

2019 Korea TESOL National Conference
May 25 / Jeonju University, Jeonju

MOTIVACTION

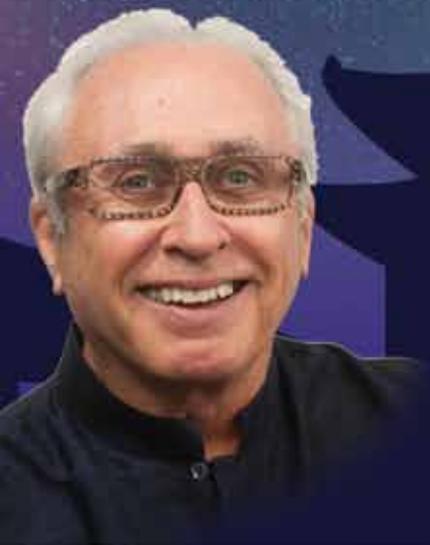
sparking learner motivation in our evolving context

koreatesol.org/nc2019

Plenary Speaker

JACK C. RICHARDS

Seven Myths in Language Teaching





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The University of Birmingham's Department of English Language and Linguistics offers flexible personal development opportunities for professionals wishing to develop their skills and expertise. Our distance learning Masters programmes are delivered part-time over 30 months, to fit around your existing commitments.

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- Start in February, April, July, October or December
- Study entirely online
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- Pay per module

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Contents

1. Schedule at a glance.....	4-5
2. Venue Map	6-7, 16
3. Welcome Messages	8-10
• KOTESOL National President’s Message	8
• Message from the President of JJU	9
• Welcome from the Conference Team.....	10
4. Morning Sessions	16
• 10.00 – 10.45 Sessions	20
• 11.00 – 11.45 Sessions	24
• Lunch Options.....	28
5. 1:00 - 1:45 Plenary: 7 Myths in Language Teaching	29
6. Afternoon Sessions	30
• 2.00 – 2.45 Sessions	30
7. 3.00 – 3.45 Sessions	34
• 4.00 – 4.45 Sessions	38
• Dinner.....	42
8. Sponsors	43

National Conference Committee

CONFERENCE CHAIR:	Aaron Snowberger
CONFERENCE ADVISOR/CHAPTER PRESIDENT:	Allison Bill
PROGRAM TEAM:	Hannah Jones
PUBLICITY TEAM:	Lisa MacIntyre-Park with thanks to Kathleen Kelley and the National Publicity Committee
VENUE AND FINANCES TEAM:	Ingrid Zwaal
REGISTRATION TEAM:	Rachel Barker with thanks to Lindsay Herron , National Membership Committee
LOCAL SPONSOR TEAM:	Suhhee Kang with thanks to Robert Dickey , National OP (Organizational Partner) Liaison
VOLUNTEER TEAM:	Aida Park Thanks also goes to our vetters and all of our volunteers!

THE 27TH ANNUAL KOREA TESOL
INTERNATIONAL CONFERENCE

Advancing ELT: Blending Disciplines, Approaches, and Technologies

October 12-13, 2019

Sookmyung Women's University
Seoul, Korea

Plenary Speakers

Rod Ellis

Andrew D. Cohen

Invited Panels

Women in Leadership
in ELT

Women in Leadership
in Korea

PRE-REGISTRATION

August 1 ~ September 30

<https://koreatesol.org/IC2019>

#KOTESOL2019 #AdvancingELT



Interested in Volunteering?

Join the International Conference Committee for
lunch at the National Conference to learn more!
Check the program book and schedule for details.





Conference App

Looking for a little more dynamic way to experience the conference? Check out the schedule, speakers, venue, and over 90 Jeonju-specific cafés, restaurants, drinking establishments, and hotel options.

Available online, on Google Play, and on the App Store (coming soon).



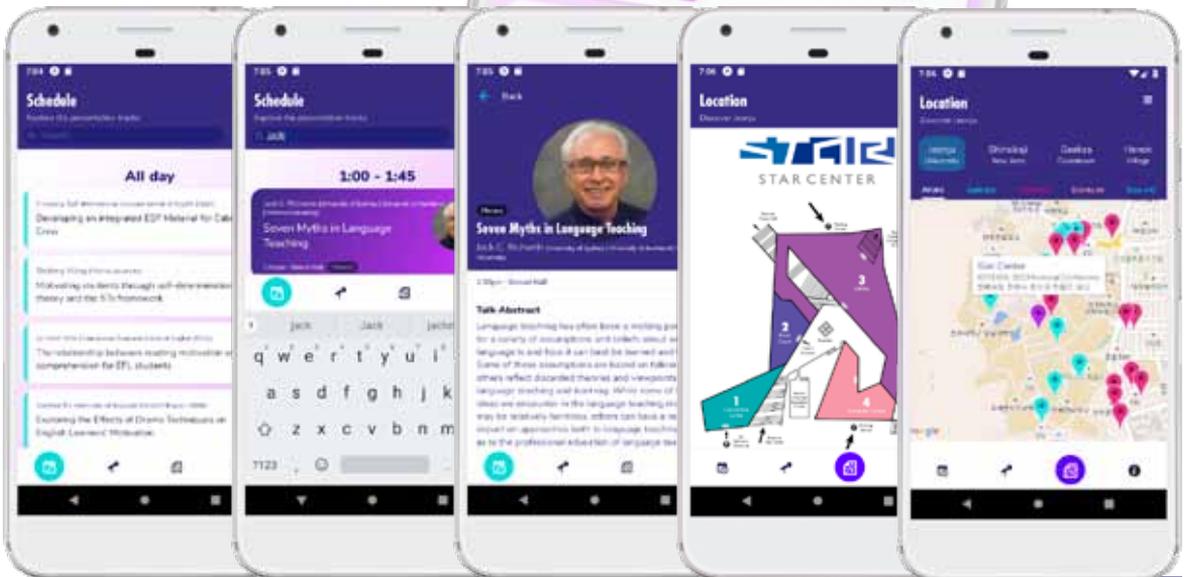
<https://play.google.com/store/apps/details?id=com.jnkjotesol.conference>



(Coming soon!)



<https://2019.conference.jnkjotesol.com>



Schedule

Posters

Michael Free
KOTESOL's International
Conference 2020: The Early
Stages

Michael Free
KOTESOL's "Teacher of the
Year" Award

Onnuri Hall

Highlighted (101)

Motivation (107)

Skills (202)

9.00 - 9.50	Registration	Hallway in front of Onnuri Hall		
10.00 - 10.45	Grace H. Wang How to Do Action Research: A Guide for ELT Classroom Teachers	Ali Safavi Teaching EFL through Korean Culture	David Devora Using Personal Relation- ships to Motivate English Learning	Richard Schlight EFL Academic Writing Instruction Workshop
11.00 - 11.45	James Kimball Motivating Young Learners Through Effective Classroom Management	Julian Warmington Climate Change Vocab. List: The fun-time A-to-Z for global warming EFL	Bryan Hale Using Board Games for Conversation Practice	Richard "Steven" Eigenberg Practicing fluency alone? ABSOLUTELY! How about accuracy? MAYBE!
12.00 - 12.45	Lunch			

1.00 - 1.45	Opening Ceremony & Plenary		Jack C. Richards Seven Myths in Language Teaching
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2.00 - 2.45	Nathalie Calderon Actively Incorporating Race Visibility within the Korean Classroom	James Kimball Motivation: Skip the Theory and Go Straight to Practice	Kylie Genter Improv Comedy as a Tool for English Language Learning	Emmy Min Giving Feedback to Students' Writing
3.00 - 3.45	Jack C. Richards Product & Process in Course Evaluation	Diane Santos To See Each Piece of the Mosaic	Jared McKee Motivating Students to Read: Interactive Activities to Increase Engagement	Nicole Domay Classroom Management Strategies for the English Foreign Language Context
4.00 - 4.45	Katrina Sten/ Jeffrey Baldwin Hagwon Exposé: Where Student Motivation Equals Paychecks	Pamila J. Florea Harry Potter and the Muggle Motivation	Angela (Anjee) DiSanto Teaching Writing with Anything But!	

4.45 - 5.00	Closing			
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Ji-young Suh
Developing an integrated
ESP Material for Cabin Crew

Ju-yeon Kim
The relationship between
reading motivation & compre-
hension for EFL students

Sunhee Ko
Exploring the Effects of Drama
Techniques on English Learners'
Motivation

Shufang Wang
Motivating students through
self-determination theory
and the 5Ts framework

Technology (201)

Mixed (204)

0:00

Research(203)

0:25

Angela Jeannette (10:00)
**Tracking student motivation
through motivational panels**

Eric Duncan Reynolds (10:25)
+ Benjamin Taylor
**Mobile tech & Gamification:
Motiva(c)tion in Korean EFL**

Bethany Martens
**iPad pro Implementation
for L2 instruction**

Mike Peacock
Meet the SIGs Breakfast

Luis Caballero Orozco
**Using Critical Language
Pedagogy in the EFL
Classroom**

Grace H. Wang
**International Conference
Lunch**

Stephen Patrick Hoag
**Exploring Learning
Autonomy and Motivation
in South Korean Students**

Mary Abura
**Developing Learning
Agility**

Samantha Rose Levinson
**A Dual Literacy Approach
For Korean English
Learners' Curriculum**

Yong-Jik Lee
**Elementary Pre-service
Teachers' Self-efficacy to
Teach ELLs**

10.00
- 10.20

10:25
- 10:45

11.00
- 11.20

11:25
- 11:45

Ehean Kim
**Brave New World:
English Class with
Technology**

Michael Rabbidge
**Innovation in the use of
film in ELT**

Jessica Magnusson
**Creating Administrative
Systems with QR Codes
and Google Drive Tools**

Vanessa Virgiel
**EFL in Korea's Remote
Elementary Schools:
Challenges & Opportunities**

Randlee Reddy
**Strategies for student
engagement**

Paul Johnson
Why Study Philosophy?

Grant Kimberlin
**The Evil of Banality: Inter-
subjectivity and the Text**

Hee-uen (Renee) Kim
**Tag-Talk: "Who's it?"
"I'm it."**

Joseph Tomei
**Construal in Language
Learning**

Rhoda Makhanya
**Project-Based learning:
A method to spice up
lessons**

Valentin Tassev
**EL Teachers' Perceptions
on Assessing Pronuncia-
tion of Thai Students**

David Cedric Bennette
**A root analytic approach
to academic word lists**

2.00
- 2.20

2:25
- 2:45

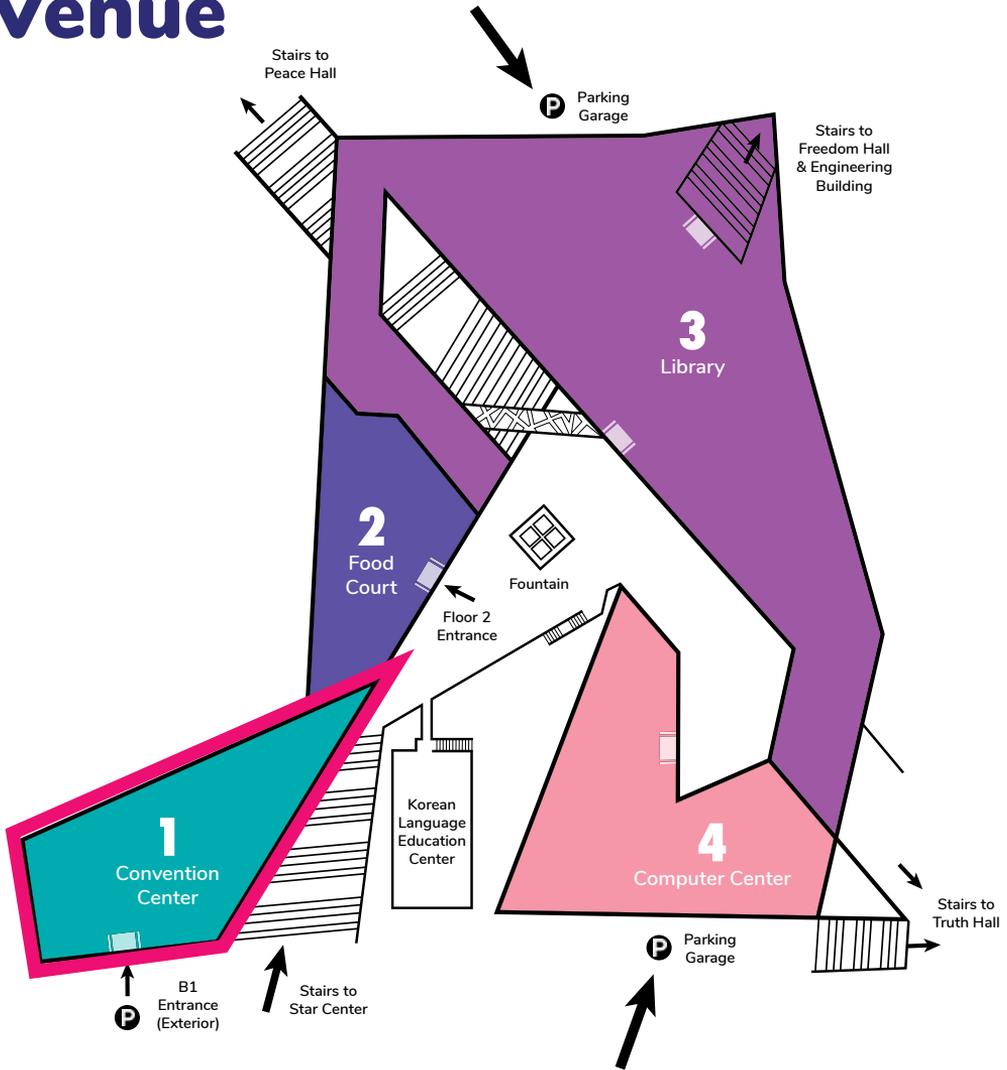
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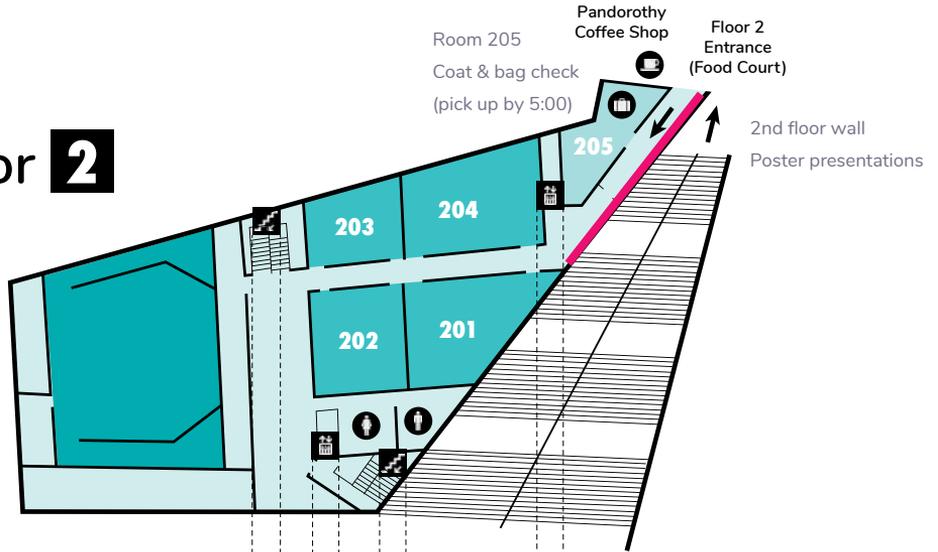
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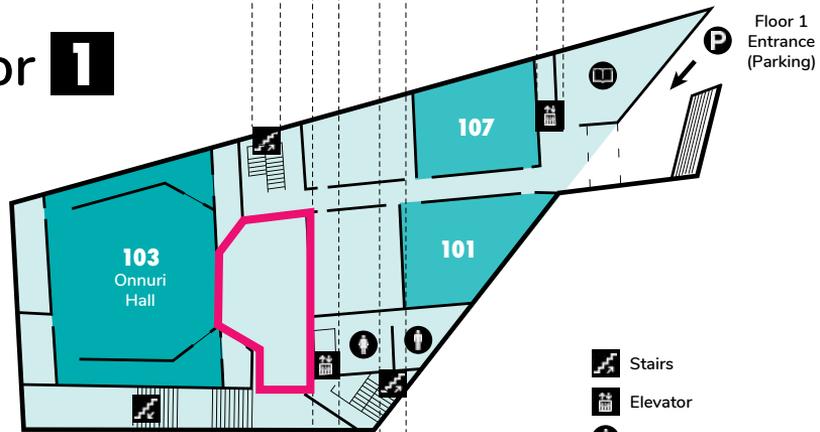
Venue



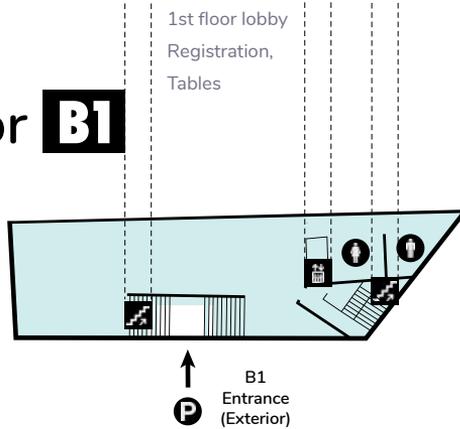
Floor 2



Floor 1



Floor B1



- Stairs
- Elevator
- Men's Restroom
- Women's Restroom
- Parking area
- Food court
- Global Lounge
- University Bookstore

Leave your bags securely in Room 205 (just before coffee shop) anytime during the day with volunteers. **Please pick up by 5:00**, closing at 5:10.

KOTESOL National President's Message

Dr. David Shaffer



We gather in Jeonju this year for the highlight of highlights of the KOTESOL spring events calendar. This is the first time for our national conference to be held in Jeonju, and we commend the Jeonju–North Jeolla Chapter for taking the lead in organizing this event. It was Chonbuk Chapter, predecessor to the present chapter, that became the first KOTESOL chapter back in early 1993. We look forward to more history-making from the region, and the 2019 KOTESOL National Conference is sure to be part of this.

Our conference theme is quite appropriate, and quite thought-provoking: **“Motiva(c)tion: Sparking Learner Motivation in Our Evolving Context.”** While teaching contexts have always been evolving, it has just been recently that we have begun to realize how expansive the contexts are that have an effect on the student both in the classroom and out. A student’s degree of motivation is very much dependent upon the classroom teacher, often more so than we may realize. We, as teachers and administrators, need to light the path for our students; we need to spark the flame that lights that path. We need to take action. What kind of action? Motivation! The many presentations on the conference schedule are sure to provide insights to spur “motivation.”

Professor Jack C. Richards, the man at the top of our marquee for this conference, is at the top of many lists of ELT professionals. We are privileged to have him as our plenary speaker. Prof. Richards is no stranger to KOTESOL and the Korean

context, having given several presentations at our past international conferences, but this is the first time for him to be back in over a decade. We welcome him and his teacher education expertise to ignite that flame of “motivation.”

Our spring and autumn conferences are the showcase of KOTESOL: They show what we have to offer our members and the greater ELT community. They show that we are **“Teachers Helping Teachers.”** They provide sessions on ELT pedagogy and opportunities for networking.

Organizing a conference is no simple task. It takes many hours, many months, of effort by many people working quietly behind the scenes. I would like to commend Chapter President Allison Bill, Conference Committee Chair Aaron Snowberger, and their conference team for volunteering to take on the task of organizing this year’s national conference. Volunteerism builds leaders. Consider how you may volunteer for KOTESOL.

I hope you enjoy the conference. Participate in the sessions, contribute your own expertise, learn from the talks and workshops, and take back to your classroom the sparks for learner “motivation.”

Dr. David Shaffer

A handwritten signature in black ink that reads "David Shaffer".

President, Korea TESOL

Congratulatory Message from the President of Jeonju University

Lee Ho-In, Ph.D.



KOTESOL Jeonju Chapter in Jeonbuk Province has found a beautiful home here at Jeonju University and now they are hosting the 2019 KOTESOL National Conference on our campus. Congratulations!

Teachers from around Korea have gathered at Jeonju University. On behalf of the University, I welcome all of you with my whole heart. We are maximizing our effort for the conference and we encourage everyone to become a part of the family together.

We at Jeonju University pride ourselves on being a part of the community and we believe we can best serve KOTESOL by opening our doors to professional development whenever possible.

Collaborating and sharing with others what we know make us all stronger and happier since it helps educators to possess more updated knowledge as well as skills for solving complex problems and it makes a difference in the classroom to encourage and help students.

This conference is about student motivation, and I am sure for all of you to travel to Jeonju from all across Korea shows how motivated and how involved you are to learn more about teaching and inspiring students. Thank you for your dedication and endeavor for supporting and guiding students, and I wish you have a great and fruitful conference.

During your stay, I also hope you enjoy the facilities of Jeonju University campus as well as the beauty and taste of Jeonju, the most traditional city of Korea. The city of Jeonju, where you gather today, has been designated as a UNESCO Gastronomy City offering a variety of Korean traditional food since 2012. Discover, enjoy, and then come to Jeonju again!

Lee Ho-In, Ph.D.

President of Jeonju University

Welcome from the Conference Team

JNJ KOTESOL President Allison Bill



We are excited to welcome **Dr. Jack Richards**, who very kindly offered to be our plenary speaker for today's conference. We look forward to his new presentation, *Seven Myths in Language Teaching*, which will follow the Opening Ceremony at 1 p.m.

Finding the Right Presentations

It can be intimidating looking at all the presentation titles and choosing one.

Here are some tips.

1. Read the titles, of course, but also, read the abstracts for the sessions you are interested in.

The abstract should give you an idea of what will be covered – whether it's new or old information for you and whether the topic is something you are interested in.

2. Different folks, different strokes.

Some people come looking for techniques and ideas to take back to their classrooms. Others might be interested in the latest thought and research in our field. We can help with both! The 45-minute sessions will talk more about classroom ideas. The 20-minute sessions will more likely discuss current research findings. Of course, you can't have one without the other, so consider mixing it up.

3. Don't forget to visit the poster presentations!

They're right outside the Coat & Bag Check room. You can stop by at any time, but presenters will post a time when they will be available to answer your questions.

Thanks to the vetters!

We recognize your colleagues who read the presentation proposals. They helped us select the 40 presentations you have to choose from this weekend. This is the dedicated team of vetters: **Mary Abura, Rachel Barker, Lisa Bellamy, Luis Caballero, Kimberley Roberts, Phil Schrank.**

We ALL owe these folks a BIG "Thank you!"

We hope you will enjoy the conference! With 7 presentation rooms going for 5 hours, in addition to our Plenary Presentations, I am sure you can find something to help you return to school on Monday ready to put your motivation, and that of your students, into action.

Motiva(c)tion: Sparking Learner Motivation in our Evolving Context

KOTESOL

Korea Teachers of English to Speakers of Other Languages
대한영어교육학회

*Teachers Helping Teachers
Learn, Share, Succeed*

Membership Fees

Regular 1-year
50,000 won

International
70,000 won

Undergraduate Student
30,000 won

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>



Korea TESOL National Council 2018-19

National Officers

- PRESIDENT: **Dr. David E. Shaffer**, Gwangju International Center
- FIRST VICE-PRESIDENT: **James Kimball**, Semyung University
- SECOND VICE-PRESIDENT: **Mike Peacock**, Woosong Culinary College
- TREASURER: **John Simmons**, Hannam University
- SECRETARY: **Martin Todd**, Independent ELT Professional
- IMMEDIATE PAST PRESIDENT: **Lindsay Herron**, Gwangju National University of Education

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- INTERNATIONAL CONFERENCE COMMITTEE CO-CHAIR: **Michael Free**, Kangwon National University
- NOMINATIONS & ELECTIONS COMMITTEE CHAIR: **Maria Lisak**, Chosun University
- PUBLICATIONS COMMITTEE CHAIR: **James Kimball**, Semyung University
- MEMBERSHIP COMMITTEE CHAIR: **Lindsay Herron**, Gwangju National University of Education
- INTERNATIONAL OUTREACH COMMITTEE CHAIR: **Allison Bill**, Jeonju University
- TECHNOLOGIES COMMITTEE CHAIR: **John Phillips**, Independent Computer and Network Specialist
- PUBLICITY COMMITTEE CHAIR: **Kathleen Kelley**, Wonkwang University
- RESEARCH COMMITTEE: **Mikyong Lee**, Chonnam National University | University of Munich

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- DAEGU-GYEONGBUK CHAPTER: **Kimberley Roberts**, Gyeonghye Girls' Middle School
- DAEJEON-CHUNGCHEONG CHAPTER: **Mike Peacock**, Woosong Culinary College
- GANGWON CHAPTER: **Arturo Collado**, Chuncheon Public School System
- GWANGJU-JEONNAM CHAPTER: **Bryan Hale**, Yeongam High School
- JEONJU-NORTH JEOLLA CHAPTER: **Allison Bill**, Jeonju University
- SEOUL CHAPTER: **Elizabeth May**, Sangmyung University
- SUWON-GYEONGGI CHAPTER: **Tyler Clark**, Gyeongin Natl. Univ. of Education, Gyeonggi Campus
- YONGIN-GYEONGGI CHAPTER: **Stewart Gray**, Hankuk Univ. of Foreign Studies, Global Campus

Additional Positions of Importance

- ORGANIZATIONAL PARTNER LIAISON: **Robert J. Dickey, JD**, Keimyung University
- KOREA TESOL JOURNAL EDITOR-IN-CHIEF: **Dr. Kara Mac Donald**, Defense Language Institute (USA)
- THE ENGLISH CONNECTION EDITOR-IN-CHIEF: **Dr. Andrew White**, Induk University
- TEACHER OF THE YEAR AWARD COMMITTEE CHAIR: **Michael Free**, Kangwon National University
- NATIONAL CONFERENCE COMMITTEE CHAIR: **Aaron Snowberger**, Jeonju University
- DIVERSITY COMMITTEE CHAIR: **Luis Caballero**, Ulsan National Institute of Science & Technology

The **Korea TESOL Research Committee** is pleased to announce the recipients of the

2019 KOTESOL Research Grants



Daniel Bailey, Konkuk University

Daniel Bailey holds a PhD from Korea University in Education Technology and works as an Assistant Professor at Konkuk University's Glocal Campus. His research interests are in technology assisted L2 communication. Technology that carries out automatic error correction, translation, voice recognition, and voice to text transcription continue to follow Moore's Law and consequently make communication easier among strangers who speak different languages. Here lies opportunity for a vast amount of new and exciting research. Daniel's career interest is in multi-disciplinary curriculum design that integrates eCommerce, Computer Science and Applied Linguistics. His current projects are related to 1) overcoming L2 speaking anxiety using L1 approach-anxiety psychology techniques, 2) automating teacher-student and student-student interactions with web-integrations, and 3) giving workshops on building virtual agents with programs like Chatfuel, Pandorobot and Dialogflow. With a kind demeanor, he can be contacted at any time on Facebook or by email at dbailey0566@gmail.com.

<https://koreatesol.org/research-comm>



Kevin Kester, Keimyung University

Kevin Kester conducts research into the sociology and politics of education and global affairs with a focus on comparative and international education; education, conflict, and peacebuilding; the global governance of education in conflict-affected contexts; peace and conflict studies; and social theory (de- / post-colonial and postmodern thought, and critical pedagogy). Other areas of interest include post-qualitative inquiry, transrationality, embodied learning, new materialisms, qualitative research methods, and the study of posttruth. For the KOTESOL research project, Kevin is focusing on developing a toolkit of practical strategies for decolonizing intercultural education in Korea.



The KOTESOL Pass-It-On Challenge



Have you benefitted from KOTESOL? I know I have. KOTESOL has made me a better teacher, a better researcher, a better presenter and a better speaker, a better writer and editor, as well as a better leader, organizer, and administrator. Because I have benefitted so much from KOTESOL, I feel obliged to give back through volunteering my time for a variety of KOTESOL tasks (and through these tasks, I benefit even further). I am so happy that I became a KOTESOL member when I did.

I hope you are happy to be a KOTESOL member, too. If that is the case, I encourage you to pass it on – to pass on the word about the benefits to be gained from KOTESOL, to introduce to your ELT colleagues the advantages of membership in the KOTESOL community. Our challenge to each KOTESOL member is to bring one new member into our organization this year. Are you up to the challenge?

— David Shaffer, KOTESOL President

Get More Involved with KOTESOL

Thinking about getting more involved in KOTESOL? Meeting more people? Doing cool things? Volunteering your skills? And learning new things?

But you don't know how? Don't know what you could do? Or who to contact?

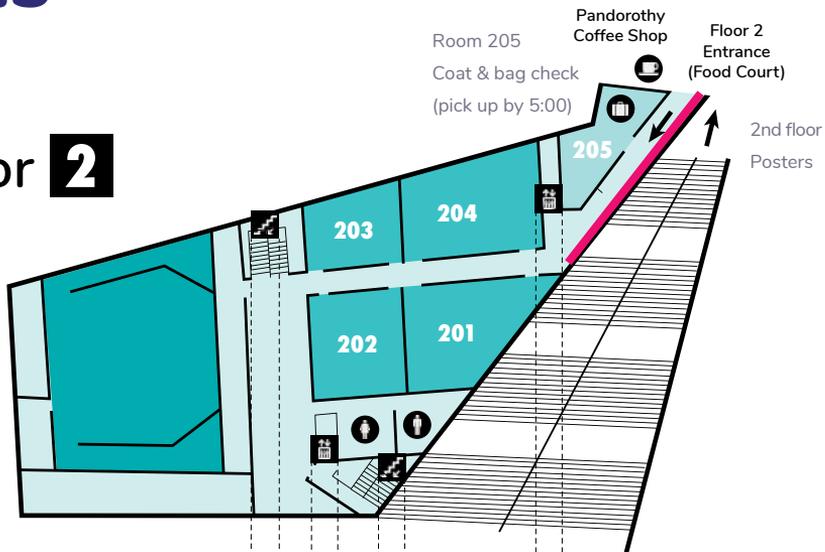
KOTESOL is beginning a new Volunteer Service initiative to make volunteering easier for KOTESOL members. Tasks of all sizes, all types. Details on the KOTESOL website.



<https://koreatesol.org/content/members-we-need-you>

Sessions

Floor 2



PRESENTATION TRACKS

Onnuri Hall: (103)

Highlighted Track: (101)

Motivation Track: (107)

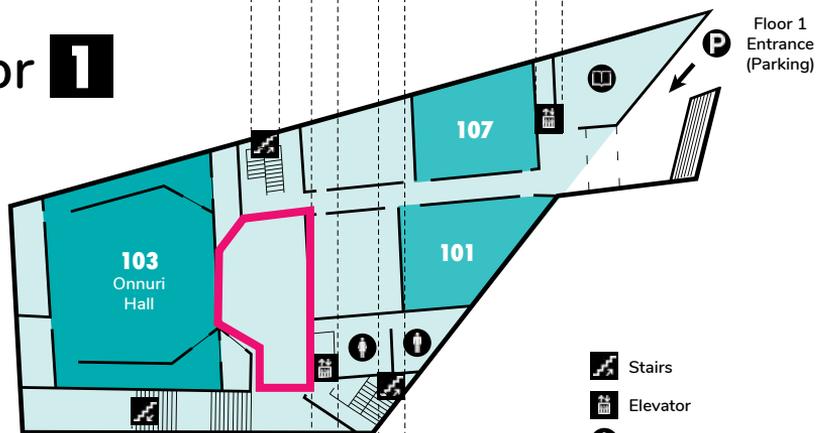
Skills Track: (202)

Mixed Track: (204)

Technology Track: (201)

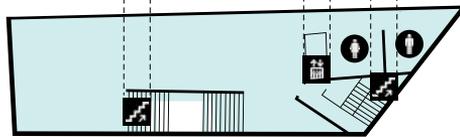
Research Track: (203)

Floor 1



1st floor lobby
Registration,
Tables

Floor B1



- Stairs
- Elevator
- Men's Restroom
- Women's Restroom
- Parking area
- Food court
- Global Lounge
- University Bookstore

Poster presentations will be displayed in the 2nd floor hallway outside the Coat & Bag check (Room 205).



Poster

Michael Free (Kangwon National University)

KOTESOL's International Conference 2020: The Early Stages

Organisational + Conference Planning

KOTESOL's International Conference is a major undertaking, fueled by the volunteer efforts of the International Conference Committee. This poster session provides National Conference attendees a chance to take a peek inside IC 2020, and see how things are shaping up. The visual display will include how the conference committee is structured and operates, as well as some of the preliminary plans for the 2020 conference. The session will also be an opportunity to meet the 2020 Conference Chair, give feedback on past conferences, and share ideas on how KOTESOL can deliver an outstanding event. Finally, for those interested in helping out, this would be a great chance to get in on the ground floor!

Michael Free holds Masters degrees in TEFL (University of Birmingham) and Arts (McMaster University). His professional interests include leadership, content-based language teaching and English as a lingua franca. He is very active in professional development, presently serving as the Chair of KOTESOL's 2020 International Conference, Chair of the Teacher of the Year Committee, and Treasurer of the Gangwon chapter. He is currently a Visiting Professor at Kangwon National University in Chuncheon.

Michael Free (Kangwon National University)

KOTESOL's "Teacher of the Year" Award

KOTESOL Awards

KOTESOL has a new award! The Teacher of the Year award will go to a KOTESOL member who demonstrates an outstanding commitment to our field. Are you such a teacher? Do you know such a teacher? Then, perhaps you know KOTESOL's first Teacher of the Year! This poster session will include: an overview of the award, including an introduction to the committee members and advisory board; an overview of the application procedure and timeline; and details on required materials and evaluation procedure. It will also be an opportunity for KOTESOL members to provide some feedback and make suggestions for how the award can be improved in the future.



Poster

Ju-yeon Kim (Int'l Graduate School of English)

The relationship between reading motivation & comprehension for EFL students

Learner motivation / creativity

The purpose of the study was to examine direct and indirect relations between reading motivation and second-language (L2; i.e., English) reading comprehension through two sequentially related mediators: metacognitive reading strategy and English morphological awareness among sixth-grade Korean students (N = 173) learning English as a foreign language (EFL). Finding shows that the direct relation of motivation with L2 reading comprehension was not significant. However, the indirect effect via metacognitive reading strategy and morphological awareness was significant. The results suggest that higher reading motivation increased metacognitive reading strategy and then morphological awareness, which, in turn, contributed to L2 reading comprehension.

Ju-yeon Kim is a graduate school student in the ELT material development program at the International Graduate School of English. She has worked as a special education teacher at a public elementary school and a local office of education for over ten years. Her interests are literacy and research-based interventions for students with special needs including students who are struggling to learn to read. She holds an MA degree in Education from Seoul National University.



Poster

Sunhee Ko (Int'l Graduate School of English)

Exploring the Effects of Drama Techniques on English Learners' Motivation

Learner motivation / creativity

This presentation looks at the impact of drama-based instruction on EFL Secondary English learners. In this presentation, attendees will be guided through what drama-based instruction is and how drama can be integrated into English class. Attendees will also be introduced to its influences on EFL Secondary English learners' motivation. The presenter will introduce the methods she used to collect data and discuss results from student reflections, teacher journals, and interviews. The implications of the collected data will then be discussed including how drama can be integrated into English teaching. Through this presentation attendees will gain understanding of drama integrated English teaching and its impacts on English learning motivation in EFL Secondary context; furthermore attendees will have a new insight of teaching English in a more enjoyable and engaging way.

Sunhee Ko is a graduate student in the TESOL program at the International Graduate School of English. She has five years of experience teaching English in various public schools from elementary to high school in Korea. She has previously presented at MATSDA on developing speaking material using drama techniques. Her research and practices focus on integrating drama into English teaching in order to engage students in English learning and English learning motivation.



Poster

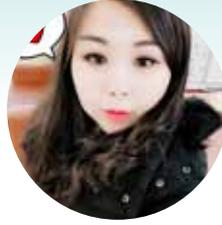
Ji-young Suh (Int'l Graduate School of English)

Developing an integrated ESP Material for Cabin Crew

Materials / course design English for specific purposes

Air transportation has become a necessary part of globalization and the role of flight attendants as well as their communication competence has become vital factors in the success of the aviation business. This presentation looks at Content-Based Instruction (CBI) English for Specific Purposes (ESP) Course materials which the presenter designed specifically for cabin crew. The purpose of this course material project was to develop learner-centered ESP materials that integrate CBI and situational language teaching as a framework to meet the particular needs and unique characteristics of cabin crew. Through this presentation, attendees will gain a deeper understanding of an integrated approach to English materials for cabin crew and practical ways to develop their own materials.

Ji-young Suh currently works as a full-time English teacher at JLS Gang-Dong English Premier Center teaching young learners. She is also an M.A. candidate majoring both in English language teaching and materials development program at the International Graduate School of English. Her previous experience includes English language teaching at Elementary schools in South Korea and working as a cabin crew for Emirates Airline. Ji-young's research interests include English for specific purposes for cabin crew, using process drama and creative drama as English teaching tools, and teaching English for young learners in an EFL environment.



Poster

Shufang Wang (Paichai University)

Motivating students through self-determination theory & the 5Ts framework

Learner motivation / creativity

Motivation plays an important role in learning foreign languages and many scholars have conducted research to analyze how motivational strategies can help students learn English well in the EFL class. This paper seeks to extend motivation theory to students' and teachers' attitudes in the EFL classroom based on the self-determination theory (SDT) of Barkar et al. (2010) and the 5Ts of motivation framework of Renandya (2013). The 5Ts refer to teachers, teaching method, task, test and text. In order to have a better understanding of students' and teachers' attitudes, two questionnaires were designed. Participants were 12 students and 8 English teachers from universities in Shanxi province, mainland China. Students were divided into three groups, with 4 each, who belongs to different levels: low, intermediate and advanced level. Through this study, students are guided to motivate themselves to learn English well through SDT. Furthermore, some practical suggestions are given to teachers. Teachers should notice that if their attitudes towards motivation through the 5Ts are similar to those of students, teachers can motivate their students by adopting appropriate strategies. If attitudes differ, they can pay more attention to changing their strategies to motivate their students.

Shufang Wang is now a Ph.D student in PaiChai University and majored in TESOL English Education under the supervision of Prof. Chang-in Lee.

MAIN HALL



Onnuri

Grace H. Wang (University of Birmingham, UK)

How to Do Action Research: A Guide for ELT Classroom Teachers

Professional Development

A notable trend in recent literature is the emerging evidence of the transformative power of teacher-led ELT research on the professional development of teachers, especially because of the context-specific nature of the research. Action research projects and other reflective practice forms of teacher inquiry that allow teachers to investigate their local teaching contexts offer better continuous professional development (CPD) than top-down, decontextualized CPD models. So whether your aim is to present at conferences, publish a paper, be a better teacher for your students, or just further your professional development as an ELT practitioner, there are few better ways to accomplish these goals than conducting action research to investigate your classrooms. This workshop will be light on the theory and heavy on the practical how-to of action research, to provide a step-by-step guide for the classroom teacher who has a yearning to achieve ELT excellence.

Grace Wang is an Associate of the Department of English Language and Applied Linguistics, University of Birmingham, UK, for the MA TESOL/Applied Linguistics program. She has more than 20 years of experience teaching English at top universities in Korea and Thailand. She is also Chair of the 2019 Korea TESOL International Conference and currently serves on the Korea TESOL Research Committee.

HIGHLIGHTED



Room 101

Ali Safavi

Teaching EFL through Korean Culture

Cross-cultural / intercultural communication • Young learners

Background knowledge of a given topic is one of the most important factors for young learners. In order to decode a given text, the reader must apply a combination of bottom-up and top-down processes such as word identification and phonetics but also they must bring their own background knowledge and ideas of the world to the text. Yet often in EFL education in Korea students are presented with culturally American centric texts to study. Meaning that not only do they have to decode the text they must also, simultaneously, comprehend an entire history and culture that is alien to them. The act of reading cannot happen independently of the world in which the reader exists. I suggest that more effort needs to be put into developing and utilising texts, story books, and other material that focus on local culture and history but in English. Removing this unnecessary and possibly imperialistic barrier to learning English as a foreign language.

Ali Safavi has been teaching English as a foreign language in South Korea since 2011. He has taught at both public and private education institutions in that time, primarily teaching elementary aged students from grades 3 to 6. Ali graduated from the University of Derby, England with a 2:1 in Broadcast Media in 2009. After he decided to focus on language education he obtained a CELTA certificate from the Manchester Academy in 2012 and a Master's in Education with a concentration in TESL from Framingham State University in Massachusetts, America and Hanyang University in Seoul, South Korea. He currently works at the Lingua Language Institute in Busan, South Korea teaching debate classes and reading.

MOTIVATION



Room 107

David Devora (Hoseo University)

Using Personal Relationships to Motivate English Learning

Learner motivation / creativity

This workshop will examine my educational philosophy of relational teaching as it relates to motivating students through personal relationships, group games, and interpersonal activities in the EFL classroom. Students are motivated by many factors such as curriculum, organization of class, and management. However, this workshop will analyze other non-academic motivation factors including teacher personality, character, and temperament. My “iceberg” theory proposes that student motivation is subconsciously influenced by teacher’s passion, enthusiasm, charisma, and positive attitude. Who the teacher is and what the teacher does in and outside of class both influence the learning and motivating process. The teacher therefore must assume many roles to motivate students with high levels of approving, encouraging, and inspiring. We will explore “sharing and caring” techniques, building rapport, relational reciprocity, and interpersonal activities.

David Devora is an Assistant Professor in the Department of Industrial Organizational Psychology at Hoseo University in Cheonan. He also teaches several elective and conversation classes. He holds a degree in Psychology from California State University, Bakersfield. He is the President of Cheonan Toastmasters. He was the Vice-President of Cheonan for the Daejeon-Chungcheong Chapter of KOTESOL from 2013-2016. He is a self-taught EFL teacher and has over 10 years of teaching experience in Korea. He also enjoys traveling, hiking, and spending time with friends. He has a black belt in Taekwondo.

SKILLS



Room 202

Richard Schlight (SolBridge Int'l School of Business)

EFL Academic Writing Instruction Workshop

Academic Writing Instruction

This workshop is intended as a forum in which writing instructors and tutors can share their approaches towards non-fiction EFL writing instruction and discuss the techniques that work best for them in given situations. We will focus on such big picture issues as helping students generate ideas, understand weak versus strong arguments, plan their essays, support their claims, and cite their sources. From a technical standpoint, we will discuss the technical problems in student writing that impede upon the clarity of students’ writing. Although some of the material may help instructors with students of all backgrounds, the focus will be on advanced intermediate and higher Korean learners.

Richard Schlight runs the writing center at Solbridge International School of Business in Daejeon where he also teaches a written communications class to multilingual learners. He has researched the efficacy of the writers workshop as a means of developing the writing skills of ESL graduate students and has published book reviews on EFL writing in *Journal of Second Language Writing* and *Applied Linguistics*.

TECHNOLOGY RESEARCH



Room 201

Angela Jeannette (Chosun Uni.)

Ups and downs - Tracking student motivation through motivational panels

Learner motivation / creativity

Understanding what motivates and demotivates learners is an important part of teachers' responsibilities. One way of achieving this is using questionnaires according to "retrospective panel design", a method developed for investigating patterns and reasons of motivational changes at different points in time among learners. After discussing the basic layout as well as advantages and disadvantages of this method of qualitative data collection, participants will be presented with the result of one such analysis conducted in 2018 with first year German majors over the course of two semesters. Pedagogical implications for teaching a foreign language other than English in Korea will be addressed.

Angela Jeannette is currently an assistant professor in the Department of German at Chosun University, Gwangju. Previous positions include both leadership and teaching responsibilities for the German Academic Exchange Service (DAAD) and the Goethe-Institut in Africa, South East Asia and East Asia.



Eric Duncan Reynolds (Woosong)
+ Benjamin Taylor (Woosong)

Mobile tech & Gamification: Motiva(c)tion in Korean EFL

Gamification, motivation, & mobile apps

In this research presentation, we discuss the results of our studies into implementing Kahoot! in our university classes. Kahoot! is a popular mobile/computer application that turns simple quizzes into game show-like competitions. While both mobile technology in education and gamification are among the hottest topics in TESOL and education in general, in practical fact, multiple meta-analyses reveal that little of the research in these areas has met high standards and demonstrated that mobile tech and gamification actually work. In our quasi-experimental study, we sought to meet that challenge head-on by exploring two questions: Can Kahoot! improve vocabulary acquisition? & Does Kahoot! change student attitudes and motivations in their EFL classes?

Dr. Eric Reynolds has been a world traveler for EFL. He holds a Ph.D. in Educational Psychology from the University of Illinois at Urbana-Champaign and teaches at Woosong University in Daejeon. **Ben Taylor** is an assistant professor and hiring coordinator at Woosong University and Language Institute in Daejeon. He has an M.A. in English from Eastern Kentucky University.

MIXED



Room 204

Mike Peacock (Woosong College)

Meet the SIGs Breakfast

Special Interest Groups

KOTESOL Special Interest Groups, or "SIGs", are your way to connect with like-minded English instructors. Our KOTESOL SIGs have online communities on both our website and Facebook. Some have offline activities as well. This "Meet the SIGs Breakfast" will give you an opportunity to hear more about what each SIG has to offer and allows you the opportunity to ask facilitators any questions you may have. Breakfast and coffee/tea will be available throughout the presentations.

Currently Active KOTESOL SIGS:

- Christian Teachers, Classroom Management, Environmental Justice, Multimedia & CALL, People of Color Teachers, Reflective Practice, Research, Social Justice

Find out more about KOTESOL SIGs at <https://koreatesol.org/sigs>

Mike Peacock has been teaching EFL in Korea for the past 16 years. He currently resides in Daejeon where he lives with his two cats Willy and Guri. Mike has been teaching at Woosong College for the past 12 years.

RESEARCH



Room 203

Stephen Patrick Hoag (Chungbuk National University)

Exploring Learning Autonomy & Motivation in South Korean Students

Learner motivation / creativity

This presentation illustrates an exploratory approach to motivate students to improve their spoken English in a South Korean regional university setting. After negotiating an observed extracurricular English program which offered limited but facilitative grade points for participation, students gained autonomous learning opportunities to practice their spoken English over a semester. A survey consisting of items related to anxiety towards English, motivation towards learning English, and actual participation in the trial program was administered to participating students. This presentation will explore those results, as well as discover some positive ways to improve student autonomy and motivation towards learning English outside of the university classroom.

Stephen Hoag has been teaching in South Korea for 12 years. Before that, he was an English lecturer for an intensive English program for international students at University of Manitoba, Canada, and spent a great deal of time mentoring (via EAP framework) visiting professors from around the world. He finished his TESOL practicum teaching students through Computer Assisted Language Learning (CALL), and has been recently involved in curriculum development. He has earned degrees in History and English through the University of Manitoba, Canada, and most recently his TESOL MA through the University of Birmingham, England.

RESEARCH



Room 203

Samantha Rose Levinson

A Dual Literacy Approach For Korean English Learners' Curriculum

Developing Student Skills

ELL vocabulary curriculum is often build to help students decode new words in a decontextualized fashion. This project explores the role that task-based curriculum plays on literacy development to better equip second language (L2) English speakers who are living in a non-English speaking country to advance to English language high school and university. The presentation focuses the development of a curriculum with task-based learning activities that supports the vocabulary development of elementary Korean English language learners using Greek root words and affixes beyond vocabulary word lists. The curriculum uses grapheme, phoneme, morpheme awareness, integrated in a way that helps students understand how words are built. Students find meaning of unknown words by breaking the word down into its parts as well as analyzing the context of the text. My guiding question is this: How will the use of task-based learning activities affect the reading and writing literacy of elementary Korean English language learners? I hope that educators find that the units offer a new perspective to ELL vocabulary acquisition that accesses and builds on background knowledge leading to higher comprehension.

Samantha Rose Levinson is a graduate of Master of Education with a reading and writing certificate from Hamline University as of May 2019 and a Bachelors of Fine Arts form Alfred University in May of 2006. She has lived and worked in Mokpo, Korea for the past ten years.

10:00 - 10:45

MAIN HALL



Onnuri

James Kimball (Semyung University)

Motivating Young Learners Through Effective Classroom Management

Young Learners • Classroom Management SIG

Young Learners need to be emotionally invested in classroom activities to succeed. Unfortunately, YLs can be easily distracted or bored. There are a host of reasons why it is difficult to sustain YLs' motivation: activity type, lesson sequencing, language content, time-on-task, the teacher's role, classmates, home life, diet, sleep, etc. The list is endless. It should come as no surprise that creating and sustaining positive learning experiences takes time, skill, patience, and understanding. In this workshop we will examine core principles and ideas for motivating children; we will then survey some practical solutions to improve classroom conditions necessary to maintain YLs motivation to learn.

James Kimball holds an MSc in Educational Management in TESOL, and his research interests include program evaluation, assessment, and issues related to curriculum development. James, or Jake, was the founder of the Young Learner and Teens Special Interest Group and has worked for many years professionalizing TYL in Korea. He is now the Facilitator of the Classroom Management Special Interest Group. After teaching EFL in Korea for many years in the private sector, he is now an assistant professor of English in the English Department of Semyung University, where he has been teaching for the past 7 years.

HIGHLIGHTED



Room 101

Julian Warmington (Climate Education Network)

The Climate Change Vocab. List: The fun-time A-to-Z for global warming EFL

Interdisciplinary Language Learning • Survival / The Environment and Social Justice

The easy A-to-Z our students and we need to start to deal with climate change. A companion project to the C3: the Climate Change Curriculum, another crowd sourced development to mobilize professional action on learning and teaching "adaptation" and "mitigation" of the "industrial greenhouse effect" and related issues. Being a workshop, the list will be introduced, and time will be kept for questions, queries, and creative contributions. GGESkills.Wordpress.com

Julian Warmington has been teaching at the university level in South Korea for more than ten years. He is a member of the Climate Action Network,- a group of volunteer EFL teachers available for consulting on developing lesson plans and curricula, and/or class interviews on climate change issues. He is a founding member of KOTESOL's Environmental Justice special interest group. His professional interests include teaching climate change, critical thinking, and cooperative learning. GGESkills.Wordpress.com

MOTIVATION



Room 107

Bryan Hale (Yeongam High School)

Using Board Games for Conversation Practice

Learner motivation / creativity

Board games can be valuable resources to support conversation practice in many settings including public schools, after school programs, English centers, universities, hagwons, community-focused programs, and language clubs. But some promising-looking games don't actually motivate much language use, and board games can be expensive. In this session we will explore reasons why some games fall flat, some offer diminishing returns of usefulness, and some seem to almost magically help learners produce language and enjoy communicating in English. This session will include discussion and advice about which games are really worth investing in, and which can be worth adapting for our learners. In addition, the presenter will share some insights from scholarship on 'language play' and his own research into the relationship between playful feelings and language production during gameplay, and offer participants opportunities to reflect on and understand learners' language play experiences.

Bryan Hale teaches at Yeongam High School in Jeollanamdo. He has worked with all age groups, but especially tweens and teenagers, and previously spent several years teaching elementary and middle school students in both public and hagwon settings. He has recently completed a Master of Applied Linguistics (TESOL) research project exploring the relationship between learners' experiences of playfulness and language production during speaking games.

SKILLS



Room 202

Steven Eigenberg (Busan University of Foreign Studies)

Practicing fluency alone? ABSOLUTELY! How about accuracy? MAYBE!

Developing Student Skills

Internationally known tests (such as IELTS) show that Korean student production skills lag behind their reception skills. Practicing reception alone (reading and listening) students have many options for practice (videos, books, comics). BUT practicing production alone is problematic. It would be a wonderful thing if 2nd language learners could always be with a native or near native speaker for practice and feedback, but that is not possible. This presentation will offer two solo practice activities that can be easily taught to students. The first is speaking and the second is writing. Both of these activities have been used at Busan University of Foreign Studies with close to 1000 students. The speaking fluency changes have been dramatic and popular with the students. Some of the students have used the practice techniques in other languages (Chinese and French) and they are reporting improvement there too.

Richard "Steve" Eigenberg teaches at Busan University of Foreign Studies. He holds two MA degrees (TESOL and an MBA) and a CELTA. He has 10+ years teaching experience in Korea and previously presented at KOTESOL in 2012 "Teachers Stop Talking and Use Your Hands". His works have been published by the Busan Metropolitan Office of Education and English Connection Magazine. Email: steve@tggroup.biz.

TECHNOLOGY



Room 201

Bethany Martens (The Ohio State University)

iPad pro Implementation for L2 instruction

Technology

In this presentation, I will discuss ways in which I have theorized the implementation of an iPad toolkit to better support learners in my “Academic Writing in English as a Second Language” class. Drawing upon the ecological perspectives of linguistic holism, I have designed L2 writing goals and lessons from a Content Based Instruction (CBI) conceptual framework. This presentation will follow my technology implementation journey, including first steps of implementation, adaptations to challenges in technological implementation, and solutions and pedagogical implications based on self-reflection and student feedback. Given that almost every L2 teacher tends to employ emerging technologies to their classroom practices, my journey of the implementation of iPad technology into the L2 writing classroom can give many English language teachers valuable insights into how technology can be used to effectively promote a holistic linguistic approach, while supporting instruction to meet both content and language objectives in various educational contexts.

Bethany Martens is an instructor and PhD student of Teaching and Learning: Foreign, Second, and Multilingual Education at The Ohio State University. She has an MA in TESOL Education from MidAmerica Nazarene University and has taught English as a Second Language in South Korea and China for over 7 years. Her current research interests include CALL and CBI in TESOL education.

MIXED



Room 204

Luis Roberto Caballero Orozco (UNIST)

Using Critical Language Pedagogy in the EFL Classroom

“101” Topics

Since the 1970 English translation of Paulo Freire’s *Pedagogy of the Oppressed*, both it and subsequent texts on critical pedagogy have become ubiquitous in teacher education programs. Many linguists and educators have expanded on this framework to adopt it for the EFL classroom, dubbing it “critical language pedagogy (CLP).” Although research on CLP in Korean contexts is limited, Crookes (2010) demonstrated that Korean high school students welcomed opportunities to engage in critical, non-authoritarian dialogues with their teachers despite stereotypes about East Asian cultures. Furthermore, Ooiwa-Yoshizawa (2012) argues, critical EFL educators ought to highlight changing norms in English language usage, as well as heighten student awareness of marginalized populations’ lived experiences through classroom activities. DeWaelche (2015) echoes these sentiments, finding that Korean university students will successfully overcome perceived socio-cultural limitations to critical dialogue, thereby developing critical thinking skills. Participants in this workshop will explore the meaning and impact of critical language pedagogy, and explore ways to use it in their classrooms.

Born in Mexico and educated in the United States, **Luis** has many experiences teaching English & Spanish in high schools, universities, non-profits, and corporations around the world. He holds a Bachelors degree in speech & linguistics, as well as a Masters in higher education. His teaching passion lies in developing critical thinking & public speaking skills in English language learners.

RESEARCH



Room 203

Mary Abura (Chonbuk National University)

Developing Learning Agility

Learning styles • Learning agility

Developing approaches to learning skills becomes more important than ever through the schooling process. Learners must be equipped with skills and strategies that allow them to be thinkers, communicators, risk-takers, inquirers, reflective, caring, open-minded, balanced, principled and knowledgeable. One way to improve learnability is to align the objective (learning target), skill indicator, and strategy. Most importantly, we also need to take an evidence-based approach to monitor student progress and provide cognitive coaching conversation.

Mary Abura identifies as an Educational Sociologist. She is an avid reader with a great interest in education within the context of social responsibility, as well as the impact of the 4th Industrial Revolution on labor and employment. She posits: the world is changing for our youth which is why learning agility should be emphasized by educators and taught as an essential life skill to learners.

RESEARCH



Room 203

Yong-Jik Lee (Far East University)

Elementary Pre-service Teachers' Self-efficacy to Teach ELLs

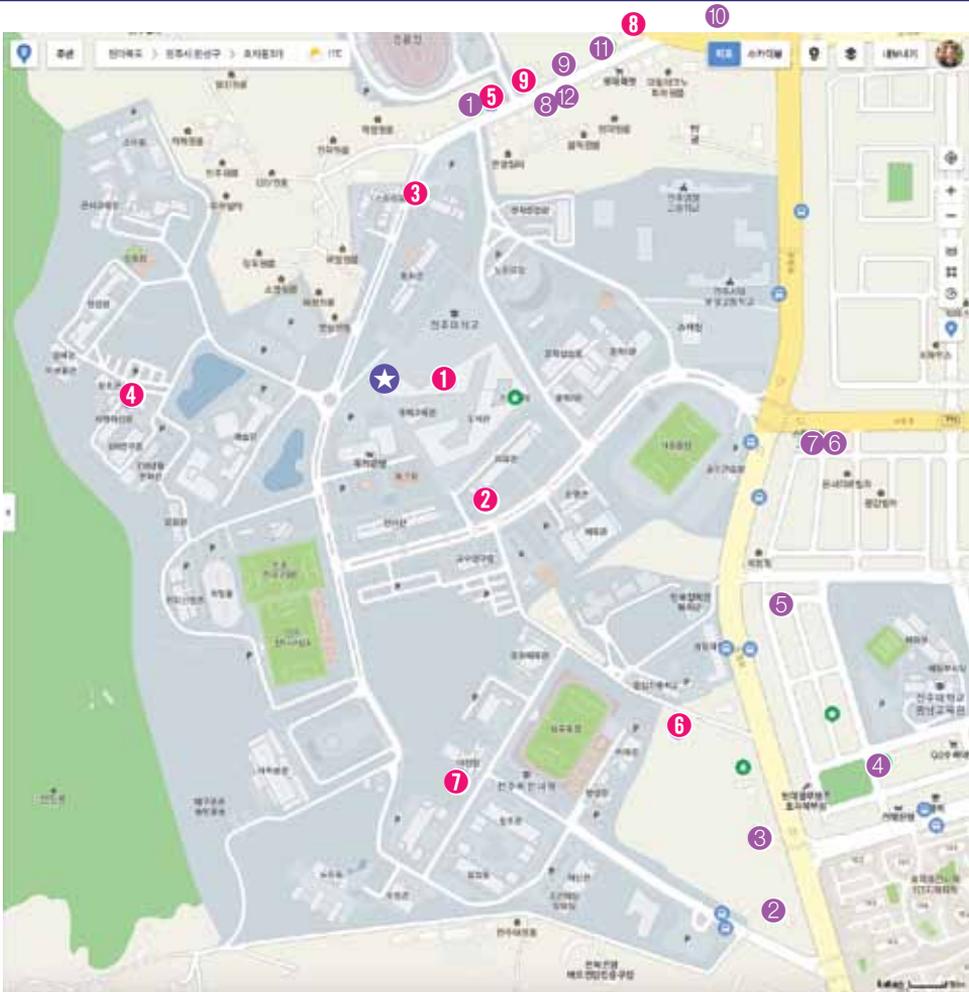
Reflective Teaching Practice • Microteaching

Recognizing a lack of previous studies of mainstream teachers' preparation for teaching ELLs, this study examines four pre-service teachers' self-efficacy while working with ELLs through ESL microteaching experiences. The data consisted of two individual interviews with four pre-service teachers and researchers' two classroom observations. Study findings indicated that the four pre-service teachers' self-efficacy was generally improved after having participated in ESL microteaching experiences because it enhanced pedagogical knowledge and provided more opportunities to evaluate their knowledge through microteaching practices. However, pre-service teachers' self-efficacy varied depending on ELLs' diverse English proficiency, home languages, and previous teaching and working experiences with ELLs. This study provides several suggestions about how teacher educators can create a purposeful ESL microteaching experience for teacher candidates in the teacher education program.

Yong-Jik Lee, Ph.D., is an Assistant Professor in Foreign language program at Far East University. He teaches courses focused on English speaking, reading, and writing. His research interests include the flipped classroom, English for specific purpose, and preservice teacher education for multicultural students in Korea.

11:00 - 11:45

Lunch Options



Coffee

- 1 **Pandorothy Café** Star Center
<https://pandorothy.imweb.me/>
- 2 **Mango Six Café** Jayoo Building
전주시 완산구 천장로 303 063-225-9606
- 3 **Café Bene** Star Tower
- 4 **Coffee & Bakery** EM Building
- 5 **Ediya Café** Old gate
전주시 완산구 백마산길 26 063-223-3133
- 6 **Kaldi Café** Back road exiting JJU
전주시 완산구 천장로 259-13 063-236-9393
- 7 **Color in Coffee** Vision University
전북 전주시 완산구 천장로 235
- 8 **The Liter** Old Gate
전북 전주시 완산구 효자로 64 1층
- 9 **Gong Cha** Old Gate
전북 전주시 완산구 백마산길 14 1층

Food

- 1 **Gilgoryeo** Baguette burgers
전북 전주시 완산구 백마산길 28
063-229-3735
- 2 **Zip'n'Burger** Hamburgers
전북 전주시 완산구 천장로 227-12
063-225-0312 blog.naver.com/zipnburger
- 3 **아그집왕빠감자탕** Korean, 감자탕
전북 전주시 완산구 천장로 255
063-224-0079
- 4 **현대옥** Korean, 콩나물국밥
전북 전주시 완산구 후곡길 10 102호
063-222-2623
- 5 **Pochana** Thai, vegetarian options
전북 전주시 완산구 후곡길 23-9
063-227-4211 blog.naver.com/mrpadthai
- 6 **Mom's Touch** Chicken & burgers
전북 전주시 완산구 서원로 8
063-225-3600 momstouch.co.kr/
- 7 **Pho Sarang** Vietnamese
전북 전주시 완산구 서원로 6 1층 101호
063-229-0688
- 8 **Heungi Dalk Kalbi** Korean, 닭갈비
전북 전주시 완산구 백마산길 17 1층
- 9 **Sinpo Woori Mandoo** Korean
전북 전주시 완산구 백마산길 10
063-227-5222 sinpomandoo.co.kr/
- 10 **우리국수잘하는집** Korean, 국수
전북 전주시 완산구 효자로 67-11
063-237-0660
- 11 **Mo Fac Story** Mexican, burritos
전북 전주시 완산구 효자로 64 1층
- 12 **Jinmi & Jinmi** Korean
전주시 완산구 백마산길 19

PLENARY



Onnuri Hall

Jack C. Richards (University of Sydney | University of Auckland | Victoria University)

Seven Myths in Language Teaching

Plenary Presentation

Language teaching has often been a melting pot for a variety of assumptions and beliefs about what language is and how it can best be learned and taught. Some of these assumptions are based on folklore, and others reflect discarded theories and viewpoints about language teaching and learning. While some of the ideas we encounter in the language teaching market may be relatively harmless, others can have a negative impact on approaches both to language teaching as well as to the professional education of language teachers. It is assumptions and claims of the latter kind that are my focus here, in which I want to examine seven persistent myths and claims about second language teaching.

Jack Richards has had an active career in the Asia Pacific region and is currently an honorary professor in the faculty of education at the University of Sydney and at the University of Auckland and an Adjunct Professor at Victoria University. He is a frequent presenter worldwide and has written over 150 books and articles on language teaching as well as many widely used classroom texts including the *Interchange* and *Four Corners* series.

Recent publications include:

- *Jack Richards' 50 Tips for Teacher Development* (Cambridge)
- *Key Issues in Language Teaching* (Cambridge)
- *Curriculum Development in Language Teaching 2nd edition* (Cambridge)
- *Approaches and Methods in Language Teaching 3rd edition* (Cambridge)
- *Language Learning Beyond the Classroom* (with David Nunan, Routledge)
- *Creativity in Language Teaching* (with Rodney Jones, Routledge)

Jack has active interests in music and arts and supports a number of scholarship programs. In the musical domain he has commissioned numerous works by New Zealand composers.

In 2014 the Jack C Richards Decorative Arts Gallery was opened at the Tairawhiti Museum, Gisborne New Zealand. In 2011 he was awarded an honorary doctorate of literature by Victoria University, Wellington, for his services to education and the arts and in 2014 received the Award for Patronage from the Arts Foundation of New Zealand. In March 2016 the International TESOL organization as part of their 50th anniversary honored Jack Richards as one of the 50 TESOL specialists worldwide to have made a significant impact on language teaching in the last 50 years.

Opening Ceremony & Plenary 1:00 - 1:45

MAIN HALL



Onnuri

Nathalie Calderon (Sookmyung Girls Middle School)

Actively Incorporating Race Visibility within the Korean Classroom

Special Interest Groups

With the ever changing demographics in Korea, and the increased access to social media, Korea is welcoming the most globally connected and diverse generation of students compared to just a decade before. Though this interconnectedness is bringing people across the world closer together culturally, a narrow understanding and lack of sensitivity for people of different backgrounds still prevails. The Korean education system understands the changing demographics of their students and is implementing multicultural education but what is lacking is a broader curriculum that aims to teach all Koreans to better understand and appreciate cultural differences [Kim, S. K, & Kim, L. H. R (2012)]. In this presentation we discuss why actively incorporating racial diversity is imperative in the scope of these changes. Through interactive dialogue, we will explore and share ideas on how to combat implicit biases within the classroom and how to utilize our role as a Native Teacher to ensure that students empathize with people of different backgrounds, expand their cultural awareness, and immerse them in cultural understanding opportunities to help create a more culturally conscious generation.

Nathalie Calderon has been an ESL instructor in Korea for the past 5 years. Although she is currently a teacher, her career started in the nonprofit sector with organizations such as The United Way, The Make-A-Wish Foundation, and Big Brothers Big Sisters. She found a passion working with nonprofits that fought for equal opportunities for minority students in the Central Florida area.

HIGHLIGHTED



Room 101

James Kimball (Semyung University)

Motivation: Skip the Theory and Go Straight to Practice

Classroom Management • Data collection

Motivation is a complex web of attitude, interest, and commitment. Add to this the cyclical nature of motivation where our learners roller coaster through the ebb and flow of language learning. Motivation has been an area of increased study since 2000, and research has uncovered some of the mysteries of the psychology of successful language learning in that time. However, in today's workshop we will cast aside theory and instead investigate our own classroom practice with a more pragmatic approach to motivation, looking at what teachers do and what they do not do enough of in their class to motivate their students. Anchored by a previous study (Ten commandments for motivating language learners: results of an empirical study, Dornyei & Csizer) in Language Teaching Research, we will share ideas in small groups by reflecting on our own teaching context.

James Kimball holds an MSc in Educational Management in TESOL, and his research interests include program evaluation, assessment, and issues related to curriculum development. James, or Jake, is also keenly interested in teacher development and is the Facilitator of the newly formed Classroom Management Special Interest Group. After teaching EFL in Korea for many years in the private sector, he is now an assistant professor of English in the Liberal Arts Department of Semyung University, where he has been teaching for the past 7 years.

MOTIVATION



Room 107

Kylie Genter (MOE NIIED English Education Center)

Improv Comedy as a Tool for English Language Learning

Learner motivation / creativity

This workshop will present teachers with a basic knowledge of improv comedy rules and games modified for an ESL classroom. First, teachers will learn some basic improv/theater warm up games followed by a brief overview of the rules of improv and how they align with common ESL classroom goals. Following this brief introduction, teachers will jump right into various improv games starting with easy, basic games and gradually working towards more difficult games. The improv games will provide students with opportunities for spontaneous English production through speaking, regardless of age or ability. All teachers in this workshop are expected to play the games. After playing several games teachers will be asked to break into small groups and discuss how they could utilize these games in their own classrooms.

Kylie Genter is an English teacher at the MOE NIIED English Education Center located in Jeju, South Korea. She's originally from New York, USA. Her classes for Korean English teachers specialize in improv comedy in the classroom, storytelling techniques, Jeju Culture, and Jeju Geology. She has lived in Korea since September, 2012 and has taught students from age five to eighty-three.

SKILLS



Room 202

Emmy Min (University of Southern California)

Giving Feedback to Students' Writing

Developing Student Skills

In this proposed workshop, the presenter will facilitate an activity around giving feedback to students' writing. By interacting with audience, the presenter will show examples of students' writing and discuss ways to give feedback. The presenter will also introduce different types of rubric and how to use rubrics as a guiding tool to give students feedback. The presenter will also work with audience to discuss ways to give encouraging feedback to promote student motivation for learning.

Dr. Emmy J. Min is an Associate Professor of Clinical Education at University of Southern California's TESOL program. Some of the courses she teaches include "Instruction for English as a New Language," "Assessment and Instruction for Diverse English Learners" and "Language Teaching Approaches and Strategies." Min's research interests include the issues of social and cultural capital, gender, language and online learning as they relate to the education of English language learning and ethnic minority students.

TECHNOLOGY



Room 201

Ehean Kim

Brave New World: English Class with Technology

Technology

This presentation aims to share the ideas of combining technology with English classes to make them more attractive and authentic to language learners. The necessity of using technology is because of the following reasons. First of all, the main problem of FL setting is language learners do not have enough input out of their English classes. Second, the new generation cannot stand traditional English instruction as in the grammar-translation method so that the new trend of language teaching is gamification. Furthermore, differentiated lessons for individual learners become a focal point of language classes. Carefully designed lessons with technology can be a panacea about the problems above, motivating language learners. The participants of this presentation would learn how to use technology effectively to boost language learning. Some useful websites to be able to motivate language learners as well as the ways of using technology I used to be a polyglot will be provided.

Mr. Ehean Kim graduated Magna Cum Laude from Salisbury University with a B.A. in ESOL. He has taught ESOL in the United States, Colombia and South Korea. His research interests include polyglots and developing a curriculum with technology. He speaks English, Korean, Spanish and Chinese.

MIXED



Room 204

Vanessa Virgiel

EFL in Korea's Remote Elementary Schools: Challenges and Opportunities

Young Learners

The Ministry of Education mandates that every Korean public school offer English classes starting at elementary grade three, yet students in Korea's most remote village and island elementary schools are at a disadvantage in accessing quality English education in comparison to their urban peers. In this workshop we will first explore the reasons why students at these rural elementary schools often face a number of challenges in getting a solid foundation in primary-level English skills in ways that students in metropolitan areas do not. Then, we will look at what an English teacher working at one of these rural elementary schools can do to help compensate for the constraints encountered, and also explore the affordances this particular teaching environment offers. The workshop will then cover practical tips such as useful classroom activities and games, before concluding with a chance for workshop participants to share ideas from their own teacher tool-kits.

Vanessa Virgiel is a linguist and EFL/ESL educator who has taught in Korea and the United States. She holds a Master of Education in TESL (Framingham State University, Massachusetts, USA) and a Bachelor of Arts in Applied Linguistics (Portland State University, Oregon, USA). Her areas of interest within ELT include materials design, CALL, intercultural competency development, and how to extend the ethos of inclusive education to the field of TESOL.

RESEARCH



Room 203

Grant Kimberlin (Pukyong National University)

The Evil of Banality: Intersubjectivity and the Text

Learner motivation / creativity

This presentation compares recent research on L2 collaborative meaning-making with research on the banality that makes up much of the available ELL course material to assert that the traditions of Critical Pedagogy and Critical Theory offer key insights into both learner and teacher motivation. It is the tension between positional and nonpositional advantages to education that stand as one of greatest and most enduring barriers to motivation on both ends of the classroom and this presentation forwards Habermas's concept of linguistic intersubjectivity as a lens through which more engaging teaching practice and course material can be designed, delivered, and reflected upon.

Grant Kimberlin teaches English presentation, conversation and writing courses for Pukyong National University's Department of English Language and Literature. His research interests include issues in the sociology of education, systems theory and education, world-systems analysis and the structures-of-knowledge approach, and phenomenological analysis.

RESEARCH



Room 203

Rhoda Makhanya (Woosong University)

Project-Based learning: A method to spice up lessons

Learner motivation / creativity

Heads of English departments and English teachers are concerned about South Korean students who are losing enthusiasm or interest in the learning of English as a second language. There are many factors that might be the cause of the problem, but my focus is on the ones that students lack motivation and that course materials are boring and meaningless. In this presentation I'll explain how Project-Based learning can spice up lessons and how it can be implemented. My explanation will be based on the activities conducted with Woosong University nursing student English lessons. I'll also discuss how Project-Based learning motivates students and improve their interests. Therefore, the use of Project-Based learning proved to helps students make real life connections with materials as well as increasing motivation and collaboration while having fun in their learning.

Rhoda Makhanya obtained her Bachelor's degree in Pedagogics (B.Pead) in 1991 at KwaZulu Natal University in South Africa. In 1996 she completed her Diploma in Biological Sciences. In 1999 she obtained her B. Ed (Bachelor in Education) and in 2001 she completed her M.Ed in the same university of KwaZulu Natal in South Africa. She taught Science in different highs in South Africa and in 1997 she was appointed as the Head of Sciences Department. In 2003 she migrated to the United Kingdom where she continued with her career as a Science teacher.

2:00 - 2:45

MAIN HALL



Onnuri

Jack C. Richards (University of Sydney | University of Auckland | Victoria University)

Product & Process in Course Evaluation

Professional Development

There are two ways of thinking about course evaluation. One is the dominant approach in educational planning that considers evaluation as a set of activities to develop efficient and effective ways of achieving learning outcomes. The rigor with which course development is carried out – drawing on procedures that include needs analysis, planning learning outcomes, designing a course and syllabus framework, and using effective methods of teaching and learning – will determine the success of the outcomes. Curriculum processes are seen as ways of bringing order, control, and direction into language teaching and language course design. From this perspective, evaluation is viewed as essential to maintaining the quality and success of a language program. The alternative approach to evaluation can be described as process evaluation and focuses more on the values that the curriculum reflects and how the curriculum is realized through the procedures and activities of teaching and learning. From this perspective, evaluation has very different goals. Its goal is exploration and understanding. This view of evaluation is inquiry-based and is concerned with knowledge building, with understanding, and with explanation. The goal is less diagnoses and improvement and more on a holistic exploration of teaching in context. This is a sociocultural approach to evaluation in which classrooms are seen to have a rich life that unfolds over time, as events and processes interact and shape the way participants think, feel, and act.

HIGHLIGHTED



Room 101

Diane Santos (University of Birmingham, UK)

To See Each Piece of the Mosaic

Cross-cultural / intercultural communication

With rates of international marriages in South Korea trending upward, we are seeing an increase in the student population of mixed heritage children. How has South Korea's traditionally homogeneous society been responding to such changes in its cultural fabric? As stakeholders in education, we have the perfect opportunity to model inclusivity and to begin a positive dialogue about diversity. This interactive workshop will provide a space for brainstorming answers to the following questions: How can we shape a classroom to accommodate cultural and linguistic pluralism? What are the ways in which we can practice cultural sensitivity when addressing traditional ideas of purity? What are the ways in which we can bring positive visibility to students of mixed heritage?

Diane Santos' adventures in ESL teaching started in 2007 at a small hogwan in Taebaek, Gangwon-do. Since then she has taught in both public and private institutions in four provinces across Korea. Over several cups of tea with friends, she has mused over the incredible changes she's witnessed in the country's landscape over the past decade.

MOTIVATION



Room 107

Jared McKee (Silla University)

Motivating Students to Read: Interactive Activities to Increase Engagement

Learner motivation / creativity

Reading is a skill that many students are struggling with everywhere, across the world. Combine that with second language learning in English, it can be a challenge to motivate students to read. In this interactive presentation and workshop, I will talk about my strategies for getting students to be interested and active in their learning English through engaging activities and lessons that are fun and meaningful. Activities include close reading and analysis, activities with a ball and reading aloud, using a word wall and storyboard, and memorization of key sentences to be spoken aloud. In addition, I will go into the research-based strategies that help students increase in their literacy level. Also, I will explain experience working with elementary and secondary students in a private alternative school.

Jared McKee is an assistant professor of English at Silla University in Busan. I recently was an English teacher at a private alternative school in Paju, where he taught literature and reading skills to elementary and secondary students in English. He is passionate about promoting literacy in Korea to English language learners. His research interests include language and literacy education and bilingual methods to teaching second languages.

SKILLS



Room 202

Nicole Domay (Ulsan Institute of Foreign Language Education)

Classroom Management Strategies for the English Foreign Language Context

Classroom Management

Teachers of all creeds are constantly making decisions on behavior management in the classroom. However, when there is a language barrier such as the one in the English foreign language (EFL) setting, those decisions and actions can become more difficult to execute. Due to this issue, this presenter will inform the audience on positive ways to handle difficult behaviors in the classroom through strategies derived from Applied Behavioral Analysis (ABA). Following the presentation, the audience will be invited to discuss issues in their own classrooms and brainstorm solutions together. This interactive presentation will be applicable for all ages and levels of English.

Nicole Domay is an English teacher in Ulsan, South Korea who is completing her Master's degree in Applied Linguistics and TESOL at the University of Leicester in England. She has been teaching in a classroom for about 4 years and has a background teaching language to people with special needs for 2.5 years. Her experience has been with a range of ages with the bulk of experience with young learners. She is the Treasurer of the KOTESOL branch of the Busan-Gyeongnam Chapter.

TECHNOLOGY



Room 201

Michael Rabbidge (Hankuk Uni. of Foreign Studies)

Innovation in the use of film in ELT

Technology

Commercial film and video have long aroused the interest of language educators, promising to motivate learners while providing language- and meaning-rich input. In practice, its use has mostly been disappointing. The first part of this workshop examines the strengths and limitations of the medium, arguing that effective practice is built upon a sound understanding of the stylized nature of film dialogue and how it differs from ordinary conversation. Part two explores new directions in the use of video, demonstrating the use of materials produced in close collaboration between film makers, applied linguists and language teachers. We demonstrate a range of materials and teaching ideas for different levels, including pragmatics-focused lessons, applications of Conversation Analysis, writing lessons, and applications to online self-study. We conclude with reflections on the suitability of these materials within the Korean context.

Michael Rabbidge works in the English education department at Hankuk University of Foreign studies. He has taught English in both South Korea and New Zealand. He has worked on teacher training courses and TESOL programs in South Korea, and published articles about his research in this context.

MIXED



Room 204

Randlee Reddy (Woosong University)

Strategies for student engagement

Learner motivation / creativity • Student engagement

No two students are alike in how they may approach learning. Arguably, no two classes are ever the same, even if the same content or course is being taught. Each class has its own unique atmosphere. Similarly, not every student learns or interacts in the same way. The goal of the instructor is to develop and promote a learning environment that encourages active participation from all students. Students learn in diverse ways, which can be further complicated by majors, language and culture. What this alludes to, it all of these factors make the possibility of engaging diverse students a challenging task. In this presentation, we will highlight various strategies that different institutions/instructors/researchers use in order to create actively engaged students. What are some of the best practice strategies for engaging students. This presentation will focus on general ways to develop active engagement with students in the classroom, as basis for discussion.

Randlee Reddy serves as assistant professor at Woosong University. He is an educator, author, and leader. He has also worked in leadership development with Nonprofit Organizations, Coaching, basic Conflict Resolution, writing & Editing, and Volunteer Management.

RESEARCH



Room 203

Hee-eun (Renee) Kim (Int'l Grad School of English)

Tag-Talk: "Who's it?" "I'm it."

Technology

This study explores the process of the Learning-Oriented Assessment (LOA) model assisted by mobile in the classroom teaching IELTS speaking. It is aimed to investigate the characteristics of the mobile learning environment named 'Tag-Talk', which the teacher has devised and the impact that LOA tasks via Tag-Talk have on students' learning performance, motivation and attitudes. A total of 49 students participated in speaking tasks after class by uploading their voice notes via Kakao platform for 12 weeks. After each task, a teacher's written feedback is uploaded on the chatroom. The data is primarily collected through students' recording, teacher's feedback and field note over the course along with a survey at the end of the course. The results show a significant positive effect on student learning performance, motivation and attitudes via Tag-Talk. In addition, the findings revealed the mobile-assisted activities confirm the facilitative role in promoting better learning in the LOA model.

Hee-eun Kim has worked as an English instructor for years in various contexts. After the CELTA in London, she has started teaching IELTS speaking. Currently she is studying at IGSE (International Graduate School of English) majoring in ELT and EMD. Among SLA subfields, she is more interested in language assessment internal to the classroom with alignment with large-scale assessment, which is referred to as learning-oriented assessment (LOA). At the classroom level, she has found some limitations to implement the LOA model so that technology-assisted tasks are being performed in the framework.

RESEARCH



Room 203

Valentin Tassev (Woosong University)

English Teachers' Perceptions on Assessing Pronunciation of Thai Students

Developing Student Skills • Pronunciation

This research study examines the perceptions of both native English teachers (NETs) and non-native English teachers (NNETs) on assessing the English pronunciation of Thai native speakers enrolled at a tertiary institution. Both groups referred variously to a series of features of pronunciation as quite important, such as intonation, rhythm and stress amongst others. Also, both groups stated that overall intelligibility was an extremely important factor in terms of conveying the desired meaning to the listener and, respectively, they considered it as a crucial factor in terms of pronunciation assessment. Moreover, both groups agreed that familiarity with an accent largely affects their assessment practices when it comes to pronunciation. Yet, there were some differences between both groups and grammar could be considered as the most important aspect of pronunciation where both groups shared some contrasting views and opinions.

Valentin Tassev is an Assistant Professor of English at Woosong University, Daejeon, South Korea. He enjoys teaching the language along with promoting students' inter-cultural competence and awareness.

3:00 - 3:45

MAIN HALL



Onnuri

Katrina Sten (PEAK English Academy)
+ **Jeffrey Baldwin** (Gwangju Institute of Science & Tech)

Hagwon Exposé: Where Student Motivation Equals Paychecks

Private Education, Education as a Business

When we think about the private English teaching experience in Korea our first thoughts are often negative. Yet, there are over 70,000 hagwons in Korea. Each year, parents spend millions of won and students spend hundreds of hours on supplemental education, and hagwon teachers are heavily invested in student success; it is critical to the proliferation of their careers. In this workshop, a current hagwon owner and former hagwon instructor will demonstrate how a hagwon's greatest expense is typically their most valuable asset: the teaching staff. We will give you a comprehensive overview of the private English teaching industry in Korea, concluding with a discussion on how hagwon teachers can rise above the negativity and positively motivate students to reach their full potential.

Katrina Sten has taught ESL in Korea since 2012. She is the director of Peak English Academy in Mokpo, and has worked at more than ten schools and organizations in Jeollanamdo. She can be reached at Kat.Sten@gmail.com.

Jeffrey Baldwin has a Masters in TESOL and is currently working in Gwangju Institute of Science and Technology. He has been teaching English abroad for seven years.

HIGHLIGHTED



Room 101

Pamila J. Florea (Sungshin Women's University)

Harry Potter and the Muggle Motivation

Developing Student Skills

There are many avenues for learning a language and expressing an idea. Traditionally, language learning has been based on text, but more and more studies show that the use of art allows students to access concepts, build their lexicon, and to express their ideas. Couple this with material that students enjoy, such as the Harry Potter series, and they are deeply motivated to learn. Socially, students all over the world are using the Harry Potter series to spark their imagination, expressing themselves through social media, fan fiction and fan art. There are "classes" set up, and students are self-selecting to learn more about the world of The Boy Who Lived. By harnessing that interest, we've created an English Through Harry Potter course that allows students to practice English whilst enjoying the topic. The student body are eager to interact in English about a topic they love, excited about learning the plays on words and puns that JK Rowling used in her novels, and ready to use their knowledge to create projects that they enjoy – all while following academic rigour. For this paper, we will be discussing the theory and research to support our methods as well as ways to add art to regular writing, reading, and speaking assignments. We will make available a self-assessment tool to support other teachers in finding ways to add more art to their classrooms as well as rubrics and projects.

Pamila J. Florea, MA, M.Ed. is an Assistant Professor at Sungshin Women's University. She received her MA in Psychology at LaSalle University, USA and her M.Ed. through Framingham State University, USA.

MOTIVATION



Room 107

Angela (Anjee) DiSanto (Woosong University)

Teaching Writing with Anything But!

Learner motivation / creativity

Compared to teaching conversation or listening, writing can be a bit of challenge when it comes to livening up the lessons—especially for newer teachers. Sample texts are tedious. Pen-to-paper writing tasks are necessary, but cumbersome. How can we spark motivation, capture minds, and allow for a sense of fun? In reality, options abound all around us. Drawing on more than 12 years of EFL writing class experience, this presentation encourages the teaching of writing using anything but traditional writing itself. Memes, videos, puzzles, music, podcasts, comics, games, and social media can all punctuate a writing lesson in a lighthearted, memorable (yet still useful) way. This space between the lines is often where student and teacher minds are opened and a love of writing begins.

Angela DiSanto (MA Communication, Duquesne University) has spent more than 12 years teaching at universities in Korea, most often specialized in academic or general writing. Prior to her current job at Woosong University in Daejeon, she spent two years teaching in Chonbuk National University's Practical English program and 10 years teaching intermediate/advanced content courses in Chonbuk's English Education Department. Over the course of her time at Chonbuk, she also developed her own curriculum materials and course packets for all classes to allow students to set the traditional textbooks aside and learn in more tailored, salient ways.



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TECHNOLOGY



Room 201

Jessica Magnusson (Gwangju Nat. Uni. of Edu.)

Creating Administrative Systems with QR Codes and Google Drive Tools

Technology • Hagwon administration & management

Teachers and administrators often find themselves bogged down with repetitive tasks such as tracking attendance, grading student homework and quizzes, writing report cards and contacting students and parents. Doing some or all of these regular tasks manually can be very time-consuming, and can lead to exhaustion. In addition, teachers and administrators often look towards costly software or learning management systems to find solutions for regular administrative work. Many of the regular administrative tasks of managing a classroom or school can be automated with the use of QR codes (quick references to media and data) and tools found in Google Drive such as such Google Forms, Google Sheets, and a Google QR Code add-in. This presentation will demonstrate how QR Codes and Google Drive Tools are being used within the context of a small English hagwon. A demonstration will be given of how QR codes can be generated within Google Sheets. Participants will see how QR Codes can be used to send text messages, track student attendance, keep track of classroom materials, and send users directly to links. Participants will also see how Google Forms and Google Sheets can be used to create and grade quizzes, build a curriculum, and generate report cards.

Jessica Magnusson has been teaching general conversation courses, teacher training courses, and special programs at Gwangju National University of Education (GNUE) since 2011.

MIXED



Room 204

Paul Johnson (Changshin University)

Why Study Philosophy?

Reflective Teaching Practice

This interactive workshop seeks to share with ESL instructors the benefits that the study of philosophy can have in our lives. To do this, the following approach will be taken: First, there will a short introduction to answer the question, “What is philosophy?” During this section, the three branches of philosophy will be examined briefly, namely, epistemology, metaphysics, and ethics. Next, we’ll look at logic. In particular, how learning how to be more logical can benefit us daily. Finally, we’ll take a look at how the study of philosophy can help us with the existential problems what come with teaching. This presentation will be an interactive, back and forth experience, so put on your thinking caps and come join us for some fun and thoughtful conversations. Let’s help make each other’s lives better!

Paul Johnson was born and raised in Southern California. He has an M.A. in Philosophy and focuses on Ethics. He loves running, reading, and making music. He wants to use games to help make the world a better place. Paul teaches at Changshin University.

RESEARCH



Room 203

Joseph Tomei (Daejeon University | Kumamoto Gakuen University)

Construal in Language Learning

Cross-cultural / intercultural communication

This presentation discusses ongoing research into the process of construal by L2 language learners. Construal is, simply explained, when speakers take a particular point of view in their descriptions and raising learner awareness of the differences in construals between their L1 and L2 has proven effective in English classrooms in Japan. After presenting an introduction to construal, the presentation will discuss the interviews, which follow the Louvain International Database of Spoken English Interlanguage (LINDSEI) protocols and will introduce data taken from Japanese learners of English.

Joseph Tomei is a professor in the Faculty of British and American Studies at Kumamoto Gakuen University and is a visiting professor at Daejeon University for the 2019-2020 academic year. He has taught EFL in France, Spain, and Japan at the primary, secondary, and tertiary levels. In addition to his interest in computer-mediated communication, he also is interested in the application of cognitive grammar to language teaching, practical activities in the language classroom, and writing instruction, and his recently completed doctorate from the University of Birmingham is on the use of metaphor by EFL writers.

RESEARCH



Room 203

David Cedric Bennette (Woosong University)

A root analytic approach to academic word lists

Developing Student Skills • Academic Word Lists

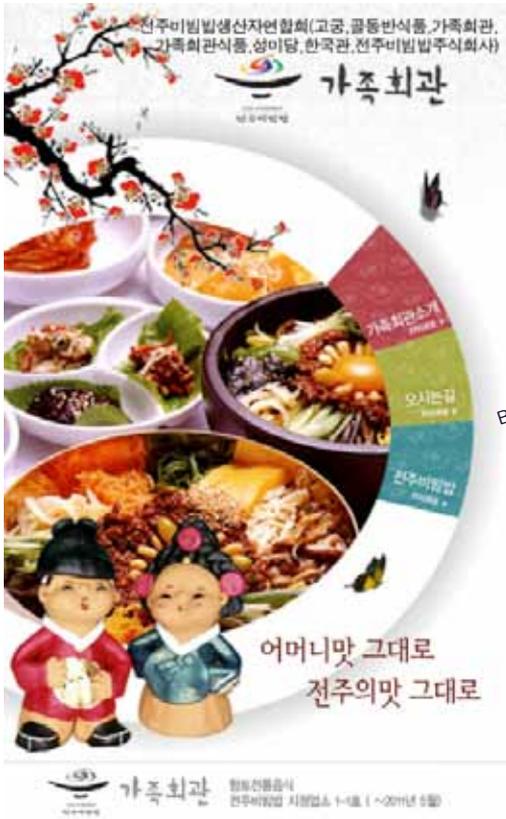
Inspired by research in corpus linguistics and the analysis of English academic discourse, both spoken and written, there has been a notable growth in the use of academic word lists in the field of English for academic purposes. These lists generally purport to group together the most commonly occurring words for understanding academic English, so are often deemed essential for university preparatory studies for prospective international students. In response to this, at times, bewildering array of lexical lists, this current research proposes a root analytic approach whereby the most frequently occurring roots are used as a way of finding the common ground among the different word lists. This reductive analysis promises to produce a more manageable lexical chunk with interesting implications for how students study vocabulary and how teachers select study materials.

David Cedric currently works at Woosong University and has also taught at universities in South Africa, France, Taiwan and Turkey. He has presented frequently at International Language education and literature conferences.

4:00 - 4:45

Conference Dinner

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- 25,000 for deluxe bibimbap meal

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