Evans has presented on this topic at numerous regional, national, and international conferences and has taught in Japan, Vietnam, and Greece as well as Korea and the United States.

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#### **Sinyoung Ra Evans**

Sinyoung Ra Evans is a born-in-Japan Korean-American teacher. She started her career teaching English in Japan, and currently teaches ESL and Japanese in public school and college in Vermont. She has an MA in TESOL from Saint Michael's College and Vermont State K-12 educator's license for ESL and Japanese.

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#### **Norman Fewell**

Norman Fewell has taught English at several universities in Japan for the past twenty years. He is a senior associate professor of TESOL in the College of International Studies at Meio University in Okinawa, Japan. He holds an MA in Applied Linguistics and TESOL from the University of Leicester.

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#### **Jeanne Flores-Purpura**

Jeanne F. Purpura is an assistant professor in the Department of English and Applied Linguistics at De La Salle University-Manila. She is a PhD in Applied Linguistics student and is currently writing her dissertation. Her research interests are Language Learning and Teaching, CALL, Discourse Analysis, and Sociolinguistics. She is a published language textbook writer both in grade and high school levels.

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**Eric Fortin**

Eric Fortin is originally from the United States and is currently living in Japan. He is an associate professor at St. Mary's College in Fukuoka, Kyushu teaching Nursing English, Critical Writing, and French. His research interests include foreign language acquisition, learner autonomy, and student motivation.

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**Michael Free**

Michael Free has worked in rural Gangwon schools as a teacher in EPIK (English Program in Korea) over the past seven years. He has been an active member of KOTESOL for seven years and is the acting president of the Gangwon Chapter. His interests include humanist education and phonology. He can be reached at [michaelfree63@gmail.com](mailto:michaelfree63@gmail.com).

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**Yutaka Fujieda**

Yutaka Fujieda is Associate Professor in the English Program at Kyoai Gakuen University, and a Ph.D. candidate (Composition and TESOL) at Indiana University of Pennsylvania, USA. His research areas include second language writing and literacy, and teacher education.

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**Marcie Gansler**

Marcie Gansler has been living and working in Korea since 2008. She currently teaches English at Gimpo Foreign Language High School. Marcie has also been involved in Toastmasters International since 2012, and is currently serving as a Division Governor. She can be reached at [marcie.gansler@gmail.com](mailto:marcie.gansler@gmail.com).

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**Paul Goldberg**

Paul Goldberg has taught EFL in Venezuela, Spain, Korea, the US, and currently in Osaka Japan. His main areas of interest include extensive reading and extensive listening. He is also the founder of Xreading, an online library of graded readers that allows teachers to track their students' reading progress.

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**Wilkinson Daniel Wong Gonzales**

Wilkinson Daniel Wong Gonzales is a third year undergraduate student of De La Salle University - Manila, Philippines taking up Bachelor of Secondary Education - Major in English. He is a consistent dean's lister and is interested in linguistics and language teaching. He can be contacted at [wdwgonzales@yahoo.com](mailto:wdwgonzales@yahoo.com).

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**Goo Youngsan**

Dr. Youngsan Goo, a research fellow, works at Korea Institute for Curriculum and Evaluation. She has Korean teaching and teacher training experience in schools and universities. Her research interests are Korean education, teaching Korean as a second language(KSL), multiculturalism, material development and evaluation, and teacher training. E-mail address: [ysgoo@kice.re.kr](mailto:ysgoo@kice.re.kr)

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**Robert Gordon**

Robert Gordon has been an Assistant Teaching Professor at Seoul National University since 2009. He holds an M.A. in English literature, and is currently in the final year of an MA in TESOL & Educational Technology at the University of Manchester.

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**Danny Graves**

Danny Graves teaches in the Practical English Program at Daegu Catholic University in Gyeongsan South Korea and holds a Master of Business Administration degree. He has been teaching in Korea since 2010. Danny's research interests include creativity in English learning and numeracy in EFL.

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**Michael Griffin**

Michael Griffin has been involved with English teaching for nearly 15 years. He has worked as a teacher, teacher trainer, trainer-trainer, curriculum developer, substitute teacher, assistant director, and mentor. Intercultural awareness, curriculum development and reflective practice are some of his main interests. His blog is <http://eltrantsreviewsreflections.wordpress.com>.

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**Nicholas Groom**

Nicholas Groom is Senior Lecturer in Applied Linguistics at the University of Birmingham, UK. His research and teaching interests focus on applications of corpus linguistics to problems, questions, and issues in the fields of discourse analysis and second language acquisition research. His most recent book is *Doing Applied Linguistics* (with Jeannette Littlemore, Routledge, 2011).

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**Atsushi Iida**

Atsushi Iida is Assistant Professor in the University Education Center at Gunma University. He was awarded his Ph.D. (Composition and TESOL) at Indiana University of Pennsylvania, PA, USA. His research interests include second language writing, literature in second language education, writing for academic publication, and ESP.

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**Nina Iscovitz**

Nina Iscovitz is an Assistant Professor at Hanyang University. She has over 18 years' experience in teaching and has taught English in the United States, Poland, Brazil, and South Korea. She holds an MAT and is CELTA certified. Her professional interests include academic writing and reflective practice.

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**Johanna Leila Haas**

Johanna Haas has taught English for Academic Purposes in South Korea for eight years. She is currently an Assistant Teaching Professor in the College English Program at Seoul National University. Johanna holds an Ed.M. in Language and Literacy from the Harvard Graduate School of Education.

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**Akli "Jay" Hadid**

Akli Hadid got his BA in English and Spanish education from the University of Nanterre, France, his MA in Peace Studies from Kyung Hee University and is currently doing a Ph.D. at the Academy of Korean Studies in sociology.

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**Yu Jung Han**

Yu Jung Han is an English instructor with 10 years of international teaching experience. She has taught English in her native country of Korea, Japan and after graduating from Teachers College, Columbia University with a Master's in TESOL, the United States.

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**David Hayes**

David Hayes, PhD, is Graduate Program Director, Department of Applied Linguistics, Brock University, Canada. He has extensive experience of English language teacher education in Asia and has worked on a number of projects with the Korea Institute for Curriculum and Evaluation. As well as publications on in-service teacher education, he has published widely on the lives and careers of non-native speaking teachers of English in journals such as TESOL Quarterly, Harvard Educational Review, Asia Pacific Journal of Education, and System. He has just completed the editing of a collection of papers entitled Innovations in the Continuing Professional Development of English Language Teachers for the British Council, London.

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**Stephen W Henneberry**

Stephen Henneberry holds an MA in Educational Technology & TESOL from the University of Manchester and is currently a lecturer at the University of Shimane. His primary areas of interest are Computer Assisted Language Learning, computer mediated cross-cultural exchange, and mobile technology.

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**Jaufillali Hidayat**

Jaufillali Hidayat has been teaching for twelve years in University of Swadaya Gunung Jati (UNSWAGATI) Cirebon, West Java, Indonesia at English Education Department of Teaching and Educational Sciences Faculty. She's teaching prose, Drama, Sociolinguistics and Psycholinguistics. She has been interested in learning English since she was in elementary school when English was not taught at all at that time at elementary schools in Indonesia.

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**U-Teng Ho**

U-Teng Horeceived his undergraduate and postgraduate education at the University of Macau, majoring respectively in English Education and English Studies (Literature). He is a big fan of English Literature and language learning. His research interest lies in vocabulary learning and learner autonomy.

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**Hong Hae-ran**

연세대학교 국어국문학과 박사 과정 수료. 코퍼스를 활용한 한국어 문법 연구와 문법 교육에 관심이 있다.

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**Min Gi Hong**

Min Gi Hong earned an MA in TESOL from Sookmyung Women's University in 2013. Since 2009, she has worked in the SMU TESOL In-service English Teacher Training Program (IIETTP), where she is currently Vice Program Coordinator. She is also teaching in the PSS program at the Korean Blue House.

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**Hong Young-suk**

Professor of Jungwon University currently. Ph.D. at University of Alberta in Canada, majoring in English Education & Narrative Inquiry Methodology. Ed.M. at State University of New York at Buffalo in USA, majoring in TESOL

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**Kayoko Horai**

Kayoko Horai is a learning advisor in the Sojo International Learning Center at Sojo University in Kumamoto, Japan. She has currently obtained her PhD in English Education Studies from the Kumamoto University. Her research interests are learner autonomy and motivation in English language education. [khorai@ed.sojo-u.ac.jp](mailto:khorai@ed.sojo-u.ac.jp)

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**Jack Hsiao**

Jack Hsiao is a regional ELT Teacher Trainer and Consultant for Macmillan Education, East Asia. He has worked as a teacher, teacher trainer and materials writer in Asia and the Middle East. Jack has extensive teaching experience in general English, young learners, EAP and ESP. Aside from his bachelor's degree in primary education, he also has a Certificate in Teaching English to Speakers of Other Languages and a MA in TESOL from the University of Nottingham, UK. He is currently researching methods and learning styles in pre-service teacher training and professional development.

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**Hsiao-Wen Hsu**

Hsiao-wen Hsu works as an assistant professor in the Department of Applied English at Kainan University, Taiwan. She holds a PhD in English Language Teaching from University of Essex, UK. Her current research interests include teacher professional development and motivational aspects of language learning.

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**Chris Hughes**

Chris Hughes is a currently a Visiting Professor at KAIST. He holds an MA in Applied Linguistics from the University of Birmingham. His main area of research is Corpus Linguistics.

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**Shawn Hupka**

Shawn Hupka has taught EFL in Thailand, Korea and Panama. He has an MA in Applied Linguistics and a CELTA. He currently works in Japan at Kanda University of International Studies, where he teaches Advanced Literacies: Writing and Media English. He also occasionally works as an IELTS examiner in Tokyo.

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**Christine Hwang**

Christine Hwang is a teacher trainer and a curriculum consultant for McGraw-Hill Education Korea. She has extensive experience of teaching English, developing curriculum and teacher training in Korea for the last 13 years. She has taught students of all ages, from kindergarten to adults at private English institutes in Korea. She thinks that meeting teachers and working with them through seminars and trainings is one of the most rewarding parts about her job.

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**Hwang Eunkyung**

Dr. Eunkyung Hwang is a researcher of the National English Ability Test (NEAT) Team in the National Institute for International Education (NIIED), affiliated with the Ministry of Education in Korea. Her research interests include L2 writing assessment, interlanguage development and language Education.

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**Julie Hwang**

Julie Hwang is a teacher trainer for Oxford University Press Korea. Her diverse experience includes teaching English at various levels ranging from preschool to adults, as well as developing textbooks for young English learners. Julie studied English Education at the graduate level and her recently published titles include songbooks for preschool students. One of the most exciting things she finds about her work is meeting new teachers and sharing a wealth of creative ideas and lessons!

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**Jeong Haegwon**

Haegwon Jeong is an instructor of Hankuk University of Foreign Studies (HUFS), Chongshin University, and Kyungdong University. He is a doctoral candidate (course completion) in Teaching Korean language as a second language at HUFS, and he is interested in Syntax, Second Language Acquisition, Psycholinguistics, Cognitive Linguistics, and Linguistic Typology.

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**Ji Yunjoo**

Yunjoo Ji is a master degree student and interested in the effect of debate which is development of human

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cognitive ability like memory, arranging one's thought. I'd like to prove debate which makes students active is a good teaching method by proving empirical results.

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**Todd Jobbitt**

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Todd Jobbitt teaches in the Graduate School of Education at Hankuk University of Foreign Studies and the TESOL Professional Education Center (Regular and YL). He has worked in Korea for nearly 15 years and loves what he does. He lives in Seoul with his wife and daughter.

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**Aaron Jolly**

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Aaron D. Jolly is a materials designer and author for local and international publishers. Formerly he taught English in Korea from kindergarten to college level and trained teachers, both in-house and for government organizations. Recently he has been working full-time on a digital elementary English course for a Korean publisher including producing video overseas. Prior to that he was a manager and course designer for English Central, and is a co-author of the Pearson 6-level series for Young Learners called Our Discovery Island.

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**Justin Kaley**

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Justin Kaley has been actively involved in the ELT field for more than 10 years, aiding schools in curriculum development and design and teaching language learners in various level of instruction from Kindergarten to the doctoral level. He has completed Masters Degree studies in Applied Linguistics at Columbia University Teachers College and a Bachelors Degree in International Relations and Spanish from Tufts University. In 2010, Justin joined National Geographic Learning, a part of Cengage Learning in Beijing, where he serves as Senior Product specialist and continues to have a passion for both language teaching and learning.

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**Phoebe Kang-Papple**

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Phoebe Kang-Papple has been teaching EAP since 2004 and has been working as Academic Coordinator-Grammar since 2012 at Brock University. Her interests are teacher education, technology in language teaching & learning, and curriculum design. She is currently acting as the President of TESL Niagara.

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**Amelie Kelly**

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Amelie Kelly began volunteer teaching in 2006. Recognizing an MA in Art History wasn't enough, she earned the Trinity diploma TESOL, Business English and CELTA certifications. Amelie is now a Full Professor at Dongguk University-Gyeongju. Believing that lifelong learning is FUNDamental, she is committed to professional development, is past-president and current secretary for Gangwon-KOTESOL and is reached at ameliekelly1@yahoo.com.

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**David Kent**

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David B. Kent is currently employed as Assistant Director – Technology at the Graduate School of TESOL-MALL, Woosong University. His doctoral specializations are Computer Assisted Language Learning (CALL) and Teaching English as a Foreign Language (TEFL). He has been working and living in Korea since 1995.

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**Ella Kidd**

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Ella J Kidd, is currently a professor of English at Woosong University, Daejeon, Korea. Kidd is currently enrolled in a Doctoral program at Kyung Hee University, Suwon Campus. She is a graduate of Grambling State University (USA), Developmental Education. Currently, she is working on researching foreigners attitude towards (African Americans/Africans) learning a second language in Korea.

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**Kim Haedong**

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Haedong Kim is a professor of English language teaching major in Graduate School of Education at Hankuk University of Foreign Studies in Seoul, Korea. He received his MA and PhD in ELT from Essex University in UK. His current research interest includes ELT materials, testing, and curriculum.

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**Kim Hyangil**

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Hyangil Kim has recently earned her doctoral degree at Hankook University of Foreign Studies. She has been involved in teaching more than 15 years in Korea. Her primary research interests are extensive reading, reading strategy instruction, metacognition, and motivation.  
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**Kim Jeongyeol**

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Jeong-ryeol Kim has a Ph.D. in applied linguistics from University of Hawaii and has been a professor at Korea National University of Education. He is the president of KAFLE. He serves the board of directors for the Extensive Reading Foundation. He was involved in different government projects in curriculum, textbooks and

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English education using technology. He has published books on classroom English, teaching methodology, curriculum, classroom observation and analysis, as well as numerous articles on elementary English education, technology enhanced English teaching and extensive reading.

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**Soonhyang Kim**

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Soonhyang Kim, Ph.D., is an assistant professor in the School of Education and the program coordinator of TESOL and Bilingual Education at Pace University, Pleasantville/New York, New York. Her research interest includes professional dispositions in teacher education, oral academic literacy development, non-native English-speaking professional development issues, and on-line education.

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**Kim Su-hyun**

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Su-hyun Kim is an English teacher at Gireum Primary School. She is interested in ways that children explore English and its literature cognitively, imaginatively or emotionally. Surely, she is fascinated with picture storybook, poetry, graphic novel and film to preteens.

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**Kim Yoo Jung**

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Yoo Jung Kim is a full time teacher at the Dolma Elementary School and M.A. student at the TESOL Graduate School, Cyber Hankuk University of Foreign Studies, Seoul Korea. She is interested in Korean as a foreign language (KFL) education.

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**Katie Klemsen**

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Katie Mae Klemsen is an assistant professor of English at Ajou University, in Suwon. She is an American, and has lived in Korea for more than eight years. Her primary areas of interest in research include: teaching approach and methodology, IT in language teaching, and CBI course development. Email: [katie.klemsen@gmail.com](mailto:katie.klemsen@gmail.com). Phone: 010-5132-7226

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**Ko Young-Ah**

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Young-Ah Ko is currently Assistant Professor at Shinhan University. She holds a Ph.D. in Instructional Technology with an emphasis on English education. Her research has focused on English education with multimedia and second language acquisition. She hopes to further her research by employing various technology tools to enhance EFL students' English.

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**Jennifer Kreis**

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Jennifer Kreis is a certified Canadian High School teacher who is currently employed at Induk University in Seoul, teaching English translation and Writing for Specific Purposes. She completed her Master's degree at Korea University in the department of English Education with a focus in interlanguage pragmatics. Much of her research has come from studying the linguistic preferences of her undergraduate students and examining where pragmatic transfer poses challenges between the English and Korean languages.

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**Lara Kurth**

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Lara Kurth is an assistant professor at SeoulTech. She holds an M.A. in TESOL from the SIT Graduate Institute and is interested in reflective practice, collaborative teaching and learning, intercultural communication, action research and world Englishes. She may be contacted at [kurth@seoultech.ac.kr](mailto:kurth@seoultech.ac.kr).

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**Kwon Hyekyung**

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Ms. Hyekyung Kwon, Korean, a senior researcher, works at AoneEdu Institute for developing e-learning contents about extensive reading. She had English teaching and teacher training experience in a secondary school and universities. Her research interests are literacy, extensive reading, reading specialist training, and English library. [kwonster@gmail.com](mailto:kwonster@gmail.com)

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**Josette LeBlanc**

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Josette LeBlanc is an English language teacher and teacher trainer in the Keimyung Intensive English Teacher Training (KIETT) program, an intensive teacher-training program at Keimyung University, offered to in-service Korean English teachers from the elementary and secondary sectors. Since 2009, she has been working with these teachers to help them improve their English language competency. In addition to facilitating reflection at KIETT, she has been coordinating the Reflective Practice Special Interest Group in Daegu since 2012.

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**Lee Boyoung**

Dr. Lee Boyoung is a lecturer in English Education, and the CEO of MISOA, a consulting company. She also hosts *Morning Special*, a live daily radio show on EBS FM which discusses English education as well as general information about various fields. She received a BA from Ewha Womans University for English Education in 1988, and a MA from the Hankuk University of Foreign Studies for Korean-English Interpretation in 1990. She received her Ph.D. in English Education from Ewha Woman's University in 2010. Since 2004, she has been working for Edubox as the head of its research center. Her writing has been published in many journals and books, and is a very recognizable name in the field of EFL.

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**Lee Chung Hyun**

Chung Hyun Lee is a professor in the Department of English Education at Hankuk University of Foreign Studies.

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**Lee Ha Young**

Ha Young Lee studied at Indiana University in Bloomington, U.S.A. Her research interest is EFL reading and reading strategy and critical pedagogy in EFL context.

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**Lee Hae-dong**

Hae-dong Lee is currently teaching students at Dongguk Girls' High School and pursuing a doctorate course at Korea National University of Education. He is interested in technology-based language teaching and evaluation and plans to study the combined effects of technology and language testing.

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**Lee Je-young**

Je-young Lee has a Ed.D in English education from Korea National University of Education and has been a associate professor of Departement of English Education at Sehan University. He is interested in technology-enhanced language learning, corpus linguistics, teaching vocabulary, research synthesis, and English for academic purposes.

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**Lee Saerom**

Ms. Saerom Lee, Korean, is an elementary teacher who has been teaching students for 10 years. She studied early childhood English education at Yonsei Graduate School of Education and obtained her master's degree in 2009. Her research interests are self-directed learning, literacy, learning coaching programs and corpus-based research. (benvolio@sen.go.kr)

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**Lee So**

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**Lee Sun-young**

Sun-Young Lee is an associate professor at Cyber Hankuk University of Foreign Studies. She received her PhD in linguistics at the University of Hawaii. She is interested in second language acquisition, Korean as a second language, language processing, and neurolinguistics

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**Eddy Li**

Eddy LI received his professional qualifications from The Chinese University of Hong Kong and University of Cambridge. He is currently a Lecturer at the English Language Teaching Unit, The Chinese University of Hong Kong. His research interests include inclusive pedagogy, achievement and inclusion in Confucian-heritage cultures, and second language teacher education.

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**Angel Lin**

Angel Lin is a Professor at the Faculty of Education, University of Hong Kong. She received her Ph.D. from the Ontario Institute for Studies in Education, University of Toronto, Canada in 1996. Since then her research and teaching have focused on classroom discourse analysis, bilingual education, academic literacies, language policy and planning in postcolonial contexts, cultural studies, and new literacies. She has published six research books and over eighty research articles, and sits on the editorial boards of leading international research journals including Applied Linguistics, TESOL Quarterly, International Journal of Bilingual Education and Bilingualism, British Educational Research Journal, Language and Education, and Pragmatics and Society. Website: <http://web.edu.hku.hk/staff/academic/angellin>

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**Katie Lloyd**

Katie Lloyd has been teaching English in Korea since 2002. She holds a MA in TESOL from SIT Graduate Institute. She currently works as an Assistant Teaching Professor for the College English Program at Seoul National University and teaches courses in prose, academic English and writing.

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**Mark Lloyd**

Mark Lloyd teaches academic writing and communicative classes on a college English program at Hanyang University. He holds an MA in TESOL, and is CELTA certified. His professional interests include teaching writing to second language learners, and using Wikipedia as an educational tool in the TESOL context at tertiary level.

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**Michael Long**

Mike Long is a Professor of SLA at the University of Maryland, where he teaches courses and seminars in the Advanced Graduate Certificate in SLA, M.A. in SLA, and Ph.D. in SLA programs. Mike serves or has served on the Editorial Boards of Studies in Second Language Acquisition, TESOL Quarterly, Language Teaching Research, JACET Bulletin, Porta Linguarium, Estudios de Linguística Aplicada, Revista Nebrija de Linguística Aplicada a la Enseñanza de las Lenguas, and Linguistic Approaches to Bilingualism, and was co-editor of the Cambridge Applied Linguistics Series for its first 20 years. Recent publications include the Handbook of SLA, co-edited with Catherine Doughty (Blackwell, 2003), Second Language Needs Analysis (Cambridge, 2005), Problems in SLA (Lawrence Erlbaum, 2007), the Handbook of Language Teaching, co-edited with Catherine Doughty (Blackwell, 2009), Sensitive Periods, Language Aptitude, and Ultimate L2 Attainment, co-edited with Gisela Granena (John Benjamins, 2013), and Second Language Acquisition and Task-Based Language Teaching (Wiley-Blackwell, 2014). Email: mlong5@umd.edu

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**Anna Loseva**

Anna Loseva has been teaching English for over 9 years in a variety of contexts in Moscow, Russia. She's a proud iTDi Associate and can also be found writing for TeachingEnglish website and her own blog. Anna is enthusiastic about teacher and student self-development, with reflection being part of it.

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**Xiaomei Ma**

Ma Xiaomei, Vice Professor and Dean of English Department, Beijing University of Technology. She got her bachelor degree in Business English and got her master degree in Applied Linguistics. Her research interests focus on Second Language Acquisition and ESP. In total she has authored and co-authored 11 journal articles and a textbook.

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**Kara Mac Donald**

Kara McDonald's professional background consists of nearly twenty years in foreign language teaching and teacher training. She earned a Masters and Doctorate in Applied Linguistics. She is currently an Associate Professor at the Defense Language Institute, where she contributes to the development and delivery of pre-service and in-service teacher.

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**Karmila Machmud**

Karmila Machmud earned doctorate degree in Curriculum and Instruction from Ohio University, USA in 2011, and master's degree in Applied Linguistics from the University of Sydney Australia in 2002. She is currently an active faculty member in the Faculty of Letters and Culture in Universitas Negeri Gorontalo, Indonesia.

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**George MacLean**

George MacLean is a professor at the University of Ryukyus' Foreign Language Center. He has taught at primary-junior high and university levels in the Japanese and the International School systems, as well as serving as an administrator. His research areas include Materials Development, Mobile-learning, CALL, Conversation Analysis, and Intercultural Communications.

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**Gabriel Diaz Maggioli**

Gabriel Diaz Maggioli is Director of University Language Learning and Teaching at The New School, a progressive university in New York where he also directs the Master of Arts in TESOL. A frequent presenter at local and international conferences, Gabriel has contributed to the professional development of colleagues in the Americas, Europe, the Middle East, and Asia. His research centers on Mediatonal Learning Theory within a sociocultural perspective. His most recent book, Teaching Language Teachers: Scaffolding Professional Learning, addresses this perspective. Gabriel has also acted as Consultant or Project Leader for UNESCO,

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UNICEF, The European Union, the British Council, the Department of State, the World Bank, and the Inter American Development Bank.

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**Ahmar Mahboob**

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Ahmar Mahboob teaches linguistics at the University of Sydney, Australia. Ahmar has worked in the areas of English language learning/teaching, English language teacher education, identity management, language policy and practice, minority languages, NNEST studies, pidgin and creole languages, Systemic Functional Linguistics, and World Englishes. Ahmar has published six authored/edited books, four special editions of journals, and over 50 papers and articles. He is Co-Editor of TESOL Quarterly (with Brian Paltridge).

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**Kevin M. Maher**

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Kevin Maher is currently teaching at the University of Macau. Previously he has taught at the tertiary level in both Japan (Kansai Gaidai University and Keiwa College) and South Korea (Hongik University). His research interests include literature circles, pair work, and audience involvement for student speeches.

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**Amanda Maitland El Amri**

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Amanda Maitland is currently working for the British Council as a teacher trainer on the ProELT project in Malaysia. She has previously worked as a professor at Chonbuk National University in Jeonju, South Korea where she was Director of TESOL Teacher-Training and Education. Before she came to Korea she was a senior professor at the University of East London where she taught linguistics, language studies, education theory and TESOL courses.

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**Mylene A. Manalansan**

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Mylene A. Manalansan is a BA-English graduate of Guagua National Colleges. She obtained her Master's Degree in English at the University of the Assumption. She is currently pursuing her doctorate degree in Applied Linguistics at De La Salle University-Manila where she is likewise a faculty of the Department of English and Applied Linguistics (DEAL).

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**Craig Manning**

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Craig Manning is a lecturer at the University of Shimane, in Japan. He earned his MA in TESL from the University of Birmingham and has ten years of teaching experience. His current research interests include enhancing cooperative learning and student motivation. He aims to make learning more enjoyable and effective.

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**Juliet Markis**

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Juliet Markis is an English Instructor in the Academic Program at RMIT University Vietnam. In addition to having taught EFL for five years, she holds a Masters in Bilingual Education and is currently working towards a Delta. Juliet has presented on Task-Based Learning at CamTESOL 2014 and 2014 TBL JALT.

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**Maria Hannah V. Martin**

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Maria Hannah V. Martin is a lecturer handling English courses at the De La Salle University. She holds a master's degree in Teaching English Language at the De La Salle University. She is currently writing her dissertation for the degree Doctor of Philosophy in Applied Linguistics in the same university.

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**Takeshi Matsuzaki**

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Takeshi Matsuzaki is a specially-appointed associate professor at Meiji University, Japan. He has taught English at the university level in Japan for nine years. He holds an MS in TESOL from University of Pennsylvania and is currently a doctoral candidate at Tokyo University of Foreign Studies. Email: tksmtzk@gmail.com

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**Lucy McCormick**

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Lucy McCormick is a Native English Teacher at Gangwon Foreign Language High School. She has previously taught in China and the UK, and has enjoyed studying French, German, Mandarin and Korean. Lucy loves to share her passion for language and is always looking for innovative new ways to do so.

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**Ashley Meeker**

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Ashley Meeker got her Masters in Cross- Linguistics at Indiana State. She is currently working for Texas Tech in International Admissions.

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**Steven Mercier**

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Steven Mercier (MA-TESOL, Teachers College, Columbia University) is a professor at the Center for

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International Affairs at Jeju National University in South Korea. He has a background as a software trainer, and since 2003, he has taught academic and business English to adults and university students in several countries.

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**Kunihiko Miura**

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Kunihiko Miura is a professor at the University of Shimane, Japan. He earned a Master's degree from the University of Birmingham in 2004. His current research interests include Corpus Linguistics, especially Learner Corpus. He aims to develop practical applications of student produced corpora to enhance student learning.

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**Alex Monceaux**

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Alex Monceaux teaches ESL and Dev. Reading & Writing Lamar, holds an MA – English, an M. Ed - Human Development, and an IDELT. His research involves: Formative/Summative Assessments, Use of Repetition, Stress & Content Mastery, Rubrics for Coaching and Instructional Evaluation.

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**Kenneth H. Moore**

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Kenneth H. Moore earned an MA in TESOL/Rhetoric from California State Polytechnic University, Pomona (2003) and a Doctorate in Music from Claremont Graduate University (2005). In March 2008, he joined the SMU TESOL In-service English Teacher Training Program (IETTP), where he is Course Coordinator. He can be reached at kennethmoore137@gmail.com.

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**Nam Yunju**

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Yunju Nam is an research professor at Konkuk University. She received her Ph. D in Communication Science at the Konkuk University. She is interested in neurolinguistics, first and second language acquisition and processing using the neurocognitive methods(ERP and Eye-movement tracking).

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**Nguyen Thi Bich Nha**

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Nguyen Thi Bich Nha earned her M.A from Victoria University, Australia, in 2012. Nha has been working as a lecturer at Pham Ngoc Thach University of Medicine in Ho Chi Minh City, Vietnam. She is interested in doing research in some areas such as syllabus design, task-based language teaching and technology application in English language teaching. E-mail: nha.uop@gmail.com

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**Nguyen Thi Hong Nhung**

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Nguyen Thi Hong Nhung earned her M.A from University of Social Science and Humanities, Vietnam in 2005. Nhung is a lecturer at Hoa Sen university, Vietnam. She has given presentations in Camtesol, Cambodia. Her research interests include service learning, syllabus design, task-based language teaching and technology application in English language teaching. E-mail: nhung.nguyenthihong@hoasen.edu.vn

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**Noh Kyung-jin**

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Kyung-Jin Noh is a Ph.D candidate for English Education major at Ewha Womans Univ., Korea. Having taught English in public high schools in Seoul, she currently works at Dongjak High School. Her main interests of research include teaching writing and cross-cultural studies.

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**David Nunan**

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David Nunan is Past President of TESOL, the world's largest language teaching organization and the world's leading textbook series author. Dr. Nunan, Vice-President for Academic Affairs at Anaheim University, is the founding Dean of the Anaheim University Graduate School of Education and served as President of Anaheim University from 2006 to 2008. Dr. Nunan is a world-renowned linguist and best-selling author of English Language Teaching textbooks for Cambridge University Press, Oxford University Press, and Thomson Learning. His ELT textbook series "Go For It" is the largest selling textbook series in the world with total sales exceeding 2.5 billion books. In 2002 Dr. Nunan received a congressional citation from the United States House of Representatives for his services to English language education through his pioneering work in online education at Anaheim University. In 2003 he was ranked the 7th most influential Australian in Asia by Business Review Weekly, and in 2005 he was named one of the top "50 Australians Who Matter."

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**Oh Bitna**

Miss Bitna Oh is currently studying MA in ELT Materials Development at International Graduate School of English. She did a BA in English Education at Chonnam National University and taught English in secondary schools for two years after her graduation

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**Elena Onoprienko**

Elena Onoprienko, Associate Professor, Department of Linguistics and Intercultural Communication, Far Eastern Federal University, Vladivostok, Russia, has been teaching college students for 20 years. Professional interests include materials development, teaching vocabulary and reading at advanced level, methods of teaching, testing and assessment.

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**Kevin Ottoson**

Kevin Ottoson is a full-time lecturer in the Department of Japanese Studies at Nagoya University of Foreign Studies. His research interests include intercultural communicative competence and sociocultural theory.

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**Leonie Overbeek**

Leonie Overbeek has been teaching at middle school level in South Korea for seven years and feels that she has learned as much from her students as they learned from her. She believes you are never too old to learn, never too young to be denied an opportunity, and never above learning something new.

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**Alan Greg Parkinson**

Greg Parkinson has been an EFL teacher in Korea for nine years having spent most of this time teaching at Gachon University. I recently graduated with a Masters in TESOL from the University of Birmingham. I am married to a Korean with a five-year-old daughter.

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**Jesse Patterson**

Jesse Patterson is a Lecturer at Ritsumeikan Asia Pacific University. He has an M.A. from Azusa Pacific University in Azusa, California. He has taught EFL in China, Vietnam, and most recently Japan. His research interests include alternative forms of assessment, and the expression of culture in language learning.

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**Olga M. Peters**

Olga Peters is an educator who holds a BA in English from University of Wisconsin - Milwaukee and a MS in Education - Curriculum and Instruction from Concordia University, Wisconsin. Mrs. Peters taught English and ESL in public schools in the USA before coming to South Korea.

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**Sterling Plata**

Dr. Sterling M. Plata, a full-time faculty member at De La Salle University, designs professional development programs for teachers and administrators to help them implement assessment reform. She has a Specialist Certificate in Language Testing and Assessment from SEAMEO RELC (Singapore) and a member of the International Language Testing Association.

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**Yulia Polshina**

Yulia Polshina, Associate professor, Department of Linguistics and Intercultural Communication, Far Eastern Federal University, Vladivostok, Russia, has been teaching college students for over 20 years. Professional interests include materials development, teaching vocabulary and reading at advanced level, lexicography, CALL, testing and assessment.

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**Christie Provenzano**

Christie Provenzano (pcprov@mac.com) is Canadian and works as a lecturer at Kumamoto Gakuen University in Japan. Her research interests include bilingualism and action research as a part of reflective teaching practice. Her presentations at KoTESOL 2014 arise from research related to her experience as a leader of a long-term learning circle for bilingual children and as a lecturer for English-only weekend events.

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**Herbert Puchta**

Herbert Puchta holds a Ph.D. in ELT Pedagogy. For several years, he was Professor of English at the Teacher Training University in Graz, Austria. He has been a plenary speaker at numerous international conferences and has conducted workshops and given seminars in more than 50 countries. He was also President of IATEFL (the International Association of Teachers of English as a Foreign Language).

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For almost three decades, Herbert has done research into the practical application of findings from cognitive psychology and brain research to the teaching of English as a foreign language. Herbert has co-authored numerous course books as well as articles and resource books.

His latest resource books, all published with CUP, are Teaching Young Learners to Think, Grammar Songs and Raps, and Get on Stage! His latest course books are Super Minds for primary students, and More! Second Edition for young teens.

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**Edward Jay M. Quinto**

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Edward Jay Mansarate Quinto is an Associate Professor at the Mapua Institute of Technology, Manila, Philippines. He finished his masters degree in Applied Linguistics (English) in Centro Escolar University, with highest academic distinction and excellence in research award. He is currently working on his dissertation for the degree Doctor of Philosophy in Applied Linguistics at the De La Salle University in Manila.

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**Maisa Rahman (Maisa, M.PD)**

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Maisa Rahman started teaching since 2000 until now. She started teaching English and religion in her city in 2000. Then she graduated from English Department at UNSWAGATI on time. Then she took her Magister of Education of English department at Education University of Indonesia on time. During that time, she never stopped teaching at every level. She has big concern to the EYL teaching research.

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**Mark Rebuck**

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Mark Rebuck taught English in London, the city of his birth, and Korea before coming to Japan, where he has lived and worked for over 17 years. He holds Master degrees in Japanese Studies and TEFL. His research interests include the development of authentic listening materials, particularly for ESP classes.

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**Jeremy Redlich**

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Jeremy Redlich is a Lecturer at Ritsumeikan Asia Pacific University. He has a Ph.D. from the University of British Columbia, where he also taught German language, literature and cultural studies. His research interests include teaching EAP writing and research skills, and theoretical developments in English as a Lingua Franca.

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**Heather Reichmuth**

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Heather Reichmuth has been teaching English in Korea for 12 years. She has had experience as a teacher trainer, as well as has taught different age groups and levels. She is currently an instructor at Korea University. She holds a master's degree in TESOL from the University of Southern California.

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**Marie Richardson**

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Marie Richardson teaches Academic English at RMIT University in Ho Chi Minh City. Prior to moving to Vietnam Marie worked as an English and drama teacher in public schools in Brazil and Bolivia. She holds a CELTA and is currently completing a Masters in TESOL through Victoria University of Wellington.

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**Jonas Robertson**

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Jonas Robertson is an MA TEFL / TESL candidate at the University of Birmingham. He has been teaching English in Korea for the past seven years.

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**Peter Roger**

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Peter Roger convenes and teaches on the Master of Applied Linguistics and TESOL program in the Department of Linguistics at Macquarie University in Sydney, Australia. A former medical doctor, he taught English in Japan, and conducted courses in clinical communication for medical students from linguistically diverse backgrounds back in Australia. He has a PhD in Communication Sciences and Disorders, and his research interests range from health communication to individual differences in second language acquisition. He is the co-author (with Sally Candlin) of a recent book entitled *Communication and Professional Relationships in Healthcare Practice* (2013, Equinox).

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**Cameron Romney**

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Cameron Romney has taught EFL/ESL in both the United States and Japan for the last 16 years. He holds an MA in Applied Linguistics from the University of Colorado at Denver. In the fall of 2014, he was employed as a Lecturer at Kyoto Sangyo University in Kyoto, Japan.

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**Tamara Roose**

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Tamara Roose is an Assistant Professor at Sejong University where she focuses primarily on teaching English

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Composition courses. She holds a BA in English and MA in TESOL from Azusa Pacific University. She taught in university academic English programs in Southern California for several years before coming to South Korea.

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**Greg Rouault**

Greg Rouault has been teaching in Japan for 16 years. He is currently Associate Professor at Doshisha Women's College, in Kyoto. Greg completed a Master of Applied Linguistics in Language Program Management from Macquarie University. His research interests include foreign language literacy (reading & writing), identity & selves, and EAP/ESP.

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**Ksan Rubadeau**

Ksan Rubadeau (M.A. Applied Linguistics) has an eighteen-year ELT career spanning work in Canada, Mexico, Japan, and Korea. She teaches at Korea University in Seoul and facilitates TESOL International's online Training of Trainers course. Her doctoral research at the University of Durham (UK) focuses on teacher educators' cognitions and practices.

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**Jack Ryan**

Jack Ryan is an associate professor at Shizuoka University of Art and Culture in Hamamatsu, Shizuoka, Japan. Courses taught include a survey of English literature, global issues, English composition as well as English communication courses. His research interests include vocabulary acquisition, motivation and the future of English education in Japan.

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**Barbara Hoskins Sakamoto**

Barbara Hoskins Sakamoto earned her secondary English teaching certificate and her MATESOL degree in the USA, and has taught English and ESL in the US, and EFL in Japan. An EFL teacher and teacher trainer since 1985, she has conducted workshops throughout Asia, the USA, and Latin America. Barbara's motto is "Always try new things," so these days, when she's not teaching, writing, or giving workshops, she's exploring the potential of new technologies for collaboration and professional development. You can often find Barbara online working with teachers around the world as Program Director for International Teacher Development Institute (iTDi.pro) or on her award-winning blog, Teaching Village. Barbara is co-author of Let's Go, one of the world's best-selling English courses for children, published by Oxford University Press.

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**Ray Salcedo**

Raymond Salcedo is an Assistant Teaching Professor at Seoul National University, where he teaches English Drama, Writing, and Presentation courses. He received his MA in American Fiction and Drama at the University of California San Diego. He is also a local theatre director, having worked with various local production companies.

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**Edward Sarich**

Edward Sarich has been working in the field of language education for more than 15 years. After completing an MA in Applied Linguistics from the University of Birmingham, Edward began working at his current position as a language instructor at Shizuoka University of Art and Culture. He is interested in all issues concerning English education in Japan, particularly standardized testing and evaluation, communicative language teaching and second language vocabulary acquisition. He can be contacted at [xt6e-srch@ymail.plala.or.jp](mailto:xt6e-srch@ymail.plala.or.jp).

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**Yitzha Sarwono-Bryant**

Yitzha (Icha) Sarwana-Bryant teaches in the Kidea Preschool Jakarta Indonesia. She's an associate for iTDi (international teachers development institute / [www.itdi.pro](http://www.itdi.pro)). She's been involved in EYL especially Montessori and is keen on getting EYL teachers in Indonesia to seek for more personal development.

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**Sarah Seitzinger**

Sarah E. Seitzinger received an English MA from Tennessee Technological University, and is an Assistant Professor at Chung-Ang University, Seoul. She has taught in Korea since 2011. Her academic interests include reflective teaching, linguistics, project-based learning, and using media (film, music, graphic novels) to enhance students' learning. Soli Deo Gloria.

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**Dongmin Seo**

Dongmin Seo is a graduate student of Seoul National University of Science and Technology Graduate School, enrolled in Data Science program. He also works as a graduate student assistant at the Institute for Language Education and Research (ILER), supporting administrative duties and assisting the maintenance of the institute's

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MOODLE learning management system. Dongmin's professional interest is Big Data and Computer Science. He can be contacted at dmseo1987@gmail.com.

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**Seo Min Won**

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He received his M.S. in English education from Korea National University of Education, Korea in 2004. He started teaching English in 2005 and he is currently working at Baekyang Highschool, Busan, Korea.

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**Emanuel Serra**

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Emanuel Serra is a passionate Canadian storyteller, composer, ESL instructor, father and co-leader of a home bilingual program. His original story The Very Difficult Ajumma won 1st place in the 2013 Korea Toastmasters National Speech Competition. His original fairytale opera Feathertop won a Mainstage Award in the Boston Metro Opera's 2014 International Composers Competition.

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**Ben Shearon**

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Ben Shearon is a Lecturer at Tohoku University in Sendai, Japan. He was born in Germany to British parents and has lived in Spain, the UK, China, and Japan. Ben regularly conducts workshops for teachers in Japan and overseas, and is a certified Oxford Teacher Academy trainer. He is a member of the advisory school board for Nika Junior and Senior High School, and serves as educational advisor to Cambridge English, a private English school in Sendai. Current interests include student autonomy, independent learning, extensive reading and listening, vocabulary acquisition, presenting, and the Japanese educational system.

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**Shin Eun-Sol**

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Eunsol Shin is a Ph.D. candidate in English education at Korea National University of Education and currently serving as a general officer of KEERA, Korean English Extensive Reading Association. She has tutored many students as a private English teacher for 10 years, teaching grammar, speaking and reading. She participated in the 2009 Extensive Reading Symposium as a volunteer worker, assisting with room monitoring and presenter assistance. She also worked for The 2nd World Congress in Extensive Reading as a committee member in 2013.

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**Aaron Siegel**

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Aaron Siegel is a certified Science teacher, ELT author and editor, and a teacher trainer in South Korea. Aaron has had the pleasure of teaching science and ESL in the United States, Peru, and South Korea. He also has participated as an author and editor in several different ELT series, including Magic Adventures, Reading World, Reading Kite, EFL Phonics, and My First Grammar. He has also received his Masters in TESOL from the University of Victoria: Wellington. He currently works for e-future, one of Asia's fastest growing ELT publishers.

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**Evan Siegel**

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Evan Siegel is the University of Southern California's Rossier School of Education International Field Admissions Counselor based in Seoul. With a background in teaching and a Master of Science in Secondary Spanish Education, he enjoys using his experiences to inform and support educational professionals of various levels in advancing their personal and career goals while living and working in South Korea.

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**Matthew Smith**

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Matthew Smith is a classroom teacher from Texas who currently teaches at Gyeseong Elementary School in Seoul. He holds certification in grades Pre-Kindergarten through 6th and is a graduate of both University of North Texas (B.A.) and Western Governor's University (M.A.). He's also the proud father of two feisty girls.

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**Hyunhee Son**

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HyunHee Son is currently working as a middle school teacher of English in Daejeon. She has also taught English at a number of companies, a middle school in Incheon, and worked as a translator. She has a Master's degree in Applied Linguistics from Australia.

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**Suh Young-Mee**

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Young-Mee Suh received her Ph.D. from Indiana University and works for English immersion program for Global College students at Incheon National University (University for Creative Korea) as a researcher and teacher. She is interested in strategic transfer in reading, pre-service teacher training, and critical pedagogy of secondary school students. Email: ymsuh012@naver.com

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**Didi Suherdi**

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Dr Didi Suherdi is a Professor of English Language Education and currently the head of English Education

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Department in the Indonesia University of Education (Universitas Pendidikan Indonesia/UPI). His main interests include: ELT methodology, English teacher education, Learner's Language Analysis, and mother-tongue-based multilingual education.

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**Meinarni Susilowati**

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Meinarni Susilowati, Lecturer of Department of English Language and Letters Faculty of Humanities, State Islamic University of 'Maulana Malik Ibrahim' Malang Indonesia. My research interests include topics on Discourse Analysis, Sociolinguistic and linguistic anthropology. Since the last five years, I have been working on teacher identity representation.

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**Daichi Suzuki**

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Daichi Suzuki is an M.A. student at Graduate School of Human and Environmental Studies, Kyoto University, Japan. His research interest is implication of CLT and professional development in Japanese high schools, where English language is treated more like a "subject for exams" than a communication tool.

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**Eunice Tang**

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Dr. Eunice Tang, Associate Professor, Department of Curriculum and Instruction, The Chinese University of Hong Kong. Research interests include New Technologies in Teaching and Learning, Vocabulary Input and Treatment, English Curriculum and English Teaching in China, Professional Teacher Development, Pre-service English Teacher Education.

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**Huei-Chun Teng**

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Huei-Chun Teng is currently a professor at Department of Applied Foreign Languages in National Taiwan University of Science and Technology. Her research interests include L2 listening research, communication study, learning strategy, and language assessment.

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**Pamela Tenney**

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Pamela Tenney is currently an ESL instructor at RMIT University in Vietnam, having previously worked in South Korea. Her passion lies in incorporating elements of popular culture in the classroom in order to improve student motivation. Pamela lived in the United States before completing the CELTA and moving to Asia.

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**Simon Thollar**

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Simon Thollar is a tenured professor at Hokkaido Information University, Ebetsu, Hokkaido, Japan. His research interests include learner L2 motivation, active learning and game-based learning. He can be contacted at [simon@do-johodai.ac.jp](mailto:simon@do-johodai.ac.jp)

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**Gregory Thompson**

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Greg Thompson received his MA in Secondary English Education from James Madison University and now teaches conversation and writing courses at Seoul National University of Science and Technology. He has taught in a wide range of educational contexts in Korea.

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**Scott Thornbury**

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Scott Thornbury is currently curriculum coordinator on the MA TESOL program at The New School in New York. His previous experience includes teaching and teacher training in Egypt, UK, Spain, and in his native New Zealand. His writing credits include several award-winning books for teachers on language and methodology. His most recent book is *Big Questions in ELT*, available as an ebook from The Round. He has also authored a number of journal articles and book chapters on such diverse subjects as voice-setting phonology, corpus linguistics, speaking instruction, learner autonomy, and embodied learning. He is series editor for the Cambridge Handbooks for Language Teachers. His website is [www.scottthornbury.com](http://www.scottthornbury.com)

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**Aviva Ueno**

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Aviva Ueno received her MA in TESOL from Anaheim University. She teaches at Meiji Gakuin University in Yokohama.

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**Steve Urick**

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Steve Urick is a Lecturer at Shizuoka University in Japan. His research interests include methodology, critical literacy, student perspectives, and curriculum development.

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**Jenelle Wagoner**

Jenelle Wagoner has a background in English Literature and Psychology and has worked as a Native English Teacher at Daejeon Foreign Language High School (DFLHS) since August 2010. She is the co-author of four textbooks on speaking skills for ESL learners, to be released in 2015. She was a finalist in the 2014 Korea National Speech Championship, and is currently serving Toastmasters International as an Area Governor in the Daejeon Area.

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**Joe Walther**

Joe Walther has taught in Korea since 2001. He earned his MAT from Lewis and Clark College and is a doctoral candidate at the University of Exeter. He's an English Language and Literature Department faculty-member at Sookmyung Women's University. While at Sookmyung, he's taught the entire alphabet soup: GEP, YL-TESOL, IITTP, iTESOL, MA-TESOL. joe.walther@gmail.com.

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**Shih-ping Wang**

Dr. Shih-ping Wang majored in general linguistics and received his MA from Indiana University, Bloomington. He switched to corpus linguistics to pursue his PhD and graduated from University of Nottingham, UK. He is an associate professor and former chairperson in the Department of Applied Foreign Languages, National Taiwan University of S&T. He was also the former director of Northern Resource Center of English Teaching of Ministry of Education in Taiwan.

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**Stuart Warrington**

Stuart Warrington is an Assistant Professor at Nagoya University of Commerce and Business in Japan. He has over 16 years of experience teaching EFL and ESL to mostly university students in Japan, South Korea and Canada. His research interests lie in professionalism, professionalisation and professional development in English Language Teaching.

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**Carolyn Westbrook**

Carolyn Westbrook is a Senior Lecturer in English as a Foreign Language at Southampton Solent University. She runs the International Foundation Year, which is a one-year preparatory language and academic skills course for non-native speakers of English who want to study for a degree at a UK university. She also runs a course in TEFL. She has over 20 years' experience of teaching General, Business and Academic English and is a teacher trainer who gives teacher development seminars both in the UK and abroad. She has an MA in Applied Linguistics for Language Teaching and is CELTA and DELTA qualified. Her main research interests are in the areas of teaching and assessing Academic Writing.

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**John W. Wilson**

John Wilson has taught ESL for 10 years at universities in Japan. His research interests include task-based language teaching/research and language learning motivation. In 2009, he helped to develop the exchange program with San Jose State University and was a COIL Fellow (Collaborative Online International Learning) from 2011-2013.

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**Unsoon Won**

Unsoon Won has worked as a Faculty Development Advisor and Associate Professor at the Defense Language Institute for over 10 years. She designs, develops, & evaluates face-to-face, hybrid and on-line workshops and courses for faculty and leadership and conducts quality assurance of pre- and in-service professional development programs.

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**Elaine Wright**

Elaine Wright is a lecturer at Sojo University in Japan. She received an M.Ed. in TESOL from Seattle University. Since that time, she has worked with English learners in a variety of settings. Her current research interests include learner autonomy, fluency building and vocabulary. heyelaine@gmail.com

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**Tomoko Yabukoshi**

Tomoko Yabukoshi (Ph.D. in Foreign Language Education) is an Assistant Professor at Nihon University, Tokyo, Japan. Her research interests include language learning strategies, autonomy in language learning, and self-regulated language learning. She can be contacted at <yabukoshi.tomoko@nihon-u.ac.jp>.

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# **The 2014 KAFLE –KOTESOL International Conference**

## **Extended Abstracts and Summaries of Academic Presentations**

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## ***A primary teacher's professional development on teaching through English dictionaries***

**Lee Saerom & Chang Kyungsuk**

***Balsan Elementary School & Korea Institute for Curriculum and Evaluation***

Teacher's continuing professional development is considered to be essential to meet the needs from the fast changing society. Teacher-initiated action research has drawn attention as a means of bringing about change in the professional life. The literature of in-service teacher professional development supports that action research serves to bring the gap between theory and practice. Teachers conducting action research play an active role in pursuing their own professional development. It is suggested that reflective teaching is at the heart of teacher professional development, and the self-appraisal of practice through action research leads to improving teacher effectiveness and students' learning in the long term.

The present study aims to examine how a primary teacher initiated action research can benefit students' English learning and the teachers' professional development. The action research into the reading class using English dictionaries was conducted with the procedure of diagnosing, devising alternatives, applying, and analyzing results. In seeking for solutions to the identified problems the teacher worked in collaboration with an expert from outside. The expert played a role of a colleague involved in the process of learning to teach. The classroom research was carried out for two semesters.

At the first phase of the action research the teacher identified the areas to be improved. Focus was given to enhancing students' self-directed learning and taking responsibility to learning. Students' using dictionaries was selected as a solution in the given context. The teacher was engaged in reflective teaching throughout each phase of the research from planning the lessons, analyzing her students' needs, evaluating the materials and activities, revising the plans to meet the identified needs. The overall evaluation of the research was done at the end of the second semester. The data was gathered from students' work, teaching journal, questionnaire, interview and learners' diary.

The data triangulation revealed that the students' self-directed learning was enhanced with increased motivation to learn English. The analysis of the logs from the teacher journal showed that the teacher learned about effective grouping, organizing activities, and using dictionaries in reading English, which had something to do with the students' improved self-directed learning. Discussion was given on the relationship between teacher professional development and student learning. Action research was discussed as a useful tool for teachers' continuing professional development as well as one of the teacher-initiated classroom research methods. Some suggestions were on support for continuing professional development and the dissemination of the results through teacher community to expand its benefits to a larger community beyond the given context.

## ***A study for the glocalized version of online in-service English teacher training program***

**Hong Ye-jin**  
***Hwa-san elementary school***

It is obvious that the quality of Education system cannot exceed the quality of its teachers. To promote the quality of public English education, we cannot overlook the role of teachers. We can raise the quality of public education through continuous efforts to provide various in-service teacher training programs designed to meet the needs of teachers and current public education. To put these in perspective, on-line teacher training programs can be the best way, in terms of meeting the needs of teachers and its flexibility in time and space. With the advent of the digital information era, the media has changed into two-way communication and so has globalization. Globalization is the process not only from outside to inside, but also inside to outside. Therefore, in the age of globalization, we need to make an effort to localize high-quality online teacher training programs in overseas countries and vice versa.

The study analyzed six Korean online in-service English teacher training programs (KOTTP) and one Canadian in-service language teacher training program(Online Teacher Training, OTT) in terms of framework, contents, teaching and learning strategies, interaction, technical aspects and evaluation. OTT is about a holistic language teaching method called as Accelerative Integrated Method (AIM). AIM has started and used in Canadian Core French classes and spread over to other languages. The study also analyzed post-training free descriptions of 97 trainees who participated in the programs to find out their needs and satisfaction about online in-service teacher training programs.

The results of the study showed that : 1) OTT emphasized on trainees' own reflection after attending OTT whereas KOTTPs focused on the program contents, themselves. 2) KOTTPs provide trainee-friendly technical functions but, in terms of interaction, OTT focused on interaction between trainees and trainers or among trainees whereas KOTTPs have tools for contents-trainees interactions. 3) According to post-training free descriptions, 77% of trainees showed their opinions about the contents of program. The participants point out the necessity for various and professional contents and practical materials which can be used in their real teaching and learning situation. They also suggest that training courses need to be relevant to actual classroom instruction for better online training program. 4) Trainees mentioned their changes in terms of their English proficiency, teaching skills, and also changes in their attitudes and behavior such as confidence and reflection of their teaching styles.

Based on the findings, an eclectic mixture of domestic and foreign online training programs is needed for developing glocalized version of online teacher training programs(GOTTP). Basically, followed by framework of KOTTP, it is needed to adopt OTT elements that activating trainees' active participations and also needed to help trainees internalize what they learn and facilitate interaction between trainees and trainer, or between trainees themselves. Professionalism and quality of the program contents also need to be improved, same as other forms of teacher training programs. This paper was to investigate the direction for developing glocalized version of online training program in the preparation stage, so it is suggested the need for developing specific globalization module of online English teacher training program. Limited data considered in this paper suggest the need for further studies, also.

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

**Chang Kyungsuk & Goo Youngsan**  
***Korea Institute for Curriculum and Evaluation***

Textbooks are best seen as a resource in achieving aims and objectives that have already been set in the curriculum in language learning and teaching. Roles they play in language teaching include a resource for presentation material, a source of activities for practice, and a syllabus. It has been recognized that textbooks can exert considerable influence over what language teachers teach and how they do it. Consequently it is of importance that careful selection should be made to reflect the aims, methods and values of the course.

It has been observed that the number of students with multicultural backgrounds has increased over the last decade. Published materials for Korean language teaching have become noticeably wealthy at the market. Faced with the rich variety of coursebooks available, it is often a challenging task for language KSL teachers to select the most suitable coursebook in terms of learner needs. It is crucial that the coursebook selected is the best and most appropriate available. It is required to carry out a detailed and comprehensive analysis of coursebooks and evaluate them with a set of criteria to guide the process.

The present study investigated how teachers with different background carried out the analysis and evaluation of the KSL textbook that they have used in teaching primary students from multicultural family. 32 teachers using the textbook in teaching KSL took part in the evaluation process. They used a pro-forma specified with 54 criteria. The textbook evaluation tool was divided into external and internal areas. Each area was classified with sub-areas with the range of criteria. The responses of the participant teachers were analyzed to see how teachers evaluated the KSL textbook with the criteria in the pro-forma, how different their responses were according to their background, and what difference the results of the evaluation showed among the criteria. The responses to the open-ended question were also analyzed to see what areas of the KSL textbook should be improved to meet their expectations and learner needs.

The results of the analysis show there are differences in the evaluation results of each criteria of the pro-forma. It is found that there is no significant difference among teachers with different background. It is suggested that the KSL textbook should be improved in both external and internal areas. Implications for teacher training and development are discussed with focus on how coursebook analysis and evaluation is useful in KSL teacher development and helps them to gain good and useful insights into the nature of the textbook, and how the process can serve to sensitize student teachers to features to look for in materials.

# ***A Study of Observation and Analysis of English Class Based on ‘Universal Design for Learning(UDL)’***

**Jeon Young-joo**  
***Mokwon University***

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 elementary 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 analyze the English classes in terms of Universal Design for Learning methodology.

The idea for Universal Design Theory stems from the building and architectural world. There was a need to make all buildings accessible to all people. This concern for change brought about the idea of UDL. The central role of technology in UDL is to provide varied ways of presenting content information to students in their primary learning style in instruction and in the learning process. UDL allows students more access to information, makes getting baseline assessment easier, and helps all types of learners with multiple ways to learn the same concept.

The results of this study can give some ideas how we, English teachers can let all the students access our class funny and efficiently.

## *A study on categorization and classification systems of formulaic expressions*

**Hong Hae-ran**  
*Yonsei 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.

이 연구는 외국인을 위한 한국어 문법 교육에서 중요하게 다루어지는 표현 문형의 특성을 밝힘으로써 그 하위 범주 체계를 정립하는 데에 목적이 있다.

표현 문형이란 덩어리(chunk) 단위로 하나의 어휘처럼 사용되면서 문법적 의미와 기능을 갖기도 하고 화용 기능을 수행하기도 하는 복합 구성을 말한다(이미혜 2005). 형태적으로는 둘 이상의 어휘 요소와 문법 요소의 결합으로 이루어진 고정된 형태의 덩어리 단위로서 하나의 어휘와 같이 쓰이고, 의미적으로는 명제에 대한 화자의 태도와 같은 문법적 의미를 나타내기도 하며, 기능적으로는 담화 맥락에 따라 특정한 화행 기능을 실현하기도 한다. 이러한 특성에 의해 표현 문형은 한국어 학습자의 언어 습득과 사용에 효율적으로 기여하며, 실제 교수 현장에서 핵심적인 한국어 문법 교수 항목으로서 중요하게 다루어지고 있다. 그러나 그럼에도 교수 항목으로서의 표현 문형 선정 근거에 관한 구체적인 논의가 부족하였고, 표현 문형의 개념과 범위 설정, 하위 범주 체계 설정 등에 대한 기초적인 논의 또한 부족한 것이 사실이다.

이에 본 연구에서는 표현 문형에 관한 국외의 이론적 모델에 따라 한국어 교재에 제시된 표현 문형의 하위 범주를 분류해 보고, 코퍼스 분석을 통해 각 범주별 표현 문형의 특성을 밝히고자 하였다. 그 결과 한국어의 특성을 고려한 표현 문형의 개념과 범주 설정 기준을 제시하고, 그 형태·통사적 특성과 기능 분석을 통해 문형의 하위 범주 체계를 마련하기 위한 모형을 제시하였다.

연구 결과는 표현 문형의 특성에 따른 교육 내용과 방법을 체계적으로 정리하고, 한국어 교육 문법 체계를 정비하는 데에 활용될 수 있을 것이다."

*A study on tenses and aspects of academic texts for KAP :  
Focusing on the comparison of NS and NNS*

**Nam Shin-hae**  
*Yonsei University*

"본 연구는 모어 화자의 텍스트와 한국어 학습자의 텍스트를 비교 분석하여 시제·상 표현 형태들의 전형적인 쓰임에 있어 상호 차이가 존재하는지, 차이가 있다면 어떠한 것인지를 밝힌다. 또한 이를 통해 학습자의 어려움을 진단해 보는 데 연구의 목적이 있다.

이를 위해 분석 대상으로 삼은 보고서 텍스트를 말뭉치화하여 계량적 분석을 실시했다. 각 구성 단계별로 시제·상 표현 형태가 어떻게 나타나는지를 알아본 후 모어 화자 텍스트의 결과와 학습자 텍스트의 결과를 비교하였다.

그 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.

이를 통해 한국어 모어 화자와 학습자가 학술적 텍스트에서 시제·상을 표현하는 양상이 상이함을 알 수 있다. 이러한 차이가 발생하는 부분이 바로 학습자가 어려움을 겪고 있는 부분이라고 할 수 있다. 이러한 결과를 제 2 언어 교실의 교사들에게 제공함으로써 그에 대해 교사들이 필요한 처방을 제공하도록 하는 교육적 효과를 거둘 수 있다."

## *Acquisition of Korean voice system by L2 learners*

**Jeong Haegwon**

*Hankuk University of Foreign Studies*

In cognitive and functional-typological perspectives, voice was defined as a system of correspondences between event types and syntactic structures (Shibatani 2006), and various voice categories fall within this system. Several Korean voice categories can be identified by semantic map boundaries, different sentence constructions, and restrictions in voice alternation. These voice continuum - active, passive, causative, potential, spontaneous, body action middle, emotional middle, reflexive, reciprocal, and etc. - reflect the differences in image-schema of various event types. Therefore, if L2 learners do not understand the way how Koreans think about the construal of events, it may result in voice construction errors. To find the acquisition of Korean voice constructions, a selective blank task and an experimental task were conducted for native speakers and L2 learners. A total of fifty two learners of Korean took part in the experiment, and a group of thirty three native speakers of Korean also participated as a control. There was a statistically significant proficiency group effect on the accuracy determined by one-way ANOVA ( $F(5,1482)=88.023$ ,  $p<0.001$ ). In the post-hoc analysis there was no significant difference between the beginner group and the intermediate group. It might interpret that they could acquire Korean voice system after the intermediate level.

The results are as follows:

1) L2 learners showed a U-shaped development in the reflexive, the body action middle and the emotional middle. The body action middle was difficult because this middle voice of Korean had no specific marker and used same forms with the active. In the active and the body action middle, the advanced learners had shown high accuracy but the significant difference with the native speakers.

2) The learners acquired the passive more easily than the spontaneous and the potential. The beginner level learners especially showed low accuracy in the potential.

The reason that learners felt difficult to learn the potential voice and the spontaneous voice might be the morphological forms of them were same with the passive voice. However the advanced learners acquired the spontaneous accurately and there was no statistical difference with the native speakers. The learners learned the passive firstly, and then learned the spontaneous. The potential was learned lastly in these voices that used same morphological forms.

3) The causative construction was most difficult for learners. The advanced learners also have shown the worst accuracy in the causative.

In Korean, the passive, the potential, the spontaneous, and the causative used same morphological forms. But there was few teaching separated these voices except the passive and the causative construction. So, for more effective teaching Korean, making the functions of each voice construction more explicitly noticeable is necessary for the learners such as the input enhancement methods and the data-driven learning (Littlemore 2009).

## *An African American's journey of learning a second language*

**Ella Kidd**  
**Woosong University**

"The growing numbers of racial minorities in Korean educational community is becoming a huge issue, in terms of educating them; including them and learning to be with others. According to a weekly statistical report from Korea Immigration Service, we have 1,155,654 foreigners staying in Korea as of June, 2009. In terms of nationalities, Chinese-Korean is the biggest population, followed by Chinese, Americans, Vietnamese, Pilipino, Japanese, Taiwanese, and Mongol (출입국, 외국인정책 통계일보, 2009, 8-10, 27 쪽). The academic achievement of African American students has been challenging. Haunted with a history of denial, the journey for a quality education has been arduous, therefore making the dream become nonexistent. The word "dream", along with its cohort "freedom" is something all African Americans are reminded of in the community. Those words somehow seem to give motivated African Americans initiative to achieve success. Today, African Americans find themselves in a downward spiral. African American students lag far behind other races on standard achievement tests. The problem of disproportionality (having or showing a difference that is not fair} has been especially problematic for African American males (e.g., Irving & Hudley, 2005, 2008; Sample, 2010; Wilson & Banks, 1994), those who speak an African American dialect (Baugh, 1995; Champion & Bloome, 1995a, 1995b; The disproportionality problem also occurred in international contexts (see Artiles & Bal, 2008, for a review).

Many foreigners who migrate outside of their home country suffer traumatizing experiences such as: psychological problems; academic problems; difficulties experienced in replacing social network of family, neighbors and friends at a time when they are regarded as strangers and even intruders; concerns about political instabilities in their home countries; cultural differences and food and climatic problems. In order to ease the transition, staff should be educated on cultural sensitivity. Research has been conducted on the learning style of the African American mind and culture which has been concluded by other researchers as unique, not difficult.

Meanwhile, the participant has experienced some cultural discomfort of living abroad, especially the restroom accommodations in school and food. My research intentions are to show how an African American attending Korean public school outside of the traditional western classroom environment is achieving second language acquisition success without difficulty and without being labeled as problematic. The data analysis for the present research is in progress and the finding is conceptual at this stage. Thus far, my research has shown that the success to which students gain from living abroad experiences may depend upon their attitude towards learning a second language and culture.

In conclusion, within my workshop I will provide instructors with lessons and activities, along with cultural information to bring awareness of the extreme cultural differences. Hopefully, my workshop will narrow the gap of cultural sensitivity to help create learning environments that are efficient and productive towards the education of African Americans.

## ***An analysis of the English reading texts of Korean CSAT using Coh-Metrix***

**Lee Hae-dong**  
***Dongguk Girls' High School***

The purpose of this study is to analyze the linguistic characteristics of the English reading texts of Korean CSAT(College Scholastic Aptitude Test) using a computational corpus system called Coh-Metrix. In particular, this study investigated the linguistic association between question types and Coh-Metrix indices to find correlation when collecting quality questions. The analyses were conducted on a large corpus of texts that were scaled on the Coh-Metrix measures. The sample of texts consisted of 130 texts from the CSAT reading part which were set in 2010 to 2014 and all the texts were classified into 15 question types based on the tendency of questions by KICE(Korea Institution for Curriculum and Evaluation). In order to analyze and compare the texts, of the 110 indices which Coh-Metrix serves, 18 measured values including descriptive features, referential cohesion, LSA(Latent Semantic Analysis), lexical diversity, connectives, syntactic complexity, word information and readability were used. Each of measured value was used to analyze text characteristics themselves and statistical correlation by question types. The implication of this study is as follows.

The analyses of text characteristics showed that the difference between the min-max value in each Coh-Metrix index was considerable. It appeared with a wide range from words and syntactic structures which represent surface features to LSA and readability value which explain deep structures of language. This difference seemed to be attributed to the test formation to control the difficulty of questions. Instead, considering the mean and standard deviation of each value, most of texts were distributed in an average level in each index value. Therefore, if examining overall the CSAT reading part, texts selection and set test questions were comprised within the similar level of the surface and deep structure.

On the result of the correlation analyses between the question types, the correlation between the types in the surface features was not clearly emerged. The correlation occurred sporadically or took on a same aspect that all the values were connected because descriptive features(the number of words and sentences) were controlled by the test format. In contrast, LSA, referential cohesion and TTR(type-token ratio), which account for the deep features of language, showed meaningful correlation between the types. The linguistic relation between the general effect types(the type of finding theme, gist and title) and inference question types(interactive reading questions) was verified through the analyses. Besides, the types of finding proper words and summarizing a paragraph proved to have correlation through the analyses of the cohesion values.

This study implies more systematic criteria to analyze and select reading questions for Korean CSAT. In other words, this study can serve as specific guideline for teachers and evaluators to choose and make questions for the test. Despite the fact that it is meaningful to analyze Korean CSAT texts using Coh-Metrix system, this study has a critical point; the number of sample texts used in the study is limited. Therefore, further related study should be conducted on the field of evaluation and the attempt of computational analyses should be encouraged.

## *An investigation of Korean learners' metacognitive knowledge in reading*

**Kim Hyangil**

*Hankuk University of Foreign Studies*

The primary purpose of this study was to explore the changes of four Korean university students' metacognitive knowledge about cognition in terms of strategy use. First, this study aimed to investigate how metacognitive knowledge of the four Korean University students develops with the help of reading strategy instruction using think-aloud procedures. Second, it looked at their perceptions of the role of think-aloud procedures.

This study was conducted for 15 weeks. The four participants in the study were juniors in a university in Korea, majoring in Pre-Pharm-Medical Sciences. The four participants were selected through purposeful sampling (Dörnyei, 2007) based on their reading proficiency, motivation, and voluntarily willingness to participate in the training. The participants received strategy instruction using think-aloud procedures based on the instructional sequence frame of CALLA (Chamot & O'Malley, 1994). The training in this study provided opportunities for strategic awareness rising including articulation of specific names and information of the strategies and opportunities for practice and evaluation of their own strategy use.

The investigation on metacognitive knowledge was purely qualitative to trace the changes caused by strategy instruction in their awareness of cognitive resources and operational perceptions for comprehension. This study employed grounded theory to code the data and analyse the interviews.

The study found the two emerging themes regarding the changes in the participants' metacognitive knowledge about cognition—awareness of reading goal and self-regulation during a reading process. With reference to the first theme, the strategy instruction was shown to provide the participants with opportunities to rectify their hardened reading habits through recognizing their reading goal which was reading for meaning. Through this shift, one clear change in their awareness has been noticed. It was found that the awareness of different reading goals assisted the participants in choosing a purposefully planned and organized path (Afflerbach, Pearson, & Paris, 2008). Concerning the second theme, the participants did not reveal or articulate the awareness of self-regulation of their reading processes in the first interviews. However, considerable changes in their self-regulation in reading processes were identified after instruction. Lastly, through analysing the data, an emerging theme, 'inconvenience in a reading process, but clarity in comprehension' was identified. The participants pointed out time-consuming nature as a weakness in employing the procedure. They realized that reading with the procedures made them read slowly since they had to pay attention to verbalizing their thoughts consciously in the process of reading. As an advantage, they thought that think-aloud assisted them in controlling and regulating their thoughts.

As identified in the present study, the learners were able to develop metacognitive knowledge markedly with the help of the explicit strategy instruction. It was found that these kinds of knowledge influenced the cognitive and affective domains. In addition, the participants perceived the think-aloud procedure as a useful and effective tool for them to pay attention to their cognitive processes as well as to regulate their own reading processes. Incorporating think-aloud procedures as an instructional tool in an EFL context was shown to be beneficial and, therefore, is recommended when designing strategy instruction.

## *Application of English digital textbooks in flipped learning*

**Jeong Myeonggi**

***Seoul Song Jeong Elementary School***

English classrooms rapidly change into digitalized interactive environments mediated by the smart technology. Smart technology can supply integrated materials with its hypertext and hypermedia functions, improving interaction that cannot be achieved through printed materials. Digital textbooks are such device to enhance the interactivity between students and their textbook contents along with English teacher. Digital textbooks allow for incorporating a greater variety of media and learning formats. Despite the obvious advantages of digital textbooks, the spread of digital textbooks is decreasing contrary to the expected. The criticisms over adopting digital textbooks are increasing in the area of students' addiction to the digital instrument and contents. Even though recently many countries have been endeavoring to transform textbooks to digital textbooks including web sources, multimedia, and simulations, there is limit to adopt digital textbooks in schools because the digital textbook is not completely spread yet, and not all students have smart devices in schools.

In this time, flipped learning can be an appropriate alternative in adopting digital textbook. Flipped learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter. Many teachers may already flip their classes by having students read text outside of class, watch supplemental videos, or solve additional problems, but to engage in flipped learning, teachers much incorporate the followings into their practice. Flipped learning allows for a variety of learning modes, and requires the intentional contents and professional educators. Also, flipped learning model deliberately shifts instruction to a learner-centered approach. With the development of technology, flipped learning can be available to classrooms because students can access multiple resources by using digital textbook in their home. Digital textbook can support flipped learning in which students can learn key expressions and words online with digital textbook, and they can use these them in class.

Thus, 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. During class time, individualized supplementary or in-depth study, especially song, chant, and interactive activities are conducted on the basis of the students' prior learning. 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.

## ***Blended learning model in English role play class***

**Nam Seoung Woo**  
***Sugok Elementary School***

The goal of teaching English in elementary school in Korea is teaching students to have basic communicative skills in English for daily conversation. For this it needs to apply both analytical and synthetic approaches in English classroom. Especially for elementary students learning English in EFL setting they should have opportunities to use language in meaningful contexts. Role play is the effective technique for learning language by using it. Because while students get involved with role play they feel less anxious about using foreign language and can experience negotiating meaning in a creative way. However role plays in school English textbook tends to be unattractive to students and deals with limited words and phrases. For this reason it needs to apply the blended learning model in role play class to take advantages of flexibility and convenience of blended learning model.

The theoretical background will introduce the blended learning model which is a mixed form of face to face learning and computer-assisted language learning(CALL). It will also introduce the role play technique which provides opportunities to use English in contexts and to maximize interactional exchanges among peers. Plus by reviewing previous studies on blended learning model this paper will show how F2F and CALL contribute to students' language development in elementary school.

This paper will show the method applied to two groups of 15 students: one teaching in blended learning model, the other compared group in F2F condition. The data collected in English test scores, affective surveys, students' surveys on blended learning model and students observation descriptions. t-test was performed to investigate whether or not statistical significance can be captured in their intergroup comparison of means.

The findings are 1) Blended learning group performed significantly better than F2F group. though the descriptive statistics shows that the experimental group performed slightly better than the compared group. 2) No statistical significance divides up between the blended learning group (experimental group) and F2F group (compared group). This indicates the probability in that the result can be different if the experiment continues a longer period of time. Another limitation of this study is the data collection instrument was listening test which do not include speaking and writing. If productive skills were included in the test, the result might have been different.

## ***Characteristics of a professional EYL teacher***

**Maisa Rahman (Maisa, M.PD)**  
***Univesitas Pendidikan Indonesia***

This study focuses on teachers' understanding on characteristics of professional EYL teachers. It aims to figure out teachers' understanding of the characteristics of professional EYL teachers and the influence of their understanding of their teaching practices. The participants of the study represented teachers from different background and experience. The data for the study were collected through questionnaires, interviews and class observation. Questionnaires and interviews were conducted to figure out teachers' understanding on the characteristics of professional EYL teachers, the personal qualities, skill qualities and knowledge qualities. The findings of this study show that three teachers have a good understanding of professional EYL teacher & their understanding is relevant to the theories adopted for this study (Scott & Ytreberg, 1999; Pinter, 2006; and Shulman, 1992) however, they sometimes find difficulties id applying the relevant theories above into their teaching practices in the classroom. Regarding teachers' belief in the qualities of professional EYL teachers should have, the participants believe in three main qualities of a professional EYL teacher consistent with the previous research. These include: personal qualities (sense of humor, patience, motivation, creativity, and innovation etc), skills qualities (language skills, teaching skills, management learning skills, art skills such as singing a song and drawing) and knowledge qualities (content knowledge, curriculum knowledge, knowledge of EYL, knowledge about education in general).

## ***Counter-literacies: A critical re-engagement with herald media***

**Martin Daniel Craig**  
***Seokyeong University***

South Korean English language teaching (ELT) has typically been represented as an arena dominated by excessive competition, test preparation, and the mastery of linguistic forms (Choi & Park, 2013; Park, 2009). These notions have been compounded by stereotypical depictions of Korean students as passive learners incapable of critical thinking (Shin & Crookes, 2005). While research suggests that top-down reform policies have failed to impact the culture of Korean English education (McGuire, 2007; Shin, 2012), the possibility of a relevant arts-based language and literacy curriculum in Korean ELT has not been explored. This paper reports on a classroom inquiry project designed to engage counter-literacies (Pennycook, 2010) and transgressive expression (Duncum, 2009) in an economically disadvantaged neighborhood on the outskirts of Seoul.

This project came about in response to a school mandate to use the Korea Herald newspaper as the centerpiece of a literacy curriculum for Korean high school students with low to intermediate English proficiency. Inspiration was drawn from the Front Pages project in which visual artist Nancy Chunn wrote and painted across The New York Times' front pages every day for one year. She described this as a "speaking back" to the voices of power heard in authoritative media outlets. Hoping to encourage literacy practices that move beyond decoding and comprehension, I asked students to "tag up" our newspapers by writing or drawing across their front pages.

The drawings, graffiti-like slogans, and other multimodal representations produced suggest nuanced understandings of how participants felt positioned as consumers of media texts despite being largely absent from the texts themselves. The opportunity to "tag up" these newspapers in a classroom environment evoked complex responses to editorial, economic, and political power in ways typically excluded from a more formal language and literacy curriculum.

The presenter will argue that this dialogic, irreverent, and colourful exercise provided a medium through which learners positioned at the periphery of Korean education could respond to authority through a variety of artistic forms. This short unit offers a starting point for the implementation of an arts-based approach to multimodal and multilingual literacy, to offer avenues for marginalised students to develop unique political voices in classroom spaces and beyond.

## ***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. As online communication has become a preferred means of communication in doing business both domestically and abroad, it has brought about the need for business executives to have the knowledge and flexibility in English linguistics to form certain types of requests, and to tailor these requests to varying degrees of imposition with which certain requests imply.

In the business environment, company workers may be expected by their bosses to write appropriate email requests characterized by features that reflect formality (i.e. exhibit more indirect language rather than direct, as well as lexical and syntactic features which may be included to mitigate the force of certain requests).

A key objective of this presentation, then, will be to introduce some practical tips on how to recognize linguistic differences between English requests and Korean and Japanese requests (honorific languages), due to cross-cultural pragmatic issues. This presentation will also provide business leaders and educators some practical tips and lessons for educating their staff or 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.

## ***Developing an oral-skills placement system: an in-house approach***

**Eunsook Ahn, Paul Bournhonesque, Dongmin Seo**

***Seoul National University of Science and Technology***

Speaking from a Korean university context, presenters will describe the process of creating a placement system in a developing language program. The presentation will include a brief review of language levels and the importance of effective student placement, an outline of the placement problems relative to the presenters' specific language program (oral skills, multiple levels, variety of programs, etc.), a description of which resources were used to create two different placement methods, and preliminary data from the first round of student placement. The presenters' underlying question is, "Can language program development stakeholders, who lack substantial funding and full departmental support, develop an effective placement system by using their own local resource environment?" We hypothesize that in our particular situation, by employing a combination of direct testing and advanced placement related data analysis, a hybrid of two methods will result in an effective and efficient placement system as related to accuracy and reliability. The placement methods are fully developed to date and preliminary placement results will be available by September 22nd.

The presentation is designed for language instructors, administrators, and researchers interested in placement issues, program and curriculum development, assessment, and software tools for data analysis. The presenters are a Korean EFL program administrator/program manager and an ESL/EFL curriculum coordinator and instructor, and a Data Science graduate student with a computer programming background. Through collaboration, they have completed the first phase of development and anticipate successful placement and further progress towards a reliable, low-cost, placement option.

## ***Development of CAT smart app for elementary English reading diagnostic test***

**Choi Hong-gyu**  
***Gangneung Imgok elementary school***

English is the most widely used international language in the world. People from all over the world can communicate in and understand each other through English. In order to improve their English reading ability, students need to know their reading level to choose books suited to their ability. In this context the CAT smart diagnostic app for Elementary English reading, gives students their reading ability index and recommends English reading books before reading is developed.

The theoretical background will introduce the Computerized Adaptive Test(CAT) which automatically evaluates reading ability based on answers (correct or wrong) given to test questions. It will also introduce English readability index software based on web vs. the CAT smart app which has four different topics: mother goose nursery rhymes, folklore, adventure and humor. In short, the CAT smart app is easy, convenient to use, and places no restrictions on time and space. Thus students can use it freely on smart devices for estimating their reading ability.

The paper will present a method that has three study instruments: The first is the readability index and the readability criterion of a 100 English story books as an analysis instrument. I divided 100 story books and 700 reading evaluation questions into four topics according to their readability index and readability criterion. The second is the development of the CAT smart app for diagnosing Elementary English reading as a developmental instrument. The third is the CAT smart app that I applied to 18 elementary school students and 7 elementary school teachers as an evaluation instrument. The data were collected via students' reading ability index, teacher and student surveys, and students' English reading ability performance assessments. The Spss 12.0 and 5 stages Likert scales were used to investigate whether or not statistical significance can be captured.

The findings were: 1) The CAT smart app was developed consisting of four parts: login, four topics, evaluation questions, and readability index and story book. 2) The result of analyzing the surveys showed that the evaluation questions and CAT smart app were well organized. 3) A correlation analysis between the students' evaluated reading ability index and their English reading ability performance assessment showed that there was a high correlation.

## ***Development of Korean lexile for the book library in ER-Central***

**Shin Eun-Sol**

***Korea National University of Education***

The primary purpose of this study was to explore the changes of four Korean university students' metacognitive knowledge about cognition in terms of strategy use. First, this study aimed to investigate how metacognitive knowledge of the four Korean University students develops with the help of reading strategy instruction using think-aloud procedures. Second, it looked at their perceptions of the role of think-aloud procedures.

This study was conducted for 15 weeks. The four participants in the study were juniors in a university in Korea, majoring in Pre-Pharm-Medical Sciences. The four participants were selected through purposeful sampling (Dörnyei, 2007) based on their reading proficiency, motivation, and voluntarily willingness to participate in the training. The participants received strategy instruction using think-aloud procedures based on the instructional sequence frame of CALLA (Chamot & O'Malley, 1994). The training in this study provided opportunities for strategic awareness rising including articulation of specific names and information of the strategies and opportunities for practice and evaluation of their own strategy use.

The investigation on metacognitive knowledge was purely qualitative to trace the changes caused by strategy instruction in their awareness of cognitive resources and operational perceptions for comprehension. This study employed grounded theory to code the data and analyse the interviews.

The study found the two emerging themes regarding the changes in the participants' metacognitive knowledge about cognition—awareness of reading goal and self-regulation during a reading process. With reference to the first theme, the strategy instruction was shown to provide the participants with opportunities to rectify their hardened reading habits through recognizing their reading goal which was reading for meaning. Through this shift, one clear change in their awareness has been noticed. It was found that the awareness of different reading goals assisted the participants in choosing a purposefully planned and organized path (Afflerbach, Pearson, & Paris, 2008). Concerning the second theme, the participants did not reveal or articulate the awareness of self-regulation of their reading processes in the first interviews. However, considerable changes in their self-regulation in reading processes were identified after instruction. Lastly, through analysing the data, an emerging theme, 'inconvenience in a reading process, but clarity in comprehension' was identified. The participants pointed out time-consuming nature as a weakness in employing the procedure. They realized that reading with the procedures made them read slowly since they had to pay attention to verbalizing their thoughts consciously in the process of reading. As an advantage, they thought that think-aloud assisted them in controlling and regulating their thoughts.

As identified in the present study, the learners were able to develop metacognitive knowledge markedly with the help of the explicit strategy instruction. It was found that these kinds of knowledge influenced the cognitive and affective domains. In addition, the participants perceived the think-aloud procedure as a useful and effective tool for them to pay attention to their cognitive processes as well as to regulate their own reading processes. Incorporating think-aloud procedures as an instructional tool in an EFL context was shown to be beneficial and, therefore, is recommended when designing strategy instruction.

## *Development of reading passage selecting criteria based on a parallel corpus*

**Seo Min Won**  
***Baekyang Highschool***

본 연구에서는 최근 5 년간의 대학 수학능력 시험 및 모의고사 영어지문과 이에 대한 한글 해석을 병렬 코퍼스로 구성하여, 이에 기반하여 영어 지문을 추출하는 준거를 개발하고자 하였다. 수집된 지문은 내용준거, 형식준거, 유형준거에 따라 언어적 특성에 어떤 차이가 있는지 통계적으로 분석하였다. 언어적 특성의 분석 내용으로는 지문의 어휘 수준, 키워드, 참조 응집성, 의미적 응집성, 어휘 다양성, 접속사 정보, 통사적 복잡성, 어휘 정보, 이독성의 아홉 가지 영역과 각 영역별 하위 항목들이 있다. 분석 결과를 통하여 지문의 내용, 형식, 유형에 따른 언어적 특성을 파악하였으며, 병렬코퍼스를 기반으로 하여 문항 출제를 위한 지문을 추출하는 단계 및 준거를 개발하였다.

## *Digital foreign language education*

**Cho Hang-Deok**  
*Sookmyung Women's University*

### 1. 들어가는 말

지난 1990 년부터 우리 사회에 디지털이 보편화되기 시작하면서 교육 현장에서도 많은 변화가 일어났다 주용완·신용태 공저, 인터넷 미디어 사회, 상아, 2010, 148 쪽.

. 대학의 일부 강의가 디지털로 전환되었으며 곧 이어서 사이버 대학들이 생겨났다. 2014 년 현재 한국에는 19 개의 사이버 대학이 있는데 이들 사이버 대학에서 수강하고 있는 학생들은 10 만 명에 육박하고 있다. 일반 대학에서도 디지털 강의를 활성화하여 이제는 많은 강의들이 사이버로 이루어지고 있다 송민정, 모바일 컨버전스는 어떻게 세상을 바꾸는가, 한스미디어, 2011, 20 쪽.

. 특히 최근에 와서 스마트폰의 보급은 사이버 강의의 범위를 더욱 확대시켜 주고 있다 이진원 옮김, (Eric Schmidt·Jared Cohen 원저), 새로운 디지털 시대, (주)시공사, 2013, 28 쪽.

. 그러나 사이버 강의가 널리 퍼지면서 이에 대한 장점과 단점들이 드러나고 있다.

이에 본고에서는 사이버 강의의 장점과 단점을 짚어보고 또한 우리 교육의 현실이 어떠한지 살펴보고자 한다.

### 2. 사이버 강의

본인이 근무하고 있는 숙명여자대학교는 디지털 분야에서 선두적인 역할을 하고 있는 대학에 속한다. 한국 최초로 대학 캠퍼스 전체에 모바일 시스템을 설치하여 교정 어디에서든지 무선 인터넷 연결이 가능하도록 하였고, 2000 년대 초반부터 디지털 강의 개설을 적극 추진하여 현재 많은 교수들이 사이버 강의를 실시하고 있다. 숙명여대에서 이루어지고 있는 사이버 강의를 간단히 살펴보자. 우선 사이버 강의는 크게 두 가지로 나뉘어진다.

1) 사이버 강의 : 한 학기 내내 모든 수업이 사이버로만 이루어지는 강의 형태이다. 대단위 강의를 중심으로 여러 개의 사이버 강의가 이루어지고 있는데, 어떤 강의는 수강 학생이 450 명 정도에 이르는 경우도 있다. 이를 오프라인으로 강의할 경우에는 적어도 6~7 개 정도로 분반을 해야 한다. 수강 학생수가 많은 경우에는 강의실 배정에도 문제가 있고 강의를 담당할 교수를 섭외하는 문제, 강사료 급등, 등 여러 가지 문제가 발생하게 된다. 이런 강의를 사이버로 실시할 때에는 교수에게 강의수당의 인상 및 수강 학생수에 비례한 조교 배정을 통해 강의를 수월하게 수행하도록 학교에서 지원한다.

사이버 강의는 학기가 시작되기 전에 교수가 강의 내용을 동영상으로 촬영하여 일정 사이트에 탑재해 놓으면 학기 중에 학생들이 인터넷을 통해 그 내용을 학습하게 된다. 주별로 수업 내용이 순서대로 탑재되며, 학생들은 수업을 듣기 위해 강의실에 출석할 필요가 없고 재택 학습을 하게 된다. 학교에 오는 것은 중간고사와 기말고사를 치르는 날짜뿐이다. 시험은 공정성을 기하기 위해 모든 수강생들을 일정 날짜에 모아 한 장소에서 치르기 때문이다.

2) 혼합 강의 : 오프라인 강의와 온 라인 강의를 혼합한 형태의 강의이다. 요즘 많이 활용되고

있는 강의 형태이며 학생들과의 상호 작용이 전통적인 강의보다 더 활발하게 이루어질 수 있다는 측면에서 앞으로 더욱 활성화될 여지가 있다. 혼합 강의는 두 가지 유형이 있는데 하나는 강의의 처음부터 혼합 형태로 진행될 것이라고 학생들에게 사전 공지하여 시행하는 것과 또 하나는 강의실에서 전통적인 방식으로 수업하던 교수가 외부의 행사 참여 또는 국제 및 국내 학술회의에서 참가하기 위해 수업을 진행할 수 없는 경우 이를 보충하기 위한 방편으로 일부 수업을 사이버로 진행하는 것이다. 전통적인 보강으로 예전에는 토요일이나 심지어 일요일에 학생들을 강의실로 불러내어 수업을 진행한 경우도 있다. 그런데 오늘날에는 이러한 혼합강의를 이용하여 결강을 보완할 수 있게 되어 일부 교수들이 이를 활용하고 있다. 또한 동영상을 촬영하는 것도 전에는 학교의 스튜디오에서 이루어졌으나 지금은 장소의 구애를 받지 않고 집이나 또는 교수 연구실에서도 제작할 수 있는 소프트웨어가 개발되어 있다.

### 3. 사이버 강의를 위한 플랫폼

숙명여대에서는 이와 같은 디지털 강의를 위해 SNOWBOARD 라는 관리시스템을 운영하고 있다. 스노우보드에는 매학기 개설되는 강의들이 담당 교수별로 정리되어 있는데 수강학생들의 사진을 포함한 명단과 강의 계획서를 탑재되어 있으며 담당교수는 수강 학생들에게 필요한 모든 사항들을 입력해 놓는다.

이 플랫폼은 사이버 강의뿐만 아니라 일반 강의에서도 활용할 수 있는데 수강학생들은 이곳을 통해 강의 내용과 진도, 참고 도서 및 수업 진행에 관련된 정보를 전달받을 수 있다. 또는 수업 내용도 이곳에 탑재하여 강의실에서 이를 활용하여 수업을 진행하기도 한다.

### 4. 유비쿼터스 학습

현재 숙명여대에서 지향하고 있는 디지털화는 유비쿼터스 학습 환경이다. 유비쿼터스 학습은 시간과 장소의 장애를 받지 않고 학습자가 원하는 시간, 원하는 장소에서 얼마든지 학습을 할 수 있도록 환경을 구축하는 것이다. 이러한 학습 환경을 구축하는 관리시스템도 역시 스노우보드이다. 교수가 스노우보드 플랫폼에 강의 내용을 입력해 놓으면 학생은 이것을 자신의 휴대폰(스마트폰)을 이용하여 해당 사이트에 접속해서 학습 내용을 공부하든가 아니면 자신의 휴대폰에 학습 내용을 다운로드받아 공부할 수 있고 또한 교수의 지시 사항을 전달받아 과제물을 제출하기도 한다.

본인은 이미 2012 년도부터 이러한 방식으로 프랑스어 통번역입문을 강의하였는데 간단히 이를 소개하면 다음과 같다.

수업은 문제 해결형 학습으로 이루어지는데 한 학기 동안에 해결할 문제를 4~5 개의 과제로 압축한다. 해결할 문제는 프랑스 텔레비전 TV5 와 국제 프랑스 라디오(RFI)에서 방송한 내용을 화면 또는 음성 자료 형태로 사이트에 올린 다음에 해당 내용의 스크립트를 번역하게 한 것이었다. 단순히 번역 수준에 그치지 않고 학생들에게 방송 내용을 수없이 반복하여 청취하고 소리내어 발음하도록 요구하였다. 번역 수업이지만 궁극적으로 학생들이 프랑스어 음성 표현에 익숙해지도록 발음 연습을 시킨 것이다. 이런 수업이 가능한 것은 바로 모든 학생들이 스마트폰을 소지하고 있고 강의 내용을 디지털화할 수 있었기 때문이다.

그리고 수강학생들을 몇 개의 소집단으로 구성하여 각 집단별로 문제를 해결하도록 한다. 한 집단이 4~5 명의 구성원으로 이루어지는데 구성원들은 집단 내에서 리더, 자료 조사, 자료 정리, 발표, 등과 같이 각자 역할을 분담하여 담당하도록 한다. 그리고 과제 해결은 학생들이 가상공간에서 회의를 진행하여 하도록 하며, 역할 분담을 하여 자신에게 맡겨진 부분을 수행하면서 강의가 진행되는데 진척되는 사항들은 스노우보드에 입력해 놓도록 한다. 이러한 과정은 온 라인 상에서 이루어지며 오프라인 강의실에서는 각 집단이 수행한 과제를 발표하게 되는데 이 때 다른 집단 구성원들이 문제를 어떻게 해결하고 있는지 파악할 수 있고 각 집단의 발표는 질의 응답으로 이어진다.

교수는 집단별로 과제를 해결하는 중간에 수시로 스노우보드 사이트를 점검하여 학생들이 과제 수행을 잘 해나가고 있는지 또는 문제 해결의 실마리를 잘 풀어나가고 있는지 확인하게 되며, 경우에 따라서는 학생들이 제기하는 질문에 대한 답변을 해주어야 한다. 이러한 학습 과정에서 일어나는 모든 활동은 사이트에 그대로 드러나게 되어 있으며 강의를 완료된 후에도 그 자료는 여전히 해당 사이트에 남겨져 있어 필요한 때에는 언제든지 다시 불러오기를 할 수 있다.

#### 5. 디지털 학습의 장단점

디지털 강의를 성공적으로 이루어지기 위해서는 몇 가지 조건들이 있다. 우선적으로 학생들이 사이트에 접속하는 것이 매우 중요하다. 교수가 아무리 훌륭한 학습 내용을 탑재해 놓더라도 학습자들이 이를 접속하여 내용을 학습하지 않으면 학습 효과가 없는 것이다. 또한 학습자가 해당 사이트에 접속하더라도 구체적으로 공부하지 않으면 마찬가지로 학습 효과를 기대할 수 없다. 오프라인 강의는 교수가 학생들과 면대면 수업을 진행하기 때문에 학생들의 수업 반응을 확인하면서 강의를 진행시킬 수 있지만 사이버 강의는 그런 장치가 없기 때문에 학습 효과를 높이기 위한 별도의 장치가 필요한 것이다.

본인의 경우 학생들의 학습 효과 증진을 위해 다음과 같은 장치를 두었다. 우선적으로 강의 초반에 학생들의 흥미를 유발할 수 있는 주제를 선정한다. 또한 팀별 수업을 진행하여 팀별 경쟁을 유도하였으며, 아울러 개별적인 경쟁이 이루어지도록 독려하였다. 그렇게 하기 위해 학기 초에 인센티브가 부여됨을 설명하고 수업이 진행됨에 따라 우수한 팀과 우수한 학습자를 선정하여 보상을 하는 것이다. 그리고 학습자들이 사이트에 정기적으로 접속하는지를 정기적으로 확인하여 접속 건수를 성적 산출에 반영한다. 물론 접속 건수가 학습 효과를 측정할 수 있는 기준이 되지는 못하지만 어쨌든 사이트에 접속하는 것은 학생들이 학습 내용을 공부해야 한다는 인식을 심어주는데 역할을 하기 때문이다.

둘째로 디지털 강의를 효과를 거두기 위해서는 교수와 학생간의 상호 의견 교환이 활발하게 이루어져야 한다. 그런데 다행인 것은 학생들이 강의실에서보다 사이버 공간에서 교수에게 더 자주 질문한다는 것이다. 직접 대면하지 않은 상태에서 질문을 하는 것이 훨씬 부담이 적다고 느끼는 것 같다. 아울러 팀별 수업을 진행할 경우 학생들 사이에서도 상호 의견 교환이 활발하게 이루어져야 한다 이창호·태한 김은국·최영재 지음. 소셜미디어가 세상을 바꾼다. 한누리 미디어. 2012. 88 쪽.

. 이것은 강의 교수에게는 부담으로 작용할 수 있다. 특히 수강학생수가 많을 경우에는 질문도 비례해서 많아지기 때문에 질문에 대답하기 위한 시간을 확보하여야 한다.

이러한 수업이 제대로 이루어지면 다음과 같은 장점을 들 수 있다.

첫째, 학생들의 창의성을 계발할 수 있다. 강의실에서 진행하는 전통적인 수업에서보다 학생들이 각자 역할을 분담하여 팀별 과제를 수행하기 때문에 각자의 개성을 드러내고 남보다 더 잘하려는 경쟁심을 유발할 수 있는 것이다. 실제로 본인의 수업 진행 결과 학생들이 진행한 수업 내용은 학생들의 창의적인 부분을 볼 수 있는 것들이 상당히 많았다 이수영 옮김(David Gauntlett), 커넥팅, 삼천리, 2011, 87 쪽

. 수업 내용에 그치지 않고 보충적인 자료를 추가하여 학습 내용을 풍부하게 만든 것이다.

둘째, 학생들의 리더십을 계발하는데 도움을 줄 수 있다. 팀별 수업 및 가상공간에서의 회의, 등을 통해 팀원들 사이의 상호 협력 및 격려가 이루어지고 팀별 및 개인별 경쟁을 통해 학생들의 잠재 학습 능력을 일깨울 수 있는 것이다.

셋째, 팀별 학습을 통해 학습 부진 학생들은 공부를 잘하는 학생의 도움을 받게 할 수 있다. 학생들 중에서 학업 성취도가 높은 학생이 낮은 학생의 멘토 역할을 하여 전체적으로 학습 효과를 올리는데 기여하는 것이다.

넷째, 외국어 교육에 적극 활용할 수 있다는 장점이 있다. 프랑스어와 같이 우리에게 먼 외국어를 배우는 학생들은 이런 외국어를 쉽게 접해볼 수 있는 기회가 적다. 그런데 디지털화를 통해 실시간으로 전해지는 뉴스를 보고 들을 수 있는 것이다. 외국어를 배우는 목적이 의사소통 능력의 신장이라는 측면에서 볼 때, 많이 보고 듣는 것은 분명 도움이 된다. 강의실에 국한되어 외국어를 듣는 것이 아니라 어느 곳에서든지 또 언제든지 원하는 시간에 외국어를 접하게 할 수 있는 것이다.

그러나 이러한 수업의 단점도 꽤 있다.

우선, 학생들이 과연 자신들이 직접 공부하여 학습 효과를 올리는지 확인할 수 없다는 단점이 있다. 학생이 사이트에 접속한 사실과 접속 빈도를 확인할 수는 있지만 이것이 곧바로 해당 학생이 공부를 하였다는 것을 증명해주지는 않기 때문이다. 디지털 수업은 주로 사이버 공간에서 이루어지기 때문에 학생을 만나는 것도 시간적 간격이 있다. 교수가 학생에게 질문을 하든가 학생이 교수에게 질문을 했을 경우에 즉각적으로 대답하기보다는 흔히 일정 시간이 흐른 다음에 이루어진다. 결국 사이트에 접속하여 질문이 있는지 확인한 이후에나 해당 질문에 대한 응답을 하기 때문이다.

그리고 교수와 학생과의 면대면 접촉이 없기 때문에 인간적인 교제가 부족하며 따라서 친밀감이 떨어진다. 실제로 오늘날에 와서 학생들이 교수에 대한 존경심을 나타내는 것은 예전에 비해 훨씬 낮아졌음을 확인할 수 있다. 교육은 교수자에 대한 어느 정도의 존경심과 경외감을 갖는 것이 필요하며 교수는 또한 일정한 권위로 지식을 전달하는 분위기가 필요하나 오늘날의 상황은 그렇지 않다. 심지어 학생이 취업이나 기타 필요에 의해 추천서를 써달라고 요청할 때에도 이메일로 주고받는 것으로 끝난다. 단순히 기계적인 접촉을 통해 의사 전달이 이루어지고 있는 것이다.

## 6. 나오는 말

디지털 시대의 도래와 함께 많은 대학들이 사이버 강의를 개설하고 있다. 사이버 강의는 나름대로 장점이 있기는 하다. 대단위 수강 인원을 수용할만한 강의실의 부재 문제, 해당 과목을 강의하기에 적합한 강사를 구하지 못하는 문제, 또한 학교로서는 강사료 급등, 등의 문제를 해결할 수 있는 것이다.

특히 유비쿼터스 강의 형태는 학습자들이 시간과 장소에 구애받지 않고 원하는 시간에 어디에서든지 강의를 들을 수 있게 되었다. 스마트폰이 필수 휴대폰이 된 젊은이들에게 흥미를 유발시킬 수 있는 강의 형태가 될 수도 있는 이러한 디지털 강의를 성공을 거두기 위해서는 아직도 해결해야 할 문제들이 많다.

교수자와 학생의 만남이 사이버 공간에서 이루어지는 이러한 교육 형태는 인간성을 빼앗긴 수업 형태로 나아가고 있다 김상현 옮김, (Jaron Lanier 원저), 디지털 휴머니즘, 2011, 37 쪽.

. 교수와 학생 사이의 면대면 만남이 없어지고 단지 기계 앞에서 문자를 통해 의사 전달이 이루어지기 때문에 진정한 의미에서의 대화나 상대방에 대한 배려심, 이해심, 등이 결여되고 있으며 교육 현장이 점차 삭막해지고 있음을 느낀다. 교육 현장의 인간성 회복을 위해 언젠가는 반디지털화를 지향할 때가 올지도 모르겠다.

그런데 숙명여대에서는 디지털 분야에서의 지금까지 이론 성과를 기초로 하여 최근에 한국에서는 처음으로 MOOC(Massive Open Online Course)를 기획하였으며 그 운영을 위한 기초작업을 벌이고 있다. 결국 인간성 회복과는 거리가 먼 디지털화의 추세가 당분간은 멈추지 않을 것이라는 사실을 보여주는 사례이다.

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핵심어 : 디지털 수업, 사이버 강의, 유비쿼터스, 문제해결형

## ***Educational effects of debate in language exchange study***

**Ji Yunjoo & Anna Matuszek**  
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The purpose of the present study was to investigate the development of speaking skills among second language learners of English and Korean language, university students, who participated in Language Exchange Debate.

The Language Exchange Debate method is a teaching-learning strategy that motivates language learners to speak and listen. The general problem that arises during debates and that poses difficulty for second language learners is the speed of the interaction every debate imposes on its participants. The problem language learners face is the simultaneous comprehension of arguments put forward in a foreign language by an opponent and the advancement of a new argument that will oppose a line of argument just given.

The study shows that students who participated in the Language Exchange Debate significantly developed their communications skills. Every debate was recorded and analyzed by the researchers. After every analysis, students' progress was evaluated. The recordings made during the sessions clearly show that the number of words spoken by each of the students per minute has increased. Language Exchange Debate method demonstrates that debates between native speakers and language learners significantly contribute to the improvement of the learners' speaking skills.

# *English learners' perceptions of learning English pop songs*

**Cho Myoung-youn**  
*Hannam University*

## **INTRODUCTION**

The relative effectiveness and usefulness of using pop songs (PSs hereafter) in language learning and acquisition are nothing new (Xiangming & Manny, 2009). However, little empirical qualitative research has been carried out to look into elementary school student perception of learning English via PSs and possible ways to maximize the effects of PS lessons. This investigation also intends to reach a consensus among both orthodox and non-orthodox linguists working in the ELT domain that PSs can be used in meaningful and enjoyable ways. Lieb (2005) contended that without educators inspired and motivated by popular music, students cannot get inspired and motivated either.

## **METHOD**

This research was carried out for about 8 months in 2013. For data collection, a triangulation method of a case study was used. A total of ten 6th grade elementary school students participated in this study with a consideration of the achievement test scores. The participants were asked to answer a closed questionnaire, attend three rounds of semi-structured face-to-face interviews, and participate in a causal group discussion. In addition, they were asked to write a reflective weekly journal concerning their feelings and thoughts of the songs they learned each week. All of the data collected from the discussion and interviews were thoroughly recorded using a digital recorder, transcribed in every detail and analyzed in accordance with the research questions.

## **FINDINGS AND ARGUMENTS**

1. There are no songs to suit everybody's tastes. This implies that the routine procedure of proper PSs being selected just by English teachers needs to be reconsidered.
2. One of the most fundamental reason for which all of the participants prefer PSs as a learning material is the auditory factor.
3. The greatest effect PSs have on the learners' affect is to form a sense of oneness and give them an identity in the group they belong to.
4. When learner autonomy is respected by encouraging them to recommend songs to learn in PS lessons, their levels of confidence and pleasure also rise, leading to self-directed learning.
5. The subjects in this study tend to show unfavorable attitude toward studying English with textbooks.
6. With the English lessons, combined with exciting and meaningful PSs, English teachers can reduce the number of English dropouts in the primary school systems.

## **CONCLUSIONS**

The findings of this study suggest that English teachers to teach PSs should listen to learners' requests for particular songs and that they cooperate with other English teachers to select appropriate PSs and further develop the songs for other diverse related activities to the songs they learn. Furthermore, introducing PSs into the next national educational curriculum needs to be considered. Next, more efforts should be made to elicit responsive reaction of the challenged students into the auditory input of rhythm and into the visual input of lyrics. Finally, it could be concluded that what is important with regard to successful implementation of PS lessons is teachers' concern and willingness to make a change based on the awareness of the PS lessons and their effects.

## ***English reading specialist training program for parents improving family literacy***

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English is regarded as an essential skill for the globalized economy. In Korea considerable resources have been devoted to English teaching in formal education. Acquiring proficiency in English is widely considered to be a key to social mobility. This has drawn Korean parents' education fervor for their children to English learning. Household spending on private English tutoring has soared and caused several social problems such as a gap in academic performance between children from high- and low-income families. More and more parents bearing the private tutoring burden began to turn to their own tutoring at home, seeking for effective ways of helping their children learn English. There has been an increasing demand for programs to meet such needs from parents.

The present study aims to investigate how parents changed perception on and attitudes toward English reading by attending an English reading specialist training program. The training program is designed with the underlying assumption that effective training takes place through experiential learning. Parents' needs are identified through the questionnaire survey before the training, and its results are reflected in the training program.

The course is divided into basic and advanced levels. Each level consists of four modules: orientation, theory, practice and evaluation. The training program for each level lasts six weeks. Each week has a two-hour session. The training is given at five local district libraries by professional trainers of English reading specialists. At the end of the last module the program evaluation is done through a questionnaire survey with focus on satisfaction and need for follow-up.

88 parents took part in the survey for need analysis. 64 parents out of them completed the course and the questionnaire for the course evaluation. The data gathered from the questionnaire survey before the course included background information, children's English reading and expectations about the course. The survey after the course provided the data on the participants' satisfaction with the course and need for follow-up activities.

The information from the survey before the course was reflected in the training course design. Decisions surrounding course components were made on the basis of the information on the current situation of children's reading English books, and what the participants expected to gain from the course. The analysis of the responses from the survey after the course showed that the participant parents were satisfied with the course content, methodology, trainers, structure and facilities. The analysis of the responses on follow-up and the open-ended question revealed that the participants were interested in continuing their learning and doing voluntary work.

It is suggested that the experiential learning model help the trainee parents benefit from the course. The findings further suggest that opportunities for life-long learning and support should be provided to parents making efforts to improve family literacy. The long-term support can be one of the solutions for social problems caused by English education fervor.

## ***Flipped teaching of English using AIM to Korean elementary school students***

**Kim Jeongyeol**

***Korea National University of Education***

Elementary English education in Korea has attained different evaluation looking back the past 20 years in practice. The successes of elementary English education centered around its flexibility and openness to the new methodology which energizes students' interest in English and improves thereby fluency. The adversaries of elementary English education attack the education from the perspectives of secondary schools and college entrance exam in that the elementary English education does not help to that end. This argument is nothing new to the scholars who are familiar with components centered vs. skills centered, explicit vs. implicit, structured vs. activity-based arguments in the history of English education. The arguments are all pointing to the situation where you learn it to use vs. you use it to learn. In this context, flipped model provides a unique opportunity to provide both structured and activity(use)-based English education.

The theoretical background will introduce the crux of flipped vs. regular accelerative integrated method (AIM) in teaching a foreign language which has started from Canadian core French classes and spreaded over to other languages such as Spanish, Mandarin, German etc. It will also introduce learning analytics as to how AIM provides a panorama of activities to satisfy every different learning style of student. In short, the aim activities are easy, interesting and inviting, and thus they provide the compelling basis of students' language learning.

The paper will show the method applied to three homogeneous groups of 26 students: one traditional communicative class, one compared group in regular AIM and one experimental group in flipped AIM. The data are collected in students' English test scores, affective surveys and teacher/students observation descriptions. One way anova test was applied to investigate whether or not statistical significance can be captured in their intergroup comparison of means.

The findings are 1) AIM group (both compared and experimental) performed significantly better than the traditional communicative group. 2) No statistical significance divides up between the flipped AIM group (experimental group) and the regular AIM group (compared group), though the descriptive statistics clearly shows that the experimental group performed better than the compared group. This indicates the probability in that the result can be different if the experiment continues a longer period of time. Another limitation of this study is the data collection instrument was school test which do not include speaking and writing. If productive skills were included in the test, the result might have been different.

## ***Graphic organizers: Improving VL and RC for YELL***

**Hyeong Jun Chae**  
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It has been highlighted that learning is greatly associated with the visual sense. Namely, learning is concerned with the way our senses operate, and the visual sense takes a high proportion of all sensory learning. In the field of visualizing language learning, Visual Literacy (VL) refers to abilities to communicate ideas visually and spatially. VL is concerned with the extent to which students comprehend texts via visual tools such as pictures. For instance, if a student succeeds in understanding a text that the student finds challenging with the help of pictures, then the student's visual literacy is considered great.

As the visual sense accounts for a great deal of sensory learning, teachers need to take into consideration the visual learning of students in a manner that takes measures to improve students' VL. As a result, it has been highlighted that VL can be enhanced with the use of visual means such as drama, picture cards and memory games. For instance, students can utilize picture cards to visualize information in a text whereby teachers put main plots from a story on picture cards, and students arrange the cards in the correct order. In doing so, students are likely to identify the sequence of events by which the story is organized, thereby facilitating a greater understanding of the story. In this way, visual means can help students not only improve VL but enhance Reading Comprehension (RC) skills. Hence, visual means have been incorporated into EFL class.

A body of literature on cognitive psychology and instruction has discussed that students with a wealth of learning strategies are apt to learn effectively. In a similar vein, it has been pointed out that Young English Language Learners (YELL) lack reading strategies, and this has caused them to have difficulty in comprehending texts. With regard to this issue, it has been highlighted that EFL teachers need to help young students enhance VL and RC by implementing some reading strategies in class. Graphic organizers, a visual and reading strategy, have been incorporated into EFL reading class in a manner that assists students in diagramming text structures. Graphic organizers have been proved to facilitate VL and RC of YELL. For instance, some texts are organized in ways that contain structural elements to arrange ideas in the texts. The structural elements of the texts are represented in the form of text structures. Graphic organizers then can be used to visualize such text structures as 'problem and solution,' 'cause and effect,' 'compare and contrast,' 'simple listing,' and 'time order,' etc.

In the presentation, the presenter firstly will introduce some graphic organizers to the audience to give some ideas on graphic organizers. He will then discuss how graphic organizers can be used to identify text structures. Lastly, he will present his EFL class where he taught Korean elementary school students a 'compare and contrast' text and a 'problem and solution' text with graphic organizers so that the audience can see how graphic organizers can be implemented in EFL class for YELL.

## ***Heritage speakers' processing of case markers in Korean: Data from ERP studies***

**Lee Sun-young, Jeong Haegwon & Nam Yunju**  
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This study investigated the processing of case markers in Korean by heritage speakers(HSs) compared with native speakers(NSs) using event related potentials (ERPs) with a picture-sentence verification task. In the previous research, HS often showed native-like behavior in the behavioral language task with simple linguistic features such as case markers. However, their brain-responses might be different from NSs due to their incomplete acquisition of the language (Montrul, 2007). For example, in the brain research on second language (L2) learners often showed semantically related brain responses (i.e., N400 rather than P600) to syntactic anomaly indicating their use of different strategies in the processing of the same structure from NSs (e.g., Guo et al. 2009). This study investigated HSs' processing of semantic and syntactic violations involving case markers using ERPs.

EEG data were collected from 11 HSs and 16 NSs regarding three conditions: (A) Semantic incongruence, [AGENT-NOM/\*ACC + Verb], (B) Semantic incongruence, [Patient-ACC/\*NOM + Verb], and (C) Syntactic violation, [AGENT-NOM/\*GEN + Verbs]. The ERPs were compared at the onsets of case markers and verbs. The results can be summarized as follows: (i) in the cases of semantic incongruence, ELAN was elicited at the time of case marker in condition (A) but not in condition (B) in both groups. On the other hand, N400 was elicited at the time of verb in HSs whereas LPN was elicited in NSs. (ii) In the case of syntactic violation, N400 was elicited at the time of verb in HSs whereas LPN was elicited in NSs. No violation effect was found at the time of case marker.

As discussed in Lee, Jeong and Nam's (2014), the case violation effect at the time of case marker in condition A (i.e., ELAN) can be explained by the incongruence between thematic role and the case marker of the NP (i.e., agent vs. ACC). Also, on the other hand, the absence of case violation effect for [Patient-NOM] in condition B indicates that the parser opens the possibility of hearing verbs with passive morphology later (e.g., oppa-ka cap-hi-eyo, Brother-NOM catch-PASS-DEC). Similarly, the absence of case violation effect for [Agent-GEN] in condition C indicates that the parser opens the possibility of hearing a noun after the genitive (e.g., oppa-uy son-i cap-ayo, Brother-GEN hand-NOM catches). Such absence of case violation effects at the time of case marker in Condition B and C indicates that the parsers can build up different linguistic representations for the visual information on-line. It is unclear at this point, however, whether no responses in HSs have resulted from the same reason as in the case of NSs.

In sum, HSs showed similar brain responses to NSs at the time of case marker, but different responses at the time of verb where they had to make decisions about the congruence between the picture and the meaning of the sentence (N400 vs. LPN). The N400 effect for syntactic incongruence in HSs conforms to the previous findings based on L2 learners (Guo et al. 2009), indicating different processing strategies from NSs.

## *How to make and manage podcasts for teaching English*

**Lee Je-young**  
*Sehan University*

Podcasting is the online publication of audio or video files that users can download and subscribe to using a freely-available podcatching program such as iTunes (Hegelheimer & O'Bryan, 2009). It can be used for various purposes such as language education, broadcasting, entertainment, business, and so on. Nowadays, teachers and researchers have begun to investigate the ways in which podcasts can encourage, support, and transform learning (Tinker, Horwitz, Bannasch, Staudt & Vincent, 2007).

Creating your own podcast on the iTunes Store requires several steps (Apple, 2014):

Step 1. Plan the purpose and content of your podcast.

Step 2. Record your contents, which can be an audio or video recording.

Step 3. Edit your podcast file with audio or video editing programs such as GoldWave, GarageBand, iMovie, etc.

Step 4. If your edited file is not proper format, convert it to appropriate file formats. Podcasts can be in the MP3, M4A, M4V, and M4V file formats.

Step 5. Create and RSS feed (an XML file ) that:

- Conforms to the RSS 2.0 specification
- Includes the recommended iTunes RSS tags
- Contains pointers to your episode with the <enclosure> tag

Step 6. Create your cover art, which must be a JPEG or PNG file in the RGB color space with a minimum size of 600x600 pixels. For best results, and to be considered for promotion in the iTunes Store or the Podcasts app, cover art must be at least 1400x1400 pixels.

Step 7. Post the RSS feed, cover art, and your episodes on a server that supports byte-range requests and a publicly accessible URL. Support for byte-range allows users to stream your episodes.

Step 8. In iTunes, submit your RSS podcast feed URL to the iTunes Store.

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## ***Implementing strategies-based instruction to college students***

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The main purpose of this study is to report the results of an exploratory study on explicit reading strategy instruction for Korean college students in the framework of Cohen and Weaver (2005). Fifty nine students were taught to use eight strategies (that is, guessing meaning of unfamiliar words, previewing, making inferences, summarizing, skimming, scanning, understanding paragraphs, patterns of organization) and were asked about their attitudes and perceptions of their own strategy use and reading habits. The ultimate goal of this study is to provide a more in-depth picture of the process of being aware of L2 reading strategy use of Korean students in an ongoing English reading class. More specifically, the research questions of this study are: 1) How did strategy based reading instruction help the students' reading? 2) How did the students change their attitudes toward reading texts in English? and 3) How were the students aware of themselves as strategy users?

The students were taught strategies based on the following five steps: 1) strategy preparation, 2) strategy awareness raising, 3) strategy instruction, 4) strategy practice, and 5) personalization of strategies. They were asked to write short reflection journals in English about how they felt about the reading strategy they had learned as an assignment. The teacher interviewed ten students who volunteered to participate about: 1) the most helpful strategy and the most challenging strategy to learn as well as the reasons of their thoughts, 2) what they learned about themselves as readers, 3) how the strategies that they learned help their reading, and 4) what they would do to become a better reader.

Analysis of the data showed that most of the students perceived the explicit strategy instruction to be useful and helpful to them even though it was challenging, unfamiliar, and difficult to learn and use in a short period of time. They appreciated participatory practice of strategies in groups, teacher's modeling and guidance and authentic materials. By participating in the instruction, the majority of them became aware that they had been using their own strategies and became more sensitive to what they were doing in reading as well as becoming better users of the strategies to be taught. This process of personalization was also revealed in their responses for future plans to become better readers. They wished to 'practice, utilize, develop further, apply, or adapt' the strategies not only in formal academic reading settings but also in reading for pleasure. Also, writing reflection notes assigned as homework at the final stage of personalization turned out to be a useful tool to help them look back on their own reading habits. Pedagogical implications are also suggested.

## ***Is it valid to use the reading test score of a computer based English test?***

**Kim Haedong**

***Hankuk University of Foreign Studies***

The objectives of the computer-based Foreign Language Examination (FLEX) are: To assess English proficiency for learners who are at level beyond secondary education, to promote English communicative competence among college students, and to develop an effective and objective tool to secure reliability and assessment validity in order to meet the above-mentioned purposes. The project of developing the FLEX was carried out by an institute at a university in South Korea. The aim of this presentation is to illustrate construct validity the computer-based FLEX.

A total of 1,611 freshmen at H university in Korea took a computer based English test in 2013. The data collected were analyzed using the SPSS statistical package. Descriptive statistics and regression analyses were used to evaluate the construct validity of the test. The test specification of the reading part is as follow: Understanding Basic Grammar and Vocabulary part has 10 (20%) question items, Understanding Intermediate Grammar and Vocabulary has 10 (20%) question items, and Understanding Reading Passage part has 30 (60%) question items.

The average score for the listening part was 265.04 (SD = 89.62), with 500 as the maximum score. Overall, it was considered to be an accepted level. The average score for the reading part 1 was 56.64 (SD = 24.09) out of 100. Compared to other part 2 and 3, the test-takers could perform better for this part 1. The average score for the reading part 2 was 46.54 (SD = 19.16) out of 100. This part 2 was considered to be most difficult part for the test-takers. The average score for the reading part 3 was 161.87 (SD = 64.45) out of 300. Compared to part 2, the test-takers could perform better for this part 3.

For inferential statistics, a regression analysis was carried out. It was believed that responses from the test-takers might indicate the construct validity of the newly developed test for university students in Korea. The results of Beta figures indicated that part 2 was most influential part over the test-takers score, following part 3 and part 1. It could be interpreted that to get a better score for this computer-based reading test, the test takers should be trained for the part 2, higher level of grammar and vocabulary. Then, the test-takers should pay attention to reading comprehension in part 3. These results might provide valuable information contributing to improve the overall quality of the test, especially related to the construct of different type of test-items.

For the development of a new proficiency test, the following can be checked: Analysis of current tests, analysis of surveys from prospective test-takers for identifying needs and opinions, and research on test formats, test-items, rating systems, and test equations. In particular, to secure the validity of a new test, the construct validity analysis should be conducted. Based on the findings from the analysis, suggestions can be made for the future direction of the reading part in the computer-based FLEX.

## *Learner perceptions of comics as authentic learning materials*

**Greg Rouault**

*Doshisha Women's College of Liberal Arts*

Although comics and their impressive graphics and imagery are often considered to be a rather modern, creative genre, the use of images is closely connected to early civilizations. The pop art imagery of comics has made some issues collector's items and others full length movies or TV series with Japanese anime more recently drawing attention around the globe. Duncan and Smith (2009) observe that scholars for 40 years have taught the medium in addressing social implications and cultural significance. In looking at the blend between words and images in comics, Saraceni (2003) identifies icons, represented as pictures; symbols, expressed conventionally by words; and an index, which indicates the presence of something else (e.g., smoke to represent fire), as the base element signs making up semiotics. It would therefore be reasonable to investigate what learners of language glean from the words and pictures in a comic.

The ubiquitous presence of this genre in the lives of students fostered questions on how learners perceive comics as authentic materials in foreign language classes and what the learner perspectives are toward a specific comic, such as the iconic, American social and cultural classic, the Archies.

A convenience sample of 1st-year university students (N = 45) from two intensive, intermediate level (TOEFL ITP 430-500) English as a Foreign Language (EFL) classes took part in this study. Following an introduction to animated comics in this integrated skills course, students were provided two 15-minute periods of free reading of Archie Digest comics as an orientation. To determine the semiotic elements that these participants discovered in their reading, three data points were recorded following reading periods of 40, 20, and 45 minutes. Over the first two time frames, students completed a simple character analysis by recording in their own words terms they would use to identify the traits of the five main characters and to support their point of view with a brief example from the stories they had read. In addition, students recorded three or four new vocabulary words or phrases they encountered. In the third reading period, students used a Venn Diagram to record points of culture and lifestyle that they found differed from their own context and ones that were similar. The following week, students completed a survey on their background profile of comic reading in both Japanese and English; their interest in using comics inside and outside of class; as well as their attitudes toward comics, and the Archies specifically, for language and cultural study in university level courses.

Results indicated that the Archies lack the appeal of modern animations, teachers need to pre-teach the learning potential for greater acceptance of the genre, and that some learners are more willing to accept comics as a learning resource for authentic conversational vocabulary and cultural awareness.

Future considerations would include running a parallel version of the study with first language English students at the high school level in Canada for the sake of comparison with those findings disclosed here from the foreign language context in Japan.

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## ***Learning English grammar through social interaction***

**Ko Young-Ah**  
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EFL learners have quite limited exposure to English, and this EFL environment usually hampers the students' learning process. In order to lessen the gap between the desirable language learning environment and the EFL learning environment, there has been a great deal of effort using different types of technology tools, and the use of mobile devices has increased rapidly over the past few years. This is more so in Korea where learning English is considered mandatory to do well at school and to get a better job (Cho, 2009). Specifically, using smart phones is tremendously popular among young students between the ages of 18-24 in Korea according to Cho (2014). Young people are also using smart phone applications very actively nowadays to take advantage of mobile phones' convenience and effectiveness for their learning. Accordingly, there have been many attempts to use applications as English learning tools. However, there needs to be more studies dealing with the effectiveness of applications on EFL students' learning outcomes, so that it gives clearer directions on how to use smart phone applications more effectively and efficiently. Because the number of studies discussing the effects various functions integrated in smart phones outweigh the number of studies investigating the effects of applications, it is necessary to conduct more studies on the actual effects of applications on English learning. Many smart phone applications are available these days for English learners, and this study attempts to discover how apps affect EFL learners' listening skills and their perceptions on the use of apps for English learning. Forty college students participated in this study for eight weeks. These students were EFL learners taking an elective English course called "Screen English" in a university located in the northern part of Kyunggi province in Korea. Most of the participants were between the ages of 19-22, and their English proficiency was intermediate based on a pre-mockup-TOEIC test administered in the beginning of the semester. During the eight weeks of the experiment, these students had to take a pretest at the outset, then they were to find any TOEIC listening apps that they wanted to learn with. After the exposure to the English apps, their scores on the post-mockup-TOEIC test were compared with the scores on the pre-test by statistically analyzing using SPSS. The results and implications of the research will be further discussed.

## **Living as non-native English teachers in Korean elementary school contexts: Focusing on teacher identity formation**

**Hong Young-Suk**

*Jungwon University*

This paper explores non-native English teachers' lived experiences, focusing on their English teacher identity formation. It was conducted for understanding the lives of Korean non-native English teachers co-teaching in elementary schools with native assistant teachers. The peculiar English teaching situation that Korean NNESTs are located, teaching English with a NEST assistant, made me focusing on their English teacher identity formation while living in the Korean school context.

Drawing upon Clandinin and Connelly's (1994) notion of 'life as a story we live,' the three participants' shared stories were unpacked, analyzed, and interpreted by 'three dimensional narrative inquiry space and four narrative inquiry directions' (Clandinin & Connelly, 1994) and identity concepts from Clandinin and Connelly, 'Stories to live by', and Norton (1997).

The English teacher identities that the participant teachers constructed were very different depending on situations they were located. The situations here contain many components such as students' level of English, co-teacher of NEST, other colleague teachers, school atmosphere and social concept of English across time and space.

Following is the explored non-native English teacher identities that the participant teachers constructed through narrative way of research. Four key considerations emerged. Firstly, socially constructed English concept in Korea, 'English is an ability and a power', effects on the formation of teachers' identities and their English concept as well. With this concept, they posited themselves on invisible superior status in out-of-classroom landscape and lived teacher stories with a strong English learner identity, not a teacher identity. Secondly, 'the expected and assumed English proficiency' for non-native teachers gives them continuous tension and English learner identity. English was a burden. This meaning of English is very critical factor intimidating a non-native English teacher identity. There existed the expected and assumed English proficiency from others and from themselves, too. It emerged as a big burden especially when they have high level students of English and when they live with a native assistant teacher. They always had to suffer from 'Should be Proficient' mentality. They were afraid of being exposed with their English to others. In this situation, they were vulnerable in forming English teacher identity. Thirdly, non-native teacher identities formed depending on their school landscape, particularly on students' level of English, are very different. When they were located in a situation of teaching high-level of English students, they lived teacher stories as an intimidated and useless English teacher. However, they composed confident and helpful English teacher stories with low-level of English students. Lastly, when they realize true nature of Native English Speaking Assistant Teacher Project: "NESTs were hired to help Korean NNESTs for their efficient English teaching", they get free from the tension and struggles coming from the expected and assumed English proficiency, and the original English teacher identity and the identity of native English teacher trainer are constructed.

In conclusion, English concepts for non-native English teachers are changing over time and place. Accordingly, teacher identity they form is multiple, fluid, and shifting as it is constructed and reconstructed.

## ***Maximizing business communication through technology-enhanced learning***

**Nguyen Thi Hong Nhung, Nguyen Thi Bich Nha**  
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Students majoring in business English have poor performance in communicating with foreigners, which challenges them to join in international business environments. With the aim of maximizing the opportunities of learning and practicing business English, particularly business English for communication in working environment, Technology-enhanced approach was employed in which students were required to participate in video-based tasks to compose 5 to 10 minute video clips. Students set up virtual companies and role-played business partners who often make extensive contacts with firms abroad. In this presentation, handouts will be delivered and conference participants will have 5 minutes to discuss how much technology is applied in their language teaching and for what purposes it is used. The presenter will share some tools and techniques for integrating speaking instructions and language practice such as business scenarios, video making software used by her students, which inspires students and involves them in authentic language use. The approach can be applied in other language skills classes as well.

## ***Multifunctional uses of discourse marker so by Korean EFL adult learners***

**Oh Bitna**  
***International Graduate School of English***

"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.

In order to analyze how IGSE learners use so as a discourse marker, the researcher adopted the analysis scheme suggested by Buysse (2012) who provides ten functions of the discourse marker so in his corpus-based investigation of Dutch-speaking Belgian undergraduates in comparison with native speakers of English. The ten functions of so fall into ideational, interpersonal, or textual domain. Ideational domain includes indicating a result; interpersonal domain encompasses drawing a conclusion, prompting turn-shifting, holding the floor; textual domain comprises introducing a summary, introducing a section of the discourse, indicating a shift back to a higher unit of the discourse, introducing a new sequence, introducing elaboration, marking self-correction.

## ***Nonnative English Teacher as Experts of Teaching English***

***Bang Jyun***

***Busan University of Foreign Studies***

It is no doubt that English has been one of the major languages people want to acquire. Thus, English has been introduced and advertised as an international language since it promotes active communication and cultural, political and material interchanges among many countries in the world. However, since it carries the implicit power of the 'West', English, as an international language, negatively affects other countries in many ways (Skutnabb-Kangas, 2000). The global spread of English is attributed to linguistic imperialism or linguistic colonialism in some countries where English has been taken as vital. The invisible power of English may threaten other languages.

To this point, the spread of the English language has raised many controversial issues, such as the dichotomy between native speakers and nonnative speakers. Moreover, it created a native speaker fallacy between native English speaking teachers (NETs) and non-native English teachers (NNETs) in English education. As for the former issue, it is not easy or impossible to define the native speaker since most researchers use limited concepts, such as birth, mother tongue, and competence.

NNETs possess clear advantages over native speakers such as a greater conscious knowledge of grammar, their own language learning experience to share with their students, and from their language learning experience, a greater ability to empathize with their students (Amin, 2004; Liu, 1999). However, a focus on the distinction between the native speaker and non-native speaker channels us toward the issue of native speaker fallacy in English education. When measured against the language competence of native English speaking teachers, including cultural and socio-cultural aspects NNETs seem to almost always fall short, which is one of the primary reasons why native speakers have traditionally been favored as English teachers.

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.

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

**Kim Su-hyun**  
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This paper identifies the oracy of storytelling method and emphasizes a roleplay as a strategy that preteens (10 - 12 Korean ages) can best experience the international cultures through literature in a psychologically developmental way. Jack and the Beanstalk is hold from three subjects: the collective unconscious of the folktales as co-authors, the archetypes of main characters and features of the oral culture. The theoretical framework is generally Carl Jung's notion.

Jack cycle has shown the very Anglo-Saxon origin not only from Jack and His Bargains or Jack the Giant Killer but also from Jack be nimble, mother goose song. According to the natural history such as Viking pirates, the folk literature has roots in Northern European mythology like Edda and Saga. Far before Catholic age, the religion had been polytheism whose case is the mighty ash tree, Yggdrasill. Also, still well known, Jack-o-lantern is stemmed from the totemic belief. British folktales encompass the core of Englishness since, for long lasting periods, not one writer but the public have made up the narratives.

In the story, Jack uses magic objects through courageous actions with self-assertion to get seeds reach high up and to enjoy fully the advantages as a hero symbol. However, his name is common, so listeners are empathized more conveniently to gain fantasy satisfaction that simulates them to overcome real agonies. Especially, happy ending is the consolation that functions as recovery of clear mind in the collective unconscious. On the other hand, Giant, as a shadow of Jack, is externalized onto a man-eating ogre who is magisterial and terrifying. In the individuation adventure, children face hidden trauma, unpleasant feelings or imaginative tragedy until sudden joyous turn as good Catastrophe. Finally Giant falls down by the castle in the air during the stalk cut. The proceed projects that Jack improves psychological independence and moral maturity.

Oxford Classic Tales are taken to analyze corpus: one is the storytellling, the other is the playscript. The comparisons stick to how leading figures, narrator expressions, onomatopoeic association and repetitive cycles are applied to design the reduced script. In King Lear "Fie, foh, and fum" is cited as Giant claims. In that spellings are not customized, the chant focuses on the sound itself rather than meanings. This kind of sound play is the feature of oral culture. Also, the alliteration is a chief prosody of ancient poetic tradition. Still, auditory-generated fancy derives aesthetic concentration that integrates cognitive and emotional reception. Listening to the chant recited rhythmically provokes kinesthetic learning the authentic spoken text.

Accepting the environment of the multi-leveled whole in an English class in Korean Primary School, a single lesson plan is problematized because of two reasons: class-culture type and time use. To be in line with any class-culture and self-paced schedule, the altered plans are indispensable. Either oracy or literacy activity implemented kinesthetically can be displaced among extensive listening, voice variation, shared reading or practicebook writing. Thus, on a stage every pupil can do perform a speech part. The ultimate goal is that not only receptive but productive language should be encouraged for children to describe themselves intellectually as well as emotionally.

## ***Research about children's literature: Why and how?***

**Lee Ha Young**  
***Indiana University***

The purpose of this paper is to identify why children's literature is important for immigrant and how children's literature should be used. Immigrant or ELL children who are bombarded with conflicting and confusing messages in their new school and new surrounding need to be provided not only with effective approaches that focus on academic performance but also on emotional relief. Literacy practice with literature can provide good exercises for students to understand others and other cultures. Many researchers argue that literature can provide rich and comprehensible input to English language learners beyond the classroom. Also, well-designed children's literature enhances the mental representation of objects, the ability to make clear distinction among objects, and the defining and refining of categories, since young children usually build their own system from their environment to connect concept and language. Teaching children's literature prepares children toward multi-cultural social practices and transformative models of reading practices and schooling. In this light, literature is not passive anymore.

Recently, teachers and educational researchers turned their attention to using literature to support immigrant students both emotionally and linguistically. Many studies introduce high quality books and investigate the dynamic aspects of children's literature so that teacher and immigrant students can have concrete information about its positive influence. Hadaway & Young (2009)'s research focuses on immigrant students' language learning and acquisition depicted in children's picture books. Lowery (2004) pointed out the lack of variety topics (negative aspects of topics) in children's literature. Clayton (2003) identified the nature of American schooling using four cultural categories and their sub-values influenced by culture; values, learning preferences, verbal communication and nonverbal communication. Morgan (2009), Amour (2003), and McCall (2010) claimed that children's literature and storytelling enhances language skills and appreciation of cultural differences for both ethnic students and mainstream students. Amour indicates that connecting children's own story telling to literature texts is an effective method for students to nurture critical thinking as well as to encourage multiple interpretations, with serving creative thinking processes and productive language ability.

As the time of globalization, interest in various topics and indigenous stories produce desirable changes in the way researchers and scholars examine the way we culturally learn. Immigrant students' naming, ethnic identity and social interactions with their surroundings are raised as important issues. As the influx of immigrant population into the classroom grows, the information about education and life skills are also growing. Children's literacy and acculturation problems are not completely under the jurisdiction of the school teachers and curriculum any more. To build positive ethnic identity and self-esteem, parents and communities must pay more attention to immigrant children's bi-literacy practices. Adapting to the new culture and learning a new language are the weightiest problem confronting immigrant students. However, losing their ethnic culture and language cannot guarantee a positive self-conception for their bright future, either.

## ***Storytelling lessons for young learners: Creative or imitative?***

**Hyunhee Cho**

***Daegu National University of Education***

Storytelling not only motivates children to learn English but also encourages them to engage in playful and creative language learning. However, storytelling lessons in elementary schools don't show much difference from the teacher-directed and scripted traditional English lessons. Being aware of the problem, the purposes of the study are: (1) to analyze and reveal the recursive patterns in storytelling lessons in current elementary English classrooms; (2) to suggest alternative and practical ways of using storytelling in English teaching.

For the data of the study, 21 storytelling lessons from the video-recorded English classes were transcribed and analyzed: The story texts were analyzed in terms of their literary qualities such as narrative structure, metaphor, rhythm, and/or rhyme. The storytelling activities were analyzed in terms of teacher-student interaction. The findings revealed that most of the story texts were either created or reconstructed for the lesson by the teacher with a focus on the structures and functions of the English language, and that they lacked literary and playful qualities of language. Accordingly, the teacher-student interactions tended to be repetitive practices of the words from the text and there were only a few teacher-student exchanges that led to student-generated utterances. This paper suggests to English teachers that they need to understand the role of play and creativity as an essential process in children's language development and that they need to engage children in making meaning out of the storytelling activities without being afraid of making errors. Practical suggestions for teacher-student interactions are provided.

## ***Teaching Afro-Asian literature: Comparing CTC and NLC approaches***

**Wilkinson Daniel Wong Gonzales**

***De La Salle University***

In the past few decades, nonconventional learner-centered (NLC) trends in pedagogy have emerged amidst the current and probably dominant conventional teacher-centered (CTC) approaches used by majority of private and public schools in the Philippines. With the implementation of the K-12 curriculum, Afro-Asian literature remained the focus of the eighth grade. The argument of which approach is more effective in teaching Afro-Asian literature in the Philippine context seems to have surfaced in the recent years. In several literatures, both the CTC approach and the NLC approach have been found effective in teaching in different disciplines. However, in the teaching of literature, specifically Afro-Asian literature, it seems that limited to no studies have been conducted in the Philippine private school context. This comparative study focuses on the Grade 8 literature classes of Hope Christian High School, Manila, Philippines and aims to determine which between the CTC and NLC approaches are more effective in teaching Afro-Asian literature. The teacher preferred the CTC approach while students preferred the NLC approach based on qualitative data. From the quantitative data, the results showed that there were no significant differences in the Afro-Asian literature test scores immediately after the CTC or NLC instructional sessions. The researcher concluded that there is no particular teaching approach that is more effective and suggested that an eclectic or mixed approach would be more beneficial in teaching Afro-Asian literature in Hope Christian High School.

## *The impact of immersion on children's cultural aspects*

**Noh Kyung-jin**  
***Ewha Womans University***

In Korea, many parents and educators focus primarily on the outcomes of language learning by providing preschool children with English immersion program in so-called English Kindergartens under EFL context. However, other aspects such as identity formation of these children and their multiculturalism have not been contemplated enough. In a multicultural society, learners need to understand and endorse multiculturalism; they need to know there are differences among diverse cultures. At the same time, they need to be aware of their own cultural identity as well, which is one person's realization of other people within the same community, the culture, history, and value. It was questionable to what extent pre-school children in English immersion program endorse multiculturalism and what kind of cultural identity they have. Also with regard to the native teachers' aspects, it would be meaningful to find out their beliefs in English immersion program about multiculturalism and multicultural teaching.

There were two phases in this study. For Phase One, six immersion preschool students from two kindergartens were compared with four regular preschool students from one kindergarten. The data was obtained by their responses to the Attraction toward Korea and the West Questionnaire. For Phase Two, qualitative data regarding the characteristics of teachers' belief about cultural identity and multiculturalism were obtained by individual interviews.

One main finding is children in the English immersion program did not display stronger sense of multiculturalism than the children in the regular preschool. Although immersion children showed more positive attitude towards English, being exposed to English a lot more than regular children, they did not show stronger attraction toward western culture and people. Another finding from this study relates to the children's different level of cultural identity as Koreans between immersion group and regular group. In cultural identity category, regular preschool children showed fairly stronger sense in Identity with Korea section than immersion preschool children. Therefore, English kindergartens need to be more conscious of planning and implementing curriculums to foster their sense of Korean cultural identity.

Another interesting point was that children did not exhibit any particular fondness toward certain races other than their own race, Asian, regardless of their enrollment in English immersion program. English immersion program did not make children prefer white people than other races, and it has no negative influence on children's shaping balanced multicultural attitudes.

With regard to the native teachers' aspects, both of the interviewees endorsed multiculturalism fairly much and showed little ethnocentrism, racism, or color-blind philosophy. Their multicultural attitudes have a lot to do with children's multiculturalism, making them understand that different cultures have different socialization goals and values.

For multicultural education, not only do teachers need to be aware of multicultural education but also they need to be strongly motivated to actually put it into practice. Several practical educational activities were suggested such as using cultural presentation and hands-on activities and materials. Consequently, children can acquire linguistic competence of English and establish balanced cultural identity of their own country as well as open-minded multiculturalism in multicultural society.

## ***The effects of early English education on the first language speaking in Korea***

**Kim Yoo Jung**  
***Cyber Hankuk University of Foreign Studies***

This study investigated the effects of early English education on children's narrative of L1 Korean. The effects of L2 acquisition on L1 in bilingualism have been found multi-dimensional with negative, positive or no effect (Cook, 2003). Even though early English education is prevalent in Korea, research on its effects on the children's L1 Korean is sparse. This study examined the influence of early English education on children's speaking of L1 Korean.

The participants in this study were forty elementary school 1st grades. Twenty participants(boy 10, girl 10) were graduates of full-time early English education(English-only kindergarten). The other twenty participants(boy 10, girl 10) were part-time children early English education (regular Korean kindergarten) graduates. All participants were 7-year-old students of the same age.

The end of second semester, an oral story-telling task was conducted in Korean using a textless picture book "Frog Story" with twenty graduates of full-time early English education and the other twenty part-time children early English education. The participants were asked to tell the story orally one by one with a researcher. The participants received no feedback on their first language(Korea) speaking. Their speaking was recorded and transcribed.

The narrative data from the task was compared between the two groups in the aspects of complexity(average number of independent clauses with whatever dependent clauses per t-unit, a t-unit being a minimal terminal unit), accuracy(the proportion of error-free t-units to t-units), fluency(average number of syllables per t-unit) and vocabulary (Sino-Korean nouns and nouns of English origin per nouns, )

### **The results of this study were as follows:**

First, there were no significant differences in fluency and complexity between the two groups.

Second, there was a significant difference in accuracy between the two groups. The English-only kindergarten graduates spoke with more errors than the other regular Korean kindergarten graduates of the same age.

Third, there was no significant difference in Sino-Korean words between the two groups, whereas there was a significant difference in foreign words between the two groups. The English-only kindergarten graduates used more foreign words than the regular Korean kindergarten graduates of the same age.

These results showed that 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, providing useful information based on empirical study for elementary school language teachers as well as parents of children.

## ***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***

Blended learning has been adopted in second language (L2) writing classrooms as it provides the improved teaching and learning environment and effective instruction to students. This study aims 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 enhancing blended learning brings incremental changes to the pedagogy, and the transforming blended learning leads to a radical transformation of the pedagogy (Graham, 2006). The research questions are: 1) What are the students' perspectives on enhancing and transforming blended learning in L2 writing classes?; 2) What are the effects of enhancing and transforming blended learning on the improvement of writing ability?; and 3) Which is the most improved one among four writing components, content, organization, structure, and mechanics in enhancing and transforming blended learning? The participants of the study consisted of 65 students from A and B University in Seoul. 25 students in A University were taught in the enhancing blended learning, where the students met in the traditional classroom without computers once a week and performed computer work outside the classroom. 40 students in B University were taught in the transforming blended learning, where the students were given individual computers in the classroom and conducted computer work regardless of place. The students in the enhancing blended learning were not able to produce drafts and perform a variety of computer tasks. On the other hand, the students in the transforming blended learning were given multiple tasks that computers were required and time for producing and revising drafts. The enhancing blended learning class implemented a prototype of the instructional model for L2 writing in blended learning (So & Lee, 2013), and the transforming blended learning did the instructional model for L2 writing in blended learning. Data sources included questionnaire, pre-test, post-test, and interviews. Data collected from the questionnaire were analyzed using SPSS for the students' perspectives on the two types of blended learning. The students' writing drafts were scored using the scoring rubric for academic writing. The students in the enhancing and transforming blended learning were found to have positive perspectives to the blended learning system in L2 writing. They considered it useful and helpful for the improvement of their writing skills, and they were satisfied with the systems. However, the students in both types appeared to have difficulty producing multiple drafts and conducting a variety of activities of the four writing components. The two types of blended learning were effective for improving students' writing skills, showing the increase of the mean score from the pre-test to the post-test. Among the four components, organization is the most improved component, followed by content, structure, and mechanics. Based on the results, the two types of blended learning are recommended to implement in L2 writing classes, considering teaching and learning environment such as provision of individual computers to students and students' academic needs and proficiency level.

## ***The efficacy of synchronous communication in an EFL class***

**Katie Klemsen**  
***Ajou University***

This study examines student communication and interaction via digital learning environments and synchronous communication when used in tandem with traditional learning environments. Recent research indicated that Korean university students were more likely to communicate with the instructor and cohort if an online or digital environment was easily accessible (Klemsen & Seong, 2012). The goal of this study was to apply those findings to an EFL class at a Korean university and specifically investigate the efficacy of synchronous online communication. The paper reflects the delivery of a class using synchronous communication. The participants were 150 students enrolled in English 1, a required English speaking and writing course, which aims to teach students paragraph writing skills, and enhance oral communication skills. Data was collected from student questionnaires and synchronous communication records to address the following research questions: 1) Are students more likely to use synchronous communication than other forms of communication?; 2) What are the benefits of synchronous communication?; 3) What are the drawbacks to synchronous communication?; 4) To what extent do students use chat for class-related purposes?; 5) To what extent do students use chat for purposes not directly related to the class?; And 6) Do students prefer using Korean or English language for synchronous communication? The analysis of the data indicated that students prefer synchronous communication to other forms of communication for interaction with both the instructor and cohort, and used a variety of criteria to decide if English or Korean language was more appropriate. Students indicated a strong interest in using synchronous communications for future university courses.

## ***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.

The presenter will explain how a collaboration developed between the English Education Department and some schools in Bandung Indonesia has resulted in significant improvement in teaching skills, sustainable motivation and commitment to professional development and students' achievement in both English and English-based bilingual Science learning.

Participants will be provided with elaborate explanation on the program development, best practices and experience, products as well as lessons learned. In relation to the program development, participants will also learn how to suit the program to the socio-cultural aspects of the individuals involved as well as the changing demands of the 21st century Indonesia, especially in making the use of religiosity as the most fundamental basis of Indonesian society in motivating the teachers in developing continuous improvement in their teaching. There are four interrelated religious concepts, taken from Islamic teachings, serving as the basis of this community in accomplishing the collaboration, i.e. Amanah (literally means trustworthiness and responsibility), Rahmah (compassion), Taadubah (discipline), and Sillah (networking), which is then well-known as ARTS.

In the meantime, the best practices and experience presented will help clarify how the program has been conducted and sustained in the last three years and how it contributes to the teachers' professional development. Concerns on teacher's quality and professional development motivated my first attempt to convince the school headmasters and teachers as well as the school boards that collaborative efforts need to be developed to create excellence in English teaching and learning in the schools. Some preliminary works, including demonstrating good teaching by university professor were then initiated. This has increasingly attracted and convinced the English teachers in the schools to take parts in the collaboration. Some models of teaching suited to the context of the schools has then been developed, including MABKBIA (literally stands for Competence-oriented and Affectionate-Interaction-based Model of Teaching), and 3W+3S (Three Obligatory Stages for Successful teaching plus Three Optional Stages for Excellent Learning).

The introduction of international standard school projects in some Indonesian schools required schools develop bilingual classes and this helped extend this collaboration to include math and science teachers and professors. A sustainable model for excellent bilingual teaching is now on demand. MPDELS (literally stands for Synergetic Four-Layered Model of Bilingual Teaching) was then developed. The layers include CESE (Creating English Speaking Environment), CESC (Creating English Speaking Community), E+ (Curriculum English plus Customized Stuffs), and BMSC (Bilingual Math and Science Courses).

The lessons learned has continually construed the nature of teaching English and implementing English-based bilingual education in Indonesia, especially in the context of the study underpinning the program.

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The presenter will explain how a collaboration developed between the English Education Department and some schools in Bandung Indonesia has resulted in significant improvement in teaching skills, sustainable motivation and commitment to professional development and students' achievement in both English and English-based bilingual Science learning.

Participants will be provided with elaborate explanation on the program development, best practices and experience, products as well as lessons learned. In relation to the program development, participants will also learn how to suit the program to the socio-cultural aspects of the individuals involved as well as the changing demands of the 21st century Indonesia, especially in making the use of religiosity as the most fundamental basis of Indonesian society in motivating the teachers in developing continuous improvement in their teaching. There are four interrelated religious concepts, taken from Islamic teachings, serving as the basis of this community in accomplishing the collaboration, i.e. Amanah (literally means trustworthiness and responsibility), Rahmah (compassion), Taadubah (discipline), and Sillah (networking), which is then well-known as ARTS.

In the meantime, the best practices and experience presented will help clarify how the program has been conducted and sustained in the last three years and how it contributes to the teachers' professional development. Concerns on teacher's quality and professional development motivated my first attempt to convince the school headmasters and teachers as well as the school boards that collaborative efforts need to be developed to create excellence in English teaching and learning in the schools. Some preliminary works, including demonstrating good teaching by university professor were then initiated. This has increasingly attracted and convinced the English teachers in the schools to take parts in the collaboration. Some models of teaching suited to the context of the schools has then been developed, including MABKBIA (literally stands for Competence-oriented and Affectionate-Interaction-based Model of Teaching), and 3W+3S (Three Obligatory Stages for Successful teaching plus Three Optional Stages for Excellent Learning).

The introduction of international standard school projects in some Indonesian schools required schools develop bilingual classes and this helped extend this collaboration to include math and science teachers and professors. A sustainable model for excellent bilingual teaching is now on demand. MPDELS (literally stands for Synergetic Four-Layered Model of Bilingual Teaching) was then developed. The layers include CESE (Creating English Speaking Environment), CESC (Creating English Speaking Community), E+ (Curriculum English plus Customized Stuffs), and BMSC (Bilingual Math and Science Courses).

The lessons learned has continually construed the nature of teaching English and implementing English-based bilingual education in Indonesia, especially in the context of the study underpinning the program.

## 국가영어능력평가시험 말하기, 쓰기 영어 평가 요소

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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.

IBT 방식의 NEAT는 언어가 실제로 사용되는 상황을 반영한 영역 통합형 문항과 과제 완수형 문항으로 구성되어 있으며, 직무영어능력 시험의 성격에 맞도록 각 영역별로 직접직무(Business), 간접직무(Contextual), 일반(General)적인 소재로 구분하여 출제된다. 특히 말하기 영역의 경우, 목표언어 사용영역(Target Language Use Domain)을 설정하여(예, meeting and discussion, telephone communication, presentation, socializing, other job-related communication) 실제 상황에서 쓸 수 있는 언어 및 소재를 다루며, 쓰기 영역의 경우에는 다양한 텍스트의 유형(예, correspondence, report, information, essay)에 기초하여 보편적으로 일어날 수 있는 직무 상황을 다룬다. 말하기, 쓰기 영역 공히 과제중심평가(Task-based Test)와 수행능력 평가(Performance Test)로 실제 생활에서의 언어 수행 능력 평가를 목표로 삼고, 수험생들이 주어진 과제를 수행하는 데 필요한 의미(notion)들을 얼마나 잘 표현하고, 다양한 기능들(function)을 얼마나 잘 수행하는지를 평가한다.

실제 영어의사소통능력의 중요성이 나날이 증대하고 있음에도 불구하고 듣기와 읽기 중심 교육에서 벗어나지 못하고 있는 한국의 현실을 고려해볼 때, NEAT 도입이 영어교육현장에 말하기와 쓰기 교육의 적극적인 도입을 유도하는 유의미한 변화를 촉진하는 기폭제가 되길 기대한다.

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