



**KOTESOL**  
대한영어교육학회

koreatesol.org

# The 2015 Korea TESOL International Conference & English Expo

**October  
10-11, 2015**  
Pre-Conference  
Workshops  
Oct. 9 (Fri.)

## English Expo 2015

(주)글로벌에프엔씨  
October 9, 10, 11



### Plenary Speakers

Chuck Sandy  
Robert Murphy

### Featured Speakers

Curtis Kelly  
Glenn Stockwell  
Jon Nordmeyer  
Bo-young Lee (이보영)  
Sara Davila  
Kalyan Chattopadhyay  
Barbara Sakamoto  
David Valente

## Transitions in Education, Transitions in ELT

Learning Through Inquiry

**COEX  
Seoul  
Korea**



KOREA  
TOURISM  
ORGANIZATION



SEOUL  
CONVENTION  
BUREAU



Korea Teachers of English to Speakers of Other Languages

# Looking for flexible study options?

**We can help.** Our Department of English Language and Applied Linguistics offers distance learning programmes part-time over 30 months, allowing you to fit your course around your existing commitments.

## MA Applied Linguistics

This programme is for:

- Those who are interested in the application of language research to language pedagogy
- Teachers of English wishing to upgrade their professional standing

The programme covers a range of topics, including: corpus linguistics; sociolinguistics; lexis; functional grammar; spoken and written discourse; multi-modal communication. You also have the option to study some of the topics associated with the MA in TESOL.

## MA Teaching English to Speakers of Other Languages (TESOL)

This programme is for:

- Practising teachers of English as a second or foreign language

The programme encourages you to use the concepts and theories that you encounter during your course of study in your own classroom. It covers a range of topics including: language teaching methodology; second language acquisition; syllabus and materials; pedagogic grammar; ELT management; sociolinguistics; lexis; teaching young learners; testing; classroom research and research methods.

## Studying with the University of Birmingham

The University of Birmingham's Department of English Language and Applied Linguistics has received national recognition for its excellence in research and teaching. The programmes have been running for nearly twenty years and during this time we have built up an excellent reputation.

- Our expert staff will be available to support you throughout your studies
- We run Summer Schools every year in Japan, Korea and here in Birmingham
- You will have your own personal tutor to help you through the programme
- All your learning materials are online
- You will have access to the University's extensive online library

Our distance learning Masters programmes are designed to allow you to develop personally and professionally at your own pace. We offer a choice of start dates, so you can begin your studies at a time that suits – February, April, July or October. As the assessment is identical to the campus-based programmes, it is possible to choose to complete part of the programme on campus at the University of Birmingham.

**For more information contact one of our local representatives:**

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**Korea:** Joanne McCuaig – [j.mccuaig@bham.ac.uk](mailto:j.mccuaig@bham.ac.uk)

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**UK and rest of world:** Beverley Stubbs – [b.stubbs.1@bham.ac.uk](mailto:b.stubbs.1@bham.ac.uk)

**The 2015 KOTESOL International Conference**  
**October 10 and 11**  
**COEX Convention Center**  
**Seoul**

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## KOTESOL President's Welcome



Welcome to the 2015 KOTESOL International Conference. This conference would not be possible without the hard work and dedication of many different people. Members have sacrificed their time and energy to ensure that we all have an opportunity to explore the latest research and practical advice in English language teaching.

This task is made all the more difficult when you consider the transitory nature of working in Korea. In my time here I have seen many friends transition out of Korea or into new fields. I have also seen many trends and methodologies rise in popularity before slipping back into obscurity. Finally, there are the dramatic shifts in the political importance of English teaching, which have led to fundamental changes in how teachers are being employed.

There is however a constant among this sea of change. The best teachers never stop working on their skills, never stop trying new techniques – in essence they never stop being learners themselves. KOTESOL is happy to support these teachers in their journey through our many conferences and events. We are proud of our commitment to help each other to become master teachers.

Conferences offer more than just opportunities for learning however. KOTESOL always has been and will continue to be a community. One that welcomes with open arms any teacher no matter their background, for we believe that everyone has something to share. This conference is a place where ideas can be discussed openly with an equal voice, be they brand new to the field or veterans of many years. While the debates may well become heated, this only helps us to temper our ideas and to question our assumptions about education. In the end, helping us to become better teachers and hopefully along that road friends as well.

On that note friends, both old and new, it only remains to thank you for coming and to hope you enjoy yourselves.

Peadar Callaghan  
KOTESOL President

# Conference Chair's Welcome



## Let's Start the Transition

There are only a couple of things I'd like to say as you begin your conference experience.

First, the teachers I've known have tended to be a hard-working, dedicated group of people. They work long hours, care deeply about their students and are absolutely stoked when their students succeed. And I'm guessing that you are cut from the same mold. I'd like to take this opportunity to applaud all of the members of the KOTESOL International Conference Committee. I am very lucky to have worked with this group of people to prepare for this event. Every one of them, volunteers one and all, has gone above and beyond to put together this event for you. So, sometime during this conference, please join me in saying "Thank you!"

Second, I hope you have come to the 2015 Korea TESOL International Conference with an inquiring mind, an open heart and a yearning to learn. In line with the conference theme "Transitions in Education, Transitions in ELT", we have been focused on the future of education and have assembled a program that we hope will help you prepare your students to become independent learners; a program wherein there is fertile ground that will prepare our students to drive and take ownership of their education. Transitions are rarely quick or smooth, and usually require a step-by-step process. Taken as a whole, I hope the program has something for each of us, no matter which step it is that we need to take next. Having been to many conferences over the years, I have always tried to take as many practical ideas as I could from a conference and implement them in my classroom. It is my wish that you will gain a better understanding of the inquiry approach to education and will be able to take some concept or activity back to your classroom and use it. A second wish would be that that concept or activity will help your students take a step towards being an independent learner.

OK. I lied. There are actually three things I'd like to say. The last is

WELCOME to the 2015 Korea TESOL International Conference

Any questions?

## *Finding the Right Presentations*

By Phil Owen, Program Chair with help from Allison Bill, Program Book Editor

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. This year, we continue **the “101” series** of presentations. These sessions look at one important, basic part of teaching. They are aimed at new teachers, though everyone is welcome. **If you are new to teaching, or new to teaching English, or just need to brush up on basic skills, check the “101” sessions.**
3. 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- and 80-minute sessions will talk more about classroom ideas. The 25-minute sessions will more likely discuss current research findings.** Of course, you can’t have one without the other, so consider mixing it up.

### *Something New!*

4. For the first time, we are hosting **four panels of ELT experts** talking in an informal way – with input from YOU. We have a panel from IATEFL’s **Young Learners and Teens** Special Interest Group. Another includes people from various international schools discussing how they use the **standards from WIDA**. We also have TWO panels discussing **Non-Native English Speaker Teachers** and some of the problems they face and strengths they bring. Come spend some informal time with some neat folks who know what they are talking about.

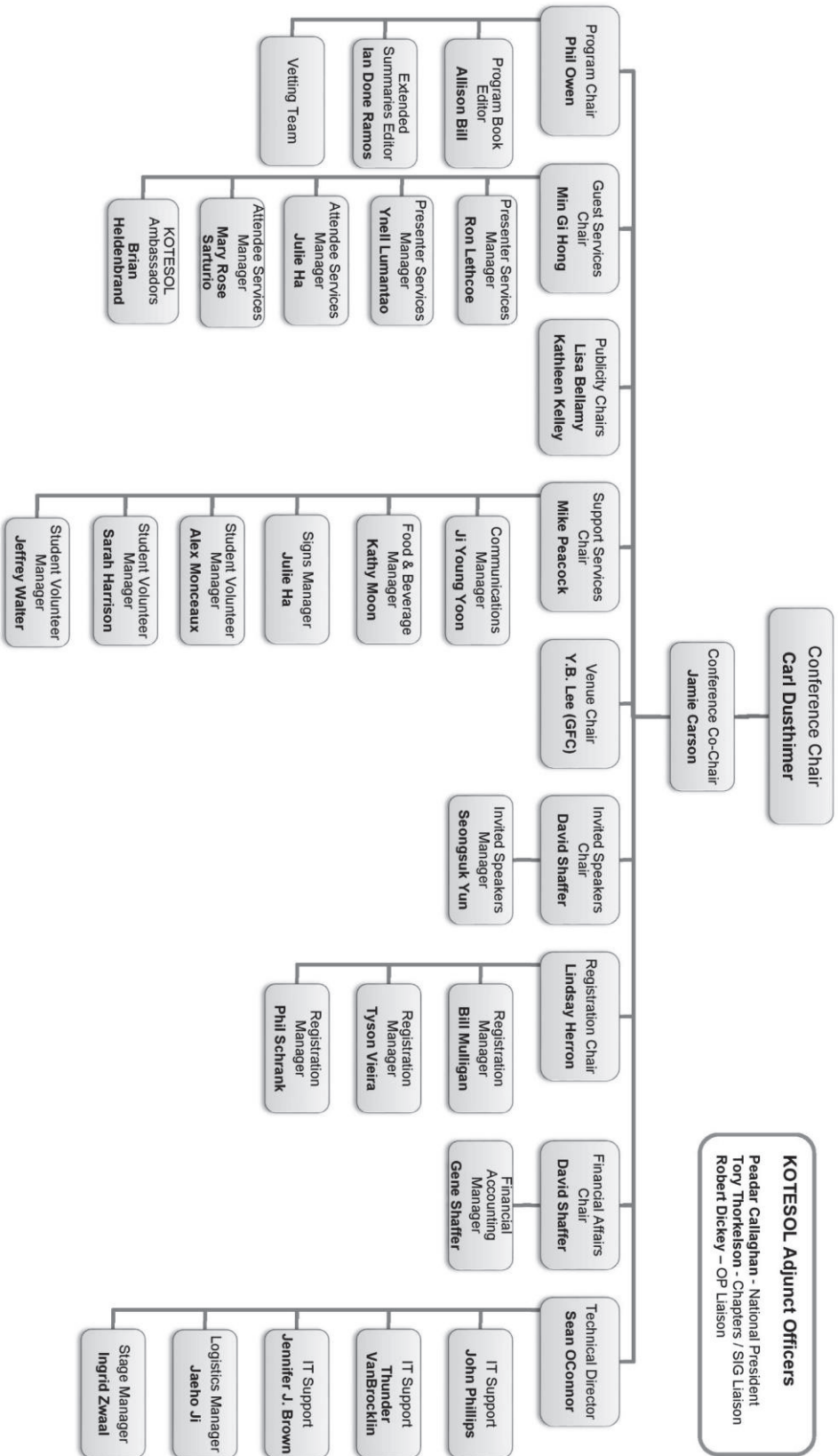
This year, we selected about 165 presentations out of about 280 submissions. To do this, we relied on a dedicated team of vetters: **Allison Bill, Jackie Bolen, Sarah Cuthbert, Gordon Tyler Harry, Alaric Naudé, Seonmin Park, Bradley Serl, David E. Shaffer, Tory Thorkelson, Clayton Whittel, and Jocelyn Wright.**

We ALL owe these folks a BIG “Thank you!”

Not everyone wants to see the same kinds of presentations. But with eight to 14 sessions in each of 13 hours over two days, I am sure you can find something to spark your imagination and boost your teaching creativity – bringing some ***Transitions to your English Language Teaching!***

## 2015 KOTESOL International Conference Committee

Accurate as of 2015.10.01



**KOTESOL Adjunct Officers**  
 Paadar Callaghan - National President  
 Tony Thorntelsson - Chapters / SIG Liaison  
 Robert Dickey - OP Liaison

## 2015 KOTESOL International Conference and English Expo At-a-glance

### Saturday, October 10, 2015

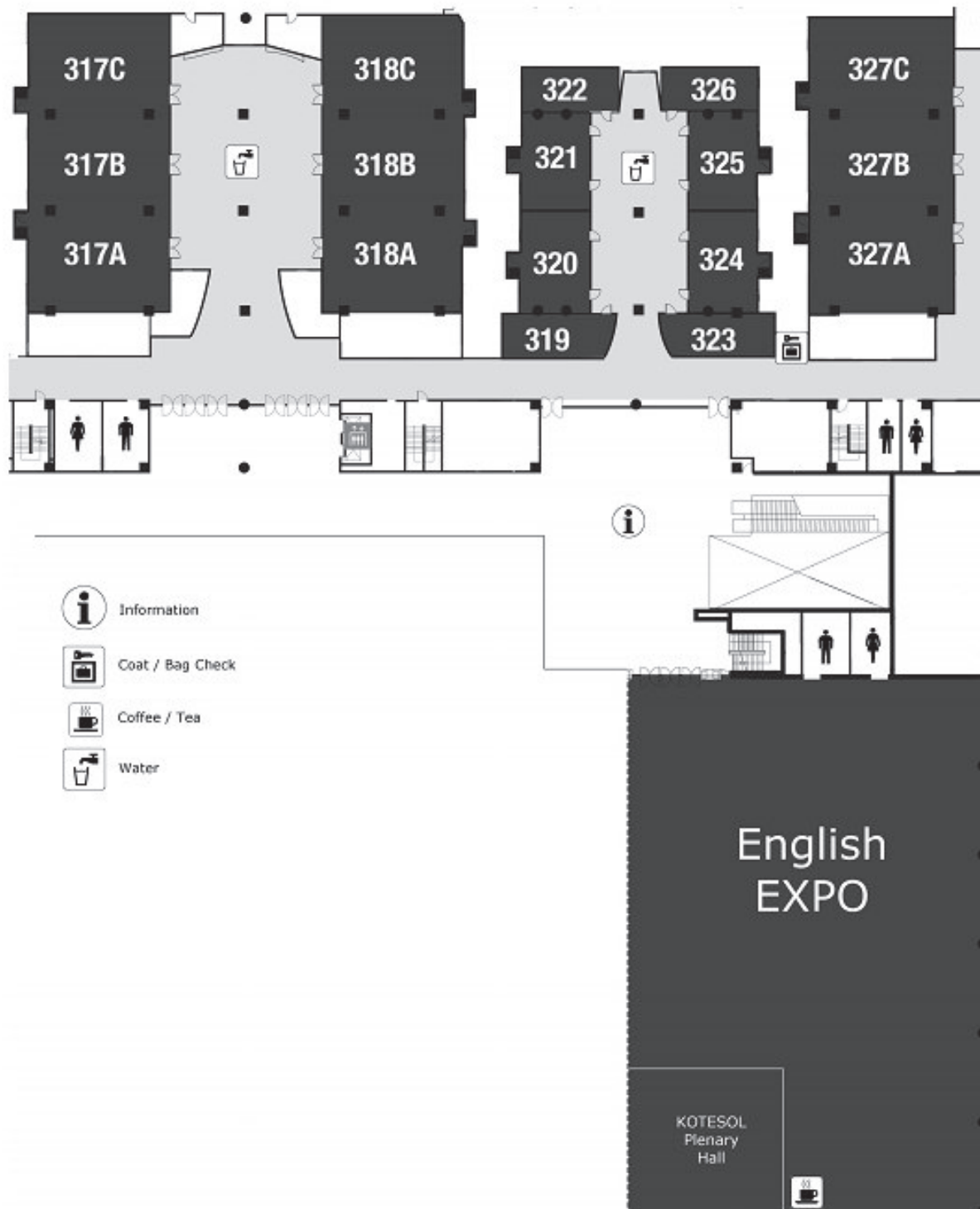
Time	Activity	Location
8:00 →	Registration	Lobby
10:00- 4:00	Employment Center Open	Hallway
9:00-10:00	Concurrent Sessions	Rooms 317A – 326
10:00-11:00	Concurrent Sessions	Rooms 317A – 326
11:00-11:30	Opening Ceremonies	Plenary Hall in English Expo
11:30-12:15	Plenary by Chuck Sandy	Plenary Hall in English Expo
12:15- 1:30	Lunch	(CT-SIG Meet-and-Greet in Room 319)
1:30 - 2:15	Concurrent Sessions	Rooms 317A – 326
2:30 - 3:15	Concurrent Sessions	Rooms 317A – 326
3:30 - 4:15	Concurrent Sessions	Rooms 317A – 326
4:30 - 5:15	Concurrent Sessions	Rooms 317A – 326
5:30 - 6:15	Concurrent Sessions	Rooms 317A – 326
6:15 - 7:15	<b>KOTESOL Members' Social &amp; Networking Event</b>	<b>Lobby between Rooms 317 – 318</b>

### Sunday, October 11, 2015

Time	Activity	Location
8:00 →	Registration	Lobby
10:00- 4:00	Employment Center Open	Hallway
9:00-10:00	Concurrent Sessions	Rooms 317A – 326
10:00-11:00	Concurrent Sessions	Rooms 317A – 326
11:00-12:00	Concurrent Sessions	Rooms 317A – 326
12:00- 1:00	Lunch	
1:00 - 1:45	Plenary by Robert Murphy	Plenary Hall in English Expo
2:00 - 2:45	Concurrent Sessions	Rooms 317A – 326
3:00 - 3:45	Concurrent Sessions	Rooms 317A – 326
4:00 - 4:45	Concurrent Sessions	Rooms 317A – 326
4:55 - 5:55	<b>KOTESOL Annual Business Meeting</b>	<b>Room 318A</b>



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



# The 2015 KOTESOL International Conference and English Expo

## Day 1: SATURDAY, OCTOBER 10th

Room	9:00-9:25	9:25-9:45	10:00-10:25	10:25-10:45	11:00-11:30	11:30-12:15	12:15-1:30	1:30-1:55	1:55-2:15
317A	<b>Knowle</b> <i>The Flipped Classroom As A Learning-Centered, Tech-enhanced</i> U/A						Lunch	<b>Lee</b> <i>The Future of English Education in Korea</i> INVITED SESSION Y/T	
317B	<b>Chattopadhyay</b> <i>Critical Language Awareness in Teacher Learning</i> FEATURED SESSION Y/T/U/A		<b>Lee</b> <i>English Education in Korea, Now and Onward</i> FEATURD SESSION Y/T/U/A			<b>Stockwell</b> <i>Principles of Mobile Language Learning</i> Tech-enhanced INVITED SESSION T/U/A			
317C						<b>O'Neill</b> <i>Collaboration In Teaching Self-Directed Learning</i> Reflective Practice U/A JALT REPRESENTATIVE			
318A						<b>Gillis &amp; Shepard</b> <i>Using Digital Storytelling To Develop Academic And Communication Skills</i> Tech-enhancedT/U			
318B	<b>C. Kelly</b> <i>Why Our Brains Like Stories</i> INVTEED SESSION Y/T/U/A					<b>R.Anderson</b> <i>ER: Triage For Lower Level Students In Extensive Reading</i> Reading / Literacy T/U/A			
318C	<b>Free &amp; Settlemir</b> <i>Spinning A Basic Web: 4 Tools To Enhance Your Students' Learning</i> Web Resources for Teachers "101" SESSION Y/T/U/A					<b>Steadman</b> <i>Motivate Your Students With Learning Contracts</i> Classroom Management INVITED SESSION T/U/A			
319	<b>Roose</b> <i>Centering The Writing Classroom On Communication</i> "101" SESSION T/U						CT-SIG Meet and Greet		
320			<b>Allison</b> <i>Can Phonics Instruction be Fun, Effective and—Shorter?</i> e-future Co., Ltd. Y				Lunch	<b>M. Anderson</b> <i>Effective Classroom Management Tipology</i> Classroom Management Y/T/U/A	
321			<b>Beatty &amp; Lambert</b> <i>Education in Flux: Using Tasks to Your Advantage</i> FEATURED WEBCAST Y/T/U/A					<b>Ryan</b> <i>Teaching Global Studies In English</i> Content-based instruction T/U/A	
322								<b>MacLean</b> <i>Short-Term Study Abroad</i> Crosscultural Comm U	
323			<b>Kang &amp; Griner</b> <i>Collaborative-Critical Writing Through The Use</i> Multiple skills T/U					<b>White</b> <i>Implementing A Backward Design In The Korean EFL Context</i> Lesson Planning "101" Y/T	
324	<b>Rebuck</b> <i>Authentic Resources And Four Other Keys For ESP</i> Content-based instruction U		<b>Plata</b> <i>CPP: Copy, Paste, And Process To Prevent Plagiarism</i> ESP PALT REP T/U					<b>Zaman</b> <i>English Conversation Workshops For Fluency</i> Speak/Conv/Pron T/U/A	
325	<b>Galster</b> <i>Music As A Tool For Language Acquisition</i> Music / Art / Video in the classroom U/A		<b>Rahmi &amp; Soraya</b> <i>Implementing The Process Writing</i> T/U/A					<b>Yoon</b> <i>Process Drama: The Future Of The Hooaha People</i> Other issues T/U/A	
326			<b>Im</b> <i>Co-Teaching &amp; The NSET's Role</i> Co-Teaching Y/T				<b>K. McDonald</b> <i>Aligning Test Factors With Assess/Testin</i> T/U/A		<b>Riccobono, &amp; McIver</b> <i>Amazing Race To Alternative Assess/</i> U
Plenary Stage in English Expo					Opening Ceremonies and 1 <sup>st</sup> Plenary Chuck Sandy "Dichotomies"				

# The 2015 KOTESOL International Conference and English Expo

## Day 1: SATURDAY, OCTOBER 10th

Room	2:30-2:55	2:55-3:15	3:30-3:55	3:55-4:15	4:30-4:55	4:55-5:15	5:30-5:55	5:55-6:15
317A	<b>Murphy</b> <i>Dynamic Skill Theory!</i> Inquiry-Based Learning INVITED SESSION Y/T/U/A		<b>Thollar &amp; Rian</b> <i>Teaching At Universities; How Not To.</i> Classroom Management U		<b>S. Park</b> <i>Students, You Can Use Your Cellphones Class</i> Classroom management U			
317B	<b>Adkins</b> <i>Your Students Are Terrified: Foreign Language Anxiety</i> SLA T/U/A		<b>C. Kelly</b> <i>Adopting Inquiry-Based Learning Pedagogies into ELT</i> Inquiry-Based Learning FEATURED SESSION Y/T/U/A		<b>Davila</b> <i>Bring the 21st C into the Classroom</i> Tech-enhanced FEATURED SESSION T/U/A		<b>Sandy &amp; LeBlanc</b> <i>Listen to the Teacher Within</i> Reflective Practice INVITED SESSION Y/T/U/A	
317C	<b>Chattopadhyay, et al</b> <i>Teaching Children and Teenagers Globally:</i> INVITED PANEL Y				<b>Yu, &amp; Park</b> <i>TED Through Reading Aloud</i> Multiple skills A		<b>Madarbakus-Ring</b> <i>My Friend TED: Implementing Effective Strategies Into Listening</i> U	
318A	<b>Trejo</b> <i>Teaching With Technology: Three Fantastic Tools To Boost Engagement</i> Tech-enhanced T/U/A		<b>Starr</b> <i>Using Alternate Reality Games In The ELT Classroom</i> Multiple skills T/U/A		<b>Breaux</b> <i>SPEED DATING ENGLISH: One Topic, Many Partners</i> Speak/Conv/Pron U			
318B	<b>Howarth &amp; Gallacher</b> <i>Mastery Sentences: A Window Into The Interplay Between Word</i> Vocabulary U		<b>Baumwoll</b> <i>the doing? is What couple Writing</i> Y/T/U/A		<b>Owen</b> <i>"Hear-Say" Activities For Almost All Classes</i> Speak/Conv/Pron Y/T/U/A			
318C	<b>Adama</b> <i>Lesson Planning 101: Suggestions For Structuring Speaking Lesson Planning "101"</i> T/A		<b>Balanyk</b> <i>Reducing Inter-Cultural Misunderstandings Between Teachers With Different Cultural Backgrounds</i> Co-Teaching "101" Y/T		<b>Monceaux</b> <i>Deepening Content Knowledge Through Problem Based Learning In The ELL Classroom</i> Inquiry-Based Learning (to 5:55) T/U/A			
319	<b>Bill</b> <i>Professional Advancement through Online Doctoral, Master &amp; Certification Programs in TESOL</i> ANAHEIM UNIVERSITY Y/T/U/A		<b>Bruce</b> <i>The Role Of Confidence And Anxiety In Study-Abroad</i> SLA U	<b>Hawkes</b> <i>Task Sequencing And Form-Focused Instruction</i> SLA T/U/A		<b>Nair</b> <i>No Romance in Teaching: Identity</i> MELTA REP Y/T/U/A		
320	<b>Jeong</b> <i>Exploring A Multiliteracies Framework In English...</i> Materials U	<b>Miles</b> <i>Eye Contact Moves</i> ESP U/A	<b>Allison</b> <i>Solving Problems! Fun and practical solutions for problems faced while teaching young learners</i> e-future Co., Ltd. Y		<b>Coomber</b> <i>Portfolio Based Assessment Of Speaking</i> Speak/Conv/Pron U	<b>Wallace &amp; Sybing</b> <i>Developing Perceptual Processing</i> Listening T/U	<b>Reynolds &amp; Mzali</b> <i>Second Language, Third Culture: Identity</i> Y/T/U/A	
321	<b>Coombe</b> <i>Grading Participation In University English Courses: Why?</i> Assess/Testing U		<b>Dawson</b> <i>Developing Listening and Speaking Skills and Building Vocabulary Using BBC Learning English</i> Speak/Conv/Pron T/U/A				<b>Tucker</b> <i>Choosing Culturally Sensitive Materials:</i> Materials T/U/A	<b>Binns</b> <i>Process Writing</i> Writing T/U
322	<b>Springer</b> <i>The Purpose Of Education: Culture-Lang Learning</i> T	<b>Williams</b> <i>Context And Agency In Culture</i> T/U/A					<b>Fujieda</b> <i>Development Of Academic Literacy:</i> Literacy U	
323	<b>Kreis</b> <i>Developing Students' Vocabulary And Pragmatic Sense For Effective Email Writing</i> Pragmatics T/U/A		<b>Knapton</b> <i>The University of Birmingham: ELAL MA in TESOL and MA in Applied Linguistics</i> UNIVERSITY OF BIRMINGHAM		<b>Adamson</b> <i>Effective Lesson Planning For Content-Based</i> Materials T/U		<b>Bailey</b> <i>Writing Quality And Strategy</i> Writing T/U/A	
324	<b>Ko</b> <i>Integrating 21st Century Skills into Your Classroom</i> Multiple skills NEUNGYULE ED Y		<b>Davis</b> <i>Process Writing In ELT</i> Writing T/U/A		<b>Hur, et al</b> <i>Beyond The Native Speaker Fallacy;</i> INVITED PANEL DISCUSSION – TESOL			
325	<b>Yoon</b> <i>Process Drama (cont.)</i>		<b>Nordmeyer, et al</b> <i>Supporting ELL's In International Schools With The WIDA English Language Development Framework</i> INVITED PANEL DISCUSSION Y/T				<b>Marshall</b> <i>Improvement Of Task Performance</i> Tech-enhanced U/A	<b>Li, Li</b> <i>Mediated Collaboration And Listening</i> Tech U
326	<b>Chan</b> <i>Junior High School EFL Teachers' Assess</i> Y/T ETA-ROC REP	<b>Song</b> <i>How Scales Function In ...</i> Assess/Testing Y/T/U/A	<b>C. Haswell</b> <i>Internationalization And EMI:</i> Socio/Policy U/A		<b>Lee</b> <i>Tea Time with Lee</i> Boyoung INVITED SESSION Y/T/U/A			

**The 2015 KOTESOL International Conference and English Expo  
Day 2: SUNDAY, OCTOBER 11th**

Room	9:00-9:25	9:25-9:45	10:00-10:25	10:25-10:45	11:00-11:25	11:25-11:45	12:00-12:25	12:25-1:00	
317A	<b>P. Callaghan</b> <i>Student Motivation Through Gamification</i> Learning styles A/T/U/A		<b>Davila</b> <i>Assessment as a Motivator: The Global Scale of English Learning Objectives for Academic</i> INVITED SESSION Y/T/U/A		<b>Parker</b> <i>Teenagers: Why Are They Like That? And What Can I Do About It?</i> Other issues INVITED SESSION T		LUNCH		
317B	<b>Sandy</b> <i>The ELT Writer's Retreat: Writing</i> T/U/A INVITED SESSION		<b>Hoskins Sakamoto</b> <i>Creative Teaching for 21st Century Learners</i> Multiple skills FEATURED SESSION T/U/A		<b>Nordmeyer</b> <i>Inquiring into Writing: Building on Learners' Strengths</i> Inquiry-Based Learning FEATURED SESSION Y/T/U/A				
317C	<b>Sanchez</b> <i>What Is Communicative Language Teaching?</i> "101" Session T/U/A		<b>Knapton</b> <i>Using Lexis and Grammar to Frame Events in Discourse</i> Pragmatics Y/T/U/A		<b>Valente</b> <i>Doing Equality, Diversity, and Inclusion in Primary English Language Programmes</i> Other issues INVITED SESSION Y				
318A	<b>Wright</b> <i>Seeing Things Differently, Seeing Things Better: Transformational Teaching</i> Reflective Practice U/A				<b>Settlemir</b> <i>A Framework For Classroom Management And Motivating Students Through Gamification</i> Classroom management T/U				
318B	<b>Lynch &amp; Bennett</b> <i>Social Media For Language Learning Tech</i> T/U/A		<b>May &amp; Roskop</b> <i>Adventures And Reflections On Creating Online Spaces; Or What Not To Do.</i> Tech-enhanced T/U/A		<b>Waring</b> <i>What Exactly Is Extensive Reading?</i> Reading / Literacy Y/T/U/A				
318C					<b>Hernandez</b> <i>Effective Lesson Planning: Techniques &amp; Strategies For A Dynamic Classroom</i> Lesson Planning "101" Session Y/T				
319	<b>Crone</b> <i>The Elephant In The Room: Assign Listening Homework!</i> Listening T/U		<b>Murniati</b> <i>Exploring Pre-Service Teachers' Beliefs About Grammar...</i> T/U/A		<b>Xu</b> <i>Integrating Three Types Of Models In Graduate Students' Writing</i> U/A				
320	<b>Mitsunaga</b> <i>The Happiness Project</i> Learning preferences / styles T/U/A		<b>Dusthimer</b> <i>Transitions in Reading</i> Reading / Literacy e-future Co., Ltd. Y		<b>Lesser</b> <i>Teaching Idioms And Expressions Through Television Shows</i> Music / Art / Video in the classroom Y/T/U/A				
321	<b>Greenier</b> <i>A Process-Oriented Framework For Creativity</i> Materials T/U		<b>Griffin, et al</b> <i>The 21st Century English Language Lesson: Approaches And Best Practices In ELT</i> COLLOQUIUM (to 11:45) Y/T/U/A						
322	<b>Henderson</b> <i>Using Movie Posters In ELT</i> Music / Art / Video in the classroom U		<b>M. Lee</b> <i>NNESTs' Anxieties ...</i> Other issues Y/T/U/A		<b>Matsuoka</b> <i>Awareness For Developing Autonomy...</i> Other issues T				
323	<b>Monceaux</b> <i>Scaffolding Effective Student Stress</i> Other issues T/U/A		<b>Allen</b> <i>Japanese University Entrance Exams And IELTS...</i> Assess T/U/A		<b>Thomson</b> <i>Washback Of TOEIC Education On University Assess</i> U				
324	<b>Bolen</b> <i>How To Teach Speaking</i> Speak/Conv/Pron Y/T/U/A		<b>Landers</b> <i>From The Start: Classroom Dynamics</i> Classroom Management "101" Session T/U/A		<b>Estrella</b> <i>V For Vocabulary: American Films...</i> Vocabulary T/U/A				
325	<b>Wang, Baldwin, &amp; Fanguy</b> <i>Flipping The Classroom In The Context Of Blended Learning Initiatives</i> Materials/Course design T/U/A					<b>Kim, et al</b> <i>NEST's &amp; NNEST's Meet Together: Creating A Collaborative Working Environment</i> PANEL DISCUSSION Y/T/U/A			
326	<b>Briggs</b> <i>Engaging All Learners: Dialogue</i> Inquiry-Based Learning U/A		<b>DeWitt</b> <i>Try Pickers! - An Innovative Web-Based Teaching And Assessment Tool</i> Tech-enhanced Y/T/U		<b>Tangkiengsirsin</b> <i>Effects Of Group Peer Feedback And Revision On Business Writing...</i> ESP T/U ThaiTESOL REP				
					<b>MacLean</b> <i>Input, Output, and Feedback in NS to NNS...</i> Speak/Conv/Pron U/A				

**The 2015 KOTESOL International Conference and English Expo**  
**Day 2: SUNDAY, OCTOBER 11th**

Room	1:00-1:25	1:25-1:45	2:00-2:25	2:25-2:45	3:00-3:25	3:25-3:45	4:00-4:25	4:25-4:45
317A			<b>Bill</b> <i>Lesson Planning 101 - The Importance of Engaging Learners</i> Lesson Planning "101" Y/T/U/A		<b>Hoskins Sakamoto</b> <i>The Lives of English Language Teachers</i> Teacher Development INVITED SESSION Y/T/U/A		<b>Sandy</b> <i>This Is Just to Tell You ... (About Poetry, Projects, and Passion)</i> Writing INVITED SESSION T/U/A	
317B			<b>Bedford</b> <i>The Finnish Method For Classroom Management</i> Classroom Management Y/T		<b>Stockwell</b> <i>Transforming Language Teaching and Learning with Technology</i> FEATURED SESSION T/U/A		<b>Valente</b> <i>An Intercultural Approach to Creativity in the Primary English Classroom</i> INVITED SESSION Y	
317C			<b>DeWaelche</b> <i>Critical Thinking, Questioning, And Engagement</i> Other issues U	<b>Shaffer</b> <i>Reflective Inquiry For Self-Directed Learning</i> Other issues U	<b>Han</b> <i>An Effective Way Of Teaching Collocations To EFL Young Learners</i> Vocabulary Y		<b>Hampson, Hale, &amp; Henderl</b> <i>#Keltchat Live: Questions For My Older Teacher Self</i> Reflective Practice Y/T/U/A	
318A			<b>Moodie</b> <i>The Problem Of ELT Turnover In Primary Schools</i> Identity Y		<b>Whittle &amp; Washburn</b> <i>8 Bits, 4 Steps: Build Your Own ESL Computer Game</i> (continues to 4:25) Tech-enhanced/CALL/CMI T/U/A			
318B			<b>McBride</b> <i>Lessons On Establishing Authentic Voice In Academic Writing</i> Writing T/U/A		<b>Breckenfeld</b> <i>Utilizing 3-Minute Audio Podcasts To Increase Native English Listening</i> Listening T/U/A			
318C			<b>Manning</b> <i>Values Clarification</i> Tasks: Pushing Speak/Conv/Pron T/U/A		<b>Harry</b> <i>Co-Creation Through Open Communication</i> Co-Teaching "101" Session Y/T		<b>Finley</b> <i>Lesson Plan 9 From Outer Space: Storytelling 101</i> Lesson Planning "101" Y/T/U/A	
319			<b>Steadman</b> <i>Enhance Your Career Online with the University of Arizona</i> UNIV. OF ARIZONA		<b>Alpaugh</b> <i>Don't Speak Korean, This Is English Class... In Korea.</i> SLA Y/T/U/A		<b>Oh</b> <i>Effective Way: Code-Switching</i> T	
320			<b>Chang</b> <i>Self Fulfilling Prophecy: A Thief In The</i> Reflective Practice Y/T/U/A	<b>Miller</b> <i>Themes In Reflective Practice Among</i> Reflective Y/T/U/A	<b>G. Kang</b> <i>Comics to the Rescue: Using engaging and fun comics to promote real speaking</i> Reading / Literacy e-future Y		<b>Benson &amp; Ahn</b> <i>Testing In Korea And Its Implications For Classroom Assessment Tasks</i> Assess/Testing T/U	
321			<b>Loseva</b> <i>Exploring World Cultures, Learning More About Your Own</i> Cross/Intercultural Comm INVITED SESSION T/U/A		<b>Zwaal</b> <i>Go Fish For English</i> Multiple skills Y/T/U/A		<b>Carter Peyton</b> <i>Creating Graded Readers Using Free Online Corpus Software</i> Materials/Course design T/U/A	
322			<b>K. Mac Donald</b> <i>Online PhD Candidates; Unique Challenges</i> Other issues A					
323			<b>Elam</b> <i>The Reliability Of Google Speech For EFL</i> Tech-enhanced Y/T/U/A	<b>Tippanet &amp; Sukavatee</b> <i>Creating An Online Creative Writing Course</i> Tech-enhanced T	<b>Chujo</b> <i>Influence Of Pronunciation Monitoring ...</i> Speak/Conv/Pron U	<b>Humphreys &amp; Hirschel</b> <i>Enhancing The Provision Of Speaking ...</i> Materials U	<b>Eckert</b> <i>Why Is An English Professor Here, And Can/Should Literature Be Taught?</i> Content-based instruction U/A	
324			<b>Iams</b> <i>Story Slam: The Potential of Performed Stories in ELT</i> Speak/Conv/Pron INVITED SESSION Y/T/U/A		<b>Grevett</b> <i>Transitioning To A Conversation Based Classroom: Whys And Hows</i> Speak/Conv/Pron T/U		<b>Lapointe</b> <i>Now Something Different: Workshops For My Favorite Lessons</i> Multiple skills T/U	
325			<b>Griner &amp; Kang</b> <i>Issues In Teaching North American Vowels To Korean Speakers</i> Speak/Conv/Pron T/U/A				<b>Brown</b> <i>Academic Writing, Promoting Speaking Listening</i> ESP U	
326			<b>A. Callaghan</b> <i>Exploring Co-Teaching Experiences In The South Korean Classroom</i> Co-Teaching Y/T		<b>KOTESOL Employment Center</b>			
Plenary Stage in English Expo	2 <sup>nd</sup> Plenary Robert Murphy "Inquiry Learning"							

Are you interested in  
becoming more involved in  
KOTESOL?

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# **2015 Leadership Retreat**

**Sunday, November 8, 2015**

Help shape KOTESOL's future!

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Please contact your chapter president  
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for more details.

## Our Invited Speakers

### Saturday Plenary



**Chuck Sandy**

*iTDi (International Teacher Development Institute)*

#### About the Plenary

**Sat 11:30**  
**English Expo**  
**Plenary Stage**

#### **Seeing Beyond the Dichotomies That Divide Us**

Unplugged or plugged in, tech or no tech, data-driven or descriptive, humanistic or evidence-based, teacher-centered or student-centered, motivated or unmotivated, success or failure? Because we know it's almost never either/or, but almost always some combination of both and then some, false dichotomies like these are blinders that divide us. Rather than draw lines or take sides, I'll build a circle by sharing ideas and activities that might help us see beyond the divisions and work together in ways that encourage and support everyone who's doing their best to increase the possibility of learning.

#### About the Speaker

**Chuck Sandy** is an author, motivational speaker and educational activist whose many publications include the recently published *Passages* - 3rd Edition and *Connect* - 2nd Edition from Cambridge University Press. He is a frequent presenter at conferences and workshops around the world, and is a cofounder and director of the International Teacher Development Institute (iTDi). Chuck believes that positive change in education happens one student, one classroom, and one school at a time, and that it arises most readily out of dialogue and in collaboration with other educators. Chuck blogs regularly on education, motivation, leadership, spirituality, and compassion at <http://iTDi.pro/blog>

Chuck Sandy's participation in the 2015 Korea TESOL International Conference and English Expo is sponsored in part by Cambridge University Press Korea.



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**UNIVERSITY PRESS**

## Other Sessions with Chuck Sandy

### About the Presentations

**Sat 5:30**     **Listen to the Teacher Within**  
**Room 317B**                             **(and Unleash Your Superpowers)**

*With* **Josette LeBlanc**  
Invited Session

In a world full of experts, we're tempted to think "oh, I'm just a teacher; what do I know?" even though by doing so we devalue our own experiences and silence the truths that emerge from our work. This serves no one. In this workshop, we'll lead you through some activities to help you recognize and better listen to the authentic teacher within you. By the end of the workshop, you'll have at least three practical ways to take the truths you're telling yourself further and maybe even unleash your superpowers.

**Sun 9:00**     **The ELT Writer's Retreat: A Workshop**  
**Room 317B**     **Approach**

Invited Session

Since experience tells us that even professional writers working in their first language benefit from a workshop approach, wouldn't this approach also benefit writers working in a second language? This is the idea behind The ELT Writer's Retreat – a series of practice-driven lessons led either in the classroom or online – which mirror professional writers' workshops by helping participants see themselves as authors honing their craft rather than as language students focused on mechanics and form. The teacher serves as a writing coach who delivers mini-lessons on craft, provides prompts, directs projects, assists with editing, meets in conference, organizes sharing, helps with portfolio creation, and suggests methods of publication. Teachers write and share, too. In this interactive session, the presenter discusses approach, outlines the framework, leads a typical lesson, and shares activities. Come expecting to do some writing and sharing.

**Sun 4:00**     **This Is Just to Tell You ... (About Poetry,**  
**Room 317A**     **Projects, and Passion)**

Invited Session

In this session, we'll explore the power of collaborative learning using a few simple poems as our starting point. We'll do some activities together, develop some additional possibilities, and then I'll invite you and your students to participate in a collaborative online project in which we'll build a database of recorded poetry. To prepare for this session you might want to read *Invitation Standing: Bringing Poetry to the Classroom*.

**For information about the speakers, see the Biographical Statements section of the book.**



## Sunday Plenary



**Robert S. Murphy**

*University of Kitakyushu*

### About the Presentations

**Sun 1:00**  
**English Expo**  
**Plenary Stage**     **Neuroscientific Benefits of Inquiry-Based Learning**     Plenary Session

Are you interested in Inquiry-Based Learning (IBL), but are not sure about the benefits? In this session, you will learn to be confident about IBL, learn how to implement neuro-based IBL pedagogy, and learn about cutting-edge doctoral research in neuro-education. Neuroscience is finally catching up with Dewey and Vygotsky, and the results are amazing! This plenary session will (1) provide neuroscientific facts that all language teachers should know and take to heart, (2) connect those facts to practical ideas for the classrooms, specifically catering to each teacher's unique teaching context, and (3) engage all participants with interactivity during the plenary to keep everyone on their toes and make the session a memorable one for all that are involved. Be stimulated with science, make new friends, and take home a notebook full of new ideas that you can use confidently in your classroom!

**Sat 2:30**  
**Room 317A**     **Why You Should Know About Dynamic Skill Theory!**     Invited Session

Cognitive development: what's going on in your student's heads? Do you know? Can you know? Dynamic Skill Theory (DST) was developed at the Harvard Graduate School of Education by Dr. Kurt Fischer with the intent of answering those questions. With an understanding of DST, you can become a more effective teacher by creating teaching contexts and syllabi that personally match the actual cognitive development of your students. The implementation of DST is fully compatible with IBL-based teaching, and will amaze even the most seasoned IBL-based teacher with its efficiency.

**For information about the speakers, see the Biographical Statements section of the book.**

## Featured Speakers

*(in alphabetical order by presenter or group)*



**Ken Beatty &  
Craig Lambert**  
*Anaheim University*

### About the Presentation

**Sat 10:00  
Room 321**

**Education in Flux: Using Tasks to Your  
Advantage Online and in the L2 Classroom**  
Featured Webcast

In the past decade, online education has matured from plain-text chat rooms to flipped classrooms featuring multimedia video sessions in which students have opportunities to participate in live lectures, review them, network with teachers who are working all around the world, present their work, and get live feedback from their professors and from other teachers working in diverse contexts. Even live lectures by professors become interactive. Continuous chat streams allow learners to share comments, suggestions, resources, and questions during the lectures; no more whispering to the person next to you when you do not understand! The virtual classroom is no longer the classroom of the future; it is the classroom of the present. In this session, two Anaheim University professors working with international MA and EdD TESOL students will explore the nature of task-based learning and materials that enhance both the student's and the professor's experiences while reflecting on the future of online education.

**For information about the speakers, see the Biographical Statements section of the book.**



## **Kalyan Chattopadhyay**

*Bankim Sardar College (IATEFL YLT SIG)*

### **About the Presentations**

**Sat 9:00**      **Critical Language Awareness in Teacher Learning**  
**Room 317B**      **Featured Session**

Critical language awareness has added a new dimension to teacher learning. It brings to consciousness teachers' critical awareness of language use. It is this awareness that helps teachers to evaluate, adapt, and write teacher learning materials. It also engages teachers to use language critically to achieve their own objectives.

This talk will demonstrate, through a sequence of activities, how critical language awareness develops in teacher trainees' and teachers' sensitivity towards language use, how it develops a sense of critical consciousness of issues of social structures in the world around them, and how it engages them in thinking critically about how language is used for different purposes.

**Sat 2:30**      **Teaching Children and Teenagers Globally:**  
**Room 317C**      **Challenges and Opportunities**  
Invited panel

Teaching Children and Teenagers is a challenging as well as exciting engagement. Teachers often talk about challenges they face in teaching. Some, however, see many learning opportunities in them. We would like to share some of the challenges that we have experienced like managing learner behaviour in the class, meeting the variety of needs of learners with differing interests, abilities, learning styles etc., choosing learning materials, identifying and using technologies/web tools to support language learning, and using assessment tools to present learner performance more accurately. We would like to address how to create new learning opportunities and learning experiences in spite of the challenges.

**For information about the speakers, see the Biographical Statements section of the book.**



**Sara Davila**

*Pearson Education*

## About the Presentations

**Sat 4:30**      **Bring the 21st Century into the English Language Classroom**  
**Room 317B**                      **Featured Session**

The message being communicated across all areas of education is that there is a growing need to bring 21st century skills into the classroom. Without these skills, learners will be left unprepared for the challenges and opportunities that will arise throughout the course of their life. The essential question, however, is what skills should EFL teachers focus on, and how can we engage our learners, at every age, to build this skill?

Across sources, most identify the critical skills as building our learners' ability in three key areas: creativity, collaboration, and critical thinking. These three key areas, combined with introducing content that promotes mastery of STEM (science, technology, engineering, and mathematics) skills is the best way to prepare today's learners for tomorrow. For language teachers, this opens unique opportunities to engage with our learners to not only improve language skills but also build holistic learners with a capacity for bringing to life surprising new innovations.

This interactive presentation will provide teachers with a solid understanding of the key aspects of 21st century skills with a clear roadmap for bringing those skills into the English language classroom.

**Sun 10:00**      **Assessment as a Motivator: The Global Scale of English**  
**Room 317A**      **Learning Objectives for Academic English**      **Invited Session**

The Common European Framework for Languages (CEFR, Council of Europe 2001) was created with an adult and young adult audience in mind – focusing on the communicative acts likely to be performed by this group in the real world. Additionally, the CEFR covers six levels of proficiency – from A1 to C2. These descriptors were primarily designed for assessing general English use, but were not built to address the many challenges that arise when teaching English for Academic purposes. The CEFR also lacks when it comes to addressing English for Young Learners and English for Business Professionals. Building on the work of the CEFR – and following its principles – the Global Scale of English, developed by Pearson, aims to create a set of Can-Do statements to explore English in all domains, including academic, professional, and for young learners aged 6-14.

This workshop looks at how expanding the CEFR to allow for more granular insight into the levels will improve motivation and understanding of English language proficiency. All attendees will receive access to both the Global Scale of English for General English, as well as the now available Global Scale of English Learning Objectives for Academic English, a full collection of over 300 descriptors of language learning performance based on real life examples of communicative performance.

**For information about the speakers, see the Biographical Statements section of the book.**



## **Barbara Hoskins Sakamoto**

*iTDi (International Teacher Development Institute)  
(IATEFL YLT SIG)*

### **About the Presentations**

**Sun 10:00 Creative Teaching for 21st Century Learners**  
**Room 317B Featured Session**

There's a lot of talk these days about including 21st century skills in language classes. What are these skills, and do they have any place in a language class where teachers have limited contact time, and the priority is, still, to teach English? In our workshop, you'll learn teaching techniques to help your learners become strong English users and also critical and creative thinkers. By making every moment of class time count, you can help your students succeed – on exams and in future jobs. You can build both the traditional four skills (speaking, listening, reading, and writing) and the 21st century 4Cs (communication, collaboration, creativity, and critical thinking) in every class.

The secret is building a strong English foundation, so that you can spend most of your class time using language to develop the more advanced (and more fun!) integrated skills in student-generated projects. We'll explore simple teaching techniques to do this and look at actual student projects. You'll have a chance to try out techniques and activities, so come prepared to participate.

**Sun 3:00 The Lives of English Language Teachers**  
**Room 317A Invited Session**

Inspired by narrative research done by Huberman and Grounour in their landmark book *The Lives of Teachers* as well as the framework provided in Day and Gu's *The New Lives of Teachers*, Barbara, Chuck Sandy, Ann Loseva, and their colleagues at the International Teacher Development Institute (iTDi) have used a variety of media to conduct narrative interviews with both native and non-native English language teachers from a variety of backgrounds and contexts around the world. In this ongoing research, the focus has been on examining how beginning and experienced teachers view the work they do, the reasons why they do it, how they stay motivated to continue doing it while facing a range of both professional and personal challenges, and how their personal and professional identities change over time. From the particulars shared by individual teachers in their interviews, commonalities have appeared across culture and context. These common universal challenges faced by all educators no matter what their background or context include achieving a satisfactory work/life balance, gaining the respect of colleagues, finding a place within the international teaching community, and continuing to develop professionally in order to remain fulfilled in their work. This workshop will provide an overview of this ongoing research, share highlights from the interviews, and work with participants to draw out universals from the offered narratives. Participants will then be asked to share their own stories and use the framework provided to locate their own place in the global community of educators.

**Sat 2:30 Teaching Children and Teenagers Globally: Challenges and Opportunities**  
**Room 317C Invited panel**  
(See IATEFL panel below.)

**For information about the speakers, see the Biographical Statements section of the book.**



**Steve Iams**

*SIT Graduate Institute*

### **About the Presentations**

**Sun 2:00    Story Slam: The Potential of Performed Stories in  
Room 324    ELT**

Invited Session

A story slam is a live event in which participants tell short, autobiographical stories to the audience without the use of notes. These events are an outgrowth of the popularity in North America of poetry slams and other spoken word performances. Each event has a theme to which participants' stories should connect. This session will explore the possible benefits of incorporating story slams into the language classroom.

Part presentation of the relevant academic literature and part performance, this session aims to provide the audience with a rationale for the inclusion of story slams in ELT research and practice, as well as a simulated experience of observing a story slam event. Of particular interest to the presenter is the power of story slams to capture and share the transformative moments in the lives of English language learners. To spark the audience's interest in the story slam genre, the presenter will share several stories which speak to the themes of this year's conference: creativity, critical thinking, and inquiry-based learning.

**For information about the speakers, see the Biographical Statements section of the book.**

## **IATEFL YLT SIG Panel**

### **About the Presentation**

**Sat 2:30**  
**Room 317C**

**Teaching Children and Teenagers Globally:  
Challenges and Opportunities**  
Invited Panel – IATEFL YLT SIG

Teaching Children and Teenagers is a challenging as well as exciting engagement. Teachers often talk about challenges they face in teaching. Some, however, see many learning opportunities in them. We would like to share some of the challenges that we have experienced like managing learner behaviour in the class, meeting the variety of needs of learners with differing interests, abilities, learning styles etc., choosing learning materials, identifying and using technologies/web tools to support language learning, using assessment tools to present learner performance more accurately. We would like to address how to create new learning opportunities and learning experiences in spite of the challenges.

**Kalyan Chattopadhyay** (Moderator)

**Barbara Hoskins Sakamoto**

**Anna Loseva**

**Virginia Parker**

**David Valente**

**For information about the speakers, see the Biographical Statements section of the book.**



**Curtis Kelly**

*Kansai University*

### **About the Presentations**

**Sat 3:30      Adopting Inquiry-Based Learning Pedagogies into  
Room 317B    ELT            Featured session**

Inquiry-based learning is similar to task-based learning, possibly even a subset of it. In an inquiry-based approach, learners are given a task, but also expected to seek information on how to solve it. It is the inquiry part, figuring out what questions to ask and then looking at information sources to answer them, that makes this methodology so effective. Traditional methods rely on simple information transmission and memorization, and so the learning of it tends to be shallow. Facts might be retained, but little understanding. Inquiry-based learning, however, is based on a “need to know” premise, and so gives the learners a deeper understanding of the entire area they are working in and better habits of mind. Processes of discovery and application are learned in addition to the subject matter. The presenter will show how inquiry-based learning is used in innovative medical schools and then suggest ways it might be incorporated in language classes, even lower level ones.

**Sat 9:00      Why Our Brains Like Stories  
Room 318B            Invited Session**

Stories, the original Wikipedia, are the oldest tool of teaching, and still the most potent. For most of human existence, we have used stories to share information and educate our offspring about the wiles of the world. It is no wonder our brains have evolved to process stories so much more effectively (or did stories evolve to fit our brains?) than other formats of information delivery. In fact, stories do more than allow information transfer. They cause parallel activation of the insula in both speaker and listener that enable a kind of brain linking.

Likewise, no other format of verbal transfer results in as high a retention rate. A study in London found that the use of statistics in a presentation led to a retention rate of 5-10% at best, but by adding a story, retention more than tripled. With the use of stories alone, the retention rate soars to more than tenfold. This is no surprise if you consider the neurotransmitters stories release: serotonin, dopamine, and oxytocin. These chemicals control mood, deeper learning, and interpersonal bonding. In fact, psychologists believe that stories are so deeply integrated into our memory system that they form the basis for concept of self.

What a wonderful tool for language teaching stories can be. The presenter will provide theory and evidence as to why they are so effective, delve into the neuroscience that explains their power, and discuss techniques for using stories in the classroom, including Rex Tanimoto’s Digi-Tales. He will also shower the audience with powerful stories from his vast collection.

**For information about the speakers, see the Biographical Statements section of the book.**





**Boyoung Lee**

*Ewha Woman's University*

### **About the Presentations**

**Sat 10:00**      **English Education in Korea, Now and Onward**  
**Room 317B**                      **Featured Session**

As it is widely recognized that teaching English in a cross-cultural context raises a number of challenges, the difficulties faced by both native and non-native teachers of English in Korea's EFL setting run the gamut, ranging from language itself to culture gaps in addition to what seem to be socio-cultural factors unique to Korea, such as “parents.” Since the demand on Koreans for higher communicative skills in English is being heightened, it is imperative to look into those challenges and make constructive efforts toward finding solutions. By presenting video clips of interviews of ELT professionals and English learning students in Korea, and sharing the experiences of the audience through discussion, it is hoped that all will gain an accurate understanding and insightful perspectives on who we are dealing with and how we can efficiently help them.

**Sat 1:30**              **The Future of English Education in Korea**  
**Room 317A**              **(at the Elementary and Secondary Levels)**  
                                 **Invited Session**

For the past few decades, the school curriculum of Korea's English education has been shifting from a grammar-translation and test-oriented approach towards improving actual communicative skills. As a result, ELT professionals have found themselves in a confusing state where they are required to nurture students' productive English skills, to equip themselves with communicative competence, and to become a mentor to English learners all at the same time. As these tasks seem quite daunting, this presentation will reconsider and discuss what we've done so far and devise ways to meet the demands effectively.

**Sat 4:30**              **Tea Time with Lee Boyoung**              **Invited Session**  
**Room 326**

This informal session with Dr. Lee will be in a question-and-answer format. Dr. Lee will be answering audience questions mainly about the various aspects of English education in Korea. This session will be taking place in a small presentation room, so seating will be limited. It is expected that most questions will be asked and answered in Korean, but English is also an option.

**For information about the speakers, see the Biographical Statements section of the book.**



**Anna Loseva**

*Clark Memorial International High School  
(IATEFL YLT SIG)*

### **About the Presentations**

**Sun 2:00**     **Exploring World Cultures, Learning More About  
Room 321**     **Your Own**  
Invited Session

In light of English being a lingua franca, it makes sense for teachers to equip learners with the knowledge and skills necessary for cross-cultural communication that students might be having in their future. How can we address this need? In this session, the presenter will detail the elements of a culture course for high school students in Tokyo, which emphasizes a critical approach to viewing cultures. Participants will be invited to put themselves in students' shoes to examine and explore aspects of their own native cultures in ways that would allow for communication beyond common perceptions and stereotypes.

**Sat 2:30**     **Teaching Children and Teenagers Globally:  
Room 317C**     **Challenges and Opportunities**  
Invited panel

(See IATEFL panel above.)

**For information about the speakers, see the Biographical Statements section of the book.**



**Jon Nordmeyer**

*WIDA Consortium*

### **About the Presentations**

**Sun 11:00     Inquiring into Writing: Building on Learners’  
Room 317B     Strengths**  
Featured Session

An asset-based approach to instruction builds on learners’ strengths and helps students to take ownership for their learning. Differentiating instruction builds on individual students’ creativity, proficiency levels, and background knowledge. This not only develops academic language but also critical thinking skills. Using the WIDA English language development framework, participants will explore a writing activity at different proficiency levels.

**Sat 3:30     Supporting ELL's In International Schools With  
Room 325     The WIDA English Language Development  
Framework**  
Invited panel

Representatives from several International Schools in Korea will share how they have used the WIDA English Language Development Standards ([www.wida.us](http://www.wida.us)) in the assessment and instruction of English. These tools help schools to integrate language and content learning, and support collaboration between English language and content-area teachers. Possible questions will include: How have you used WIDA assessments? How has the WIDA standards framework supported curriculum development? How do teachers collaborate using the WIDA resources? The panel will be moderated but will invite questions from the audience.

**For information about the speakers, see the Biographical Statements section of the book.**



**Virginia Parker**  
*(IATEFL YLT SIG)*

### **About the Presentations**

**Sun 11:00 Room 317A Teenagers: Why Are They Like That? And What Can I Do About It?**  
Invited Session

Why are teenagers always so difficult? Adolescent learners present unique challenges to teachers in the L2 classroom, but there are reasons why this is so and solutions to every problem. This presentation will focus on recent research on exactly what makes teen learners tick, and how, as teachers, we can use this information to improve both our teaching and learning, and our classroom management.

**Sat 2:30 Room 317C Teaching Children and Teenagers Globally: Challenges and Opportunities**  
Invited panel

(See IATEFL panel above.)

**For information about the speakers, see the Biographical Statements section of the book.**



**Glenn Stockwell**

*Waseda University*

### **About the Presentations**

**Sun 3:00**     **Transforming Language Teaching and Learning**  
**Room 317B**     **with Technology**     **Featured Session**

The range of technologies available to language teachers and learners has increased dramatically over the past several years, providing both with a diversity of options that can be both exciting and challenging. As new technologies appear, they bring with them possibilities regarding what can be achieved both inside and outside of the classroom, but it is often difficult to keep up with the range of technologies that become available. In addition to this, the very environments in which language teachers find themselves are also constantly evolving, with expectations of administration and learners themselves also changing rapidly. These changes have resulted in a paradigm shift in the role of technologies that potentially rewrites the way in which teaching and learning will take place. Some of the challenges associated with this paradigm shift will be discussed, and some suggestions regarding keeping up with these trends will be provided. The presentation will conclude with a discussion of what teachers need to bear in mind to transform their own individual language teaching and learning using technology.

**Sat 1:30**     **Principles of Mobile Language Learning**  
**Room 317B**     **Invited Session**

As access to sophisticated but affordable portable technologies over the past several years has increased, a body of research into using these technologies for learning in both formal and informal contexts has also appeared. It is not surprising, then, that language teachers have also adopted mobile technologies into their individual teaching and learning contexts. This presentation first examines recent studies from the mobile-assisted language learning (MALL) literature, exploring the issues that emerge from this body of research through a framework distinguishing physical, pedagogical, and psychosocial dimensions. Drawing from research into mobile language learning, and the related fields of mobile learning and computer-assisted language learning, the presentation describes ten general principles proposed by Stockwell and Hubbard (2013) to guide teachers, learners, administrators, employers, and other stakeholders in the challenge of effectively integrating mobile devices and tasks into language learning environments. The presentation concludes with a case study showing how each of the principles described have been applied in an actual mobile language-learning context.

**For information about the speakers, see the Biographical Statements section of the book.**

## **TESOL International's Non-Native English Speakers in TESOL Interest Section Panel**

### **About the Presentation**

**Sun 11:00**      **NEST's & NNEST's Meet Together:**  
**Room 325**      **Creating A Collaborative Working Environment**  
                         Invited Session

Presenters provide a forum for native English speaking (NESTs) and non-native, English speaking teachers (NNESTs) to discuss challenges and opportunities for NEST-NNESTs working collaboratively. Included are: (a) moving away from the NES/NNES dichotomy, (b) NNEST-NEST collaboration, and (c) issues with hiring and working with NNESTs.

**Soonhyang Kim**, Chair of TESOL International's NNIS (Moderator)

**Lizabeth England** (via Internet)

**Yingliang Liu** (via Internet)

**Kyungsook Yeum**

**For information about the speakers, see the Biographical Statements section of the book.**



**David Valente**

*ELT Consultant (IATEFL YLT SIG)*

### **About the Presentations**

**Sun 4:00     An Intercultural Approach to Creativity in the  
Room 317B     Primary English Classroom**  
Featured Session

This interactive talk explores how teachers of primary-aged learners can use intercultural materials and activities to enable children to develop their creativity and English language skills. Ideas will be presented in relation to best practice in primary ELT and illustrated with practical and engaging examples, which have been used successfully in classrooms throughout the East Asia region.

**Sun 11:00     Doing Equality, Diversity, and Inclusion in  
Room 317C     Primary English Language Programmes**  
Invited Session

This talk will explore age-appropriate approaches to enable teachers to incorporate equality, diversity, and inclusion when teaching primary English. We will consider creative ways to embed intercultural understanding and diversity in syllabus and task design via an outcomes-based methodology.

**Sat 2:30     Teaching Children and Teenagers Globally:  
Room 317C     Challenges and Opportunities**  
Invited panel

(See IATEFL panel above.)

**For information about the speakers, see the Biographical Statements section of the book.**

## **WIDA Teachers Panel**

**Sat 3:30**  
**Room 325**      **Supporting ELL's In International Schools With  
The WIDA English Language Development  
Framework**

Invited panel

### **About the Panel**

Representatives from several International Schools in Korea will share how they have used the WIDA English Language Development Standards ([www.wida.us](http://www.wida.us)) in the assessment and instruction of English. These tools help schools to integrate language and content learning, and support collaboration between English language and content-area teachers. Possible questions will include: How have you used WIDA assessments? How has the WIDA standards framework supported curriculum development? How do teachers collaborate using the WIDA resources? The panel will be moderated but will invite questions from the audience.

**Jon Nordmeyer** (Moderator)

**Madalena Elshoff**

**Bethany Martens**

**Mirela Matesan**

**Kwangmi Shin**

**Barbara Wrightson**

**For information about the speakers, see the Biographical Statements section of the book.**

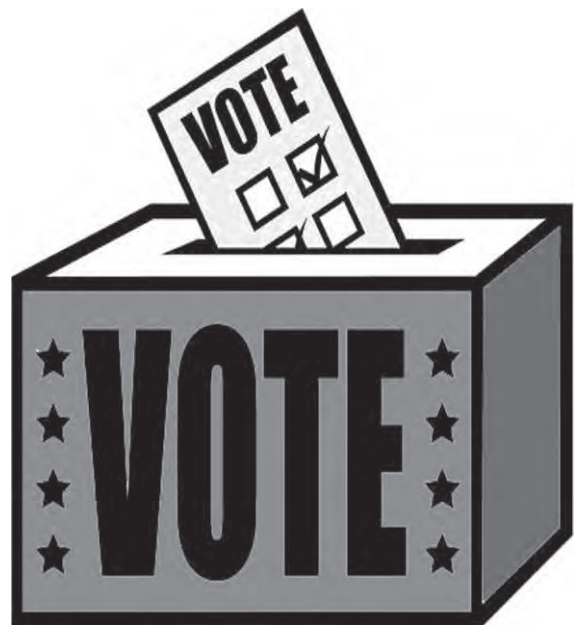


# ***Have you Voted?***

KOTESOL Members (expiration Oct 31 or later) may cast a ballot at the Elections Desk.

## **Voting Hours:**

- Saturday 10 am ~ 5 pm
- Sunday 10 am ~ 12 pm



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

**Express your views. Vote!**

## The Annual KOTESOL

# National Drama Festival

hosted by Jeonju-North Jeolla KOTESOL



Give your students the chance to perform in English!

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

All students will get certificates of participation.

**Date: November 21st**

**Time: 1 p.m.**

**Location: Jeonju University**

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

**Contact person: Ingrid Zwaal**

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

**phone: 010-3650-2957**

**Reg. deadline: November 6th**



# Saturday 9:00 - 10:50

ROOM	9:00	9:25	10:00	10:25
317A	<b>Dieter Knowle</b> <i>The Flipped Classroom As A Learning-Centered, Task Based Alternative For Freshmen English University Courses In Korea</i> Tech-enhanced/CALL/CMI/MALL U/A			
317B	<b>Kalyan Chattopadhyay</b> <i>Critical Language Awareness in Teacher Learning</i> Teacher Development FEATURED SESSION Y/T/U/A		<b>Boyoung Lee</b> <i>English Education in Korea, Now and Onward</i> Cross/Intercultural Comm FEATURED SESSION Y/T/U/A	
317C				
318A				
318B	<b>Curtis Kelly</b> <i>Why Our Brains Like Stories</i> Inquiry-Based Learning INVITED SESSION Y/T/U/A			
318C	<b>Michael Free &amp; George Settlemir</b> <i>Spinning A Basic Web: 4 Tools To Enhance Your Students' Learning</i> Web Resources for Teachers "101" SESSION Y/T/U/A			
319	<b>Tamara Roose</b> <i>Centering The Writing Classroom On Communication</i> Orientation to Communicative Language Learning "101" SESSION T/U			
320	<b>Gabriel Allison</b> <i>Can Phonics Instruction be Fun, Effective and—Shorter?</i> Reading / Literacy e-future Co., Ltd. Y			
321	<b>Ken Beatty &amp; Craig Lambert</b> <i>Education in Flux: Using Tasks to Your Advantage Online and in the L2 Classroom</i> Materials/Course design FEATURED WEBCAST Y/T/U/A			
322				
323	<b>Nina Kang &amp; Barry D. Griner</b> <i>Collaborative-Critical Writing Through The Use Of Survey Tools</i> Multiple skills T/U			
324	<b>Mark Rebuck</b> <i>Authentic Resources And Four Other Keys For ESP</i> Content-based instruction U		<b>Sterling Plata</b> <i>CPP: Copy, Paste, And Process To Prevent Plagiarism</i> English for Specific or Academic Purposes PALT REP T/U	
325	<b>Nathan John Galster</b> <i>Music As A Tool For Language Acquisition With Adult ESL Learners</i> Music / Art / Video in the classroom U/A		<b>M. Rahmi &amp; K. Soraya</b> <i>Implementing The Process Genre Approach To Teach IELTS Academic Writing Task 2</i> Writing T/U/A	
326	<b>Annie Im</b> <i>Co-Teaching &amp; The NSET's Role</i> Co-Teaching Y/T			

## The following sessions start at 9:00

**317A** *The Flipped Classroom As A Learning-Centered, Task Based Alternative For Freshmen English University Courses In Korea*  
**Dieter Knowle**, *Kyungpook National University*

Freshmen English programs (FEP) in Korea have shifted to student centered learning. With the fastest internet and LTE network in the world and 97% saturation of smart devices, flipped classrooms are the next step enabling teachers to best maximize the scarcest learning resource - time. The key to a successful flipped classroom is 1) to use the class time for task based activities that are active and social and 2) require students to complete pre- and post-class activities. The pre- and post-classroom activities are essential in a flipped classroom. In addition, pre-activities based on intentional content maximize the classroom time resulting in a student-centered, active learning environment. This observational study investigated the use of the flipped classroom model using instructor created videos and lessons created by TEDEd.

**317B** *Critical Language Awareness in Teacher Learning*  
**Kalyan Chattopadhyay**, *Bankim Sardar College (IATEFL YLT SIG)*  
**Featured Session**

Critical language awareness has added a new dimension to teacher learning. It brings to consciousness teachers' critical awareness of language use. It is this awareness that helps teachers to evaluate, adapt, and write teacher learning materials. It also engages teachers to use language critically to achieve their own objectives.

This talk will demonstrate, through a sequence of activities, how critical language awareness develops in teacher trainees' and teachers' sensitivity towards language use, how it develops a sense of critical consciousness of issues of social structures in the world around them, and how it engages them in thinking critically about how language is used for different purposes.

**318B** *Why Our Brains Like Stories*  
**Curtis Kelly**, *Kansai University*  
**Invited Session**

Stories, the original Wikipedia, are the oldest tool of teaching, and still the most potent. For most of human existence, we have used stories to share information and educate our offspring about the wiles of the world. It is no wonder our brains have evolved to process stories so much more effectively (or did stories evolve to fit our brains?) than other formats of information delivery. In fact, stories do more than allow information transfer. They cause parallel activation of the insula in both speaker and listener that enable a kind of brain linking.

Likewise, no other format of verbal transfer results in as high a retention rate. A study in London found that the use of statistics in a presentation led to a retention rate of 5-10% at best, but by adding a story, retention more than tripled. With the use of stories alone, the retention rate soars to more than tenfold. This is no surprise if you consider the neurotransmitters stories release: serotonin, dopamine, and oxytocin. These chemicals control mood, deeper learning, and interpersonal bonding. In fact, psychologists believe that stories are so deeply integrated into our memory system that they form the basis for concept of self.

What a wonderful tool for language teaching stories can be. The presenter will provide theory and evidence as to why they are so effective, delve into the neuroscience that explains their power, and discuss techniques for using stories in the classroom, including Rex Tanimoto's Digi-Tales. He will also shower the audience with powerful stories from his vast collection.

**318C** *Spinning A Basic Web: 4 Tools To Enhance Your Students' Learning*  
**Michael Free & George Settlemir**, *Gangwon Provincial Office of Education*

Are you a teacher new to using technology? Uncertain about what could work in your classroom or school? This workshop will introduce 4 tools that can enhance your students' learning: Google Drive (for file management), Class Dojo (class management), Quizlet (flashcards), and Weebly (website design). In the first part, with illustrations taken from the presenters' classrooms, participants will be given an overview of the tools: the basics of what they can do, how much they cost, and, most importantly, how they can be used together. In the second, participants will explore the tools, focusing on those they feel will be most useful in their teaching contexts. The presenters will provide guidance, tips and tricks gleaned from their experience. Participants are encouraged to bring their devices.

**319** *Centering The Writing Classroom On Communication*  
**Tamara Roose**, *Sejong University*

A noisy classroom full of students speaking English can be the ideal platform to teach the writing process. Why? Because while talking, students generate ideas, negotiate meaning, refine their ideas, and apply new language skills in a dynamic learning environment. Cultivating a communicative classroom around high interest topics can both enhance students' enjoyment and the quality of their work in the writing classroom. Engaging students in real conversations about authentic topics increases their autonomy, intrinsic motivation, and confidence to communicate their ideas both orally and in writing. This workshop presentation will demonstrate how the communicative language teaching approach can be applied to the writing classroom through creative use of varied groupings, prewriting techniques, and visual aids to stimulate more student talk throughout the writing process.

**324** *Authentic Resources And Four Other Keys For ESP*  
**Mark Rebuck**, *Meijo University, Faculty of Pharmacy*

The presenter will suggest a prescription for ESP teaching, encapsulated by the acronym PHARM: Practical, homed-in, authentic, relevant, and motivational. These elements will be explored, with particular focus on the effective use of authentic resources. Although the examples of classroom activities are drawn from a medical English course, this workshop will be of value to teachers in other ESP fields and to those with an interest in using authentic video and audio for content-based teaching.

**325** *Music As A Tool For Language Acquisition With Adult ESL Learners*  
**Nathan John Galster**, *Kyungpook National University*

The content of this presentation will focus on the benefits of using music and music based activities as a means for learning English as a second language. Research will be presented and discussed to show how music can positively affect the classroom environment, how music relates to memory and text recall, and how music can be applied in the realm of ESL. Specifically the presenter will share the results of personal research in which music was used as a tool for learning in an adult ESL classroom setting. A key objective of this presentation will be to present practical ways to apply and use music in your own classes in order to help learners better connect with the English language.

??? Y/T/U/A ???

**WHAT CAN THEY MEAN?**

At the KOTESOL International Conference, we try to have a variety of presentations on many different topics.

Not all presentations are of interest to all attendees.

To help you choose, we have put a **code with every presentation**. The code is based on whether the presenter thinks the session is aimed at, or of interest to  
TEACHERS OF

**Y** – Young Learners (or Very Young Learners)

**T** – Teens or secondary school aged learners

**U** – University students

**A** – Adult learners (not in a traditional school setting)

**HOW DO THEY HELP?**

??? Y/T/U/A ???

## The following sessions start at 10:00

### *English Education in Korea, Now and Onward*

**317B** **Boyoung Lee**, *Ewha Woman's University*

#### **Featured Session**

As it is widely recognized that teaching English in a cross-cultural context raises a number of challenges, the difficulties faced by both native and non-native teachers of English in Korea's EFL setting run the gamut, ranging from language itself to culture gaps in addition to what seem to be socio-cultural factors unique to Korea, such as "parents." Since the demand on Koreans for higher communicative skills in English is being heightened, it is imperative to look into those challenges and make constructive efforts toward finding solutions. By presenting video clips of interviews of ELT professionals and English learning students in Korea, and sharing the experiences of the audience through discussion, it is hoped that all will gain an accurate understanding and insightful perspectives on who we are dealing with and how we can efficiently help them.

### *Education in Flux: Using Tasks to Your Advantage Online and in the L2 Classroom*

**321**

**Ken Beatty & Craig Lambert**, *Anaheim University*

#### **Featured Webcast**

In the past decade, online education has matured from plain-text chat rooms to flipped classrooms featuring multimedia video sessions in which students have opportunities to participate in live lectures, review them, network with teachers who are working all around the world, present their work, and get live feedback from their professors and from other teachers working in diverse contexts. Even live lectures by professors become interactive. Continuous chat streams allow learners to share comments, suggestions, resources, and questions during the lectures; no more whispering to the person next to you when you do not understand! The virtual classroom is no longer the classroom of the future; it is the classroom of the present. In this session, two Anaheim University professors working with international MA and EdD TESOL students will explore the nature of task-based learning and materials that enhance both the student's and the professor's experiences while reflecting on the future of online education.

**320** *Can Phonics Instruction be Fun, Effective and—Shorter?*  
**Gabriel Allison**, *e-future Co., Ltd.*

Need ideas for phonics class? Teachers know well-developed phonics skills are a powerful tool for students' long-term success in English, but many struggle with finding enough time to teach all phonics skills before students move to 4-skills course books. Teachers also want ideas to keep phonics class fun and interesting.

The question: Can we create a class that builds students' phonics skills while shortening the time it takes them to learn all the necessary phonics skills? And can we keep it exciting?

This presentation will explore a shorter curriculum to phonics instruction as well as provide fun and practical game ideas for phonics class teachers that can be implemented tomorrow.

**323** *Collaborative-Critical Writing Through The Use Of Survey Tools*  
**Nina Kang & Barry D. Griner**,

*American Language Institute, University of Southern California*

The purpose of this presentation is to share a process-driven, innovative teaching method – collaborative survey project. The presentation showcases how students can engage in collaborative writing through oral interviews and construction of a written survey through the use of survey tools, such as Qualtrics, Survey Monkey, and Google forms. Teaching advantages are numerous in using surveys - oral interview skills, question formation, critical thinking, summary writing, and peer editing. The teaching outcome is that students are able to analyze concrete data and write a critical analysis of their work using good, grammatical English. Moreover, students are able to engage classmates and interact with an innovative technological tool which can further motivate learning.

**324** *CPP: Copy, Paste, And Process To Prevent Plagiarism*  
**Sterling Plata**, *De La Salle University*

Some students plagiarize because they can easily copy and paste details from the internet. In addition, they do not follow a process to practice intellectual honesty. This demonstration presents a creative way to prevent plagiarism following the CPP model: copy, paste, and process. This demonstration will be divided into three parts. Part 1 will explain the rationale for allowing students to copy and paste details as part of the note taking process. The second part demonstrates how to help students process their notes. The last part gives tips in teaching and assessing library research papers in large classes. (Ms. Plata is representing the Philippine Association of Language Teachers.)

**325** *Implementing The Process Genre Approach To Teach IELTS Academic Writing Task 2*  
**Maulidia Rahmi**, *SMA Labschool Jakarta*  
**Kiky Soraya**, *BINUS Nusantara University*

This study focuses on the implementation of process genre approach (PGA) in writing IELTS Academic Writing Task 2 (IELTS AWT 2). There have been number of research studies conducted to find out the effectiveness of the process genre approach in teaching and learning writing (Badger & White, 2000; Yan,2005). However, there have not been any studies conducted to find out the effectiveness of PGA when it is applied in writing section of IELTS test. This study aims to find out to what extent process genre approach is effective in improving the students' IELTS AWT 2 writing and how the students perceived the implementation of PGA. This is an experimental study. The subjects are the students of IELTS course in SMA Labschool Jakarta. The results show that process genre approach is effective in improving the students' writing particularly in Task Response and Coherence and Cohesion. In the students' perception, most students agree that their writing have improved through PGA.

**326** *Co-Teaching & The NSET's Role*  
**Annie Im**, *KAIST*

The NSET does not come with a user manual. Thus when teachers are coupled together so closely you can only imagine the situations that may arise. This workshop is about the models available, what worked personally for me, and a dialogue of the role the NSET plays in a co-teaching relationship. What does the 'perfect' NSET in Korea embody and further how can we tap into the full potential of our roles? My workshop aims to give you ideas to take back to your situations to possibly make them a little bit better. Lastly, there will be time allotted for an anonymous Q&A session where the audience can write down their questions and I can try to answer them to the best of my ability.

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# Saturday 11:00 - 12:15

<b>Plenary Stage in English Expo Hall</b>	<b><i>Opening Ceremonies</i></b>
<b>Plenary Stage in English Expo Hall</b>	<b>Chuck Sandy</b> <b><i>Seeing Beyond the Dichotomies That Divide Us</i></b>

## The following session starts at 11:00

(Opening Ceremonies)

**Plenary Stage in English Expo Hall**     *Seeing Beyond the Dichotomies That Divide Us*  
**Chuck Sandy**, *iTDi (International Teacher Development Institute)*  
**Saturday Plenary**

Unplugged or plugged in, tech or no tech, data-driven or descriptive, humanistic or evidence-based, teacher-centered or student-centered, motivated or unmotivated, success or failure? Because we know it's almost never either/or, but almost always some combination of both and then some, false dichotomies like these are blinders that divide us. Rather than draw lines or take sides, I'll build a circle by sharing ideas and activities that might help us see beyond the divisions and work together in ways that encourage and support everyone who's doing their best to increase the possibility of learning.

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*The KOTESOL Christian Teachers' SIG will be holding  
a Meet and Greet at 12:15 in Room 319.*

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### Notes



**Notes**

# Saturday 1:30 – 3:20

ROOM	1:30	1:55	2:30	2:55
317A	<b>Boyoung Lee</b> <i>The Future of English Education in Korea (at the Elementary and Secondary Levels)</i> INVITED SESSION	Y/T	<b>Robert S. Murphy</b> <i>Why You Should Know About Dynamic Skill Theory!</i> Inquiry-Based Learning INVITED SESSION	Y/T/U/A
317B	<b>Glenn Stockwell</b> <i>Principles of Mobile Language Learning</i> Tech-enhanced/CALL/CMI/MALL INVITED SESSION	T/U/A	<b>Ian Adkins</b> <i>Your Students Are Terrified: Foreign Language Anxiety</i> SLA	T/U/A
317C	<b>Ted O'Neill</b> <i>Collaboration In Teaching Self-Directed Learning</i> Reflective Practice JALT REPRESENTATIVE	U/A	<b>Kalyan Chattopadhyay, et al</b> <i>Teaching Children and Teenagers Globally: Challenges and Opportunities</i> INVITED PANEL DISCUSSION	Y
318A	<b>Dawn Gillis &amp; Christopher Shepard</b> <i>Using Digital Storytelling To Develop Academic And Communication Skills</i> Tech-enhanced/CALL/CMI/MALL	T/U	<b>Paola Trejo</b> <i>Teaching With Technology: Three Fantastic Tools To Boost Students' Engagement</i> Tech-enhanced/CALL/CMI/MALL	T/U/A
318B	<b>Rheanne Anderson</b> <i>ER: Triage For Lower Level Students In Extensive Reading</i> Reading / Literacy	T/U/A	<b>Mark Howarth &amp; Andrew Gallacher</b> <i>Mastery Sentences: A Window Into The Interplay Between Word Knowledge Types</i> Vocabulary	U
318C	<b>Angel Steadman</b> <i>Motivate Your Students With Learning Contracts</i> Classroom Management INVITED SESSION	T/U/A	<b>Jean Adama</b> <i>Lesson Planning 101: Suggestions For Structuring Speaking Courses For Different Teaching Styles</i> Lesson Planning "101"	T/A
319			<b>Allison Bill</b> <i>Professional Advancement through Online Doctoral, Master &amp; Certification Programs in TESOL</i> Teacher Development and Education ANAHEIM UNIVERSITY	Y/T/U/A
320	<b>Matthew Anderson</b> <i>Effective Classroom Management Tipology</i> Classroom Management	Y/T/U/A	<b>Youngju Jeong</b> <i>Exploring A Multiliteracies Framework In English...</i> Materials/Course design	<b>Richard Miles</b> <i>Eye Contact Moves In English Oral Presentations</i> ESP U/A
321	<b>Jack Ryan</b> <i>Teaching Global Studies In English</i> Content-based instruction	T/U/A	<b>Gil Coombe</b> <i>Grading Participation In University English Courses: Why? Assess/Testing</i>	U
322	<b>George MacLean</b> <i>Short-Term Study Abroad</i> <i>Contexts: Assessing The Effects Of Immediate And...</i> Cross/Intercultural Com	U	<b>Marcus Springer</b> <i>The Purpose Of Education</i> <i>In Japan: A Case Of Culture Clash</i> Culture-Lang Learning	<b>Dylan Glyn Williams</b> <i>Understanding Context And Agency In A South Korean High School English...</i> Culture-Lang Learning T/U/A
323	<b>Angie (Yuri) White</b> <i>Implementing A Backward Design In The Korean EFL Context</i> Lesson Planning "101"	Y/T	<b>Jennifer Kreisz</b> <i>Developing Students' Vocabulary And Pragmatic Sense For Effective Email Writing</i> Pragmatics	T/U/A
324	<b>Tina Zaman</b> <i>English Conversation Workshops For Fluency</i> Speak/Conv/Pron	T/U/A	<b>Jiyoung Ko</b> <i>Integrating 21st Century Skills into Your Classroom</i> Multiple skills NEUNGYULE EDUCATION	Y
325	<b>Sae Saem Sofia Yoon</b> <i>Process Drama: The Future Of The Hooha People</i>		Other issues	T/U/A
326	<b>Kurtis McDonald</b> <i>Aligning Test Factors With Purposes On The Vocabulary Size Test</i> Assess/Testing	<b>P. Riccobono &amp; P. McIver</b> <i>Amazing Race To Alternative Assessment &amp; Attitudes</i> Assess/Testing	<b>Yu-ching Chan</b> <i>Factors Affecting Junior High School EFL Teachers' Practices Of Multiple...</i> Assess/Testing ETA-ROC REP	<b>Youngsoo Song</b> <i>A Multivariate Generalizability Study On How Scales Function In ...</i> Assess/Testing Y/T/U/A

## The following sessions start at 1:30

### *The Future of English Education in Korea (at the Elementary and Secondary Levels)*

**317A**

**Boyoung Lee**, *Ewha Woman's University*

#### **Invited Session**

For the past few decades, the school curriculum of Korea's English education has been shifting from a grammar-translation and test-oriented approach towards improving actual communicative skills. As a result, ELT professionals have found themselves in a confusing state where they are required to nurture students' productive English skills, to equip themselves with communicative competence, and to become a mentor to English learners all at the same time. As these tasks seem quite daunting, this presentation will reconsider and discuss what we've done so far and device ways to meet the demands effectively.

### *Principles of Mobile Language Learning*

**317B**

**Glenn Stockwell**, *Waseda University*

#### **Invited Session**

As access to sophisticated but affordable portable technologies over the past several years has increased, a body of research into using these technologies for learning in both formal and informal contexts has also appeared. It is not surprising, then, that language teachers have also adopted mobile technologies into their individual teaching and learning contexts. This presentation first examines recent studies from the mobile-assisted language learning (MALL) literature, exploring the issues that emerge from this body of research through a framework distinguishing physical, pedagogical, and psychosocial dimensions. Drawing from research into mobile language learning, and the related fields of mobile learning and computer-assisted language learning, the presentation describes ten general principles proposed by Stockwell and Hubbard (2013) to guide teachers, learners, administrators, employers, and other stakeholders in the challenge of effectively integrating mobile devices and tasks into language learning environments. The presentation concludes with a case study showing how each of the principles described have been applied in an actual mobile language-learning context.

### *Collaboration In Teaching Self-Directed Learning*

**317C**

**Ted O'Neill**, *Gakushuin University*

Silén and Uhlin described "students' need for collaboration with faculty in their process of becoming self-directed." This demonstration will present an experiment in teaching Self-Directed Learning (SDL). In a required first-year English course for French majors at a private university, the instructor also participated in the course as a learner of a new language, serving as a model, making choices along with the students, and struggling with the same issues of learning, time management, sustaining motivation, and setting high, but attainable goals. The resulting narratives and teacher and learner reflections will be presented to illuminate issues in teacher and learner expectations, perceived effectiveness of the instructor as an exemplar in teaching SDL, and changes in motivation for students and instructor as learners. (Mr. O'Neill is representing the Japan Association of Language Teachers.)

### *Using Digital Storytelling To Develop Academic And Communication Skills*

**318A**

**Dawn Gillis & Christopher Shepard**, *The Hong Kong Polytechnic University*

Digital storytelling has a wide range of potential classroom applications and is useful for students with various types of learning styles. In a first-year university general English language course, students create short digital stories on an aspect of heritage within their hometowns. The course aims to enhance students' general communication skills in English and focuses on pronunciation, fluency, vocabulary and grammar. Through speech, sounds, graphics, images and music, students are able to present information in differing ways. Digital stories also require students to plan and organize while working in a collaborative environment sharing and exchanging ideas and information.

**318B** *ER: Triage For Lower Level Students In Extensive Reading*  
**Rheanne Anderson**, *Soka University, Japan*

Extensive Readings has long been a favorite teaching activity in ESL/EFL education. Although the benefits of Extensive Reading are clear, its implementation can often limit these benefits and its use with lower level students can present structural and linguistic load problems for many practitioners. In this workshop, a new student-centered, student-activated and level flexible form of Extensive reading will be introduced. The goals of Extensive Reading and the presenter's battle to find a system that would equally support and yet not restrict her low-level students will be discussed. Lesson plan activities and supportive documents will be shared, as well as the underlying purpose of the program. Participants will experience the 4 stages of the program so as to deeply understand the methodology.

**318C** *Motivate Your Students With Learning Contracts*  
**Angel Steadman**, *University of Arizona*

Motivation is one of the most important contributors to successful language learning, yet teachers struggle with how to keep their students motivated. This workshop will present the technique of using a learning contract to engage your students and keep them motivated. Learning contracts are documents that serve as agreements between students and teachers that are created at the beginning of a course and used as a guide throughout, and they are a great way to encourage students to take control of their learning and stay motivated, both in and out of the classroom. Participants will receive sample learning contracts and draft their own learning contracts as part of the workshop.

**320** *Effective Classroom Management Tipology*  
**Matthew Anderson**, *Seoul National University*

The goal of this presentation is to provide the teacher with an overview on effective classroom management in ELT and relative ideas/strategies to implement into the class setting. Participants will learn methods for enforcing/reinforcing class rules and will become familiar with protocol for addressing problem behavior in the classroom. Further, the presentation will discuss multiple seating arrangements that promote better classroom management for certain lessons. The final segment will offer 12 strategies to aid instructors in successfully maintaining class control, preempting discipline. If executed properly, the techniques are proven to work efficiently in various learning contexts. The information and strategies portrayed in this presentation will leave teachers equipped with the necessary tools for effective classroom management in ELT.

**321** *Teaching Global Studies In English*  
**Jack Ryan**, *Shizuoka University of Art and Culture, Japan*

The presenter will explain how he has come to design the methodology for his English content courses for university students in an EFL context. Experimentation and action research has led him to explore various ways of scaffolding the content of his courses to make it as accessible as possible to students. The presenter will share many of the techniques he uses in his English content courses to help bridge the gap between the content and the current English proficiency-levels of his students. The presenter also hopes to engage in a discussion of the most appropriate teaching techniques and activities to utilize when teaching English content courses at the university level in an EFL context.

**322** *Short-Term Study Abroad Contexts: Assessing The Effects Of Immediate And Authentic Feedback On Student Progress*

**George MacLean**, *University of the Ryukyus*

Many Ministries of Education have recently and tentatively been granting funding for short-term study abroad initiatives, however traditional measurement instruments can prove challenging for documenting how learners have benefited from such programs. Certainly, listening is one of the areas where it would be expected that learners would make the most progress, given that they are in an immersion environment. This presentation will examine the impact of a study abroad program at the University of Hawai'i for students from three cohorts from two universities with particular reference to student improvement where listening skills are concerned. Field notes, student responses to a post-exchange survey, and quantitative results from ETC's TOEIC and Pearson's VERSANT tests will be considered and discussed.

**323** *Implementing A Backward Design In The Korean EFL Context*

**Angie (Yuri) White**, *Gyeonggi-do Institute for Foreign Language Education*

Backward Planning (BP) is a lesson planning technique developed by educators Grant Wiggins and Jay McTighe. The focus is placed on specific learning outcomes first and instructional materials and tasks last.

In this participant centered workshop, we will reflect on our current lesson planning strategies and identify the weaknesses. Are we committing what McTighe refers to as the "twin sins" of lesson developing? Meaning, are we too focused on activities rather than results? Or do we provide an excess amount of input which also ignores learning outcomes.

Next, we will modify our techniques implementing a backward design to create lessons that have clear cut learning objectives, design appropriate tasks which actually produce the learning outcomes, and ensure that all levels of students have been reached.

**324** *English Conversation Workshops For Fluency*

**Tina Zaman**, *Pusan National University*

This presentation will outline how to structure and execute a successful speaking workshop at the start of each class and is appropriate for middle school, high school, or university students, especially in classes with students of varying levels of English proficiency. Workshop participants will generate topics for the first step--creating and choosing speaking topics applicable to all students, ensuring that student participation can be required successfully by the instructor and that students can respond to the discussion topic in a meaningful way. The subsequent introduction and facilitation of speaking workshops will also be demonstrated, along with techniques to assist students to attain and express their highest level of English language mastery and fluency.

**325** *Process Drama: The Future Of The Hooha People*

**Sae Saem Sofia Yoon**, *International Graduate School of English*

For my presentation, I will introduce process drama, which can be the most informal or spontaneous among all the drama techniques, but can also be the most educational. During the first half of the 80-minute workshop, I will highlight the main characteristics of process drama and demonstrate how much of a "liberating" approach it is. The latter half of the workshop will be used to demonstrate an actual process drama. This process drama I created called "The future of the Hooha People", is appropriate for upper intermediate level secondary students to adults. This CLIL drama is about Amazon tribes losing their land will teach students certain communicative functions and enable them to think about significant moral, social, and political issues.

**326**

*Aligning Test Factors With Purposes On The Vocabulary Size Test*

**Kurtis McDonald**, *Kobe College*

Factors such as test length, test language, guessing, and the ‘I don’t know’ option have been explored individually in recent research on the Vocabulary Size Test (Nation & Beglar, 2007). With data collected from over 1,000 first-year university student participants, this study extends previous research by examining how vocabulary size estimates from a monolingual English version of the test compare to those from a bilingual version at different word family frequency levels when administered both with and without an ‘I don’t know’ option available. Viewed alongside previous findings from the literature in this area, suggestions on how different test factors may align with distinct purposes for administering the Vocabulary Size Test will be offered.

**The following session starts at 1:55**

*Amazing Race To Alternative Assessment & Attitudes*

**326**

**Philip Riccobono**, *Kyung Hee University*

**Patrick McIver**, *Catholic University of Daegu*

After repeatedly administering standard listening-speaking examinations, semester in, semester out, in their South Korea university EFL classes, the presenters of this study decided to institute a more edgy alternative assessment vis-à-vis M-Learning, measuring cognitive creativity and cognitive curiosity: The Amazing Race. The presenters will share students’ attitude toward this problem-based-learning-clue-hunt, designed for taking learners outside their comfort zone in the spirit of constructing an environment aligned to Sung and Pedersen’s (2012) Critical Pedagogy.

**Notes**

## The following sessions start at 2:30

*Why You Should Know About Dynamic Skill Theory!*

**317A** **Robert S. Murphy**, *University of Kitakyushu*

### **Invited Session.**

Cognitive development: what's going on in your students' heads? Do you know? Can you know? Dynamic Skill Theory (DST) was developed at the Harvard Graduate School of Education by Dr. Kurt Fischer with the intent of answering those questions. With an understanding of DST, you can become a more effective teacher by creating teaching contexts and syllabi that personally match the actual cognitive development of your students. The implementation of DST is fully compatible with IBL-based teaching, and will amaze even the most seasoned IBL-based teacher with its efficiency.

**317B** *Your Students Are Terrified: Foreign Language Anxiety*

**Ian Adkins**, *Hanuel Middle School, Gimhae, South Korea*

This workshop will focus on foreign language anxiety in all learners. It will help to explain how to measure it, possible treatments, and how it seems to be influenced by age, gender, and other factors. This workshop is based off a research project involving foreign language anxiety and Korean middle school students. Additional information will be presented, along with the results of this study, in order to provide assistance educators of all student levels. Ample time will be allotted for discussion and sharing ideas. The goal of the workshop is for all participants to leave with a better understand of foreign language anxiety, its influence on their students, and possible ways to help address it in their classroom.

*Teaching Children and Teenagers Globally: Challenges and Opportunities*

**Kalyan Chattopadhyay**, *Bankim Sardar College (IATEFL YLT SIG)*

**Anna Loseva**, *Clark Memorial International High School, Tokyo (IATEFL YLT SIG)*

**317C** **Virginia Parker**, *(IATEFL YLT SIG)*

**Barbara Hoskins Sakamoto**, *iTDi (International Teacher Development Institute)*

*(IATEFL YLT SIG)*

**David Valente**, *ELT Consultant (IATEFL YLT SIG)*

### **Invited panel.**

Teaching Children and Teenagers is a challenging as well as exciting engagement. Teachers often talk about challenges they face in teaching. Some, however, see many learning opportunities in them. We would like to share some of the challenges that we have experienced like managing learner behaviour in the class, meeting the variety of needs of learners with differing interests, abilities, learning styles etc., choosing learning materials, identifying and using technologies/web tools to support language learning, and using assessment tools to present learner performance more accurately. We would like to address how to create new learning opportunities and learning experiences in spite of the challenges.

**318A** *Teaching With Technology: Three Fantastic Tools To Boost Students' Engagement*

**Paola Trejo**, *Zayed University*

Engaging students in learning is one of the biggest challenges educators face.

The inclusion of technology in the classroom can effectively help students engage with the learning content, interact with and construct knowledge. Mobile devices, rather than being disruptive, can be used to teachers' advantage as effective tools in engaging students.

In this hands-on workshop, the presenter will demonstrate three creative and constructive ways to teach effectively using mobile technology in the classroom. The tools demonstrated can transform the learning environment by facilitating students' engagement, interaction and critical thinking. The presenter will show the pedagogical uses of these tools so that teachers may utilize them effectively to reach their own learner-centered goals. These tools can be accessed from any mobile device with an Internet connection.

**318B**

*Mastery Sentences: A Window Into The Interplay Between Word Knowledge Types*  
**Mark Howarth & Andrew Gallacher**, *Kyushu Sangyo University*

Nation (1990) discussed the notion of Word Knowledge Types, such as the meaning of a word, the spoken form of the word, the collocations of the word, and the register of the word. This workshop will briefly discuss a study which examined the types of “word knowledge” errors students made when writing mastery sentences. After a brief overview of the study, attendees of the workshop will have the opportunity to mark and discuss some example sentences provided by the presenters. Practical suggestions for providing students with feedback on their productive use of high-frequency vocabulary will be discussed. The presenters welcome attendees to share their own suggestions for helping students improve their knowledge of words at deeper levels.

**318C**

*Lesson Planning 101: Suggestions For Structuring Speaking Courses For Different Teaching Styles*

**Jean Adama**, *Seoul National University of Science and Technology*

This workshop is designed to help instructors teaching Teens and Adults design well structured lesson plans for Speaking and Conversation courses within Communicative Language Teaching and Task Based Language Teaching styles across two different teaching approaches: Deductive “Top-down”, and Inductive “Bottom-up” styles. “Scaffolding” as a concept will be explained and some theoretical background will be briefly discussed to facilitate understanding of the underlying concepts behind both approaches. Benefits and drawbacks of each teaching style will be discussed, and suggestions for how to structure lessons plans for each approach will be given. Attendees will be asked to work in small groups and collaborate to make a sample lesson plan to fit one teaching style around a sample language topic.

**319**

*Professional Advancement through Online Doctoral, Master & Certification Programs in TESOL*

**Allison Bill**, *Anaheim University*

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

**320**

*Exploring A Multiliteracies Framework In English Language Teaching*  
**Youngju Jeong**, *Pusan National University*

This study aims to explore how ELT goals can best be realized by adopting a pedagogy of multiliteracies (New London Group, 1996) as it can not only develop students’ production and interpretation of texts (spoken, written, computer-mediated communication), but also their critical awareness of the relationship between language and culture. In addition, a model multiliteracies-based ELT instruction is presented as a means of keeping ELT relevant to ELT teachers as well as students.



**321** *Grading Participation In University English Courses: Why?*  
**Gil Coombe**, Korea University

In Korean university EFL courses, the awarding of points for classroom participation (or lack of it) is a common feature of assessment. There are a number of valid reasons to do so, ranging from fundamental SLA theory (e.g., the output hypothesis) to classroom management. One of the most commonly voiced justifications for the application of a participation grade is that it helps to overcome the perceived reluctance of Korean learners to speak up in class, a phenomenon that may be the result of the cultural, social, and educational environments in which they have been raised. This workshop will first discuss – with the input of the audience - the various ways in which fair and accurate participation grading can be achieved in class, before then making the argument that perhaps participation need not be graded at all.

**322** *The Purpose Of Education In Japan: A Case Of Culture Clash*  
**Marcus Springer**, Shizuoka University of Art and Culture

What is the purpose of education in Japan and how does this guide the direction of classroom activities? Furthermore, what are the roles of the Japanese teachers of English, foreign assistant language teachers, and the students?

This report reflects the results of multiple focus groups, divided by nationality, on their contradicting beliefs about the purpose of education and what the acceptable outcomes of language studies should be. It searches for the roots of culture clash in the classroom among the 3 groups and seeks to clarify beliefs and classroom objectives in order to reduce conflict.

**323** *Developing Students' Vocabulary And Pragmatic Sense For Effective Email Writing*  
**Jennifer Kreis**, Induk University, Seoul, South Korea

This presentation and workshop will focus on how to develop EFL students' vocabulary and pragmatic skills when it comes to writing effective emails. Due to pragmatic differences existing between English and Korean, research shows that students still lack the pragmatic know-how and linguistic diversity needed for constructing proper emails targeted to their desired speech acts (Ex., making requests). Therefore, this presentation will highlight language usage and pragmatic differences occurring between Korean and English. The workshop portion of this presentation will be geared towards giving tips and lessons plans to teachers on how to teach their students to write effective emails for their desired speech acts (ie. focus on vocabulary building, linguistic diversity and pragmatic sense).

Under each of the components of email writing (ie. Header (헤더), subject (제목), salutation (인사말), body (본문), dateline (날짜), closing (맺음말), and signature (서명), many example sentences and phrases will be given in English and Korean to show what is commonly used for each speech act (Ex. requests, inquiries, apologies, etc.), according to the results of data that was collected by the presenter in her own research on the linguistic-pragmatic preferences of Korean vs. Native English speaking students.

**324** *Integrating 21st Century Skills into Your Classroom*  
**Jiyoung Ko**, Neungyule Education

How do we motivate students to learn and think in English? One of the most effective ways to make it happen is encouraging students to be the owner of their learning process. But, in reality students in EFL setting approach English as just a subject to repeat and memorize and take a test. However, English class could lead students to ask their own questions, find their own answers and explore what is around them. The power of this approach is for students to increase intellectual engagement and foster deep understanding through the topic on top of their language skills. With this approach, teacher could also foster the environment for students to develop the four Cs (Critical Thinking, Collaboration, Communication, and Creativity) of the 21st Century skills. These are the skills that are needed for great futures. To maximize this whole learning process, the program's structure should be designed to motivate students to exercise creativity, to think critically, to collaborate with their classmates, and to communicate effectively. The newest series, Come On, Everyone! will walk you through the way to cultivate your classroom where every learner becomes a great thinker who is ready for 21st century.

The purposes of this study were to investigate the beliefs and practices of multiple assessments of junior high school EFL teachers, to see whether there was a discrepancy between their beliefs and practices, and to explore the factors affecting their practices. The subjects were 50 junior high school EFL English teachers in New Taipei City, Taiwan. The instruments were a questionnaire consisting of 38 questions to collect data for quantitative analysis and an interview outline containing 5 questions to collect opinions for qualitative analysis. The results showed that the subjects had good beliefs of multiple assessments. However, there was a discrepancy between their beliefs and practices of multiple assessments. Multiple assessments were not widely used by junior high EFL English teachers because of some factors. (Yu-ching Chang is representing the ETA-ROC organization.)

*KOTESOL*

*would like to express our gratitude to:*

*Seoul Convention Bureau*

*Korea Tourism Organization*

*e-future*

*and all those who have supported the  
KOTESOL 2015 International Conference  
& English Expo*

## The following sessions start at 2:55

**320** *Eye Contact Moves In English Oral Presentations*  
**Richard Miles**, *Nanzan University*

'Good eye contact' is frequently cited as a fundamentally important presentation skill, but to date there is little in the way of research investigating it. In an attempt to address this shortcoming, an action research study was carried out to explore the different eye contact 'moves' in student oral presentations and to better define what constitutes 'good eye contact'. Included was an additional analysis of the eye contact between the presenter and the audience, through use of a 360° camera.

Findings from this mixed-methods study at a Japanese university revealed good eye contact, bad eye contact, and no eye contact 'moves'. Within these categories, a range of distinct 'moves' lead to the creation of sub-categories and subsequently, to a new taxonomy for eye contact moves.

**322** *Understanding Context And Agency In A South Korean High School English Classroom*

**Dylan Glyn Williams**, *Seoul National University / The University of Manchester*

This paper presentation focuses on the relationship between context and agency in the situation of a South Korean high school teacher's English classroom pedagogy. Analysis through a grounded theory approach identified a strong contextual influence in the form of the College Scholastic Ability Test (CSAT - South Korea's university entrance exam - 'Suneung'), suggesting that the strong contextual influence of the CSAT constrains the teacher and her students, making them focus solely on receptive skills, and thus shaping their own agentic choices in English language learning with the end-goal of passing the CSAT. 'Passive agency' emerged as a theory to describe this insight. The paper presentation concludes with a discussion about the implications of 'passive agency' for the various possible future trajectories of students.

**326** *A Multivariate Generalizability Study On How Scales Function In A Writing Test*  
**Youngsoo Song**, *KAIST*

Testers and educators often choose different types of rating scales for performance assessment in writing. Since research shows several benefits of using scoring rubrics such as increase reliability, validity, and promotion of learning, there appears to be a merit in using multiple analytic scales. However, there is limited research on how different rating scales affect the scores of test takers. This paper investigates how the omission of one of four rating scales change the test's reliability. In addition, the four scales are analyzed using multivariate generalizability theory to observe how they function with and without Task Fulfillment. The findings have implications for writing assessment practices and for further research.

Notes

# 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!*

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# Saturday 3:30 - 5:20

ROOM	3:30	3:55	4:30	4:55
317A	<b>Simon Thollar &amp; Joel P. Rian</b> <i>Teaching At Universities; How Not To.</i> Classroom Management U		<b>Seonmin Park</b> <i>Students, You Can Use Your Cellphones In Class</i> Classroom management U	
317B	<b>Curtis Kelly</b> <i>Adopting Inquiry-Based Learning Pedagogies into ELT</i> Inquiry-Based Learning FEATURED SESSION Y/T/U/A		<b>Sara Davila</b> <i>Bring the 21st C into the English Lang Classroom</i> Tech-enhanced/CALL/CMI/MALL FEATURED SESSION T/U/A	
317C			<b>Hae Won (Sunny) Yu &amp; Jiyeon Park</b> <i>TED Through Reading Aloud</i> Multiple skills A	
318A	<b>Paul Starr</b> <i>Using Alternate Reality Games In The ELT Classroom</i> Multiple skills T/U/A		<b>Gunther Breaux</b> <i>SPEED DATING ENGLISH: One Topic, Many Partners</i> Speak/Conv/Pron U	
318B	<b>Douglas Baumwoll</b> <i>the doing? is What couple</i> Writing Y/T/U/A		<b>Phil Owen</b> <i>"Hear-Say" Activities For Almost All Classes</i> Speak/Conv/Pron Y/T/U/A	
318C	<b>Jesse Balanyk</b> <i>Reducing Inter-Cultural Misunderstandings Between Teachers With Different Cultural Backgrounds</i> Co-Teaching "101" Y/T		<b>Alex Monceaux</b> <i>Deepening Content Knowledge Through Problem Based Learning In The ELL Classroom</i> Inquiry-Based Learning (to 5:55) T/U/A	
319	<b>Sandra Bruce</b> <i>The Role Of Confidence And Anxiety In First-Year Study-Abroad Students</i> SLA U	<b>Martin Hawkes</b> <i>Task Sequencing And Form-Focused Instruction</i> SLA T/U/A		<b>Premalatha Nair</b> <i>There is No Romance in Teaching: Confession of a Student Teacher</i> Identity MELTA REP Y/T/U/A
320	<b>Gabriel Allison</b> <i>Solving Problems! Fun and practical solutions for problems faced while teaching young learners</i> Multiple skills e-future Co., Ltd. Y		<b>Matthew Coomber</b> <i>Portfolio Based Assessment Of Speaking</i> Speak/Conv/Pron U	<b>Wallace &amp; Sybing</b> <i>Developing Perceptual Processing Of L2 Speech Through...</i> Listening T/U
321	<b>Simon Rhys Dawson</b> <i>Developing Lstening and Speaking Skills and Building Vocabulary Using BBC Learning English</i> Speak/Conv/Pron T/U/A			
322				
323	<b>Olivia Knapton</b> <i>The University of Birmingham: ELAL MA in TESOL and MA in Applied Linguistics</i> UNIVERSITY OF BIRMINGHAM Y/T/U/A		<b>Calum Adamson</b> <i>Effective Lesson Planning For Content-Based And Content-Integrated Lessons</i> Materials/Course design T/U	
324	<b>Mark Davis</b> <i>Process Writing In ELT</i> Writing T/U/A		<b>Hyunsoo Hur, et al</b> <i>Beyond The Native Speaker Fallacy; Korean NNEST's Employment Struggles</i> INVITED PANEL DISCUSSION – TESOL	
325	<b>Jon Nordmeyer, et al</b> <i>Supporting ELL's In International Schools With The WIDA English Language Development Framework</i> INVITED PANEL DISCUSSION Y/T			
326	<b>C. Haswell</b> <i>Internationalization And EMI: The Problem Of...</i> Sociolinguistics/Policy/World Englishes U/A		<b>Boyoung Lee</b> <i>Tea Time with Lee Boyoung</i> Other issues INVITED SESSION Y/T/U/A	

## The following sessions start at 3:30

**317A** *Teaching At Universities; How Not To.*  
**Simon Thollar & Joel P. Rian**, *Hokkaido Information University*

In discussing classroom practices, we should acknowledge teachers as one of the most influential variables in the classroom equation. In particular, the management of the classroom is profoundly affected by the student's perception of the teacher, and what he or she does. Small actions and habits can have big impacts on student engagement. This presentation identifies and reviews a number of teacher behaviors through a short, humorous video created by both students and teachers. A larger group of students ranked and commented on these behaviors. The result is a shortlist of classroom habits for both teachers and students to (re)consider for improving learners' experiences.

**317B** *Adopting Inquiry-Based Learning Pedagogies into ELT*  
**Curtis Kelly**, *Kansai University*

**Featured Session**

Inquiry-based learning is similar to task-based learning, possibly even a subset of it. In an inquiry-based approach, learners are given a task, but also expected to seek information on how to solve it. It is the inquiry part, figuring out what questions to ask and then looking at information sources to answer them, that makes this methodology so effective. Traditional methods rely on simple information transmission and memorization, and so the learning of it tends to be shallow. Facts might be retained, but little understanding. Inquiry-based learning, however, is based on a "need to know" premise, and so gives the learners a deeper understanding of the entire area they are working in and better habits of mind. Processes of discovery and application are learned in addition to the subject matter. The presenter will show how inquiry-based learning is used in innovative medical schools and then suggest ways it might be incorporated in language classes, even lower level ones.

**318A** *Using Alternate Reality Games In The ELT Classroom*  
**Paul Starr**, *Seoul National University*

Alternate Reality Games (ARG's) are a unique blend of interactivity, problem solving, and storytelling spanning a variety of media and real world spaces. While ARG's have not been widely applied to educational settings, this presentation will focus on their potential usefulness in ELT as a tool to bring gamification into a student focused classroom.

This presentation will provide an overview of ARG's and their previous uses as educational tools. The focus will then shift to two recent uses of ARG's in an EPIK classroom. There will be discussion of the successes and failures of these examples and the practical lessons learned. Participants will then be asked to design some basic ARG elements for their own learning environments.

**318B** *the doing? is What couple*  
**Douglas Baumwoll**, *Jeollanamdo Educational Training Institute (Teacher Trainer)*

Parts of Speech and Sentence Building: Writing Basics. Did you know many Korean middle school students cannot unscramble the above sentence? Based on my experience, foreign and Korean instructors alike must incorporate word- and sentence-level writing exercises into their lessons. My students (all ages) enjoy writing activities, while increasing self-efficacy/self-esteem in the process. In this workshop, we will complete online and hard-copy writing exercises that involve: basic parts of speech (playcentric), vocabulary production from photos, sentence building, circle writing (sentences), and white board games. Also, you will discuss the above with peers. Finally, instructors must explain to their students why these activities are useful over time: 1) Korean CSAT exam performance; 2) gain fluency/accuracy in all language skills; and 3) improve grades in other subjects.

**318C** *Reducing Inter-Cultural Misunderstandings Between Teachers With Different Cultural Backgrounds*

**Jesse Balanyk**, *Zayed University*

English teachers are routinely recruited from western countries to teach in Korean public schools and private language academies. This results in a situation where teachers from different cultural backgrounds teach side-by-side, a situation known as co-teaching.

This session is based on qualitative research involving Korean and western teachers in Korea. It will examine the general features of Korean and western educational discourses and present a model of how intercultural misunderstandings can be reduced.

Participants will complete exercises that will facilitate reflective examination their own educational discourse and build an awareness of the educational discourses of others. This workshop is ideal any teacher working in a co-teaching context. This workshop will be especially valuable for teachers currently co-teaching to participate in with their teaching partner.

**319** *The Role Of Confidence And Anxiety In First-Year Study-Abroad Students*  
**Sandra Bruce**, *EFL Instructor*

While extensive research documents the influence of foreign language anxiety (FLA) on language learners, much research looks at students in an EFL context. Using a qualitative, mixed-method approach, the present study investigates the relationship between anxiety, confidence, and SLA on study-abroad (SA) students in an ESL context. My line of inquiry builds on the current research by examining how ESL students at an American university cope with FLA, and what effect confidence-building techniques have on overcoming anxiety and increasing SLA. Relying on theories of anxiety and second language acquisition laid out by Dörnyei (2005) and Aveni (2005), this study concludes with ways in which language classroom anxiety can be reduced and confidence can be increased.

**320** *Solving Problems! Fun and practical solutions for problems faced while teaching young learners*  
**Gabriel Allison**, *e-future Co., Ltd.*

What makes young learners different? How can we keep them excited, engaged, and motivated while maximizing class time? This fun and interactive presentation will identify top problems to teaching young learners and suggest practical solutions teachers can implement in their classrooms tomorrow. The presentation will also include game ideas and tips for improving feedback. Examples from e-future's Smart English will be used throughout the session.

**321** *Developing Listening and Speaking Skills and Building Vocabulary Using BBC Learning English*  
**Simon Rhys Dawson**, *University of Nottingham, Ningbo*

This workshop introduces participants to a free online resource provided by the BBC. The resource helps learners of English develop their listening skills and broaden their vocabulary while learning about current affairs. The workshop is especially of use to teachers of English but will also be useful to teachers of other languages as the methodology is transferable to teaching any language.

**323** *The University of Birmingham: ELAL MA in TESOL and MA in Applied Linguistics*  
**Olivia Knapton**, *University of Birmingham*

The University of Birmingham, UK, is pleased to offer an information session about the distance (and campus based) MA programs it offers in TESOL and Applied Linguistics. Topics covered include: structure of the program, courses offered, program expectations, timelines, and program costs. As well, we will be talking about what kinds of students take the program, how to be successful in your MA studies with Birmingham, and if this program is a fit for your needs. Questions are always welcome and if you can't attend the session, please come visit our promotional table to speak with us.

**324** *Process Writing In ELT*  
**Mark Davis**, *Sejong University*

Many teachers view writing instruction as a joyless task filled with late nights of red pen correction, but it doesn't need to be that way. This presentation delivers a step-by-step guide to English composition that teachers can easily implement in the classroom. By focusing on a comprehensive writing strategy and basic rhetorical form, teachers can empower students to achieve communicative outcomes using real-world tasks. Also, practical editing will be examined as a way to replace the common grammar-based instructional method, promoting fluency and accuracy at different stages. Finally, the presentation will provide an adaptable writing rubric for targeted and effective feedback. This approach shifts the onus of work from teacher to student, so "Process Writing in ELT" gives teachers a different way to think about their role in teaching English composition.

*Supporting ELL's In International Schools With The WIDA English Language Development Framework*  
**325** **Jon Nordmeyer**, *WIDA*; **Bethany Martens**, *Yongsan International School of Seoul*  
**Mirela Matesan**, *Chadwick International School*; **Madalena Elshoff**, *KIS - Jeju*  
**Barbara Wrightson**, *TCIS*; **Kwangmi Shin**, *TCIS*

**Invited panel**

Representatives from several International Schools in Korea will share how they have used the WIDA English Language Development Standards ([www.wida.us](http://www.wida.us)) in the assessment and instruction of English. These tools help schools to integrate language and content learning, and support collaboration between English language and content-area teachers. Possible questions will include: How have you used WIDA assessments? How has the WIDA standards framework supported curriculum development? How do teachers collaborate using the WIDA resources? The panel will be moderated but will invite questions from the audience.

*Internationalization And EMI: The Problem Of Linguistic Stress In The University Classroom*  
**326** **Christopher Gareth Haswell**, *Kyushu University*

Government policies are increasingly encouraging the use of English to assist with the internationalization of universities within Asia, with prominent examples being the adoption of English-mediated instruction (EMI) courses and international institutional promotion for the purposes of student recruitment. This presentation investigates the problems caused by the use of English in university internationalization efforts, particularly in mixed ethnicity classrooms, and discusses potential responses to these issues. Using data from a research project that covered six universities in Japan, Korea and China, and interviews with faculty members at an international university in Japan, this presentation aims to present a clear picture of the current state of internationalized university education, and suggest how stakeholders in the university system can work together to address potential challenges.



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## The following session starts at 3:55

### 319 *Task Sequencing And Form-Focused Instruction* **Martin Hawkes**, *The University of Shiga Prefecture*

Advocates of task-based language teaching have argued that the pre-teaching of specific language points distracts from a focus on meaning during tasks, and may lead to learners simply regurgitating the target forms. Conversely, learners might just ignore them, thus rendering the pre-teaching stage meaningless. This presentation will describe the analysis of 16 samples of task interaction from a group of Japanese university students. Prior to the tasks, the participants were taught potentially useful language points. The analysis suggested that there was a deliberate focus towards producing the target forms, manifested by disfluencies, repair sequences, and L1 off-task talk. Classroom implications, particularly whether this detracts from a focus on meaning, will be discussed.

## The following sessions start at 4:30

### 317A *Students, You Can Use Your Cellphones In Class* **Seonmin Park**, *KAIST*

The presenter will demonstrate class activities using cellphones. She will share her experience in dealing with classroom management difficulties that her students could not focus on learning because of their cellphones. In order to solve this issue, she has implemented diverse speaking activities by allowing her students to use their cellphones as learning tools. Her students have been asked to use various functions in cellphones including timers, voice memos and videos for self-check and peer-check of their English speeches. As a result, the learners have more actively participated in the English class and their cellphones have turned into great tools for effective learning from regulated items. The presentation will be of interest to educators interested in classroom management and using technology for teaching.

### 317B *Bring the 21st Century into the English Language Classroom* **Sara Davila**, *Pearson Education*

#### Featured Session

The message being communicated across all areas of education is that there is a growing need to bring 21st century skills into the classroom. Without these skills, learners will be left unprepared for the challenges and opportunities that will arise throughout the course of their life. The essential question, however, is what skills should EFL teachers focus on, and how can we engage our learners, at every age, to build this skill? // Across sources, most identify the critical skills as building our learners ability in three key areas: creativity, collaboration, and critical thinking. These three key areas, combined with introducing content that promotes mastery of STEM (science, technology, engineering, and mathematics) skills is the best way to prepare today's learners for tomorrow. For language teachers, this opens unique opportunities to engage with our learners to not only improve language skills but also build holistic learners with a capacity for bringing to life surprising new innovations. // This interactive presentation will provide teachers with a solid understanding of the key aspects of 21st century skills with a clear roadmap for bringing those skills into the English language classroom.

### 317C *TED Through Reading Aloud* **Hae Won (Sunny) Yu & Jiyeon Park**, *Korea Defense Language Institute*

The presenters have had a positive experience using TED talks in class to help students improve various skills, including listening, speaking, vocabulary as well as cultural understanding. The presenters have also observed a significant improvement in students' pronunciation by having students recite TED talks out loud. They will present on the benefits of using TED, tips on how to choose proper clips, and effective methods of teaching through them. They will share their strategies of how to make practical lesson plans, which they have learned to refine through trial and error. Sample lesson plans and a list of recommended TED talks will be provided. The presentation will conclude by covering areas of improvement and sharing ideas and tips with the audience.

**318A** *SPEED DATING ENGLISH: One Topic, Many Partners*  
**Gunther Breaux**, Hankuk University of Foreign Studies

Despite 10 years of English education, your average Korean university freshman cannot smoothly tell you what they had for lunch. Why? Because the education system places English language knowledge at the top of the pyramid, rather than English ability. Primarily because knowledge is easier to test than ability.

Until now. This presentation will describe how to get students speaking, test their speaking and measure their improvement. The speed dating class will be detailed from first-day placement test to last-day improvement data. Students cover the book at home and speak in class. Conversation is the engine of integration, there is no role playing or presentations. Feedback is provided by transcribed conversation tests. If ability is the goal, repetition is the answer. Speed dating.

**318B** *"Hear-Say" Activities For Almost All Classes*  
**Phil Owen**, Kunsan National University

Students need plenty of time to speak English and to hear other people and respond to what they say. "Hear-Say" is my name for a basic activity where students hear a word, find it on a list and then say another word from their list. These kinds of activities require students to listen carefully and speak clearly in order to successfully get to the end. They have proven to be an enjoyable and effective way to review vocabulary and practice pronunciation in a fun and game-like environment, while promoting a team spirit and win-win mentality.

This workshop will start with a demonstration of Hear-Say activities and then move on to discussing how to make them for all but youngest of students.

**318C** *Deepening Content Knowledge Through Problem Based Learning In The ELL Classroom*  
**Alex Monceaux**, TIEP at Lamar, Lamar University

This presentation will define Problem Based Learning (PBL), illustrate, and then demonstrate a sample PBL class that seeks to enhance a student's content knowledge as well as their language fluency. This process will delineate both student and teacher roles, and introduce the basic steps to enact PBL in the class: forming a problem scenario, analysis of the problem, and analysis of the learning issues (Chaparro-Peláez, et al, 246), discuss effective problem scenario creation, methods for student problem analysis, and lastly, present methods to help students identify shortcomings, apply knowledge, and find solutions. Lastly, participants will form groups to complete engage in PBL and will then discuss the process to refine understanding and ensure their ability to effectively integrate these concepts in their classrooms.

**320** *Portfolio Based Assessment Of Speaking*  
**Matthew Coomber**, Ritsumeikan University

Evaluation of speaking often relies on one-off 'display' assessment, creating a high pressure situation in which students may be unable to produce spoken language to the best of their ability. In contrast, in writing classes it is common to incorporate portfolio assessment, allowing the student to showcase samples of their best work for evaluation. This presentation reports on an attempt to bring portfolio based assessment into a speaking class. Over the course of a semester, students recorded numerous in-class conversations, listened to these for homework, and selected the best samples to create and submit a portfolio of their spoken English. This presentation will look at the some of the benefits and potential difficulties of this form of assessment.

*Effective Lesson Planning For Content-Based And Content-Integrated Lessons*

**323**

**Calum Adamson**, *Doshisha Women's College of Liberal Arts*

Content-based courses have dual objectives in which English is the means of learning rather than the object, where language acquisition may be a concurrent or lesser goal. Many teachers may prefer to present needs-appropriate materials to students, rather than use mass-produced EFL textbooks, but struggle to make materials accessible to lower level classes. Moreover, with a drive toward globalization in education, teachers are increasingly being asked to teach subject courses in English to non-native speakers.

Although there are obvious educational advantages to such classes, it is challenging to prepare appropriate materials. Drawing on literature and experience creating social studies courses for high school and university, this presentation will introduce ideas to prepare materials more effectively for classes that have a strong emphasis on content.

*Beyond The Native Speaker Fallacy; Korean NNEST's Employment Struggles*

**324**

**Hyunsoo Hur**, *DLI, U.S. Military Base, Korea*

**Jeong-Ah Lee**, *Gwangju Institute of Science and Technology*

**Kara Mac Donald**, *Defense Language Institute, Monterey*

**Kyung Ae Oh**, *Duksung Women's University, Seoul, Korea*

**Panel Discussion**

Korea is attractive for NESTs for its lucrative and modern lifestyle. However, Korean NNESTs employment opportunities are not only limited by the Native-Speaker fallacy, but also by current governmental legislation reducing the potential for Korean NNESTs to obtain positions in higher education. The panel addresses the struggles and responses of Korean NNESTs in a fiercely competitive market due to imposed quotas in spite of educational qualifications.

*Tea Time with Lee Boyoung*

**326**

**Boyoung Lee**, *Ewha Woman's University*

**Invited Session**

This informal session with Dr. Lee will be in a question-and-answer format. Dr. Lee will be answering audience questions mainly about the various aspects of English education in Korea. This session will be taking place in a small presentation room, so seating will be limited. It is expected that most questions will be asked and answered in Korean, but English is also an option.

## The following sessions start at 4:55

**319** *There is No Romance in Teaching: Confession of a Student Teacher*  
**Premalatha Nair**, MELTA International Languages Teacher Training Institution

The teaching profession is considered as the most important aspect in the development of a country; hence heavy emphasis is placed in molding future teachers. Since teachers are considered as the pathfinders for students' future, various means are utilized to train and educate student teachers. One important aspect these student teachers go through is the practicum stint. Practicum is used as a platform for student teachers to practice what they have learnt. However, not much is known about the mental state of these student teachers when they embark on this heavy journey in the process of transforming themselves into full-fledged teachers. Student teachers are said to assume plural roles during practicum stint (Cameron et al., 2012). Besides having to gain theoretical knowledge in the teacher training institution, they are also required to practice teaching in the authentic classroom. These plural roles may lead to stress among student teachers which will influence the ways they would teach in the future. This paper attempts to explore the problems faced by one student teacher who underwent a 12 week practicum stint in one of the local secondary schools in Kuala Lumpur, Malaysia. Based on the journal reflections and observation by the supervisor, the findings of the study indicate the three phases this student teacher went through; the exploration/discovery phase, the frustration phase and the stabilization phase. This paper attempts to highlight the need for educators to change their perception on how they perceive their roles as supervisors during practicum. (Premalatha Nair is representing the Malaysia Association for English Language Teachers.)

**320** *Developing Perceptual Processing Of L2 Speech Through Explicit And Implicit Practice*  
**Matthew Wallace**, National Institute of Education, Nanyang Technological University  
**Roehl Sybing**, Nanzan Junior College

This presentation reports findings on the effects of developing perceptual processing (PP) of L2 speech for low-level Japanese EFL learners through explicit and implicit pedagogical practice. Pedagogies addressing PP issues emphasize explicitly raising awareness to features of speech (e.g., reduced forms) through language-oriented activities (e.g., dictation) (Goh, 2000). Alternatively, PP may be developed implicitly through reading-while-listening (RWL) instruction, as learners encounter linguistic features visually while listening. To examine this, two second-year university classes consisting of 22 students were divided into control (CG) and experimental (EG) groups. The EG received RWL instruction and completed language-oriented activities, while the CG listened and answered comprehension questions once a week for ten weeks using graded reader magazine articles. Results from post-test analysis indicate combined explicit-implicit practice may improve PP.



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Notes

# Saturday 5:30 - 7:15

ROOM	5:30	5:55	6:15
<b>317A</b>			
<b>317B</b>	<b>Chuck Sandy &amp; Josette LeBlanc</b> <i>Listen to the Teacher Within (and Unleash Your Superpowers)</i> Reflective Practice INVITED SESSION Y/T/U/A		<b>KOTESOL                      Members’                      Meet &amp; Greet</b>  6:15-7:15  (Lobby between 317 & 318)
<b>317C</b>	<b>Naheen Madarbakus-Ring</b> <i>My Friend TED: Implementing Effective Strategies Into Academic Listening Using TED Talks</i> Listening U		
<b>318A</b>			
<b>318B</b>			
<b>318C</b>	<b>Alex Monceaux</b> <i>Deepening Content Knowledge... (continued)</i> Inquiry-Based Learning T/U/A		
<b>319</b>			
<b>320</b>	<b>Eric Reynolds &amp; Ines Mzali</b> <i>Second Language, Third Culture: Non-Korean NNEST's In Korean Universities</i> Identity Y/T/U/A		
<b>321</b>	<b>Glenn Tucker</b> <i>Choosing Culturally Sensitive Materials: Gender Treatment In New Headway Plus Beginner</i> Materials/Course design T/U/A	<b>Iain Binns</b> <i>Incorporating The Process Writing Approach In An ESL Classroom With Institutional Constraints</i> Writing T/U	
<b>322</b>	<b>Yutaka Fujieda</b> <i>Development Of Academic Literacy: Discourse Socialization By Japanese EFL Undergraduates</i> Reading / Literacy U		
<b>323</b>	<b>Daniel Bailey</b> <i>An Investigation Of Writing Quality And Strategy Use Between Three Online Channels Of Corrective Feedback</i> Writing T/U/A		
<b>324</b>			
<b>325</b>	<b>Anthony Marshall</b> <i>Improvement Of Task Performance By Videoing Tasks, Student Self-Assessment, And Task Repetition</i> Tech-enhanced U/A	<b>Chia-Yi Li &amp; Chia-Ling Li</b> <i>Mediated Collaboration And Active Listening: Integrating Facebook Usage Into TEFL Listening Classroom</i> Tech-enhanced U	
<b>326</b>			

## The following sessions start at 5:30

*Listen to the Teacher Within (and Unleash Your Superpowers)*

**317B**

**Chuck Sandy**, *iTDi (International Teacher Development Institute)*  
**Josette LeBlanc**

### Invited Session

In a world full of experts, we're tempted to think "oh, I'm just a teacher; what do I know?" even though by doing so we devalue our own experiences and silence the truths that emerge from our work. This serves no one. In this workshop, we'll lead you through some activities to help you recognize and better listen to the authentic teacher within you. By the end of the workshop, you'll have at least three practical ways to take the truths you're telling yourself further and maybe even unleash your superpowers.

*My Friend TED: Implementing Effective Strategies Into Academic*

**317C**

*Listening Using TED Talks*

**Naheen Madarbakus-Ring**, *Korea University*

The workshop offers a logical pedagogic outline to implement Academic Listening using TED Talks. Listening is often regarded as the 'Cinderella' skill of language learning (Nunan 1999), with few studies offering suitable guidance in approaching listening. A recent study conducted at a Korean university developed a TED Talk program to implement a three-stage plan into Academic Listening. Materials employed utilizing cognitive, meta-cognitive and socio-affective strategies into digestible lesson sections. The workshop will 'teach' the listening lesson, using pre-/while-/post-listening stages to demonstrate the simplicity of employing listening strategies to language educators. Pre-listening discussion stages using pictures and vocabulary, an introduction to while-listening skills to prepare for note-taking practices and post-listening summary and reflection activities will encapsulate the strategies recommended to improve Academic Listening using TED Talks.

*Second Language, Third Culture: Non-Korean NNEST's In Korean Universities*

**320**

**Eric Reynolds & Ines Mzali**, *Woosong University*

Korean visa regulations limit who can teach English to citizens from Kachru's inner circle countries. While there is no further requirement that these teachers be native speakers of English, the regulations prevent many NNESTs from applying for English teaching jobs in Korea. Besides, some job advertisements ask specifically for native speakers. Yet a tiny minority of non-Korean NNESTs teach English at Korean Universities. We explore their lived experiences by collecting and juxtaposing their stories about hiring, teaching, and collaborating in TESOL. Simultaneously, Their stories echo familiar tales and belie myths and misconceptions (Selvi, 2014) surrounding "native" and "non-native" speakers, while they create critical advocacy space in TESOL for all qualified teachers.

*Choosing Culturally Sensitive Materials: Gender Treatment In New Headway Plus Beginner*

**321**

**Glenn Tucker**, *Qatar Univeristy / Univeristy of Birmingham*

Modern English Language teaching (ELT) textbooks are more than collections of spoken scripts and written texts that model a given target language. They may also contain illustrations, photographs, online and audiovisual supplements for learner consumption. These materials do more than represent a sample of a target language. They also contain the beliefs, norms and biases embedded in the target language to which learners will be exposed (Lesiken 2000, p. 75). This presentation aims to examine this in the New Headway Plus Beginner (NHPB) textbook by John and Liz Soars (2010) which is intended for use in the Middle East. The analysis revealed that NHPB contains no materials that would be potentially offensive to its target learners. However the analysis also revealed that that textbook is gender-biased towards men who are pictured more often, who speak more, and are generally portrayed as more active than the women in the textbook. Despite this, with careful adaptation by the instructor the bias in NHPB can be minimized and the textbook can be viable for use with learners in the Middle East.

**322**      *Development Of Academic Literacy: Discourse Socialization By Japanese EFL Undergraduates*

**Yutaka Fujieda**, *Kyoai Gakuen University*

This presentation shows how Japanese EFL undergraduates in a research seminar class become socialized into academic discourse to promote their academic literacy. Specifically, the research was conducted to see what processes and practices the research participants employed to understand the academic discourse.

A qualitative method was used to conduct this study, the coding system. The results of this study showed that socializing with peers influenced the development of academic literacy. Especially, mutual interactions with peers inside and outside the classroom promoted a deeper understanding of the disciplinary discourse and led to active participation in the discourse community.

Based on the results, the presenter discusses implications for discourse socialization in different learning contexts.

**323**      *An Investigation Of Writing Quality And Strategy Use Between Three Online Channels Of Corrective Feedback*

**Daniel Bailey**, *Cheongju University*

This research project investigated the influence direct corrective feedback had on writing quality when delivered through different online channels: blogs, forums, and wikis. In addition to tracking changes in writing quality, this research also tracked changes in language learning strategies (LLS) utilized by students before and after ten online writing assignments.

Studies in LLS research find high L2 proficient students utilize more strategies than lower proficient ones. Therefore, it is in our best interest as educators to identify teaching methods which promote both increases in writing quality as well as increases in the frequency-use/array of language learning strategies utilized by students.

The presentation will also include descriptions for new approaches to writing instruction, for example, online methods for both providing corrective feedback and ePortfolio management.

**325**      *Improvement Of Task Performance By Videoing Tasks, Student Self-Assessment, And Task Repetition*

**Anthony Marshall**, *Shizuoka University of Art and Culture*

This study is one of very few TESOL studies ever carried out in Lao P.D.R., and the only one carried out on a mine site in the country that I am aware of. The aim of this small-scale Action Research project was to answer the following research questions:

1) Can improvements on emphasising key points be encouraged by task repetition and student self-reflection on their own video recorded task performances? 2) Could this procedure be used as a framework to encourage improvements on other performance tasks?

The procedure used was based on the theoretical assumptions of Sadler's 1989 article "Formative assessment and the design of instructional systems" which details what students must do in order to improve task performance. A great deal was learnt regarding an applicable framework for task-based lesson planning. While the learning situation reported on was in Laos, it has ramifications for all task-based TESOL contexts.



## The following sessions start at 5:55

### 321 *Incorporating The Process Writing Approach In An ESL Classroom With Institutional Constraints*

**Iain Binns**, *University of Birmingham*

While speaking and listening are often the desired focus for everyday English language instruction by adult students in South Korea, that is not to say that instruction and practice in developing effective writing skills should be dismissed. With a focus in middle and high school on reading, grammar, and

### 325 *Mediated Collaboration And Active Listening: Integrating Facebook Usage Into TEFL Listening Classroom*

**Chia-Yi Li**, *Southern Taiwan University of Science and Technology*

**Chia-Ling Li**, *Hsin-Yi Elementary School*

Facebook functions to offer social and technological affordances. In the study, Facebook was used as a platform for putting up announcements, sharing resources, connecting information, and organizing discussions. The purpose aims to investigate the effects of integrating Facebook listening club into TEFL university listening classroom. A brief overview of the literature on the use of Facebook for social interaction, the rationale, the platform, the theory of listening. During the 16-week listening sessions, 103 TEFL university students received guided instruction by means of Facebook usage. The quantitative results showed that the participants were mainly satisfied with the use of Facebook. The interviews revealed that triple-way interaction were important for active listening, and texts that are relevant motivated further involvement. The implications for pedagogical practice were discussed.

Keywords: Facebook use, CMI listening, TEFL learners, social interaction

## Saturday 6:15-7:15

Lobby between  
317-318

KOTESOL members are invited to the  
"Members' Social & Networking  
Event"

### *--- Sunday Service with Chuck Sandy ---*

*Join plenary speaker Chuck Sandy and the Christian Teachers SIG from 8:15 to 8:45 on Sunday morning in Room 322 for an ecumenical time of fellowship, prayer, reflection, and celebration. There might also be some singing. The service will be led by Chuck Sandy and is sponsored by the Christian Teachers SIG. All are welcome.*

# 2015 KOTESOL International Conference and English Expo

## At-a-glance

### Saturday, October 10, 2015

Time	Activity	Location
8:00 →	Registration	Lobby
10:00- 4:00	Employment Center Open	Hallway
9:00-10:00	Concurrent Sessions	Rooms 317A – 326
10:00-11:00	Concurrent Sessions	Rooms 317A – 326
11:00-11:30	Opening Ceremonies	Plenary Hall in English Expo
11:30-12:15	Plenary by Chuck Sandy	Plenary Hall in English Expo
12:15- 1:30	Lunch	(CT-SIG Meet-and-Greet in Room 319)
1:30 - 2:15	Concurrent Sessions	Rooms 317A – 326
2:30 - 3:15	Concurrent Sessions	Rooms 317A – 326
3:30 - 4:15	Concurrent Sessions	Rooms 317A – 326
4:30 - 5:15	Concurrent Sessions	Rooms 317A – 326
5:30 - 6:15	Concurrent Sessions	Rooms 317A – 326
6:15 - 7:15	<b>KOTESOL Members' Social &amp; Networking Event</b>	<b>Lobby between Rooms 317 – 318</b>

### Sunday, October 11, 2015

Time	Activity	Location
8:00 →	Registration	Lobby
10:00- 4:00	Employment Center Open	Hallway
9:00-10:00	Concurrent Sessions	Rooms 317A – 326
10:00-11:00	Concurrent Sessions	Rooms 317A – 326
11:00-12:00	Concurrent Sessions	Rooms 317A – 326
12:00- 1:00	Lunch	
1:00 - 1:45	Plenary by Robert Murphy	Plenary Hall in English Expo
2:00 - 2:45	Concurrent Sessions	Rooms 317A – 326
3:00 - 3:45	Concurrent Sessions	Rooms 317A – 326
4:00 - 4:45	Concurrent Sessions	Rooms 317A – 326
4:55 - 5:55	<b>KOTESOL Annual Business Meeting</b>	<b>Room 318A</b>

# Sunday 9:00 - 10:50

ROOM	9:00	9:25	10:00	10:25
317A	<b>Peadar Callaghan</b> <i>Understanding Student Motivation Through Gamification</i> Learning preferences / styles	Y/T/U/A	<b>Sara Davila</b> <i>Assessment as a Motivator: The Global Scale of English Learning Objectives for Academic English</i> INVITED SESSION	Y/T/U/A
317B	<b>Chuck Sandy</b> <i>The ELT Writer's Retreat: A Workshop Approach</i> Writing INVITED SESSION	T/U/A	<b>Barbara Hoskins Sakamoto</b> <i>Creative Teaching for 21st Century Learners</i> Multiple skills FEATURED SESSION	T/U/A
317C	<b>Paulino Sanchez</b> <i>What Is Communicative Language Teaching? Orientation to Communicative Language Learning</i> "101" Session	T/U/A	<b>Olivia Knapton</b> <i>Using Lexis and Grammar to Frame Events in Discourse</i> Pragmatics	Y/T/U/A
318A	<b>Jocelyn Wright</b> <i>Seeing Things Differently, Seeing Things Better: Transformational Teaching</i> Reflective Practice	U/A		
318B	<b>Jo-Anna Lynch &amp; Cathryn Bennett</b> <i>Social Media For Language Learning</i> Tech-enhanced/CALL/CMI/MALL	T/U/A	<b>Elizabeth May &amp; Kevin Roskop</b> <i>Adventures And Reflections On Creating Online Spaces; Or What Not To Do.</i> Tech-enhanced/CALL/CMI/MALL	T/U/A
318C				
319	<b>Lisa Crone</b> <i>The Elephant In The Room: Assign Listening Homework!</i> Listening	T/U	<b>Cecilia Murniati</b> <i>Exploring Pre-Service Teachers' Beliefs About Grammar...</i> Grammar	T/U/A
			<b>Hao Xu</b> <i>Integrating Three Types Of Models In Graduate Students' Academic ...</i> Writing	U/A
320	<b>Kyla Mitsunaga</b> <i>The Happiness Project</i> Learning preferences / styles	T/U/A	<b>Carl Dusthimer</b> <i>Transitions in Reading</i> Reading / Literacy e-future Co., Ltd.	Y
321	<b>Vincent Greenier</b> <i>A Process-Oriented Framework For Creativity In The EFL Classroom</i> Materials/Course design	T/U	<b>Robert Berkley Griffin, et al</b> <i>The 21st Century English Language Lesson: Approaches And Best Practices In Elt</i> COLLOCQUIUM (to 11:45)	Y/T/U/A
322	<b>Scott Henderson</b> <i>Using Movie Posters In ELT</i> Music / Art / Video in the classroom	U	<b>Mikyong Lee</b> <i>Non-Native English-Speaking Teachers' Anxieties ...</i> Other issues	Y/T/U/A
			<b>Mayuko Matsuoka</b> <i>Teachers' Awareness For Developing Learner Autonomy...</i> Other issues	T
323	<b>Alex Monceaux</b> <i>Scaffolding Effective Student Stress Management In Education</i> Other issues	T/U/A	<b>David Allen</b> <i>Japanese University Entrance Exams And IELTS...</i> Assess/Testing	T/U/A
			<b>Stefan Thomson</b> <i>The Washback Effects Of TOEIC Education On University Students</i> Assess/Testing	U
324	<b>Jackie Bolen</b> <i>How To Teach Speaking</i> Speak/Conv/Pron	Y/T/U/A	<b>Paula Landers</b> <i>From The Start: Classroom Dynamics</i> Classroom Management "101" Session	T/U/A
325	<b>Holly Wang, Matthew Baldwin, &amp; Mik Fanguy</b> <i>Flipping The Classroom In The Context Of Blended Learning Initiatives</i> Materials/Course design	T/U/A		
326	<b>Neil Briggs</b> <i>Engaging All Learners: The Importance Of Dialogue</i> Inquiry-Based Learning	U/A	<b>Colette DeWitt</b> <i>Try Plickers! - An Innovative Web-Based Teaching And Assessment Tool</i> Tech-enhanced/CALL/CMI/MALL	Y/T/U

## The following sessions start at 9:00

### **317A** *Understanding Student Motivation Through Gamification* **Peadar Callaghan**, *Daegu University*

What one student may find engaging another can find boring with no value. This causes difficulty for teachers when they are attempting to design activities. Without a framework to understand what students enjoy, the teacher is in effect designing in the dark. Thankfully, Gamification provides a framework for engagement based on Richard Bartle's "player types" research. An understanding of the four archetypal players will help a teacher to design activities better suited to each of the types.

This presentation will introduce Bartle's player types and show how they map to the classroom. It will ask teachers to examine how this impacts their teaching. Finally, common ESL/EFL activities will be classified by the type of player that will most likely find them engaging.

### **317B** *The ELT Writer's Retreat: A Workshop Approach* **Chuck Sandy**, *iTDi (International Teacher Development Institute)*

#### **Invited Session**

Since experience tells us that even professional writers working in their first language benefit from a workshop approach, wouldn't this approach also benefit writers working in a second language? This is the idea behind The ELT Writer's Retreat – a series of practice-driven lessons led either in the classroom or online – which mirror professional writers' workshops by helping participants see themselves as authors honing their craft rather than as language students focused on mechanics and form. The teacher serves as a writing coach who delivers mini-lessons on craft, provides prompts, directs projects, assists with editing, meets in conference, organizes sharing, helps with portfolio creation, and suggests methods of publication. Teachers write and share, too. In this interactive session, the presenter discusses approach, outlines the framework, leads a typical lesson, and shares activities. Come expecting to do some writing and sharing.

### **317C** *What Is Communicative Language Teaching?* **Paulino Sanchez**, *Korea's Advanced Institute of Science and Technology (KAIST)*

Ever since Communication Language Teaching was introduced, there have been many misconceptions of what CLT is and how it should be implemented in the EFL classroom. The CLT approach has been regarded as a new era in language instruction which has substantial merit but has had some misconceptions of the way to use it in the classroom. Communicative Language Teaching is extremely beneficial in the English as a foreign language context but in South Korea, this method of instruction is quite mysterious and is rarely implemented in the classroom. This workshop will provide the basics of what CLT is and is not and will evaluate the validity of applying the CLT approach. In this workshop, we will learn how to teach our students using this method and it will provide EFL instructors with a substantial amount of ideas and hands on activities that they can use in their own classrooms. The workshop will also teach EFL instructors how to assume the role of a facilitator, rather than simply providing error correction for their students.

### **318A** *Seeing Things Differently, Seeing Things Better: Transformational Teaching* **Jocelyn Wright**, *Mokpo National University*

Reflection contributes immensely to professional growth, but as Farrell (2015, pp. 9-10) points out, there are different levels. Critical reflection consists of "teachers looking at all the different perspectives of a situation/problem and all of the players involved" (p. 9). Teachers who aim for higher goals of practice (e.g., ethical, moral, political, and social) are operating at this highest level and are considered transformational intellectuals (Kumaravadivelu, 2003). To learn about transformational teaching and relate it to our contexts, we will start with three musical warm-up activities. Then, we will do a puzzle that allows us, via an inductive process, to consider the roles of teachers. After, we will do self- and peer-reflection and situate it within Farrell's Framework for Reflecting on Practice (2015, p. 23).

## *Social Media For Language Learning*

- 318B** **Jo-Anna Lynch**, *Seoul National University of Science and Technology*  
**Cathryn Bennett**, *Catholic University of Korea*

This is a workshop/discussion geared towards teachers who already use or want to start using social media in their classroom. We will introduce a variety of social media platforms which can be used for language learning including, but not limited to, Kakao Groups, Facebook, Twitter, Duolingo and Kahoot. Workshop leaders will guide teachers in sharing their own experiences with using social media in the classroom, and then work with teachers to imagine new ways to use the newly presented forms of social media in their own teaching situations.

- 319** *The Elephant In The Room: Assign Listening Homework!*  
**Lisa Crone**, *Jeollanamdo Educational Training Institute*

Did you know that the average Korean public school student spends only 18 hours a year listening to English? This 45-minute workshop will first explain my rationale for assigning differentiated homework tasks specifically for the listening language skill. I will then show participants 5 sample assignments (e.g., listening for keyword, detail or gist; keeping a logbook) and a list of on- and offline resources. We will form work groups and you will actually do some exercises, discussing in general content and evaluation methods. Finally, we will listen to one track (e.g., elllo.org) and create a differentiated homework assignment. Groups will share output. Although the focus of this workshop is for secondary public school and hagwon teachers, content is clearly applicable to university Language Center/Freshman English learners.

- 320** *The Happiness Project*  
**Kyla Mitsunaga**, *Yonsei University*

Today's 21st Century students do not need another age-old lecture, but rather something that will stimulate, engage, and grab their attention away from their smart phones.

Have you ever wanted to make your own lectures more engaging, more interactive, more creative? This HAPPINESS WORKSHOP is the workshop that will not only change your life, but your students' lives too. So put your smart phones down and come to this workshop-you may just get inspired!

- 321** *A Process-Oriented Framework For Creativity In The EFL Classroom*  
**Vincent Greenier**, *University of Auckland*

This workshop will take teachers through a 10-Step framework for constructing creative projects based around textbook units. The framework aims to develop students' creativity and foster meaningful interaction. The workshop will begin with an explanation of each step in the process. Next, attendees will watch short videos of classroom interaction and learn to recognize creative behaviors. For the majority of time, attendees will work in groups to prepare lessons using the creative process framework. Through this workshop, teachers will learn how to infuse lessons with creativity while addressing textbook content and promoting emergent language use. Furthermore, they will gain a clearer understanding of how to facilitate deeper learning and better nurture the creative talents our students will assuredly need for their future.

- 322** *Using Movie Posters In ELT*  
**Scott Henderson**, *Gangneung-Wonju National University*

Interesting visual materials for language lessons are abundant and available online in the form of movie posters. In this presentation, I will demonstrate how movie posters can be used as engaging forms of input for teaching and learning. I will show how I have personally used them in my classroom, and then I will offer additional practical options that may be used in a variety of learning situations. Areas covered will include using posters in speaking lessons, using them in writing lessons, and using them to reinforce and review target grammar. Towards the end of the presentation, attendees will also have a chance to form small groups so that they can generate additional ideas for including movie posters in their teaching and learning environments.

**323** *Scaffolding Effective Student Stress Management In Education*  
**Alex Monceaux**, TIEP at Lamar, Lamar University

This presentation uses McGrath's Stress Model to teach students about stress and help them to self-evaluate their stress level. It will then use the Wellness Model to help students to locate the dimension/s of their life that the stress is originating from and offers strategies to help the student mitigate or alleviate the stress. This process seeks to scaffold stress management with the student so that the student is able to understand his stress process and learn how to effectively manage that stress cycle.

**324** *How To Teach Speaking*  
**Jackie Bolen**, Dong-A University

This presentation will cover the basics of how to teach ESL Speaking to kids as well as adults. First, some tips and best practices for teaching speaking will be discussed including things like providing a model first, giving feedback, and preventing fossilization. Then, an overview will be provided of 4 or 5 games and activities which can be adapted and used for almost any age or level. Some of them focus on fluency and some of them on accuracy, but they are all guaranteed to be interesting, fun and improve your student's skills. Then, there will be some time for Q & A to discuss issues most relevant to the audience.

**325** *Flipping The Classroom In The Context Of Blended Learning Initiatives*  
**Holly Wang, Matthew Baldwin, & Mik Fanguy**, KAIST

In 2011, KAIST began an initiative called Edu 3.0. The purpose of the program was to create personalized learning experiences for KAIST students through a flipped classroom environment. At the university's request, the authors created and implemented a flipped version of the Scientific Writing course. The workshop will begin with an overview of the motivations for and general philosophy of the Scientific Writing Edu 3.0 course. The authors will then exhibit lesson plans and classroom activities, showing what content is offered and the methods of delivery. In addition, workshop participants can participate in a hands-on demonstration of a classroom activity. This presentation will be of use to educators wishing to incorporate a flipped approach to their own teaching contexts.

**326** *Engaging All Learners: The Importance Of Dialogue*  
**Neil Briggs**, Kyunghee University

Have you ever considered the possibility that many of your students may already understand the content that you are teaching them, or the possibility that what you are teaching may have no relevance to their lives? My ongoing interactions with my students have forced me to confront this dilemma and to become acutely aware of just how indispensable student voice is in relation to making informed and potentially transformative pedagogical decisions. Especially in cultural settings where students are unaccustomed to having voice or agency, really getting to know our learners requires much more effort than merely being available for consultation.

This interactive presentation is based on my action research findings in which I engaged lower-proficiency college students in ongoing dialogical relationship via email. It is theoretically grounded in Vygotskian sociocultural theory and Engeström's (1987) third-generation activity theory.

## The following sessions start at 10:00

### *Assessment as a Motivator: The Global Scale of English Learning*

**317A**

#### *Objectives for Academic English*

**Sara Davila**, *Pearson Education*

#### **Invited Session**

The Common European Framework for Languages (CEFR, Council of Europe 2001) was created with an adult and young adult audience in mind – focusing on the communicative acts likely to be performed by this group in the real world. Additionally, the CEFR covers six levels of proficiency – from A1 to C2. These descriptors were primarily designed for assessing general English use, but were not built to address the many challenges that arise when teaching English for Academic purposes. The CEFR also lacks when it comes to addressing English for Young Learners and English for Business Professionals. Building on the work of the CEFR – and following its principles – the Global Scale of English, developed by Pearson, aims to create a set of Can-Do statements to explore English in all domains, including academic, and professional and for young learners aged 6-14.

This workshop looks at how expanding the CEFR to allow for more granular insight into the levels will improve motivation and understanding of English language proficiency. All attendees will receive access to both the Global Scale of English for General English, as well as the now available Global Scale of English Learning Objectives for Academic English, a full collection of over 300 descriptors of language learning performance based on real life examples of communicative performance.

### *Creative Teaching for 21st Century Learners*

**317B**

**Barbara Hoskins Sakamoto**, *iTDi (International Teacher Development Institute)*

#### **Featured Session**

There's a lot of talk these days about including 21st century skills in language classes. What are these skills, and do they have any place in a language class where teachers have limited contact time, and the priority is, still, to teach English? In our workshop, you'll learn teaching techniques to help your learners become strong English users and also critical and creative thinkers. By making every moment of class time count, you can help your students succeed – on exams and in future jobs. You can build both the traditional four skills (speaking, listening, reading, and writing) and the 21st century 4Cs (communication, collaboration, creativity, and critical thinking) in every class.

The secret is building a strong English foundation, so that you can spend most of your class time using language to develop the more advanced (and more fun!) integrated skills in student-generated projects. We'll explore simple teaching techniques to do this and look at actual student projects. You'll have a chance to try out techniques and activities, so come prepared to participate.

**317C**

### *Using Lexis and Grammar to Frame Events in Discourse*

**Olivia Knapton**, *University of Birmingham*

A frame is a “system of concepts related in such a way that to understand any one of them you have to understand the whole structure in which it fits” (Fillmore 1982:373). Thus, words cannot be understood independently of the frames to which they belong. When one of the elements from the frame is produced in language, the knowledge of that frame is activated and all the components of the frame are brought into consciousness. For example, you cannot understand the words buyer and seller without knowledge of the entire commercial event frame. Furthermore, different verbs will highlight different aspects of the frame and allow some participants to be foregrounded while others remain hidden. For example, I bought the bread focuses on the role of the buyer in relation to the goods whereas he sold the bread focuses on the role of the seller. Grammatical constructions can also act as framing devices; for example, passives (e.g. the bread was sold) allow the affected entity to become the focus of the action. In this workshop, we will examine how the lexical and grammatical structures of verb phrases can be manipulated in discourse in order to construct a representation of an event from a certain viewpoint. A new method for identifying the semantics of verb phrases will be demonstrated and you will apply this to an analysis of UK newspaper reporting. Through your analysis, it will become clear how a writer's choice of lexis and grammar influences the framing of the reported event.

**318B** *Adventures And Reflections On Creating Online Spaces; Or What Not To Do.*

**Elizabeth May, Kevin Roskop**, *Kongju National University (Cheonan)*

Do you want to set up an online classroom space for your students? Is the process a little confusing and makes you want to throw your laptop off the 63 building? Learn from our journey; the mistakes, the successes and the weirdness! Recently the two presenters have gone through the process of setting up an LMS through Canvas by Instructure, and we would like to share our experiences with you. Save yourself hours of figuring out which button to push, as we breeze through an overview of how we have set up and utilized the system. Have an opportunity to comment and critique our process and share your own experiences with LMS.

**319** *Exploring Pre-Service Teachers' Beliefs About Grammar And Grammar Teaching In Indonesia*

**Cecilia Murniati**, *Soegijapranata Catholic University*

The presenter will present her research on pre-service teachers' belief about grammar and grammar teaching. Using the mixed-method design, this study aims to examine how pre-service teachers viewed grammar and the teaching of grammar in Indonesia. The respondents were pre-service teachers in three universities in Central Java. The findings indicate that pre-service teachers considered explicit grammar instruction important to be taught. Many respondents preferred implicit grammar instruction because they thought that it enforced students to use active learning and critical thinking skills. However, they were also aware that implicit grammar instruction was challenging to apply. Third, their experiences in learning grammar determined their teaching strategies. Most respondents reported that they used explicit grammar instruction to teach grammar because they were more familiar with it.

**320** *Transitions in Reading*

**Carl Dusthimer**, *e-future Co., Ltd.*

Books make us think. Books make us feel. Books fuel our imagination. In line with this year's conference theme, Transitions in Education, Transitions in ELT, the presenter will explore the benefits of transitioning to an inquiry-based reading approach in the classroom. Extensive reading is absolutely necessary to help create life-long readers and improve English language skills. Also necessary, though, are fun and interesting stories/readers that can be used in class to help students become life-long inquirers. The PYP Readers are designed to encourage students to engage, inquire and reflect on what they read. The Teacher Resource Books (TRBs) are designed to help you guide your students on that journey of exploration and inquiry. Come take a peek inside.

**321** *The 21st Century English Language Lesson: Approaches And Best Practices In ELT (Colloquium)*

**Robert Berkley Griffin & Jungmi Park**, *Oklahoma City University*

**Daniel Rueckert**, *Indiana University--Purdue University--Indianapolis*

*Oklahoma City University,*

**Tony Terry**, *ELS Oklahoma City*

Who is the 21st century learner and what language classroom is most suitable for him/her? From the SIOP Model to Educational Neuroscience to Gamification to the Flipped Classroom, several approaches have been promoted in recent years, suggesting enhancements to English Language teaching with the promise of 21st century educational know-how. This panel examines three questions: 1) The digital native as English language learner--Who is this student and what are the cognitive underpinnings of his/her learning? 2) What is gamification and how does that apply to the language learning process and 3) How can teachers use an 8-step model to incorporate the gamified classroom into a series of best practices, inspiring the 21st century English language learner? Materials will be provided to assist novice and experienced teachers as they consider transitioning from an often teacher-fronted class to the possibilities of new, structured classroom practices for the future of ELT.



**322** *Non-Native English-Speaking Teachers' Anxieties And Insecurities: Self-Perceptions Of Their Communicative Limitations*

**Mikyong Lee**, *Dept of Educational Psychology, University of Munich, Germany*

We examined NNESTs' self-perceived English proficiency levels, anxieties and insecurities due to their perceptions of communicative limitations, and strategies to reduce those anxieties. Twenty NNESTs completed a questionnaire of self-perceived English proficiency level and were interviewed. Although they evaluated their proficiency level as high in the questionnaire, they identified anxieties because of communicative limitations in the interviews. Their anxieties originated from students, colleagues, and other potential reasons. The NNESTs felt more anxious about their communication abilities not because of comparison with NESTs but because of students who were more fluent than them. To reduce anxieties, regardless of their proficiency levels the participants applied five strategies such as keeping self-confidence, preparing classes thoroughly, utilizing other resources, improving their English proficiency, and engaging with self-supported groups.

**323** *Japanese University Entrance Exams And IELTS: Washback Explored*

**David Allen**, *Ochanomizu University*

The present British Council-funded study investigates 190 University of Tokyo students' performance on the IELTS test. The study answers four research questions: 1. How do students perform on the test (overall, reading, writing, speaking, listening) and does their proficiency develop over the period? 2. Which learning history and test preparation factors predict test scores in the four skills and proficiency development in these skills? 3. To what extent does test Washback from university entrance exams explain the students' proficiency in each skill? 4. To what extent does Washback from IELTS tests influence students' language study habits and language learning motivation? The results are discussed in relation to current language testing practices in Japan, with the recommendation to move towards more balanced, four skills testing.

**324** *From The Start: Classroom Dynamics*

**Paula Landers**, *Woosong University*

Many MA programs teach theory and how to break grammar points down to manageable levels, but few tackle how to run an efficient and fair classroom. This is a hands-on workshop on classroom management issues and the research behind these procedures. In this active workshop, we start from the first day and set up clear expectations for the student, ways for continuous support of the student and maximum learning while having fun as well. Instructors will appreciate active students, classes with less effort and real learning of class material.

**326** *Try Plickers! - An Innovative Web-Based Teaching And Assessment Tool*

**Colette DeWitt**, *English Teacher at POSEF's Gwangyang Jecheol Middle School*

Picture this: You've just presented a new English phrase to your class of 20 English Language Learners. When you ask a simple 'check for understanding' question, every student responds by staring at you with a blank face paralyzed by the dreaded "I don't want to be wrong" mindset. They are afraid to try and you are left clueless. Enter Plickers. Plickers, named by Apple iTunes as one of the "Best New Apps" for Education, is a simple ed-tech tool that lets you collect real-time data from your students without the need for student devices. You just need a smartphone and some Plickers cards.

In this workshop, you will learn to how to use Plickers. Return to your classroom with a non-threatening method to perform quick checks for understanding. Then tailor your instruction based on instant student feedback.

## The following sessions start at 10:25

### 319 *Integrating Three Types Of Models In Graduate Students' Academic Writing Instruction*

**Hao Xu**, *Beijing Foreign Studies University*

In this presentation, I will introduce with concrete examples three types of writing models, i.e., professional model, student model, and teacher model, and how they can be integrated in academic writing instruction for graduate students. The three models serve different purposes: the professional model provides high-quality input for language learning at various levels such as vocabulary and discourse; the student model can be used for teacher feedback on typical writing problems of the students; the teacher model permits explications by the teacher as a writer of the actual writing process including planning, drafting, and revising. It is suggested that the three models be synergized in teaching for better learning outcomes.

### 322 *Teachers' Awareness For Developing Learner Autonomy In English Learning*

**Mayuko Matsuoka**, *Kyoto Gakuen Junior and Senior High School*

Teachers of English around the world recognize the importance of learner autonomy. In Japan, since 2007 the research project supported by the Ministry of Education of Japan has been conducted to show educational suggestions for bringing up autonomous learners of English. Although language teaching shifted to learner-centered approaches, teachers in Japan still tend not to enhance students' autonomous learning skills. In addition, less research can be found to reveal their awareness for developing learner autonomy in English classes. This research aims to clarify how teachers of English in Japan recognize learner autonomy and what learning opportunities they give to their students. A questionnaire and interview, which were given for 30 teachers, were based on previous studies, and classroom observation was also conducted.

### 323 *The Washback Effects Of TOEIC Education On University Students*

**Stefan Thomson**, *Seokyeong University*

This presentation considers the effects studying the Test of English for International Communication (TOEIC) has on South Korean university students. It examines: the washback effects in the classroom; how studying TOEIC affects motivation to learn English; and the resulting validity issues. The presentation is based on research conducted through a mixed-methods approach.



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# UPCOMING EVENTS



**Chapter Elections: Nominations begin. Become a member of the DCC executive council! More info here: [tinyurl.com/2015dccelections](http://tinyurl.com/2015dccelections)**



**November Symposium and Thanksgiving Dinner @Woosong University in Daejeon! Would you like to present? [tinyurl.com/2015dcssymposiumcall](http://tinyurl.com/2015dcssymposiumcall)**



**End of year party at Solpine Restaurant, Daejeon. Food, fun, and fellowship. Details at [tinyurl.com/2015dccendofyear](http://tinyurl.com/2015dccendofyear)**

## **The Daejeon-Chungcheong Chapter**

[koreatesol.org/daejeon](http://koreatesol.org/daejeon)

[facebook.com/kotesol.daejeon.chungcheong](https://facebook.com/kotesol.daejeon.chungcheong)

# Sunday 11:00 - 12:50

ROOM	11:00	11:25	12:00	12:25
317A	<b>Virginia Parker</b> <i>Teenagers: Why Are They Like That? And What Can I Do About It?</i> Other issues INVITED SESSION T			
317B	<b>Jon Nordmeyer</b> <i>Inquiring into Writing: Building on Learners' Strengths</i> Inquiry-Based Learning FEATURED SESSION Y/T/U/A			
317C	<b>David Valente</b> <i>Doing Equality, Diversity, and Inclusion in Primary English Language Programmes</i> Other issues INVITED SESSION Y			
318A	<b>George Settlemir</b> <i>A Framework For Classroom Management And Motivating Students Through Gamification</i> Classroom management T/U			
318B	<b>Robert Waring</b> <i>What Exactly Is Extensive Reading?</i> Reading / Literacy Y/T/U/A			
318C	<b>Alejandro Hernandez</b> <i>Effective Lesson Planning: Techniques &amp; Strategies For A Dynamic Classroom</i> Lesson Planning "101" Session Y/T			
319	<b>Deborah Cason Suarez</b> <i>Nurturing Nature: Motivating Collegiate Learners Through Identity Awareness</i> Identity T/U			
320	<b>Michael Lesser</b> <i>Teaching Idioms And Expressions Through Television Shows</i> Music / Art / Video in the classroom Y/T/U/A			
321	<b>Robert Berkley Griffin et al,</b> <i>The 21st Century English Language Lesson: Approaches And Best Practices In Elt (Continued)</i> Multiple skills COLLOQUIUM Y/T/U/A			
322	<b>Atsushi Asai</b> <i>Phonological Rules For Voicing In L1 Applied To L2 Phonetics</i> SLA U	<b>A. Hahn &amp; C. Haswell</b> <i>The Global Model Of English</i> Sociolinguistics Y/T/U/A		
323	<b>Amelie Kelly</b> <i>Professional Development – Which Way To Go?</i> Teacher Development Oxford TESL Y/T/U/A			
324	<b>Johanna Estrella</b> <i>V For Vocabulary: American Films... Vocabulary</i> T/U/A	<b>E. Sarich &amp; J. Ryan</b> <i>L2 Vocabulary Acquisition And TOEIC Test... Vocabulary</i> U		
325	<b>Soonhyang Kim, et al</b> <i>NEST's &amp; NNEST's Meet Together: Creating A Collaborative Working Environment</i> PANEL DISCUSSION Y/T/U/A			
326	<b>Supong Tangkiengsirisin</b> <i>Effects Of Group Peer Feedback And Revision On Business Writing...</i> ESP ThaiTESOL REP T/U	<b>George MacLean</b> <i>Input, Output, and Feedback in NS to NNS... Speak/Conv/Pron</i> U/A		

LUNCH

LUNCH

## The following sessions start at 11:00

*Teenagers: Why Are They Like That? And What Can I Do About It?*

**317A** Virginia Parker, *IATEFL YLT SIG*

### Invited Session

Why are teenagers always so difficult? Adolescent learners present unique challenges to teachers in the L2 classroom, but there are reasons why this is so and solutions to every problem. This presentation will focus on recent research on exactly what makes teen learners tick, and how, as teachers, we can use this information to improve both our teaching and learning, and our classroom management.

*Inquiring into Writing: Building on Learners' Strengths*

**317B** Jon Nordmeyer, *WIDA Consortium*

### Featured Session

An asset-based approach to instruction builds on learners' strengths and helps students to take ownership for their learning. Differentiating instruction builds on individual students' creativity, proficiency levels, and background knowledge. This not only develops academic language but also critical thinking skills. Using the WIDA English language development framework, participants will explore a writing activity at different proficiency levels.

*Doing Equality, Diversity, and Inclusion in Primary English Language Programmes*

**317C** David Valente, *ELT Consultant (IATEFL YLT SIG)*

### Invited Session

This talk will explore age-appropriate approaches to enable teachers to incorporate equality, diversity, and inclusion when teaching primary English. We will consider creative ways to embed intercultural understanding and diversity in syllabus and task design via an outcomes-based methodology.

*A Framework For Classroom Management And Motivating Students Through Gamification*

**318A** George Settlemir, *Hongcheon Girls' Middle School*

Gamification, when it is well planned, can help solve some of the classroom management and student motivation problems that Native English Teachers (NETs) and Non-native English Teacher (NNETs) with limited teaching experience may have. However, this workshop is not solely for NETs and NNETs with limited teaching experience. It is aimed at any teacher that is looking for help motivating students, managing their classes, or is curious about gamification.

Participants in this workshop can expect to learn about the history of gamification, the two classifications of gamification, some questions to consider when setting up gamification in their classes, and some resources to get them started with gamification. Additionally, participants will have an opportunity to see how my secondary level classes have been gamified.

*What Exactly Is Extensive Reading?*

**318B** Robert Waring, *Notre Dame Seishin University*

Teachers wanting to set up an extensive reading program are faced with a daunting array of decisions to make – the materials, assessment, funding, how much reading to be done, how to integrate it, which follow up activities, and so on. This vast array of options often leads to paralysis meaning some programs never even start, despite good intentions. To add to the confusion, not all researchers refer to ER in the same way. Some say the reading of graded readers makes it ER; others say a book a week is fine, others two books a semester; yet others allow dictionaries; some insist on assessment, while others frown. The time has come to reexamine the core tenets of ER so help clarify the concept.

**318C** *Effective Lesson Planning: Techniques & Strategies For A Dynamic Classroom*  
**Alejandro Hernandez**, *Public school teacher*

In this session teachers will examine various ways of delivering a profound, well-crafted effective lesson. Using the commonly known ESA (Engage, Study, Activate) model, teachers will build a solid foundation by incorporating all of the vital components such as review or warm-ups, target language, skill practice, main activity and wrap-up. Not all students learn the same way. That's a fact. With ample learning styles, teachers will explore interesting ways of adapting this model in order to apply several of the Multiple Intelligences.

The aim of this workshop is not only to broaden and expose new or emerging teachers with a myriad of tools to utilize in the classroom, but also to strategize a well-planned lesson effectively needed in a dynamic and diverse classroom.

**319** *Nurturing Nature: Motivating Collegiate Learners Through Identity Awareness*  
**Deborah Cason Suarez**, *Woosong*

This lesson demonstration reflects the need for critical leadership toward developing emotional intelligence among unmotivated collegiate L2 learners. In this 21st century age of anxiety, the significance of motivation training and self-awareness among college students is evidenced through alarming statistics identifying suicide as the second leading cause of death among U.S. college students, and as the second leading cause of death among the global youth population ages 15-29. This lesson demonstration offers a low-anxiety opportunity for learners to develop skills in recognizing their individual emotions; to critically analyze emotional information; and to objectively guide reason and emotions toward civil behavior and sound decision making. It is not an end-all to the crisis, but a step in the direction of doing our part as educators.

**320** *Teaching Idioms And Expressions Through Television Shows*  
**Michael Lesser**

Teaching idioms and expressions through television shows, such as Friends or the Simpsons, is a window to authentic language and culture. Moreover, it is an authentic, fun and interactive method to learn about cultures and languages by not actually visiting these countries. This workshop will incorporate some hands on activities for the audience, who will be the "students" in a mock class, learning colloquialisms, popular culture, role play, watching videos to learn about English pronunciation, comprehension and discussion questions, puzzles, and differentiated written work, for the quieter and less outgoing students. Through these kinds of hands on activities, teachers can better understand how to create their own tailor-made lessons or use a similar lesson to this for their own students.

**322** *Phonological Rules For Voicing In L1 Applied To L2 Phonetics*  
**Atsushi Asai**, *Daido University*

The present study investigated the choice of a particular voiceless or voiced obstruent. A group of EFL learners at a four-year university participated in a paper-based survey. Analyses reveal that those learners' answering patterns did not result from their personal preferences relative to phonetic variation either in L1 or in L2, but reflected a rule-based transfer between L1 phonology and L2 phonetics, which was inversely proportional to their achievement of L2 knowledge. The present methodology can be applied, for example, to Korean speakers who may exhibit positional allophones, and can thus inform EFL educators of their learners' characteristics.

**323** *Professional Development – Which Way To Go?*  
**Amelie Kelly**, *Oxford TESL*

This course or that? Here or there? When it comes to professional development in TESOL, these are hot topics on all the discussion boards. Attending this conference is proof that you want to professionally advance your teaching and move forward in your career! Consider consolidating your valuable teaching experiences with a plethora of learning ideas, teacher tools and techniques. This talk will give you a first-hand account of completing a Trinity College Diploma in TESOL. I will tell you how it changed my teaching for the better and what doors it opened for me. We will look at how the Diploma compared to the DELTA and an MA, and consider the practical, pedagogical and professional reasons for opting for the Trinity College Diploma in TESOL.

324

*V For Vocabulary: American Films And Vocabulary In EFL*

**Johanna Estrella**, *The State University of New York, Korea*

In a technology driven society, an instructor is competing against smartphones and gadgets for the attention of their students. This study focuses on using popular films as a tool within an EFL classroom so that students are both entertained and are also provided with adequate material, which aims to enhance L2 vocabulary. The presenter will provide a study in which a group of Korean university students were assessed for vocabulary during their 12-week American film class. Possible variables, discussion and suggestions for future implementation will be addressed.

*NEST's & NNEST's Meet Together: Creating A Collaborative Working Environment*

325

**Soonhyang Kim**, *University of North Florida, TESOL*

**Kyungsook Yeum**, *Sookmyung Women's University*

**Lizabeth England**, *Shenandoah University (via Skype)*

**Yingliang Liu**, *Wuhan University of Technology (via Skype)*

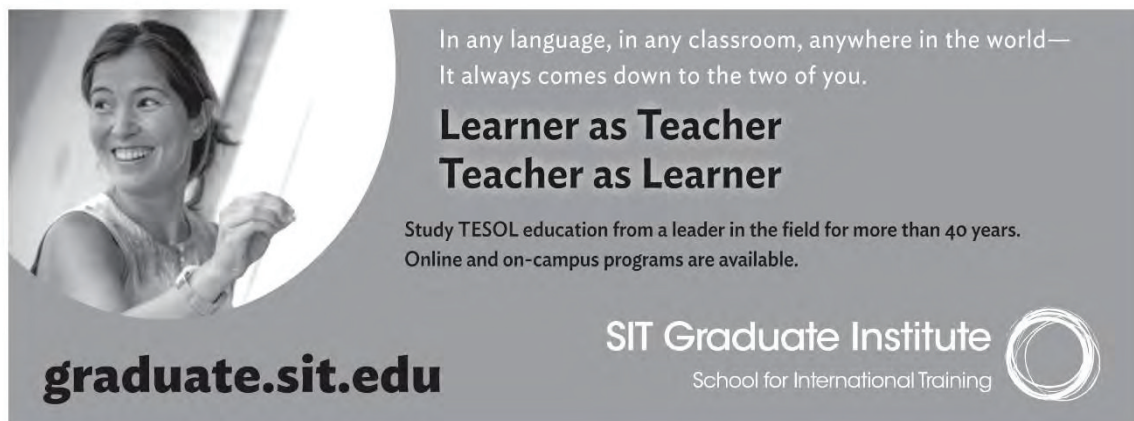
Presenters provide a forum for native English speaking (NESTs) and non-native, English speaking teachers (NNESTs) to discuss challenges and opportunities for NEST-NNESTs working collaboratively. Included are: (a) moving away from the NES/NNES dichotomy, (b) NNEST-NEST collaboration, and (c) issues with hiring and working with NNESTs.

*Effects Of Group Peer Feedback And Revision On Business Writing Performance*

326

**Supong Tangkiengsirisin**, *Language Institute, Thammasat University*

This study investigated the effects of group peer feedback on writing performance in business e-mails written by Thai undergraduate students. In addition to genre-based instruction, peer written comments were provided to students' initial drafts of business e-mails in the experimental group (n= 34), while no peer or teacher feedback was delivered in the control/intact group (n=35). Peer feedback in this study dealt with form, content, and organization of business messages. Pre-test and post-test e-mails from both groups were analyzed and scored. The results from written data revealed a significant improvement in the writing performance of the experimental group. Data from questionnaire and interview provide insights into students' feedback styles, and their participation and engagement during peer feedback sessions as an active learning strategy. (Supong Tangkiengsirisin is representing ThaiTESOL.)



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## The following sessions start at 11:25

- 322** *The Global Model Of English*  
**Aaron Hahn**, *Fukuoka University*; **Christopher Gareth Haswell**, *Kyushu University*

In order to assist teachers and students with teaching, learning and performing English more confidently, this presentation introduces a 'Global Model' of English. The model arranges users, varieties and locations in three dimensions in a dynamic way that is more beneficial to teachers than prior models. It is intended to be used as a tool to break the hegemony of historically popular but contextually disconnected varieties of English, and to assist English language users to focus on the importance of using the language for international and intercultural communication.

- 324** *L2 Vocabulary Acquisition and TOEIC Test Preparation*  
**Edward Sarich & Jack Ryan**, *Shizuoka University of Art and Culture*

The presenters will discuss their ongoing research into efficient L2 vocabulary acquisition, specifically concerning using high-frequency vocabulary in English and Japanese to help university students raise TOEIC scores. Students were given a vocabulary list and tested on it throughout the semester. Their subsequent TOEIC scores were then compared to a similar group of students who were not given the list. The final 5 minutes of the presentation will welcome feedback from audience members.

- 326** *Input, Output, and Feedback in NS to NNS Online Interaction*  
**George MacLean**, *University of the Ryukyus*

We will examine language use between English NS teachers and NNS students via the online communication platform Skype. Studies examining 'teacher talk' and such communicative interaction with teachers have focused predominantly on language use in the classroom. Observations of online out-of-class communicative interaction are less common. In this study, we will examine a variety of conversational features; specifically, those characteristic of teacher talk, e.g., exaggerated articulation, fewer contractions, shorter length of utterance, increased self-repetitions, etc. In this study, we will examine data acquired from 70 students participating in a total of eight sessions of twenty-five minute online conversations and attempt to categorize language use into a framework highlighting various aspects of 'teacher talk' and frequency of use in the communicative exchanges.

### ??? Y/T/U/A ???

#### WHAT CAN THEY MEAN?

At the KOTESOL International Conference, we try to have a variety of presentations on many different topics.

Not all presentations are of interest to all attendees.

To help you choose, we have put a **code with every presentation**. The code is based on whether the presenter thinks the session is aimed at, or of interest to TEACHERS OF

**Y** – Young Learners (or Very Young Learners)

**T** – Teens or secondary school aged learners

**U** – University students

**A** – Adult learners (not in a traditional school setting)

#### HOW DO THEY HELP?



# Sunday 1:00 - 1:45

**Plenary Stage in  
English Expo Hall**

**Robert S. Murphy**  
*Neuroscientific Benefits of Inquiry-Based Learning*

## **The following session starts at 1:00**

**Plenary Stage  
in English  
Expo Hall**     *Neuroscientific Benefits of Inquiry-Based Learning*  
**Robert S. Murphy**, *University of Kitakyushu*  
**Sunday Plenary**

Are you interested in Inquiry-Based Learning (IBL), but are not sure about the benefits? In this session, you will learn to be confident about IBL, learn how to implement neuro-based IBL pedagogy, and learn about cutting-edge doctoral research in neuro-education. Neuroscience is finally catching up with Dewey and Vygotsky, and the results are amazing! This plenary session will (1) provide neuroscientific facts that all language teachers should know and take to heart, (2) connect those facts to practical ideas for the classrooms, specifically catering to each teacher's unique teaching context, and (3) engage all participants with interactivity during the plenary to keep everyone on their toes and make the session a memorable one for all that are involved. Be stimulated with science, make new friends, and take home a notebook full of new ideas that you can use confidently in your classroom!

Notes

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# CUTTING-EDGE TEACHING

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Computer-Assisted  
Language Learning**  
Special Interest Group  
(MCALL SIG)

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# Sunday 2:00 - 3:50

ROOM	2:00	2:25	3:00	3:25
317A	<b>Allison Bill</b> <i>Lesson Planning 101 - The Importance of Engaging Learners and Activating New Knowledge</i> Lesson Planning "101" Session Y/T/U/A		<b>Barbara Hoskins Sakamoto</b> <i>The Lives of English Language Teachers</i> Teacher Development INVITED SESSION Y/T/U/A	
317B	<b>John Bedford</b> <i>The Finnish Method For Classroom Management</i> Classroom Management Y/T		<b>Glenn Stockwell</b> <i>Transforming Language Teaching and Learning with Technology</i> Tech-enhanced FEATURED SESSION T/U/A	
317C	<b>Scott DeWaele</b> <i>Critical Thinking, Questioning, And Student Engagement In Korean...</i> Other issues U	<b>David Shaffer</b> <i>Reflective Inquiry For Self-Directed Learning</i> Other issues U	<b>Jiyeon Han</b> <i>An Effective Way Of Teaching Collocations To EFL Young Learners: Collocation-Based Activities</i> Vocabulary Y	
318A	<b>Ian Moodie</b> <i>The Problem Of ELT Turnover In Primary Schools</i> Identity Y		<b>Clayton Whittle, David Washburn</b> <i>8 Bits, 4 Steps: Build Your Own ESL Computer Game</i> (continues to 4:25) Tech-enhanced/CALL/CMI T/U/A	
318B	<b>Ben McBride</b> <i>Lessons On Establishing Authentic Voice In Academic Writing</i> Writing T/U/A		<b>John E Breckenfeld</b> <i>Utilizing 3-Minute Audio Podcasts To Increase Native English Listening Comprehension</i> Listening T/U/A	
318C	<b>Shaun Manning</b> <i>Values Clarification Tasks: Pushing For Accurate ...</i> Speak/Conv/Pron T/U/A		<b>Gordon Tyler Harry</b> <i>Co-Creation Through Open Communication</i> Co-Teaching "101" Session Y/T	
319	<b>Angel Steadman</b> <i>Enhance Your Career Online with the University of Arizona</i> UNIVERSITY OF ARIZONA Y/T/U/A		<b>Michael Alpaugh</b> <i>Don't Speak Korean, This Is English Class... In Korea.</i> SLA Y/T/U/A	
320	<b>Daris Chang</b> <i>Self Fulfilling Prophecy: A Thief In The Night</i> Reflective Practice Y/T/U/A	<b>Christopher Miller</b> <i>Themes In Reflective Practice Among ELT Instructors In South Korea</i> Reflective Practice Y/T/U/A	<b>Gemma Kang</b> <i>Comics to the Rescue: Using engaging and fun comics to promote real speaking</i> Reading / Literacy e-future Co., Ltd. Y	
321	<b>Anna Loseva</b> <i>Exploring World Cultures, Learning More About Your Own</i> Cross/Intercultural Comm INVITED SESSION T/U/A		<b>Ingrid Zwaal</b> <i>Go Fish For English</i> Multiple skills Y/T/U/A	
322	<b>Kara Mac Donald</b> <i>Online PhD Candidates; Unique Challenges</i> Other issues A			
323	<b>Jesse Elam</b> <i>The Reliability Of Google Speech For EFL</i> Tech-enhanced Y/T/U/A	<b>P. Tippanet, P. Sukavatee</b> <i>Creating An Online Creative Writing Course...</i> Tech-enhanced T	<b>Junko Chujo</b> <i>Influence Of Pronunciation Monitoring ...</i> Speak/Conv/Pron U	<b>G. Humphreys, R. Hirschel</b> <i>Enhancing The Provision Of Speaking ...</i> Materials U
324	<b>Steve Iams</b> <i>Story Slam: The Potential of Performed Stories in ELT</i> Speak/Conv/Pron INVITED SESSION Y/T/U/A		<b>Alex Grevett</b> <i>Transitioning To A Conversation Based Classroom: Whys And Hows</i> Speak/Conv/Pron T/U	
325	<b>Barry D. Griner, Nina Kang</b> <i>Issues In Teaching North American Vowels To Korean Speakers</i> Speak/Conv/Pron T/U/A			
326	<b>Anna Callaghan</b> <i>Exploring Co-Teaching Experiences In The South Korean Classroom</i> Co-Teaching Y/T		<b>KOTESOL Employment Center</b>	

## The following sessions start at 2:00

### *Lesson Planning 101 - The Importance of Engaging Learners and*

#### **317A** *Activating New Knowledge*

**Allison Bill**, *Jeonju University*

For new and experienced teachers alike, the thought of writing a lesson plan can be intimidating. This presentation will start with a brief introduction to Jeremy Harmer's ESA (Engage, Study, Activate) lesson stages, with a focus on engaging learners and giving them the chance to use English interactively. A lesson planning template will be shared. We will then break into groups and plan a lesson together. Participants will go home with a simple format to follow, a few peer-generated lesson ideas, and a new confidence in their ability to plan engaging lessons with plenty of opportunities for their learners to use English.

#### **317B** *The Finnish Method For Classroom Management*

**John Bedford**, *Jeollanamdo Language Program*

The Finnish Method in classroom management has made Finland the world leader in education by focusing on student involvement and active learning drills over behavior management. Allowing disruptive and despondent learners to lead in classroom participation encourages behavior that facilitates an effective learning environment and increases comprehension while passively promoting sustainable student behavior. By allocating the student-speaking time to be 20 percent greater than the teacher-speaking time, the English teacher can ensure that the classroom will always be primed for maximum learning. The attendees will learn how to create a learner-centered environment that engages and stimulates students by teaching creative thinking skills and the meaning of teamwork through collaboration projects that focuses on students learning from students.

#### **317C** *Critical Thinking, Questioning, And Student Engagement In Korean University English Courses*

**Scott DeWaelche**, *Duksung Women's University*

The presentation explores the viability of higher-level questioning in student-centered activities to elevate critical thinking and increase student engagement among Korean university English majors in topic-based courses. Participants in the study posed and responded to higher-level questions in structured, small-group conversation activities. Findings revealed that limitations in English language proficiency, as well as cultural and institutional factors, can impact participation in student-centered, critical thinking activities. The author argues, however, that the study also indicates that Korean students are capable of successfully engaging in group conversations with peers in critical dialogue when they find the material interesting, when they possess adequate English language skills, and when they are challenged to do so in lessons.

#### **318A** *The Problem Of ELT Turnover In Primary Schools*

**Ian Moodie**, *University of Otago, New Zealand*

Prior education research has shown the importance of commitment in teacher retention and efficacy; however, the construct has been relatively unexplored in TESOL research. This grounded theory study adapts a framework from organizational psychology, looking at three commitment mindsets (affective, normative, and continuance) identified as being relevant to workplace retention and performance. Two data sets are triangulated. First, narratives from 22 Korean English teacher (KET) participants look at their reasons for becoming English teachers. Second, interviews with four KETs investigate the emerging themes more in-depth, uncovering issues with the primary school teacher assignment and rotation system regarding English teacher retention and development. The paucity of affective mindsets towards ELT is troubling in that the affective side of teaching has been linked to efficacy and retention. Moreover, this study found that the administrative system incentivizes ELT turnover and short-term commitments, which presents an issue for developing ELT expertise in Korean primary schools.

**318B** *Lessons On Establishing Authentic Voice In Academic Writing*  
**Ben McBride**, *Pagoda Academy*

Voice is an often overlooked aspect of academic writing. Research tells us one of the most difficult aspects of L2 academic writing is acquiring an academic voice that conveys an appropriately authoritative stance toward the reader, while still maintaining the objectivity that defines academic writing style. After briefly exploring some of the recent research which categorizes voice into distinct components, we will work in small groups to analyze writing from adult Korean students and look for moments in the text that sound inauthentic, using the research to guide the analysis. We will then explore 5 classroom activities that I have been using in my writing classes to encourage my students to activity establish and maintain authentic writing voice. The goal is to leave the workshop with an understanding of the importance of voice and a new angle to approach academic writing in our classrooms.

**318C** *Values Clarification Tasks: Pushing For Accurate Output In Opinion-Gap Tasks*  
**Shaun Manning**, *Hankuk University of Foreign Studies*

Asking students to work in small groups and discuss a topic is a common activity in many communicative language classrooms. This study compared two variations of the discussion task – an open-ended small group discussion (SGD) and a consensus-driven task called a ‘Values Clarification’ (VC) task. The study found that open-ended discussions promoted L2 talk and peer-assistance, while the VC task additionally pushed students’ to attend to lexico-grammatical form during the task, thus providing additional learning opportunities. Multi-modal analysis suggests that the key factor for the push for accuracy during task talk was the requirement to write a collaboratively constructed statement of opinion. Implications for the classroom are discussed.

**319** *Enhance Your Career Online with the University of Arizona*  
**Angel Steadman**, *University of Arizona*

This presentation will address the University of Arizona's online certificate, professional development, and MA programs in TESOL. It will also discuss options for students interested in obtaining a doctorate in Second Language Acquisition and Teaching. Participants will have ample time to ask questions about the programs.

**320** *Self Fulfilling Prophecy: A Thief In The Night*  
**Daris Chang**, *GrapeSEED Korea*

This action research will focus on opportunity gaps teachers unintentionally create for their students. It is assumed that through knowledge and new perspectives, teachers will obtain the ability to prevent self-fulfilling prophecies from causing unfair opportunity gaps. As a result, teachers will become facilitators of positive transitions throughout education.

The first part of this action research will discuss the term self-fulfilling prophesy, how it may materialize like a thief in the night, and the effects it can have on students in order to help teachers become aware of the process. The second part will discuss ways teachers can prevent the aversive effects of the self-fulfilling prophecy and how to use it to help their students reach goals their students thought to be unachievable.

**321** *Exploring World Cultures, Learning More About Your Own*  
**Anna Loseva**, *Clark Memorial International High School (IATEFL YLT SIG)*

**Invited Session**

In light of English being a lingua franca, it makes sense for teachers to equip learners with the knowledge and skills necessary for cross-cultural communication that students might be having in their future. How can we address this need? In this session, the presenter will detail the elements of a culture course for high school students in Tokyo, which emphasizes a critical approach to viewing cultures. Participants will be invited to put themselves in students’ shoes to examine and explore aspects of their own native cultures in ways that would allow for communication beyond common perceptions and stereotypes.

**322** *Online PhD Candidates; Unique Challenges*  
**Kara Mac Donald**, *Defense Language Institute, Monterey, CA USA*

Many EFL teachers endeavor to enhance their careers by completing advanced online degrees by course work. When these individuals venture into an online doctoral degree by research, they may be under prepared to produce a thesis and/or publish academic work. This study reports on EFL teachers' challenges as graduate students that are unique to online, distance education programs. Recommendations for those venturing into such programs are offered. TESOL postgraduate administrators and academic writing advisors will also benefit by identifying how to better support students enrolled in online doctoral programs.

**323** *The Reliability Of Google Speech For EFL*  
**Jesse Elam**, *Komazawa University*

Have you noticed the microphone in the search bar of Google.com? If not, Google has recently integrated what is called "x-Webkit-speech", which allows text fields to accept speech dictation. The researcher of this presentation has been working on a custom program for Komazawa University in Japan that unitizes Google's Speech recognition to decide if the API is accurate enough to be used for our EFL courses. During this presentation, the rationale behind the design, the possible future implications and limitations of custom speech integrated tests will be discussed. We will also explore how accurately Google can dictate Japanese students' English and whether future applications should be built using this platform.

**324** *Story Slam: The Potential of Performed Stories in ELT*  
**Steve Iams**, *SIT Graduate Institute*

**Invited Session**

A story slam is a live event in which participants tell short, autobiographical stories to the audience without the use of notes. These events are an outgrowth of the popularity in North America of poetry slams and other spoken word performances. Each event has a theme to which participants' stories should connect. This session will explore the possible benefits of incorporating story slams into the language classroom.

Part presentation of the relevant academic literature and part performance, this session aims to provide the audience with a rationale for the inclusion of story slams in ELT research and practice, as well as a simulated experience of observing a story slam event. Of particular interest to the presenter is the power of story slams to capture and share the transformative moments in the lives of English language learners. To spark the audience's interest in the story slam genre, the presenter will share several stories which speak to the themes of this year's conference: creativity, critical thinking, and inquiry-based learning.

**325** *Issues In Teaching North American Vowels To Korean Speakers*  
**Barry D. Griner & Nina Kang**, *University of Southern California*

This workshop will help teachers be aware of specific issues that are confusing to Korean speakers as they teach North American English (NAE) pronunciation. These issues include (1) selection of a notation system, (2) differences in American and British pronunciation, (3) dialectal shifts in the low vowels, (4) R-coloring, and (5) the confusing terminology of "long" and "short" vowels.

During the workshop, NAE vowels will be introduced and practiced with particular focus on tongue position. Successful comprehensible pronunciation of the so-called "long" and "short" vowels can only be achieved with correct tongue position.

The workshop will conclude with a fun and challenging group activity that contrasts the vowels in the names of "our nine friends": Jean, Jin, Jane, Jen, Jan, Jun, John, Joan, and June.

This presentation explores co-teaching experiences from the perspective of 'native' English teachers in the English Program in Korea (EPIK) and provides an opportunity for EPIK teachers to share and discuss their teaching experiences. It will be based on the findings of my action research capstone project. Using the narrative inquiry method, I have gathered co-teaching stories from various EPIK teachers. In particular, I look at the co-teaching methods, general experiences, and the perceived effectiveness of co-teaching. This presentation will serve to share findings pertinent to all EPIK teachers, as well as an opportunity for feedback and general discussion of teaching experiences in Korea. All teachers who have had co-teaching experience, whether with EPIK or elsewhere, would benefit from the participating in this conversation.

Notes

## KOTESOL: Who and what we are.

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

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

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

All English teachers, regardless of level or nationality, are invited to join KOTESOL. The membership of KOTESOL includes kindergarten, elementary & secondary school, and university English teachers and professors, as well as ELT teachers-in-training, administrators, researchers, materials writers,

curriculum developers, and other interested persons. Approximately 30% of our members are Korean. KOTESOL has regional chapters serving Seoul, Suwon-Gyeonggi, Yongin-Gyeonggi, Daejeon-Chungcheong, Daegu-Gyeongbuk, Busan-Gyeongnam, Gwangju-Jeonnam, Jeonju-North Jeolla, Gangwon, and Jeju. Members of KOTESOL are from all points of Korea and the globe, thus providing KOTESOL members the benefits of a multicultural membership.

Annual membership of Kotesol is 50,000 won. The benefits of KOTESOL membership include:

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



## The following sessions start at 2:25

**317C** *Reflective Inquiry For Self-Directed Learning*  
**David Shaffer**, Chosun University

This presentation firstly aims to show how the secondary and tertiary learning environments differ for the language learner, how learners prepare and adjust to the differing environments, and their attitudes on how well they have been prepared and have adjusted to the university English learning environment. This study shows the degree of accommodation that students can make through reflective, self-directed study, that is, through inquiring into their own study methods and study habits. Survey results will compare entering students with upper-level students. Secondly, this presentation will present the results of classroom-tested methods for aiding students in greatly improving their self-directed study. These activities discussions, presentations, and written reflection on language learning methods. These findings have pedagogical implications for not only the EFL instructor but also for ELT curriculum design at many universities.

**320** *Themes In Reflective Practice Among ELT Instructors In South Korea*  
**Christopher Miller**, Daeil Foreign Language High School

Reflective practice (RP) has a rich tradition in ELT (see Mann, 2005). The researcher, using a grounded theory approach (see Perry, 2011), seeks to understand emerging themes arising from an analysis of the discourse contained in four teacher development group (TDG) sessions comprised of predominantly native English speaking teachers (NESTs) working at various levels in the Republic of Korea. Major themes include a) use of clarifying questions b) social exchange c) activity exchange and d) negative comments. The presenter will address the potential value of the findings, speculate on the factors responsible for the emerging themes and provide recommendations for the facilitation of future TDG/RP sessions by ELT practitioners.

**323** *Creating An Online Creative Writing Course: Enhancing Writing And Motivation*  
**Phutsacha Tippanet & Pornpimol Sukavatee**, Chulalongkorn University

In this innovation era, technology affects the way people communicate as well as language teaching. Integrating online activities into a language class provides a real-world context that enhances students' language proficiency. Therefore, the presenter developed an online creative writing course (OCW) in which students planned, created stories, edited, published their stories, and interacted with their classmates online. After participating with the OCW, students' writing ability and motivation were improved. In this presentation, the presenter will focus on the development of an online creative writing course. Practical implementation of online writing activities that can be set up for grade 7 students will be provided.

## The following sessions start at 3:00

### *The Lives of English Language Teachers*

**317A** **Barbara Hoskins Sakamoto**, *iTDi (International Teacher Development Institute)*

#### **Invited Session**

Inspired by narrative research done by Huberman and Grounour in their landmark book *The Lives of Teachers* as well as the framework provided in Day and Gu's *The New Lives of Teachers*, Barbara, Chuck Sandy, Ann Loseva, and their colleagues at the International Teacher Development Institute (iTDi) have used a variety of media to conduct narrative interviews with both native and non-native English language teachers from a variety of backgrounds and contexts around the world. In this ongoing research, the focus has been on examining how beginning and experienced teachers view the work they do, the reasons why they do it, how they stay motivated to continue doing it while facing a range of both professional and personal challenges, and how their personal and professional identities change over time. From the particulars shared by individual teachers in their interviews, commonalities have appeared across culture and context. These common universal challenges faced by all educators no matter what their background or context include achieving a satisfactory work/life balance, gaining the respect of colleagues, finding a place within the international teaching community, and continuing to develop professionally in order to remain fulfilled in their work. This workshop will provide an overview of this ongoing research, share highlights from the interviews, and work with participants to draw out universals from the offered narratives. Participants will then be asked to share their own stories and use the framework provided to locate their own place in the global community of educators.

### *Transforming Language Teaching and Learning with Technology*

**317B** **Glenn Stockwell**, *Waseda University*

#### **Featured Session**

The range of technologies available to language teachers and learners has increased dramatically over the past several years, providing both with a diversity of options that can be both exciting and challenging. As new technologies appear, they bring with them possibilities regarding what can be achieved both inside and outside of the classroom, but it is often difficult to keep up with the range of technologies that become available. In addition to this, the very environments in which language teachers find themselves in are also constantly evolving, with expectations of administration and learners themselves also changing rapidly. These changes have resulted in a paradigm shift in the role of technologies that potentially rewrites the way in which teaching and learning will take place. Some of the challenges associated with this paradigm shift will be discussed, and some suggestions regarding keeping up with these trends will be provided. The presentation will conclude with a discussion of what teachers need to bear in mind to transform their own individual language teaching and learning using technology.

### *An Effective Way Of Teaching Collocations To EFL Young Learners:*

**317C** *Collocation-Based Activities*

**Jiyeon Han**, *International Graduate School of English*

Collocations are an important category of lexical patterning and a fixed part of teaching points in language classrooms. Second language learners need to learn collocations because they will help to speak and write English in a more natural and accurate way. Learning collocations also helps increase learners' range of English vocabulary. Therefore collocations should be taught for the learners' fluency and accuracy. This workshop demonstrates useful collocation-based activities for teachers who teach English to young learners. It provides an overall introduction to key aspects of collocation teaching and vocabulary learning in an accessible yet not trivial way. Through this workshop, teachers are encouraged to trained collocation-based type of strategy and use it in classes in order to make vocabulary learning more meaningful for the students.

## *8 Bits, 4 Steps: Build Your Own ESL Computer Game*

### **318A Clayton Whittle & David Washburn,**

*Dankook University, Cheonan, Republic of Korea*

The purpose of the presented research is to introduce methods through which any teacher can develop their own language learning games. During this workshop audience members will be guided through the basics of designing limited, but effective, computer games for teaching language in their classroom in a detailed, step-by-step process by live-building an example game.

Topics covered will include educational design theory, level design, designing for language acquisition, designing automated assessment, and classroom integration. The presentation will include a theoretical and action research section. Following this attendees will learn basic software, design principles, how to customize a game to their own curriculum, implementation strategies, and assessment strategies. No technical background or skills are needed for this presentation.

## *Utilizing 3-Minute Audio Podcasts To Increase Native English Listening Comprehension*

### **318B**

**John E Breckenfeld,** *Gangneung-Wonju National University Language Institute*

Listening exercises often follow a dull, predictable sequence: students listen to inauthentic scripted dialogue (from the textbook), read the transcript, and then alternate roles with a partner, reading the scripted passage aloud. Despite highlighting target grammar/vocabulary, this approach largely fails to prepare students for real-life English dialogue encounters. Alas, students must bridge a gap between ‘listening skills’ practiced within the classroom and English conversations they experience in daily life.

In order to bridge the gap from the classroom to real life, ‘Utilizing 3-Minute Audio Podcasts’ details an alternative approach to listening comprehension. This teaching method offers concrete practices to facilitate student comprehension of Native English dialogue through highly structured interaction with relevant content.

Participant attendees will reflect on various best practices of the target teaching method, and then brainstorm/discuss ways to implement the instructional methods into their own classrooms.

## *Co-Creation Through Open Communication*

### **318C**

**Gordon Tyler Harry,** *English Program in Korea*

For the past six years, Tyler has been studying interactions with co-teachers and the effect it has on the student population in his care. He has intently studied and experimented interactions with various co-teachers. He refuses to wholly accept the notion that personality types should dictate the interactions between team teachers. Instead, he ascribes to a dynamic and negotiable relationship as people interact over a lengthy period of time. There are a wide variety of contexts for co-teaching and no two co-teaching relationships are exact replicates. Through personal experience, studying of relevant data, and an extensive action research plan, Tyler has come to a greater understanding of how to negotiate the communication process with teaching partners and is excited to explore this concept with you.

## *Don't Speak Korean, This Is English Class... In Korea*

### **319**

**Michael Alpaugh,** *University of Birmingham*

This presentation will discuss the use of the students' L1 in the classroom. While many schools actively discourage its use, scholars, academics and teachers seem far less certain of the evils of the L1. In fact, in a limited capacity many have argued that it is a tool to be used, rather than a classroom taboo. We will look at several situations when use of the students' L1 may be useful, and how to use it in a way which best aids in L2 acquisition. We will also discuss how you can use your students' L1 even if you have not mastered it yourself. Finally, we will discuss with the audience their views of L1 use, if they use it, why and how.

**320** *Comics to the Rescue: Using engaging and fun comics to promote real speaking*  
**Gemma Kang**, *e-future Co., Ltd.*

Do you want your students to improve their English ability and have fun while doing it? Teachers and parents alike know the importance of reading. However, the challenge can be making it fun, motivating, and authentic. The solution: comic readers. Using comic readers is not only educational, but it's also motivating, less stressful for students, and offers a more authentic setting for the students.

The presentation will explore how teachers and parents can use comics as a successful learning tool in regards to reading, reading comprehension, speaking, and writing. It will focus on how comics can be used to improve and help students with speaking in a more authentic manner. The presentation will also provide teachers with tips, strategies, and games that can be used with the comic readers.

**321** *Go Fish For English*  
**Ingrid Zwaal**, *Jeonju University*

Go Fish is an adaptable card activity that is useful to practice pronunciation, sentence structure and fluency. It is easy to use for a variety of questions and answers and any class size or level or just for vocabulary for beginners. The repetition helps improve pronunciation and the teacher has more opportunity to hear students and they have more opportunity to speak in class. To win, students must really listen to answers, and short term memory improves. And it is fun. Once the cards are made, the preparation is limited. Once they learn the game, if you want to use it for more complicated structures, it is easy for the students to adapt. Let me show you how to make cards and play.

**323** *Influence Of Pronunciation Monitoring By L2 Learners On Affective Variables*  
**Junko Chujo**, *Takaoka University of Law*

Fostering and enhancing learners' affective domain holds the key to successful L2 language instruction. The current study examined whether specific self- and peer- monitoring activities have a positive effect on pronunciation learning, especially in terms of learner affect. A written five-point Likert-type scale questionnaire was conducted to examine the effect of self- and peer-monitoring on the participants' affective variables: namely, interest, confidence, and awareness toward their own pronunciation. A paired-samples t-test was performed to compare the point difference between pre- and post-activity responses. The results show that the implementation of this particular monitoring activity changed the learners' affective variables significantly.

**324** *Transitioning To A Conversation Based Classroom: Whys And Hows*  
**Alex Grevett**, *Korea Polytechnic University*

The brain doesn't pay attention to what is not relevant to it, so preparing students for a hazy conception of "future English speaking" is unlikely to lead to effective learning. This presentation will suggest pedagogical and neuroscientific reasons for switching to a conversation-based approach that focuses only on the here and now, reconceptualizing the classroom as a space of its own. High school, university or adult teachers who are interested in following this approach will learn how to restructure their classrooms in this way, use themselves and their students as the source of materials, drive and assess learning in more holistic ways. Attendees will leave with practical ideas that can be instantly used to begin reshaping their own classrooms.

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*Employment Center (2 hours)*

KOTESOL

The Center is providing a variety of short informational and supportive sessions. Check at the Employment Center tables for more information.

### **The following session starts at 3:25**

323

*Enhancing The Provision Of Speaking Resources On A Communicative Curriculum To Improve Learner Engagement*

**Gareth Humphreys & Rob Hirschel**, *Sojo University*

Developing communication skills in English is an important educational goal in many universities. However, approaches taken to support their development can sometimes be faced with challenges. These include learners accustomed to teacher-centred approaches, learner passivity, and a lack of training in conversation skills. In addition, when English is studied as a compulsory subject, there can be issues relating to motivation and interest. We report on a collaborative action research project attempting to address these issues and improve learner engagement in speaking activities among learners at a private technical university in Japan. The project led to the development of a series of tasks to support the curriculum. These tasks adopted a dictation and dialogue approach. Sixteen tasks were developed. Following a trial over an academic year, the intervention was evaluated via teacher and learner feedback. The results were largely positive and there was evidence of improvements in learner engagement.

#### KOTESOL Job Board



Looking for a new job? Visit the KOTESOL Job Board!

See the latest job advertisements on the only Job Board targeted at KOTESOL members.

The schools that post with us are looking for you!

If you seek a new teaching job in South Korea, or are a school looking to hire the best teachers in South Korea, please visit us at:

<http://koreatesol.org/Job-Board>

# Yongin Chapter Regional Conference

📅 November 14, 2015

🕒 12:00 - 18:00

▶ Shallomkwon (살롬관) Building  
Kangnam University, Yongin

## Practical Classroom Activities: Arts & Technologies in the Classroom



# Sunday 4:00 - 5:50

ROOM	4:00	4:25	5:00	5:25
<b>317A</b>	<b>Chuck Sandy</b> <i>This Is Just to Tell You ... (About Poetry, Projects, and Passion)</i> Writing INVITED SESSION T/U/A			
<b>317B</b>	<b>David Valente</b> <i>An Intercultural Approach to Creativity in the Primary English Classroom</i> Multiple skills INVITED SESSSION Y			
<b>317C</b>	<b>Timothy Joe Hampson, Bryan Hale, &amp; Anne Hendler</b> <i>#Keltchat Live: Questions For My Older Teacher Self</i> Reflective Practice Y/T/U/A			
<b>318A</b>	<b>KOTESOL ABM</b>			
<b>318B</b>				
<b>318C</b>	<b>Wayne Finley</b> <i>Lesson Plan 9 From Outer Space: Storytelling 101</i> Lesson Planning "101" Y/T/U/A			
<b>319</b>	<b>Yesul Oh</b> <i>Effective Way: Code-Switching</i> Sociolinguistics/Policy/World Englishes T			
<b>320</b>	<b>Matthew Benson &amp; Amy Ahn</b> <i>Testing In Korea And Its Implications For Classroom Assessment Tasks</i> Assess/Testing T/U			
<b>321</b>	<b>Carter Peyton</b> <i>Creating Graded Readers Using Free Online Corpus Software</i> Materials/Course design T/U/A			
<b>322</b>				
<b>323</b>	<b>Ken Eckert</b> <i>Why Is An English Professor Here, And Can/Should Literature Be Taught?</i> Content-based instruction U/A			
<b>324</b>	<b>Jason Lapointe</b> <i>Now Something Different: Workshops For My Favorite Lessons</i> Multiple skills T/U			
<b>325</b>	<b>Eun-Jung Brown</b> <i>Academic Writing, Promoting Speaking Listening Reading And ...</i> Eng Spec Purposes U			
<b>326</b>	<b>KOTESOL Employment Center</b>			

## The following sessions start at 4:00

*This Is Just to Tell You ... (About Poetry, Projects, and Passion)*

**317A** **Chuck Sandy**, *iTDi (International Teacher Development Institute)*

### Invited Session

In this session, we'll explore the power of collaborative learning using a few simple poems as our starting point. We'll do some activities together, develop some additional possibilities, and then I'll invite you and your students to participate in a collaborative online project in which we'll build a database of recorded poetry. To prepare for this session you might want to read *Invitation Standing: Bringing Poetry to the Classroom*

*An Intercultural Approach to Creativity in the Primary English Classroom*

**317B** **David Valente**, *ELT Consultant (IATEFL YLT SIG)*

### Featured Session

This interactive talk explores how teachers of primary-aged learners can use intercultural materials and activities to enable children to develop their creativity and English language skills. Ideas will be presented in relation to best practice in primary ELT and illustrated with practical and engaging examples, which have been used successfully in classrooms throughout the East Asia region.

**317C** *#Keltchat Live: Questions For My Older Teacher Self*

**Timothy Joe Hampson, Bryan Hale, & Anne Hendler**, *#KELTchat*

If you could ask your future self anything about teaching what would you ask?

A recent popular series of blogs had teachers imagining that they could write a letter to themselves in the past at the beginning of their teaching career. This workshop will reverse the theme of the blog posts by offering teachers the opportunity to ask a question to their future teacher self. Participants will have the opportunity to take part in group discussions and take part in a speed dating style activity to get answers to their questions and help others answer theirs.

Submit a question you'd like to ask on twitter using the hashtag #KELTchat, or on paper at the start of the session (so no twitter account is required).

**318C** *Lesson Plan 9 From Outer Space: Storytelling 101*

**Wayne Finley**, *Woosong University*

Engage Study Activate...no, not the booting sequence for a Terminator hell-bent on educational mass destruction, but a system for captivating students' hearts, minds, and sometimes souls, through the power of storytelling. For thousands of years civilization has stood still to hear a great story told; how can we weave that narrative magic into the classroom? Surprisingly, you don't need a wizard's hat, a spooky old wand or a British accent to work up a spell. Join us now as we go on an interactive journey with a 101 storytelling workshop to explore how we can craft lesson plans into stories; stories that your students will remember forever, or at least until break time.

**319** *Effective Way: Code-Switching*

**Yesul Oh**, *Intrnational Graduate School of English*

The goal of this presentation is to suggest a method which combines code-switching, using L1 and L2 simultaneously in L2 learning, and personalizing for low level secondary students for lowering their affective filters and raising positive attitudes on English. To examine the effect of Code-switching, an experiment was conducted for low level high school students for a month. Learners were asked to create their own example sentence in Korean and insert target vocabulary in L2. Then they read out the sentences they made. After this method, a test and questionnaire were conducted. The result was that learners could get confidence of pronunciation by the process of reading aloud and also this method can lower their anxiety on English learning.



**320** *Testing In Korea And Its Implications For Classroom Assessment Tasks*  
**Matthew Benson & Amy Ahn**, Seoul National University of Science and Technology

News stories criticizing the English language tests and the culture of testing in Korea abound. What exactly are these tests? Why are they being criticized? What does the future of these tests look like? And what can we do as teachers to support students accustomed to this style of test? We will briefly introduce teachers to secondary school testing in Korea, look at some of the issues with such tests and discuss the future directions in testing. We will then discuss what impacts these tests have on Korean students in terms of their expectations in the classroom and how we as teachers can prepare students for other types of classroom activities and assessment tasks.

**321** *Creating Graded Readers Using Free Online Corpus Software*  
**Carter Peyton**, Korea Advanced Institute of Science and Technology (KAIST)

The presenter will demonstrate how to create graded reading texts using free, online software. He will show how the Lexile Framework for Reading website can (A) be used to determine text complexity ranges and (B) be used to aid students in self-directed, extensive reading. He will also show how the Lextutor Vocabprofile program can be used to quickly analyze and modify authentic texts. Focus will be placed on coordinated use of the two programs to create content, vocabulary, and complexity specific materials to cater to particular groups of students and foster engagement in reading. This workshop will be most useful for EFL instructors teaching teenage through adult learners, including university students.

**323** *Why Is An English Professor Here, And Can/Should Literature Be Taught?*  
**Ken Eckert**, Hanyang University (ERICA), Ansan

English-language literature professors in Korea work in a different discipline from language instruction, but still deal with overlapping issues of English usage. Can we learn from each other? For those interested in making a career move into “pure” content-teaching at the university level, or for those curious about using literature as language-teaching content for higher-level learners, this session will examine some theoretical and practical issues in literature instruction in Korea: how to choose appropriate texts from poetry to Shakespeare to Harry Potter; how to motivate reading; how to discuss texts; and how to create useful evaluative and participatory exercises.

**324** *Now Something Different: Workshops For My Favorite Lessons*  
**Jason Lapointe**, KAIST

Student creativity is often achieved by adhering to these three guidelines in a lesson: 1) providing the freedom to explore ideas, 2) rewarding effort, and 3) offering variety. Students are often bored if one of these criteria is not met. For my workshop, I will demonstrate two successful lesson activities. The first lesson focuses on developing writing and speaking skills in a high school classroom using gamification concepts, exploring language learning through the science-fiction/fantasy genres. The second lesson focuses on the use of Wordpress in an Advanced Writing course in university, wherein students comment, edit, and receive rewards and feedback on writing assignments online.

Teachers will learn how to implement these lessons in their classrooms. Attendees are encouraged to bring a laptop. Hope to see you there!

**325** *Academic Writing, Promoting Speaking Listening Reading And Critical Thinking*  
**Eun-Jung Brown**, University of Texas at Arlington

Academic writing and critical thinking skills are the most challenging areas for ESL students. In this presentation, teachers will learn step by step how to develop a 2 week writing project for students with academic purposes and how to incorporate speaking, listening, reading and writing in ESL writing class. Using 4 different techniques to develop the critical thinking skills of factual, insightful, rational, and evaluative thinking, intermediate and advanced ESL students in pairs or small groups will engage in survey activity, data analysis, conducting research, and finally, writing an academic essay. Through this small group writing project, students will cultivate deeper understanding of different cultures by interacting and building teamwork and exercise leadership while developing writing and critical thinking skills.

Notes



The KOTESOL Annual Business Meeting  
will be held on Sunday at 4:55 p.m.  
in Room 318A.

All current members of KOTESOL are  
encouraged to attend.

## **Provisional Agenda for the KOTESOL Annual Business Meeting**

### **Meeting to start at 4:55 in room 318A**

1. President's address
2. Procedural matters
3. Agenda
4. Minutes of previous ABM
5. Discussion and vote on proposed amendments to the constitution
6. Financial report
7. Announcement of voting results
8. Awards and presentations
9. Close of meeting scheduled no later than 5:50 pm

**Notes**

# Presenters' Biographical Sketches

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**Adama, Jean** received his MA in TESOL from California State University, Sacramento and now teaches conversation and Business English courses at Seoul National University of Science and Technology. He has taught in three different countries (Japan, South Korea, and the United States), and has taught across a varied range of abilities and language skills.

*Lesson Planning 101: Suggestions For Structuring Speaking Courses For Different Teaching Styles* Sat 2:30

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**Adamson, Calum** is a teacher and researcher at Doshisha Women's College of Liberal Arts in Kyoto, Japan. Working in the sociology department, he teaches courses in international politics and academic writing. His research interests are mainly concerned with effective integration of language and content in CLIL courses, and the use of simulated environments to teach negotiation skills and leadership.

*Effective Lesson Planning For Content-Based And Content-Integrated Lessons* Sat 4:30

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**Adkins, Ian** is a native English teacher for the Gimhae public schools. He has a Bachelor's in music education from Valparaiso University and a Master's in Assessment, with an emphasis in TESOL, from Missouri Western State University. His main topic of interest is foreign language anxiety and how to help student overcome their language learning fears. He recently completed a thesis on the topic of compulsory participation and its application to foreign language anxiety. Besides his research, Ian enjoys hiking, travel, playing and writing music, and running. If you are interested in discussion foreign language anxiety, or follow up studies, you can contact him at iantadkins@gmail.com.

*Your Students Are Terrified: Foreign Language Anxiety* Sat 2:30

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**Ahn, Amy** has an M.Ed. TESOL from the University of Wollongong and is currently working at Seoul National University of Science and Technology. She has been teaching ESL for 9 years, including 6 years in English Education Department at Kangwon National University preparing students to work in middle and high schools in Korea. She has also worked on projects with the Korean Institute for Curriculum and Evaluation. Her research interests are in testing and assessment, culture in the classroom and listening skills.

*Testing In Korea And Its Implications For Classroom Assessment Tasks* Sun 4:00

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**Allen, David** (PhD) is Associate Professor at Ochanomizu University in Tokyo. He is a qualified and experienced language teacher and examiner. His recent research has focused on cognitive aspects of bilingualism, peer feedback in second language writing, and language assessment.

*Japanese University Entrance Exams And IELTS: Washback Explored* Sun 10:00

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**Allison, Gabriel** has been involved with English education for over nine years, working as a teacher, writer, trainer, and curriculum developer in South Korea, Spain, and Argentina. He is certified in TESOL from EBC International in Madrid, Spain and holds a Master's of Science from West Virginia University and a Bachelor's of Arts from High Point University. Among his other accomplishments, he has been a contributing author and editor on the EFL titles Reading Bike, Reading Kite, Reading Jet, Listen Up, Listen Up Plus, Talking Trinity, Easy Talking Trinity, More Step By Step Listening, Reading Town, Reading World, and Reading Planet. As a devoted language learner himself, Gabriel is passionate about helping students and teachers succeed in the classroom.

*Can Phonics Instruction be Fun, Effective and—Shorter?* Sat 10:00

*Solving Problems! Fun and practical solutions for problems faced while teaching young learners* Sat 3:30

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**Alpaugh, Michael** has been teaching in Korea since 2008. He is currently finishing his dissertation at the University of Birmingham on teacher beliefs and effective training in Korean hagwons. His other research interests include the use of the L1 in the L2 classroom, sociolinguistics and ELT management.

*Don't Speak Korean, This Is English Class... In Korea.* Sun 3:00

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**Anderson, Matthew** has been teaching in Korea since 2010 and is currently an EOP instructor at the Foreign Language Education Center at Seoul National University and a lecturer in the SNU College of Engineering. He began his ELT career working as a middle school teacher for the Busan Metropolitan City Office of Education. Thereafter, he worked as a lecturer and teacher trainer at the Busan National University of Education and English Program in Korea (EPIK) where he successfully trained teachers in best instructional practices and effective classroom management. His research area of interest is in educational action research.

*Effective Classroom Management Tipology* Sat 1:30

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**Anderson, Rheanne** is currently teaching at Soka University, Japan. She is from Canada, but has spent 15 years teaching English in Japan, Korea, Poland, China, Canada, Vietnam and was a teacher trainer in Dubai, UAE. Her research interests lie in the applied teaching of pronunciation as well as motivation and teaching at lower levels. Rheanne holds a Master's Degree in Second Language Acquisition through the University of Toronto.

*ER: Triage For Lower Level Students In Extensive Reading* Sat 1:30

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**Asai, Atsushi** teaches languages including computer languages and logic as an associate professor at Daido University, Nagoya, Japan. He is certified in Teaching Japanese as a Foreign Language. His research interests include morphological phonology. He can be reached at a9asai@hotmail.com.

*Phonological Rules For Voicing In L1 Applied To L2 Phonetics* Sun 11:00

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**Bailey, Daniel** has been teaching English as a Foreign Language in South Korea for ten years. He has a Masters of Arts in Teaching from the University of Texas. He works as an Assistant Professor at Cheongju University. His most recent work has been in the investigation of participation grading and its effect on students with different learning styles. In addition, he presents regularly on the topic of computer aided language learning, for example, online channels for writing, ePortfolio management, and online reward mechanisms.

*An Investigation Of Writing Quality And Strategy Use Between Three Online Channels Of Corrective Feedback* Sat 5:30

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**Balanyk, Jesse** spent several years co-teaching in Korean public schools both in Gwangju and Seoul. During his time in Korea Jesse worked in many different schools and with many Korean English teachers. In Korea, Jesse taught students from the elementary to high school level as well as participating in English immersion camps and teacher training programs. He has been teaching English at the high school and university level in the United Arab Emirates for the past five years. He is currently an English Language Instructor and the EdTech Coordinator with the Academic Bridge Program at Zayed University in Abu Dhabi. He holds both a Master of Arts-Integrated Studies degree in Cultural Studies and a Master of Education degree with a major in TESOL.

*Reducing Inter-Cultural Misunderstandings Between Teachers With Different Cultural Backgrounds* Sat 3:30

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**Baldwin, Matthew** is a Visiting Professor at the Korea Advanced Institute of Science and Technology. He has been teaching in South Korea for more than fourteen years and has an MA in

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TESOL and a BA in English Language and Literature. His research interests include writing feedback, international education, and flipped class instruction.

*Flipping The Classroom In The Context Of Blended Learning Initiatives* Sun 9:00

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**Baumwoll, Douglas** graduated from the University of Virginia (B.A. Philosophy) in 1989. He then worked for the U.S. Environmental Protection Agency. Next, he taught ESL/EFL in Costa Rica, Poland, India, Spain and Korea. Here in Korea, he has taught over 2,000 elementary, middle, and high school students, university undergraduate and graduate students; he currently trains certified public school teachers. He designs and teaches lessons in all four language skills, specializing in evidence-based process writing. Mr. Baumwoll lived in Spain for 12 years, where he taught thousands of hours of Spanish as a Second Language to foreigners living there.

*the doing? is What couple* Sat 3:30

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**Beatty, Ken**, Anaheim University TESOL Professor, is an expert in the area of Computer Assisted Language Learning (CALL). Dr. Beatty is the author/co-author of more than 100 textbooks for Pearson, Longman, Oxford University Press, Thomson, Heinle & Heinle and Hong Kong Educational Press. He is involved in electronic media and was Academic Advisor to Hong Kong's Educational Television from 1998 to 2004.. He holds a PhD in Curriculum Studies from the University of Hong Kong.

*Education in Flux: Using Tasks to Your Advantage Online and in the L2 Classroom* Sat 10:00

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**Bedford, John** is a teacher with Korea's Jeollanamdo Language Program (JLP) and teaches at 4 different elementary and middle schools off the coast of Mokpo. A graduate of Weber State University in Ogden, Utah, Mr. Bedford has a bachelor's degree in English with an emphasis in creative writing, is a novelist, and has taught English and mathematics to at-risk high school students. His professional interests include interactive strategies to inspire learning at all English proficiency levels and incorporating physical activity into curricula. He is currently enrolled in the Framingham State International Program Master of Education concentration in Teaching English as a Second Language.

*The Finnish Method For Classroom Management* Sun 2:00

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**Bennett, Cathryn** is CELTA trained and teaches at The Catholic University of Korea. She has lived in Korea off and on over the past 5 years. She has taught in Korea, Belgium and France on a variety of topics covering test preparation, job and interview skills and arts and crafts. Outside of the classroom, Cathryn has a love of languages and travel. She holds a MA in Migration Studies from the University of Kent at Brussels, and two BAs in International Relations and French Language from Florida State University. She speaks English, French and some Korean.

*Social Media For Language Learning* Sun 9:00

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**Benson, Matthew** is a graduate of the University of Central Missouri MA TESL program. He previously worked for six years in Korean public middle and high schools and now is an instructor at Seoul National University of Science and Technology. His current research interests are testing and assessment and English mediated instruction.

*Testing In Korea And Its Implications For Classroom Assessment Tasks* Sun 4:00

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**Bill, Allison** started her own second language learning at the age of 5. She completed her B.Ed. in Elementary French Education at the University of Ottawa, and her M.A. TESL/TEFL at St. Michael's College in Vermont. She is currently in the dissertation stage of an Ed.D. at Anaheim University. Allison has taught FSL in Canada, and EFL in France and South Korea. She is a native of Ottawa, Canada. She has lived in Korea since 2000, and teaches at Jeonju University. E-mail: allison.bill1@gmail.com

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<i>Lesson Planning 101 - The Importance of Engaging Learners and Activating New Knowledge</i>	Sun 2:00
<i>Professional Advancement through Online Doctoral, Master &amp; Certification Programs in TESOL</i>	Sat 2:30

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**Binns, Iain** having moved from Scotland to Seoul in 2006, has experience working as a professional writer, curriculum developer and editor, and English instructor, and currently works as an instructor for adults at an international English language instruction provider. As well as being CELTA certified, he has a BA (Hons) in Communication from Edinburgh Napier University, and is nearing the completion of an MA in Applied Linguistics at the University of Birmingham. He is currently working on his thesis; a study of media bias and semantic prosody in the Scottish independence referendum campaign. His interests include the production and utilization of corpus-based materials in the classroom, so as to aid in the teaching of semantic prosody in vocabulary use. He can be contacted at

*Incorporating The Process Writing Approach In An ESL Classroom With Institutional Constraints* Sat 5:55

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**Bolen, Jackie** has been living in Korea for 10 years, teaches at Dong-A University in Busan and is from the blog, "My Life! Teaching in a Korean University." She has recently started a new website, [www.eslspeaking.org](http://www.eslspeaking.org) which contains plenty of practical resources for the classroom. She also has some books on Amazon: "How to Get a University Job in South Korea" and "The Wealthy English Teacher."

*How To Teach Speaking* Sun 9:00

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**Breaux, Gunther** has taught English conversation to Korean university freshmen for 19 years. He's an associate professor at Hankuk University of Foreign Studies in Seoul, and the author of several ELT books. His main areas of research are teaching and testing conversation, and developing materials for both. His focus is on conversation-based learning. Conversation is the class and the test – there is no smaller unit.

*SPEED DATING ENGLISH: One Topic, Many Partners* Sat 4:30

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**Breckenfeld, John E** is a full-time visiting professor of the English Literature Department at Gangneung-Wonju National University. Since 2010, he has taught EFL in Korea for three years, instructing college students and adults at the GWNU Language Institute, as well as public elementary students, through the TaLK Program (of EPIK). In June, 2013, John received a Master of Education Degree at UCLA, while teaching 4th Grade (homeroom) in Los Angeles (2011-2013). He will marry in October of this year, and is thrilled to continue the exciting journey of living and teaching English in Korea.

*Utilizing 3-Minute Audio Podcasts To Increase Native English Listening Comprehension* Sun 3:00

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**Briggs, Neil** is an English instructor in the Tourism department at Woosong College in Daejeon, Korea. He has worked in three countries at the elementary, middle school, and post-secondary levels. He holds graduate degrees in TESOL and teaching and is currently working on his PhD in English education at Kyunghee University.

*Engaging All Learners: The Importance Of Dialogue* Sun 9:00

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**Brown, Eun-Jung** was born in Seoul, Korea and graduated from Kyung Hee University with a BA in English Education in 1991. After 6 years of teaching EFL in Seoul, she went to America to learn and teach "real English". EJ got her Master's degree in TESOL from the State University of New York at Stony Brook in 1998. After teaching ESL at Missouri State University for 2 years, she moved to Texas and has been teaching for 9 years at the ELI at the University of Texas at Arlington as a senior instructor. She has published 11 books about how to have fun while learning English



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through YBM, Login, and NewRun in Korea, and 4 of her books are translated in China and Taiwan.

*Academic Writing, Promoting Speaking Listening Reading And Critical Thinking* Sun 4:00

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**Bruce, Sandra** holds a BA in Applied Linguistics and an MA in TESOL. She is currently working as an EFL instructor in South Korea. Her current research interests include second language writing, emotions in language learning, language pedagogy, identity construction, affective factors in language learning, study abroad, and World Englishes.

*The Role Of Confidence And Anxiety In First-Year Study-Abroad Students* Sat 3:30

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**Callaghan, Anna** is an elementary school EPIK teacher in Daegu, South Korea. She did her undergraduate studies in History and Cultural Geography, as well as her TESOL certificate, at the University of Toronto. Currently, she is pursuing graduate studies at the University of Western Ontario in the field of International Education. She has been working for EPIK since 2009 with a myriad of roles including school teacher, teacher trainer, gifted education instructor, and orientation trainer. Born in Europe, raised in Canada and living in South Korea, Mrs. Callaghan identifies as a Third Culture Kid, an international educator and a casual polyglot.

*Exploring Co-Teaching Experiences In The South Korean Classroom* Sun 2:00

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**Callaghan, Peadar** graduated from the University of Limerick with an Ma in ELT. He has been working in Korea for over nine years. During this time he has given numerous presentations on a wide range of topics. All his presentations focus on being practical and adaptable to all students no matter their levels or ages. His primary research interest is in Gamification and he writes extensively on how to apply it to education. Peadar is currently the president of KOTESOL and teaching at Daegu University. His interests include gaming and martial arts.

He can be contacted @peadarcallaghan or through his website peadarcallaghan.com

*Understanding Student Motivation Through Gamification* Sun 9:00

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**Chan, Yu-ching** (Dr.), is currently Professor and Director of the Department of Applied Foreign Languages at JinWen University of Science and Technology. He is now one of the members of the Board of English Teachers' Association of the Republic of China (ETA-ROC). In the past years, Dr. Chan was a ETA-ROC Conference Committee member. He earned his Ph.D. from National Taiwan Normal University. He did his post-doctoral research in the University of Northern Colorado, U.S. He has been teaching for 32 years in different levels, including elementary school, junior high school, senior high school, and university. His research interests include English teaching, English language assessment, English language education policy, discourse analysis, etc.

Dr. Chan will be representing ETA-ROC in the KOTESOL Conference

*Factors Affecting Junior High School EFL Teachers' Practices Of Multiple Assessments In Taiwan* Sat 2:30

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**Chang, Daris** is currently working as a curriculum developer and trainer at GrapeSEED Korea, an English language curriculum company. He did his undergraduate studies in Christian Education, Psychology, and Biblical Studies. He also received his master's degree in TESOL from the University of Southern California. In the future, he hopes to continue his studies in the field of education and later become an educator in North Korea.

*Self Fulfilling Prophecy: A Thief In The Night* Sun 2:00

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**Chattopadhyay, Kalyan** is the Coordinator of IATEFL's YLT SIG, and Vice President of AsiaCALL. He works as Director of the English Language Centre at Bankim Sardar College, University of Calcutta. Kalyan has been involved in English language teaching for over 18 years, working as a lecturer, teacher trainer, researcher, and consultant in a range of national international contexts. He has given plenary and invited talks in Cambodia, China, Nepal, Sri Lanka, Taiwan,

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Thailand, the UK, and Vietnam. He writes course books for the Cambridge University Press, and he has received an IELTS Research award in 2014.

*Critical Language Awareness in Teacher Learning* Sat 9:00  
*Teaching Children and Teenagers Globally: Challenges and Opportunities* (panel) Sat 2:30

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**Chujo, Junko** is an associate professor at Takaoka University of Law in Japan. She has over 10 years of experience in the field of tertiary education and English education for companies in Japan. Her specialized field of study is the development of English educational materials that can be implemented efficiently and effectively in Japanese university classes.

*Influence Of Pronunciation Monitoring By L2 Learners On Affective Variables* Sun 3:00

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**Coombe, Gil** is currently Invited Professor at Korea University, where he has worked for six years. He has particular interest in L2 academic writing, in particular discourse analysis, effective linguistic and grammatical feedback, genre-based instruction, learner autonomy in correction of grammar and collocation errors using online resources such as Just the Word and Word Neighbors, the expectations and misconceptions of L2 writers entering the L2 academic writing community, effective writing assessment, and the use of corpora for error analysis. In addition, he has long pondered why he needs to be constantly grading students in class when he could just be helping them learn. Thus, curriculum design and assessment are secondary interests.

*Grading Participation In University English Courses: Why?* Sat 2:30

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**Coomber, Matthew** has been teaching in Japan since 2001 and is currently an Associate Professor at Ritsumeikan University. He holds an MLitt in International Security Studies from the University of St Andrews and an MA in Applied Linguistics and TESOL from the University of Leicester. In recent years he has presented at international conferences in Korea, Malaysia and Vietnam. His research interests include intercultural communication and feedback in academic writing.

*Portfolio Based Assessment Of Speaking* Sat 4:30

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**Crone, Lisa** works at the Jeollanamdo Educational Training Institute, training in-service elementary, middle, and high-school teachers. In the past five years in Korea, she has taught 3,000 students in elementary, middle, high-school, Language Center, and English major programs. She holds an ETS certification as a TOEIC speaking instructor. She specializes in listening skills and methodology. In her free-time, she sings in a Korean jazz band in Gwangju and is an active participant in the Gwangju Performance Project.

*The Elephant In The Room: Assign Listening Homework!* Sun 9:00

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**Davila, Sara** is a teacher, teacher trainer, and educational designer engrossed in language education, professional development, and curriculum construction. She has worked in the US and abroad as a language teacher and learning expert in the field of language acquisition. She has done extensive research on performance assessment, communicative-based instructional strategies, and learning theory with presentations, workshops, and articles around each topic. She is currently working with Pearson English as the Learning Expert in Higher Education for global English language products. Sara also continues to contribute to the field through her website, which contains presentations, free lesson plans, and free worksheets for teachers, which can be found at [www.saradavila.com](http://www.saradavila.com).

*Bring the 21st Century into the English Language Classroom* Sat 4:30  
*Assessment as a Motivator: The Global Scale of English Learning Objectives for Academic English* Sun 10:00

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**Davis, Mark** holds a Master of Arts in Teaching (English) from Union Graduate College in New York, USA. He has lived in South Korea since 2011, and is currently an Assistant Professor of English Composition at Sejong University in Seoul. In addition, he teaches various English-

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medium elective courses (including public speaking, debate, history, and philosophy), and is the Faculty Adviser for a student-run English drama education group. During his first year in Korea, he worked as a TOEFL Writing/Speaking Teacher at an English academy in Changwon. His interests include curriculum design, task-based language learning, technical writing for STEM students, and job skills development. He encourages feedback at [markdouglasdavis@gmail.com](mailto:markdouglasdavis@gmail.com).

*Process Writing In ELT*

Sat 3:30

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**Dawson, Simon Rhys** works at the University of Nottingham, Ningbo. His job is divided between EAP teaching and EAP assessment. On the assessment side, he takes responsibility for tests of speaking skills (seminar speaking, presenting, one-to-one speaking) and is involved in developing tests of other skills such as listening and note-taking and reading. At Nottingham, Simon has led several large scale rating scale development projects. He has also worked with several different test developers including the British Council, Oxford University Press and EIKEN. As well as enjoying teaching undergraduate students, Simon also delivers training sessions on assessment related matters to post graduate students and to university staff.

*Developing Listening and Speaking Skills and Building Vocabulary Using BBC Learning English*

Sat 3:30

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**DeWaelche, Scott** is an assistant professor in the Department of General Education at Duksung Women's University in Seoul, South Korea. He has taught in Korea for six years, three at the university level and three in a public middle school. Scott has an M.A. in Teaching and holds a secondary teaching credential in the state of Arizona in the U.S. He has focused his research on best practice teaching strategies including critical thinking, higher-level questioning, and student engagement, as well as on cultural interference and willingness to communicate in EFL contexts.

*Critical Thinking, Questioning, And Student Engagement In Korean University English Courses*

Sun 2:00

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**DeWitt, Colette** currently teaches English at Gwangyang Jecheol Middle School. She has a Master's Degree in Psychology & Mythology from Pacifica Graduate Institute, a Bachelor of Science Degree in Education from the University of Oregon, a TESOL Certification, an Oregon Teacher's License, and is a certified 'Time to Teach' trainer. She has extensive experience teaching in the United States. This is her third year teaching ESL in Korea.

Colette loves to share insights about the art of teaching with others and she continues to hone her own teaching skills. Ultimately, her goal as a teacher is to inspire a love of learning. She uses the Plickers ed-tech formative assessment program in her Middle School classroom.

*Try Plickers! - An Innovative Web-Based Teaching And Assessment Tool*

Sun 10:00

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**Dusthimer, Carl** teaches at the Korea National University of Education. He has been teaching in Korea since 1988 and was a founding member of Korea TESOL. He was Director of Education for the Gyeonggi English Villages at Ansan and Paju, where he oversaw development of the experiential English programs. His areas of special interest are creativity and inquiry-based education.

*Transitions in Reading*

Sun 10:00

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**Eckert, Ken** (Dr.) is an imposter, having no EFL/ESL accreditations. But mysteriously enough he has taught English in Mexico, at a hogwan in Busan, and in an EPIK teacher-upgrading program at KNUE, Jochiwon. He lectured in academic research writing at Keimyung Adams College, Keimyung University, Daegu, and is presently Assistant Professor of English at Hanyang University (ERICA), Ansan. A Canadian, he has an MA (Memorial, Newfoundland) and PhD (U Nevada, Las Vegas) in medieval English literature, the latter specializing in Chaucer. He has authored 14 publications (8 A&HCI) in medieval romance, modernism and theology, satire, and second-language composition, with a forthcoming book of translations of Middle English romances. Contact: <http://keneckert.com>.

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**Elam, Jesse** is an EFL lecturer of Oral Communications at both Meij Gakuin and Komazawa University. With an M.A. in Information Learning Technologies, his research is related to the use of eLearning and Instructional Design to extend EFL classrooms through Constructivist and Project-Based Learning approaches. <www.jesserelam.com>

*The Reliability Of Google Speech For EFL*

Sun 2:00

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**Elshoff, Madalena** Madalena Elshoff is an international school educator who grew up as a Third Culture international school kid. This is her eighth year as an ELL teacher and her third year at Korea International School, Jeju, where she teaches writing, co-teaches Grade 9 English, and serves as the ELL Department Lead. Prior to teaching in Jeju, she taught EAL in international schools in China and Vietnam, and has implemented WIDA tools and assessments over the last five years. She holds a Bachelor's in Chinese Language and Literature from the University of Hawaii at Manoa, and a Master's in Teaching English to Speakers of Other Languages from George Mason University.

*Supporting ELL's In International Schools With The WIDA English Language Development Framework (panel)*

Sat 3:30

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**England, Lizabeth** enjoys a career in teaching, research and service to teachers of English to speakers of other languages worldwide. Having worked for over 20 years under supervisors who are non-native English-speaking teachers (NNESTs), with colleagues who are also NNESTs, and as supervisor and/or instructor to literally hundreds of NNESTs, Liz draws on a wide range of academic and professional experiences worldwide as well as an educational philosophy that includes effective collaboration with all NNESTs. Her several publications include references to those experiences and philosophy; and she recently led an International TESOL Association Electronic Village Online (EVO) on the subject of collaboration between NESTs and NNESTs. Currently, her research includes co-editor and contributor to a book on teaching Arabic and a book on TESOL career path development.

*NEST's & NNEST's Meet Together: Creating A Collaborative Working Environment (panel)*

Sun 11:00

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**Estrella, Johanna** earned her Bachelor of Arts degree from Cal State University Monterey Bay, completed a study abroad program at Université Paul Cézanne Aix-Marseille III, France, and earned her Master of Arts from Universidad de Alcalá, Madrid Spain. She is currently at The State University of New York, Korea as an EFL instructor, focusing on listening, speaking, reading and writing. As a Spanish-heritage bilingual speaker, Estrella's interests are Second Language Acquisition, English as Foreign Language, English as a Second Language, cultural and interpersonal identity, but most of all, how to effectively teach and learn a foreign language.

*V For Vocabulary: American Films And Vocabulary In EFL*

Sun 11:00

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**Fanguy, Mik** has worked as a visiting professor at KAIST since 2001. He holds a Master of Arts degree in the following fields: 1.) Teaching English to Speakers of Other Languages and 2.) Rhetoric and Composition. His areas of interest include technical writing and presentation and curriculum design for flipped classroom environments.

*Flipping The Classroom In The Context Of Blended Learning Initiatives*

Sun 9:00

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**Finley, Wayne** has been lighting up classrooms all along the Korean peninsula without the need for batteries since 2010. As an academy teacher for one year, and a university teacher for several more, Wayne has an ever-present energy for continuing professional development. A KOTESOL member and presenter since November 2014, Wayne is particularly excited to present at COEX Mall so he can go shopping between sessions.

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In the virtual world Wayne can be found on LinkedIn and would welcome connection requests from just about virtually anyone so that he can one day complete his lifetime goal of having 500+ connections. Offline, Wayne is enjoying the good teaching life at Woosong University in Daejeon, which is about two hours south of Seoul, depending on traffic.

*Lesson Plan 9 From Outer Space: Storytelling 101*

Sun 4:00

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**Free, Michael**, during his 9 years teaching EFL in Korea, has worked in rural Gangwon schools as a teacher in EPIK (English Program in Korea). In the present academic year, he divides his time between four schools, teaching all the grade levels of elementary and middle school (in various combinations). He is also active in teacher training, working within EPIK and volunteering for KOTESOL. He has been an active member of KOTESOL for 8 years and is the current president of the Gangwon Chapter. He recently completed his M.TEFL degree with the University of Birmingham. His interests include humanist education, conversation analysis, and phonology. He can be reached at [michaelfree63@gmail.com](mailto:michaelfree63@gmail.com).

*Spinning A Basic Web: 4 Tools To Enhance Your Students' Learning*

Sat 9:00

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**Fujieda, Yutaka** is Professor at Kyoai Gakuen University, Gunma Japan. He was awarded his Ph.D. in English (Composition and TESOL) at Indiana University of Pennsylvania, PA, USA. His research interests include academic literacy socialization, literacy autobiography, and teaching writing in EFL settings.

*Development Of Academic Literacy: Discourse Socialization By Japanese EFL Undergraduates*

Sat 5:30

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**Gallacher, Andrew** is currently a full-time lecturer at Kyushu Sangyo University in Fukuoka, Japan. His research interests include vocabulary acquisition, task-based learning, and CALL. He can be reached at [gallacher@ip.kyusan-u.ac.jp](mailto:gallacher@ip.kyusan-u.ac.jp)

*Mastery Sentences: A Window Into The Interplay Between Word Knowledge Types*

Sat 2:30

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**Galster, Nathan John** is currently a Visiting Professor at Kyungpook National University in Daegu, South Korea. He received his Bachelor of Arts in Technical Journalism from Colorado State University in 2003. He is currently pursuing a Master of Arts in Adult Education from Colorado State University. He has worked as an ESL teacher in both Costa Rica (2007 – 2009) and South Korea (2009 – present). Prior to his work at Kyungpook National University, he served as the Academic Director of Maple Bear Canadian Language Institute in Daegu. He is interested in finding new and creative means for language acquisition and is currently focusing on utilizing music and film as language learning tools. You can email him at [nathan.galster@hotmail.com](mailto:nathan.galster@hotmail.com).

*Music As A Tool For Language Acquisition With Adult ESL Learners*

Sat 9:00

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**Gillis, Dawn** is an Instructor in the Hong Kong Polytechnic University and has previously taught in South Korea. Her research interests include language learning motivation and intercultural communication. She is also involved with community outreach projects making English language learning accessible to school children from lower income families.

*Using Digital Storytelling To Develop Academic And Communication Skills*

Sat 1:30

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**Greenier, Vincent** holds in MA in TESOL from the University of Birmingham and is currently a PhD Candidate in the Department of Cultures, Languages, & Linguistics at the University of Auckland. His doctoral research investigates the relationship between creativity and language learning and the effects that the curriculum plays on developing these capacities. He has been a teacher in Korea for 10 years and is currently a Visiting Professor in the Department of English Education at Andong National University. His interests include constructivist approaches to language teaching, project-based learning, Gifted and Talented Education, and the use of the Arts in ELT.

*A Process-Oriented Framework For Creativity In The EFL Classroom*

Sun 9:00

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**Grevett, Alex** believes that something is greatly wrong with a great deal of traditional ELT practice has influenced Alex Grevett ever since he first encountered Scott Thornbury's Dogme approach to teaching. While not a full Dogmetician (and even less of a fan of the term), the approach has led him to continually reshape his classroom to suit the Korean context and the lives of his students during his five years in Korea. An organizer of the #keltchat online PD community, Alex writes further thoughts at <http://breathyvowel.wordpress.com> and tweets from @breathyvowel.

*Transitioning To A Conversation Based Classroom: Whys And Hows* Sun 3:00

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**Griffin, Robert Berkley** is Professor of TESOL in the TESOL Program at Oklahoma City University where he was also director of the program for several years. He obtained his Ph.D. in Linguistics from Indiana University, Bloomington and his areas of specialization include Second Language Acquisition, Psycholinguistics, Interlanguage Pragmatics and Second Language Phonology. He has taught English language learners for over 25 years in the United States, Europe, Asia and Latin America and is an active member of the TESOL International Association in which he is the chair of the Cuban Relations forum. He has published a number of articles in various TESOL periodicals and currently reviews for three major journals in the field.

*The 21st Century English Language Lesson: Approaches And Best Practices In Elt* Sun 10:00  
(colloquium)

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**Griner, Barry D.** is a Master Lecturer and teaches oral and writing skills at the American Language Institute, University of Southern California. He received a BS in Mathematics Education before spending ten years teaching English in Hiroshima, Japan. After returning to the States, he got an MA in Applied Linguistics and TESL at UCLA. He also did several years of study in the Applied Linguistics PhD program there, doing research in the morphophonotactics of Japanese and in intonational phonology. More recently, he spent two years teaching writing at the Centre for English Language Communication, National University of Singapore. Barry's 28 years of teaching experience also includes program evaluation/development and teacher training for the US State Department in Uzbekistan and Armenia.

*Collaborative-Critical Writing Through The Use Of Survey Tools* Sat 10:00

*Issues In Teaching North American Vowels To Korean Speakers* Sun 2:00

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**Hahn, Aaron** is a Lecturer at Fukuoka University in Japan. He has conducted research in a variety of areas, including teacher identity formation (especially with respect to the development of teachers in Japan's JET Programme), the intersection of gender and language teaching, and student perspectives on the value of native and non-native English teachers in the English classroom. Currently, he is focusing on English language modeling along with rhetorical analysis of TESOL scholarly publications. ([aaronhahn@hotmail.com](mailto:aaronhahn@hotmail.com))

*The Global Model Of English* Sun 11:25

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**Hale, Bryan** is an English teacher from Australia. He currently teaches elementary and middle school students at Sunkyung Academy in Gwangju. His previous experience includes teaching in a public middle school, and teaching students from very young to adult.

*#Keltchat Live: Questions For My Older Teacher Self* Sun 4:00

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**Hampson, Timothy Joe** teaches in a kindergarden in Guri City. #KELTChat is a loose collection of English teachers from Korea and beyond. It has now been running for three years as a place for teachers of English in Korea to meet online and talk about teaching. #KELTChat now consists of a Facebook group, a blog and twice-monthly Twitter discussions. For more information please visit <https://keltchat.wordpress.com>

*#Keltchat Live: Questions For My Older Teacher Self* Sun 4:00

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**Han, Jiyeon** is a teacher at Hoopyeong elementary school in Chuncheon, South Korea. She has been teaching students for 11 years and she obtained her YL TESOL (TESOL for Young Learners) certification (2007) from Sookmyung Women's University in Korea. She is currently pursuing a master's degree course at International Graduate School of English in Korea. Her research interests are teaching vocabulary, collocations, extensive reading, dictionary using skills and corpus-based research. (judy23@igse.ac.kr)

*An Effective Way Of Teaching Collocations To EFL Young Learners: Collocation-Based Activities* Sun 3:00

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**Harry, Gordon Tyler** has been studying Communication and English teaching theory and practice for the last ten years. After receiving his undergraduate from Utah State University with an emphasis in English Education and Public Speaking, he decided to test his desire to be an educator by becoming a substitute teacher for a year. Through this trial, he became hooked and took a job teaching at a private language institute in South Korea where he acted as teacher, trainer and curriculum designer in limited capacity. For the past 4 years, he has been with EPIK where he has acted a teacher, teacher-trainer, and workshop presenter for the first Chungbuk-EPIK provincial wide workshop. He also has a Masters in TESOL from the University of Southern California.

*Co-Creation Through Open Communication* Sun 3:00

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**Haswell, Christopher Gareth** is an Associate Professor at Kyushu University in Japan. His doctoral studies concerned English sociolinguistics in Asia, and he continues to investigate this area in relation to the internationalization of Asian universities and the role of the English language in this process. His particular interest is the intersection of stakeholder interests in the tertiary education industry in Asia, and his current research is focused on the Japanese Ministry of Education's 'Top Global University Project' and international university rankings. He has presented and published research throughout Asia, in Japan, Korea, the Philippines and Cambodia. (haswell247@gmail.com)

*The Global Model Of English* Sun 11:25

*Internationalization And EMI: The Problem Of Linguistic Stress In The University Classroom* Sat 3:30

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**Hawkes, Martin** has been teaching English in Japan for over ten years, mainly in secondary and tertiary education. He is an Associate Professor at The University of Shiga Prefecture. He holds an MSc in TESOL from Aston University and is currently a PhD candidate at the same institution. His main area of research involves form-focused instruction within task-based language teaching. Email: martin\_hawkes@hotmail.com

*Task Sequencing And Form-Focused Instruction* Sat 3:55

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**Henderson, Scott** has been teaching in Korea at the university level since 2009. He earned his masters degree in TESOL from Anaheim University.

*Using Movie Posters In ELT* Sun 9:00

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**Hendler, Anne** is just a teacher.

*#Keltchat Live: Questions For My Older Teacher Self* Sun 4:00

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**Hernandez, Alejandro** is a passionate and dedicated teacher who is currently working at Munjung Middle School in Yongin. Mr. Hernandez graduated from Texas A&M University in May 2008 with a bachelor's degree in Bilingual Education. He has been teaching in South Korea since 2008 at both private institutions and public schools. His teaching experience ranges from kindergarten to middle school. In addition, he holds a TEFL certificate. Throughout his career as an educator he has developed eclectic styles of teaching which were recognized while working at an elite hagwon called Mokdong MAGNET. He was praised for his outstanding work and gave two presentations, "Teaching Reading" and "Lesson Planning" at annual workshops. A year later, he

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aspires to motivate new teachers. He looks forward to sharing his experiences as an educator with other KOTESOL teachers

*Effective Lesson Planning: Techniques & Strategies For A Dynamic Classroom* Sun 11:00

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**Hirschel, Rob** is currently a lecturer at Sojo University. He has enjoyed working with language learners in many different capacities including preschool, elementary, junior high, university, and preparatory programs for graduate school. His research interests include vocabulary, CALL, assessment, and affective factors in the language classroom.

*Enhancing The Provision Of Speaking Resources On A Communicative Curriculum To Improve Learner Engagement* Sun 3:25

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**Hoskins Sakamoto, Barbara** has taught English and ESL in the US, and EFL in Japan for more than 25 years. She earned her BA from Western Oregon University and her Masters in TESOL from Northern Arizona University. She has conducted face-to-face teacher training workshops throughout Asia, the U.S., and Latin America, and is a popular online workshop presenter as well. Barbara is co-author of Let's Go (Oxford University Press), one of the world's best-selling coursebook series for children learning English, and an online course, English for Teachers (iTDi.pro). Currently, Barbara is on the faculty of International Teacher Development Institute, where she also serves as one of the institute's directors. Barbara maintains an award-winning blog, Teaching Village, is working on developing a new blog with her Let's Go co-authors called Teaching Children English, and is active in various online social media networks.

*Creative Teaching for 21st Century Learners* Sun 10:00

*The Lives of English Language Teachers* Sun 3:00

*Teaching Children and Teenagers Globally: Challenges and Opportunities* (panel) Sat 2:30

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**Howarth, Mark** is currently a full-time lecturer at Kyushu Sangyo University in Fukuoka, Japan. His research interests include vocabulary learning and testing, and foreign language learning anxiety. He can be reached at howarth@ip.kyusan-u.ac.jp

*Mastery Sentences: A Window Into The Interplay Between Word Knowledge Types* Sat 2:30

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**Humphreys, Gareth** has worked in higher education in Vietnam, the United Kingdom, and Japan, where he is currently working on communicative curriculum at Sojo University, Kumamoto. He has also worked on educational projects in Angola, Bolivia and Spain. He is a postgraduate researcher at the Centre for Global Englishes at the University of Southampton, UK. His research interests include materials development, learner autonomy and intercultural communicative competence.

*Enhancing The Provision Of Speaking Resources On A Communicative Curriculum To Improve Learner Engagement* Sun 3:25

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**Hur, Hyunsoo** is an Associate Professor, Defense Language Institute, U.S. Military Base, Korea  
*Beyond The Native Speaker Fallacy; Korean NNEST's Employment Struggles* (panel) Sat 4:30

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**Iams, Steve** is an assistant professor at the SIT Graduate Institute in Vermont, USA, where he teaches linguistics and curriculum design courses in the MA-TESOL program. Over a fifteen-year career, he has worked with language students and teachers in the U.S., Korea, Nepal, China, and Japan. In Korea, Steve taught in the SMU-TESOL certificate program and at Ewha Womans University. As a U.S. Peace Corps volunteer, he taught English and trained teachers in Nepal and China. He holds an M.A. in TESOL from SIT and a B.A. in History from the University of Virginia.

*Story Slam: The Potential of Performed Stories in ELT* Sun 2:00

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**Im, Annie** has taught EFL in Korea since 2009. She has worked for both IMOE and SMOE. She has a Masters of Arts in ELT & Applied Linguistics from King's College London. She currently works as a visiting professor at KAIST in Daejeon, South Korea.

*Co-Teaching & The NSET's Role*

Sat 10:00

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**Jeong, Youngju** is a Ph.D. student in Applied Linguistics, Pusan National University, MA in ESL, University of Arizona, youngjujeong07@gmail.com. She is interested in L2/FL pedagogy, a multiliteracies-based instruction with technology, second language writing

*Exploring A Multiliteracies Framework In English Language Teaching*

Sat 2:30

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**Kang, Gemma** has been teaching ESL for 15 years. She also has written, consulted and reviewed several different book series. She has worked as an ELT consultant and teacher trainer for 11 years and has given presentations and seminars for teachers and parents on speaking, reading, story reading, writing, phonics, grammar, and critical thinking skills. Her seminars are popular among English teachers, providing practical ideas and strategies based on her experience. She currently is writing an English course book and is planning to write skill books.

*Comics to the Rescue: Using engaging and fun comics to promote real speaking*

Sun 3:00

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**Kang, Nina** (Ed.D.) is a Senior Lecturer at the American Language Institute, University of Southern California where she has been teaching oral and writing skills. Through her 15 years of teaching experience, she has developed a great interest in the use of cultural rhetoric in writing and information literacy skills. As a trained librarian, she's also interested in providing information-rich context for students to develop their analytical research writing skills. She has also enjoyed teaching English and participating in teacher training in various parts of the world including Korea, China, Uzbekistan, Uganda, Bulgaria, and Serbia & Montenegro. Her specific interests are in developing collaborative writing models and online writing curriculum.

*Collaborative-Critical Writing Through The Use Of Survey Tools*

Sat 10:00

*Issues In Teaching North American Vowels To Korean Speakers*

Sun 2:00

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**Kelly, Amelie** began as volunteer teacher in 2006 after a successful career in the non-profit sector. Realizing TESOL was her true calling and recognizing an MA in Art History wasn't enough to qualify her, she has gone on to earn a Trinity College Diploma in TESOL and International Business English Certification, as well as a CELTA. Now an Assistant Professor at Dongguk University-Gyeongju, she believes that lifelong learning is FUNDamental and is committed to furthering the need for professional development in ESOL. She is past president and secretary for Gangwon-KOTESOL and a KOTESOL member since 2011. She can be reached at ameliekelly1@yahoo.com.

*Professional Development – Which Way To Go?*

Sun 11:00

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**Kelly, Curtis** has spent most of his life developing learner-centered materials for “3L” students, those with Low ability, Low confidence, and Low motivation. His experience with such students has led him to a life mission of “relieving the suffering of the classroom.” To him, learner experience always takes priority over the lesson objectives or content. To achieve his mission, he has become fascinated with the psychology and neuroscience of learning. Dr. Kelly is a professor at Kansai University in Japan and the coordinator of the JALT Brain SIG. He has written over 30 books, including Significant Scribbles (Longman), Active Skills for Communication (Cengage), and Writing from Within (Cambridge), and has made over 400 presentations on neuroscience, adult education, motivation, and teaching writing.

*Adopting Inquiry-Based Learning Pedagogies into ELT*

Sat 3:30

*Why Our Brains Like Stories*

Sat 9:00

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**Kim, Soonhyang** is an Assistant Professor of TESOL in the Department of Childhood Education, Literacy, and TESOL at University of North Florida, Jacksonville, Florida, USA. Her recent research interests are second and bilingual language/literacy development, academic oral classroom discourse, pre-/in-service teacher preparation, non-native, English-speaking teacher issue; and online teacher education. Dr. Kim is Chair of TESOL International's NNIS (Non-native English Speakers in TESOL Interest Section).

*NEST's & NNEST's Meet Together: Creating A Collaborative Working Environment* (panel) Sun 11:00

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**Knapton, Olivia** is a lecturer in Applied Linguistics in the department of English Language and Applied Linguistics at the University of Birmingham, UK. Before joining the University of Birmingham in 2014, she completed her PhD and worked as a research assistant on several projects at King's College London. She has also taught English for Academic Purposes at private language schools across London.

Dr Knapton has a particular interest in combining cognitive and social approaches to discourse and meaning. Her research investigates how lexical and grammatical patterns across longer stretches of discourse can reflect and create meaning, both at the individual and community level.

Email: o.knapton@bham.ac.uk

*Using Lexis and Grammar to Frame Events in Discourse* Sun 10:00

*The University of Birmingham: ELAL MA in TESOL and MA in Applied Linguistics* Sat 3:30

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**Knowle, Dieter** (Dr.) has traveled all over the world to more than 30 countries and has extensive teaching experience in diverse cultural backgrounds. Dr. Knowle has taught in Korea for ten years now. He was a Professor of English at Soongsil University in Seoul and currently is a member of the Faculty of Liberal Education, College of Humanities, Kyungpook National University teaching credit and non-credit general English courses. His interests involve using engagement theory in the classroom instead of classical motivation theories such as the 'carrot and the stick' approach. In addition, Dr. Knowle is interested in using CALL, MALL (both mobile and multimedia), and gamification in the ESL classroom.

*The Flipped Classroom As A Learning-Centered, Task Based Alternative For Freshmen English University Courses In Korea* Sat 9:00

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**Ko, Jiyoung** as an MA in TESOL (Teaching English to Speakers of Other Languages) from New York University. She also holds an MBA degree from the University of Geneva in Switzerland. She previously taught ESL students and developed the curriculum for an ESL program at a public school in New York City. She currently works at Build and Grow as the senior global marketing manager, teacher trainer and an academic consultant.

*Integrating 21st Century Skills into Your Classroom* Sat 2:30

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**Kreisiz, Jennifer** is a certified Canadian high school teacher who is currently a faculty member at Induk University in Seoul, South Korea, teaching English translation and writing for specific purposes. She completed her Master's degree at Korea University in the department of English Education with a focus in interlanguage pragmatics. Much of her research has focused on comparing the linguistic preferences of Korean undergraduate students to those of native English speakers, and examining where pragmatic transfer poses challenges between the English and Korean languages.

*Developing Students' Vocabulary And Pragmatic Sense For Effective Email Writing* Sat 2:30

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**LeBlanc, Josette** wants to help teachers become the type of teachers they want to be, and has been teaching from this perspective in Daegu since 2010. Valuing community teacher development, she co-facilitates the Daegu KOTESOL Reflective Practice SIG, writes for the International Teacher Development Institute (iTDi) blog, and maintains her blog Throwing Back Tokens.

*Listen to the Teacher Within (and Unleash Your Superpowers)* Sat 5:30

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**Lambert, Craig**, an expert in the field of task-based language teaching, Anaheim University TESOL Professor Dr. Craig Lambert has worked with English teachers and learners in Japan for 22 years. Holding a PhD in Applied Linguistics from Lancaster University and an MA in TESOL from Eastern Michigan University, Dr. Lambert currently focuses his research on the role of communicative tasks in language development, syllabus design, and learner engagement in performance.

*Education in Flux: Using Tasks to Your Advantage Online and in the L2 Classroom* Sat 10:00

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**Landers, Paula** has worked with ESL/EFL student for 24 years in the United States, Japan and Korea. She creates lessons for discovery of how English works as a communication device. She specializes in pronunciation issues. Her MBA informs her of how to develop management and how people learn. She has taught all ages, levels and specialized classes including intensive courses for business people. Her current interest is helping traumatized people get to a mental state where they can learn new skills and languages.

When she is not teaching, she is hiking, baking or travelling. She is a native of the U.S., namely California and the Bay Area. She speaks Japanese and German.

*From The Start: Classroom Dynamics* Sun 10:00

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**Lapointe, Jason** works at KAIST in Daejeon, South Korea. His past experience includes teaching high school English, French, Math, General Science, and Physics, and Biology at McGill University (Montreal, Canada). His educational background has focused largely on scientific research, which always emphasizes freedom and rewards creativity. As an EFL instructor, he enjoys exploring and developing content- and project-based learning activities to stimulate critical and creative thinking.

*Now Something Different: Workshops For My Favorite Lessons* Sun 4:00

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**Lee, Boyoung** is Associate Dean of the Graduate School of Teaching Foreign Languages at Ewha Womans University and Chair of its TESOL Department. She is the face of English learner empowerment in Korea. Dr. Lee received her BA in English Education from Ewha, an MA in Korean-English Interpreting from Hankuk University of Foreign Studies, and her PhD in English Education from Ewha. In addition to being a university professor, Dr. Lee has gained national fame as a language school director, a language research center director, a celebrity instructor on English on educational radio channels, and the author of numerous English language learning books and materials.

*English Education in Korea, Now and Onward* Sat 10:00

*The Future of English Education in Korea (at the Elementary and Secondary Levels)* Sat 1:30

*Tea Time with Lee Boyoung* Sat 4:30

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**Lee, Jeong-Ah** is a professor, Gwangju Institute of Science and Technology

*Beyond The Native Speaker Fallacy; Korean NNEST's Employment Struggles* Sat 4:30

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**Lee, Mikyoung** received her PhD in Educational Psychology at University of Munich, Munich, and MA in TESOL at Sookmyung Women's University, Seoul. Currently she is working as a guest researcher in the Department of Psychology at University of Munich as well as a special lecturer in the Department of TESL at Sookmyung Women's University. She has experiences in teaching English for eight years in South Korea. Her main areas of research interest are foreign language acquisition, English education, achievement goals and achievement emotions, and teacher emotions and emotional regulation.

*Non-Native English-Speaking Teachers' Anxieties And Insecurities: Self-Perceptions Of Their Communicative Limitations* Sun 10:00

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**Lesser, Michael**, based in Busan, is originally from Canada. He began his educational career in Korea in 1997, and has experience in Taiwan, Australia, Indonesia, Singapore, and Mongolia. He earned a bachelor of arts in history, two master degrees in applied linguistics and TESOL, and a graduate diploma in teaching and learning. He is also a certified teacher in the Northern territory, as well as Ontario. His research interest includes: linking the cultures and languages of the Aborigines of Taiwan and the Philippines and how to incorporate these aboriginal languages into the national educational system. When he is not studying or teaching, he is speaking Mandarin to his Taiwanese wife's family, learning about traditional Asian medicine or hiking Geumjeongsan Mountain. eslmichael@gmail.com; <http://michaellessersiblisite.blogspot.com>; <http://michael-the-teacher.blogspot.com>.

*Teaching Idioms And Expressions Through Television Shows.*

Sun 11:00

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**Li, Chia-Ling** is the director of Counseling at Hsin-YI Elementary School. Her research interests include leaning learning, teaching writing, and educational psychology. She obtained her PhD degree, specializing in Language Teaching

*Mediated Collaboration And Active Listening: Integrating Facebook Usage Into  
TEFL Listening Classroom*

Sat 5:55

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**Li, Chia-Yi** is assistant professor of Applied English Department at Southern Taiwan University of Science and Technology. Her research focuses on teaching speaking and listening, phonetics, computer mediated instruction, and second language acquisition. Her background in Applied Linguistics includes a master's degree in TESOL and PhD. in Language Teaching.

*Mediated Collaboration And Active Listening: Integrating Facebook Usage Into  
TEFL Listening Classroom*

Sat 5:55

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**Liu, Yingliang** is currently an associate professor of English in the School of Foreign Languages at Wuhan University of Technology (Wuhan, Hubei Province, China). She teaches academic reading and writing to undergraduate and graduate students in the English department. After earning her Ph.D in Second Language Acquisition and Teaching from the University of Arizona (Tucson, Arizona) in 2009, she worked as an assistant professor of English for Academic Purposes at Georgia Gwinnett College (Lawrenceville, Georgia) until 2012, teaching ESL students. She has over 15 years of experience in the field of TESOL as a classroom teacher and researcher at a variety of higher educational institutions in China and U.S.A. Yingliang's research interests include second language writing and reading, nonnative speaking teachers, and TESOL pedagogy. She is currently the associate editor of *International Journal of TESOL and Learning*. She has presented widely at national and international conferences, and has published books and research papers in academic journals.

*NEST's & NNEST's Meet Together: Creating A Collaborative Working Environment* (panel)

Sun 11:00

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**Loseva, Anna** has been teaching English for over nine years in a variety of contexts in her native Moscow, Russia. Since April of this year she is an English language teacher at the Tokyo campus of Clark Memorial International High School. She is a proud iTDi Associate and can also be found writing off and on for the Teaching English website and her own blog. Anna is enthusiastic about teacher and student self-development, with reflection through writing being part of it.

*Exploring World Cultures, Learning More About Your Own*

Sun 2:00

*Teaching Children and Teenagers Globally: Challenges and Opportunities* (panel)

Sat 2:30

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**Lynch, Jo-Anna**, MA TESOL, is an assistant professor at Seoul National University of Science and Technology's Institute for Language Education and Research. She has taught English in a variety of contexts and countries, including over six years in Seoul, South Korea. Her main areas of interest are classroom dynamics and finding ways to increase the use of the target language in the classroom.

*Social Media For Language Learning*

Sun 9:00

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**Mac Donald, Kara** is an Associate Professor at the Defense Language Institute, Monterey, CA USA. She has experience in teaching academic writing courses at the postgraduate level both in Korea and overseas. She is Editor-in-Chief of the Korea TESOL Journal and has an interest in teaching academic research methods and research writing.

*Online PhD Candidates; Unique Challenges* Sun 2:00  
*Beyond The Native Speaker Fallacy; Korean NNEST's Employment Struggles (panel)* Sat 4:30

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**MacLean, George** is a professor at the University of the Ryukyus. He has taught at primary-junior high and university levels in Japan and the International School system. His research areas include Materials Development, Mobile-learning, CALL, and Intercultural Communications.

*Input, Output, and Feedback in NS to NNS Online Interaction* Sun 11:25  
*Short-Term Study Abroad Contexts: Assessing The Effects Of Immediate And Authentic Feedback On Student Progress* Sat 1:30

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**Madarbakus-Ring, Naheen** is currently an Assistant Professor at Korea University, Seoul. Naheen Madarbakus-Ring has taught EFL in Japan, South Korea and the UK. More recently focusing on listening in EAP, she has an interest in listening strategies and developing listening materials using online resources. The researcher also enjoys curriculum and material development, investigating how feedback application can be maximized by students and examining suitable pedagogic approaches to apply strategy use successfully in the EAP learning environment.

*My Friend TED: Implementing Effective Strategies Into Academic Listening Using TED Talks* Sat 5:30

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**Manning, Shaun** earned a PhD in Applied Linguistics from Victoria University of Wellington, NZ and an MA in TESL/TEFL from the University of Birmingham, UK. His research interests include: instructed SLA, task-based learning, task design and implementation, and task-based assessment. He teaches undergraduate English proficiency and post-graduate TESOL classes (certificate/ MA / PhD) at Hankuk University of Foreign Studies. Email him at: shaunmanning@yahoo.com

*Values Clarification Tasks: Pushing For Accurate Output In Opinion-Gap Tasks* Sun 2:00

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**Marshall, Anthony** is from Manchester in the UK. He grew up living in different countries and began teaching English as a Second Language in 2004. Since then, he has lived and taught in a wide range of contexts in Venezuela, Malawi, Thailand, Laos, and Japan. He first became an IELTS speaking and writing examiner in 2008 and has been teaching IELTS preparation courses since that time. He completed a Master's Degree in TESOL at the University of Manchester in 2012 and has taught English at several universities in Japan. He enjoys learning and teaching languages and experiencing exotic cultures. Wherever possible, this experience manifests itself as exciting projects in the courses he teaches. At 35, there is still plenty more he wants to achieve.

*Improvement Of Task Performance By Videoing Tasks, Student Self-Assessment, And Task Repetition* Sat 5:30

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**Martens, Bethany** is the secondary English Language Learning teacher at Yongsan International School of Seoul. She has an MA in TESOL Education from MidAmerica Nazarene University, and has taught English to students from three years old to adults. She previously taught in Tianjin, China, and has been teaching in Korea for the past five years. She has used and implemented the WIDA tools while working at YISS, including aligning and implementing standards and Can Do descriptors to a newly developed curriculum, using the W-APT and the MODEL tests as a foundation for entrance and exiting students, and creating additional resources which foster cross-curricular collaboration based on the WIDA framework.

*Supporting ELL's In International Schools With The WIDA English Language Development Framework (panel)* Sat 3:30

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**Matesan, Mirela** Mirela Matesan is the English language specialist for grade 2 at Chadwick International. Before coming to South Korea, she taught English as a Foreign Language in Romania, her native country, and English as a Second Language in Charlotte, North Carolina. She earned her MA in Teaching English to Speakers of Other Languages from Greensboro College, North Carolina. She has worked with various levels of English language learners ranging from beginning to advanced and elementary to adults. /// She has administered W-APT, Access and MODEL assessments in the USA, as well as in her present school for seven years. She believes that determining the right level of the students' English language proficiency is a vital step in designing the right program for them. WIDA assessments go beyond providing a score, they give the teachers information on what the students can do at each level in speaking, listening, reading and writing.

*Supporting ELL's In International Schools With The WIDA English Language Development Framework* (panel) Sat 3:30

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**Matsuoka, Mayuko** has been teaching English for seven years at private senior high schools in Japan. She mainly focuses on enhancing students' autonomous learning skills, using some self-reflection portfolio. Her academic interest was learner motivation, and recently goes on to learner autonomy.

*Teachers' Awareness For Developing Learner Autonomy In English Learning* Sun 10:25

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**May, Elizabeth** is relatively new to the glamorous world of ESL teaching. In 2010, bored of a tiresome desk job, she made a dramatic escape to Thailand. She found herself teaching 60 high school students in one classroom; a rather intense way to launch into teaching for the first time. After the elephants, beaches and classroom chaos of Thailand, Lizzie decided (fueled mainly by too much KBS world) to move north to South Korea. Since then she has taught at hagwons, kindergartens and now is enjoying a new challenge by teaching at Kongju National University Cheonan Campus. She is waiting for her MEd (Applied Linguistics) from the Open University to be finalized and is currently completing a MA in Education.

*Adventures And Reflections On Creating Online Spaces; Or What Not To Do.* Sun 10:00

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**McBride, Ben** works as a teacher trainer at Pagoda Academy. Since 2011, his role at Pagoda has grown from instructor to head teacher and now to teacher trainer. In his work, he strives to take a hands-on approach to teacher training, striving to maintain an open and cooperative relationship between trainers and teachers. Ben received his bachelor's degree in Philosophy from Cornell College in 2006 and his master's degree in Education (TESOL) from the University of Missouri in 2014. His academic interests include the Korean education system, communicative language teaching (CLT), contrastive rhetoric, and writer identity. Ben has been a member of KOTESOL since 2014 and conducted a workshop in March for the Seoul KOTESOL chapter.

*Lessons On Establishing Authentic Voice In Academic Writing* Sun 2:00

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**McDonald, Kurtis** is an Associate Professor in the English Education Research Center at Kobe College in Nishinomiya, Japan and is currently pursuing a Ph.D. in Applied Linguistics at Temple University Japan. His research interests include vocabulary acquisition, language testing, curriculum planning, and the development and assessment of speaking skills. He is also very interested in both quantitative and qualitative research methodologies, especially statistical analysis in language testing and applied linguistics research. He recently presented at the 4th Annual Symposium on Vocabulary Testing and Learning in Fukuoka, Japan and the TESOL 2015 International Convention & English Language Expo in Toronto, Canada.

*Aligning Test Factors With Purposes On The Vocabulary Size Test* Sat 1:30

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**McIver, Patrick** works as a professor at Catholic University of Daegu. He has implemented several preparatory programs for Korean exchange students heading to the United States. Patrick attends Daegu University as a Ph.D. candidate. His academic interests include creativity and curiosity for EFL students.

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**Miles, Richard** is an Assistant Professor of English in the British and American Studies Department at Nanzan University in Nagoya, Japan. Currently, he is working towards finishing his PhD at Macquarie University in Sydney, Australia. The title of the dissertation will be, "Exploring persuasiveness in oral presentations delivered by Japanese university students". His research interests include all forms of action research, and especially those related to teaching, assessing or delivering oral presentations. If anyone is interested in collaborative research on the aforementioned areas, please contact him at the following address: [rmiles@nanzan-u.ac.jp](mailto:rmiles@nanzan-u.ac.jp).

*Eye Contact Moves In English Oral Presentations*

Sat 2:55

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**Miller, Christopher** has been involved in ELT for over seven years, working in both Eastern Europe and South Korea. He holds an MEd from Shenandoah University and currently works at Daeil Foreign Language High School in Seoul, South Korea. His research interests include quantifying the impact of reflective practice on teacher performance. Christopher can be contacted at [chriskotesol@gmail.com](mailto:chriskotesol@gmail.com).

*Themes In Reflective Practice Among ELT Instructors In South Korea*

Sun 2:25

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**Mitsunaga, Kyla** is an Assistant Professor in the College English Department at Yonsei University. Kyla realized her true calling and passion when she won her first teaching award at Harvard. Since then, she has gone on to win several teaching awards at Yonsei, been invited to speak at conferences around the world where she creates unique and innovative workshops on global leadership, happiness, and teacher training. In 2012, she was a TED Worldwide Audition finalist where she was humbled to share the stage with a North Korean refugee, world-class violinist, and a teenaged archer to name just a few.

*The Happiness Project*

Sun 9:00

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**Monceaux, Alex** currently teaches graduate students at TIEP at Lamar, Lamar University and Developmental Writing at Lamar Institute of Technology. He is editor for the TextESOL IV Newsletter (Fourth Estate) and journal (Journal of Assessment, Research, Teaching of English Language Learning, JART-ELL), and sits on the Board of Directors for TextESOLIV. He holds an MA in English, an M. Ed in Human Development for Counseling, and an IDELT (International Diploma of English Language Training). Currently, Alex research involves: the use of formative & summative assessments in writing, using rubrics to coach and evaluate instructional effectiveness, and international student academic stress/achievement.

*Deepening Content Knowledge Through Problem Based Learning In The ELL*

Sat 4:30

*Classroom Scaffolding Effective Student Stress Management In Education*

Sun 9:00

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**Moodie, Ian** has a PhD in Linguistics from the University of Otago, New Zealand. His research interests include language teacher cognition, teacher commitment, and second language acquisition. Ian has taught English and English education in Korea for about 10 years.

*The Problem Of ELT Turnover In Primary Schools*

Sun 2:00

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**Murniati, Cecilia** is a faculty member at Soegijapranata Catholic University in Semarang, Central Java, Indonesia. She received her Ph.D degree in Educational Policy and Leadership Studies from the University of Iowa, U.S.A. She currently serves as the Vice Dean for Academic Affairs at the Faculty of Language and Arts. Her research interests include teaching and learning in higher education, the integration of technology in the classrooms, and educational policies. In addition to conducting research on English grammar teaching, she has involved in studies on technology-infused classrooms in the University of Iowa and the role of communication technology for language learning. She is also one of the editors for e-text book project in University Network for Digital Knowledge (UNDK), a project funded by the United Board.

**Murphy, Robert S.** is a leading voice for neuroELT internationally. Co-founder of the International FAB (brain science) Conferences, Robert is a PhD candidate in Applied Linguistics at the University of Nottingham, UK. He has studied Mind, Brain, and Education at the Harvard Graduate School of Education, and Neuroimaging at the University of Edinburgh. Robert also has an MA from the University of Birmingham in TEFL/TESL. He is the founder of the Murphy School of Education, a full-time lecturer at the University of Kitakyushu, and the author of the Optimal Levels! textbook series published by Deeper Understanding Books. He also tutors for the MA TESOL & MA in Applied Linguistics programs at the University of Birmingham and enjoys practicing martial arts.

*Neuroscientific Benefits of Inquiry-Based Learning* Sun 1:00  
*Why You Should Know About Dynamic Skill Theory!* Sat 2:30

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**Mzali, Ines** (Dr.) is a professor of English at Woosong University, Korea. She holds a Ph.D. in English Studies from the University of Montreal.

*Second Language, Third Culture: Non-Korean NNEST's In Korean Universities* Sat 5:30

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**Nair, Premalatha** is currently a lecturer in the International Languages Teacher Training Institution in Kuala Lumpur and has been teaching for the past 25 years. She is interested in exploring the role of cooperating teachers and supervisors during practicum and language assessment.

*There is No Romance in Teaching: Confession of a Student Teacher* Sat 4:55

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**Nordmeyer, Jon** is the Director of International Programs at the WIDA Consortium, University of Wisconsin. He has been an educator for 25 years and has worked in Ecuador, The Netherlands, Taiwan, Turkey, China, and Thailand. He has also taught seminars at Harvard Graduate School of Education and Tibet University. Jon has written journal articles and chapters in several books and is the co-editor of the book Integrating Language and Content (TESOL, 2010). Jon has a BA from Dartmouth College and an MA in TESOL from the School for International Training.

*Inquiring into Writing: Building on Learners' Strengths* Sun 11:00  
*Supporting ELL's In International Schools With The WIDA English Language Development Framework* (panel) Sat 3:30

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**Oh, Kyung Ae** is an invited Guest Lecturer, Duksung Women's University.

*Beyond The Native Speaker Fallacy; Korean NNEST's Employment Struggles* Sat 4:30

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**Oh, Yesul** is a graduate school student in IGSE, Seoul, South Korea, majoring English materials development.

*Effective Way: Code-Switching* Sun 4:00

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**O'Neill, Ted** is a professor at Gakushuin University in Tokyo, Japan. He earned his MA in ESL and Bilingual Education at UMASS/Boston and the Certificate of Educational Technology and Information Literacy from the Graduate School of Education at SUNY Buffalo. He serves on the Board of Directors for the Japan Association for Language Teaching and the International Advisory Board for the International Academic Forum (IAFOR). His professional interests include Content and Language Integrated Learning, extensive reading, and learner autonomy.

*Collaboration In Teaching Self-Directed Learning* Sat 1:30

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**Owen, Phil** (MSEd, MDiv) got his start in teaching English in graduate school at UCLA. After that, he taught in several programs in the US. Phil moved to Korea in 1999 to work at the Language Education Center of Kunsan National University. A year later, he joined the English Department as



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a visiting professor and has been there since. Phil served as Korea TESOL National President ('07-'08) and Chair of the International Conference ('12). He enjoys travel and Korean green tea.

*"Hear-Say" Activities For Almost All Classes* Sat 4:30

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**Park, Jiyeon** graduated from the Korea Military Academy in 2010 and is currently teaching military personnel at the Korea Defense Language Institute. She became interested in English education only a few years ago, but she has great passion and has been working hard on practical methods of motivation and adult learning.

*TED Through Reading Aloud* Sat 4:30

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**Park, Jungmi** received her MA in TESOL from Oklahoma City University in 2015. She is interested in the applications of gamification in the L2 English classroom and is a specialist in materials development, incorporating brain-based activities via technology. She has taught in Korea and the United States for several years.

*The 21st Century English Language Lesson: Approaches And Best Practices In Efl* Sun 10:00

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**Park, Seonmin** is a visiting professor at KAIST. She is teaching English speaking and listening, and English presentation and discussion classes.

*Students, You Can Use Your Cellphones In Class* Sat 4:30

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**Parker, Virginia** has been involved in ELT for over 17 years, in a variety of contexts – including teaching, teacher-training, assessments and exams, materials development, and delivering workshops and INSETTs - in Canada, South Korea, the UAE, Myanmar, Malaysia, and Thailand. She has a BEd (TESL) from Concordia University in Montreal and an MA in Applied Linguistics and ELT from the University of Nottingham. This is her first time at KOTESOL.

*Teenagers: Why Are They Like That? And What Can I Do About It?* Sun 11:00

*Teaching Children and Teenagers Globally: Challenges and Opportunities* (panel) Sat 2:30

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**Peyton, Carter** is a US citizen who has taught EFL/ESL/English composition at multiple universities in three different countries over the last 5 years. He is currently a visiting professor at the Korea Advanced Institute of Science and Technology (KAIST) in Daejeon, South Korea where he teaches academic reading and writing in the department of humanities and social sciences. His research interests focus on applications of corpus technology and English as a lingua franca. Email: cdpeyton@kaist.ac.kr

*Creating Graded Readers Using Free Online Corpus Software* Sun 4:00

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**Plata, Sterling** (Dr.) is an assessment reform advocate who helps teachers to use creative ways to assess their students and to teach learner accountability. She has a Specialist Certificate in Language Testing and Assessment from SEAMEO RELC Singapore. She has conceptualized and co-authored three research books such as *Research: Process and Product*, *Thinking and Writing Research*, and *Keys to Success in Academic Writing*. She is a full-time faculty member of the Department of English and Applied Linguistics, De La Salle University.

*CPP: Copy, Paste, And Process To Prevent Plagiarism* Sat 10:00

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**Rahmi, Maulidia** is an active English teacher and researcher from Indonesia. She is an English teacher of SMA Labschool Jakarta. She earned her Master degree in Applied English Linguistic in 2014. She has also contributed and presented in many research conference in domestic and international level. Her research interests are varied from classroom research, assessment and evaluation, ELT methodology, and linguistics. She could be reached in her email at molly\_maulidia@yahoo.com

*Implementing The Process Genre Approach To Teach IELTS Academic Writing Task* Sat 10:00

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**Rebuck, Mark** has taught English in London (the city of his birth), Korea, and Japan. He holds an MA in Japanese Studies from Sheffield University and an MA in TEFL from Birmingham University. His areas of interest include materials development using authentic resources, particularly in the field of medical English.

*Authentic Resources And Four Other Keys For ESP*

Sat 9:00

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**Reynolds, Eric** has been a world traveler for EFL. He has lived and traveled all over the U.S. Unfortunately, his wanderlust was unsatisfied in America, so he became an EFL teacher, and lived and taught in “a bunch” of countries including Japan, Bulgaria, Tajikistan, and now Korea. He holds a Ph.D. in Educational Psychology from the University of Illinois at Urbana-Champaign. He currently works as the department head of the TESOL-MALL MA program at Woosong University.

*Second Language, Third Culture: Non-Korean NNEST's In Korean Universities*

Sat 5:30

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**Rian, Joel P.** is a full-time lecturer at Hokkaido Information University. His research interests include communicative language teaching and practical applications for oral communication strategies in the Japanese EFL context. He can be contacted at <rianjp48@do-johodai.ac.jp>

*Teaching At Universities; How Not To.*

Sat 3:30

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**Riccobono, Philip** teaches EFL at several universities in Nagoya, Japan while working on his Ph.D. in TESOL at Kyung Hee University. His interests include English for Specific Purposes and Critical Thinking in Student-led-Groups. Otherwise, you will find him scouting baseball across the Pacific Rim.

*Amazing Race To Alternative Assessment & Attitudes*

Sat 1:55

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**Roose, Tamara** is an Assistant Professor in the General English department at Sejong University where she focuses primarily on teaching English Composition courses. She holds a BA in English and MA in TESOL from Azusa Pacific University. She taught in university academic English programs in Southern California for several years before coming to South Korea.

*Centering The Writing Classroom On Communication*

Sat 9:00

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**Roskop, Kevin** has been teaching ESL in Korea since 2008. He has taught students at every age and level in kindergarten hagwons, a high school, and university. He has enjoyed and learned from each job. He is currently an English Instructor at Kongju National University (Cheonan). He likes teaching phonics, grammar, and conversation. He will finish his Master of Education with TEFL emphasis in February 2016. He has a BA with a minor in German and studied in Germany for one semester during university. Prior to Korea, he spent a decade in sales and business. He has a lot of life experience which helps connect with students and coworkers. He loves teaching and appreciates the opportunity Korea provided to change his career and live internationally.

*Adventures And Reflections On Creating Online Spaces; Or What Not To Do.*

Sun 10:00

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**Rueckert, Daniel** is currently Associate Director and Clinical Lecturer at the International Center for Intercultural Communication at Indiana University-Purdue University, Indianapolis. His areas of research focus on technology and language learning and the gamified/flipped classroom. His teaching practice integrates novel approaches to graduate education and he is currently involved in special programming, incorporating new methods of instruction for specialized language teaching audiences. He has taught in South America and the United States.

*The 21st Century English Language Lesson: Approaches And Best Practices In ELT*  
(colloquium)

Sun 10:00

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**Ryan, Jack** is an associate professor at Shizuoka University of Art and Culture in Hamamatsu, Shizuoka, Japan. He teaches courses such as Survey of English Literature, Global Issues, English Composition as well as English communication courses. His research interests include content-based instruction, vocabulary acquisition and the future of English education in Japan. He can be contacted at: [j-ryan@suac.ac.jp](mailto:j-ryan@suac.ac.jp)

*Teaching Global Studies In English* Sat 1:30  
*L2 Vocabulary Acquisition And TOEIC Test Preparation* Sun 11:25

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**Sanchez, Paulino** is an Associate Professor of Humanities and Social Science at Korea's Advanced Institute of Science and Technology (KAIST). He has previously been employed by the University of California, San Diego and at California State University, San Marcos as a Teacher Trainer and TESOL instructor for their TESOL certificate programs. He also worked as an English Instructor and Business English Instructor for various programs within UCSD and CSUSM. In addition, Professor Sanchez has extensive experience in South Korea working as a teacher trainer and TESOL instructor at Chonnam National University in Gwangju. He has extensive knowledge in developing teacher training curriculum and in training Korean elementary, middle school and high school teachers. He has been teaching English for over 15 years with specialties in TESOL, teacher training, reading, writing, listening, speaking and test preparation. Professor Sanchez has presented teacher training workshops for various universities in South Korea and for CATESOL. He is also a doctoral candidate in TESOL at Alliant International University.

*What Is Communicative Language Teaching?* Sun 9:00

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**Sandy, Chuck** is an author, motivational speaker, and educational activist whose many publications include the recently published *Passages - 3rd Edition* and *Connect - 2nd Edition* from Cambridge University Press. He is a frequent presenter at conferences and workshops around the world, and is a cofounder and director of the International Teacher Development Institute (iTDi). Chuck believes that positive change in education happens one student, one classroom, and one school at a time, and that it arises most readily out of dialogue and in collaboration with other educators. Chuck blogs regularly on education, motivation, leadership, spirituality, and compassion at <http://iTDi.pro/blog>

*Seeing Beyond the Dichotomies That Divide Us* Sat 11:30  
*The ELT Writer's Retreat: A Workshop Approach* Sun 9:00  
*Listen to the Teacher Within (and Unleash Your Superpowers)* Sat 5:30  
*This Is Just to Tell You ... (About Poetry, Projects, and Passion)* Sun 4:00

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**Sarich, Edward** is an associate professor at Shizuoka University of Art and Culture. He has an MA in Applied Linguistics from the University of Birmingham. He is interested in all issues concerning English education in Japan, particularly standardized testing and evaluation, communicative language teaching and second language vocabulary acquisition.

*L2 Vocabulary Acquisition And TOEIC Test Preparation* Sun 11:25

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**Settlemir, George** is a secondary education teacher with the EPIK program and a district coordinator in Gangwondo, South Korea. His educational background lies in the business sector and he is currently studying for his masters in TESOL. During his 6.5 years as a teacher in Korea, he has worked with students at the elementary, secondary, and post-secondary level. He has also presented on incorporating project based lessons into core curriculum classes at various workshops around Korea. His main interests are gamification, project based learning, studying the Korean education system, and organizing and presenting at professional development events in Korea. While he loves teaching EFL at the secondary level in Korea, he hopes to, one day, be able to work with other levels in other countries.

*A Framework For Classroom Management And Motivating Students Through* Sun 11:00  
*Gamification Spinning A Basic Web: 4 Tools To Enhance Your Students' Learning* Sat 9:00

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**Shaffer, David** (PhD Linguistics) is a long-time educator in Korea and long-time KOTESOL member. He is a professor at Chosun University, teaching English majors in the graduate and undergraduate programs. Dr. Shaffer is the author of several books on learning English as well as on Korean language, customs, and poetry. His present academic interests include learner autonomy, effective teaching techniques, loanwords, and professional development. He is an active presenter at KOTESOL conferences as well as at other ELT conferences in Korea and internationally. Within KOTESOL, Dr. Shaffer is presently Gwangju-Jeonnang Chapter President, National Publications Committee Chair, and a member of several committees, including the International and National Conference Committees. Email: [disin@chosun.ac.kr](mailto:disin@chosun.ac.kr)

*Reflective Inquiry For Self-Directed Learning*

Sun 2:25

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**Shepard, Christopher** is an Instructor in the English Language Centre at the Hong Kong Polytechnic University. He has taught for more than 10 years in the Hong Kong, Mexico and the United States. His interests include English for academic purposes, multimodality, discourse analysis and systemic functional linguistics.

*Using Digital Storytelling To Develop Academic And Communication Skills*

Sat 1:30

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**Shin, Kwangmi** Currently working as an ELL/WIDA Coordinator and MYP ELA teacher at Taejon Christian International School (TCIS). Kwangmi holds an ESOL teacher certificate for preK-12 from State of Maryland and received her MA in teaching English as a Second Language from Johns Hopkins University and BA in English Literature and Language. She has 10 years of experience teaching ELLs in public and international schools. She has administered WIDA MODEL and Access testing for placement and monitoring students' learning progress. Kwangmi has planned and implemented pull-out and push-in instruction based on students' language level, and has coordinated ELL support to content classes. She collaborates with content teachers to differentiate/modify content instruction/assessment based on ELLs' language levels using WIDA Can-Do Descriptors.

*Supporting ELL's In International Schools With The WIDA English Language Development Framework (panel)*

Sat 3:30

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**Song, Youngsoo** is a recent graduate from Columbia University with an Ed.M. in Applied Linguistics. His research interests include test validation, learning-oriented assessment, education policy, and computer assisted language learning. He is currently employed as a visiting professor at Korea Advanced Institute of Science and Technology (KAIST).

*A Multivariate Generalizability Study On How Scales Function In A Writing Test*

Sat 2:55

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**Soraya, Kiky, S. Pd., M. Pd.** is an English Lecturer of Language Center at BINUS University (Bina Nusantara University), Jalan Kemanggisan Illir III No 45, Palmerah, Jakarta Barat, Indonesia, 11480, office number (021) 5345830 ext. 2615, fax 021 5300244. Originally she comes from Yogyakarta, Indonesia. She majored English Education from Sebelas Maret University in 2014 and Yogyakarta State University in 2012. Soon, after receiving her M. Pd. and after her five-years working at courses and schools in Yogyakarta, Kiky Soraya decided that it was time for having a new view and experience. Then, she moved to BINUS University Jakarta as Junior Faculty Member. She has participated in some trainings and conferences as a part of the professional development. She recently wrote individually or collaborated on a manuscript with friends and colleagues. Her research interests include Education, Writing, English for specific purposes (ESP), and Materials Development. She can be contacted at [kikysoraya.binus@gmail.com](mailto:kikysoraya.binus@gmail.com).

*Implementing The Process Genre Approach To Teach IELTS Academic Writing Task* Sat 10:00

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**Springer, Marcus** teaches for Shizuoka University of Art and Culture. He has worked in education for 16 years, nine of which have been in Japan. He holds a BA in Communication -

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Public Relations and an MA in Bicultural-Bilingual Studies – ESL, both earned at the University of Texas at San Antonio. Springer’s research interests include motivation, extensive reading, and language and identity.

*The Purpose Of Education In Japan: A Case Of Culture Clash*

Sat 2:30

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**Starr, Paul** currently teaches at Hanam Middle School in Gwangju with English Program in Korea (EPIK). He came to Korea in 2013 after completing his Bachelors in Media Production and earning an MA in Adult and Community Education at Ball State University. During his time at Ball State he produced a number of Alternate Reality Games focusing on subjects as diverse as zombies, freshman orientation, and Multiculturalism. He has presented his work with Alternate Reality Games in education at both the 2013 Southern States Communication Conference in Louisville, KY and the Central States Communication Conference in Kansas City, KS.

*Using Alternate Reality Games In The ELT Classroom*

Sat 3:30

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**Steadman, Angel** is the Teacher Training Coordinator at the Center for English as a Second Language with the University of Arizona. There, she manages the TEFL certificate program and online professional development classes for English teachers. She has taught English in multiple institutions in the US and Costa Rica, and she now trains teachers in the US, Latin America, and Asia. Her research interests include classroom management techniques, professional development and mentoring for teachers, and online language teacher education.

*Motivate Your Students With Learning Contracts*

Sat 1:30

*Enhance Your Career Online with the University of Arizona*

Sun 2:00

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**Stockwell, Glenn** is Professor in Applied Linguistics at Waseda University, Tokyo, Japan. His research interests include mobile learning, motivation and technology, and technology integration in language learning. He has published two books and numerous book chapters and articles in the field of CALL. He is editor-in-chief of The JALT CALL Journal, associate editor of Computer Assisted Language Learning and Language Learning & Technology, and is on the editorial boards of ReCALL, System, and the CALICO Journal.

*Transforming Language Teaching and Learning with Technology*

Sun 3:00

*Principles of Mobile Language Learning*

Sat 1:30

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**Suarez, Deborah Cason** has eight years of experience as an educator in second language acquisition. She is currently a professor at Woosong University, where for two years she has developed and designed curricula for collegiate learners from Korea and Kazakhstan, as well as adult continuing education. Prior experience includes head teacher at the Gangwon International Language Institute, a Korean government language facility with a dual program with Pacific University in Seattle for teaching English skills and methodology to Korean educators. She serves as MAL on the executive board of the Daejeon-Chungcheong Chapter of KOTESOL and is a member of the Society for Teaching English through Media. Her scholarship is in TESOL, curriculum design, journalism, cultural affairs, personnel management, and social theory, justice and change.

*Nurturing Nature: Motivating Collegiate Learners Through Identity Awareness*

Sun 11:00

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**Sukavatee, Pornpimol** is currently a lecturer in the Department of Curriculum and Instruction, Faculty of Education, Chulalongkorn University. She got her Ph.D. from English as an International Language Program, Chulalongkorn University. Her research interests are curriculum and materials development, and technology- supported language learning.

*Creating An Online Creative Writing Course: Enhancing Writing And Motivation*

Sun 2:25

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**Sybing, Roehl** is an Assistant Professor at Nanzan Junior College in Nagoya, Japan. His current research interests include critical thinking, language testing, and sociolinguistics.

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*Developing Perceptual Processing Of L2 Speech Through Explicit And Implicit Practice* Sat 4:55

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**Tangkiengsirisin, Supong** is an Associate Professor in Applied Linguistics at the Language Institute of Thammasat University, Thailand, where he currently serves as Director of the Ph.D Program in ELT and Head of Language Testing Services. With over 20 years of teaching experience at the tertiary level, he has covered a wide range of areas in his teaching including academic writing, written business communication, English for Specific Purposes, and career-related English skills, both in the undergraduate and graduate levels. He also specializes in teacher training in Thai contexts with a focus on English teachers' language skills and professional development for primary and secondary education. His research interests involve second language writing, written discourse analysis, and interlanguage pragmatics. He has developed a number of teaching materials for academic English and ESP courses.

*Effects Of Group Peer Feedback And Revision On Business Writing Performance* Sun 11:00

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**Terry, Tony**

*The 21st Century English Language Lesson: Approaches And Best Practices In Elt* Sun 10:00  
(colloquium)

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**Thollar, Simon** is a full-time teacher at Hokkaido Information University, Ebetsu, Hokkaido, Japan. His research interests include learner L2 motivation, e-learning and active learning. He can be contacted at <simon@do-johodai.ac.jp>

*Teaching At Universities; How Not To.* Sat 3:30

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**Thomson, Stefan** is an assistant professor at Seokyeong University, where he teaches communication and business English courses. His research interests include testing, sociolinguistics and discourse analysis. He holds a Master's Degree in TEFL from the University of Birmingham.

*The Washback Effects Of TOEIC Education On University Students* Sun 10:25

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**Tippanet, Phutsacha** is a graduate student in the Teaching English as a Foreign Language program at Chulalongkorn University, Thailand. She is an EFL teacher at a provincial high school in Thailand, and has 6-years' experience in teaching English. In 2013, she was selected to participate in a Fulbright Foreign Language Teaching Assistant program to teach Thai language at Arizona State University, USA. Her special interests are writing skills and integrating technology in the language classroom.

*Creating An Online Creative Writing Course: Enhancing Writing And Motivation* Sun 2:25

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**Trejo, Paola** is an Instructor at Zayed University. She has taught at the National Polytechnic Institute, in Mexico City and the in the USA. She holds an MA in Educational Technology and TESOL from The University of Manchester. She is a Fulbright Alumni and has recently published the article "Developing general cultural awareness in a monocultural English as a foreign language context in a Mexican university: a wiki-based critical incident approach". The article is available from: <http://goo.gl/KYGExc>. Her main professional interests are Mobile Learning, Project Based Learning, Instructional Technology, Inter-cultural Communicative Competencies and Second Language Acquisition. She is an Apple Distinguished Educator.

*Teaching With Technology: Three Fantastic Tools To Boost Students' Engagement* Sat 2:30

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**Tucker, Glenn** has been teaching English as a Foreign/Second Language since 2006. He has worked in South Korea, Qatar, and Kazakhstan. Glenn recently graduated with merit from the University of Birmingham's Masters programme in TEFL/TESL and is also CELTA-trained. His professional interests include the role of the mother tongue in second language acquisition and the use of technology to promote learning.

**Valente, David** is an associate consultant for ELT Consultants [www.elt-consultants.com](http://www.elt-consultants.com) based in Thailand. His specialisms are primary and secondary learners (ages 6 to 17). He has 17 years experience in ELT including teacher / trainer training for primary, secondary and vocational contexts and has authored teachers' handbooks and numerous courses based around authentic materials. He has worked with Ministries of Education, publishers, private training institutes and education providers. He is Editor of the 'Children and Teenagers' (C&TS) publication for the IATEFL YLT SIG and is also a Cambridge English Language Assessment Young Learner Extension to CELTA tutor / assessor.

*An Intercultural Approach to Creativity in the Primary English Classroom* Sun 4:00  
*Doing Equality, Diversity, and Inclusion in Primary English Language Programmes* Sun 11:00  
*Teaching Children and Teenagers Globally: Challenges and Opportunities* (panel) Sat 2:30

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**Wallace, Matthew** is currently a PhD candidate at the National Institute of Education (NIE) at Nanyang Technological University in Singapore. His major research interests include second language listening, language assessment, and working memory in language learning.

*Developing Perceptual Processing Of L2 Speech Through Explicit And Implicit Practice* Sat 4:55

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**Wang, Holly** has taught adults English in a variety of contexts and is currently teaching at Korea Advanced Institute of Science and Technology in Daejeon. She holds an MA in TESOL and has a BA in Anthropology. Her research interests are flipped classroom instruction and intercultural communication.

*Flipping The Classroom In The Context Of Blended Learning Initiatives* Sun 9:00

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**Waring, Robert** (Dr.) is an acknowledged expert in Extensive Reading and second language vocabulary acquisition. He is Professor at Notre Dame Seishin University in Okayama, Japan. Professor Waring has published over 60 articles and has lectured in 18 countries on foreign and second language acquisition and given over 40 Plenary, Keynote or Featured Speaker talks around the world. He is an Executive Board member of the Extensive Reading Foundation, and Vice Chair of the Korean English Extensive Reading Association and was Co-Chair of the Second World Congress on Extensive Reading in Seoul, Korea in 2013. He is also author and series editor of the Foundations Reading Library, and the series editor of the Footprint Reading Library and the Page Turners Reading Library by Cengage Learning. He is the administrator and co-founder of the Extensive Reading website [www.ER-Central.com](http://www.ER-Central.com).

*What Exactly Is Extensive Reading?* Sun 11:00

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**Washburn, David** has been teaching English as Foreign Language over the last 10 years in New York and South Korea. He is currently a Foreign Language Teaching Associate Professor at Dankook University in Cheonan. His research interests include curriculum development and creative use of English as process-based learning, technology in classroom management, and creative technological output in the English classroom. David has a Bachelor of Arts in History from the University of Colorado at Boulder and a Master of Landscape Architecture from the State University of New York at Syracuse University.

*8 Bits, 4 Steps: Build Your Own ESL Computer Game* Sun 3:00

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**White, Angie (Yuri)** is from Los Angeles, California and has been an English teacher and teacher trainer in S. Korea for 8 years. During the past 3 years she has been the writing instructor at the Gyeonggi-do Institute for Foreign Language Education where she teaches in-service Korean teachers various genres such as Poetry, Reflective Writing and Writing for Authentic Purposes. She

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also instructs trainees on methods related to teaching writing to multi level students and writing assessment and test construction. She received her MA in TESOL from Anaheim University.

*Implementing A Backward Design In The Korean EFL Context*

Sat 1:30

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**Whittle, Clayton** is an Assistant Professor of English at Dankook University. He achieved his M.A. in Communication at Texas A&M with a focus on moral development and player involvement in digital gaming. He is also a game developer with several shipped titles completed. His current work involves theoretical understanding of design principles in CALL with a focus on custom designed games.

*8 Bits, 4 Steps: Build Your Own ESL Computer Game*

Sun 3:00

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**Williams, Dylan Glyn** teaches EAP in the College English Program in the Faculty of Liberal Education at Seoul National University. He is currently undertaking his doctorate studies with the University of Manchester. His thesis is titled 'Understanding Students' English Medium Instruction (EMI) Experiences in South Korean Higher Education'. In addition to his research into EMI, he also conducts research into student autonomy and socio-cultural theory.

*Understanding Context And Agency In A South Korean High School English Classroom*

Sat 2:55

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**Wright, Jocelyn** is an Assistant Professor in the Department of English Language and Literature at Mokpo National University. She has been teaching practical English in Korea at the university level for over 6 years. In addition to teaching here, she has taught in French-Canada, the Dominican Republic, and France. She has an honor's degree in linguistics, a master's degree in counselling and training in education and is also CELTA-certified. She is actively involved in the Gwangju-Jeonnam chapter of KOTESOL, where she also founded and still co-facilitates the local Reflective Practice Special Interest Group (RP SIG). Her many interests include professional development, critical pedagogy, content-based teaching, and materials development.

*Seeing Things Differently, Seeing Things Better: Transformational Teaching*

Sun 9:00

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**Wrightson, Barbara** In her 19 years in education, Barbara Wrightson has worked in English medium schools on four different continents wherein the clientele are a majority non-native speakers of English. She has an M.A. in English Education, a Post Master's in Educational Leadership and has studied six languages besides her mother tongue of English. Barbara is currently the K-12 IB Programme, Curriculum and Professional Development Director at Taejon Christian International School (TCIS) in Daejeon, Korea. One of her responsibilities in this administrative role at TCIS is to oversee the implementation and delivery of the English Language Acquisition curriculum (based on WIDA ELD Standards) and the ELL in-class support program.

*Supporting ELL's In International Schools With The WIDA English Language Development Framework (panel)*

Sat 3:30

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**Xu, Hao** (Dr.) is associate professor of applied linguistics at National Research Centre for Foreign Language Education, Beijing Foreign Studies University. His research interests include second language acquisition, psycholinguistics, and language teacher education. He has published in international journals such as TESOL Quarterly, Language Teaching Research, and System.

*Integrating Three Types Of Models In Graduate Students' Academic Writing Instruction*

Sun 10:25

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**Yeum, Kyungsook** is the Director of SMU TESOL and the faculty of Sookmyung Women's University, Seoul, Korea. Currently, she is on the Board of Directors, TESOL International Association, USA (2015-2018). Her job and leadership positions that she has taken have required constant close interactions with people from diverse cultural backgrounds. Her practical experience has been complimented by her work as a PhD candidate in Applied Linguistics with Macquarie



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University in addition to her first PhD in English Literature. She has published and presented in the areas of teacher education, program evaluation, and cross-cultural leadership. Her diverse cultural, practical, and theoretical perspectives of the profession have helped to accommodate the needs of TESOLers.

*NEST's & NNEST's Meet Together: Creating A Collaborative Working Environmen* Sun 11:00  
(panel)

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**Yoon, Sae Saem Sofia** is currently a student in International Graduate School of English (IGSE) in the English Language Teaching (ELT) department. She has a bachelor's degree in International Studies. For several years she has been teaching in private English institutes and private schools in Korea. When she was young, she lived in Latin American for over ten years. She was brought up in a trilingual environment and as a result she is interested in multilingualism and content and language integrated learning (CLIL).

*Process Drama: The Future Of The Hooha People* Sat 1:30

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**Yu, Hae Won (Sunny)** currently teaches at the Korea Defense Language Institute (KDLI). She earned her MA in TESOL from San Jose State University, where she taught international students for nine years. She is interested in task-based learning and communicative grammar. (Email: haewon.yu@gmail.com)

*TED Through Reading Aloud* Sat 4:30

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**Zaman, Tina** serves as Writing Curriculum Adviser to and Visiting Professor of the Global English program at Pusan National University in Busan, South Korea. She holds a Master of Fine Arts in English and Creative Writing (2010), as well as a Bachelor of Arts (2006) combining social sciences, European languages, and postcolonial world literature from Mills College in Oakland, California. Professor Zaman is a published poet and has taught in the fields of critical analysis, technical writing, and cultural studies for 5 years and has 10 years' professional experience in bilingual K-12 education, foreign language instruction, and California immigration and civil rights law.

*English Conversation Workshops For Fluency* Sat 1:30

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**Zwaal, Ingrid** has taught in Jeonju at every level for over twenty years. She has been a member of KOTESOL for almost as long. She is currently the National 2nd VP and Jeonju North Jeolla president. She teaches at Jeonju University. Her Master's is in secondary education. When not in the classroom, she is often found playing volleyball with students half her age. She is also a weekly columnist for Saejeonbuk Newspaper. Her hobbies include magic, music and gaming. She lives with Spike, her Scottie, and four birds.

*Go Fish For English* Sun 3:00

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**Philip Riccobono, Patrick McIver**

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*Grading Participation In University English Courses: Why?*

**Gil Coombe**

Sat 2:30 321 U

*Factors Affecting Junior High School EFL Teachers' Practices Of Multiple Assessments In Taiwan*

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*A Multivariate Generalizability Study On How Scales Function In A Writing Test*

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Sun 4:00 324 T/U

*An Intercultural Approach to Creativity in the Primary English Classroom*

**David Valente**  
Sun 4:00 317B Y

### Music / Art / Video in the classroom

*Music As A Tool For Language Acquisition With Adult ESL Learners*

**Nathan John Galster**  
Sat 9:00 325 U/A

*Using Movie Posters In ELT*

**Scott Henderson**  
Sun 9:00 322 U

*Teaching Idioms And Expressions Through Television Shows*

**Michael Lesser**  
Sun 11:00 320 Y/T/U/A

### NNEST's and NEST's

*Beyond The Native Speaker Fallacy; Korean NNEST's Employment Struggles (Panel)*

**Hyunsoo Hur, et al**  
Sat 4:30 324 U/A

*NEST's & NNEST's Meet Together: Creating A Collaborative Working Environment (Panel)*

**Soonhyang Kim, et al**  
Sun 11:00 325 Y/T/U/A

## Communicative Language Learning "101"

*Centering The Writing Classroom On Communication*

**Tamara Roose**

Sat 9:00 319 T/U

*What Is Communicative Language Teaching?*

**Paulino Sanchez**

Sun 9:00 317C T/U/A

## Other issues

*Process Drama: The Future Of The Hooha People*

**Sae Saem Sofia Yoon**

Sat 1:30 325 T/U/A

*Tea Time with Lee Boyoung*

**Boyoung Lee**

Sat 4:30 326 Y/T/U/A

*Scaffolding Effective Student Stress Management In Education*

**Alex Monceaux**

Sun 9:00 323 T/U/A

*Non-Native English-Speaking Teachers' Anxieties And Insecurities: Self-Perceptions Of Their Communicative Limitations*

**Mikyoung Lee**

Sun 10:00 322 Y/T/U/A

*Teachers' Awareness For Developing Learner Autonomy In English Learning*

**Mayuko Matsuoka**

Sun 10:25 322 T

*Doing Equality, Diversity, and Inclusion in Primary English Language Programmes*

**David Valente**

Sun 11:00 317C Y

*Teenagers: Why Are They Like That? And What Can I Do About It?*

**Virginia Parker**

Sun 11:00 317A T

*Online PhD Candidates; Unique Challenges*

**Kara Mac Donald**

Sun 2:00 322 A

*Critical Thinking, Questioning, And Student Engagement In Korean University English Courses*

**Scott DeWaelche**

Sun 2:00 317C U

*Reflective Inquiry For Self-Directed Learning*

**David Shaffer**

Sun 2:25 317C U

## Pragmatics

*Developing Students' Vocabulary And Pragmatic Sense For Effective Email Writing*

**Jennifer Kreis**

Sat 2:30 323 T/U/A

*Using Lexis and Grammar to Frame Events in Discourse*

**Olivia Knapton**

Sun 10:00 317C Y/T/U/A

## Reading / Literacy

*Can Phonics Instruction be Fun, Effective and—Shorter?*

**Gabriel Allison**

Sat 10:00 320 Y

*ER: Triage For Lower Level Students In Extensive Reading*

**Rheanne Anderson**

Sat 1:30 318B T/U/A

*Development Of Academic Literacy: Discourse Socialization By Japanese EFL Undergraduates*

**Yutaka Fujieda**

Sat 5:30 322 U

*Transitions in Reading*

**Carl Dusthimer**

Sun 10:00 320 Y

*What Exactly Is Extensive Reading?*

**Robert Waring**

Sun 11:00 318B Y/T/U/A

*Comics to the Rescue: Using engaging and fun comics to promote real speaking*

**Gemma Kang**

Sun 3:00 320 Y

## Reflective Teaching Practice

*Collaboration In Teaching Self-Directed Learning*

**Ted O'Neill**

Sat 1:30 317C U/A

*Listen to the Teacher Within (and Unleash Your Superpowers)*

**Chuck Sandy, Josette LeBlanc**  
Sat 5:30 317B Y/T/U/A

*Seeing Things Differently, Seeing Things Better: Transformational Teaching*

**Jocelyn Wright**  
Sun 9:00 318A U/A

*Self Fulfilling Prophecy: A Thief In The Night*

**Daris Chang**  
Sun 2:00 320 Y/T/U/A

*Themes In Reflective Practice Among ELT Instructors In South Korea*

**Christopher Miller**  
Sun 2:25 320 Y/T/U/A

*#Keltchat Live: Questions For My Older Teacher Self*

**Timothy Joe Hampson, Bryan Hale, Anne Hendler**  
Sun 4:00 317C Y/T/U/A

## SLA

*Your Students Are Terrified: Foreign Language Anxiety*

**Ian Adkins**  
Sat 2:30 317B T/U/A

*The Role Of Confidence And Anxiety In First-Year Study-Abroad Students*

**Sandra Bruce**  
Sat 3:30 319 U

*Task Sequencing And Form-Focused Instruction*

**Martin Hawkes**  
Sat 3:55 319 T/U/A

*Phonological Rules For Voicing In L1 Applied To L2 Phonetics*

**Atsushi Asai**  
Sun 11:00 322 U

*Don't Speak Korean, This Is English Class... In Korea.*

**Michael Alpaugh**  
Sun 3:00 319 Y/T/U/A

## Sociolinguistics/ Language Policy/ World Englishes

*Internationalization And EMI: The Problem Of Linguistic Stress In The University Classroom*

**Christopher Gareth Haswell**  
Sat 3:30 326 U/A

*The Global Model Of English*

**Aaron Hahn, Christopher Gareth Haswell**  
Sun 11:25 322 Y/T/U/A

*Effective Way: Code-Switching*

**Yesul Oh**  
Sun 4:00 319 T

## Speaking / Conversation / Pronunciation

*English Conversation Workshops For Fluency*

**Tina Zaman**  
Sat 1:30 324 T/U/A

*Developing Listening and Speaking Skills and Building Vocabulary Using BBC Learning English*

**Simon Rhys Dawson**  
Sat 3:30 321 T/U/A

*Portfolio Based Assessment Of Speaking*

**Matthew Coomber**  
Sat 4:30 320 U

*SPEED DATING ENGLISH: One Topic, Many Partners*

**Gunther Breaux**  
Sat 4:30 318A U

*"Hear-Say" Activities For Almost All Classes*

**Phil Owen**  
Sat 4:30 318B Y/T/U/A

*How To Teach Speaking*

**Jackie Bolen**  
Sun 9:00 324 Y/T/U/A

*Input, Output, and Feedback in NS to NNS Online Interaction*

**George MacLean**  
Sun 11:25 326 U/A

*Values Clarification Tasks: Pushing For Accurate Output In Opinion-Gap Tasks*

**Shaun Manning**  
Sun 2:00 318C T/U/A

*Issues In Teaching North American Vowels To Korean Speakers*

**Barry D. Griner, Nina Kang**  
Sun 2:00 325 T/U/A

*Story Slam: The Potential of Performed Stories in ELT*

**Steve Iams**

Sun 2:00 324 Y/T/U/A

*Influence Of Pronunciation Monitoring By L2 Learners On Affective Variables*

**Junko Chujo**

Sun 3:00 323 U

*Transitioning To A Conversation Based Classroom: Whys And Hows*

**Alex Grevett**

Sun 3:00 324 T/U

### **Teacher Development and Education**

*Critical Language Awareness in Teacher Learning*

**Kalyan Chattopadhyay**

Sat 9:00 317B Y/T/U/A

*Professional Advancement through Online Doctoral, Master & Certification Programs in TESOL*

**Allison Bill**

Sat 2:30 319 Y/T/U/A

*The University of Birmingham: ELAL MA in TESOL and MA in Applied Linguistics*

**Olivia Knapton**

Sat 3:30 323 Y/T/U/A

*Professional Development – Which Way To Go?*

**Amelie Kelly**

Sun 11:00 323 Y/T/U/A

*Enhance Your Career Online with the University of Arizona*

**Angel Steadman**

Sun 2:00 319 Y/T/U/A

*The Lives of English Language Teachers*

**Barbara Hoskins Sakamoto**

Sun 3:00 317A Y/T/U/A

### **Tech-enhanced/ CALL/ CMI/ MALL**

*The Flipped Classroom As A Learning-Centered, Task Based Alternative For Freshmen English University Courses In Korea*

**Dieter Knowle**

Sat 9:00 317A U/A

*Spinning A Basic Web: 4 Tools To Enhance Your Students' Learning "101"*

**Michael Free, George Settemir**

Sat 9:00 318C Y/T/U/A

*Using Digital Storytelling To Develop Academic And Communication Skills*

**Dawn Gillis, Christopher Shepard**

Sat 1:30 318A T/U

*Principles of Mobile Language Learning*

**Glenn Stockwell**

Sat 1:30 317B T/U/A

*Teaching With Technology: Three Fantastic Tools To Boost Students' Engagement*

**Paola Trejo**

Sat 2:30 318A T/U/A

*Bring the 21st Century into the English Language Classroom*

**Sara Davila**

Sat 4:30 317B T/U/A

*Improvement Of Task Performance By Videoing Tasks, Student Self-Assessment, And Task Repetition*

**Anthony Marshall**

Sat 5:30 325 U/A

*Mediated Collaboration And Active Listening: Integrating Facebook Usage Into TEFL Listening Classroom*

**Chia-Yi Li, Chia-Ling Li**

Sat 5:55 325 U

*Social Media For Language Learning*

**Jo-Anna Lynch, Cathryn Bennett**

Sun 9:00 318B T/U/A

*Adventures And Reflections On Creating Online Spaces; Or What Not To Do.*

**Elizabeth May, Kevin Roskop**

Sun 10:00 318B T/U/A

*Try Plickers! - An Innovative Web-Based Teaching And Assessment Tool*

**Colette DeWitt**

Sun 10:00 326 Y/T/U

*The Reliability Of Google Speech For EFL*

**Jesse Elam**

Sun 2:00 323 Y/T/U/A



*Creating An Online Creative Writing Course:  
Enhancing Writing And Motivation*

**Phutsacha Tippanet, Pornpimol Sukavatee**

Sun 2:25 323 T

*8 Bits, 4 Steps: Build Your Own ESL Computer  
Game*

**Clayton Whittle, David Washburn**

Sun 3:00 318A T/U/A

*Transforming Language Teaching and Learning  
with Technology*

**Glenn Stockwell**

Sun 3:00 317B T/U/A

## Vocabulary

*Mastery Sentences: A Window Into The Interplay  
Between Word Knowledge Types*

**Mark Howarth, Andrew Gallacher**

Sat 2:30 318B U

*V For Vocabulary: American Films And  
Vocabulary In EFL*

**Johanna Estrella**

Sun 11:00 324 T/U/A

*L2 Vocabulary Acquisition And TOEIC Test  
Preparation*

**Edward Sarich, Jack Ryan**

Sun 11:25 324 U

*An Effective Way Of Teaching Collocations To  
EFL Young Learners: Collocation-Based  
Activities*

**Jiyeon Han**

Sun 3:00 317C Y

## Writing

*Implementing The Process Genre Approach To  
Teach IELTS Academic Writing Task 2*

**Maulidia Rahmi, Kiky Soraya**

Sat 10:00 325 T/U/A

*Process Writing In ELT*

**Mark Davis**

Sat 3:30 324 T/U/A

*the doing? is What couple*

**Douglas Baumwoll**

Sat 3:30 318B Y/T/U/A

*An Investigation Of Writing Quality And Strategy  
Use Between Three Online Channels Of  
Corrective Feedback*

**Daniel Bailey**

Sat 5:30 323 T/U/A

*Incorporating The Process Writing Approach In  
An ESL Classroom With Institutional Constraints*

**Iain Binns**

Sat 5:55 321 T/U

*The ELT Writer's Retreat: A Workshop Approach*

**Chuck Sandy**

Sun 9:00 317B T/U/A

*Integrating Three Types Of Models In Graduate  
Students' Academic Writing Instruction*

**Hao Xu**

Sun 10:25 319 U/A

*Lessons On Establishing Authentic Voice In  
Academic Writing*

**Ben McBride**

Sun 2:00 318B T/U/A

*This Is Just to Tell You ... (About Poetry,  
Projects, and Passion)*

**Chuck Sandy**

Sun 4:00 317A T/U/A

# 101 Presentations

## Classroom Management "101"

*From The Start: Classroom Dynamics*

**Paula Landers**

Sun 10:00 324 T/U/A

## Co-Teaching "101"

*Reducing Inter-Cultural Misunderstandings Between Teachers With Different Cultural Backgrounds*

**Jesse Balanyk**

Sat 3:30 318C Y/T

*Co-Creation Through Open Communication*

**Gordon Tyler Harry**

Sun 3:00 318C Y/T

## Inquiry-Based Learning "101"

*Deepening Content Knowledge Through Problem Based Learning In The ELL Classroom*

**Alex Monceaux**

Sat 4:30 318C T/U/A

## Lesson Planning "101"

*Implementing A Backward Design In The Korean EFL Context*

**Angie (Yuri) White**

Sat 1:30 323 Y/T

*Lesson Planning 101: Suggestions For Structuring Speaking Courses For Different Teaching Styles*

**Jean Adama**

Sat 2:30 318C T/A

*Effective Lesson Planning: Techniques & Strategies For A Dynamic Classroom*

**Alejandro Hernandez**

Sun 11:00 318C Y/T

*Lesson Planning 101 - The Importance of Engaging Learners and Activating New Knowledge*

**Allison Bill**

Sun 2:00 317A Y/T/U/A

*Lesson Plan 9 From Outer Space: Storytelling 101*

**Wayne Finley**

Sun 4:00 318C Y/T/U/A

## Communicative Language Learning "101"

*Centering The Writing Classroom On Communication*

**Tamara Roose**

Sat 9:00 319 T/U

*What Is Communicative Language Teaching?*

**Paulino Sanchez**

Sun 9:00 317C T/U/A

## Web Resources for Teachers "101"

*Spinning A Basic Web: 4 Tools To Enhance Your Students' Learning*

**Michael Free**

Sat 9:00 318C Y/T/U/A

*Spinning A Basic Web: 4 Tools To Enhance Your Students' Learning*

**George Settlemir**

Sat 9:00 318C Y/T/U/A

# **The 2015 KOTESOL International Conference**

## **Extended Summaries of Academic Presentations**

**Listed in order by Family Name of the Lead Presenter**

# Effective Classroom Management Tipology

**Matthew Anderson**

*Seoul National University, Seoul, South Korea*

## **Abstract**

This article provides an overview on effective classroom management and relative theories and strategies to implement into the classroom environment. It describes methods for enforcing and reinforcing classroom expectations and procedures that address problematic student behavior. It illustrates seating arrangements that enable optimal teacher-student interactions for certain lessons. The final segment offers 12 strategies for maintaining class control, preempting discipline. If executed properly, the techniques are proven to work efficiently in various learning contexts, including ESL/EFL.

## **I. Introduction**

“The ultimate goal of classroom management should not be on simple obedience, but on having students behave appropriately because they know it’s the right thing to do and because they can understand how their actions affect other people” (Hardin, 2008, p. 142). Classroom management refers to skills and techniques teachers employ to manage students’ behavior while facilitating their learning. Effective classroom management is essential to establishing and maintaining an orderly class. When a class is managed properly, effective teaching and productive learning occur. Teachers need to consistently practice and better their classroom management skills to attain and maintain the optimal instructing and learning atmosphere. The goal of this article is to provide teachers with an overview on effective classroom management and relative theories and strategies to implement into the classroom. This information is applicable to K-12 and higher education.

## **II. Understanding Students Needs**

The first step to developing an effective classroom management style is to be cognizant of and sensitive to students’ needs, thus understanding the motives and reasons for their behavior. For this to occur, teachers need to be vigilant of and knowledgeable in the following areas:

- A. Student Grade Level and Age
- B. Socioeconomic Background
- C. English Proficiency Level
- D. Disabilities
- E. Learning styles
- F. Physiological (e.g. nausea, fatigue)

## **III. Class Rules and Protocol**

Class rules are the backbone of effective classroom management. Without rules, order won’t exist in the classroom. Teachers should enforce behavioral expectations on the first day of classes and reinforce class standards on a regular basis. Teachers minimize misbehavior and maximize learning when students know what their teachers expect of them and do not tolerate. Reviewing rules and procedures with students regularly is an efficient way to ensure retainment. Moreover, displaying and keeping classroom rules visible is essential. Students need to know class procedures and a common protocol to follow; this will decrease the need for teachers to constantly explain and demonstrate what they want students to do.

## **IV. Class Arrangement**

The traditional classroom arrangements are table rows in K-12 and theater style in higher education. While this is the norm, other classroom arrangements may promote better student learning and classroom management for certain lessons.

- A. Horseshoes/U-shaped
- B. Circles/Squares/Rectangles
- C. Group tables
- D. Traditional Lecture/Theater style/Semi-circle arrangement
- E. Table Rows
- F. Assigned Seating

## **V. Classroom Management Strategies**

The following strategies will help teachers maintain class control, preempting discipline:

- A. Be mobile around the classroom
- B. Hold one-on-ones with disruptive students
- C. Positive reinforcement
- D. Teacher-centered vs. Student-centered Learning
- E. Establish rapport
- F. Reward system
- G. Avoid favoritism and promote equality
- H. Level-appropriate lessons, activities, and materials
- I. Clear, concise English
- J. Gestures
- K. Consistency with transitions in lessons
- L. Controlling student energy levels

## **VI. Discipline Methods and Procedures**

When disciplinary issues arise, it is wise to confront and handle them promptly and effectively. Disciplinary action plans are essential. Teachers should develop a plan and stick with it. Behavior contracts made between teachers and students are an efficient way to identify consequences for poor behavior (behavioral expectations and rewards for acceptable behavior should be included too). When administering discipline, teachers should always follow through with what they say they are going to do. They should never threaten students and should avoid shouting and displaying irate facial expressions. It is vital for teachers to be firm but fair and consistent when carrying out disciplinary actions. Further, they should use their support system in emergency situations.

## **VII. Conclusion**

Classroom management styles vary from teacher to teacher; however, common techniques and practices are shared. Teachers need to experiment constantly with methods to find which ones function best in their classroom and meet the needs of their students. The strategies portrayed in this article are merely suggestions to get you started; develop and administer strategies that you feel complacent and confident with. Most importantly, respect your students, and they will respect you. Understand their needs and teach to the best of your ability.

### **References**

Hardin, C. J. (2008). *Effective classroom management* (2nd ed). Upper Saddle River, NJ: Merrill Prentice Hall.

### **The Author**

***Matthew Anderson** has been teaching in Korea since 2010 and is currently an EOP instructor and head coordinator at the Foreign Language Education Center at Seoul National University. He began his ELT career working as a middle school teacher for the Busan Metropolitan City Office of Education. Thereafter, he worked as a lecturer and teacher trainer at Busan National University of Education and English Program in Korea (EPIK) where he successfully trained teachers in best instructional practices and effective classroom management. He has a BA in English and an MS in Educational Leadership and Administration.*

# Phonological Rules for L1 Voicing Applied to L2 Phonetics

**Atsushi Asai**

*Daido University, Nagoya, Japan*

## **Abstract**

The present study investigated the choice of a particular voiceless or voiced obstruent used by EFL learners in order to discuss a possible application of phonological rules in L1 to phonetic patterns in L2. Analyses reveal that those learners' answering patterns did not result from their feature preferences relative to phonetic variation either in L1 or in L2, but reflected a rule-based transfer between L1 phonology and L2 phonetics.

## **I. Background**

L1 phonology may influence the learning of L2 phonetics. Phonological awareness is important not only in listening and speaking (Wagner & Torgesen, 1987), but also in the development of reading skills, especially for children and conceivably for learners in later years (Dickinson & McCabe 2001; Lewkowicz, 1980; Muter *et al.*, 1997; Tunmer *et al.*, 1988). Some languages, for instance, Japanese, Chinese, and Korean, have a voice alternation or an allophonic variance on certain consonants word-internally. Those sound changes involve ideolectal and/or dialectal variations or chronological shifts. The present study did not plan to pursue the mechanism of phonological phenomena, but aimed to investigate the meta-conception of L2 sounds and to take a metalinguistic perspective on phonological transfer between L1 and L2 in the EFL classroom.

## **II. Investigation Method**

A paper-based survey was implemented to collect the data on phonological and phonetic meta-conceptions. The participants were 161 undergraduate EFL learners at two Japanese universities. First, they were asked to judge whether either [s] or [z] would be suitable in English for the word-final 's' letter in plural nouns, and whether either [ʃ] or [ʒ] would be suitable for the word-internal syllable-initial 's' letter in singular nouns that end with the nominal suffix 'sion.' Consequently, the likelihood of a voiceless or a voiced sound in Japanese was investigated for a word-internal fricative consonant on a 4-point scale in order to determine L1 phonological cognition. When a morpheme becomes the final-element of a word, the sound of the initial consonant can alter between the underlying orthographic [ʃ] and its voiced cognate [ʒ] according to *rendaku*, the sequential voicing process (e.g., Martin, 1952; Vance, 1987). In the present investigation design, one of the paired homophones relatively likely receives voicing, and the other unlikely does so.

## **III. Investigation Results**

The correlation coefficient in English between the number of choices of [z] for the word-final 's' and that for the word-internal syllable-initial 's' was 0.29. Next, the correlation coefficient between the number of choices of [z] for the more likely voiced morphemes, and that for the less likely voiced ones in Japanese was 0.56. Such a relatively strong correlation supports the ideas that the *rendaku* choice is lexically stable, and that its occurrence is psychologically real (e.g., Ohno, 2001; Vance, 1980).

The relationship in cognitive property between L1 and L2 refers to the correlation coefficients as summarized in Table 1. The morphemes that likely and unlikely receive *rendaku* voicing are abbreviated for high and low *rendaku*, respectively.

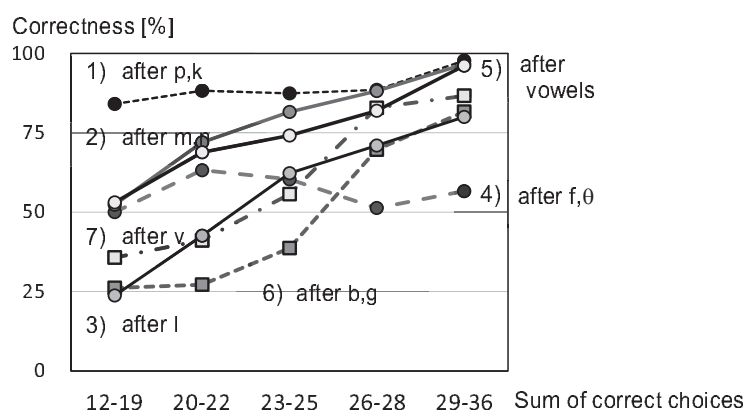
**Table 1. Correlations of voicing choice between Japanese and English**

	English word-final ‘s’		English syllable-initial ‘s’	
	No. of [z] choices	No. of right responses	No. of [ʒ] choices	No. of right responses
No. of [ʒ] choices of high <i>rendaku</i>	-0.06	-0.02	0.12	0.07
No. of [ʒ] choices of low <i>rendaku</i>	-0.14	-0.03	0.09	0.09

#### IV. Discussion

Those small degrees of correlation as seen in Table 1 might mean that L1 phonological cognition was not relevant to L2 phonemic awareness. However, we analyzed the participants’ responses by phonotactics according to the number of correct answers. Figure 1 shows the scores for answering the sound of the word-final ‘s’ letter. Smaller percentages were recorded in the case of the choice of [z] after /b/, /g/, or /v/ by the participants who obtained lower total scores. The increase in correct answers rightward in the graph indicates the dependence on L2 proficiency. On the other hand, the choice of [s] after /p/ or /k/ did not show that tendency because the sound sequence is not constricted by the Obligatory Contour Principle (Leben, 1973; McCarthy, 1986; Yip, 1988) on “distinctive voice” feature (Blevins, 1993; Hubers & Kooij, 1973; Rice, 1993). L1 phonology is applied to L2 phonetics under particular phonotactic conditions, and L2 learning effectively suppresses the phonological transfer.

In sum, L1 phonology relates to L2 phonetics. The sound structure in L1 influenced the phonetic knowledge in L2. The preferences for voicing are, on the other hand, independent from the internalization of underlying sounds in the speakers’ mental lexicon. Pedagogically, EFL educators can, thus, notice those linguistic characteristics of their learners, and allow the learners to become aware of the metalinguistic conceptions (Hakes, Evans, & Tunmer, 1980).



**Figure 1. Percentages for answering correctly for the sound of English word-final ‘s’**

#### References

References will appear in the Proceedings.

#### The Author

*Atsushi Asai* is teaches language processing and language cognition as an associate professor at Daido University, Nagoya, Japan. His research interests include morphological phonology. He can be reached at [asai@daido-it.ac.jp](mailto:asai@daido-it.ac.jp).



# Reducing Intercultural Misunderstandings between Teachers with Different Cultural Backgrounds

**Jesse Z. S. Balanyk**  
*Zayed University, Abu Dhabi, U.A.E.*

## **Abstract**

When misunderstandings arise between teachers with different cultural backgrounds they are often attributed to ‘cultural differences’, an ill-defined concept which relies on essentialized notions of culture. This presentation will present a model of how these misunderstandings can be understood and overcome. Participants will complete exercises that will help them reflectively examine their own personal educational discourse and build an awareness of the educational discourses of others.

## **I. Culture and Discourse**

Descriptions of ‘cultural differences’ often rely on an essentialized conception of culture, which is not directly based on empirical evidence or sound theory. Dwight Atkinson (1999), describes two uses of the term “culture” that are relevant to ELT: 1) the received view of culture that sees culture(s) as “geographically distinct entities, as relatively unchanging and homogenous, and as all-encompassing systems of rules or norms that substantially determine personal behavior” and 2) nonstandard views of culture which have been influenced by postmodernist thought and have been used to call into question more traditional views of culture (p. 626–627). Ryuko Kubota (1999) criticizes essentialized representations of culture represented by the received view of culture. Instead of following the received view of culture, Kubota (1999) argues for treating culture as a discursive formation. In so doing Kubota (1999) argues that a “rethinking of the taken-for-granted cultural differences can be informed by the perspectives of poststructuralist and postcolonial critique” (p.10). Kubota (1999) goes on to argue, “in these perspectives, a certain culture is not a monolithic, fixed, neutral or objective” (p.11). Kubota (1999) goes on to argue “this understanding of the discursive nature of the knowledge of cultural differences questions the oversimplified generalizations of language and culture that appear in the recent applied linguistics literature” (p.11). Following Ryuko Kubota’s lead this presentation aims to illustrate how ‘cultural differences’ are actually manifestations of discursive differences and, by doing so, avoids employing the received view of culture when describing intercultural misunderstandings. Unlike culture in the received view, discourse can be used to explain how people with different cultural backgrounds actually understand the world in very different ways and can lead to intercultural misunderstandings.

Discourse, in the Foucaultian sense, is a set of unconscious understandings of the world that shape people’s perception of the world around them. Discourse, in this view, is not two people talking; it is a set of interrelated formations that substantially determine how people see the world and how they represent the world to themselves. Because discourse is a social construct, it varies between different cultural groups. In essence, people with different cultural backgrounds decode and understand the world in different ways. In a very real sense people who possess different discourses live in different worlds. Co-teachers with different cultural backgrounds possess different discourses and therefore use different frameworks to decode their shared educational environment. Therefore, even when two teachers share the same classroom as in co-teaching, they’re actually simultaneously experiencing different realities. This presentation will examine how the various elements of discourse differ between teachers with different cultural backgrounds and how discursive differences can result in intercultural misunderstandings. More importantly, participants will begin to examine their own educational discourse, the discourse of their co-teacher(s) and begin to build a discursive passing theory, which can help to reduce intercultural misunderstandings.

## **II. Discursive Formations**

According to Foucault (1972), discourse is formed of four interrelated elements which Foucault terms discursive formations. The four discursive formations outlined by Foucault are: *objects, enunciative modalities,*

*concepts* and *strategies*. This presentation will primarily deal with to discursive *objects*. Nonetheless, a very brief explanation off all four elements is provided here.

#### **A. Objects**

According to Foucault (1972), the objects that people evoke when making statements are defined by the discourse from within which that person is speaking (p. 44). In other words, the words people use are not simple referents pointing to a universally understood thing. Therefore, when one uses a particular word that person is in fact highlighting subtle traits and aspects of the object that are unique to the specific discourse from within which the speaker is speaking. This means that it is possible for something to share the same word as a label but nonetheless refer to different objects with different traits within different discourses. For example, let's examine the word "student". On one level this word can be understood as a simple referent that refers to something like "a person who attends a school for the purpose of learning". However, this definition only presents a surface meaning of the word and doesn't give any hint about the subtle opinions and ideas that both the speaker and the perceiver share about the discursive object of 'student'. The Korean English teachers in my 2009 study tended to think of the object 'student' in a holistic manner that seemed to be more similar to the connotation of the word "youth" in English (Balanyk, 2009). On the other hand, the native-speaking English teachers in my study tended to understand the object of 'student' as limited to a person who is engaged in the process of teaching and learning within a classroom.

#### **B. Enunciative Modalities**

Enunciative modalities are discursively-defined positions from which one can speak with authority on a particular topic. In the medical arena the doctor is defined as the ultimate source of medical truth and authority in relation to patients. In educational discourse teachers have authority with relation to both their subject matter and also to educational matters in general. It is important to note in a co-teaching situation both teachers can make the same claim to authority. This is significant because unlike the difference disparity in authority between doctors and patients in co-teaching one teacher does not necessarily possess greater authority than the other. That means that when misunderstandings occur between co-teachers one teacher may not automatically defer to the other.

#### **C. Concepts**

According to Foucault (1972), within discourses concepts define how discursive formations relate to each other (p. 60). People unconsciously employ the concepts that are provided by the discourse from within which one is speaking (p. 60). For example, a concept defines how 'teaching' and 'learning' are understood to relate to one another in educational discourse. As with 'students' concepts can differ between educational discourses. In the case of the objects 'teaching' and 'learning', I noted a very interesting difference between Korean English teachers and native-speaking English teachers. For Korean English teachers 'teaching' and 'learning' were inseparable and dependent whereas for native-speaking English teachers 'teaching' and 'learning' were separate and not necessarily related. This difference leads to differing views on how best to teach in the classroom.

#### **D. Strategies**

Strategies are particular organizations of the other discursive formations. Within one discourse there may be multiple strategies. The concept of strategies is not directly applicable to this presentation but it can be used to explain why the opinions of teachers who share a particular discourse may in fact differ with regard to particular aspects of education. That is not all Korean Teachers share the same opinions, even though they may share the same discourse. This highlights an important point, discourses, unlike culture in the received view, are not hegemonic. Discourses do substantially determine how people perceive the world. However, just because two people may share a discourse doesn't mean that they will agree about everything or see everything in the same way. Discourses are necessarily nuanced, multifaceted and dynamic.

### **III. Discursive Passing Theory**

Chomsky (2000) argues that in linguistic interactions, individuals unconsciously create a *passing theory* that relates linguistic input to one's internal language, or I-language. When no differences are expected between the speaker's internal language and the perceiver's internal language a null passing theory is created which relates what the speaker says directly to how the listener understands those words (Chomsky, 2000). However when one interlocutor perceives there is a difference between the speaker's I-language and his or her own the perceiver automatically constructs a passing theory to relate the speaker's I-language to his or her own, thus permitting comprehensibility (Chomsky, 2000).

This presentation will help participants develop a discursive passing theory. Creating discursive passing theories is somewhat more challenging than linguistic passing theories because the words used by both interlocutors may be the same but their underlying meaning may differ. When teachers are unaware of how discourse shapes their understanding of their shared educational environment they will by default apply a null passing theory and assume that their co-teachers shares the same understanding of the objects to which they are referring. However, teachers with different cultural backgrounds likely possess different discourses and therefore do not understand their shared educational environment in the same way. In such a situation the development of a discursive passing theory can reduce intercultural misunderstandings.

Unlike in linguistic interactions, the formation of a discursive passing theory must be actively and consciously created. When entering a situation where intercultural miscommunications are possible, such as in co-teaching, the individual's must be aware of the possibility of discursive difference. After recognizing the possibility of discursive difference one must then pay close attention to instances where the other's perception of the situation differs from one's own. When such an example is identified it is advisable to enter into an open dialogue with the other with the goal of illuminating the salient discursive objects, concepts or strategies that are relevant as well as identifying the particular discursive differences. Finally, in order to foster greater communication between teachers these individual instances should be actively assembled into a cohesive passing theory that can reduce misunderstandings between the two parties. This process requires ongoing dialogue and negotiation of meaning and will be most effect when engaged in actively and consciously by both parties.

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# Speed Dating English: One Topic, Many Partners

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## **Abstract**

This is conversation-based learning. There is no role playing, presentations or in-class language instruction. Instructions and feedback are sent by email. Given a personally-relevant topic (Me), students are tricked into speaking. Given many partners (speed dating), students are tricked into speaking a lot. One topic and many partners provides focus and repetition. The bigger the class, the better. If ability is the goal, repetition is the method. Speed dating.

## **I. Introduction: the WHY**

My goal is to change your mindset. The HOW of speed dating is easy. How do you lose weight? Easy. Eat less. But unless the mindset is changed, nothing is changed. Therefore, I emphasize the WHY of speed dating.

The WHY of speed dating is answered with these three questions:

1. **Is speaking ability important?** Yes. Speaking ability is how you get a job. It's how you get through customs at the airport. Sports announcers are not the best former athletes; they are former athletes who are the best speakers.

2. **Is speaking ability an academic skill?** Yes. The ability to express yourself clearly and confidently is both an academic and a life skill. Success in life does not depend on how much you know; it depends on how well you can express what you know.

3. **Can English ability be increased without increasing English language knowledge?** Yes, absolutely YES. If English language knowledge increased speaking ability, then the best English speakers in the world would be Koreans with PhDs in English, and they are not.

After 19 years of hearing very smart university freshmen with 10 years of English education say "My brother, she is in army," I am jaded over the beneficial effects of English language instruction for improving speaking ability. The orthodox response is, "Well, they would not make that mistake on a written test, otherwise they would not be admitted to a university." Precisely. Ten years of English education and a 50-50 chance (flipping a coin) did not give them the speaking ability to get *he* and *she* correct.

Most Korean and Japanese university freshmen are advanced students, but beginner speakers. What they require is the same thing that a first-time ice skater requires: step aside and let them go. A first time ice skater will show dramatic improvement after only an hour or two. And a beginning speaker will likewise show dramatic improvement in one semester if teachers just step aside and let them speak. Last semester my freshmen students had an average of 52% improvement in speaking ability. Are they great speakers? No. But they are vastly improved speakers. This presentation explains how their improvement came to pass.

## **II. Conversation-based learning: the HOW**

This is conversation-based learning. Conversation is the unit of integration and internalization. There is no in-class language instruction. That is what the book is for, and they do the book at home (flipped learning). Any instructions for class or feedback from class are sent by email. Conversation is the class and the test. Here is why conversation is by far the best classroom activity:

1. It is personally relevant.
2. Instructions are needed only once.
3. Each student speaks 50% of the time.
4. The odds are 50-50 that a student's partner is a better speaker.
5. Better speakers are a source of both model behavior and language input.

In short, the greatest good for the greatest amount of students comes from the greatest amount of speaking.

**What about instruction?** That's called 'a book' and they do it for homework. Most books contain audio CDs so students can practice pronunciation at will. Valuable class time is not used on anything that can be done at home. In short, the class is for student conversations. All language input is displaced outside the classroom. Language instruction in the classroom is an absolute evil because it usurps valuable speaking time. The greatest good for the greatest number of students comes from the greatest amount of speaking.

**What about mistakes?** The more the better. A student saying perfectly "I'm fine, and you?" has improved nothing. Mistakes mean they have wandered outside their comfort zone to communicate – which is all to the good. A student who asks "What did you ate?" communicated. They stitched together words in real time to keep the conversation going. It is not a grammar class, it's a communicative class – and they communicated. A figure skater who never fell down is not a very good figure skater.

**What about class size?** Bigger is better. Classes smaller than 15 students lack the variety and energy needed. More variety enables more repetition, and more repetition means more improvement. Bigger classes mean there are more speakers who are better than you, and more students of similar ability. For improving a skill, repetition is the key, and bigger classes enable more repetition.

### III. Placement test

**How can you improve their ability if you don't know their ability?** This is a 17-minute, multiple choice, listening test. Thus, it is practical, easy to give and grade, and very accurate. It measures micro skills that accurately predict the macro skill of speaking. It measures familiarity with English. Simply put, students who are good at prepositions (at, in, on), duration (for, since, during) and the sound of English (light-right, bat-bet, pad-fad, chew-zoo) are better speakers.

Any English test will delineate English ability, especially in classes with a wide spread of ability. This test is simple (just push PLAY), quick and accurate. However, the game changer is in how the test can fundamentally improve your teaching. Because you know their ability on the first day of class, the rest of the semester can be spent on improving ability rather than determining it. This changes everything. Your course and grading can be improvement-based rather than grammar-based.

Crucially, you do not have to waste midterm and final weeks on grammar-based tests to determine ability and provide grade spread. Such tests measure knowledge and cramming ability, not speaking ability.

### IV. Speed dating

My energies do not go into grammar; my energies go into arranging the maximum variety of new partners. Thus, in a typical class students walk in, put their phone on the desk attendance sheet, look up at the board and find their seating and partner. I have class twice a week - one hour on Tuesday and two hours on Thursday - but for example purposes I will use a two-hour class.

**First hour** - The first class is 7-minute speed dating. Students sit in pairs and switch partners every seven minutes. Students master the basics with five to seven different partners. They get better and smoother at asking and answering the basic questions in the topic: *What is your major? How do you get to school? How many hours are you taking?* I want them going over the basics over and over to master them.

**Second hour** - Usually pair speed dating is repeated (with different partners). Also three-person, 15-minute conversations are used. These have more energy and variety, and this is balanced against the fact that students are speaking one-third of the time instead of one-half the time. In this second hour, to increase interest, students extend their conversations to include the more advanced questions.

### V. Wide-spread grades based on improvement

The more homework students do, the more prepared they are to speak and the more their speaking improves. The homework I use is speaking preparation. Students are given examples and then they write what they will say and talk about what they wrote. Their speaking gets longer as they transition to answering conversation questions in academic format: *Last weekend was awesome because of 1, 2, 3. My father is too strict because 1, 2, 3. I chose my major because of 1, 2, 3.* Specific examples make any conversation academic. As they say, all politics is local and all conversation is personal.

While students are doing an alternate conversation activity I gather their books and count how many pages of homework they did. I do not look at quality (subjective); I count quantity (objective). Counting homework gives me a 60 to 70-point spread, from about 100 to 40. Those are transparent, objective, wide-spread grades. The more homework students do, the more they improve, so this is improvement-based grading.

In short, homework grades force students to do the book at home, prepare them for speaking, and provide wide-spread grades.

### VI. Conversation test

A lot of speaking requires a way to test a lot of speaking, and thus we have a conversation test. The conversation test is not part of the class; the class is built around the test. A math class has a math test, a history class a history test, and a conversation class must have a conversation test.

The test is simple: groups of three students have a 17-minute conversation about topics covered in their class. The test is recorded and students transcribe their speech. Using MS Word, the number of words each student spoke and the number of times they spoke is calculated and recorded by the student. From the transcribing activity, the students received extensive personal feedback and the teacher gets objective grading data. With a simple comparison of midterm and final test data, teachers can precisely measure students' improvement. This test both measures and improves speaking ability. And students do all the work.

Transcribing is the new mirror. For the same reason that every ballet studio and health club has mirrors, every speaking test should use transcription: self-monitoring and self-correction feedback. Transcribing measures how much students do, not how much they do wrong. Now teachers can directly and objectively measure speaking ability rather than indirectly and subjectively measuring the sub-components.

## VII. Improvement

Last semester there were three conversation tests, on weeks 4, 8 and 14. Every student had two different partners on each test, for a total of six different partners. Each student listed their total number of words spoken and average length of utterance on the top of their test transcripts. I entered the data on Excel, and then with a few keystrokes Excel calculated the improvement from the first and third test. The average total words increased 17%. Students were speaking more because they had fewer and shorter pauses. The average words per utterance increased 102%. Students were speaking in longer and smoother utterances. That is an average improvement of 52%.

Does improvement on these two objective measures represent real improvement? Yes. If a runner or swimmer goes 30% faster (something that is easy to measure), they are better. It is logical that the sub-components of running and swimming (muscular, physiological), which are difficult or impossible to measure, have also improved. Likewise, the difficult-to-measure sub-components (intonation, pronunciation, listening comprehension, etc.) of speaking have also improved. Are these students great speakers? No. However, their speaking DID improve 52%.

In short, the first conversation test measures their ability and the second test measures their improvement. Students get repetitive practice from speed dating and error correction and feedback from the conversation tests. What does the teacher do in class? As little as possible. If the teacher is talking, students are not.

## VIII. Final grades

What about grading? The homework checks give a grade spread of usually 50 points (preparation). The conversation tests also usually give a grade spread of 50 points (ability). (Often it is necessary to give everyone a morale-boosting A+ on the final conversation test to bring the final grades up.) What about improvement? Compare the midterm and final test data and you will get guaranteed improvement increases between 25% to 50%. It's guaranteed because they are beginning speakers, and beginners who do a lot improve a lot.

## IX. Conclusion

Higher education means the ability to summarize and then express what you learned in your own words. There's the rub. Without conversational ability, they have not their own words. That is our job – to give them the ability to express themselves in their own words. Thus, conversational ability is not lowly casual but highly academic. In sum, speaking ability is important, it's academic, and it can be improved without increasing English language knowledge.

Speed dating should not be an occasional rewarding classroom activity. Speed dating should be the class activity and the reward is improved speaking ability. The ultimate goal of a 10-year English education should not be to pass one last test; it is speaking ability. Here is how to get students speaking, test their ability, and measure their improvement. Speed dating.

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# Academic Writing, Promoting Speaking Listening Reading and Critical Thinking

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## **Abstract**

Instead of overwhelming ESL students with directions, by giving them tools they need for academic writing they can cultivate their own critical thinking. Using four different techniques to develop the critical thinking skills of factual, insightful, rational, and evaluative thinking, ESL students in pairs or small groups will engage in survey activity, data analysis, conducting research, and finally, writing an academic essay.

## **I. Introduction**

Academic writing and critical thinking skills are the most challenging areas for ESL students. Not only do they have language barriers such as lack of academic vocabulary and complex sentence structures to deliver more sophisticated ideas, typical ESL students do not yet have the ability to think for themselves. Hence, when these ESL students face the task of academic writing, they do not know what to do or how to develop their academic skills. By introducing academic writing in pairs or groups in the beginning and by empowering students with tools, teachers can provide a safe environment to develop critical thinking skills and the daunting task of writing academically can be less intimidating and enjoyable. In this presentation, teachers will learn step by step how to develop a 2-week writing project for students with academic purposes and how to incorporate speaking, listening, reading, and writing in an ESL writing class.

## **II. Background**

ESL students in general have a hard time with critical thinking, which is an essential part of academic writing. Typically, student comments about academic writing and critical thinking skills resonate with “difficult” or “boring” but combining different areas of academic skills can be fun and exciting if the students play an active role and participate using their own interests.

In her TESOL president’s blog, *Questioning Techniques to Engage Students in Critical Thinking* (2014), Dr. Yulin Sun summarized four areas of thinking to cultivate critical thinking skills in ESL students including factual, insightful, rational, and evaluative thinking. For example, students question themselves about what facts are, what those facts mean, how they are related, and why they are important. Using these techniques, teachers can create a writing project based on students’ interests and guide them through a group writing project.

From another perspective, according to *Think On* (2013), a student that exhibits critical thinking will demonstrate the following behaviors: 1. Investigate and evaluate multiple sources of information, 2. Recognize perspectives, assumptions, and biases, 3. Synthesize the information received from various sources, 4. Analyze information, and 5. Communicate conclusions. This research and writing project requires students to demonstrate every one of these critical thinking behaviors.

## **III. Implementation**

To begin, students in pairs or small groups choose their own interest area within the topic given by their teacher and then create a survey. Each group will independently decide which sub-topic they choose and later share their outcomes with other the groups in class. By gathering information through their survey, students will

develop factual and insightful thinking. Then students analyze their collected data and draw rational conclusions. Using evaluative thinking, the last technique for developing critical thinking, students write a five paragraph group essay using the writing process and peer-editing. The teachers' role in this project will be choosing members for each group based on culture, academic skills, and gender, providing general topics and guiding through the research and writing process. Every step of this project is based on the student group's decisions.

As an example, the teacher could assign the general topic of education. One group might choose to learn about grading systems in American universities. This group would create a survey of questions about the topic, perhaps questions about how professors assign grades, course requirements for grades, etc. The student group would then take the survey and interview fellow students (Critical Thinking: Analyze information). After gathering the information in the interviews, the ESL student group would then find two additional sources of information about the topic to which to compare their findings. The data from these interviews and the additional sources would form the basis for their paper (Critical Thinking: Investigate and evaluate multiple sources of information; Recognize perspectives, assumptions, and biases). Each student would be responsible to write approximately two to three paragraphs in the final essay, an amount that is not overwhelming to relatively new learners. The students would edit the paragraphs from the other members of their group and bring the material together into a single coherent essay (Critical Thinking: Synthesize information from various sources; Communicate conclusions).

#### **IV. Observation and Conclusion**

Before the actual final writing, students have to use all areas of English such as speaking, listening, and reading to communicate in their group as well as finding the additional sources. By choosing a single topic to be shared by multiple students that use different languages, students must use English to interact both inside and outside the classroom. In order to create survey questions together, they have to come up with ideas together and reach an agreement. After that, they have to do research about their topic and read articles to explain what they found through their survey. Throughout the process, students practice all of the skills that form the foundation of critical thinking.

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***Eun-Jung (EJ) Brown** was born in Seoul, Korea and graduated from Kyung Hee University with a BA in English Education in 1991. After 6 years of teaching EFL in Seoul, she went to America to learn and teach "real English". EJ got her Master's degree in TESOL from the State University of New York at Stony Brook in 1998. After teaching ESL at Missouri State University for 2 years, she moved to Texas and has been teaching for 10 years at the ELI at the University of Texas at Arlington as a senior instructor. She has published 11 books about how to have fun while learning English through YBM, LogIn, and NewRunin Korea, and 4 of her books have been translated in China and Taiwan.*



# Critical Thinking, Questioning and Student Engagement in Korean University English Courses

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## **Abstract**

The paper explores the viability of higher-level questioning in student-centered activities to elevate critical thinking and increase student engagement among Korean English majors. The researcher sought to overcome a student reluctance to speak commonly associated with sociocultural influences in East Asian classrooms. Findings revealed that despite cultural and institutional factors, Korean students often overcome these obstacles and exhibit critical thinking when challenged to do so in communicative activities.

## **I. Introduction**

Educators in South Korea often acknowledge the challenges associated with implementing student-centered learning activities in Korean classrooms. Active learning approaches involving activities such as discussion or debate are considered likely to fail in an East Asian context (Shin & Crookes, 2005). Korean students are often uncomfortable with communicative tasks where they are expected to think critically and share original ideas with classmates and teachers in non-traditional classroom settings (Choi & Rhee, 2013; Lee & Sriraman, 2013; Ramos, 2014c). Many see this as the result of several institutional and sociocultural factors, including an emphasis on rote learning for exam preparation, a tendency toward teacher-centered lessons, and a group-oriented, authority-reverent culture traditionally influenced by Confucian ideals (Cho, 2004; Kim, 2012; Ramos, 2014c; Seth, 2002). Beginning in the late 1990s, the Korean Ministry of Education (MOE) instituted policies to overhaul the curriculum to emphasize problem-solving, creativity, higher-order thinking skills, and student-centered approaches (Chang, 2009; Kim, 2003). Despite these changes however, what the MOE calls for in theory rarely occurs in practice as teacher-dominated classrooms remain common in Korea (Choi & Park, 2013; Kim, 2003; Kim, 2012; Lee, Lee, Makara, Fishman, & Hong, 2014; Lee & Sriraman, 2013; Ramos, 2014c). This study sought to engage Korean students in communicative, critical thinking (CT) activities, challenging them to overcome sociocultural influences and take an active role in the classroom.

This paper represents research conducted in a Korean university English language and literature department that explored whether the use of higher-order questions targeting the upper levels of Bloom's Revised Taxonomy (Krathwohl, 2002) during structured, small-group discussions could be effective in engaging Korean students in CT activities. The study was guided by the following research questions: 1) Will carefully-crafted higher-order questions targeting the highest levels of Bloom's Taxonomy elicit improved CT from Korean students in group discussions? 2) Will such questions produce higher levels of engagement among students? 3) Can Korean students of English design effective higher-order questions that lead to increased engagement and improved CT? 4) Are meaningful results achieved using higher-order questioning in group discussions with students at all levels of English ability?

## **II. Critical Thinking**

### **A. Definition**

Most definitions of CT involve an ability related to assessing, judging, or evaluating a given problem or topic, as well as evaluating your own reasoning. Paul (1990) stressed that CT is "thinking about your thinking while you're thinking in order to make your thinking better" (p. 91). He also emphasized the importance of thinking that entails self-improvement and the incorporation of standards for assessing thinking. (p.141). Ennis

(1998) referred to CT as “thinking that is reasonable and reflective, and is focused on deciding what to believe and do” (p. 16). The activities implemented in this study challenged students to develop and utilize these abilities of reason and assessment.

### **B. CT in an East Asian Context**

As the merits of CT become more and more recognized in the educational community, teachers naturally explore its viability in the language classroom, and researchers often endorse it as being important to language acquisition (Rashid & Hashim, 2008; Shin & Crookes, 2005). Despite such endorsements, debate exists in the literature concerning the incorporation of CT teaching approaches in East Asian classrooms. Critics often cite the sociocultural influences discussed above as factors when identifying such instruction as problematic (McGuire, 2007), sometimes taking the extreme position that Asian students may be too culturally different to engage it (Atkinson, 1997; Nisbett, Peng, Choi, & Norenzayan, 2001). Although some scholars have questioned the practicality of CT in Korean and East Asian classrooms, however, several others have argued and even successfully demonstrated that CT teaching approaches are applicable in these contexts (Davidson & Dunham, 1997; Riasati & Mollaei, 2012; Shin & Crookes, 2005; Stapleton, 2001). This paper aligns with the latter views, and its findings similarly support CT instruction in Korean classrooms.

## **III. Results**

There were 27 observed group conversations yielding 193 transcribed student responses that were collected over three class sessions in each of three course sections. All responses were assessed and scored by the researcher according to a 4-point rubric adapted from Bloom’s Revised Taxonomy (Krathwohl, 2002). With 95 of the responses being evaluated as limited or poor (scoring a 2 or 1 on the rubric), it is clear that there were students that struggled with these activities. The evidence gathered through observations, surveys, and a focus group discussion suggests that much of the difficulty is attributable to limited language proficiency as well as the sociocultural factors outlined above. Students consistently reported, in both formal and informal testimonials, that they were rarely challenged to ask questions, share opinions, and think critically in the classroom at any educational level, and that this reality served as an inhibitor during this study. Despite these limitations, however, the data indicates that many students flourished, successfully demonstrating an ability to engage in meaningful, real-world conversations, think critically, and create knowledge. More than half of all responses were evaluated as at least adequately demonstrating critical thinking skills (a score of 3 or 4), and of the four scoring categories, there were fewer “poor” responses (a score of 1) than any other category. It is encouraging that a majority of participants successfully engaged in student-centered activities requiring them to respond to higher-level questions and think critically, a result that contradicts the suggestion that such activities are incompatible with East Asian education due to cultural and institutional factors.

## **IV. Conclusion**

The findings in this study confirm that obstacles associated with sociocultural influences in the classroom do, in fact, exist. It was also determined that the activities were not compatible with EFL students below the intermediate level of English proficiency. Yet, while debate persists over the viability of CT in Korean classrooms, one thing was evident: Korean university students excel in these activities when challenged to do so. There were many examples of quality, critical responses to higher-level questions; there were many examples of students actively engaged in student-centered learning activities; and there were many examples of student success. Although some students struggled in the present study for the variety of reasons discussed above, the majority of participants succeeded, and many of those excelled.

Further study of Korean students and critical thinking instruction in both EFL and native-language settings, as well as further surveys gauging student attitudes toward active learning approaches, could provide a more solid understanding of the efficacy of these methods in Korean classrooms.

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# Why is an English Professor Here, And Can/Should Literature Be Taught?

**Ken Eckert**

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## **Abstract**

This is a condensed summary of the KOTESOL presentation given October 2015. Details and the full presentation PPT may be accessed for reference at <http://keneckert.com/kotesol>. The purpose of the presentation is to encourage the teaching of literature as a content subject in Korean English settings, and to advise on possible course implementations and text selections.

## **I. Why Should Instructors Teach English?**

The improvement of native-Korean public school teaching of English is slow but will inevitably reduce demand for foreign ESL/EFL institute teachers and general freshman conversation English instructors in Korea. Maximally, professorship employment for the teaching of English literature is a possible and viable career path; at median, graduate work in literature or composition/rhetoric may be a useful qualification for survey lit/writing classes as an alternative to MA-TESOL credentials; minimally, the ability to teach literature may be an added instruction skill for ESL/EFL teachers. English Literature is thus here an *overlapping* and complementary discipline with Second Language Acquisition.

## **II. Why Should Students Learn English?**

While many young-adult Korean students are unaccustomed and resistant to reading for pleasure, at a class level literature provides useful content matter for English language acquisition or other language goals through its application to conversation, presentation, and writing activities, as opposed to canned dialogues or discussion topics. Intellectually, studying and discussing literature improves critical thinking and problem-solving skills as part of a broader humanities education.

## **III. How Can Literature Teaching be Implemented?**

In the author's experience, setting up literature instruction requires addressing three key variables: gauging administrative support; the instructor's ability to mandate and evaluate reading within the course structure; and gauging student English proficiency for the readings. An apathetic or hostile administration combined with initial student opposition will quickly sink any literature teaching. Assuming it is doable, three possible teaching scenarios are addressed.

### **A. High-Motivation, High-Fluency (e.g. English Majors)**

Students who have a subject-oriented motivation and ability for English literature might be assigned novel-length works in courses designed around conceptual themes (e.g. Modernism), genre (poetry, Shakespeare) or time period (20<sup>th</sup> century). Typically such courses involve a heavy lecture component with course activities and evaluation centered on presentations, blog writing, and papers. Interpretations of these works may involve some light critical theory such as historical or biographical as well as formalist readings. More abstract or 'edgy' readings (deconstructionism, queer studies) may not be practicable.

As a concrete matter, Korean students seem to handle 3-4 novel-length works per semester course. Popular literature subjects tend to involve strong narrative movements of love, survival, success, or murder: e.g. *Dubliners*; *Great Gatsby*; *Bridget Jones' Diary*; *Brave New World*; *Picture of Dorian Grey*; *Lord of the Flies*.

Unpopular literature works usually feature antiquated or dialectal language (modernized Chaucer, *Pride and Prejudice*, *Grapes of Wrath*), or culturally-specific humor (*Hitch-Hiker's Guide to the Galaxy*). In this case students will inevitably resort to movie versions, at best. Korean university students do respond very positively to Shakespeare plays (perhaps due both to their strong themes and to their prestige), assuming language modernizations are available, and to *Harry Potter*.

Again, some works with adult themes or sexual language (*Hamlet*, *Bridget Jones*, *White Teeth*) should be considered only with clear or at least tacit administrative backing.

### **B. Medium-Motivation, Medium-Fluency (e.g. Mandatory Survey or Writing Courses)**

Here another practical question in arranging literature teaching in general courses is whether texts may be assigned, or if reading in class is necessary; that is, does the instructor have sufficient leverage to mandate students reading and possibly buying of texts? If readings must by bitter experience be done in class, this will impact text length. Recommended class activities might include reading/discussing short stories, poems, novel excerpts (e.g. individual stories from *Dubliners*, such as "Araby"), or individual scenes from Shakespeare; this might allow English speaking/writing projects such as short performance, presentations, or writing activities explaining or describing narratives or characters.

Because most poetry is easily read within one class period (barring *The Waste Land*), poetry is also an excellent means of giving content structure to language instruction or applied activities. Again, Shakespearean sonnets are popular and might be utilized for presentations or group projects, such as writing original sonnets within the formal Elizabethan sonnet structure.

### **C. Low-Motivation, Low-Fluency (e.g. Mandatory Freshman Conversation or Hogwan Situations)**

Here outside-class readings are likely out of the question, as students may lack motivation or a standard semester-based attendance or grading structure—that is, they may have month-to-month or other casual or ungraded arrangements. As well, texts must be easy enough for students to understand and describe. Here also, brief short stories may be possible, but poems may be more readable within the time confines of a class meeting. Poems which are popular might include contemporary works ("Do not go gentle into that good night") or 'picture' poems (E.E. Cummings, Lewis Carroll), which offer visual and more-language independent clues toward interpretation.

## **IV. Conclusion**

The use of English novels, plays, stories, and poems in providing content in second-language acquisition learning environments, or as a direct lecture subject in literature/composition classes, may both provide an additional career path for educators in Korea as well as a helpful structure for building higher-order thinking abilities and communication/writing skills. The implementation of literature teaching, however, requires diplomatic and pedagogical awareness of administrative or student support, as well as a calculation of student abilities and motivation levels. Finally, text selection which matches these variables is key to effective student engagement.

### **The Author**

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# A 'Global Model' Model of English's Development and Use

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## **Abstract**

In order to assist teachers and students with learning and using English more confidently, this presentation introduces a 'Global Model' of English. The model arranges users and varieties in three dimensions in a dynamic way that is more beneficial than prior models. It is intended to help break the hegemony of historically popular but contextually disconnected English varieties and focus users on the importance of using English for international communication.

## **I. Introduction – Prior Models**

One of the main criticisms of prior models of English was their potential to privilege certain varieties of English as being either the implicit, or explicit, source of 'correct' or 'proper' English. Early models such as Peter Strevens's 1980 'Map-and-Branch' and Braj Kachru's 1985 'Three Circles' placed British and American English as the root/center of all other variants. These criticisms were dealt with in the 1987 McArthur and 1988 Gollach models (McArthur, 2002) that presented varieties as equidistant from each other, arrayed around a central hub. This privileged no single variety; however, these models were still geographically based, meaning that the title given to the variety was related strictly to their location. Such an array did not account for variation in individual users' performance, nor for what have been termed 'transcultural blends' (Pennycook, 2003; Lee, 2004; Chan, 2009) that can occur in highly contextualized interactions.

In fact, the development of modeling to this point has been overtaken by innovations in linguistic analysis, particularly in relation to regionalized language varieties. The academic resistance to linguistic imperialism and the commentary on the hegemony of native speaker English that arguably began with Kachru's "White man's burden" in 1976 and continues to this day, particularly in relation to EFL countries (for examples, see Tsuda, 2008; Kubota, 2011), requires a better focused model of English that can take into account newly appreciated aspects of a globalized language.

## **II. Criteria For Accurate Modeling**

We believe that for models to be useful to students, educators and policy makers, they must be able to meet certain minimum criteria. They must represent the location, the users, their varieties, the circumstances of the interaction and the relative proficiencies of the interlocutors. English can no longer be described geographically as its reach is global, not to mention that numerous interactions take place in the transnational and nonspatial realm of the internet. Furthermore users themselves are likely to reside, both linguistically and physically, in contact zones (Pratt, 1991) that cross political and economic borders.

More recent models of English, such as those of Modiano (1999), Yano (2001), Park and Wee (2009), and Pung (2009) all highlight the necessity of dynamic representation of user activity for accurate modeling. Users seek to make themselves understood, which often requires linguistic alteration (movement) to meet their prevailing communicative needs—so, a useful model needs to be able to account for this. These efforts, some might say choices, are reflected in the movement represented by Schneider's Dynamic Model of English (2007), which arrays the varieties of English as they develop from user performance through to standards capable of replication. Any new model must be both dynamic and able to represent the complexities of contemporary language use, though if the model is to be practically useful, it also needs to remain easily graspable.

### **III. The Global Model**

The global model of English (2013) is presented here for the purposes of discussing its potential effect on the sociolinguistic landscape of English use and learning in non-native contexts. The model is designed to represent the reality of English language use globally and therefore empower the use of the language for the purposes of intercultural communication, not the privileging of geographically irrelevant standards. English, being a language of the world, should be thought of as such, and represented as a language of common interaction, not tethered by its history to a small group of donor countries.

The global model arrays both users and varieties of English on the same map. It is visualized as a sphere roughly akin to the Earth globe, with strictly regional dialects corresponding to their geophysical position. Users who are generally unable to modulate their speech (and thus are proficient communicators only with people from the same local variety) are visualized as stuck in their singular location on the outer surface. Just below the surface are regional varieties, creoles, etc., that represent varieties that allow a wider number of interactions across a wider number of people. Users who are capable of effectively utilizing multiple varieties are visualized as being able to move throughout the matching three dimensional space—the more proficient the user, the farther and more easily she is able to travel through the map. Thus a user's three dimensional projection is increased not only by acquiring traditional "linguistic" items like words and grammatical structures, but also by his ability to employ comprehension and modulation strategies. Standardized varieties occupy larger areas of the outer core, projecting upward into the surface, and may occupy wide geophysical varieties. Some varieties may have no contact with the surface, if, for example, those varieties are strictly transnational in scope. The inner core of the model contains no language varieties, but rather acts as a pathway that the most proficient of English can take advantage of to speed "travel" to varieties that are further afield. When two interlocutors attempt to communicate, successful communication will rely upon them finding places where their individual language ranges overlap that are also productive for needs of their conversation topic; each time the users are unable to meet, miscommunication will occur.

### **IV. Using the New Model**

We have come a long way towards the possible acceptance that English is a globalized language. However, the reliance on so-called "native" varieties of English remains prevalent in classrooms, in national language policies, and in the minds of many language learners and educators. The global model directly challenges the value of this privileging by demonstrating representing proficiency as a function of the ability to cross varieties, not the mastery of a single variety that dominated historically. It is our belief that a wider understanding of this model among language teachers and policy makers could lead to a more equitable linguistic landscape, a positive appreciation among users of their language skills, and more effective language learning. We posit the following benefits:

First, this model, unlike prior models upon which curricula and course materials were implicitly or explicitly based, can actually help guide teachers in directing student attention towards proficiency rather than the impossible (and, arguably, undesirable) goal of reproducing the behaviors of 'Inner Circle' 'native' speakers. The global model avoids this problem in two ways: first, it does not lock users into a linguistic ghetto based upon the space and time in which they first learned the language; second, it intentionally values users who can modulate their speech based on the circumstances of the communicative act and the identity of the interlocutors. That is, the ideal language ability is shifted away from an arbitrary standard towards a multi-variant, adaptable, communication skill. This is visually built into the model, since trying to mimic a specific national standard is a lateral move across the surface of the sphere (or, often, just below the surface), while acquiring communicative skills that enable border-crossing expands once linguistic range, especially towards the center. To be fair, any given language learning task may accomplish both types of movement, and that is why traditional pedagogies are not unable to produce successful international communicators; but removing the standards-based focus from our pedagogies enables more efficient use of our classroom time.

Second, since the model measures proficiency in terms of users' ability to traverse multiple varieties by whatever means available, acceptance of it should lead to an increase in the teaching of communication strategies and intercultural competencies. This reflects the reality of international communication, in which success is judged not by adherence to a certain standard, but by how much information was communicated. Students would be encouraged to idealize not 'correctness' but 'connectivity' and 'communicativeness.'

Finally, since the model encourages 'movement to the center,' it removes a major affective barrier of traditional teaching. When traditional language teaching sets a distant local variety as the goal of language learner, it demotivates learners who feel like they never get closer to that goal. Placing the goal of intervarietal communication at the forefront of a curriculum gives students a series of goals that *can* be reached, thus building student confidence, which then leads to further language learning

## V. Conclusion

The global model is proposed as step towards more equitable modeling of English. How this model develops from here depends on the model's users. The model is intentionally incomplete, and ideally always will be, because it must adapt to changes in English and to the needs of language teachers and users. One outstanding question that remains for us, for example, is how to incorporate further complexity without rendering the model useless for practical pedagogical concerns. As teachers are the first point of contact for many learners of the language, it is important that such a discussion begins with them. As teacher-researchers we are excited about working with others to calibrate the model and consider its applications in the classroom.

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# **Internationalization and EMI: The Problem of Linguistic Stress in the University Classroom**

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## **Abstract**

The Japanese Ministry of Education's focus on EFL as a component of university internationalization has been supplemented by English-mediated instruction (EMI) courses. In addition, Japan views international recruitment as a partial solution to their shrinking domestic student market. These two aspects of internationalization bring potential problems that may hinder the strategies of the ministry in the near future, and both should be addressed as soon as possible.

## **I. Introduction**

EMI courses are a relatively recent innovation for most Japanese universities. Although they have existed for many years, only 20 universities in Japan currently have courses that can be taken exclusively in English (Brown, 2014). These courses exist to support the internationalization aims of the Japanese Ministry of Education (MEXT) in the following ways: they provide a learning environment for international students who may wish to avail themselves of the facilities of Japanese universities, but are unable to use Japanese at an undergraduate student level; they give students and professors greater opportunity to use the English language academically, improving their skills in a manner that could help them publish their work more widely, in a field that is overwhelmingly accessed through the use of English (Ammon, 2001); they give Japanese students the opportunity to learn a portion of their courses in the defacto international language, thereby giving them a professional advantage if they choose to enter a career that requires technical English.

The question becomes what the chances are for such a strategy to succeed. The history of EMI courses in both Europe and Asia suggests that there are significant hurdles to be cleared if MEXT is to achieve the positive effects of this policy change. The confluence of international student recruitment and increased use of English also raises another problem as the findings of previous research suggest that there is a privileging of native-speaker English over Asian varieties of the languages – when students from different Asian countries are together in an environment where English must be used exclusively, there exists the possibility for language-related stresses to exist, over and above the academic stress of learning the course content, and the cultural stress of living abroad.

## **II. EMI Courses in University – Positive and Negative Outcomes**

Whether it is related to on-campus disruption, classroom issues, professional issues relating to teachers, or the quality of the education being provided, EMI courses are seemingly courses where the intent is fully understood, but the application has not been correctly calibrated. The studies of Ljosland (2005) and Airey (2011) with regard to the Bologna Accord in Europe, Evans and Morrison (2011) and Choi (2010) in Hong Kong, Kim (2009), Byun, Chu, Kim et al. (2011), and Cho (2012) in Korea, and Floris (2014) in Indonesia reach similar conclusions. EMI research trends towards the following conclusion: the courses can improve the students' English language ability, but they do not improve the students' skill in the course content relative to those students taking the same courses in their first language. EMI students tend to require additional support in regards to lesson material for preparation and review, and language support for the course content. There are also anecdotal reports of students circumventing the lesson structures and asking for assistance outside of class and during break time in their first language, thereby negating the intended effect of EMI courses. For these reasons, the quality of the preparation for these EMI courses, starting with the age of starting EFL courses and their contents leading through primary and secondary education, prior to entering university, can be questioned.

## **III. International Students in Japan**

Another strategy used as part of MEXT's efforts to internationalize Japanese education is wide-scale recruitment of international students. The number of international students in Japan has risen steadily as a result of MEXT initiatives and individual universities' efforts to find customers for the country's well-developed, but demographically-underserved, university infrastructure. The majority of the 185,000 international students in Japan come from other Asian countries (JASSO, 2015), and these students come from countries where the use of English as an internationalization strategy is seen as a key component. For this reason, students from various Asian countries will, if Japanese recruitment strategies are successful, be joining the student populations of Japanese universities in the coming decades.

The demographics of international students in Japan suggest where such research should be focused. Chinese students make up 50% of the international student population in Japan, followed by 15% from Vietnam and 8.6% from Korea. In total, 92% of the international students in Japan come from Asia. The story of Ritsumeikan Asia Pacific University (APU) is the closely connected to the story of the internationalization of tertiary education in Japan, and provides a unique opportunity to investigate the issues relating to university internationalization and EMI courses in Japan. Ritsumeikan APU is an international university in the south of Japan. However, what it represents to the future of Japanese tertiary education is profound. It is a microcosm of everything that the Japanese Ministry of Education is hoping to achieve: it accepts 45% of its students from outside Japan, and requires students to take a significant number of credits in EMI classes. It is one of the few universities in Japan that allows students the opportunity to take both undergraduate and postgraduate courses using English as their first language.

#### **IV. Language Attitude Studies**

Prior studies of Asian student attitudes towards non-native varieties of English (Jenkins, 2007; Okumura, 2005; Matsuda 2003; Timmis, 2004), Asian-accented English, or Asian varieties of English (Ahn, 2014; Chiba, Matsuura and Yamamoto, 1995; Shim, 1994; Shim, 1999) have reached similar conclusions: there is an inherent privileging of native varieties of the language. That is to say those that the students tend to feel that their performance goal is a variety of English that, while not being geographically proximate, is prevalent in the English media that is available in their country. At the same time, this leads students to question the quality of their own performance of English, and the performance of English of those around them, relative to the standard that they rate most highly.

The intersection of language and culture is inescapable at this point, as is the stress inherent in three elements of the MEXT policy initiatives: the stress inherent in Japanese students' study of English; the stresses inherent in Japanese students' relationships to other Asian varieties of English; the stresses inherent in using English as a medium of instruction throughout Asia. EMI courses are a route towards greater inclusion of the international student populations. However, they are also the likely moment that students gain the most immediate and prolonged exposure to English performance unlike that they have experienced in their EFL classes.

#### **V. Ritsumeikan APU Study**

The investigation introduced in this paper covered the attitudes of students at Ritsumeikan APU from Japan, Korea and China, and their impressions of the performance of English by the student population around them. As members of the most highly internationalized university campus in Japan, the students' opinions are instructive of how other institutions might expect their students to interact with international students. The study was conducted using populations of students who were studying both EFL and EMI courses at the university, and investigated the choices of varieties of English that they were interested in studying, and their experiences at the university related to English language performance. The study began with a large-scale survey of students and was followed by focus group interviews that were used to provide qualitative support for the survey data.

The conclusion of this project was that the international students at the university suffer more stress related to the English performance of their peers than domestic students. This 'linguistic stress' is manifested in their judgement of other students, and themselves, relative to the preferred 'standard' of American English. The comments of the students with regard to their 'confusion' when interacting with people using non-native performance varieties of the language

#### **VI. Conclusion**

The contention of this paper is that there is a clear need for a more holistic approach to the integration of international students into Japanese universities. The lessons learned by this work could help define the moves made by other universities as they attempt to internationalize. The market for international students is expected to grow in the coming decades, and as part of this process universities, teachers, researchers and politicians must work together for the common aim of providing the best services for their students. Understanding how to support students, both international and domestic, as they address the various personal stresses related to their university studies, is part of working towards this aim.

English mediated instruction courses have the potential to be of great benefit for the students individually and in the future for their respective countries, as they and their businesses seek to connect with the increasingly globalized marketplace. Interaction between students from different countries also has the potential benefit of improving student confidence of using English as a common medium of interaction. At the very least, an increase in the number of international students on campus gives students in the domestic population experience of Asian varieties of English. However, in order for these projects to be of maximum benefit, awareness of linguistic stress, and mitigation strategies related to this, is required.

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# **The Flipped Classroom as a Learning-Centered, Task Based Alternative for Freshmen English University Courses in Korea**

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Does a flipped classroom help L2 learners complete tasks and activities during class? Can this model be used effectively in EFL classes throughout Korea? The flipped classroom model was used with a group of university students to explore these questions. The key to successfully flipped classes was to use class time for task-based activities that were active and social and to require students to complete pre- and post-class activities.

## **I. Introduction**

There has been a revolution in the Freshman English Program (FEP) at Kyungpook National University in Daegu, Korea. The entire philosophy of the FEP shifted from a linguistic only approach to a holistic approach in which facilitating student learning especially for developing learning skills such as critical thinking, problem solving, etc. has become the main goal of the program with linguistics skills acquired by learning how to become a lifelong learners. To implement this new philosophy, the FEP classes shifted from teacher-centric to student-centric classes. A student-centered, task/project-based Freshman English Program is now used at Kyungpook National University. Instructors apply the TBLT and the socio-cultural approach and are active promoters of autonomy, self-esteem, collaboration, and good work.

The Freshman English Program at KNU has been designed to meet the academic and professional needs of students while at university, in their careers, and as members of a global economy. The integrated, student-centered activities in the units of two in-house textbooks (Finch, 2013) promote autonomy and responsibility and lead to the design and presentation of group projects for the mid-term and final exam. Regular self-assessment, peer-assessment, and peer editing of written assignments help to develop language awareness in the ZPD. Student assignments are stored in a portfolio pocket at the back of each textbook and follow-up resources (including audio files) are available online for teachers and students. Further details (including the mission statement) can be viewed at: [www.finchpark.com/KNUFLE/](http://www.finchpark.com/KNUFLE/).

Now learner-centered teaching is the new pedagogy of the FEP. Of course, this means drastically reduced teacher talk time and more student talk time and activities. In other words, no more lecturing and droning on by FEP instructors. Moreover, to help implement this new pedagogy, task based learning (TBL) is employed in the FEP using the in-house textbooks Freshman English 1&2 written by Dr. Andrew Finch to specifically meet the goals of the program. It only seems natural that in a country with the fastest internet and LTE network in the world with 97% saturation of smart devices that a flipped classroom should be the next logical step in learning-centered classrooms. The core idea is to flip the instructional approach; instruction that used to occur in the classroom is done with teacher-created videos and interactive lessons that are now accessed at home or anywhere, prior to class. The classroom becomes a place to carry out task based learning and to engage in collaborative and discovery learning. This allows teachers to best maximize the scarcest learning resource—time. One of the most important benefits of a flipped classroom is that now, teachers have even more time to individually meet each particular student's learning needs.

The key to a successful flipped classroom is 1) to use the class time for task based activities that are active and social and 2) require students to complete pre- and post-class activities. This action research shows that pre- and post-classroom activities are absolutely essential for a successfully flipped classroom and that pre-activities based on intentional content maximize the classroom time resulting in a student-centered, active learning environment.

## II. Methods

This observational study investigated the use of the flipped classroom model using instructor created videos and lessons created by TED-Ed (<http://ed.ted.com>) and used convenience sampling. This was an observational, qualitative, initial pilot study that used descriptive statistics. A questionnaire administered over Survey Monkey (<https://www.surveymonkey.com>) was given to 100 students from 9 different classes. Student comments were taken from TED-Ed discussions online. The classes were all the same level and used the same flipped classroom model. The same textbooks and TED-ED lessons were used for all the classes.

## III. Results

The first series of questions explored how the students liked the quality of the instructor created videos and online lessons at Ted-Ed. The first question asked "Overall, how satisfied or dissatisfied were you with the videos you watched online". Eighty-seven percent answered they were satisfied with the videos (87 satisfied; 13 dissatisfied). The next question asked "How would you rate the quality of the videos". Seventy-one percent answered that the videos were of high quality (71 high quality; 29 low quality). The next question asked "Did you like watching the videos and answering questions and posting comments". Sixty-five percent answered that they liked watching the videos and answering questions and posting comments online (65 Yes; 25 neither yes nor no; 8 no). The next series of questions explored whether the students felt the TED-Ed lessons helped them to complete their task-based activities in the classroom. The first question asked "How well did the videos help you complete your work in the classroom". Sixty-three percent answered that the online lessons helped them to complete their classroom tasks very well (63, very well; 34 somewhat well; 3 not well). The author asked the same question in a different way. The students were asked "Did the videos help you complete your classroom work". Ninety-three percent answered that the online lessons with the videos did help them to complete their tasks in the classroom (93, yes; 7 no). Finally, the last question explored whether students would want use video lessons in other English classes. They were asked "For other English classes, would you want to watch videos at home to help you with your lessons in class". Seventy-four percent answered that they would like use videos at home in other English classes (74, yes; 23 neither yes nor no; 3 no).

## IV. Conclusion

Overall, the students in the FE1 program at KNU were very receptive to doing video lessons at home; additionally, the students liked answering questions about the video lessons as well as commenting on the discussion board. The students felt that the TED-Ed lessons helped them to successfully complete their classroom tasks. There were three key factors that led to successful task-based activities in the classroom. The first one was including pre- and post-activities for all task-based activities carried out in the classroom (Abeysekera, 2015). The pre-activities consisted of the TED-Ed video lessons which the students did on their own time outside of the classroom while the post-activities consisted of activities from the Freshman English 1 (FE1) textbook (Finch, 2013) which the students did on their own time after the class. The second key factor is a concept known as intentional content (Flipped Learning Network, 2014). The author had to determine what content to present in the classroom as a task-based activity and what content students should initially explore on their own outside the classroom. In other words, students should do discovery learning through the flipped classroom model. Bruner stated that "Practice in discovering for oneself teaches one to acquire information in a way that makes that information more readily viable in problem solving" (Bruner, 1961, p. 26). Students used the information from the TED-Ed lessons to help them complete the task-based activities in the classroom. Finally, the third key factor was that the task-based activities were social and active in the classroom (Abeysekera, 2015). There are some limitations in this study. This study was an initial pilot using descriptive statistics. The questionnaire was also in English. Additionally, this study used convenience sampling at one university such that the results from this survey cannot be generalized to the entire population. Furthermore, the sample size was too small to determine statistical significance. In the future, this model will be tested across multiple programs and universities with a larger sample size and questionnaire translated into Korean.

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# Non-native English-Speaking Teachers' Anxieties and Insecurities: Self-Perceptions of Their Communicative Limitations

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## **Abstract**

We examined NNESTs' self-perceived English proficiency, anxieties and insecurities due to their perceptions of communicative limitations, and strategies to reduce those anxieties. Twenty NNESTs completed a self-perceived English proficiency questionnaire and were interviewed. Despite their high proficiency level in the questionnaire, they identified anxieties because of communicative limitations in the interviews. Their anxieties originated from students, colleagues, and other potential reasons. The strategies to reduce anxieties were discussed in detail.

## **I. Introduction**

Research on teachers' emotions is important in order to promote teachers' lives as well as to guide teachers' instruction in class, which might directly affect student learning and overall teaching quality (Frenzel, Goetz, Stephens, & Jacob, 2009). Although empirical research on teacher emotions is increasing (e.g., Schutz & Zembylas, 2009), most researchers have conducted studies in general educational contexts, lacking research in the language teaching context. It is crucial to explore the affective domain focusing on language teachers' perspectives, because this insight may provide them with understanding about their attitudes toward students and may influence how they teach to promote more effective language learning and teaching environments (Schutz & Lee, 2014). In addition, Braine (2010) mentioned that 80% of the English teachers consisted of non-native speakers worldwide. This trend has encouraged researchers to approach issues associated with NNESTs (Selvi, 2014). However, there is still a gap in the research on NNESTs' affective experiences; thus, this research fills an important gap in the current literature by focusing on NNESTs' emotional experiences.

In particular, teachers' self-perceptions about themselves tend to affect the ways they teach; so, it is significant to examine how they perceive themselves as professionals (Richards & Lockhart, 1994). Most existing studies on self-perceptions of NNESTs have been conducted with over 1,200 NNESTs from various countries (Braine, 2010), but little empirical attention was given to NNESTs in Korea. We discuss Korean NNESTs' anxieties and insecurities due to their self-perceptions of their communicative limitations and offer some strategies to alleviate self-perceptions of their anxieties, insecurities, or inferiority feelings.

## **II. NNESTs' Self-Perception**

A number of researchers have suggested that NNESTs experience anxieties, insecurities, or a sense of inferiority because of their self-perceived inadequate language proficiency (e.g., Brinton, 2004; Horwitz, 1996; Medgyes, 1999; Rajagopalan, 2005; Reves & Medgyes, 1994). Brinton (2004) found that pre-service NNESTs were not confident in class due to their perceived insufficient language skills. Rajagopalan (2005) revealed that NNESTs' self-perception of English proficiency, rather than their actual English abilities, plays a key role in establishing their confidence in teaching. Horwitz (1996) reported that the majority of NNESTs experienced considerable levels of anxiety or feelings of insecurity in terms of self-perceived language proficiency. Medgyes (1999) also argued that NNESTs constantly suffer from the "feeling of underachievement" (p.15), when they compare themselves with native English teachers. He pointed out that the sense of inferiority in relation to native speakers is a significant element discouraging NNESTs and inducing constant stress while teaching.

As Reves and Medgyes (1994) claimed, a constant realization of their communicative limitations seems to be the strongest factor influencing NNESTs' self-perception and teaching behaviors or attitudes. In other words, their low self-confidence in using English may cause a poor self-image, which might further aggravate their language proficiency. This might in turn cause NNESTs to experience stronger feelings of inferiority. The

NNESTs participants in Reves and Medgyes's (1994) study reported that they felt linguistic deficiencies and experienced difficulties in all aspects of English use such as listening, speaking, reading, writing, vocabulary, pronunciation and so on. However, in general the higher the NNESTs' English proficiency level was, the less self-conscious and insecure they were. Other researchers also suggested that teachers' lack of English proficiency was related to their lack of confidence in teaching English, which in turn leads to ineffective teaching (Butler, 2004; Mirsanjari, Karbalaee, & Afraz, 2013; Nunan, 2003). In particular, NNESTs' self-perceptions about their English language were significantly associated with their confidence when teaching English (e.g., Samimy, 2000; Shim, 2003).

### III. Research Questions

1. What are the levels of self-perceived English proficiency of NNESTs in Korea?
2. What are the anxieties or insecurities issues that NNESTs experience?
3. What kind of strategies do NNESTs use to alleviate anxieties or feelings of insecurities?

### IV. Method

The participants were 20 NNEST master's students (age  $M = 33.75$ ,  $SD = 5.99$ , 100% female) in the department of TESOL at one university in Seoul. We employed both quantitative and qualitative research methods, consisting of a questionnaire and an interview. We used a questionnaire of self-perceived English proficiency (Chacon, 2005) and conducted semi-structured interviews with each participant. The interview lasted 15 ~ 30 minutes and contained three core questions: (1) It is common for NNESTs to experience anxieties or insecurities while teaching English. What might be the main reasons for that? (2) As an NNEST, tell me about the situations that you have felt anxieties, insecurities, or inferiority feelings. (3) What kinds of strategies have you tried to reduce anxieties or feelings of insecurities?

### V. Results and Discussion

The participants rated their proficiency levels as high overall, with an average of 4.03/3.85/3.98/4.00 out of 5.00 in speaking/listening/reading/writing. Although the participants evaluated their proficiency level as high in the questionnaire, they identified anxieties or feelings of insecurity due to their communicative limitations in the interviews. Their anxieties originated largely from their students and colleagues as well as other potential reasons. Regardless of their proficiency levels, the participants applied five main strategies such as keeping self-confidence, preparing classes thoroughly, utilizing other resources, improving their English proficiency, and engaging with self-supported groups, in order to cope with their anxieties or feelings of insecurity derived from lack of communication skills.

The participants possessed positive self-perceptions about themselves unlike the NNESTs in previous studies, which reported negative perceptions (e.g., Brinton, 2004; Medgyes, 1999; Mousavi, 2007; Rajagopalan, 2005). As Reves and Medgyes (1994) asserted, the NNESTs with higher qualifications might be confronted with fewer communication difficulties in English. Considering our participants who were master's students in TESOL, we can assume that the better trained NNESTs are, the more self-confident they would be in class.

We realized from the interviews that the NNESTs in this study felt more anxious about their communication abilities not because of comparison with native English teachers, which was common in previous studies (e.g., Butler, 2007; Maum, 2003; Medgyes, 1999), but because of students who have lived in an English-speaking country and were more fluent in English than the NNESTs. This finding is a new trend in this field, in accordance with the increasing number of students who have studied English abroad recently in Korea.

Among anxiety-inducing situations, the majority of the participants admitted that answering students' unexpected questions could generate a great deal of anxiety or sense of insecurity over their own language ability. The situation of answering students' questions could test teachers' language skills, thus teachers might feel they are being judged by students, possibly causing them to feel insecure (Takahashi, 2014). Reves and Medgyes (1994) also demonstrated that the permanent anxiety from their students' judgments generated constantly self-conscious feelings about the NNESTs' mistakes in English. As such, attitudes from students might often impel teachers to feel inadequacy and self-doubt as language teachers (Braine, 2004; Morita, 2004).

In order to effectively cope with their anxieties derived from perceived communicative limitations, one of the most helpful strategies was keeping self-confidence in teaching. This is understandable, given that self-confidence is an essential component for successful teaching and the NNESTs' perception of inadequate communication skills could lead to lower communication efficacy and inefficient teaching strategies (Reves & Medgyes, 1994). As one of the efficient ways to keep their self-efficacy our participants recommended acknowledging both the advantages and disadvantages as NNESTs. More specifically, they suggested admitting



that that it is acceptable for them not to demonstrate the same proficiency as NESTs' because English is not their mother tongue, and also believing that they are professionally educated English teachers.

Preparing lessons thoroughly before class was also an effective strategy to reduce their anxieties. If the NNESTs prepare lessons more thoroughly, they will have fewer discipline problems (Reves & Medgyes, 1994), helping them lead a class more smoothly without so much suffering from feelings of insecurity. In addition, they recognized that it is very important for them to improve their English proficiency continuously to lessen their anxieties or securities. They believed that their diligent self-effort plays a key role to success in improving their English proficiency, in line with the finding that the higher the NNESTs' English proficiency level was, the less insecure and anxious they would be (Reves & Medgyes, 1994). Reves and Medgyes (1994) further claimed that a constant awareness of the NNESTs' limitations in communicative skills in English might cause a poor self-image and possibly aggravate the NNESTs' language performance, which in turn might produce a stronger inferiority complex. Therefore, improving English proficiency would be a useful way to reduce their anxieties or feelings of inferiority.

The participants acknowledged that to reduce their anxieties or insecurities it was really helpful for them to discuss their anxieties or share their experiences in an organized self-supported group, as is also supported by Arva and Medgyes (2000). It would be beneficial for schools to promote some self-supported groups or colleague/mentor consultation to assist NNESTs who seek advice as well as those who are willing to help NNESTs. Through the self-supported group teachers can discuss what they could do or how they could react when they are confronted with unpredictable situations in class. Most of all, they could become more aware of what other abilities except only language knowledge they need to be more effective teachers through discussion with colleagues or mentors, as is also shown by the participants in another study (Takahashi, 2014).

## VI. Conclusion

This is one of the first studies exploring Korean NNESTs' anxieties or insecurities due to their perceptions of communicative limitations, and the strategies they use to reduce those anxieties. Given that teachers' English proficiency was regarded as one of the significant factors affecting teachers' efficacy for teaching English (Mirsanjari, Karbalaeei, & Afraz, 2013), teachers' self-confidence in English teaching could be enhanced by improving English proficiency. To improve the NNESTs' English proficiency, one of the solutions would be for schools to promote an authentic native language environment by offering proficiency-oriented training activities. The NNESTs, who want to improve their language proficiency to alleviate their anxieties or insecurities derived from lack of communicative confidence, could take advantage of these exclusive language courses. Most of all, it is essential for the NNESTs to be aware of this relation and encourage themselves to actively participate in the training courses offered.

The findings imply that it would be beneficial for NNESTs to acknowledge their own advantages as language teachers, in order to help them possess a more positive perception about themselves. This would ultimately guide the NNESTs to alleviate their anxieties or feelings of insecurities. In addition, reflecting on the finding that the participants were getting advice from their colleagues in a self-supported group to lower their anxieties or feelings of insecurities, it might be necessary for school authorities to be aware of this issue and promote these kinds of groups.

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# Mediated Collaboration and Active Listening: Integrating Facebook Usage into TEFL Listening Classroom

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## **Abstract**

Facebook functions to offer social and technological affordances. In the study, *Facebook* was used as a platform for putting up announcements, sharing resources, connecting information, and organizing discussions. The quantitative results showed that the participants were mainly satisfied with the use of Facebook in the TEFL university listening classroom. It is revealed that triple-way interaction were important for active listening. The implications for pedagogical practice were discussed.

## **I. Introduction**

As one major concern of language learning, the development of listening skills plays a significant role in communication. In TEFL contexts, the emphasis of listening class is mainly on a means of preparing learners to take standardized tests. The training of critical thinking, developing sensibility to grammar expressions and language use, and note-taking skills in terms of second language acquisition have been often neglected. In real-life communication, listening is an active process, which is created through the interaction of those involved.

Moreover, it was found that some low-achievers were inactive in listening participation, as they were incapable to fully catch up with the coming input. If learners negotiated in a group or on the internet, they certainly transform into more confident learners. Sharif & Ferdous (2012) claimed that a low-anxiety and high-confidence classroom environment will inspire the learners to participate actively and effectively in the listening process. For those reasons, the researcher would like to activate learners' involvement in English listening and enhance participants' listening comprehension via the new pedagogy.

## **II. Theoretical Framework**

### **A. Learners' Involvement and Listening**

Students' involvement and learning environment has been a growing concern since these two factors play a salient impact on students' learning (Astin, 1999). The interactive approach has pedagogical implications for teaching listening in TEFL context. The incorporation of meaning-focused input, meaning-focused output, and fluency development tasks into listening classes would be some ways to improve student proficiency (Nation and Newton, 2009).

### **B. Virtual Communities and Collaboration**

Virtual communities are groups for students, faculty, advisors, mentors, and teaching assistants who interact and connect with others (Chen, Chang & Liu, 2012). The functions of virtual communities can connect across classes in a program and may include former students' professionals who can help as teachers.

### **C. The Use of Facebook**

Facebook is a platform for social communication. It is a helpful website to learn and keep the relationship. Boyd and Ellison (2007) described Facebook as an instrument allowing users to construct a private profile in order to connect and interact with people who are part of their extended social communication. Munoz and Towner (2009) claimed the steps of construction of virtual classroom through Facebook: (1) students create a group in Facebook; (2) the students can make a private place if it is needed; (3) the teacher can post topics, videos; links, and others related; (4) The experts can be invited into the club and make contribution; (5) the students can respond to teachers' post and give their opinions; (6) Closing up students' groups depends students' needs when the class is over.

### III. Findings

The means score (3.84) of the questionnaire of 103 TEFL university students, the mean score of text quiz, and the comparative result of pre-test and the post-test (at a significant level of 0.000) indicated the results of TEFL University learners had positive attitude toward the Facebook listening club. The advantages of using FB listening Club: (1) Facebook is a social networking platform that gives people the motivation to get in touch with other users; (2) Using Facebook club can get any messages immediately, activating schemata and great for learners' sharing and discussion; (3) Facebook provides large information that can shared with teacher and learners. (4) Most of participants were agreeable to in-class discussion and outside classroom interaction which could reduce their anxiety on listening. (5) They could download the data and repeat it again and again until the problem was solved.

### IV. Implication

For learner's collaboration, participants exchanged their ideas, got more knowledge from the group members even learned how to communicate with others; it enabled learners got more engagement in a group. The class observation has been revealed that learner would like to express and provide their ideas. Therefore, involving the discussion on the Facebook club could increase learners' interests and motivation on listening.

Regarding the theoretical implication, the result of this study is sympathized with the theories of scaffolding help and ZPD (Vygotsky, 1978). The capable person would lead other group members to solve their questions and improving their listening motivation. Learners helped peers and learned from peers through collaborative learning to get English listening better. As for three pedagogical implications, at first, it was suggested that the listening instructor could encourage students to cooperate with group member in learning English listening. Second, the activities with Facebook usage on the listening class were more student-centered. Third, three stages of listening engaged learners with meaningful input and output.

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# Articulating the Strengths and Hazards of Reflective Practice in Teacher Development Groups for ELT Practitioners in the Republic of Korea

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## **Abstract [10 Point, Bold]**

The researcher using a grounded theory approach seeks to understand emerging themes arising from an analysis of the discourse contained in four teacher development group (TDG) sessions comprised of predominantly native English speaking teachers (NESTs) working at various levels in the Republic of Korea. Major themes include a) use of clarifying questions b) social exchange c) activity exchange and d) negative comments.

## **I. Introduction**

The data reported and commented on in this article is part of a larger study comparing the discourse features of teacher development groups (TDG) for English Language Teachers (ELT) in the Republic of Korea (ROK). The original research question is concerned with how patterns of teacher reflection (see Hatton and Smith, 1995; Valli, 1997, and Farrell, 1998) vary when the discussion in a TDG is focused on teacher video performance and when clear observational data is not present. That study is still ongoing. To date, the researcher has analyzed four sessions where the presence of teacher video performance is absent.

This article will address some of the basic patterns which emerged when TDGs were conducted without the use of videoed teacher performance. While specific meetings do have some variations, there are clear trends present during the sessions under consideration. This article will address themes present in the TDG sessions under study.

## **II. Literature Review and Methodology**

Reflective Practice (RP) has a rich tradition in the ELT literature (i.e. Mann, 2005; Farrell, 2008; Lockheart and Richards, 1996). In other areas of education, TDGs have been promoted since at least the 1970s (see Stanley, 2011). There is much support from many educators about the value of various forms of TDGs both in general education (see Stanely, 2011) and ELT (see Oliphant, 2003; Farrell, 2008). However, many of the benefits listed for TDGs are often lacking precision and are derived from either personal experience or qualitative studies. For example, Oliphant, in an appendix for a prevalent ELT practicum textbook (see Crookes, 2003), cites the following benefits: greater awareness, increased motivation, better teaching, benefits to students, joy of sharing, connection to others, new ways of thinking, and empowerment. She doesn't support these claims with citations. Indeed it appears very difficult to verify these statements quantitatively. The present research seeks to provide greater precision to the claims of those who are supportive of TDGs.

From March to September 2014, four TDG sessions were recorded in two major South Korean cities. The characteristics of the meetings are listed in table one. All sessions were audio recorded and then manually transcribed by the researcher. Participants in all sessions were informed in advance that sessions would be audio-recorded. The researcher attended all sessions as an observer-participant. The sessions were read multiple times, analyzed, and eventually coded for emergent themes using a grounded theory approach (see Perry, 2011). The researcher facilitated the first session and attended all sessions as a participant. Unfortunately, the nature of the data is somewhat corrupt due to difficulty in gathering complete data. In two later sessions the facilitator (a person other than the researcher) organized partner discussion sessions. This resulted in audio data which was

incomprehensible for approximately 5 minutes in session 3 and the recording of only one pair of partners during the TDG discussion activity in session 4. The incomprehensible material from session three was not considered for purposes of analysis.

### III. Results

The researcher noted the following four themes during the four TDG sessions: a) frequent use of clarifying questions, or hypothesizing techniques which resulted in further elaboration from the initial speaker; b) social exchange; c) activity exchange; and d) negative comments. The recorded number of observations for each category is listed in table 2. The researcher used the following criteria in coding the aforementioned categories:

*Clarifying questions/hypothesizing techniques (CQ)*: The listening/eliciting action resulted in more elaboration from the original speaker.

*Social exchange (SE)*: Data was coded as SE if the speaker's comments gave some information about or concrete insight (i.e. classroom management issues; student motivation levels; administrative concerns in a school) into the functioning of a school. It is worth noting that session one was the only session where all participants were not from different schools (in session one three individuals were from the same school).

*Activity exchange (AE)*: This concerns both the exchange of teaching/learning activities intended for use in a classroom/formal learning setting and techniques which may be relevant for professional development, such as guided reflection techniques or classroom videoing.

*Negative Comments (NC)*: This pertains to comments which are hypercritical or ridiculing about factors relevant to education in the ROK, such as student motivation, aspects of Korean culture, or school policy.

Table 1: Frequency Counts for Main Themes during Observed Reflective Practice Sessions

Session Number and Month	CQ	SE	AE	NC
1 March 2014	48	42	33	21
2 May 2014	22	32	16	8
3 June 2014	64	43	44	4
4 September 2014	50	22	11	1

### IV. Discussion

Given the data detailed in this article, on the surface, the benefits of participating in RP meetings or TDGs seem impressive. Typically a wide range of information is shared during TDGs for ELTs in South Korea. In education it is standard to claim the power of learning in a social context (see Vygotsky, 1978; Marzano, 2003). TDGs offer a clear forum for instructors to both reflect and possibly learn new strategies and techniques from peers. Thus, participation in TDGs may sustain motivation for further professional development among educators in a profession which has recently gained a reputation for recidivism and burnout (see NCTAF 2007, for American examples from general education). Frustration with local constraints (i.e. administrative decisions, student motivation, etc.) was voiced several times. Unfortunately many educators, and especially NESTs working in contexts where most are non-citizens in the host country, have limited influence over such constraints. Nevertheless, forums like TDGs can at least allow ELTs to vent frustrations among peers, as one participant noted: "it's a lot like therapy."

Especially for younger teachers, it appears TDGs can provide a scaffolding function on at least two fronts: a) refining thinking and b) expanding awareness. The large number of CQ, AE, and SE items may improve the quality of instruction an ELT can deliver, both due to prompts intended to clarify the meaning of an utterance from an individual instructor and the effect of observing other educators articulating their viewpoints. Regarding awareness of different environments, participation in TDGs can help prepare an educator for future teaching environments. For many NEST working in the ROK, employment is quite fluid with many educators, if not most, signing one or two year contracts. Participation in TDGs can provide striking insight into both regional variations, as well as differences arising from proficiency and grade levels.

The study itself had multiple limitations. There is the clear possibility of novelty and experimenter effects (see Perry, 2011) due to the presence of a recording device and the researcher who served as a participant observer. As the research was collected in a more “natural” setting, the researcher made no efforts to control for population. Four participants attended multiple sessions (though no single individual attended more than two sessions). Significantly, Korean ELTs were not represented in this sample. More research on the dynamics of TDGs for ELT practitioners in the ROK is justified. Future research could address in greater depth areas such the differences between voluntarily attended meetings (which this research solely addressed) and institutionally mandated TDG sessions, as well as the influence of population characteristics on the quality of discourse in TDGs. For example, how does participants’ educational level impact discourse? How would similar TDG sessions involving exclusively Korean ELTs vary from those comprised of primarily NESTs?

## V. Conclusion

Many scholars in the field of both ELT and education have argued in support of the benefits of participation in both reflective practice and teacher development groups. At times, the claims have lacked precision. Through open coding of four RP TDG sessions among predominantly NESTs in the ROK, I have sought to provide greater precision to the claims of those in support of TDGs. The results indicate that much of potential value is exchanged during TDGs, however, the value of the discourse is heavily contingent on the nature of the topic and the characteristics of the participants, especially the facilitator.

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# There is No Romance in Teaching: Confession of a Student Teacher

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## **Abstract**

This paper explores the struggle one student teacher goes through during her 12-week practicum stint in one of the secondary schools in Malaysia. Based on the journal reflections and observations, the findings of the study indicate three phases; the exploration/discovery phase, the frustration phase and the stabilization phase. This paper attempts to highlight the need for educators to change their perception on how they perceive their roles as supervisors during practicum.

## **I. Introduction**

Teachers play important roles in the development of a country for they hold the responsibility in shaping future generations. Hence, the need for qualified teachers who are able to shape their students to fulfill the need of a nation is often emphasized. One important aspect that is commonly carried out in teacher training institutions is the practicum stint that allows student teachers to have hands-on experience teaching in authentic classrooms in schools. This experience is often assumed to help student teachers to improve their pedagogical skills besides improving their social skills. However, not all of these experiences are positive in nature. There are instances where student teachers struggle to implement the teaching and learning processes in the classroom despite having cooperating teachers and supervisors as mentors. This paper aims to explore the struggles of one student teacher during practicum and how she resolves to overcome her problems.

## **II. Problems faced by student teachers during practicum**

Various studies have been carried out to identify the problems faced by student teachers during practicum. Quite often, practicum is viewed as the process of developing pedagogical reasoning skills (Richards, 1998). Pedagogical reasoning skills focus on the ability to think critically about the relationship between procedures and principles in teaching. Furthermore, Youngs and Bird (2010) highlight several aspects that need to be considered during practicum; instructional actions, decision making and problem solving skills. One of the important aspects that is quite often ignored is the personal aspect of the student teachers during practicum. Feiman-Nemser (1985) claims student teachers' learning during practicum is a complex process since it involves student teachers' attending to both personal and professional issues associated with the role of being a student teacher.

A study carried out by Numrich (1996) has identified several areas where novice ESL teachers undertaking a preservice practicum course have problems with. Based on the 26 diary studies of the respondents, the author highlighted the most frequently mentioned frustrations. They are time management, giving clear directions, responding to students' various needs, teaching of grammar and assessing students' learning.

Stress is also another factor mostly researched that is viewed as one of the common problems faced by student teachers during practicum. It is seen as a normal process which has its own advantages (Bridges, 1980). It is said that through stress, student teachers will be able to develop their pedagogical skills (Caires, 2001). Several factors are highlighted by researchers the causes of stress among student teachers during practicum.

- Discrepancies between what is taught in the institution/universities versus the reality of an authentic classroom (Caires et al., 2010).
- Mismatch between the power of the inspectorial process and their personal beliefs about themselves and their work lead to student teachers going through guilt, fear, anguish, despair, depression, humiliation and grief (Jeffrey and Woods, 1996).



- Sense of helplessness; difficulties in concentrating and learning new ideas; a temporary inability to seek support; a loss of critical judgment about his or her performance in classroom and in relating to others; an inability to tolerate constructive advice and guidance and reduced classroom performance due to temporary insensitivity to others (Greenhaugh, 1994).
- Lack of role clarification with associate teachers, conformity versus freedom to the teaching style, expectations of the associate/cooperating teachers are not clear, need for time to discuss with associate/cooperating teacher and the evaluation procedure involved (Mac Donald, 1992).

The need to look into factors leading to stress among student teachers during practicum is seen as necessary since attitude of a student teacher is shaped based on the success and failures of their teaching in schools. Oppenheim (1973) believes that attitude is a tendency to act or react in a certain manner when confronted with certain stimuli. It is reinforced by beliefs and feelings of the student teacher. Beliefs are very much cognitive in nature while feelings are emotions express based on one's beliefs. This will lead to certain behaviour of the person. The behaviour of student teachers therefore will lead to either positive or negative reaction towards teaching in general.

### **III. Methodology**

This study is qualitative in nature involving one student teacher's reflection and the supervisor's observations. During the 12 week practicum session, Maria had 5 period (200 minutes) of teaching Form 1B (consisting of 30 thirteen-year-old students) in a secondary school a week and she is required to reflect on her teaching after each lesson. The reflection is in the form of written document in the record book. During the practicum session, the supervisor who is the researcher observed Maria's teaching for a duration of 7 times. During each visit, the supervisor observes Maria's lesson in class and writes a report on the outcome of each lesson. The instruments used to gauge the student teacher are; student teacher's record book, daily and week reflections and the supervisor's report of the classroom observation.

### **IV. Findings**

The findings of this study indicate three phases the student teacher went through throughout the 12 week practicum stint. The first phase is the discovery phase where the participant is seen eager to experiment her new environment and role as a teacher to a group of students. The second phase is the frustration phase where various tasks are needed to be performed such as the teaching process, classroom management, focusing on the right strategies to tackle low proficient students and controlling misbehaved students. The third phase is the stabilization stage where the participant attempts to accept the reality of life on what teaching is all about and her readiness to venture into the teaching profession.

### **V. Conclusion**

The findings of this study indicate the importance for educators, namely supervisors and cooperating teachers who are handling student teachers during practicum to create awareness on the factors that could lead to problems and to find ways and means to overcome the problems faced by these student teachers. These problems fluctuate throughout the practicum session which will eventually affect student teachers beliefs and perception towards teaching. Hence there is a need for educators who are supervisors to have the balance on when to be prescriptive, interpretive and supportive during practicum (Fayne, 2007).

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# Beyond the Native Speaker Fallacy; Korean NNESTs Employment Struggles

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## **Abstract**

Korea is attractive for NESTs for its lucrative and modern lifestyle. However, Korean NNESTs employment opportunities are not only limited by the Native-Speaker fallacy, but also by current governmental legislation reducing the potential for Korean NNESTs to obtain positions in higher education. The panel addresses the struggles and responses of Korean NNESTs in a fiercely competitive market due to imposed quotas in spite of educational qualifications.

## **I. Introduction**

The goal for the discussion is to enhance understanding of the current status of higher education in Korea with respect to academic labor. The decrease in the number of permanent and tenure track positions, declining academic freedom, and privatization of the tertiary education system are nothing new in Western countries. Due to the globalization of the political economy, many Asian countries are experiencing the same phenomena, and Korea is not an exception. In addition to neoliberalism imposed on higher education around the world, the structure of Korean higher education has been greatly impacted by the country's three decades of military dictatorships prior to 1992, limiting academic freedom to ensure the intellectual elite are in line with governmental ideology.

The government's oversight and regulation of higher education continues today, despite the country's democratic and economic advancements. The regulation has been resulting in limiting the number and types of academic positions. English education, among many other humanities, has become the target of the recent restructure of higher education. Yet, it is rarely discussed in academic labor perspectives. Thus, we will discuss how the restructure has an impact on English education professionals, most importantly, and how it is and will be different between NESTS and NNESTs.

## **II. General NEST & NNEST Issues - Literature Review**

To begin the panel discussion, a relevant review of the literature is presented and data from research will be offered. Issue to be addressed are among the following; i) Korean NNEST issues often limit the discussion to the distinction of teaching grammar and test-prep, while NESTs teach speaking and culture, ii) Korean NNEST concern over a common lower pay scale, workload along with other issues, iii) students' perceptions about NESTs, and NNESTs through a review of the

relevant literature. These issues result in unfair Korean NNESTs employment practices, resulting in limitations of their professional careers.

### **III. The Impact of Restructure of Korean Higher Education on Academic Labor**

When the government enforced the Irregular Worker Protection Act in 2007, a number of contingent instructors without a PhD in higher education lost their positions. The Act requires that contingent workers working similar tasks with other full time workers for two years be hired as full time. Universities which did not want to hire contingent instructors full time ended up hiring them, in particular, the instructors without a PhD. Later, they made an exception that the Act would not apply to the instructors with a PhD in higher education to prevent them to be fired. Yet it has resulted that contingent instructors with a PhD have a less chance to be full time, unlike contingent workers in other fields.

In 2013, the revised Higher Education Act further limited higher education's independence by dictating the number of permanent and tenure track positions an institution should possess, forcing many remaining contingent instructors to be at risk of losing their jobs. Recently, the government is restructuring higher education again to balance the low birth rate with the number of prospective college students. Universities which have no choice but to reduce the number of freshmen intake quota by governmental decree are firing contingent instructors as a cost-cutting measure. In the fierce competition to gain employment in higher education, NNESTs are in a much weaker position than NESTs. NESTs can secure positions relatively easily because the number of NESTs is a contributing factor to full time faculty quota and the internationalization of higher education. Yet, Korean NNESTs struggle to secure or obtain positions in higher education in spite of their often higher educational qualifications compared to NESTs.

### **IV. NEST Responses to the Employment Market**

To encompass the realities of NEST employment experiences in the current climate in Korean higher education, personal interviews were conducted with a limited number of NESTs working in Korean universities. The responses show the differences or similarities of their employment opportunity before and after the current governmental policy. Their responses reveal the impact on current policy on individual NESTs personal and professional lives. Although the focus of the panel session is on the experiences of Korean NNESTs, an understanding of the NESTs experiences is essential. The insight from NESTs increased the productivity of the dialogue to foster Korean NNESTs employment strategies within and beyond Korean higher education.

### **V. Korean NNEST Responses to Employment Market – Case Studies**

Korean NNESTs with advanced qualifications in Applied Linguistics and/or English Language Teaching in Korea often perceive that the desired level of job security or professional advancement is not as they had hoped. Instead of struggling to obtain viable positions in higher education in spite of their professional qualifications, they choose to remarket their language skills in other fields that will provide more stable employment or pursue alternative professional qualifications that will provide the level of income and stability they desire. The segment of the panel session highlights a few case studies to explore the responses of Korean NNESTs to a fiercely competitive market becoming even more brutal due to the shrinking opportunities available. The value of the case studies presented reveals the inability of individuals to utilize advanced degrees and skills they are

passionate about as well as the resilience of the individuals to overcome socio-cultural and political constraints and secure the income and professionalism they require.

## **VI. Conclusion**

The forum is to increase an understanding of the impact of the restructuring of higher education and of the how NEST and NNEST dichotomy will be manifested in the fiercer job market due to the restructuring. The panel members serve as experts on Korean NNEST contingent higher education faculty and NNEST advocacy representatives for the Korean context. Therefore, the panel aims to serve as a forum for individuals to share their experiences and responses to the current Korean higher education market opportunities. The objective is to offer insight from a four member panel of experts, followed by a productive dialogue to foster Korean NNESTs employment strategies within and beyond Korean higher education.

### **The Authors**

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# Reflective Inquiry for Self-Directed Learning

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## **Abstract**

Tertiary students in the Korea enter higher education with a history of highly regimented schooling. Dealing with the less supervised study environment of the university, where self-directed language learning is required, may be problematic for the language learner to adjust to. This paper reports on a survey of English majors, delving into differences in their study environments and their attitudes about them. From the results, pedagogical course design alterations are offered as well as orientation to language learning at the university level.

## **I. Introduction**

At the secondary-school level, the average English learner's available language-learning time is filled with instructed classroom activity and assigned work. At the tertiary level, however, the situation is quite different: It is often the case that university students find that their English learning needs quite exceed what their curriculum has to offer. There is a need for English learners to transition their language learning practices and strategies considerably. However, there is a gap in the literature on how well learners transition from the secondary- to tertiary-level language-learning environment.

This presentation firstly aims to show, with the support of research findings, how the secondary and tertiary learning environments differ for the language learner, and their attitudes on how well they have been prepared and how well they have adjusted to the university English learning environment. Survey results will compare freshman-sophomore students with juniors and seniors. Secondly, this presentation will present the results of classroom-tested methods for aiding students in greatly improving their self-directed study. These activities include classroom discussions and presentations on language learning methods as well as written reflection on the student's language learning needs, practices, and improvement.

These findings have pedagogical implications for not only the EFL instructor but also for ELT curriculum design at many universities.

## **II. Method**

### **A. Participants**

The participants in this study totaled 91 EFL students at a large private university in Korea. The participants broke down into 27 males (30%) and 64 females (70%). The participants were all English Language majors and ranged from freshmen through seniors. All of the participants had attended Korean high school.

### **B. Instrument**

The instrument administered in this study was an online survey created through a web-based survey provider. The survey was administered at the end of a combined journal-portfolio project. In addition to biographical questions, the survey contained 21 multiple-choice questions about the participant's impressions of their language learning environments and their language learning behavior, both in high school and at the university level.

### **C. Procedure**

Participants were informed of the survey and encouraged to complete it through the university's text messaging service and provided with the URL to the online survey. Three reminders were sent out over the three weeks that the survey remained open.

## **III. Results and Discussion**

Survey questions related to three broad categories: English study behavior and attitudes (a) in the last two years of high school, (b) at the beginning of university, and (c) during the junior and senior years. The largest number of respondents said that they studied English 20-40 hours per week in high school. They considered both their assigned study and self-determined study to be adequate. However, it is thought that the students are revealing a false sense of adequacy from a lack of information on how to best study/learn a language. In their first semesters of university study, respondents studied on average 40-60 hours per week, in and out of class, doing required study. Only one-fourth that amount was self-guided study. They considered their required study to be “somewhat adequate” to “inadequate,” but they clearly considered their self-determined study to be inadequate (Table 1, Q15).

**TABLE 1.**  
**Student Survey Responses on Preparedness for University Language Learning**

Question	Answer	1st-4th Year	1st-2nd Year	3rd-4th Year
Q15. When you entered university as a freshman, how adequate did you think your free (self-determined) English study/practice hours were?	Very adequate	2.20	2.94	1.75
	Adequate	4.40	2.94	5.26
	Somewhat	35.16	32.35	36.84
	Inadequate	46.15	47.06	45.61
	Very inadequate	12.09	14.71	10.53
Q16. When you entered university as a freshman, how well were you prepared for English study and practice in the university environment?	Very well prep.	9.89	11.76	8.77
	Well prepared	19.78	23.53	17.54
	Adequately	17.58	20.59	15.79
	Not very well	42.86	38.24	45.61
	Not prepared	9.89	5.88	12.28
Q17. Before you entered university, did you receive advice from others on adjusting to English study and practice in the university environment?	A lot	5.49	5.88	5.26
	A little / some	30.77	32.35	29.82
	Very little	42.86	44.12	42.11
	None	20.88	17.65	22.81
Q19. After you entered university as a freshman, did you receive advice from others on adjusting to English study and practice in the university environment (during your freshman year)?	A lot	12.09	2.94	17.54
	A little / some	58.24	44.12	66.67
	Very little	23.08	41.18	12.28
	None	6.59	11.76	3.51
Q22. Do you wish that you had received better advice about how to adjust to studying and practicing English as soon as you entered the university? (For Univ. Fresh./Soph.)	Very much so	—	45.45	—
	Yes, I do	—	36.36	—
	I'm not sure	—	15.15	—
	I don't think so	—	3.03	—
	Definitely not	—	0.0	—
Q27. Do you wish that you had received better advice about how to adjust to studying and practicing English as soon as you entered the university? (For Uni. Jr./Sr.)	Very much so	—	—	41.82
	Yes	—	—	47.27
	Somewhat	—	—	9.09
	Not much	—	—	1.82
	No	—	—	0.0

Respondents indicated that they were not very well prepared for English study at the university level before they entered (Table 1, Q16). They also responded that they received very little advice on preparing for university English study (Q17), and the most help they did receive was self-help. These responses indicate a student need that both high schools and universities should address. After entering university, many of the respondents indicated that they received “a little/some” advice, while one-fourth of them indicated they received “very little” advice (Q19), making this another area of student need that university should address. Junior and senior respondents most often indicated that they felt they had adjusted “adequately” during their first three semesters of university English study (36%), while they felt they had adjusted “well” (38%) after their first three semesters. The help they received in adjusting was most commonly self-help. Both the freshman-sophomore respondents (over 80%) and the junior-senior respondents (over 90%) wish they had received better advice on university English study and practice (Q22, Q27).

## IV. Conclusion and Recommendation

The survey results strongly point to a failure to adequately prepare high school students, especially those entering an English major, for university-level study and learning of English. English study at the high school level is test-driven, but at the very least English high school teachers must inform students that English skills must be nurtured, and to do this, much self-directed learning is required. The responsibility to prepare students for university-level English learning rests even more heavily on the university that the students will be attending. Pre-entrance orientation programs should include instruction on the need for self-directed study, realistic goal-setting and scheduling, diagnostics, self-assessment, and reflection. Alternately, an entire orientation program with workshops could be devoted to training for self-directed and reflective English learning.

At the instructor and course level projects and activities that emphasize reflection on the student's study habits and learning practices can be helpful to the student in fostering autonomous learning habits and reflection on their progress. Dymont and O'Connell (2008), among others, have reported the benefits of using learners' journals as a reflective tool to compliment instructed learning. Shimo and Apple (2006) have reported on the benefits of student-created portfolios in the EFL classroom. Either or both of these, or a combination of the two (Shaffer, 2013), can be incorporated into a EFL skills course with much ease and notable results. The EFL instructor can also allot class time for self-guided language-learning activities. Pairs of students can exchange descriptions of and their reflections on the methods they are using, considering, and not considering (Shaffer, 2014). In addition to developing their speaking skills, students learn of new language-learning methods and materials (e.g., websites) that they might otherwise never have thought of or discovered. As presentation skills are often part of university English skills courses, students can be asked to do a presentation on one of their most highly useful language learning methods that their classmates might not be aware of, thereby, not only getting presentation skills practice, but also introducing a potentially new and beneficial language learning method to the entire class (Shaffer, 2014).

Clearly, this study reveals a dire need for high schools, and more particularly, for universities and instructors to provide students with the tools that they will need for effective and efficient English language learning at the university level. And clearly, instruction in self-directed learning and reflection on that learning could be highly beneficial to the English learner embarking on a university education.

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## Constitution of KOTESOL

(Adopted April 1993; Amended October 1996, March 1998, October 2007, January 2011)

*Preface: The Constitution outlines the vision, principles and broad structure of the organization. It is a governance document of the full membership.*

### Article I. Name.

The name of this organization shall be Korea TESOL (Teachers of English to Speakers of Other Languages), herein referred to as KOTESOL. The Korean name of the organization shall be 대한영어교육학회.

### Article II. Purpose.

KOTESOL is a not-for-profit organization established to promote scholarship, disseminate information, and facilitate cross-cultural understanding among persons concerned with the teaching and learning of English in Korea. In pursuing these goals KOTESOL shall cooperate in appropriate ways with other groups having similar concerns.

### Article III. Membership.

Membership shall be open to professionals and other interested persons in the field of language teaching and research who support the goals of KOTESOL. Nonvoting membership shall be open to institutions, agencies, and commercial organizations.

### Article IV. Meetings of the Members.

KOTESOL shall hold general meetings at times and places decided upon and announced by the Council. One meeting each year shall be designated the Annual Business Meeting at which members shall receive accountability for the operations and finances of the organization and have the opportunity to give input into the same.

### Article V. Executive Officers and Elections.

The executive officers of KOTESOL shall be a President, a First Vice-President, a Second Vice-President, a Secretary, and a Treasurer. The executive officers shall be responsible for the day-to-day operations of the organization. The term of office shall be from the close of one Annual Business Meeting until the close of the next Annual Business Meeting, except for the President, who shall serve a two-year term, elected biannually except where the Presidency has been vacated, in which case a new election shall be held along with the election for other officers. If the office of the President is vacated, the First Vice- President shall assume the Presidency with a term ending at the close of the next Annual Business Meeting. Vacancies in other offices shall be dealt with as determined by the Council.

### Article VI. National Council.

The Council shall consist of the officers, the Immediate Past President, the chairs of all standing committees, including the International Conference Co-chair, and the president from each Chapter. . The Council shall be responsible for making the strategic and financial decisions of the organization, as well as oversight of the day-to-day operations.

### Article VII. Finances.

KOTESOL shall operate its finances on the principles of transparency, accountability and stewardship.

### Article VIII. Amendments to this Constitution.

This Constitution may be amended by a three-fourths (3/4) majority vote of those members present at an ABM, provided that written notice of the proposed change(s) has been endorsed by at least five members in good standing and has been distributed to all members at least thirty days prior to the vote.

## Bylaws

(Adopted April 1993; Amended March 1998, October 2003, October 2004, Oct. 2005, October 2007, January 2011, October 2013)

*Preface: The Bylaws are a set of broad rules that govern the management of KOTESOL. They flow from the Constitution and are a governance document of the full membership.*

### Article I. Language.

The official language of KOTESOL shall be English.

### Article II. Membership and Dues.

Section 1. Qualified individuals who apply for membership and pay the annual dues of the organization shall be enrolled as members in good standing and shall be entitled to one vote in any KOTESOL action requiring a vote of the membership.

Section 2. Private nonprofit agencies and commercial organizations that pay the duly assessed dues of the organization shall be recorded as institutional members without vote.

Section 3. The dues for each category of membership shall be determined by the Council.

### Article III. Duties of Elected Officers.

Section 1. The President shall preside at the Annual Business Meeting, shall be the convener of the Council, and shall be responsible for promoting relationships with other organizations. The President shall also be an ex-officio member of all committees formed within KOTESOL. The First and Second Vice-Presidents shall cooperate to reflect the intercultural dimension of KOTESOL.

Section 2. The First Vice-President shall assist the President in his or her duties and work with the Chapters through their Council representatives to assist them in their business. The First Vice-President shall also undertake such other responsibilities as the President may delegate.

Section 3. The Second Vice-President shall organize the Annual Leadership Retreat, oversee and assist the Special Interest Groups (SIGs), oversee the Korea Teacher Trainer (KTT) program and its finances, and serve as the KTT liaison to Council. The Second Vice-President shall also undertake such other responsibilities as the President may delegate.

Section 4. The Secretary shall keep minutes of all KOTESOL meetings and decisions, including those done electronically, and ensure that the minutes are published on the KOTESOL website. The Secretary shall also archive, safeguard and make available, as needed, all the official records of KOTESOL, including the Policy Manual, which should be kept up-to-date and disseminated to all members of Council at the start of each year. At the completion of the term of office, the Secretary shall pass on all documents to the incoming Secretary.

Section 5. The Treasurer shall act as a fiduciary for the financial affairs of KOTESOL, keep appropriate bank accounts in the name of KOTESOL maintain accurate records of the finances of the organization, maintain a list of KOTESOL members, prepare the annual operating budget and manage all funds belonging to KOTESOL in an open and accountable manner.

Section 6. The Nominations and Elections Chair shall act as the Chief Returning Officer of KOTESOL and chair the Nominations and Elections Committee.

Section 7. The International Conference Chair shall organize all aspects of the International Conference and report to Council about the same, including the appointment of a conference committee, recommending a venue for approval by Council, creating an event budget for approval by Council, making regular reports to Council and providing a final report within thirty (30) days of the completion of the International Conference briefing Council on the success of the event, advising of any problems encountered and making recommendations for the following year.

Section 8. The International Conference Co-chair shall assist the International Conference Chair in all of his or her duties in order to gain insight and experience to successfully organize the following International Conference.

Section 9. The Past President shall cooperate with the incoming President to facilitate a smooth leadership transition, and provide advice and continuity to the organization on Council and Committee affairs.

#### **Article IV. The Council.**

Section 1. The responsibilities of the Council shall include, but not be limited to:

Subsection a. Approval of the annual operating budget;

Subsection b. Approval of all appointments to committee chairs;

Subsection c. Ensuring that the elected officers and members of the National Council perform their duties as required by the Constitution, Bylaws, and policies of the organization.

Section 2. All members of the Council must be members in good standing of KOTESOL.

Section 3. Any members seeking nomination for an elected position on the Council must have been a member in good standing for at least the 12 full months immediately prior to the time of seeking nomination; except that all candidates for election to President must have been a KOTESOL member for the previous two years, and must be a current member of TESOL at the time of nomination and throughout the term as President.

Section 4. Any elected or appointed member of the Council may be removed from office through impeachment, which must be based on a failure to properly conduct the affairs of their elected/appointed office. Impeachment shall require a three-fourths (3/4) majority of voting members on the Council, regardless of present attendance.

Section 5. A majority of Council members that are eligible to vote (both appointed and elected) shall constitute a quorum for conducting business. Council members shall be allowed to appoint a qualified substitute, who shall be allowed to vote at the meeting. Substitutes must be officially declared to the President before the commencement of the meeting. A member of Council may only declare one substitute regardless of how many positions on the council he or she holds and cannot declare a substitute for any position if he or she is present at a meeting of the National Council.

Section 6. Each person on Council shall have only one (1) vote on any issue brought before the Council, regardless of whether he or she holds multiple positions entitling a vote.

#### **Article V. Committees of the Council.**

Section 1. The Council may establish standing committees as needed to carry out the business of KOTESOL.

Section 2. There shall be a standing Publications Committee responsible for dissemination of information via all official publications.

Section 3. There shall be a standing International Conference Committee responsible for planning and developing the International Conference. The International Conference Committee Co-chair shall be elected in the general elections each year. This person shall serve as Co-chair of the International Conference Committee for the first year of the term. In the second year of the term, the Co-chair shall become the Chair of the International Conference Committee.

Section 4. There shall be a standing Nominations and Elections Committee responsible for managing all aspects of the election, including submitting a complete slate of candidates to fill the respective positions of KOTESOL. The Chair of this Committee shall be elected by a majority vote of the members casting their vote in the general elections.

Section 5. There shall be a standing Membership Committee responsible for developing recruitment strategies for new members and providing existing members with value-added service to retain their membership.

Section 6. There shall be a standing Financial Affairs Committee responsible for overseeing the financial affairs of the organization and making recommendations about the same.

Section 7. The Council or President may establish ad hoc committees as needed to carry out the business of KOTESOL.

Section 8. The Council may dissolve any committee, standing or ad hoc, if the need for the committee no longer exists or the mandate of the committee has been completed.

#### **Article VI. Chapters.**

Section 1. A Chapter of KOTESOL can be established with a minimum of twenty members, unless otherwise specified by the Council.

Section 2. Membership fees for individuals shall be set by the Council, 50% of which will go to the National Organization, and 50% will belong to the Chapter.

Section 3. All Chapter officers must be current KOTESOL members.

Section 4. Any Chapter that fails to retain 18 members for 24 consecutive months may be dissolved by majority vote of both (a) nationally elected officers; and (b) all Chapter

representatives in attendance at a duly called and noticed National Council meeting. Dissolution shall take place immediately, with Chapter finances and assets reverting to the national treasury, and any current membership transferred to other Chapter(s).

Section 5. Chapters shall develop Chapter Election Policies consistent with the following provisions:

Subsection a. Chapters shall hold elections at the first Chapter meeting following the National Annual Business Meeting, hereafter called the Chapter Annual Business Meeting (ABM). A Chapter may specify another time to hold its Chapter Annual Business Meeting, but this must be established in the chapter bylaws. At the Chapter ABM, officers for the following offices must be elected:

Sub-subsection i. President, who serves as Chapter representative to the National Council.

Sub-subsection ii. Vice-President.

Sub-subsection iii. Treasurer, who maintains liaison with the National Treasurer for matters of finance and membership.

Subsection b. Other voting officers should be elected or appointed in accordance with the Chapter's own Constitution and Bylaws and duties designated as appropriate. Similarly, non-voting officers may be appointed at the discretion of the Chapter.

Subsection c. Term of office concludes, regardless when elected or appointed, with the next Chapter Annual Business Meeting. Officers may run for re-election.

Subsection d. Vacancies in the required elected Chapter offices, unless stipulated otherwise in the Chapter's Constitution and Bylaws, may be filled only by a two-thirds (2/3) majority vote of voting officers of the Chapter, and then confirmed by a simple majority vote of the membership at the next regularly scheduled and announced Chapter meeting where all current Chapter members present have the right to vote.

Subsection e. Absentee and proxy ballots shall not be permitted.

#### **Article VII. Elections.**

Section 1. All elected positions shall be elected by a majority vote in the general elections of KOTESOL, where majority vote is defined as a simple plurality of the votes cast.

Section 2. No candidate for a position on Council shall be elected who fails to receive at least twenty-five percent (25%) of all votes cast for that position, and at least 25% of total votes cast must be cast for this position. Where no candidate meets this requirement, the post shall be declared vacant.

Section 3. In the case of a tie vote in the general elections, a run-off election between the candidates who are tied shall occur through a specially arranged by-election for that purpose, to be administered by the Nominations and Elections Officer whose term shall be extended for the duration of the by-election.

Section 4. Voting procedures for all elected positions may be carried out by online voting.

Section 5. Absentee and proxy voting shall not be permitted.

#### **Article VII. Parliamentary Authority.**

Robert's Rules of Order, Newly Revised, shall be used to govern the business of KOTESOL in all cases in which they are applicable, subject to the Constitution, Bylaws and Policies of KOTESOL.

#### **Article IX. Audits.**

An audit of the financial transactions of KOTESOL shall be performed at least (but not limited to) once a year as directed by the Council.

#### **Article X. Amendments.**

These Bylaws may be amended by a two-thirds (2/3) majority vote of the members present at an ABM, provided that written notice of the proposed changes has been endorsed by at least five (5) members in good standing and has been distributed to all members at least thirty (30) days prior to the vote.



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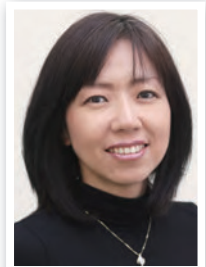
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