

The 14th Annual Seoul KOTESOL Conference

Reinventing a Student-Centered Classroom

Plenary Speakers:

Dr. Willy A. Renandya
Nanyang Technological University, Singapore

Prof. Eun Sung Park
Sogang University, South Korea

March 31, 2018, (Saturday, 9:30~5:30PM)
Sookmyung Women's University
Seoul, South Korea



KOTESOL 2018
National
Conference

Crossing Borders: Korean ELT in the Modern World

*When:
May 12th (Sat.)
*Where:
Kangnam Uni.,
Yongin, Korea



- * Contact: natconf2018@koreatesol.org
- * Proposals and registration: koreatesol.org/nc2018



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President's Message

Welcome to the 14th Annual Seoul KOTESOL Conference!

"Reinventing a Student-Centered Classroom," covering technology, reading, writing, speaking, grammar and vocabulary building, second language acquisition, and curriculum and pedagogy remains the theme of the conference this year. The contents of the plenary, workshop, research, and first-time takeaway sessions continue to be relevant to classrooms in Asia and around the world. We hope that by attending this year's conference, you will be inspired to reinvent and reshape your classroom practices and professionalism as you actively participate in various sessions throughout the day.

The conference presentations have been carefully selected to give new insight in regard to the theme of the conference. With research and practical classroom evidence, Dr. Willy Renandya will be exploring the relationship between student-centered learning (SCL) and extensive reading (ER), and how to bring the two closer together in the classroom by citing the degree of personalized learning, level of student engagement and motivation, and student control over learning. In support, Prof. Eun Sung Park will draw on second language acquisition (SLA) concepts and research findings to address the what (what learners learn) and the how (how learners learn) of learner-centered instruction. In particular, cognitive-interactionist SLA concepts such as intake, interaction, and output will be invoked and exemplified with activities that can be readily incorporated in EFL classrooms. Additionally, with the concurrent workshop and research sessions today, it is our goal that we will be challenged to evaluate and critically analyze our teaching practices to reshape our methodologies of classroom instruction. Finally, the first-time takeaway and open forum sessions will give us more insight on what to offer to students more meaningfully and how to deeply impart the skills needed for their academic and professional excellence.

Without the collective coordination of the committee members, this conference would not have been successful or possible. I would like to express my sincere gratitude to our 2 brilliant plenary speakers, 14 informative workshop presenters, 6 professional researchers, 3 brave first-timers' takeaway presenters, and 1 energetic open forum facilitator for their preparation and inputs. I would also like to thank the Seoul KOTESOL chapter executives, the conference committees, and national level officers headed by David Shaffer in supporting us to arrive at this stage of success. In addition, my thanks goes to the participants who were able to show up and share their practical experience at the various sessions. Finally, I would like to thank Sookmyung Women's University with the help of Dr. Yeum Kyung Sook for allowing us today to run the conference in their beautiful campus.

Finally, please allow me to invite you as members of KOTESOL to practice democracy by voting in the chapter elections that run concurrent with the conference.

Enjoy the conference!

Ian Done D. Ramos, Ed.D.
President, Seoul KOTESOL Chapter
Chair, The 14th Annual Seoul KOTESOL Conference

Seoul KOTESOL Chapter Executives



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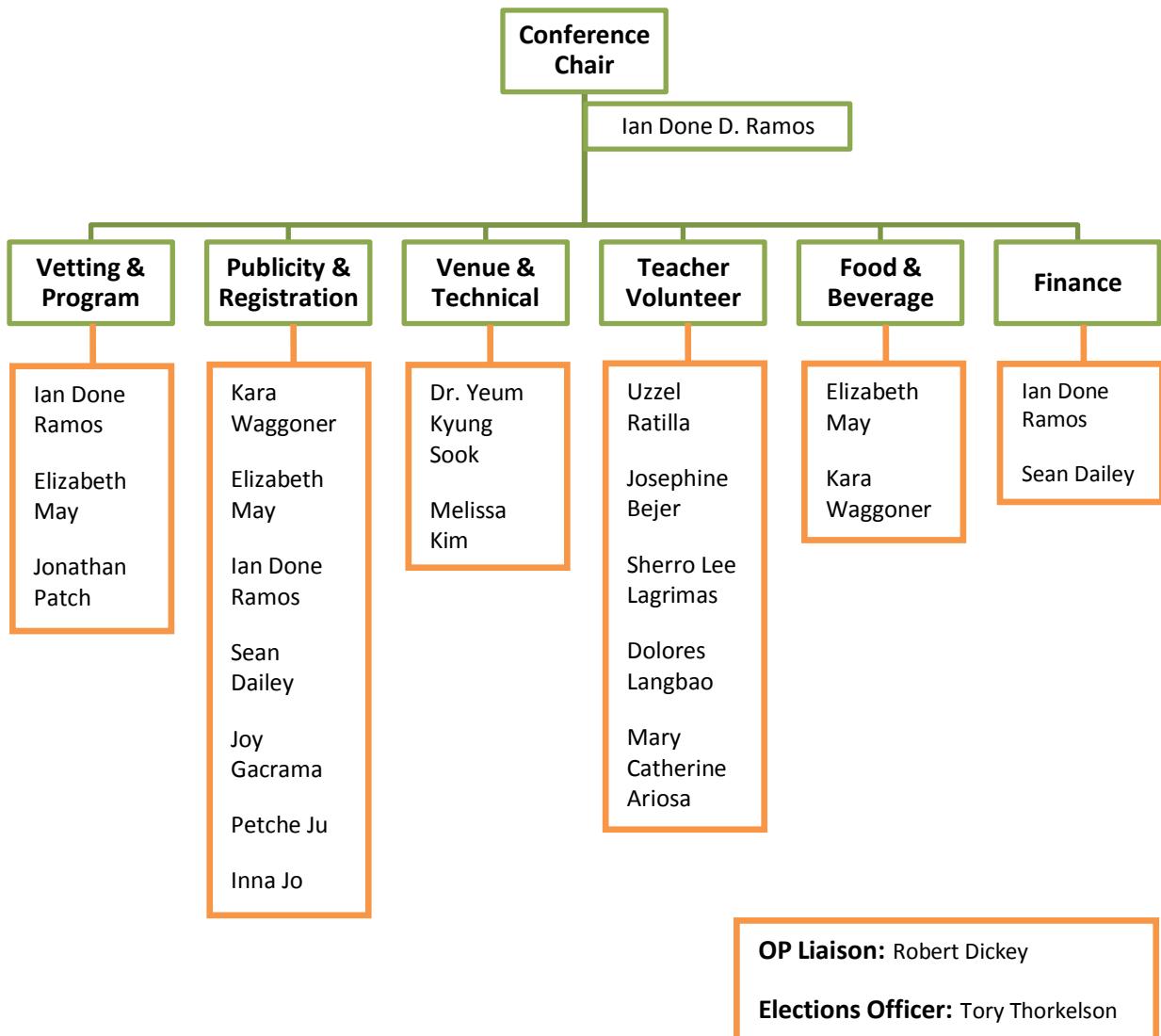


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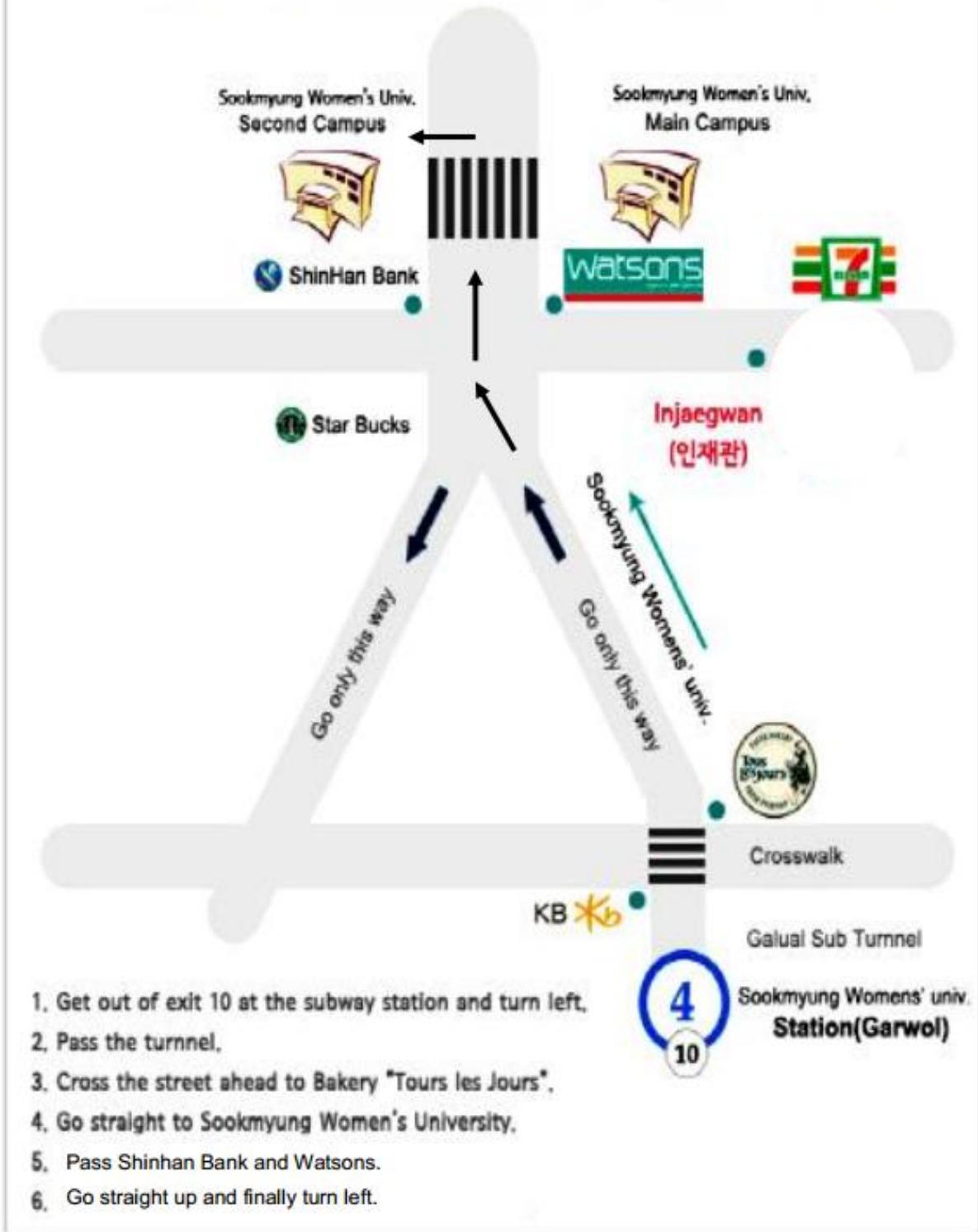
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Chart of Conference Committee



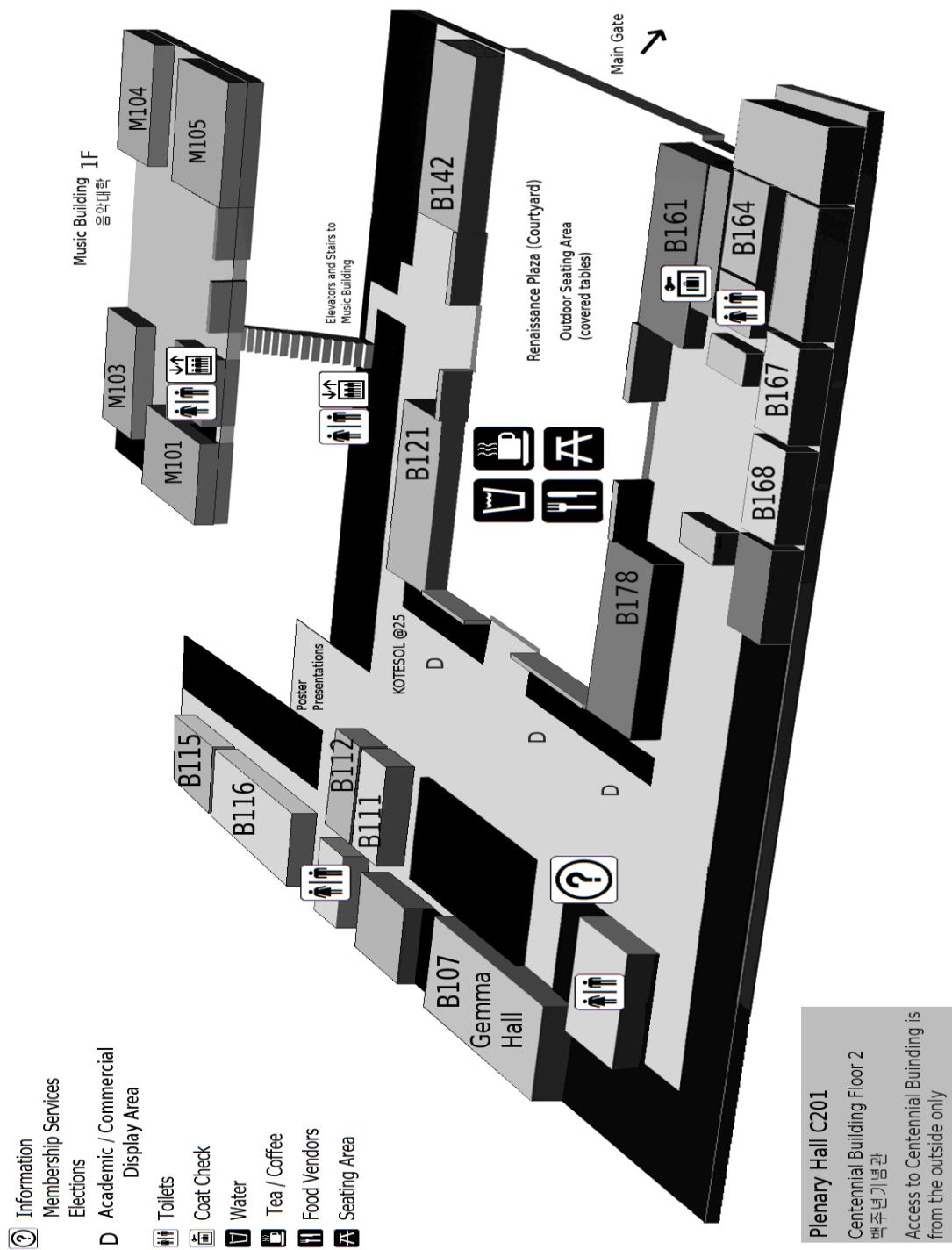
Conference Venue and Directions

Sookmyung Women's University, Second Campus



Floor Map of the Conference Venue

(Sookmyung Women's University, Second Campus)



Conference Schedule

Time	Room B107	Room B111	Room B115	Room B116
8:30AM ~ onwards		Registration		
9:00AM ~ 9:29AM		First timer's takeaway - B107 (Gemma Hall) Assessing Creativity: Student-made materials in elementary EFL classes Roxy Lee Personalization with Adult Learners through a Four Step Method: My Development as an English Language Educator Coleen Dwyer Make Them Talk with the Topic English Teaching Method Aaron Hahn		
9:30AM ~ 10:15AM	Utilizing Interactive Technology to Engage Collegiate Koreans Aaron Jones	Using Skype to Magically Bring the World into the EFL Classroom Dieu-Ngoc Nguyen	Vocabulary and Background Knowledge Accumulation through Extensive Reading: Attention versus Detention Hoang-Thi Khanh-Tam & Ho Thi My Huong	Questioning to promote deeper learning experiences among our students Christopher Miller
10:30AM ~ 11:15AM	Preparing Graduates for Success in the American Workplace Hwami Lee	Research for Teachers: The How and Why of Writing and Publication Stewart Gray	Multimodal Writing: A Key for Creative Learning and Teaching Teri An Joy G. Magpale-Jang	How to Effectively Assess Ed Tech using the SAMR Model Victor Reeser
11:30AM ~ 12:29PM	Welcome Address (Ian Done D. Ramos , Seoul KOTESOL President/Conference Chair) Promoting Student-Centred Learning Through Extensive Reading Willy Renandya (Plenary 1) Rm. B107 (Gemma Hall)			
12:30PM ~ 1:29PM		Lunch		
1:30PM ~ 2:15PM	Flipping the Classroom = More Effective Teaching James Rawson	Empowering High School Students to Transform their Confidence in Speaking Skills with OneNote's Learning Tools Thuy Nguyen Dyad Proficiency and EFL Learning through Task Rehearsal and Performance in a Vietnamese High School Context Nguyen-Thi Bao-Trang & Hoang-Thi Khanh-Tam	What Works in Teaching and Learning? Leonie Overbeek	Mobile Pedagogy in Teaching Writing Skills at Hue University of Foreign Languages, Vietnam Phan Thi Thanh Thao & Ho Thi My Huong The Burden of Teaching L2 Writing: Is It Worth Your Time To Correct Students' Grammatical Mistakes? Daniel Corks
2:30PM ~ 3:15PM	Structures, Speciesm, & Sausage Rolls: Learning and Teaching with Generation Climate Change Julian Warmington	Focusing on Digital Fluency: Inspiring Students to Cross Learning Borders James G. Rush II	Tips and Tricks for "Painlessly" Creating Courses from a Veteran University Professor Tory S. Thorkelson	Formatting Citations and References: What We Need to Know David E. Shaffer
3:30PM ~ 4:29PM		Learner-Centered Instruction: An SLA Perspective Eun Sung Park (Plenary 2) Rm. B107 (Gemma Hall)		
4:30PM ~ 5:29PM		Open Forum: World Café: Teaching & Learning ESL in Korea led by Jonathan Patch - Rm. B107 (Gemma Hall)		
		Elections Result & Awarding - Rm. B107 (Gemma Hall)		
5:30PM ~ onwards		Post-Conference Social (Networking at Ashley)		

Abstracts

9:00AM ~ 9:29AM

Rm. B107	Assessing Creativity: Student-made materials in elementary EFL classes Roxy Lee <i>Dankook University, South Korea</i>
<p>Creativity is enshrined in the South Korean school curriculum as a core objective of education. Yet, in practice, it can be challenging for teachers, especially for English teachers, to find space for encouraging creative thinking. During a six-month project the presenter and a colleague encouraged early elementary-age students to create their own works of art, stories, and games as part of their English learning, and to use assessment as a tool to guide them in their creation.</p> <p>In this presentation, the presenter will define creativity; share the particular approaches she took, and show some examples of the process and practice of incorporating creativity into EFL pedagogy as well as assessment of creativity. Teachers interested in creativity or how to assess creativity in EFL will be able to pick up inspiration and advice from the experiences of practice the presenter shares..</p>	

Rm. B107	Personalization with Adult Learners through a Four Step Method: My Development as an English Language Educator Coleen Dwyer <i>Hankuk University of Foreign Studies, South Korea</i>
<p>The needs of adult English language learners are often ignored or simply not reflected in EFL classes. This causes students to become either unmotivated or not fully engaged. Moreover, the utilization of textbooks or multimedia is not fully taken advantage of to fit the needs of the students. This takeaway will introduce a four step method to personalize English lessons and increase students' enthusiasm for English. The presenter will give an example of not being able to meet students' needs from her first year of teaching English as a foreign language in South Korea. Afterwards, she will explain her four step method (needs, task, exploration, and interactive development), which is finding out the student's needs, giving him or her a task in the form of a mission or target goal in order for the student to eventually use in a communicative setting, exploring the lesson topic with the student through the textbook or with multimedia (focusing on General English to build vocabulary and expressions), and finally interacting with the student for communicative development (connecting what the student learned to his or her needs for practical use). She will then show how this four step method has helped her develop herself as an educator by meeting the different needs of her students with examples from teaching as a college professor to an instructor of one-on-one English.</p>	

Rm. B107	Make Them Talk with the Topic English Teaching Method Aaron Hahn <i>Hankuk University of Foreign Studies, South Korea</i>
<p>Although many ESL students can read in and listen to English, the majority of them are afraid of speaking English even after going through rigorous English education from kindergarten to university. This causes numerous issues in real communication in English for those who want to work and study abroad or communicate interculturally. More importantly, every student has different needs and desires regarding his or her speaking opportunities whereas most speaking lessons are standardized and arbitrary in terms of topics. Hence, many students do not develop their interest in speaking. This presentation will introduce the Topic English teaching method to better facilitate speaking classes and</p>	

help learners improve their fluency for English communication with relevant multimedia contents suited to their desires and needs. First, the presenter will analyze the real causes of the difficulties of speaking English in the student's perspective. Then, exposure to and comprehension of a specific conversational topic are identified as the two most important factors in one's speaking fluency, which are not effectively reflected in traditional group classes based on a textbook. Afterwards, he will demonstrate how the Topic English teaching method can help learners speak English fluently. By increasing students' exposure to and their level of understanding of the topic-wise multimedia contents that are relevant to the students' conversational needs, the Topic English teaching method enhances students' speaking fluency as well as cultural awareness. Thus, this presentation tries to prove a common sense principle: the more you know about a topic, the better you will speak about it.

9:30AM ~ 10:15AM

Rm. B107	Utilizing Technological Literacy to Engage Collegiate Koreans Aaron Jones <i>University of Suwon, South Korea</i>
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For teachers arriving in Korea from the West, the question of engagement has always presented various challenges in the classroom. How can foreign language instructors engage students in a culturally sensitive way that does not remove them too far from their comfort zones? Can technology be utilized in the classroom in a way that is relevant to college students in Korea and still remain engaging? This workshop focuses on research and methods for utilizing a young Korean's technological literacy to enhance instruction and engage in a classroom structure known mainly for lecture and testing. Engagement, in and of itself, takes on various forms as it moves across one culture from another. However, in an increasingly global society, technology remains a constant that can bridge the gap over cultures and, especially with college-aged Korean students, can aid them to gain critical thinking skills without removing them from their cultural context. By utilizing technology, foreign teachers are able to fruitfully engage Korean students in language learning without violating their social or cultural constructs in a classroom setting. By the end of the workshop, teachers will have gained useful tools and theoretical understanding that will boost their pedagogy to engage Korean students through technology.

Rm. B111	Using Skype to Magically Bring the World into the EFL Classroom Dieu-Ngoc Nguyen <i>Posts and Telecommunications Institute of Technology, Vietnam</i>
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The workshop focuses on five exciting ways to use Skype in the EFL classroom and gives easy-to-follow instruction to apply them. Thanks to Microsoft Educator Community, English teachers from all over the world can easily find and connect with each other and with experts in different fields to implement various projects. For stakeholders in the contexts using English as a foreign language, this is really a magical tool to bring the world into the classroom through Virtual Field Trips, Mystery Skype, Skype Collaborations, Skype Lessons and Guest Speakers. This not only facilitates the learning of English but also enables teachers to create a student-centered classroom, pave the way for students to become global citizens and equip them with 21st century skills. For those who have not had experience in using technology in the language learning classroom, Skype proves to be a stepping stone to using more sophisticated technology in the language learning classroom. After the workshop, teachers are expected to be able to employ Skype in different activities in the EFL classroom, improve their technology literacy and increase their confidence using technology in the classroom.

Rm. B115	<p>Vocabulary and Background Knowledge Accumulation through Extensive Reading: Attention versus Detention</p> <p>Hoang-Thi Khanh-Tam & HoThi MyHuong <i>Hue University, Vietnam</i></p>
<p>This workshop presents an Extensive Reading project where English majors at Hue University were asked to produce paintings, poems, pizza recipes, picture maps, plots of stories, and presentations while reading inside the course book as well as accumulating a wealth of background knowledge while reading outside the course book. Specifically, each learner in this P's Project was encouraged to draw a picture, write a poem, introduce a recipe, sketch a mindmap, and make up a Halloween story based upon the challenging vocabulary items of their own choice, intriguing details, or major ideas of the texts in the NorthStar1 Reading book towards the last 15 minutes of the class session, and then they were required to read, at home, a variety of relevant books and/or articles that might provide them with a pleasure to reflect on their acquisition through group presentations accompanied by lexical and grammatical reports. Not only could such tasks give the instructors in charge a glimpse into the level of compassion and concentration these learners display; they also allowed them to create a personal understanding of the key sections in the reading texts assigned. In terms of figures, the pre- and post-course tests reported an approximate 27% increase in score; roughly 80% of the surveyed population revealed increased attention to the texts' language use and ideas expressed by their own intriguing art-works, and about 63% of them demonstrated a firm grasp of the book's Unit Word List.</p>	

Rm. B116	<p>Questioning to promote deeper learning experiences among our students</p> <p>Christopher Miller <i>Daeil Foreign Language High School, South Korea</i></p>
<p>It is standard to accept the central role teacher questioning plays in student learning (i.e. Marzano 2003). However, all questions are not created equally. This workshop will introduce the Qu:Est (Dantonio, Beisenherz, 2001) framework for questioning designed to facilitate greater degrees of learner elaboration due to teacher questioning. Attendees will analyze examples of both effective and ineffective questioning techniques culled from the presenter's professional practice. Afterwards, attendees will engage in activities designed to help them utilize the Qu:Est framework in their specific teaching context.</p>	

10:30AM ~ 11:15PM

Rm. B107	<p>Preparing Graduates for Success in the American Workplace</p> <p>Hwami Lee <i>Konkuk University, South Korea</i></p>
<p>English education has been a part of almost every Korean person's life for decades. For many, it may be a required language to conquer in order to receive outstanding scores for future employment in sectors that do not utilize or require English abilities at all. For others, they must learn English to prepare to work abroad. In this workshop, the presenter will talk about the Korean government program called K-Move, which works with universities to assist and prepare students for internships and employment abroad. The program is year-long where either recent graduates or soon-to-be graduates can enroll and take additional courses before moving abroad to begin their careers. This presentation will focus on the activities and resources applied to better equip students on living in America, the challenges of the course as well as the process of interviewing and obtaining a work visa, and the end results of the K-Move program.</p>	

Rm. B111	<p style="text-align: center;">Research for Teachers: The How and Why of Writing and Publication</p> <p style="text-align: center;">Stewart Gray <i>Hankuk University of Foreign Studies, South Korea</i></p>
<p>In the modern TESOL field, some teachers may be interested in doing research. Others may be feeling pressure to do it. Whichever it is, for teachers inexperienced in research it can be difficult to know where to get started. This presentation is for such teachers. In this presentation, the case will be made for teachers conducting research projects in which they and/or their own practice are the subjects of study. The presenter will outline and exemplify two accessible self-research methodologies through accounts of his own experience: (1) autoethnography, and (2) action research. The presenter will give attendees a comprehensive introduction to these two research methodologies, as well as insights into the process of writing and publishing. The presenter will also highlight a number of ways in which self-research can benefit a teacher by helping them to improve their understanding of themselves and their experiences, facilitating their ongoing professional development, and enabling them to contribute their experiences, insights, and perspectives to the wider teaching community.</p>	

Rm. B115	<p style="text-align: center;">Multimodal Writing: A Key for Creative Learning and Teaching</p> <p style="text-align: center;">Teri An Joy G. Magpale-Jang <i>Wonkwang University, South Korea</i></p>
<p>In a world where new technologies are constantly emerging, multimodality can significantly help language learners develop visual and digital literacy. Learners are consistently interacting with digital contexts that require multimodal writing. By integrating multimodality into teaching writing, teachers can prepare learners to effectively communicate in these contexts.</p> <p>Multimodal writing uses more than one mode to achieve its intended purpose. The modes are “visual, audio, gestural, spatial, or linguistic means of creating meaning” (Selfe, 1995). Accordingly, this paper attempts to explain the significance of multimodal writing in teaching writing in an EFL setting. It will also present samples of multimodal projects, along with its assessment techniques, that teachers can use inside the classroom.</p>	

Rm. B116	<p style="text-align: center;">How to Effectively Assess Ed Tech using the SAMR Model</p> <p style="text-align: center;">Victor Reeser <i>Hanyang University, South Korea</i></p>
<p>Education technology is in abundance in today's language classroom. Smartphones are ubiquitous, and many schools boast classrooms equipped with computers and projectors enabling teachers to bring the internet into their lessons. There are online resources, smartphone applications, and countless devices created to assist with language learning. Many educators are keen to introduce the newest form of educational technology to their students. However, like any other resource, it is important to evaluate Ed Tech before attempting to integrate it into a lesson, class, or curriculum. The method of Ed Tech evaluation being discussed today is the SAMR model of analysis. Developed by Dr. Ruben Puentedura, the SAMR model enables teachers to evaluate, integrate, and even develop their own uses for different types of Ed Tech in the classroom. SAMR stands for Substitution, Augmentation, Modification, and Redefinition. These words are used to describe the “process” and the “product” of using educational technology. Substitution is when tech acts simply as a replacement tool without any real functional change, augmentation is like substitution with added functional improvement, modification is when the tech allows for a significant change in how a task is done, and redefinition is when the tech facilitates a transformative learning experience previously inconceivable. This workshop will be an interactive and in-depth look at how to use the SAMR model to assist with lesson, course, and curriculum design. By the end of the workshop, attendees will be able to assess new technologies and determine how to best use or avoid them in their own classes.</p>	

Restaurant around the Campus



11:30AM ~ 12:29PM

Plenary 1	
Rm. B107	<p style="text-align: center;">Promoting Student-Centred Learning Through Extensive Reading</p> <p style="text-align: center;">Willy Renandya <i>Nanyang Technological University, Singapore</i></p>
<p>The aim of my talk is to explore the relationship between student-centred learning (SCL) and extensive reading (ER), and how to bring the two closer together in the classroom. I will first (re)examine the concepts behind SCL and the key features normally associated with this approach to learning, i.e., the degree of personalized learning, level of student engagement and motivation, and student control over learning. I will then discuss the theoretical underpinnings (e.g., input theory and skill learning theory) and key characteristics (e.g., appropriate reading materials in terms of choice and variety) of ER in order to determine the extent to which ER is compatible with SCL. I will then provide research evidence demonstrating how the marriage between SCL and ER could lead to enhanced student learning, i.e., greater mastery of the target language and a more positive attitude towards language learning.</p>	

Join us again at our NEXT International Conference

Theme: Focus on Fluency

Date: Oct. 13-14, 2018

Location: Seoul

Featuring invited speakers

Kim Kihun - Megastudy

Jill Hadfield - Unitec, Auckland
and more to be announced.

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28	29	30	31			



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1:30PM ~ 2:15PM

Rm. B107	<p>Flipping the Classroom = More Effective Teaching</p> <p>James Rawson <i>Soongsil University, South Korea</i></p> <p>Traditional teaching methods are constantly being re-evaluated and changed based on changes in communication style, technology, and student and teacher needs. Analytics are necessary to keep up with administration as well as help teachers who are struggling to justify their worth to strapped schools. Strategies for being an effective teacher and providing better classroom instruction will be introduced and discussed.</p> <p>In particular, gathering feedback through the use of pre- and post- surveys so as to measure actual growth in student knowledge and anticipate classroom needs, using online quizzes in place of traditional homework to measure understanding and plan subsequent lessons accordingly, and flipping the classroom so as to encourage students to more proactively participate in their education instead of just reactively sit and listen to a teacher lecture will be examined in this presentation.</p>
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Rm. B111	<p>Empowering High School Students to Transform their Confidence in Speaking Skills with OneNote's Learning Tools</p> <p>Thuy Nguyen <i>Minh Dam High School, Vietnam</i></p> <p>Sharing experience in teaching English using OneNote for students aged 16 years old with three lessons per week for each class was my inspiration for this presentation.</p> <p>That new students' pronunciation is poor motivates the teacher to find different approaches to enhance students' English language competence. In order to empower students' confidence in acquiring English skills, especially speaking skills, my students should be equipped with a digital tool to improve self-study at home effectively. This tool was Learning Tools - an add-in for OneNote – a great Microsoft app. Students select Immersive Reader to hear the text being read aloud clearly in pronunciation and intonation. Complex sentences are also analyzed by displaying small, triangular brackets around subject verb pairs. Moreover, it helps identify syllables by showing dots between syllables. Students learn parts of speech when every noun, verb, or adjective on the page is highlighted in a color that corresponds to the color of the button. Thanks to dictate feature, students record their voice to check pronunciation. Such exercises as "Minimal pairs", "Odd one out" to improve students' skills are applied in each lesson eagerly. Students are also happy to record their voices after learning vocabulary; therefore, remarkable changes have been achieved.</p> <p>Do not hesitate to follow my steps instantly to make a difference:</p> <ol style="list-style-type: none"> 1. Download OneNote app and Learning tools. 2. Create activities to get students acquainted with the app. 3. Help students use this app at home to enhance their self-study quality. 4. Keep engaging students to practice more and achieve more. <p>https://sway.com/E7UQYpxq7EqIQbg4?ref=Link</p>
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Rm. B111	<p style="text-align: center;">Dyad Proficiency and EFL Learning through Task Rehearsal and Performance in a Vietnamese High School Context</p> <p style="text-align: center;">Nguyen-Thi Bao-Trang & Hoang-Thi Khanh-Tam <i>Hue University, Vietnam</i></p>
<p>This presentation reports learning opportunities via task rehearsal and (public) performance in an EFL high school context in Vietnam, where both teachers and learners valued the notion of performance as a driving force for the use of English and as a social classroom event to engage students in task work. It particularly looks at the occurrence and resolution of language-related episodes (LREs) (Swain, 1998) in task rehearsal and the subsequent use in the performance of the language items focused on in LREs. Three proficiency groups ($n=8$ dyads in each) from six intact classes carried out one problem-solving task and one debate task with a 15-minute rehearsal. The first group included dyad members of the same higher proficiency (HH); the second group were mixed proficiency dyads (HL) and the third group lower proficiency dyads (LL). The total data included 48 rehearsals and 48 corresponding performances collected in normal classroom hours. Students were also interviewed after the tasks had finished. The results show that overall lower proficiency dyads encountered more language problems (LREs) in rehearsal than higher proficiency dyads and they were less likely to resolve them successfully. However, the former were able to use a majority of the correct resolutions in the performance as well as their higher proficiency counterparts. Learners at different proficiency levels adopted different approaches to focus on form in rehearsal to serve the performance. The study provides fresh insights into task conditions and learners as the key players in classroom task performance and thus learning through tasks.</p>	

Rm. B115	<p style="text-align: center;">What Works in Teaching and Learning?</p> <p style="text-align: center;">Leonie Overbeek <i>Hwaseong Board of Education, Seosin Middle School, South Korea</i></p>
<p>In the classroom, both teachers and students are engaged in constructing a learning environment. The process is mutual and should be supportive for both. And during that process the question is often asked 'What works?'</p> <p>With so many methodologies, curricula and learning methods available in ESL/ELL theory and practice, it is often a case of spoiled for choice.</p> <p>Teachers want to use teaching methods that will help their students the most, while students are looking for a way to study that will take the least effort and deliver the best results.</p> <p>In this presentation, several methods and tips will be presented to try and answer this question for both parties. Factors from neurolo ELT research and from practical experience will be discussed, and participants will be encouraged to share their own answers to the question.</p>	

Rm. B116	<p style="text-align: center;">Mobile Pedagogy in Teaching Writing Skills at Hue University of Foreign Languages, Vietnam</p> <p style="text-align: center;">Phan Thi Thanh Thao & Ho Thi My Huong <i>Hue University of Foreign Languages, Vietnam</i></p>
<p>Technology development has significant impacts on our current educational environment. In particular, mobile devices play a crucial role in supporting language teaching and learning at universities. As a popular and fast means of communication, mobile phones are potential devices that can enhance the quality of teaching and learning English in many EFL contexts like Vietnam. This study focuses on the application of mobile pedagogy into teaching writing skills of English for Academic Purposes (EAP) at Hue University of Foreign Languages (HUFL), Vietnam. It was</p>	

implemented for one semester and proved the considerable efficiencies of mobile pedagogy in the teaching of language at universities. 80 students majoring in English have participated in this study for 15 weeks. A pre-course questionnaire was offered to students to find out their current issues and difficulties in writing skills, their motivation and method of learning writing skills. Then students were required to use the Text message feature for circular writing of different common topics, and use mobile phones to keep blogs, portfolios or diaries to share their reflections of writing skills.

This study has indicated some benefits and challenges of using mobile phones in teaching writing skills. The results show that teaching EAP with mobile pedagogy has increased students' motivation and improved the teaching quality; however, there have remained some obstacles. Therefore, the implications of using mobile pedagogy in teaching EAP, particularly writing skills have been suggested in this study to create practical language lessons at HUFL and other institutions in Vietnam with other language skills modules.

Rm. B116	<p>The Burden of Teaching L2 Writing: Is It Worth Your Time To Correct Students' Grammatical Mistakes?</p> <p style="text-align: center;">Daniel Corks <i>Sogang University, Vietnam</i></p>
<p>It's been 20 years since John Truscott's landmark 1996 article vociferously called for an end to giving grammar corrections on students' writing. Since then, thousands of research papers have been filed in response, all attempting to address the question at the heart of Truscott's criticism: Does grammar correction on L2 writing actually work?</p> <p>While a consensus has yet to be reached among researchers, there are more pressing questions for teachers to ask: Does grammar correction work well enough to be a useful pedagogical tool? Is making grammar corrections the best use of our time and effort as teachers?</p> <p>With a grounding in research findings, this presentation will consider the practical aspects of grammar correction in L2 writing and what types of feedback are most beneficial to students at all levels. Participants will have ample time to discuss with each other and share observations from their own classes.</p>	

2:30PM ~ 3:15PM

Rm. B107	<p>Structures, Speciesm, and Sausage Rolls: Learning & Teaching with Generation Climate Change</p> <p style="text-align: center;">Julian Warmington <i>Editor-in-Chief of The English Connection & a member of the Social Justice SIG, KOTESOL, South Korea</i></p>
<p>The global village faces a culture of challenge for simply identifying the truth, let alone knowing what is appropriate to teach the students and tell the kids given the rapid rate of change to the environment and society the industrial greenhouse gas effect is already wreaking. But it is not all doom and gloom: This 45-minute interactive presentation offers:</p> <ol style="list-style-type: none"> 1. To take the climate change challenge head on, creating a safe space for brainstorming and sharing new ideas and tested topics and techniques. Whether you have questions or content to share about teaching any aspect of the greenhouse gas effect - also known as global warming/ climate change - from the physics through to concepts or experience building community resilience, your contribution will be valuable; 2. To develop the Climate Education Network, a nation-wide network of resources materials 	

- particularly including willing guest speakers, and also the Climate Education SIG;
3. To demonstrate the use of story to present the key characters within the meta-narrative of climate challenge.

Rm. B111	<p>Focusing on Digital Fluency: Inspiring Students to Cross Learning Borders</p> <p>James Rush <i>Luther University, South Korea</i></p> <p>Focused students demonstrate their capability, pursue curiosity, and respond to specific observations about their communication. Due to time and accessibility constraints, using technology can increase the likelihood of student engagement and produce creative results for both of the learners in an educational exchange. The first learner, the student, is able to use a tool, which is still sometimes questioned as important in formal learning experiences. The second learner, the instructor, is able to meet the student in an authentic space, assess ability, and ultimately provide feedback via the use of "new media" and digital tools (Kim & Kim, 2014). This session will provide participants with a few active learning strategies (QuickWrite, KWL, and Pair-and-Share) and highlight the use of digital tools such as Flipgrid, Google-Forms, and TodaysMeet.</p>
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Rm. B115	<p>Tips and Tricks for 'Painlessly' Creating Courses from a Veteran University Professor</p> <p>Tory S. Thorkelson <i>Hanyang University, South Korea</i></p> <p>Ever struggled to create a course for your students at the last minute? How about for a subject you know little or nothing about? As a University Professor for almost 20 years, and as someone who has designed both a successful university program that has been running for over 10 years now as well as about 15 courses to date, I will share with you my toolbox of tricks. Courses designed include: Tourism English I and II, Introduction to Acting, Theater History, Screen English, Presentation Skills, Introduction to Communication, Global Business Communication, Job Skills, The Story of English, and Writing 1, 2, 3 and 4.</p> <p>This presentation will include websites, hacks, and other tips and tricks learned from having to go through the process of reading up on an area or discipline, modifying lessons and materials online and off to meet your needs, and making your courses reflect what you are teaching while making students more responsible and aware of what they are learning(thereby making you look smarter in the process ·). Participants will also have some time to ask questions and share ideas so we can all learn from each other.</p>
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Rm. B116	<p>Formatting Citations and References: What We Need to Know</p> <p>David E. Shaffer <i>Chosun University, South Korea</i></p> <p>In research paper submissions made to scholarly journals, academic proceedings, graduate courses, and the like, errors in formatting references in the reference list and in-text citations are among the highest in frequency. Poor formatting of references and citations could be a major reason for a journal to reject a paper submission. Consequently, the importance of proper formatting of references and citations cannot be overemphasized. As more and more English teachers are doing research for post-graduate degrees and submitting research articles to academic journals, the intricate details of citation and reference formatting has become essential to the researcher.</p>
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In this workshop, we will cover the mechanics of formatting the most common references and citations according to APA publication guidelines, the style most commonly used in the fields of TESOL and applied linguistics including journal articles, books, and dissertations, both print and digital. We will discuss and practice the formatting of author names, publication dates, title of works, editor names, journal volumes and numbers, page numbers, publication location, publishers, URLs, and DOIs. The most common mistakes found in submissions will be highlighted. This will be a highly participatory workshop session in which the audience will be engaged in a back-and-forth discussion with the presenter and constructing citations and references in pairs. Bringing paper and pencil, or a digital notepad, is recommended.

3:30PM ~ 4:29PM

Plenary 2	
Rm. B107	Learner-Centered Instruction: An SLA Perspective Eung Sung Park <i>Sogang University, South Korea</i>
Over the past three decades, there has been a gradual shift from teacher-centered to learner-centered approaches in language teaching. The spotlight has moved from the teacher to the student, focusing on what the learners are doing as opposed to what the teachers are doing. The emphasis on learners and learning is very much in line with current theories of Second Language Acquisition (SLA). In this presentation, I will draw on SLA concepts and research findings to address the what (what learners learn) and the how (how learners learn) of learner-centered instruction. In particular, cognitive-interactionist SLA concepts such as intake, interaction, and output will be invoked and exemplified with activities that can be readily incorporated in EFL classrooms.	

4:30PM ~ 5:29PM

Open Forum: World Café: Teaching & Learning ESL in Korea	
Rm. B107	led Jonathan Patch <i>Pagoda Academy, South Korea</i>
World Café offers a platform for those interested in teaching as a profession, and teaching second languages in particular, to share original ideas, perspectives, and experiences as they relate to core themes in ESL. Modeled around the setting of a café, this is a workshop method intended to facilitate high levels of dialogue and participation. Specifically, this is a chance for attendees to raise questions, explore issues, and address challenges that relate to English language learning in Korea.	

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Post-Conference Social

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Presenter's Biographical Information



Dr. Willy A Renandya is a language teacher educator with extensive teaching experience in Asia. He currently teaches applied linguistics courses at the National Institute of Education, Nanyang

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Eun Sung Park is Professor in the English Department at Sogang University, Seoul. Her research interests include second language input processing and the interface of theory and practice in language learning and teaching. Her recent work includes articles in Applied Linguistics, Language Awareness, Language Learning, and Language Teaching Research. She also co-edited (with Bernard Spolsky) 'English Education at the Tertiary Level in Asia: From Policy to Practice' (2017, Routledge). She can be reached at eunsungp@sogang.ac.kr.



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David E. Shaffer, PhD. is an early member of Korea TESOL and a long-time resident of Gwangju, where his career has been as a professor on the English Department faculty at Chosun University. He has published numerous articles on English teaching and learning as well as research papers, books, and edited volumes. Over the years, Dr.

Shaffer has served on the KOTESOL National Council in numerous positions, including Publications Committee Chair, and as the Gwangju-Jeonnam Chapter President. He has 20 years of experience editing, proofing, and heading KOTESOL publications. He is presently KOTESOL national president and Gwangju News editor-in-chief. ChosunU@yahoo.com



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Extended Summaries

Utilizing Interactive Technology to Engage Collegiate Koreans

Aaron Jones
The University of Suwon

I. Introduction

Teaching English cross-culturally has for many years provided challenges for foreign instructors seeking to engage students in a manner that best suites the student while also providing quality pedagogical instruction. In fact, the wrong kind of engagement strategies utilized in the classroom can lead to unfruitful results in language acquisition (Choi & Rhee, 2014). It therefore remains paramount that teachers seeking to teach English cross-culturally utilize tools that are present within any given culture to engage students in learning English effectively while stimulating existing intrinsic motivation.

Specifically, when teaching Korean students, teachers and professors of English need to utilize interactive technology integration to engage students in instruction in manners that do not violate social and cultural constructs. Technology, such as smartphones and computers, possesses a unique position in most countries around the world as a connector between societies and a powerful tool in language acquisition. In Korea, technology remains central to the lives of most collegiate students. Using technology in the classroom not only has the ability to raise student language efficacy through stimulating activity, but also has the potential to do so while meeting student and parent expectations of what a Korean classroom should look like (Ostermiller, 2014).

II. Using Interactive Technology as Contextualized Engagement

Korean culture differs significantly from many Western cultures in ways that radically changes the way language instruction is seen and taught (Meyer, 2014; Grift et. al., 2017, Choi & Rhee, 2014; Ostermiller, 2014). In Western cultures, concepts such as individualism, critical thinking, and creativity are valued and exercised ideals in the classroom. In the Korean classroom, however, concepts of modesty, anonymity, collectivism, and shame drive students and their responses (Meyer, 2014). Korean students studying English in Korea may, therefore, be unwilling to participate in activities that would otherwise be commonplace in Western classrooms because of these pre-existing social and cultural constructs.

Interactive technology, on the other hand, can be utilized to better instigate differentiated instruction and utilize different learning strategies, two current engagement strategies that are effective in Korean classrooms (Grift et. al., 2017). Smartphones, a technology that collegiate Koreans are very familiar with and utilize daily, provide an effective avenue for students to engage in classroom instruction in ways that do not violate their cultural constructs. Students who would be reluctant to speak out in a Korean classroom feel more willing to submit answers real time to live survey sites using their smartphones as it provides a sense of security in honest answers – anonymity being an important factor in Korean classrooms (DeWaelsche, 2015). In addition, applications on smartphones that allow for augmented reality experiences and interactive collaborative work allow for students to interact with their classroom in an engaged manner without feeling that they are being forced to act in a way that makes them feel uncomfortable.

A. Survey Sites, Augmented Reality, and Interactive Connected Sketching

In recent years, many different websites and smartphone applications have been introduced that have not only changed the way that many individuals in the world live and operate but also make the classroom more accessible and engaging. Live survey sites, for example, allow Korean students to anonymously answer questions in the classroom without feeling that they are violating their sense of modesty while simultaneously avoiding shame, important factors in Korean culture (Meyer, 2014;

DeWaelsche, 2015). In addition, augmented reality in recent years has begun to change the possibilities of exploration. Finally, collaborative work through internet connectiveness has become easier through cloud sharing and other apps and websites that allow for live sketching. Utilizing live collaborative sketching allows for Koreans to not only accomplish task-based instruction but do so in a manner that is engaging and relevant (Ostermiller, 2014; Grift et. al., 2017).

III. Conclusion

Western classrooms and Korean classrooms remain very different in the dynamics and expectations that spell out success and engagement. Where games and individual activities may be successful in Western classrooms, the same strategies would prove to be ineffective in Korean classrooms. Technology, however, remains the constant between the two cultures that allows for engagement in a culturally appropriate context. Teachers who utilize interactive technology in their classrooms can find that Korean students are willing to engage in language instruction in ways that makes them comfortable. Such engagement has the potential to raise student efficacy and increase student participation.

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Using Skype to magically bring the world into the EFL classroom

Dieu-Ngoc Nguyen

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I. Introduction

As defined on its official website, 'Skype is a software that enables the world's conversations'. Skype allows individuals to make free video and voice calls, send instant messages, share files and share screen time. Therefore, it can have a huge impact on the way information is exchanged, the way we meet new people, and the way we interact with our friends, family and colleagues. These advanced features make it an effective technological tool for teaching English and they break down the four walls of the classroom. Skype has been incorporated into the teaching and learning of English for years (Davis, 2006; Mirtschin, 2008; Smith, 2009a, 2009b; Stephenson, 2009; Waters, 2008a). Teachers who use Skype in the classroom immediately notice its potential for international connections between classrooms (Waters, 2008b). As for language educators, this facilitates the implementation of cross-cultural exchanges with teachers and students from other countries.

Chen and Cordier (2008) affirm that Skype offers one of the most popular voice-over internet protocol services and with a few simple steps, foreign language classrooms can connect with and call one another regardless of time differences. Five exciting ways are introduced in what follows to get students engaged in the learning of English through Skype.

II. Skype in the classroom

Any teachers who have a Skype account and a Microsoft Educator Community account, a stable internet connection, an external or internal webcam, microphone and speaker will be ready to join Skype in the Classroom on Microsoft Educator Community. Thanks to this completely free community, EFL classrooms can connect with other classrooms and experts around the world. The platform provides educators with a variety of activities and the option to choose the one(s) suitable for their students and curriculum.

A. Virtual Field Trips

Virtual field trips are brought to the classroom by experts in different areas. The expert can be a guide, an explorer, a marine biologist, a zoologist, a scientist, an engineer, a pilot, etc., and they are willing to take students to their workplaces. Students can feel the firsthand experience of visiting various locations and being in the same location with the experts without leaving the classroom. This activity can be integrated into the curriculum whenever and wherever possible.

B. Skype Lessons

Skype Lesson is usually prepared and presented by an expert on a certain topic or project. This special lesson is often delivered as a presentation followed by a Q & A section. Presenters often use the screen share feature of Skype to talk about the subject matter with slides, videos, images. The platform provides a huge number of lesson plans covering a wide range of topics which can easily help teachers find a suitable one for their class.

C. Skype Collaborations

A Skype Collaboration is a project or Skype Lesson created and organized by teachers to collaborate with other classrooms around the world. This is a highly-recommended way to facilitate global learning, for students to become global citizens, and to provide solutions to current problems. There are thousands of Skype Collaborations on specific projects which can be done on either an ongoing or one-time basis.

D. Mystery Skype

Mystery Skype is the most popular activity among the five introduced on the platform. This educational game helps connect two classrooms from different locations without letting students know where the other classroom is. Students are required to geographically locate each other by asking and answering yes/no questions.

Thanks to this original idea, classrooms around the world have created different versions of Mystery Skype such as Mystery Number, Mystery Game, Mystery Animal.

E. Guest Speakers

Guest speakers are experts in their field. If teachers think the experience and background of the guest speakers fits the lesson's objectives and content, then teachers can request sessions with them through their profile. As for those with limited availability, this is the right choice as fewer teachers opt for this compared to Skype Lesson.

III. Conclusion

These five activities have proven their effectiveness in incorporating high levels of verbal interaction between classrooms, teachers, students and experts. In the EFL classroom, Skype can be used to provide a variety of authentic learning experiences to students, including a trip to any place in the world, an interview with an expert or other native or non-native English speakers, or any international collaborative projects with other classrooms. Please follow these simple steps to transform your EFL classroom:

1. Create a Skype account <https://www.skype.com/en/>
2. Become a member of Microsoft Educator Community on <https://education.microsoft.com/> and create a profile.
3. Click on Skype in the classroom section <https://education.microsoft.com/skype-in-the-classroom/overview>
4. Choose a suitable activity for the students through filter on the page.

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Learner-Centered Instruction: An SLA Perspective

Eun Sung Park
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Over the past three decades, there has been a gradual shift from a teacher-centered to learner-centered approach in language teaching. The spotlight has moved from the teacher to the student, focusing on what the students are doing rather than what the teachers are doing. Despite the broad interest and popularity of learner-centered instruction, there is considerable diversity in interpreting what is meant by learner-centered instruction and how one might implement this in the classroom. The diversity in interpretation and application of learner-centered instruction notwithstanding, one undisputed precept of learner-centeredness shared by both scholars and practitioners is that the learner should be placed at the center of learning. Thus, attention is squarely on the learner and the learning process, with a focus on "what the student is learning, how the student is learning, the conditions under which the student is learning, whether the student is retaining and applying the learning, and how current learning positions the student for future learning" (Weimer, 2013, xvii). Note that each of the five premises above contains the words "student" and "learning," as opposed to "teacher" and "teaching." Second language acquisition (SLA) theory and research can be useful in providing insights into all of the afore-mentioned premises of learner-centered instruction. In this presentation, I will focus on the first two premises; namely, (a) *what* learners learn, and (b) *how*

learners learn.

What do learners learn? As teachers, we know all too well that learners do not learn everything that they are taught. Learners selectively notice and process different aspects of second language (L2) input. In a seminal paper written more than 50 years ago, Corder (1967) made an important distinction between input and intake: the former being the language input that is available to the learner, and the latter being a small subset of input which gets filtered by the learner for further processing. To this day, we do not know much about which part of the input gets processed by the learner, and how this selection process comes about. What we do know from both first language acquisition and second language acquisition research is that learners have their own internally motivated learning agenda and that there is a predictable sequence that learners generally follow (i.e., the learner's built-in syllabus or learner-generated sequence, to borrow Corder's words). This means that providing input which does not correspond to the learner's current proficiency level, or providing input that is way beyond in his/her internal sequence, is not likely to be processed as intake by the learner. This understanding highlights the importance of providing input that is roughly tuned to the learner's current proficiency level. It is also important to keep in mind that while the input needs to be appropriate in terms of the learner's internal syllabus, it should also be interesting, moderately challenging, and relevant to the learner in terms of his/her age and interests. This will cater not only to the learner's psycholinguistic needs, but also to his/her cognitive and affective needs. I will introduce some 'needs analysis' activities that teachers can use to get a sense of learners' psycholinguistic and affective needs.

How do learners learn? Research in different disciplines has shown that learners do not learn by being lectured to or by merely being exposed to the learning material. Likewise, L2 research has shown that learners' communicative skills do not come about by passively receiving language input. Research into learner interaction has shown that learning is facilitated when learners interact and negotiate for meaning (with each other or with the teacher). In the course of interaction, learners not only have the opportunity to receive comprehensible input, but are also given the chance to negotiate and make their own output comprehensible to the interlocutor(s). It is also during negotiated interactions that learners have opportunities to receive feedback on their output, which can push them to produce 'modified output' (Swain, 1995). Using different tasks, I will illustrate how learner interaction and negotiation of meaning is important not only in developing fluency, but also in noticing gaps and holes in the learner's L2 usage (one of the several functions of learner output). In addition, SLA insights related to learner's input processing will be introduced with sample tasks to illustrate how teachers may capitalize on learner's input processing tendencies.

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Research for teachers: The how and why of writing and publication

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I. Researching yourself

So, you're thinking to do research. Wonderful! But now you're wondering, who are you going to do research on? Who's to be the subject? An answer suggests itself. You! You are a great subject for your own research. For one thing, as a research subject, you're pretty accessible (Méndez, 2013). For another thing, doing research on yourself will allow you to understand and address your own personal and professional issues, rather than issues that other people might have. The study of yourself promises to improve your self-understanding, and maybe bring you closer to resolving problems that you're facing. Speaking as someone who's done a little research, I can say that I've learned a great deal from the process. In this writing, I'll showcase two methods for researching yourself/your practice, and then offer a few hints about publication for the aspiring researcher.

II. Autoethnography

Among self-research methods, a favorite of mine is *autoethnography*. What it involves is reflecting on, writing down, and then analysing narratives of your own experience (Hughes and Pennington, 2017). You can start by deciding what in your experience you want to focus on, and this is where it gets interesting – Every practicing teacher has *many* different sorts of experiences which, if theoretically analysed, may provide interesting insights. You can write down and examine narratives of your experiences with students, or with colleagues, or dealing with school or government policy. You could reflect on your experiences of training or as a trainer. Analysis of any one of these areas of your experience may well reveal unique insights. As for what theory to choose, that's up to you. I once wrote an autoethnographic paper precisely because I'd heard a theory that interested me and wanted to connect it to my own experiences (Gray, 2017). You could do this, also. Or, you could go looking for a theory that attempts to explain the thing that interests you, then apply that theory to your experiences.

But wait, I hear you say. These are my own experiences I'm writing down. I can hardly be objective in my analysis, can I? And besides, my experiences are unique to me. Even with theoretical analysis, I can't see how anyone else would be interested— my experiences aren't generalizable (Connelly and Clandinin, 1990). To that I say, it is true you can't be objective in analysis of your own experiences. But, it's also true that you can't be objective in analysis of *other people's* experiences. There's no such thing as perfectly objective research. The narratives that you and others produce are necessarily subjective—they are stories about the past, 'not the past itself' (Ellis and Bochner, 2000, p.745). But this does not make them useless, nor does the fact that you can't generalise from your own experience. Your narratives are useful because they allow others to understand how you experience the world (Connelly and Clandinin, 1990). They can inspire reflection in others (Ellis, 2000), who may be able to see themselves in your writing, and thus come to understand their own experiences better. What's more, there's every chance that by doing this research, *you* will learn something about yourself and your situation. As someone who's tried this, I can say that I learned a great deal. For a lot more information on how and why to do autoethnography, I recommend Hughes and Pennington (2017). As for how to perform a theoretical analysis, I find *content analysis* quite accessible: see Hsieh and Shannon(2005).

III. Action research

Suppose it's not your experiences, but more your practice that you'd like to research. You'd like to try things out in your classroom, see how they go, learn from doing so, and publish what you learn as research. Consider, then, *action research* (Kemmis and McTaggart, 2005).For this, you can follow this simple process: (1) identify something to be tried/fixed/improved in your teaching, (2) plan an 'intervention', something you think may do the trick, (3) try it out, and gather data on what happens (a few options here: audio/video record your class, write observational notes in real time, survey the

students, collect student work, etc.), (4) reflect on what happened, (5) based on your reflections, make a plan for a new intervention. Essentially, this is the same, ongoing, adaptive process you might go through when engaged in reflective teaching practice. The difference is, you write it up as research.

Naturally, having chosen the area of your teaching you want to experiment with, you'll want to read about solutions people have already tried for your problem. Where you see something that might work but hasn't been tried in a context like yours, or even better, where you see room for entirely new solutions to be tried, there you have your starting point. If, after several (many) cycles of experimentation and reflection, you're confident you've discovered practical solutions to your chosen problem, you have data to back this up, and you can't find those solutions in existing literature, then you have the foundations of a paper worth submitting— one that other teachers will benefit by reading. Moreover, by the time you're done, whether you do publish or not, you yourself will have learned a few things about your own practice. Finally, if you do choose to go all the way and write it up, be sure in your writing to set the scene carefully: Clearly describe the participants (including yourself), the setting, the problem, the process, the solution(s), and why the(se) solution(s) is/are novel and interesting. An action research paper lacking detail on any of these points is vulnerable to criticism upon review by a journal.

IV. How and where to publish

Once you've done your research and written it up as a paper, then comes what may be for some the most daunting part – publication. To do this, you choose a journal, and send them your paper. You should check in advance whether your paper is a good fit for that journal's interests, and whether it's appropriately formatted. Try downloading a paper published in that journal already, and changing your own paper to match it. After they get it, the journal's reviewers will read your paper carefully and make a decision, usually after a few months. Broadly speaking, there are four possible decisions: (1) Reject, (2) Major revisions needed, (3) Accept with minor revisions, (4) Accept. Getting accepted straight away is rare (or, I've never experienced it so far!), so be prepared to get a response along the lines of (2) or (3). In my experience, if you get (3), you've all but succeeded, so long as you faithfully make the changes. 'Reject' naturally means you will have to look elsewhere, but even when rejecting, journals will provide extremely valuable feedback, which you would do well to heed. It can be very painful – lord knows, I've sometimes gone for weeks after a rejection without taking the time to read the reviewers' comments in detail, but ultimately it's tremendously helpful to hear *why* they're saying no. I cannot overemphasise this – learn from what they have to say. To be going on with, it's worth asking, how can you maximise the chances that your paper will be accepted? I shall answer this by drawing on my own experience of being rejected:

- In your paper, make sure you are arguing something. 'No argument' is a very common reason for papers to be rejected (Belcher, 2009). Your argument is the reason people need to read your work. Make sure to be very clear what your paper supports or undermines.
- Do your research in order to fill a hole in the research that already exists. Read almost any paper written in the last year: At the end, it will quite probably include a statement of what research still needs to be done – you should do that research! If you do, your work will likely be publishable. If what you are saying in your research has been said before by other people, or if it adds only a little new stuff, then publication is a lot less likely.
- Whatever research method you choose, make sure you follow the method closely. Read up on your chosen method, learn about how it's done, and do it that way. Journals often react badly to research that has been done in a way that does not conform to their expectations. It goes without saying, research methods take the forms they do for good reasons, and knowing and following a method is crucial.

As for what journal you should choose, I would normally recommend *Asian EFL Journal*, though take note, they recently started charging people a modest sum to submit papers to them (many [most?] journals review papers for free). Another good option is the *Journal of AsiaTEFL* (which is still free, I believe). Both of these are respected journals. Importantly, they are both *indexed*, meaning the journals appear in an index and are therefore held to a standard. Because of this, if your place of work is pushing you to publish, they'll most likely be satisfied by these two (for example, my own

place of work is). That being said, though they aren't quite *TESOL Quarterly*, both of these journals have high enough standards that getting published with them could be a challenge. For those just getting started, there are many, potentially more open outlets out there (consider for example: <http://www.issueslte.com>). If you're publishing for your job, be sure to check with your institutions what level of journal they expect you to publish in, and then aim for it. For a long list of publishing outlets for English teachers, as well as for further discussion of teacher research, see Renandya and Floris (in press). And, for a comprehensive look at the writing and publishing process, check out Belcher (2009).

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Tips and Tricks for 'Painlessly' creating Courses from a Veteran University Professor

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I. Introduction

Many teachers and instructors struggle to teach their courses properly. Should you use a textbook or not? Should you use packets or handouts and spend at least a few hours photocopying class sets? We have progressed far past the point where a visit to a bookstore or a visit from a publisher's representative is all there is when deciding what and how to teach but many teachers still leave the material taught to their program directors or department heads rather than exploring the plethora of material out there. That is not their fault entirely as they may have no choice in the matter but – if you have the option and freedom to supplement or make these decisions for yourself imagine how much more satisfying your classes would be for your students and for yourself.

II. Textbooks/Commercial Materials.

Don't get me wrong. I do use textbooks for my writing and other courses when they fit but they are often just the frame or structure. Few textbooks have everything I or you want to cover, and oftentimes I skip exercises, readings or even chapters if they do not fit. My rule of thumb is that I must use 70% of the chosen book or more and I must use it for at least 2/3's of the class or I will not make the students buy it. At least a few "no textbook" days are given for any course I teach. Be sure to contact the publisher's representative and see what cool freebies you can get for using their textbook in one of your classes.

III. The Course Structure and Content

In simple terms, test what you teach and teach what you test. The days of midterm and Final exams worth 60% or sometimes more of your course grade are gone (or should be!). No category of evaluation should be worth more than 20% of the overall grade in my opinion and that means there are lots of ways for you to evaluate and for them to earn their grade without earning a D or F simply for being late or absent for their midterm or final exam. On the other hand, I still include attendance and participation in all my classes (20% total) since I still think those who come and do the work deserve better grades than those who do not.

III. The Web

The internet is both your best friend and your worst enemy. It is easy to get caught up looking at what is available based on a simple Google search or a page from Wikipedia. However, I limit my searches to ESL materials usually and most often K-12 materials to keep the level acceptable for my mixed level classes. One other thing: I almost never pay for anything I use, but I always give credit or attribution where and when necessary.

III. The "Course Creation Cycle" and Conclusion

Read and research the subject, then search for some subject-focused syllabi online. Decide whether to use a textbook or not, and if not expect to tweak as you go (or create lessons week by week). Keep your syllabus and content generic or TBA and get input from the students as you go. Remember, you do not have to be an expert; you just have to be more expert than your students most of the time. A reasonable balance is 80% of the course material adapted/adopted from others and 20% original material in the first term/year but if you teach the same course for 2 or 3 years these will often flip by the end of that period. Otherwise, it gets boring for both you and the students. Keep all of these tips and tricks in mind, and I predict that your next new course will be much easier to create.

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Promoting Student-Centred Learning Through Extensive Reading

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I. Introduction

For many of us, student-centred learning (SCL) is not a new idea. SCL could perhaps be traced back to the work of the American educator, John Dewey, or even further back, but for us in language education, the idea began to take root only recently, most likely in the late 70s, when ELT specialists

introduced a new approach to language teaching, called the communicative language teaching (CLT). Unlike earlier approaches (e.g., grammar translation) to language learning which viewed learners as passive recipients of language knowledge, CLT views learners as active participants in the learning process. In CLT, students are encouraged to:

- Become more self-directed and less dependent on their teachers
- Become more aware of their own language learning needs
- Know how to set their own language learning goals and assess the extent to which their goals have been achieved
- Understand their preferred ways of learning and capitalize on these in their learning
- Find their own best ways, with some help from their teachers, of acquiring the target language
- Know how to motivate themselves to direct their own learning
- Know how to seek help when encountering obstacles or setbacks in their learning journey

In other words, students are expected to take responsibility of their own learning and be able to plan, execute and evaluate their own learning. It is however important to note that in SCL, teachers still play a vital role; but they serve more as facilitators than the main actors in students' learning.

One key role of the teachers is to promote the use of a language learning approach that supports SCL and can help students achieve greater success in developing their target language proficiency. One such approach is extensive reading, which I shall elaborate in the next section of the paper.

II. SCL and Extensive Reading

According to Renandya & Jacobs (2016), extensive reading (ER) "...involves students reading large amounts of motivating and engaging materials which are linguistically appropriate over a period of time where they read with a reasonable speed for general understanding, with a focus on meaning rather than form" (p.99). There is a growing body of literature showing that students who read extensively over a longer period of time can enjoy numerous language learning benefits (Jeon& Day, 2016; Krashen, 2004; Nakashini, 2015. Summarizing research findings on the benefits of ER, Bamford and Day (2004, p. 1) write:

Good things happen to students who read a great deal in the foreign language. Research studies show they become better and more confident readers, they write better, their listening and speaking abilities improve, and their vocabularies become richer. In addition, they develop positive attitudes toward and increased motivation to study the new language.

Unlike intensive reading which is mostly teacher-directed in that the teacher plays a key role in the planning, delivery and assessment of the reading lessons, ER is primarily student-directed. Although teacher guidance may be needed at the early stage, once students understand the rationale behind ER, they become less dependent on the teacher and more independent in terms of the kinds of materials they want to read, whether they want to do narrow reading or wide reading (or alternate between the two), when and where they want to read, and what kinds of post reading activities they want to do.

I describe below key characteristics of ER (Day, 2015; Day & Bamford, 2002) that support SCL.

1. Students can choose what they like to read. Choice is a key element in ER and links nicely with one of the key ideas behind SCL, i.e., motivation. Research shows that when students are given the freedom to choose what they want to learn and how they want to learn it, their motivation tends to be higher and they are more willing to invest more thought and energy into their learning.
2. A variety of reading materials is available. This is closely connected to no. 1 above. When a variety of reading materials is available, students will have a good chance of choosing

books that they really want to read. One of the reasons, students have low reading motivation is that they can't find their favourite genres or authors in the school library. Because of this, we need to make available a wide range of fiction (e.g., science fiction, action and adventure, mystery, romance, horror, fantasy, etc) and non-fiction (e.g., self-help, health, sports, travel, biography etc) books for the students to choose from.

3. Reading material is at the students' right level. The connection between this feature of ER and SCL is obvious. As students are still developing their proficiency in the language, they need to read books that are just right for them, i.e., not too easy but also not too difficult. We often expect our students to challenge themselves and read materials above their proficiency level, but this can have a negative impact on their reading interest and motivation. Although some students may find challenging materials motivating, the majority prefer reading materials that are at their 'comfort zone'. In fact, Day and Bamford (2002) use the word 'easy' to refer to the kinds of books that students should read independently. Reading easy materials can help students develop their reading fluency and promote deeper and more meaningful comprehension of the reading materials.
4. Reading is enjoyable/pleasurable. The link between this element of ER and SCL is also quite clear. Learning should be a pleasurable experience. This is particularly important in second language learning. Students often associate learning a second language with an unpleasant experience, where they have to do tasks that are not cognitively and affectively rewarding. These students often see L2 learning more as a chore than something that they enjoy doing. ER is different; when students read books that match their interests and linguistic needs, they not only find the experience enjoyable, but they also reap huge language learning benefits.
5. Reading is individual. Unlike in the teacher-directed intensive reading lessons where all students read the same selection under the close guidance from the teacher, in ER, reading is personal and individual as they choose their own books and read them in their own ways. As Day and Bamford (2002) point out, extensive reading "allows students to discover that reading is a personal interaction with the text, and an experience that they have responsibility for" (p. 139).
6. The teacher serves as a role model. As was pointed out earlier, in SCL the teacher continues to play a very important role, not as a teacher or instructor who designs and delivers lessons systematically, but as a motivator, i.e., as an example for the students to emulate. When students see that their teacher is an avid reader who finds reading enjoyable and who enthusiastically shares her pleasurable reading experience with her students, there is a good chance that students may also read for pleasure.

III. Conclusion

In a recent article, Alan Maley (2016) writes "There is now abundant research into Extensive Reading which shows that, properly conducted, it is indisputably one of the best ways of acquiring, maintaining and extending L2 proficiency." He is not alone in making this claim; other top ELT scholars such as Richard Day, Stephen Krashen and Paul Nation have also said the same thing, i.e., that extensive reading is a powerful approach to learning a language, be it a first, second or third language. And as this paper has demonstrated, ER connects nicely with SCL; it not only promotes self-directed and independent learning but also facilitates students' language development.

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Flipping the Classroom = More Effective Teaching

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I. Introduction

Most classroom lessons are taught in the traditional style where a teacher shepherds students and explains material while students take notes or watch a presentation. This style has been used for a long time and is especially prevalent in South Korea with the use of Native English Teachers (NETs) who supplement lessons and usually act as co-teachers with Korean English Teachers. Lessons are initially presented and explained in the classroom by the teachers. Students listen, maybe taking notes, and proceed to complete assignments in textbooks or worksheets and play a game or take part in an activity at the end of the class. Homework is typically given as a review of the material completed or learned in the classroom and can be considered as being more rote-memorization versus broad application of the lesson into normal everyday usage. Traditional teaching methods can benefit with the infusion of more active learning methods (McCarthy & Anderson, 2000).

II. Proactive Learning

Especially with English as a Second Language (ESL)-learners in Korea, students are taught to sit back and listen passively while teachers introduce lessons and concepts. Homework becomes a source of stress, especially if it is graded, and the benefit of simply copying or following exactly what was taught in class does not seem to be worth the emotional cost (Hu 2015). Giving ESL learners proactive homework assignments about future lessons that are not graded but instead used by the teacher to help shape the classroom discussion may allow students to become more active in the classroom as the material will be more familiar to them already and as the teacher can structure lessons to accurately reflect the abilities of the students, especially if online resources such as surveys or ungraded quizzes are used. The main purpose is for homework to become a proactive way to introduce new materials, ideas, or concepts, a kind of mechanism to provide instant feedback and information to the teacher, which would result in more effective learning and development of students at each level (Mascolo, 2009).

A. Results

For the purposes of flipping the classroom, factors to be considered obviously start with the language level of the learners. At all levels from beginner to intermediate to advanced, moving away from the traditional methodology and adopting a flipped classroom can lead to higher scores and increased understanding, especially in the ESL classroom (Adaeian & Samadi, 2016). Students are eager for knowledge and usually seem excited to learn from NETs. Changing the classroom dynamic and

shifting the focus away from the teacher and more towards the students has the potential to create a superior and more active learning environment for all participants.

III. Conclusion

Currently, the main impediments to flipping the classroom in South Korea seem to be structural from schools or education departments more than a lack of will on the part of teachers. Teachers usually do not have a lot of power in choosing their own curriculum or textbooks and must meet stipulated guidelines or objectives for their classes, and probably have little input in the process. However, using methods to increase student involvement proactively is not necessarily incongruous with those guidelines and objectives and may simply require introducing the ideas and methods clearly to their co-teacher or head-teacher. Using homework to introduce material instead of reviewing it holds a lot of promise for increasing student involvement in the classroom.

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Focusing on Digital Fluency: Inspiring Students to Cross Learning Borders

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In the title and content of this presentation-workshop, the 2018 National and International conferences are acknowledged. (National Conference theme, "Crossing Borders: Korean ELT in the Modern World" and the International Conference: "Focus on Fluency".) As a member of the Publicity Team, James Rush would like to express deep gratitude to the Seoul Chapter for their contributions to the KOTESOL community and offer an invitation for those in attendance to consider future ways of becoming involved with Korea TESOL.

I. Introduction

Students are coming into our classrooms with a great amount of understanding that can be augmented with the use of digital devices and the resources found in the "Internet of things". In the EFL classroom, there are numerous ways the students can accomplish tasks in Korean which they do not have the language skills to explain because they simply don't understand the vocabulary. However, they readily use their "smartphone skills" to accomplish tasks. Their fluency is even more pronounced in other contexts when they are able to use Korean along with their digital tools of communication. As students discover the power of the devices, the phones and tablets, and are encouraged to use additional learning tools, they will become more focused and engaged learners.

They have already proven to be networked into peer groups and online spaces for sharing knowledge (Lee & Kim, 2014). James Rush and his colleague were charged with making a placement test for incoming university freshman but were not given sufficient time to do this before the start of the school year. In order to assess and ultimately learn about the students' abilities, the use of a "Google Form" and the app "FlipGrid" were foundational in getting enough information to place the students in a beginner- or advanced-level class. In this workshop, we will learn more about these tools, along with a few stories and additional digital resources for teachers to walk into the classroom on Monday with options for empowering learners and enhancing educational exchanges.

II. Meeting Students Where They Are At: Online

Online education is definitely a place to be considered when developing assessments and lessons to reach goals. Although Web 2.0 tools and other resources have gone through significant development, they are still not the answers in themselves. Yet, authentic relationships involve a lot of energy and can be achieved by multiple means of interaction. Truly understanding a person is a holistic endeavor that involves ample amounts of physical presence, interesting moments of silence and other nuances that cannot be ignored for creating deeper understanding. Does this need to occur only in person or can it be done via web-based, digital tools? Much of the pedagogy is still being tried and tested, as there is typically a conflict of what is desired for learning purposes and what actually happens when students are given permission to use their smartphones as learning devices. Students do not necessarily care about what the research says and studies show regarding learning outcomes. Teachers and professors desire to make each lesson an optimal learning experience.

This brings us to the ubiquitous answer of, "it depends" to the question of, "Do we or don't we encourage the use of smartphones in the classroom and overall learning experience?" There are hardliners who say that online learning is not an answer. This, it must be noted, is in reference to the offering of a complete class in an online format. There are professors who will strongly oppose the notion of classes being offered in an online format. (Schaberg, 2018). However, this pre-semester placement experience has confirmed that there are gaps in the teaching-learning process that can be overcome by smartphones and online exchanges.

- A. Outside the Classroom - Assessments when contact hours are not possible.
- B. Inside the Classroom - Encourage specific participation with the use of digital tools to help with connecting, translating, and accessing "realia" such as personal photos and maps of homes.

Regarding in-classroom efforts, the established physical place as a regular meeting time all when all of the students are together, the use of digital tools can significantly engage students who would have otherwise gone unnoticed. Actually, even the Korean government is recognizing the use of digital resources as a way to improve the overall education system, all the way down to the teaching-learning exchange. This includes a full commitment to providing devices to students (Grzybowski, 2013). While this does not include the university level learner, it does make a statement that even the state of Korea recognizes the need for all students to have equal access to these tools, technology, and ways of learning.

III. Producing Creative Results by Reinventing the Language Learning Experience

Diversity matters and exploring various students can demonstrate their diversity can enhance the enjoyment of language learning. In Chapter 6 of the book, "Simple, Powerful Strategies for Student Centered Learning" helps provide strategies for celebrating the unique abilities we can find in our students when we design ways for their personality to shine (Renandya, Jacobs, & Power, 2016). Taking a cue from another kind of classroom, we are introduced to the ways in which a master teacher conducts his courses not simply to allow but encourage individuals to express their identities (Nickens, 2014). These students are alternatively assessed as they come together to produce a finished piece of work that is seen and heard in rhythm, song, and even dance. Music professor Dr. Michael Nickens (Doc Nix) of George Mason University welcomes his students with their musical passions into the "classroom" where he regularly holds sessions during the games for George Mason basketball teams.

IV. Conclusion

We can use technology-infused pedagogy to create learning experiences for the students who initiate and continue conversations unique to them as individuals. When we think of the pep-band students of Doc Nix, his students have individual languages expressed in their attire, their choice of instruments, and deep expertise in their musical pursuits. We can do something similar for our EFL students as they utilize the tools they are already familiar with using to reinvent their learning process. They are given choices, which is a hallmark of student-centered learning. When we give them this autonomy and build upon their existing digital fluency, our students can ultimately become part of a chorus that produces a harmonious result. For us as ELT artists and scientists, there is great joy to be found when listening to a roomful of 10+ student-to-student interactions. These conversations started as monologues way back when they first produced their "introduction video" on Flipgrid. Even if it was in KongLish or when the grammar was not entirely correct, the efforts made started a new way of learning and using English. Moreover, the students are the ones driving the learning experience. It is indeed music to this Professor's ears to watch them produce meaningful videos, chat-exchanges and real conversations.

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The Burden of Teaching L2 Writing: Is It Worth Your Time To Correct Students' Grammatical Mistakes?

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I. Introduction

When attempting to communicate, it is in our nature to desire a response. This desire is even stronger for a learner making use of an L2. When using an L2, the confidence that our communicative intent will be interpreted correctly – generally quite strong when using a mother tongue – is no longer present.

Accordingly, as teachers we find ourselves compelled to provide that response to most if not all of our students' language output. In spoken discourse a simple nod or "mmh" can often suffice, but providing a meaningful written response requires a more deliberate act on the teacher's part.

Often left without enough time or mental energy to reflect on the deeper intent of the students' writing and provide feedback in the form of a thoughtful response, a teacher's often default to simply responding to the surface level accuracy of a student's written text. That is, the objective correctness of technical aspects such as word choice, spelling, and grammar in the student's writing.

Circling or directly correcting grammatical errors in particular for many teachers comes to occupy a significant portion of their limited time with providing technical corrections; a repetitive, mechanical task that in the not too distant future will likely be performed by computer systems rather than humans. Given the significant time burden this places on many teachers of L2 writing, it is fitting for us as teachers (and as learners) to take a step back and critically assess the merits of this common practice.

II. Does written corrective feedback work?

The first question to ask of correcting grammatical errors in writing is deceptively simple: Does it work? That is, does providing grammatical corrections through written corrective feedback (henceforth "WCF") lead to an improvement in accuracy when those same grammar features are used in future writing? (Corrections that only produce a change to a revision of the same work and fail to carry on to new writing fail to pass muster as "learning". For us to say that learning has taken place, a student must be able to perform better on their own than they did before the intervening act of teaching.)

Despite thousands of research papers dedicated to this particular question, a clear answer that can satisfy the SLA research community has yet to appear. It turns out that grammatical errors come in many shapes and sizes, and there is good reason to believe that different grammatical errors (not to mention different learners) respond very differently to WCF.

Of the various shapes and sizes of grammatical features, we must consider if a feature is meaning bearing (also called 'global errors') or not ('local errors') (Burt & Kiparsky, 1978). We must consider if a feature is meaningful in the given context of the error. A plural *-ed* suffix conveys meaning by denoting *the* when an action took place. Yet in the sentence, "Jane watch movie yesterday," the omission of the tense suffix causes no confusion on the part of the reader. We must also consider how salient a feature is, both in its aural and written forms. When spoken naturally, *the* in the sentence, "This is the one," has very little aural salience. A learner could often fail to hear *the* in spoken discourse, thus not be aware of its grammatical necessity and easily omit it in their writing, and then also not be primed to positively response to corrective feedback from a teacher with regards to that error.

Corrective feedback comes in many forms as well. WCF can be delivered via direct feedback (i.e. correcting by explicitly providing the correct form) or indirect feedback (i.e. underlining or circling an error and leaving the task of determining the correct form to the learner). A teacher can provide WCF on all errors in text, or choose to target just a single type of error in hopes the learner will take note of the hole in their L2 knowledge.

L2 learners vary significantly from person to person as well. Some learners are patient, some are reflective, some are meticulous in nature, and some respond positively to corrections offered on grammatical errors. Some learners rather go by 'feel', have little interest in analyzing their own output, focus primarily on big picture meaning rather than details, or are very sensitive to corrections in any form, especially those that come in large quantity and in red ink. It would be short-sighted to believe that all learners respond similarly to WCF.

The above is far from a comprehensive list of all the considerations that must go into crafting a research design. Given all the possible combinations of factors, the difficulty of producing replicable research results for many years proved impossible. (For a summary of research findings for WCF, see Bitchener & Knoch, 2008; for a summary against WCF, see Truscott, 2007; for a neutral summary, see VanBeuningen, 2010).

For some scholars, the small effect sizes and lack of replicability of major research findings has lead them to call for the cessation of WCF until such time that it can be conclusively proven to be effective (Truscott, 1996). The burden of proof rests with those making the claim of WCF's utility, after all. This position remains highly contentious in the L2 language education community, but as Truscott pointed out, there is a notable paucity of research clearly supporting the use of WCF.

III. Does written corrective feedback work well?

Does WCF work? While we may not yet have a clear answer to this question, for teachers considering what to do in their classrooms, the question needs to be restated to reflect the practical considerations. Does WCF work well? That is, is it worth my time as a teacher? Are the results significant enough and effective with a wide enough range of grammatical features and learners that my time spent searching for and correcting grammar errors in student assignments is indeed being put to good use? Of all the things I could be doing for my students, is WCF worth the effort it requires?

To answer these questions, let us return to the discussion from the previous section. There is one set of studies which have shown a consistent, durable and replicable positive effect for WCF. These studies are those done by Bitchener and colleagues (see Shintani & Ellis (2013) for a summary). This set of studies has, with one exception, shown an improvement in the grammatical accuracy of English learners. These studies provided direct, focused feedback on a writing sample produced one day earlier and measured improvement through a pre-test, post-test design. Retention of the grammar correction provided to students was demonstrated in one study to be durable for at least 10 months.

These results may excite researchers, but the average L2 teacher has good reasons to remain skeptical. To begin, effect sizes in even the most effective studies remain small. Improvements in accuracy so minor that they can only be detected through statistical analysis are not likely to engender confidence in the common language teacher. We must be careful to not confuse statistical significance with practical significance.

Bitchener's methodology involved WCF on a sample of a student's writing, along with an in-person metalinguistic feedback session. The written metalinguistic feedback focused solely on one particular use of the English definite article, specifically using 'a' for first mentions of an object or person and 'the' for subsequent mentions. This grammatical feature is idiosyncratic and non-intuitive, but not especially complex and with little dependence on the broader syntactic context in which it appears. This is already a major departure from how most language teachers employ WCF and also the wide range of grammatical features they target.

The nature of a research study also is somewhat artificial. In an actual classroom setting, students are concerned not only with grammatical accuracy but also on how well their intended meaning was conveyed. As well, due to work load considerations, often days if not a week or more has passed between when a student completes a writing task and when the teacher returns the writing, with corrections, to the student. This lack of immediacy has a significant effect on a learner's ability to absorb feedback.

Common uses of WCF involve unfocused feedback. That is, feedback targeting many types of grammar errors at once. Corrections are given along with feedback on other aspects of students' writing unrelated to grammar. And not all students have the drive to actively study the corrections to realize the nature of their error and teach themselves the related rule. Many errors that students make are deeply complex and would take a significant amount of time to conduct a mini-lesson on. This is to say nothing of whether the student in question is developmentally ready or has the disposition to attend to and benefit from the offered feedback.

Add to these differences that replicated research findings have only thus far produced conclusive findings for particular grammatical pattern that is relatively uncomplex. When considering all of these factors, there are sufficient grounds for language educators to doubt the effectiveness of any grammatical corrections they provide on students' writing. At the least, there is no need to feel that students are missing a valuable educational opportunity by not receiving extensive grammar corrections.

IV. If not grammar correction, then what?

Why do we, as teachers, give written corrective feedback? We want to demonstrate to our students that we have taken the time to thoroughly read their writing, and want to provide feedback that

learners can use to improve their writing. In most contexts, it is not necessity for L2 learners to have perfect grammatical accuracy.

There are reasons to doubt the effectiveness of written corrective feedback. However, feedback that aligns with students concerns about their writing or feedback that relates addresses aspect that relate to the goal of the writing are more likely to be well received by students or have a more noticeable effect.

For all learners, core aspects of writing skill such as clarity, organization, supporting detail and expressiveness are addressable and likely contribute more to the overall quality of a student's writing than grammatical accuracy. For learners producing essay length work, teachers can provide feedback on features such as paragraph structure and strength of argumentation. For lower level learners, word choice and use of common sentence patterns, along with clarity, are liable to be areas worth targeting with feedback.

IV. Conclusion

Beyond the improvement in accuracy that comes with writing practice, the research literature has yet to demonstrate that WCF itself provided without other teaching interventions leads to meaningful accuracy improvement for a broad range of grammatical errors. Teachers of L2 writing can forgo giving feedback on minor grammar errors without guilt that they are depriving students of a critical learning opportunity.

When providing feedback, teachers should address whatever aspects of a learner's writing are the weakest. Unless a particular grammar error is shared among many students or significantly impacts comprehensibility, both teachers and students will be better served by directing their attention on other aspects of writing. If a teacher does feel that a particular grammatical error should be addressed, then forms of intervention more active than just WCF are advisable.

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Multimodal Writing: A Key for Creative Learning and Teaching

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I. Introduction

This paper emphasizes that a multimodal approach can improve the learning process in an ESL/EFL writing classroom by enhancing interaction between teachers and learners, learners and input materials, and classroom communication in general. Ensuring fluid interaction and optimizing communication by appropriate selection and combination of modes by the teacher provides a framework for a creative learning. Therefore, crucial to an understanding of the multimodal approach to writing is the interaction not only between teachers and students but also with input materials, the classroom environment and external and abstract factors such as students' cultural background, identity, and relationships with the external world.

II. What are Modes?

Underlying a multimodal approach are modes, which are visual, audio, text or speech, and movement channels used in a classical classroom situation. There is nothing revolutionary about multimodality. Historically, communication has always involved different modes, but what has changed and is in evolutionary flux is communication in society at large. Through technology induced interaction and connectivity, multimodality provides resources that challenge traditional forms of communication and even language itself. In the last few decades, the most noticeable shift has been from page to screen (Kress, 2010 p.6), for example from chalk to Powerpoint, greatly influencing design and selection of resources.

III. Multimodal Writing

Multimodal writing encourages the students to produce works that use more than just words and letters to communicate a thought – they may include audio, video, photographs, drawings—basically, any visual element used to supplement the text in some purposeful way. When multimodal texts are viewed, analyzed, and created in the composition classroom, students and instructors are engaging in multimodal composition! Podcasts, blogs, collages, video or audio essays, comic strips, and storyboards all fall under the category of multimodal composition assignments.

IV. Conclusion

In a broad sense, multimodal assignments can help our students develop visual and digital literacy, which is key in a world where new technologies are constantly emerging. As Williams points out in the passage quoted above, our students are already interacting in digital contexts that require multimodal writing. By assigning multimodal projects, we prepare our students to effectively communicate in these contexts.

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What Works in Teaching and Learning?

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I. Introduction

The search for an effective method of teaching and of learning has resulted in many theories and pedagogical practices. In language teaching, specifically, the methodology has evolved from grammar-translation to task-based to natural language acquisition based theories. In each case, as a method was proposed and adopted, the search was to mimic and utilize the method whereby, as children, we acquire our mother tongue. This seemingly effortless method remains the goal of both teachers and students. For teachers, the goal of helping their students to fluency and enjoyment of the language is paramount, while for students the goal is to acquire the language without the drudgery and pain of memorizing large chunks of vocabulary and grammar rules.

II. Background

How children acquire language has inspired such theories as Chomsky's 'innate grammar' and Skinner's 'behaviorism'. For the purposes of this presentation and discussion, the actual empirical situation that exists in language acquisition as opposed to classroom learning, is held to be this: for a child learning their mother tongue there are many teachers - parents, grandparents, siblings and extended family members, which can include society at large, while for the classroom there is one teacher and many students, and often no extended support structure of either familial or social nature. This model of language acquisition being dependent not on the comprehensibility of the input, but on the volume and context of the input, and constant feedback, is, of course, familiar from the ideas of Lev Vygotsky and J.S. Bruner (Early Social Interaction and Language Acquisition).

This is supported by the work of Hart and Risley (Meaningful Differences in the Everyday Experience of Young American Children). They examined the amount of direct conversational input from parents and caregivers. They found that children on welfare hear about 600 words per hour, children from a middle class hear about 1,200 words per hour while children from professional families hear about 2,100 words per hour.

III. Implications

Before production of language must come input, and input is comprehensible not because of content, but because of context. English teachers need to recognize that by speaking, naturally, but with a context, to the student, they are giving them comprehensible input. However, the lack of time for direct contact that would mimic the caregiver-child interaction of L1 acquisition forces the teacher to adopt certain strategies that will assist learners in the most important task they themselves have to undertake - that of active practice. This is the area where scaffolding of production and encouragement, positive learning environment ,and positive feedback play a role.

IV. Conclusion

While the world of L2 learning is full of methodology that supports students during their exploration and acquisition of a new language, it is also true that many classrooms and curricula still depend on grammar and translation, incorporating to a greater or lesser extent task-based, TPR, CCC, and others. In this environment, it is very difficult for a language learner to gain the needed exposure to the language solely from the classroom, and what will work for them is to have a strategy that will expose them to as much input as possible. This takes hard work, and if the teacher can encourage students by monitoring their progress, giving regular support and feedback, and serving as a model for language learning, the lack of many teachers - one student is alleviated.

Promote demonstration of language use via projects, presentations, and creative activities. Show students what is expected, what can be achieved, and show the results of self-monitoring. Make them aware of the fact that attention is needed at every stage of interaction – with the teacher, with the other students, with the material .In the end, all learning works, and all teaching works, when the student's desire to learn is supported and nurtured.

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Mobile pedagogy in teaching English writing skills at Hue University of Foreign Languages, Vietnam

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I. Introduction

The world's educational environment has been changed considerably due to many factors, in which technology is considered the most influential one. In fact, technology is advancing rapidly the education, compelling instructors to be familiar with various mobile learning devices and formulate strategies to incorporate technology into curriculum to meet the changing needs of their students (Jackson et al., 2014). The mobile devices have become a more and more popular tool, which supports and has significant impacts on both teachers and learners in their teaching and learning process in many universities in the world, in general, and in Vietnam, in particular. Actually, Zhang (2015) indicates that mobile technology has been recognized as one of the most important innovations that influenced the teaching and learning.

As a major element in mobile pedagogy, mobile learning is known as "learning that is facilitated and enhanced by the use of digital mobile devices that can be carried out and used anywhere and anytime" (O'Connell & Smith , 2007). In our current time, mobile pedagogy has become more and more prevalent because it has changed the ways of teaching and designing or creating lectures which are different from the traditional ones. Due to the benefits of mobile pedagogy mentioned above, our study focuses on its application into teaching writing English skills, one of the four language skills requires learners a lot of time to practice.

II. Mobile pedagogy application into teaching writing skills

A. Benefits and challenges of mobile pedagogy in teaching and learning a language

Liu et al. (2014) indicate that literature of mobile pedagogy has identified such affordances including 1/ flexibility and accessibility; 2/ interactivity; 3/ motivation and engagement. When students can use mobile devices to study at home and out of class, teachers are also able to incorporate these devices into activities by bringing the real world into the classroom. Besides, students take advantages of mobiles' technological advances to get information and materials such as electronic books, newspapers, video recordings, etc., and to interact and collaborate with other students. In fact, the multimedia devices have brought learners high autonomy capacity over their own learning process, particularly, in a language learning.

Nevertheless, each issue always has two sides: positive and negative. Mobile pedagogy is not an exception. One common challenge for teachers is managing classroom of mobile devices. For an effective lesson, teachers have to ensure that all the devices are charged and updated to run properly. Teachers take the role of both device managers and educators, potentially overwhelming the teachers. Moreover, student-teacher interactions also requires some adaptations on the part of the teacher. In addition, teacher must also learn to handle the independent nature of a mobile device.

B. Using mobile phones text messaging feature in teaching English writing skills

Among the twenty practical ways to use mobile phones to support second language learning recommended by Reinders (2010), there are several ways of improving writing skills. In fact, students can use Notes feature to practice writing skills with some tasks given by teachers. Reinders also adds that students can use the text messaging feature for circular writing, where they are able to create a story together by contributing one text message at a time. Each student writes a sentence or two and then sends this to the next students, who adds another message, and so on until the story is complete. Actually, this mobile phone function is really effective for students to improve their writing skills with different topics such as news reports, instructions, brochures, warnings, short stories, etc. Furthermore, using mobile phones to keep a blog is considered a more advanced form for writing tasks. Students can use Text Messaging and camera features to add messages and post pictures to their personal blogs. Teachers can read blogs and write comments or provide feedback for their reflections on writing skill progress. Furthermore, via mobile phones students are able to access some useful websites to improve their grammatical knowledge (e.g. Grammarly, Grammar Girl, Grammar Book, Grammar Monster), vocabulary (Thesaurus) and writing styles (The Purdue Writing Lab, Writers Digest University, Hemingway App, Pro Writing Aid). In brief, using mobile phone's text messaging feature in teaching and learning a language has motivated us to conduct our research on its application into teaching EAP at our university HUFL.

C. Study method

This study has been conducted for one semester in English writing course for students majoring in English language at HUFL. With the participation of 80 second year students during 15 weeks, our research was implemented in two phases. In the first phrase, we designed *Pre-using mobile pedagogy questionnaire* to explore students' attitudes towards English writing skills and their learning difficulties. In the second phrase, we implemented the teaching experiment with the method of using text messaging on mobile phones to improve English writing skills, then created *After-using mobile pedagogy questionnaire* to reveal students' reflections of their writing progress.

D. Results and Discussion

80 responses shown in two tables were categorized under five headings: those who strongly agree (A), those who agree (B), those who expressed no attitude (neither agree nor disagree) (C), those who disagree (D), and those who strongly disagree (E). The number of responses for each item under each of these five categories were calculated.

Study results are mainly concerned about students' attitudes towards English writing skills and their learning obstacles. Most students did not like much writing skills because of following reasons: first, their vocabulary was limited, especially, they were not good at English collocations, idioms, or expressions; second, some students found writing styles in English completely different from the mother tongue (Vietnamese), so they often made mistakes in writing English paragraphs and essays; third, the majority of students agreed that the writing topics should be more interesting and inspiring; finally, most of students wanted to improve their writing skills because of its importance in improving their communication skills. Most of them agreed that they often used mobile phones in class and out of class, but few of them used it for improving their writing skills (Table 1).

Table 1: Students' attitudes toward English writing skills and their learning difficulties

No	Responses	A	B	C	D	E
1	Among four English language skills, I like the writing the most.	2	5	3	56	14
2	I have problems in English writing because my vocabulary is limited.	37	23	4	10	6
3	I often make grammatical mistakes when I write in English.	35	24	0	7	14
4	I am not good at English collocations, idioms, expressions	42	21	5	7	5
5	I seldom pay attention to the writing styles when writing in English.	31	24	2	10	13
6	I prefer to learn English writing skills with interesting and	24	32	4	8	12

	inspiring topics.					
8	I find writing skills very important for language learners.	35	20	5	11	9
9	I agree that mobile pedagogy (laptops, tablets, mobile phones...) can help us learn better a language (English).	32	25	4	7	5
10	I often use mobile phone in class and out of class (at home, at work, at cafés, restaurants,...)	40	25	0	9	6
10	I never use mobile phones for learning English writing skills.	43	21	2	11	13

After making an experiment with students using mobile phones in our writing class, we found out their significant progress shown by writing skill reflections. Table 2 indicates that most of students were interested in using text message feature because they achieved some useful knowledge of writing skills from websites. In particular, they were able to broaden their vocabulary, grammar knowledge when keeping blogs, diaries or portfolios. Since they could share their ideas and opinions with their friends and teachers, they felt easier to deal with different topics in different writing styles, e.g. narratives, instructions, reports. Those topics were familiar with their daily life, which considerably inspired and motivated their learning of writing skills. Due to the effectiveness and benefits of mobile phones, they also expressed their desires of developing other language skills such as reading, listening and speaking with mobile pedagogy method in the future. However, some students occasionally spent too much time on surfing Internet that affected their learning quality.

Table 2: Students' reflections after using mobile phones in learning English writing skills

No	Responses	A	B	C	D	E
1	I am interested in learning how to write in English with text message features on mobile phones.	35	24	4	10	7
2	I have obtained some useful information of learning English writing skills with Internet sources, websites via mobile phones.	24	35	3	12	6
3	I can review, improve my vocabulary, grammatical structures after using mobile phones in writing class for some weeks.	27	30	2	13	8
4	I find out that my writing skills become better due to my texting practice on mobile phones (creating more blogs, diaries and portfolios).	32	28	3	7	10
5	I can share my opinions and ideas of different writing topics with my friends and teacher.	31	24	2	13	10
6	I often receive comments and feedbacks on my writing from our teacher.	34	28	4	7	7
7	I am satisfied with the mobile pedagogy application in English writing class.	42	20	3	6	9
8	I think I will use mobile phones to improve other language skills such as listening, reading and speaking.	41	25	4	4	6
9	I sometimes spend too much time surfing Internet on mobile phones.	37	23	4	10	6
10	I am occasionally too dependent on my mobile phone, I find it hard to write in English without it.	24	35	5	9	7

III. Conclusion

There is no doubt to realize the great impacts of using mobile pedagogy, specifically, mobile phones on teaching English language for Vietnamese students since mobile phones become the most indispensable and successful means of communication. In particular, the application of text messaging feature of mobile phones into teaching English writing skills in our experiment has been effective to improve students' language learning quality. However, we are still facing open questions concerning texting: what are influences of using mobile phones on students' learning quality? Are

students too dependent on mobile phones in their study? Furthermore, in spite of some limitations on the number of participants and questionnaires, a further study will be conducted with a larger amount of students in the teaching of other language skills such as listening, reading and speaking; hence, the mobile pedagogy application into teaching a foreign language will be more practical and prospective.

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KOTESOL Seoul Chapter Elections Procedures

I. Overview for Chapter Election Guidelines and Requirements

The current constitution and by-laws of KOTESOL's National Executive do not give requirements, guidelines or even protocol suggestions for local chapter elections. Consequently, each chapter has developed its own standards, which vary substantially according to chapter membership numbers, chapter history, attendance at meetings, dominant personalities, members' commitment, policy considerations and other criteria.

Given this situation plus the size of the Seoul Chapter, and because we hold our elections at major annual events, not monthly meetings, the Seoul Executive felt we needed a more comprehensive foundation to orient upcoming elections and plan for future ones. To do so, the executive first asked Dr. Peter Nelson, a long time local member, former chapter and national officer, to survey the many questions associated with chapter elections, and to report to us using criteria that we could discuss and vote upon. In this request he examined election procedures of different chapters, elicited opinions from long-term members of the National Executive, and added his own ideas. It was understood at the outset that while he was to identify individual items as suggestions, and provide justification for them, it was our collective responsibility to consider each in light of our assessment of the chapter's current standing and anticipated changes and challenges as it grows.

The initial report was thoroughly discussed and its amended version will be available to chapter members at meetings and via the chapter website after 15th December 2006. In essence it considers the election process to consist of nomination information before the election, protocol and procedures during the election, and appeals following it. The items were considered as recommendations (preferences), guidelines (procedural advice),

and requirements (standards). The executive is

aware that time for chapter elections and other constraints helped shape our decisions, yet we felt the items below are equitable to all members while ensuring an effective executive

council.

Mary-Jane Scott, President
(On behalf of the Seoul Chapter Executive)
7th December 2006

II. Pre-Election Procedures

Item 1: The election procedure will begin at the chapter meeting immediately preceding the election.

Justification: A suitable time period is necessary to permit members to nominate candidates, and for candidates to advertise their suitability regarding their nominations. As chapter meetings are (generally) held on a monthly basis, this is a suitable period in which to inform and nominate members in person and, for members not in attendance, via the chapter website and/or through *About Seoul KOTESOL* (ASK), the chapter newsletter.

Item 2: Elective positions will include chapter President, Vice-President(s), Secretary and Treasurer.

Justification: Individuals in these roles must have sufficient maturity and commitment to fulfill them, while the chapter membership needs to endorse them via an elective process. These are standard elective offices in most voluntary organizations, including local KOTESOL Chapters.

Item 3: Seoul Chapter are eligible to nominate and vote for candidates.

Justification: This is standard procedure for national, dues-paying organizations with regional chapters. The assumption is that chapter membership has privileges, including the restricted right to nominate candidates who will run their chapter. Moreover, they are more likely to know candidates' qualities and suitability for office.

Item 4: Current members of Seoul Chapter may nominate only one different candidate for each elective office, including themselves. This may be done at a chapter meeting that includes a nomination procedure, by a postal mail-in to chapter officers, or by email, using forms pre-submitted or otherwise available

from the chapter executive for this purpose.

Justification: One candidate per office avoids a nominee's overlap with different offices; self-nomination is standard procedure if one chooses to become a candidate, and standardized nomination forms reduce confusion.

Item 5: Candidates for President and Vice-President(s) must be current members in KOTESOL and have been a member of Seoul Chapter for at least six continuous months prior to nomination.

Justification: These positions require considerable familiarity with chapter events, challenges, and procedures, and nominees should be known to the chapter membership for voting purposes.

Item 6: Candidates for President must have held an elective or appointed position within Seoul Chapter for at least six continuous months prior to their nomination.

Justification: Given the importance, responsibility, and visibility of these positions within the chapter and as representatives to many regional and national KOTESOL events and meetings, candidates must have a proven 'track record' of responsible behavior, commitment and maturity within the chapter.

Item 7: In the event that no candidate for President comes forward from the pre-election executive when nominations are called, the pre-election executive will appoint a suitable nominee from chapter membership as acting president for a period of two months following the election, when a new election for the position of President will be held.

Justification: The two month period will allow sufficient time for eligible candidates to come forward. Should this not occur, the new executive will have to enact necessary procedures regarding this important position.

Item 8: Candidates for Secretary and Treasurer must have been members of Seoul Chapter for at least three continuous months prior to nomination.

Justification: The chapter membership must have an opportunity to know the candidates' strengths, abilities and commitment for these

important offices.

Item 9: Candidates for Secretary and Treasurer, where possible, should indicate their suitability for their nominations.

Justification: Both positions require time, commitment and skill, and nominees should have had some prior experience--within KOTESOL or other organizations--to show their ability and diligence.

Item 10: Nominated candidates are to be given the opportunity to briefly describe (no more than one A4 page) their suitability in a personal statement. These statements should be forwarded to the Elections Officer one week before the election day, and will be made available to members at the election table on the election day.

Justification: This gives members an opportunity to read about the candidates before voting.

Item 11: Candidates can be nominated at the chapter meeting prior to elections, by email, or in writing, and all nominations must be submitted to the Elections Officer one week prior to the election.

Justification: Candidates should make every effort to attend the meeting at which nominations are held. However, this is not always possible, so it is necessary to include those members who cannot attend but wish to be a candidate or nominate one/ them, provided time and other procedures/requirements are followed.

Item 12: Appointed positions will be decided in all respects by the chapter president after consultation with the chapter executive.

Justification: These positions are so diverse (e.g. webmaster, events coordinator), ad hoc and specific, that no generalized standards can fit all situations. Consultation with the chapter executive is an important way for the chapter president to decide someone's suitability, but the final decision should remain with the president.

Item 13: The chapter president appoints an Elections Officer to supervise chapter elections.

Justification: This gives legitimacy to the entire

elections process and reduces confusion.

Item 14: The chapter president appoints qualified volunteers to assist the Elections Officer.

Justification: The Elections Officer will need assistance regarding the nominations process, voting and counting procedures on the day of the election, and for post-election disputes or appeals. The chapter president may appoint qualified volunteers independently of or upon the recommendations of the Elections Officer.

Item 15: Ballots will contain not only nominated candidates' names for each position, but also a provision for write-in candidates.

Justification: This procedure is standard in voluntary organizations and is practiced by the National Executive at its annual elections. It also allows a "last-minute" candidate for a position, provided he/she meets all eligibility requirements stated previously.

Item 16: No eligible member may be nominated for more than one elective position on the ballot.

Justification: One person may possibly win two or more offices, which creates complications and possible conflicts of interest if he/she concurrently assumes more than one. If by chance a write-in candidate is nominated for more than one elective position, the Elections Officer and/or Executive Council must consult with him/her regarding his/her preference for one office only, before votes are counted and results announced.

Item 17: The Elections Officer will be given the opportunity to explain the elections procedures to the chapter membership at the meeting preceding the election, on the chapter website, and/or ASK or another suitable forum/medium/venue.

Justification: All chapter members, whether present at monthly meetings or not, need to know about the elections process in order to make the best informed decisions regarding candidates' eligibility and suitability.

III. Election Day Procedures (at the conference)

Item 18: Pre-printed ballots will be given to

eligible chapter members when they register at the conference, or at the election table. Absentee ballots, proxies and Internet-based voting are disallowed.

Justification: The Elections Officer and/or appointed assistants can quickly determine an attendee's current membership status from chapter membership rolls. This is also fast, reliable and efficient. Absentee ballots and Internet-based voting blur transparency and complicate on-site vote counting and announcement of winners.

Item 19: An election table will be provided within sight of the registration site, and will be attended at all times by the Elections Officer or his/her nominee. Candidates may not sit at the election table.

Justification: Election boxes need to be 'visible' to the electorate, in part to prevent false accusations of ballot box tampering. Furthermore, eligible conference attendees can quickly learn of its location and vote accordingly.

Item 20: No previously nominated or 'write-in' applicants may use individual rooms at the conference site to describe their suitability. Furthermore, none may verbally describe their suitability to others within a cordoned area of 10 meters surrounding the registration site, election site or ballot box, or within restricted areas outside the building where the conference is held.

Justification: The Elections Officer must ensure that registration flow is not impeded, and that candidates not have physical and/or verbal access near the registration site and/or ballot box. This is not an attempt to quash freedom of speech, but to recognize that attendees at the conference are there mainly to attend presentations, with elections being only part of the conference itself. This is standard practice at elections.

Item 21: Candidates may NOT hand out any leaflets or place posters inside or outside the building. 'Write-in' applicants may bring copies of a personal statement and hand these to the Elections Officer, to be made available to voters along with previously submitted personal statements.

Justification: This is a conference site, not a

platform for electioneering. Last-minute write-in candidates will have the same, albeit limited, opportunity to describe their eligibility and suitability in writing, providing they follow the same procedures as those earlier nominees whose names are pre-printed on the ballots. No nominees whatsoever, whether listed on pre-printed ballots or as write-in candidates, may independently distribute leaflets or any other written materials describing their suitability for any position.

Item 22: The Elections Officer, upon seeing or hearing of violations of the restrictions above, has the authority to speak to the suspected violator(s), to provide one warning to cease and desist, or to decide that a nominee's activity has resulted in immediate disqualification for the position that he/she is seeking. His/her decision is final and cannot be appealed at a later time.

Justification: Election rules must be enforced, vigorously yet fairly, to ensure overall equity in the voting process. Every effort will be made to ensure that candidates follow all rules completely, but obvious and determined violation of them will result in immediate disqualification.

Item 23: The period of election shall be from the opening of registration to one hour before official closure of the conference. (e.g. 11 AM to 5 PM if the conference officially opens at 11 AM and closes at 6 PM).

Justification: The closure time ensures there is a sufficient period to count votes accurately.

Item 24: The Elections Officer plus two appointed volunteers will count the ballots in a separate room where available, or in a quiet area, after the closure period.

Justification: To ensure accuracy, counters must not be distracted by noise, etc.

Item 25: One 'representative' for any candidate may witness the counting of ballots, provided they do not verbally or physically interfere with the counting process.

Justification: This is standard procedure at democratic elections and ensures transparency. In general, it is not expected there will be many, or possibly even one, 'representative' present at the counting of ballots.

Item 26: A 'write-in' candidate for an office must receive a minimum of 20 votes in order to be elected.

Justification: A required minimum number of votes ensures that the candidate is known to members, and is an endorsement by some of the candidate's strengths and abilities.

Item 27: When there are more than two candidates for an elective office, the 'winner' is determined by a plurality vote, not a majority vote.

Justification: There is no meaningful opportunity to hold a run-off election at the conference itself. Plurality votes are used quite frequently in elections of this type.

Item 28: When two or more winning candidates for an elective office are tied in ballot votes, the final determination will be made at a run-off election held at the next chapter meeting.

Justification: There is insufficient time at the conference to hold an immediate run-off election. By deferring to the next chapter meeting, all members present (and only those) get to vote again in the run-off election.

Item 29: After the ballots are counted, they will be placed in a sealed box or envelope, with the affixed signature of the Elections Officer or an appointed deputy. If possible and suitable / appropriate, a verbal announcement of results will be made at the close of the conference by the Elections Officer or a member of the chapter executive. They also will be posted on the chapter website soon after, including notification of tied votes and the subsequent need for a run-off election between top contenders for an elective position. The ballots will be destroyed two months after the election.

Justification: This procedure ensures speed, transparency and fairness where appropriate. It also permits sufficient time for both appeals and closure regarding election results.

IV. Post Election Procedures and Issues

Item 30: In elective office positions with tied votes at the conference election, no new

nominations may be submitted. Written ballots will be used.

Justification: Provided two or more candidates in a tied vote remain eligible, the run-off election should be solely between those who were nominated or listed as write-in candidates at the election, not new entrants.

Item 31: If no winner has been determined for an office (i.e. no names were entered on the pre-printed ballot or as a write-in candidate on the day of the election), or if a winning candidate is later found to be ineligible, a new election for the position will be held. The new winner will be determined only by a majority vote of the membership present at the monthly meeting following the conference. Written ballots will be used.

Justification: Eligibility mistakes can and do occur (e.g. a winning candidate may be found not to have current KOTESOL membership at the time of the election). When these occur, they must be addressed. In addition, if no candidate is chosen at the election, or if a write-in candidate does not meet all qualifications (such as a minimum of 20 votes), procedures need to be included that allow new elections to occur.

Item 32: Appeals may be lodged to the Elections Officer up to a week before the first chapter meeting immediately following the conference. They must be in writing, and indicate who has lodged the complaint as well as its nature (e.g. a miscount at the conference).

Justification: Most democratic elections have appeal procedures.

Item 33: Upon receiving a complaint in the appropriate manner from a chapter member, the Elections Officer will discuss the complaint with the Chapter President, making recommendations where appropriate.

However, the final decision will be made by the Chapter President, in consultation with the chapter executive.

Justification: The Elections Officer serves at the pleasure of the chapter president, and holds an appointed position. In contested cases, a decision must be made, which ultimately is the responsibility of the chapter president.

Item 34: In the event of an elected officer's resignation or departure from the chapter before the next scheduled election cycle, the chapter president--after consultation with the chapter executive-- may choose to appoint a qualified person to fulfill the remaining period of elective office, or may choose to hold an election at a monthly meeting. If the latter is selected, all members must be notified beforehand via the chapter website and/or ASK. Furthermore, the chapter president must inform members who is eligible to vote and under what conditions (e.g. by current members attending the chapter meeting, whether to include Internet-based or proxy voting and so on.)

Justification: Vacancies occur for a variety of reasons, and the chapter president may need to act quickly when one occurs and the next scheduled election is several months away. This option permits the president to respond regarding what s/he feels is appropriate to the vacancy created and the situation facing the chapter.

Item 35: After final decisions have been reached regarding these election procedures, an electronic and/or print copy should be made available to other KOTESOL chapters and the National Executive.

Justification: The decisions made by Seoul Chapter may be useful to the above entities.

2018 Seoul KOTESOL Monthly Workshop/Social Schedule

January 20	"New Year! New Technology! Ring in the New School Year with New Ways to Use Technology in the Classroom!" by Angela McCloskey
February 24	"Ringing in the New Academic Year: Reflect, Recommend, Solve, and Plan" led by Elizabeth May
March 17	(none due to the 14th Annual Seoul KOTESOL Conference on march 31)
April 21	<i>still opens for proposal</i>
May 19	<i>still opens for proposal</i>
June 16	<i>still opens for proposal</i>
July 21	<i>on vacation period</i>
August 18	Summer get-together (tentative)
September 22	<i>still opens for proposal</i>
October 20	(none due to the KOTESOL International conference)
November 17	<i>still opens for proposal</i>
December 15	Christmas get-together (tentative)

CALL FOR PAPERS 2018~19

(Monthly Workshop)

A. Guidelines

Abstract format

- Title
- 150-300 words in length (12 font size, Times Romans; 1.5 line spacing; 2cm margins, all sides)
- A paragraph style description of your workshop which makes reference to the following points:
 - a description of your topic
 - responding to a problem in education
 - adding to a teachers skill base
 - highlighting an overlooked area of teaching in Korea
 - developing new insights in English Language Teaching
 - involving students' background (eg. level, age, gender, etc.)
 - expecting results by the end of workshop

Workshop-related concerns

- will your workshop be interactive with group/pair work
 - will you be using powerpoint, whiteboard, or a combination
 - will there be handouts
 - will there be a question and answer session
- * Note: A presenter should submit his/her Powerpoint material a day before the presentation.

Biography format

- paragraph style
- 100 words in length
- written in the third person (no 'I')
- current workplace/ occupation and a selection of previous workplaces
- your interests and education
- previous presentation experience / publications / article (if applicable)
- contact information (optional)
- a photo

B. Benefits

Certificate of Presentation & honorarium

C. Workshop Schedule

Day: every 3rd Saturday of the month

Time allotment: June - 25 or 35 min for each presenter (4 or 3 first-time presenters only)

Other months - 2 hours for the regular workshop (1 to 2 presenters)

none for May & October (national & international conferences) - 2~3 days (date: tba)
& July

D. Participants & Venue

Korean and foreign teachers/professors working in schools, *hagwons*, and universities (about 50)

Sookmyung Professional Center, Sookmyung Women's University, Seoul, South Korea

Contact: Elizabeth May

Workshop Coordinator, Seoul KOTESOL Chapter

workshop@seoulkotesol.org

Notes

KOTESOL

Korea Teachers of English to Speakers of Other Languages

대한영어교육학회

Teachers Helping Teachers
Learn, Share, Succeed

Membership Fees

Regular 1-year
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Lifetime
500,000 won

What Is KOTESOL?

KOTESOL (Korea TESOL) is a professional organization for English teachers in Korea. Members include English teachers from across the globe, Korean nationals, seasoned university professors, and first-time private academy teachers. **KOTESOL** is an inclusive community of practice that strives to improve English teaching in Korea by sharing knowledge and learning from each other.

Why Join?

Enhance your career in education!

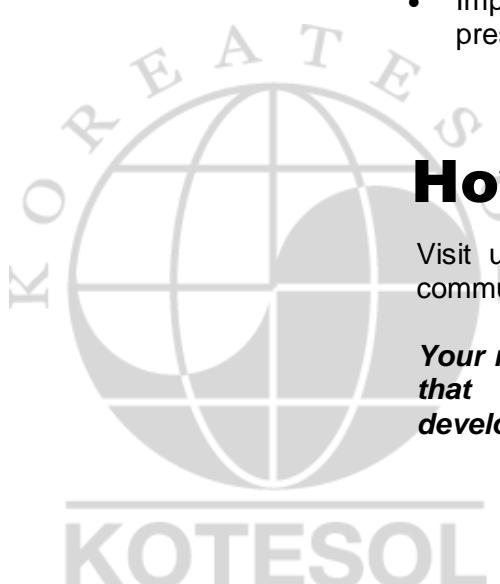
- Add professional affiliation and experience to your resume
- Attend professional development workshops and presentations
- Receive invitations to networking events
- Present at the **KOTESOL** International Conference
- Apply for research grants while furthering your education
- Improve public speaking and presentation skills
- Become part of a SIG (Special Interest Group)
- Participate in our classroom observation program
- Attend **KOTESOL** National Council meetings, vote in elections, or run for office
- Immediately access *The English Connection, Korea TESOL Journal*, and *KOTESOL Conference Proceedings*

How Can I Join?

Visit us at <http://koreatesol.org/join-kotesol> to become part of our community!

Your membership dues help support your local chapter and ensure that KOTESOL continues to offer high-quality professional development opportunities nationwide!

<http://koreatesol.org>





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