KOREA TESOL
KOTESOL
대한영어교육학회

The 24th Korea TESOL
International Conference

Oct. 15-16, 2016
hosted by
**Sookmyung Women's
University,   Seoul**

Plenary Speakers
Thomas Farrell
Tracey Tokuhama-Espinosa

Featured Speakers
Willy Renandya
Boyoung Lee (이보영)
William Littlewood
Kara Mac Donald
Todd Beuckens
Burcu Tezcan-Unal
Lynda Yates
Robert S. Murphy
Plus...
Chuck Sandy and more!

koreatesol.org/IC2016

Shaping the Future
with 21st century skills

SOOKMYUNG TESOL
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KOTESOL
2016

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- Teachers of English wishing to upgrade their professional standing

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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.

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For more information contact one of our local representatives:

Japan: Andy Lawson – a.lawson.1@bham.ac.uk
Korea: Joanne McCuaig – j.mccuaig@bham.ac.uk
Switzerland: Suzanne Oswald – s.oswald@bham.ac.uk
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Sookmyung Women's University
Oct. 15-16, 2016

President's Message

Lindsay Herron

I am very pleased to welcome you to the 2016 KOTESOL International Conference!

In 2010, I attended my first KOTESOL International Conference. Here at Sookmyung Women˝s University, surrounded by crisp autumn air, azure skies, and more than a thousand fellow teachers from around the world, I exulted in the pleasure of finding a true community of practice. I remember sitting in the sunshine during breaks, coordinating schedules with a friend so we could split up, attend as many presentations as possible, and then later swap notes and handouts. I was ecstatic to meet so many dedicated teachers, skilled practitioners, and researchers; to peruse the various displays and booths on offer; to feel part of a larger community and support network; and ultimately, to realize I was not alone in my struggles to improve, to provide my students with the most effective, engaging class possible.

Today, I am a much more confident teacher, thanks in large part to KOTESOL. I am thrilled to be here and to have this opportunity to welcome and thank all the participants. First, I˝d like to thank the hundreds of attendees and presenters congregating here from around the globe. We owe it to our students, to our employers, to the profession, and to *ourselves* to continuously seek improvement, never to be content but rather to constantly evolve and develop as teachers. KOTESOL provides a welcome support network for all of us in this quest, and all of you should be congratulated for embracing this opportunity for improvement, for actively seeking and sharing new ideas and inspiration. I am also pleased to invite members to further develop their support networks on Saturday night (10/15) at our annual members˝ social event, coordinated by the Membership Committee.

I would also like to welcome and thank our organizational partners for their continued support and their dedication to improving English education in Korea. They are truly the bedrock of KOTESOL, and it is their support that allows us to provide exceptional professional development events such as this one.

Finally, I would like to acknowledge the conference planning committee. I am very familiar with the months of effort and blood, sweat, and tears that are frequently (and literally) involved in organizing a conference. To the entire International Conference Committee, then, I would like to offer gratitude, appreciation, and a hearty congratulations!

I am delighted to be back at Sookmyung Women˝s University this year, and I am particularly excited about the theme, "Shaping the Future: With 21st Century Skills." I love how it refers not only to the skills we should seek to cultivate in our students, but also the skills we need to foster in *ourselves* as teachers in order to teach our students effectively in an ever-changing, increasingly connected, increasingly digital world. It invites us to reflect on the kind of future we want and the role we each play in crafting it. Whatever approach you˝d like to take, from questions of advocacy and equity to effective uses of technology, there˝s a presentation here for you. I hope you find it as inspiring and rewarding as I do. Welcome to the conference, and welcome to the KOTESOL family!

Chair's Welcome

Jamie Carson

I want to welcome you to the 2016 Korea TESOL International Conference. I am thrilled that you have joined us today! In years past, I have found this conference to be a wonderful time of networking, learning and collaborating. It is my hope that this conference offers you the same opportunities.

There have been a great number of changes this year that I hope you will enjoy. However, none of this would not be possible without the long hours of volunteer service that the international conference committee dedicated throughout the year. Each member has logged countless hours after work and given greatly of their free time on both weekends and vacations. To these individuals, you have my greatest respect, admiration, and thanks.

The theme this year „Shaping the Future: With 21st Century Skills" is meant to showcase new and innovative approaches in all areas of education. Education is an ever changing field whether in innovation or a new approach to an existing idea. Our goal this year was to provide as many practical sessions as possible. Whether learning about a new way to use technology in the classroom, a new look at reflective practice or the latest techniques in neurolinguistics, there are plenty of opportunities to learn and grow this weekend. I sincerely believe that there will be many insights that you will take home from this conference, not only from the sessions, but from socializing and sharing with your fellow teachers.

I am very enthusiastic to spend the time with you. I would love to take time to greet and chat with you anytime this weekend. I look forward to hearing about your experiences in education and the things you have found interesting while attending the conference.

Welcome to the 24th Korea TESOL International Conference

Finding the Right Presentations

By Phil Owen and Allison Bill, Program Directors

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 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.** This year's topics are <u>Classroom Management, Conversation Classes, Orientation to Communicative Language Learning, and Web Resources for Teachers</u>. You can see the full list of "101" presentations in the **101 index** (p.142).

3. We have tried to **balance the topics** throughout the weekend. If you want to spend your whole weekend learning about using technology to teach English, you can camp out in room B112. If you want to mix it up, you can choose a few presentations on Assessment, a handful on Materials Design, and a sprinkling on Classroom Management, etc. Every hour has a nice variety of options.

4. 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.

You may notice that there are **more 25-minute sessions this year**. This reflects a sharp increase in submissions from teacher-researchers. Maybe they will inspire you to try some action research in your own classes.

5. Once again this year, we recognize your colleagues who read the hundreds of presentation proposals.They helped us select the 197 presentations you have to choose from this weekend. This is the dedicated team of vetters: **Allison Bill, Chris Miller, David E. Shaffer, Eric Reynolds, Stafford Lumsden,** and **Tory Thorkelson**.
                    We ALL owe these folks a BIG "Thank you!"

Not everyone wants to see the same kinds of presentations. But with nine to 14 sessions in each of 13 hours over two days, I am sure you can find something to help you return to school on Monday, ready to join your colleagues in *Shaping the Future with 21st Century Skills*.

Have you Voted?

KOTESOL Members (expiration October 31st or later) *who did not participate* in online voting may cast a ballot at the Election Desk. Results of this year's National Election will be announced at Sunday's ABM.

Voting hours:
- Saturday 10AM to 5PM
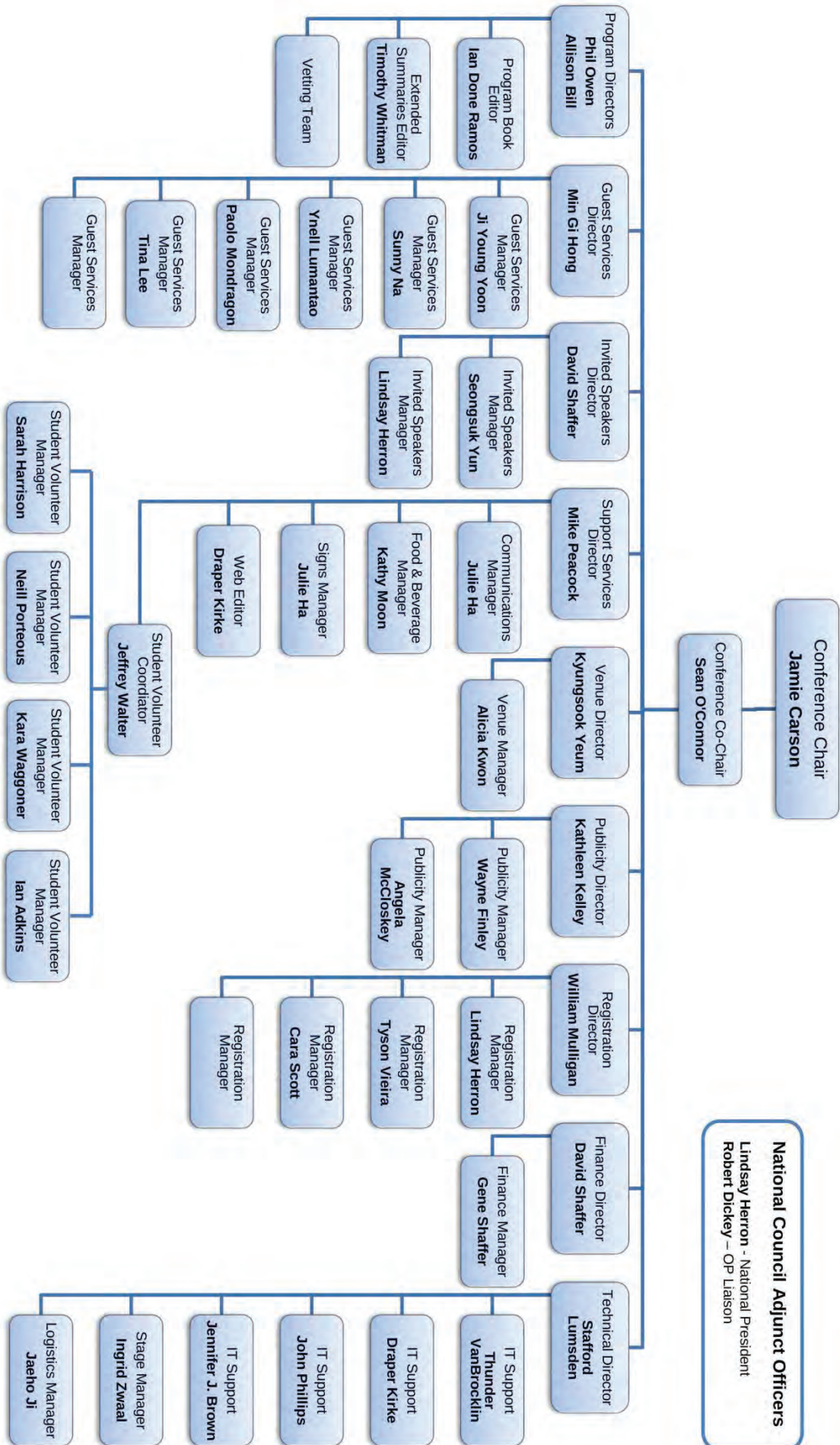- Sunday 10AM to 12PM

The Elections Desk is beside the Help Desk (near Registration).
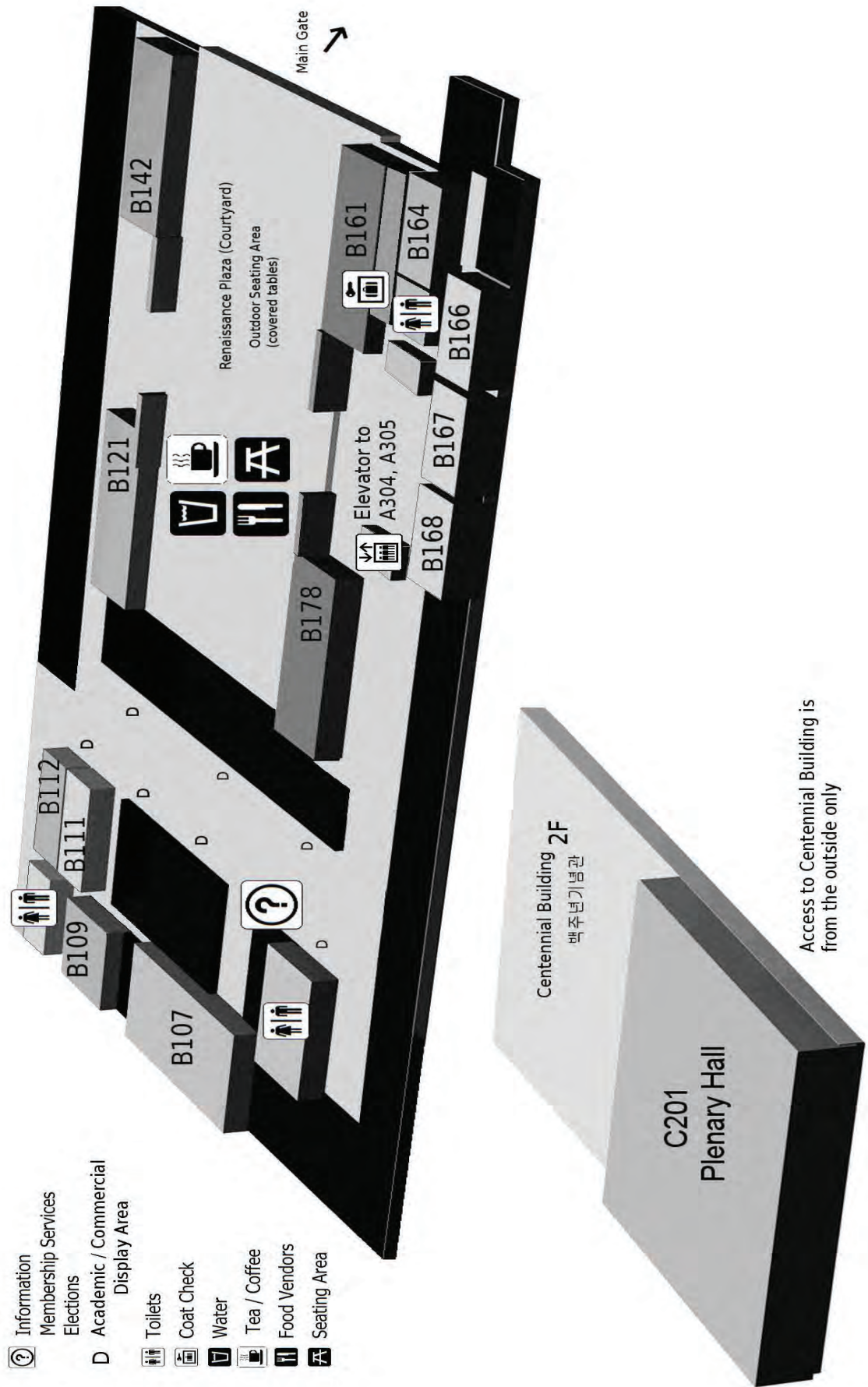
Express your views. Vote!

2016 KOTESOL International Conference Committee

Accurate as of 2016.10.07

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Sean O'Connor

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CONFERENCE FLOOR PLAN

Conference at-a-Glance
Day 1: SATURDAY, OCTOBER 15th

	9:00-9:25	9:25-9:45	10:00-10:25	10:25-10:45	11:00-12:15	12:15-1:30	1:30-1:55	1:55-2:15
B107	**Renandya** *Is Dadok (다독/ER) the Missing Link in L2 Learning?* Reading / Literacy INVITED		**Tezcan-Unal** *The Demands of the 2020 Job Market, Transferable Skills, and ELT* 21 C Skills FEATURED		Opening Ceremonies and 1st Plenary – Thomas Farrell	LUNCH	**Mac Donald** *Communicative Instructional Approaches: A Framework for 21st Century Skills* 21 C Skills FEATURED	
B109	**Aaron Siegel** *The Magic of Comics in the EFL Classroom* Reading / Literacy E-FUTURE		**Bosiak** *Activities for Extending and Expanding Reading Comprehension Lessons* Reading / Literacy E-FUTURE				**Whiddon** *Optimizing learning through differentiation: A higher skill set for mixed-ability groups* Multiple skills MACMILLAN EDUCATION	
B111	**Romney** *Using the power of visual design to improve student learning* Materials or Course design SUA		**Urick** *Using Music in the EFL Classroom* Materials or Course design U				**Schoofs** *The University of Birmingham: ELAL MA in TESOL and MA in Applied Linguistics* Other issues U OF BIRMINGHAM	
B112	**Rebuck** *A lesson and life resource: Ten reasons to download radio podcasts* Tech U		**May** *Is a Learner Management System for Me? (A Discursive Workshop about LMS)* Tech SUA				**Reynolds, Sherman** *Memrise app for vocab acqu.* Tech SUA	**Bach** *Learners' mobile audio-messaging* Tech SUA
B121	**Beatty** *Clay Tablets to Computer Tablets: Embracing Change in the Language Classroom* Other issues ANAHEIM UNIVERSITY		**Sandy, LeBlanc** *Answering the Call to Vocation* Reflective Practice INVITED				**Littlewood** *Time Past, Time Present, Time Future* Other issues INVITED	
B142	**Kaufman, Nam, Thorkelson** *KOTESOL International Conference Orientation Session 1* Other issues YL/VYLSUA		**Mirts** *Using Games in the Classroom* Tech INVITED				**Kaufman, Nam, Thorkelson** *KOTESOL International Conference Orientation Session 2* Other issues YL/VYLSUA	
B161	**Coombe** *Fear of the Unknown: Ideas for Better Freshman Public Speaking* Multiple skills U			**Praver** *EFL Teachers' Self-efficacy Beliefs: A Profile Analysis* Other issues U			**Pham** *Using Group Bonding Activities* Other issues SUA	**West, Wright, Warmington** *Social Justice Colloquium* (until 3:15 p.m.)
B164	**Lucantonio** *Writing an abstract: A genre-based approach* ESP/EAP U		**Adamson** *Active learning at student-led conferences* Multiple skills U	**Mabuan, Ebron, Jr.** *Let's Face It! Using Facebook* Multiple skills U			**Nanni** *Project-Based Learning in Intensive EAP Courses at a Thai University* ESP/EAP SUA	**Willoughby** *Using News Media to Develop 21st Century Skills* ESP/EAP SU
B166	**DeHond** *Stance and Engagement in L2 Peer Feedback* Sociolinguistics U	**Haswell** *The value of international students as TAs* Sociolinguistics U	**Campbell-Larsen** *Discourse markers, backchanneling and interactional questions: Making conversation more authentic.* SpeakingU				**Shmidt** *English Terms of Address and Pragmatic Failure* Sociolinguistics A	**L. Lee** *Define NEST in ELT Context for Me, Please!* Sociolinguistics A
B167	**J. Ryan** *Promoting Conversation with Information Gap Activities* Conversation Classes **"101"** YL/VYLSUA		**Gray** *A Paperless Classroom: Modern Mobile Technology* Web Resources for Teachers "101" SUA				**Overbeek** *Learner Autonomy via Games* Communicative Language Learning **"101"** YL/VYLSUA (until 2:55 p.m.)	
B168	**Breaux** *It's not a conversation class unless you have a conversation test* Assessment / Testing U		~~Fang *Professional Identity of Chinese Teachers* Identity UA~~	**Doyle** *Motivational Struggles of English Majors in East Asia* SLA U			**J. Siegel** *Taking notes in a second language: A pedagogic model* Listening SUA	
B178	**Tsuji** *Collaboration with Peers:* Other issues SUA	**Aziez** *Nurturing Social Awareness* Other issues SU	**Lynch** *Preventing Plagiarism in the CBI Classroom* CBI U				**Garvey** *Designing and Managing a Conversation-based Activity* Classroom management SUA (until 2:55 p.m.)	
A304	**Saki** *Teaching about diversity in the EFL classroom in Japan* 21 C Skills U		**H. Chen** *Feature Films for Intercult. Lrng* Intercult. comm.	**Manning** *English at Work in Korea* Intercult. comm. SUA			**Ottoson, Sato** *Pre-study abroad peer preparation* Intercult. comm. SU	**Roxy Lee, Gray** *Discussion, critical thinking* 21 C Skills YL/VYL
A305	**Twitchell, Bonner** *Using custom-designed games to scaffold narratives* Writing SUA		**Vitta, Albright** *Implementing a 'Sound' Vocabulary Course* Vocabulary UA				**Witherite, Fox** *Scaffolded Writing and Flash Fiction:* Writing YL/VYLS	

Conference at-a-Glance
Day 1: SATURDAY, OCTOBER 15th

	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
B107	**Beuckens** *PUSH Your Lessons Beyond the Classroom* Tech FEATURED		**Lee (이보영)** *Second Language Teacher Education:* Speaking FEATURED		**Renandya** *Enhancing L2 Learning Using Simple Technology* Tech FEATURED		**Sandy, Hampson** *Teaching Life Through Stories* Other issues INVITED	
B109	**Yates** *Postgraduate Study and Research Pathways for Applied Linguistics* Other issues MACQUARIE U.		**Bosiak** *Engaging Students and Promoting Literacy with Graded Readers* Reading / Literacy E-FUTURE		**Whiddon** *Language for Life: Developing & Integrating Life Skills in Language Teaching* 21 C Skills MACMILLAN		**Belcher** *The importance of continuing professional development* Other issues TESOL ASIA	
B111	**Iams** *An Inquiry Approach for Language Teacher Development* Other issues SIT GRAD INST.		**Hanf, Bill** *Professional Advancement through Online EdD, MA & Cert. Programs* Other issues ANAHEIM U.		**Schoofs** *L1 or not L1 – Is this still the question?* Other issues Yl/VYLS/TUA		**Thiruchelvam, J. Kim** *Creating Context Appropriate Writing Curriculum* Materials or Course design S	
B112	**A. Lee** *Using Canvas LMS to Promote 21st Century Learning Skills* Tech UA		**Fewell, MacLean** *Online collaborative writing* Tech SU	**Mills, Toland** *Using 'How to' Videos* Tech U	**Knight, I. Brown** *VoiceThread and Moxtra: Digital Presentations for the 21st Century* Tech SUA		**Wang, Jarrell** *Mobile Learning Platform* Tech YL/VYLSUA	**Mills, White** *Digital Games in CALL* Tech U
B121	**Tokuhama-Espinosa** *Creating a Personalized Professional Development Program* 21 C Skills INVITED		**Murphy** *Designing a Better Brain-Friendly Syllabus: 5 Major Points to Remember!* Materials or Course design INVITED		**Mirts** *The Role of the U.S. Department of State in Enhancing English Language Teaching and Learning* Other issues INVITED			
B142	**Waddell, Coward** *Developing Teachers for the Long Haul* Other issues INVITED		**Park** *North Korean students' English-learning needs* Other issues A	**Leung** *EFL College Writing Class in Taiwan* Writing U	**Sarobol, Bunmak** *Teachers' Perceptions on TBLT* Classrm mgt SU	**Zainal** *English for Myanmar refugee learners* 21 C Skills S	**Ryan** *Flipping Online Video for Classroom Discussion* 21 C Skills SUA	
B161	**West, Wright, Warmington** *Social Issues Colloquium* Identity/21C skills/Other issues YL/VYLSUA Continued from 1:55 p.m.		**Herron, Nam, Bailey, Turner** *Quick Tech Showcase*		**May, Roskop, Craig, Bailey, Lumsden** *Tech Panel* Tech SUA			
B164	**Kelly** *Information Literacy for EAP Students* Multiple skills SU		**Wood** *Engagement with Google Docs* ESP/EAP U	**L. Lin** *ESP for EFL Teachers* ESP/EAP YL/VYLS U	**Kharlay** *Dictations are fun! Practical techniques for using dictations creatively.* Multiple skills SUA		**Ott, J. Thompson** *Building Student Autonomy Through Literature Circles* Multiple skills U	
B166	**Reichmuth, Hanf** *TV Sitcom Effects on Pronunc.* Speaking UA	**Richard Lee** *Encouraging Oral Participation* SpeakingU	**McBride** *Prioritizing interest over accuracy in the conversation classroom.* SpeakingSUA		**Thorkelson, Finley** *Pronunciation and Accent: Overcoming misconceptions among EFL students* SpeakingYL/VYLSU		**J. Siegel** *Pragmatic activities for the speaking classroom* SpeakingSUA	
B167	**Overbeek** *Learner Autonomy via Games* "**101**" Cont'd from 1:30 p.m.		**Reynolds, McKibben, Sherman** *Using vocabulary acquisition applications to enhance students' 21st Century Skills* Web Resources for Teachers "**101**" YL/VYLSUA		**Charles** *Get Them to Ask You: Making Self-Intro Lessons More Student-Centered* Communicative Language Learning "**101**" YL/VYLS		**Pusey** *Adapting Textbook Activities for Communicative Classrooms* Conversation Classes "**101**" SUA	
B168	**Burden** *Comparing two qualitative teaching evaluation data collection methods* Assessment / Testing U		**Gold** *Effective Classroom Management and Smart Teaching* Classroom Management "**101**" SU		**Wilson** *Effective Oral Presentation Rubrics: How Do University Instructors Assess Their Students?* Assessment / Testing U		**Kuswandono** *Pre-service Teachers' Professional Identity* A	**Hirschel, Jackson** *Listening for Meaning* SUA
B178	**Garvey** *Conversation-based Activity* cont'd from 1:30	**J. Ryan, Sarich** *English-medium Instruction* CBI SUA	**Glithero** *Mind-full or Mindful? Creating Mindful Pauses in Classrooms* Other issues SUA		**Sewell** *Teaching Beyond Korea - Perspectives on Transitioning Back to Your Home Country* Other issues YL/VYLSUA		**Azkiyah** *Individually-Tailored English Teacher Training* Reflective Practice UA	
A304	**Goldberg** *The Benefits of Online Extensive Reading* Reading / Literacy SUA		**Buck** *Fun and Effective Phone Use in the Classroom* 21 C Skills SUA		**Talbert** *Social Experiences of Koreans Living Abroad* Intercult. comm. U	**S. Kim, C. Brown** *Critical Literacy Practices* 21 C Skills YL/VYL	**Walsh** *Extension Activities for Teachers of Very Young Learners* Learning preferences / styles YL/VYL	
A305	**Witherite, Fox** Writing YL/VYLS Cont'd from 1:30 p.m.	**Rundle** *Problem-Solution Vocabulary* Vocabulary U	**Craig, Ellis** *NoRedInk for offloading* Writing UA	**Oi** *The development of belief* Writing S	**Vitta, Pusina** *Academic Writing Programs in the Japanese and Korean EFL Contexts* Writing U		**Pasaribu** *Students' Writing Anxiety* Writing U	**Kang** *Preference of Learners in Pronunc.* Speaking SUA

Conference at-a-Glance
Day 2: SUNDAY, OCTOBER 16th

	9:00-9:25	9:25-9:45	10:00-10:25	10:25-10:45	11:00-11:45	12:00-12:25	12:25-12:45
B107			**Murphy** *7 Brain-Friendly Ways to Foster Deeper Understanding and Autonomy in Your Classroom* Other issues FEATURED				
B109	**LaClare** *Measuring the Effect of Mobile Apps on Reading Speed* Reading / Literacy S	**Nguyen** *Extensive Reading: Follow-up Activities* Reading / Literacy U	**Hulme** *21st Century Skills in the EFL Classroom* 21 C Skills E-FUTURE			**Maitland** *Extensive reading; making story sacks to support extensive reading* Reading / Literacy YL/VYL	
B111			**Kirschenmann, Noh** *Using low-stress, high-impact, place-based materials to foster English conversation* Materials or Course design SUA			**Clements** *Lessons Learned in the Content-Based Classroom* Materials or Course design UA	
B112	**I. Brown, Knight** *Mobile Devices the 21st Century Language Learning Sound Lab* Tech YL/VYLSUA		**Reeser** *Simple Formative Assessment Methods in the Connected Classroom* Tech SUA		2nd Plenary – Tracey Tokuhama-Espinosa	**Nickle** *Immersive Reading: A Digital Tool for Comprehension, Speed and Motivation* Tech SU	
B121			**MacDonald** *Making Gwaoe and Hagwon Lessons More Collaborative* Tech INVITED				
B142			**Beuckens** *Build Your Own LMS – For Free* Tech INVITED				
B161		**Nagao** *Self-reflection on Peer Essay Analysis in an EFL Community of Practice* Other issues U	**Yoshida, Kato, Minamitsu** *How to Use Self-Regulated Learning Model in English Classes at Japanese Universities* Other issues U			**M. Lee** *English Teachers' Emotional Labor, Emotions, and Efficacy* Other issues YL/VYLSUA	**Yabukoshi** *University students' self-regulated learning processes* Other issues U
B164	**Enloe, Barraza** *Use ENGLISH-OPOLY for supreme, long-term classroom management: For elementary and MS* Multiple skills YL/VYLS			**Zhang** *L2 students' engagement with teacher feedback* Multiple skills U		**Battista, G. Farrell** *English Language Teaching at Vocational Colleges: Action Research on Activities that Work* ESP/EAP U	
B166	**Golder-Novick** *Using Improvisation Activities for English Speaking Practice* Speaking YL /VYLSUA			**Vollmer** *Using Transcription Activities to Promote Noticing* Speaking S		**Matsuzaki** *Effectiveness of dialog recitation in speech production* Speaking U	**Rohani, Budianto** *Inter-Cultural Comm. in a Video-Conf. Program* Speaking U
B167	**Maitland** *Classroom management: Developing the emotional literacy of your students.* Classroom Management "**101**" YL/VYLSUA		**Velde** *Following Up in Conversation Class* Conversation Classes "**101**" SUA			**H. Kim** *LIKE Dictionary: Create a vocabulary list automatically* Web Resources for Teachers "**101**" YL/VYLSUA	
B168	**McBride, Chilcoat** *Do Korean university students think they are interesting? A comparative study.* Identity UA		**Marshall, J. Ryan** *Effectiveness of Overseas IEPs* Assessment / Testing SUA	**Rouault** *Diagnostic testing in SFL reading* Assessment / Testing SUA		**Corks** *Quality, Effort and Improvement Based Grading for General Skills Language Classes* Assessment / Testing U	
B178	**Heathco** *Pathways for Developing Teachers* Other issues YL/VYLSUA		**G. Farrell** *Expanding Critical Literacy With CLIL* CBI U			**Barnes** *Student Self-Reflection: Learner Responsibility and Autonomy* Reflective Practice YL/VYLSU	
A304	**Griffin** *Is it okay to teach English instead of 21st century skills?* 21 C Skills SUA		**Watkins** *Effective Ways To Talk About Diversity and Difference In Korean Classrooms* Intercult. comm. SUA			**Lowe** *Cooperative Learning For Kindy Kids* 21 C Skills YL/VYL	
A305	**Y. Lin** *A Corpus-based Study on Verbs* Vocabulary SUA	**Khamis** *Innovative Writing Techniques for Interactive Teachers* Writing SUA				**Roose** *Promoting Introspection and Connection in the English Composition Classroom* Writing U	

Conference at-a-Glance
Day 2: SUNDAY, OCTOBER 16th

	1:00-1:25	1:25-1:45	2:00-2:25	2:25-2:45	3:00-3:25	3:25-3:45	4:00-6:00
B107	**Yates** *Teaching Language and Culture for the 21st Century* Intercult. comm. FEATURED		**Littlewood** *Back to Basics for the 21st Century: Language Learning as Memorization* SLA FEATURED				**KOTESOL Annual Business Meeting**
B109	**Seo** *Integrating Digital Feedback Tools to Support Excellence in English Writing* Tech TURNITIN KOREA		**Whiddon** *Skilling up for academic success: Essential skills and competencies for the 21st Century* 21 C Skills MACMILLAN EDUCATION		**McKibben** *Connecting education to learners, by having them teach.* Materials or Course design SUA		
B111	**Heit, Jobbitt** *Automated assessment software on student writing: a case study* Tech ECREE		**Miller** *Towards a more brain-friendly lesson* Materials or Course design YL/VYLSUA		**G. Thompson** *Developing Games Aligned with Language Objectives* Materials or Course design YL/VYLSU		
B112	**Fusselman** *Turning TED Talks into Classroom Materials* Tech UA		**Jarrell** *Using Smartphones for Outside Study* Web Resources for Teachers "101" UA		**G. Farrell, Povey** *Expanding your library: Generating digital content for young learners* Tech YL/VYL		
B121	**T. Farrell** *Standing Up for Your Principles: The Power of Reflective Practice* Reflective Practice INVITED		**Tezcan-Unal** *Timeless Interplay Between Learners, Teachers, and Learning* Other issues INVITED				
B142			**Clauson** *Becoming a Class(room)Dojo: Classroom Management Software + Young Learners* Tech INVITED				
B161	**Thorkelson** *Developing successful CBI and ESP Courses* CBI U		**McCuaig** *A Quick Refresher on How to Write a Research Paper* Other issues YL/VYLS/TUA	**M. Lee** *NNESTs in Korea* Other issues YL/VYLSUA	**Gallacher, Lampert** *Online Tools for the Assessment of Vocabulary in Use: An Overview* Other issues U		
B164	**Aki Siegel** *Evaluation of EFL textbook topics* Materials or Course design SUA	**Barraza** *LINK-it!* Multiple skills YL/VYLSUA			**Liu** *Learners' English Skills on Medical Terminology* ESP/EAP U	**J. Chen** *Concept Mapping and Prediction Skills* ESP/EAP	
B166	**Koby** *Communicative Language Teaching in Japanese High School-Where Are We Now?* Sociolinguistics SU		**Redmond** *3 Activities for Developing Oral Fluency* Speaking SUA		**Rock** *Bring Hawaii to Your Classroom: Innovative Speaking Tasks to Motivate Students* Speaking SUA		
B167	**Raisbeck** *Classroom Management at the Secondary Level* Classroom Management "101" S		**Ahn** *Humour and Cross-Cultural Communication: Its Importance and Classroom Applications* Intercult. comm. YL/VYLSUA		**Bryer** *Siskel, Ebert, and Seung-Beom – Using Movies Effectively in the Language Classroom* Materials or Course design YL/VYLSUA		
B168	**Walker** *Investigating foreign language anxiety (FLA) through nonverbal cues* Assessment / Testing UA		**Heathco** *Interaction and Meaning: Task-based teaching in the Korean classroom* Communicative Language Learning "101" SU			**Ko, Joo** *Scenario-based Language Assessment* Assessment / Testing S	
B178	**Lumsden, Waggoner** *All I Want To Do Is Teach! A Framework for Teaching Lesson Planning* Classroom Management YL/VYLSUA		**Gonzales** *CLT in an Elementary English Classroom* CBI YL/VYL		**Sewell** *Adjunct English Courses for International Students* CBI UA	**Roohani** *Teacher Burnout and Motivation* Other issues UA	
A304	**Sylvia** *Developing Intercultural Competency in the English Conversation Classroom through a "Han-versation" Dictionary* 21 C Skills UA		**Walker** *Speaking of storytelling: narrative descriptions of Just-for-Laughs skits* 21 C Skills SUA		**Reynolds, Yan** *Chinese MATESOL Students in South Korea* Intercult. comm. UA	**Reynolds, Mzali** *Second Language, Third Culture* Intercult. comm. UA	
A305	**Bradbury** *The Power of Words - A Communicative Approach to Academic Writing* Writing S		**Sansom** *Paper, pencil and practice: Developing students' in-class English writing* Writing S		**Manning** *A Linked Skills Approach to Improving Writing* Writing SUA		

KOTESOL
Korea Teachers of English to Speakers of Other Languages
대한영어교육학회

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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
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- 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*

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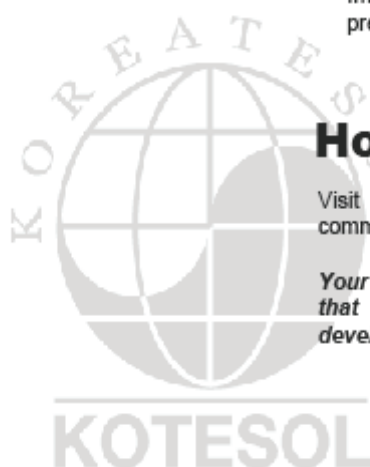
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Please contact your chapter president
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2016 KOTESOL International Conference

At-a-glance

Saturday, October 15, 2016

Time	Activity	Location
8:00 →	Registration	Lobby
9:00-10:00	Concurrent Sessions	Rooms B107-A305
10:00-11:00	Concurrent Sessions	Rooms B107-A305
11:00-11:30	Opening Ceremonies	Plenary Hall in Centennial Bldg
11:30-12:15	Plenary by Thomas S.C. Farrell	Plenary Hall in Centennial Bldg
12:15-1:30	Lunch	(CT-SIG Meet-and-Greet in B142)
1:30-2:15	Concurrent Sessions	Rooms B107-A305
2:30-3:15	Concurrent Sessions	Rooms B107-A305
3:30-4:15	Concurrent Sessions	Rooms B107-A305
4:30-5:15	Concurrent Sessions	Rooms B107-A305
5:30-6:15	Concurrent Sessions	Rooms B107-A305
6:15-7:15	**KOTESOL Members Wine-and-Cheese Social**	**Attendee Registration Area (Fine Arts Building)**

Sunday, October 16, 2016

Time	Activity	Location
8:00 →	Registration	Lobby
9:00-10:00	Concurrent Sessions	Rooms B107-A305
10:00-11:00	Concurrent Sessions	Rooms B107-A305
11:00-12:00	Plenary by Tracey Tokuhama-Espinosa	Plenary Hall in Centennial Bldg
12:00-1:00	Concurrent Sessions	Rooms B107-A305
1:00-1:45	Concurrent Sessions	Rooms B107-A305
2:00-2:45	Concurrent Sessions	Rooms B107-A305
3:00-3:45	Concurrent Sessions	Rooms B107-A305
4:00-6:00	**KOTESOL Annual Business Meeting**	**Room B107 (Gemma Hall)**

Our Invited Speakers
Saturday Plenary

Thomas S.C. Farrell
Brock University, Canada

About the Presentations
Sat 11:30
Plenary Hall

Professional Development of 21st Century Language Teachers Through Reflective Practice
Plenary Session

Professional development for language teachers in 21st century classrooms entails encouraging teachers to engage in reflective practice in order to maintain the curiosity of teaching, identify significant interests in the teaching and learning processes, and value and seek dialogue with experienced colleagues as a source of support in the analysis of situations. But what is reflective practice, and what research has been conducted on the practices that encourage 21st century language teachers to reflect on their practice? Also, how is reflective practice defined, and anyway, does engaging in reflection lead to improved teaching? In addition, is reflective practice not the same as language teacher research or teacher cognition research?

In this plenary session, I attempt to answer these questions by operationalizing reflective practice according to five levels/stages of teacher reflection. This framework shifts the analytic lens of reflection according to the following: philosophy (teacher-as-person), principles (assumptions, beliefs, and conceptions of teaching and learning), theory (theories-in-use), practice (actual teaching), and beyond practice (sociocultural and political consequences). After explaining the framework, I apply it to 116 research studies that focus on practices that encourage teacher reflection from 58 journals over a five-year period. The results of this survey/review are overwhelmingly positive: clearly, teachers, whether reflecting on their identities, beliefs, theories, or their own teaching, do recognize the developmental value and transformative potential in the activities of reflection for 21st century language teachers.

Sun 1:00
Room B121

Standing Up for Your Principles: The Power of Reflective Practice
Invited Session

Principles, the second stage/level of the framework for reflecting on practice (Farrell, 2015), include reflections on teachers' assumptions, beliefs, and conceptions of teaching and learning. Teachers' practices and their instructional decisions are often formulated and implemented (for the most part, subconsciously) on the basis of their underlying assumptions, beliefs, and conceptions because these are the driving force (along with philosophy) behind many of their classroom actions. This workshop will help teachers explore and reflect on their principles (assumptions, beliefs, and conceptions).

Reference

Farrell, T.S.C. (2015). *Promoting reflection in second language education: A framework for TESOL professionals*. New York, NY: Routledge.

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

Sunday Plenary

Tracey Tokuhama-Espinosa
Harvard University Extension School, USA

About the Presentations

Sun 11:00 **Plenary Hall**	**You Can't Get Apples from a Pear Tree: What Teachers Need to Know and Be Able to Do in the 21st Century**

PlenarySession

To shape the future with 21st century skills, teachers must first take stock of what they do and do not yet know and do in their own classrooms in order to plan for personal improvement. This plenary talk will ask teachers to consider five major changes in education in the 21st century, and then do a survey about their own personal 21st century skills to identify areas in need of development. The plenary will close with suggestions on how to fill gaps in personal skill sets.

Sat 2:30 **Room B121**	**Creating a Personalized Professional Development Program to Enhance 21st Century Skills** InvitedSession

This workshop will pick up where the plenary session left off. Using a new Educator's Professional Development Guide based on Hattie´s Visible Learning criteria (2009) and Tokuhama-Espinosa´s *50 Best Practices Based on Mind, Brain, and Education Science* (2014), this session will help teachers outline their own personalized professional development programs. Teachers will learn a process of identifying 21st century skills, how they manifest themselves and can be developed in classroom contexts, and what they themselves can do to enhance these same skills in their own lives.

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

Featured Speakers
(in alphabetical order by presenter)

ToddBeuckens
ELLLO &
Asia Pacific University, Japan

About the Presentations

Sat 2:30
Room B107

PUSH Your Lessons Beyond the Classroom
Featured Session

This presentation will look at how to incorporate technology inside and outside the classroom to maximize the effect of traditional learning environments. More specifically, the presentation will highlight the P.U.S.H. project, which aims to help teachers produce, use, share, and host digital content that renders on multiple devices. Attendees will learn how to create a variety of digital learning materials using a bevy of free tools online. The presentation will also show how to incorporate smartphones into classroom activities and use them as the main device for accessing and displaying content. To demonstrate the effectiveness of some free online tools, people in attendance will work together on collaborative task-based activities that showcase the ease and effectiveness of some tech-laden lessons. The presentation aims to help both advanced and novice technology users by offering practical tips that both early-adopters and technophobes will find useful.

Sun 10:00
Room B142

Build Your Own LMS – For Free
InvitedSession

Most teachers are familiar with using some sort of Learner Management System (LMS), such as Blackboard or Moodle on an institutional level, but these powerful tools are designed for large organization, and not individuals. This presentation will show teachers the power and benefits of creating a personal LMS for each class, and how it can be done quickly, easily, and for free using a variety of online tools such as Blogger, Facebook, Tumblr, and Wordpress. The presentation will look at how a personal LMS can enhance learning and engagement for students, and how updating content takes just a few minutes to do every day. Attendees will learn how to structure, utilize, and manage content so that it is not cumbersome or daunting, and how it can even be fun! Sample classroom LMSs will also be on display to serve as models for good and bad practices.

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

Bo-young Lee (이보영)
Ewha Womans University, Korea

About the Presentation

Sat 3:30
Room B107

Second Language Teacher Education: Enhancing Teacher Training and Professional Development in CLT

Featured Session

Communicative language teaching (CLT) has been used for decades as the most reliable solution for ensuring that English learners become communicatively competent. However, the approach has not been satisfactorily implemented in Korea. In this country, teacher lectures dominate class activity, with little opportunity given to students to be engaged in meaningful communication. With the role of English teachers in ensuring active student engagement becoming increasingly emphasized, it is imperative to consider teacher perceptions and beliefs regarding CLT, in order to determine if and how they are affected by their own CLT learning experiences during teacher training programs. To this end, this study aims to delineate the characteristics of such programs, particularly in order to determine how effectively CLT is dealt with, and how the training is perceived by the trainees.

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

William Littlewood
Hong Kong Baptist University

About the Presentations

Sun 2:00
Room B107

Back to Basics for the 21st Century: Language Learning as Memorization

Featured Session

When we talk about language learning and teaching, the terms ―memory‖ and ―memorization‖ are most often associated with conscious learning, such as learning word lists or rote-learning of patterns. In cognitive psychology, however, the terms cover a much wider range of phenomena. Important themes include the distinction between declarative memory (e.g., for discrete items) and procedural memory (e.g., for rules and patterns); intentional memory (which involves conscious processing), and incidental memory (which is usually unconscious); shallow and deep levels of processing (which involve varying degrees of meaningfulness and personal relevance); and massed practice (in one long session) versus distributed practice (in which the same total time on task is distributed over intervals). These concepts and distinctions have relevance for how we learn and teach language. This paper will explore some of the implications for teaching that might result from viewing language learning from the perspective of memory research.

Sat 1:30
Room B121

Time Past, Time Present, Time Future

Invited Session

―Time present and time past are both perhaps present in time future, and time future contained in time past.‖ These famous words are also an apt description of the renewal process in TESOL: In the light of experiences in time past, we develop principles which exist in time present and lay the basis for activity in time future; after this activity has occurred, it becomes contained in time past … and so the cyclical process continues. In this process, old ideas take on new significance within new conceptual paradigms. This presentation will discuss a teacher development activity that incorporated this renewal process into a collaborative learning task. Chinese pre-service teachers first identified key contributions of nine ―set methods‖ from the past. They also reflected on the ―postmethod‖ principles proposed by TESOL scholars. Based on these sources and filtered through their own experience as learners, they worked collaboratively (in ―reverse snowball‖ mode) to formulate context-free principles for their own future context-sensitive pedagogy. More on the rationale for this learning activity is at: http://www.elted.net/uploads/7/3/1/6/7316005/2__vol.19__littlewood_.pdf

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

Kara Mac Donald
Defense Language Institute, USA

About the Presentations
Sat 1:30
Room B107

Communicative Instructional Approaches: A Framework for 21st Century Skills

Featured Session

What skills do we need to address when teaching 21st century skills? One way to look at the issue is to consider that 21st century skills are not necessarily uniform across contexts. Even among countries where a common language is adopted, each nation and context requires specific linguistic, interpersonal, and sociocultural skills to effectively participate in that community. Teachers need to go beyond language as a focus of instruction, even at lower levels, and incorporate activities that target specific linguistic, interpersonal, and sociocultural skills for the expected needs of students. There are a variety of communicative approaches to offer meaningful interaction in the classroom while focusing on skills for target country and context specific interactions – all fostering meaningful, collaborative interaction that also permit a focus on building interpersonal and sociocultural skills for distinct contexts. The session explores how a variety of communicative instructional approaches can be used as a framework to build 21st century skills for a specific context, or several, depending on students' needs.

Sun 10:00
Room B121

Making *Gwaoe* and *Hagwon* Lessons More Collaborative

Invited Session

Learning English one-on-one seems ideal, yet the learning context can become stale over time as the interaction is limited to teacher-student communication. Even the smaller classes of *hagwons* often present little time for communicative activities, the focus often being on test preparation. The presenter shares how to make individual tutoring and *hagwon* classes more communicative and meaningfully interactive by linking similar age and ability students together through the use of a group websites and/or wikis. The use of online tools opens up meaningful opportunities for learners to interact with peers to complete task-based activities, promoting learners' communicative skills, and fostering their autonomy, as well as social and interactive skills in the online environment. In doing so, students develop interpersonal and sociocultural skills for the 21st century.

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

Robert S. Murphy
University of Kitakyushu, Japan

About the Presentations

Sun 10:00
Room B107

7 Brain-Friendly Ways to Foster Deeper Understanding and Autonomy in Your Classroom
Featured Session

Deeper understanding. Sounds good, but what is it? – and how can we foster it in the classroom? Neuroscience is helping us remove the guesswork! Come hear about seven well-researched cutting-edge tactics that greatly enhance understanding, autonomy, leadership, and students' feelings of ownership toward the teaching material. Learn how to implement them into your own teaching context. It will make your job easier – and your students will thank you for it!

Sat 3:30
Room B121

Designing a Better Brain-Friendly Syllabus: 5 Major Points to Remember!
Invited Session

Advanced neuroELT. Knowing what to do isn't enough! How can we design a better brain-friendly syllabus? Perhaps you already implement some concepts of neuroELT into your teaching. But, do all the parts work together coherently? How can we even begin to assess cohesiveness? In this workshop, we will introduce five major points that need to be referenced for designing a better brain-friendly syllabus. Come to this workshop to learn about those five points, and begin working on how to implement those five points into your own syllabus design. Remember: it's no longer about what you implement – it's now about how you implement! You won't want to miss this workshop!

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

Willy A. Renandya
Nanyang Technological University, NIE, Singapore

About the Presentations

Sat 4:30
Room B107

Enhancing L2 Learning Using Simple Technology

Featured Session

Technology is now an important part in second language teaching. Teachers nowadays use a wide range of technological resources for a variety of pedagogical purposes in order to help students become successful learners of English. But can technology be used in a more principled manner so that we can optimally support our students' L2 development? The aim of this presentation is to examine how technology can be used in ways that more clearly reflect well-accepted second language learning principles (e.g., language learning is facilitated when learners receive comprehensible language input, when they get ample opportunity to notice non-salient language features, and when they engage in meaningful communication via repeated practice). I will address the following questions in my presentation:
• How can technology enhance the quantity and quality of language input?
• How can technology provide more opportunities for genuine and meaningful communication?
• How can technology be productively used to encourage noticing of non-salient language features?
• How can technology be used to help L2 learners become fluent speakers of English?
• How can technology make language learning more engaging and motivating?
This presentation is particularly relevant for English teaching professionals who are interested in the application of research-based L2 principles for effective use of technology in teaching.

Sat 9:00
Room B107

Is Dadok (다독/ER) the Missing Link in L2 Learning?

Invited Session

According to Alan Maley (2005), Dadok or Extensive Reading (ER) is probably ―the single most important way to improve language proficiency." Curiously however, despite strong research evidence that supports Maley's claim, ER is conspicuously absent in many L2 learning contexts.

In this presentation, I first discuss the theory behind ER and provide research evidence that supports it. I will then explore some of the main reasons why the adoption of ER in schools has been slow. The bulk of my workshop provides practical tips on starting and sustaining an ER program, including the following:
• how to select relevant extensive reading materials
• how to motivate students to read in quantity on their own
• how to organize extensive reading activities
• how to monitor student progress in their reading
• how to deal with implementation issues (e.g., lack of ER resources, lack of support from school leaders, etc.)
This workshop is particularly useful for English teaching professionals who are interested in helping their students develop a higher level of proficiency in English.
For information about the speakers, see the Bio Statements section of the book.

Burcu Tezcan-Unal
IATEFL TTEd-SIG &
Zayed University, UAE

About the Presentations

Sat 10:00
Room B107

The Demands of the 2020 Job Market, Transferable Skills, and ELT

Featured Session

The competitive working environments demand our learners to be prepared for many skills that are significantly beyond accurate use of English and ICT skills. This workshop will focus on the transferable skills, which a new work environment will demand of our learners. By cultivating these skills, our learners can gain an advantage in the next generation job market. The session will open a platform to discuss and reflect on to what extent English classes, teaching materials, activities, and assignments serve our learners and other stakeholders. It also promises to give some food for thought to practicing teachers, curriculum developers, digital or print material producers, assessment specialists, and heads of departments.

Sun 2:00
Room B121

Timeless Interplay Between Learners, Teachers, and Learning

Invited Session

Learning is a complex process and the learners' previous experiences, immediate values, and perceptions on their future selves have a huge impact on the expected outcome. Ultimately, it is the learners' responsibility to learn. The educator's role in the learning process is vital though; teachers may impede or enhance learning depending on their practices, perceptions, and beliefs.

This session is going to introduce the participants to some research-based learning dynamics both from the learners' and the teachers' perspectives, allow them to discuss these considering ELT, and hopefully offer food for thought in our endeavors.

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

Lynda Yates
Macquarie University, Australia

About the Presentation

Sun 1:00 Room B107	**Teaching Language and Culture for the 21st Century**

Featured Session

In order to meet the demands of our increasingly connected era, learners need to be able to communicate using English that is pragmatically appropriate. This involves acquiring not only the linguistic, but also the cultural, knowledge and skills they will need to develop rapport and avoid misunderstandings in their interactions with others. However, the globalized economy and the rise of English as a lingua franca among speakers from a wide variety of backgrounds means that we are not necessarily preparing learners to use English with native speakers. Even if we are, native speakers, too, can speak very different varieties and orient to different cultural expectations. What, then, are we to teach? In this session, I will briefly present some findings from recent projects investigating the cultural bases of communication and suggest some activities for raising awareness of these among adult learners. Participants will be encouraged to reflect on their own teaching contexts and adapt these and other activities for their students' communication needs in the 21st century.

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

Invited Speakers

(in alphabetical order by presenter)

Whitney Mirts
U.S. Department of State
RELO/Manila

About the Presentations

Sat 4:30
Room B121

The Role of the U.S. Department of State in Enhancing English Language Teaching and Learning in the East Asia Pacific Region
Invited Session

English has become a unifying language throughout the world for cultural expression, education, and commerce. The Regional English Language Office at the U.S. Department of State offers free programs and resources to enhance English language teaching and learning throughout the world. There are five Regional English Language Officers (RELOs) assigned to the East Asia Pacific region located at U.S. embassies in Jakarta, Bangkok, Hanoi, Beijing, and Manila. The RELO at the U.S. Embassy in Manila, Whitney Mirts, will discuss the many ways the embassy supports professional development programs and provides materials/resources for English teachers throughout the region.

Sat 10:00
Room B142

Using Games in the Classroom
Invited Session

This workshop will highlight the free English language learning resource Activate Games for Learning American English available from the AmericanEnglish.state.gov website. The games in Activate offer practice with vocabulary, grammatical patterns, and interaction skills in a learner-centered, low stress environment. They provide an opportunity to talk informally and to think creatively. This presentation will provide information on the materials available, how to use games in the classroom to increase oral fluency, and offer tips for creating your own games.

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

Chuck Sandy
International Teacher Development Institute

About the Presentations

Sat 10:00 Room B121	**Answering the Call to Vocation: An (ELT) Idea Igniter** *with* **Josette LeBlanc**

Invited Session

Frederick Buechner calls vocation ―the place where your deep gladness meets the world's deep need.‖ Others, like Parker Palmer, call it ―calling‖ and note that it often appears as an idea that won't go away, while doing things we love, or helping others achieve dreams. For a while, we've been referring to these forces as superpowers and working with teachers to help them identify and unleash theirs. We've also been learning why people hesitate to do what they do best or take ideas forward. The reasons include lack of support, no access to tools, feelings of unworthiness, and the sense that it's selfish to focus energy on personal passions or ideas that require risk. Yet, read Buechner's definition again. In that place were deep gladness meets the world's need is your calling and our way forward. In this workshop, we'll help you identify superpowers, issue a call to vocation, and offer tools. Come with ideas or come ignite some.

Sat 5:30 Room B107	**Teaching Life Through Stories** *with* **Timothy Hampson**

Invited Session

―If we want to grow as teachers – we must do something alien to academic culture: We must talk to each other about our inner lives‖ ― Parker Palmer

Think of the last time you had a good conversation. Did you swap some stories? Of course you did. Storytelling is what we do. ―We are storytelling creatures,‖ says Jerome Bruner. We construct and reconstruct ourselves by telling each other stories, and the stories we tell help us process the experiences we have. Stories give our life structure, help us cope, and reveal to us a range of possibilities.

As teachers, we tell one another tales from our classrooms to share best practice, worst practice, make each other smile, and let off steam. This participant-centered workshop aims to do three things. The first is to simply meet other teachers and share stories with them. The second is to explore, through doing, some techniques to encourage storytelling in and out of the classroom. Lastly, we'll explore the importance of storytelling and offer a place for the storytelling to continue.

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

Richard Waddell
*Australian Centre for Education,
Cambodia*
with **William Coward**

About the Presentation

**Sat 2:30
Room B142**

Developing Teachers for the Long Haul
Invited Session

Professional development is not easy to get right in a profession where teachers move on within a few months. This presentation will attempt to show how professional development from the beginning of the work experience of sessional English teachers will have a positive effect on the retention and professionalism of staff. It will describe the mentor system put into place by ACE in Siem Reap, Cambodia, for new teachers and the ongoing culture of observations created at the school. It will show how this has drastically influenced the length of time teachers remain at the school and how their level of expertise has grown.

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

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Class Option

Live Online Blended - TESOL Where You Are

[Online] Wed. 7:00pm~10:40pm & [Offline] Sat. 9:00am~6:00pm (9:00am~4:00pm for native speakers of English)

Regular

Morning classes : Tue / Wed / Fri. 9:00am~12:50pm
Afternoon classes : Tue / Wed / Fri. 1:00pm~4:50pm
Weekend classes : Wed. 6:30pm~10:20pm / Sat. 9:00am~5:50pm

Home http://tesol.sookmyung.ac.kr | **Email** smutesol@sookmyung.ac.kr | **Tel** +82-02-2077-7700

Invited Presenter

Tim Clauson
British Council, Korea

About the Presentation

Sun 2:00
Room B142

Becoming a Class(room)Dojo: Classroom Management Software + Young Learners
Invited Session

―Globalism,‖ ―going green,‖ and ―elearning‖ are just some of the buzz words that we often hear in an increasingly interconnected 21st century, where education, knowledge, and information technology are all simultaneously, hand-in-hand affecting widespread rapid change.

Within the education sector, it would be pertinent to consider, among others, the following questions: How are the above drivers impacting upon language education – particularly at the classroom level? And how can we ensure that both students and teachers are able to benefit fully from these on a day-to-day basis?

This workshop aims to provide a demonstration of and practical tips for ClassDojo, a software and web-based classroom management platform more suited to young learners. Also discussed will be methods for supplementing conventional teaching approaches and findings from anecdotal benefits including, but not necessarily limited to, increased dialogue with adolescents' caregivers, reduction of carbon footprint, and increased learner engagement with target material both in and outside of the classroom.

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

Saturday 9:00 – 10:45

ROOM	9:00-9:25	9:25-9:45	10:00-10:25	10:25-10:45
B107	**Renandya** *Is Dadok (다독/ER) the Missing Link in L2 Learning?* Reading / Literacy INVITED SESSION		**Tezcan-Unal** *The Demands of the 2020 Job Market, Transferable Skills, and ELT* Creativity/21st C Skills FEATURED SESSION	
B109	**Aaron Siegel** *The Magic of Comics in the EFL Classroom* Reading / Literacy E-FUTURE		**Bosiak** *Activities for Engaging Students by Extending and Expanding Reading Comprehension Lessons* Reading / Literacy E-FUTURE	
B111	**Romney** *Using the power of visual design to improve student learning* Materials or Course design SUA		**Urick** *Using Music in the EFL Classroom* Materials or Course design U	
B112	**Rebuck** *A lesson and life resource: Ten reasons to download radio podcasts* Tech U		**May** *Is a Learner Management System for Me? (A Discursive Workshop about LMS)* Tech SUA	
B121	**Beatty** *Clay Tablets to Computer Tablets: Embracing Change in the Language Classroom* Other issues ANAHEIM UNIVERSITY		**Sandy, LeBlanc** *Answering the Call to Vocation: An (ELT) Idea Igniter* Reflective Practice INVITED SESSION	
B142	**Kaufman, Nam, Thorkelson** *KOTESOL International Conference Orientation Session 1* Other issues YL/VYLSUA		**Mirts** *Using Games in the Classroom* Tech INVITED SESSION	
B161	**Coombe** *Fear of the Unknown: Ideas for Better Freshman Public Speaking* Multiple skills U			**Praver** *EFL Teachers' Self-efficacy Beliefs: A Profile Analysis* Other issues U
B164	**Lucantonio** *Writing an abstract: A genre-based approach* ESP/EAP U		**Adamson** *Active learning at student-led conferences* Multiple skills U	**Mabuan, Ebron, Jr.** *Using Facebook in the English Language Classroom* Multiple skills U
B166	**DeHond** *Stance and Engagement in L2 Peer Feedback* Sociolinguistics U	**Haswell** *The value of international students as TAs* Sociolinguistics U	**Campbell-Larsen** *Discourse markers, backchanneling and interactional questions: Making conversation more authentic.* Speaking U	
B167	**J. Ryan** *Promoting Conversation with Information Gap Activities* Speaking YL/VYLSUA **101 Presentation**		**Gray** *A Paperless Classroom: Making Use of Modern Mobile Technology* Tech SUA **101 Presentation**	
B168	**Breaux** *It's not a conversation class unless you have a conversation test* Assessment / Testing U		~~**Fang** *Professional Identity of Chinese Teachers of English* Identity UA~~	**Doyle** *Motivational Struggles of English Majors in East Asia* SLA U
B178	**Tsuji** *Collaboration with Peers: Learners" Reflection on their Language Learning* Other issues SUA	**Aziez** *Nurturing Social Awareness through Project Based Learning in Speaking Class* Other issues SU	**Lynch** *Preventing Plagiarism in the CBI Classroom* CBI U	
A304	**Saki** *Teaching about diversity in the EFL classroom in Japan* Creativity / 21st C Skills U		**H. Chen** *Integrating Feature Films for Intercultural Learning* Intercultural communication U	**Manning** *English at Work in Korea* Intercultural communication SUA
A305	**Twitchell, Bonner** *The case of the intimidated student: using custom-designed games to scaffold narratives* Writing SUA		**Vitta, Albright** *Implementing a „Sound" Vocabulary Course where Theory and Practicality Converge* Vocabulary UA	

The following sessions start at 9:00 (Saturday)

B107   *Is Dadok (다독/ER) the Missing Link in L2 Learning?*
Willy A. Renandya, *National Institute of Education, Singapore*

According to Alan Maley (2005), Dadok or Extensive Reading (ER) is probably "the single most important way to improve language proficiency." Curiously however, despite strong research evidence that supports Maley"s claim, ER is conspicuously absent in many L2 learning contexts.

In this presentation, I first discuss the theory behind ER and provide research evidence that supports it. I will then explore some of the main reasons why the adoption of ER in schools has been slow. The bulk of my workshop provides practical tips on starting and sustaining an ER program, including the following:
• how to select relevant extensive reading materials
• how to motivate students to read in quantity on their own
• how to organize extensive reading activities
• how to monitor student progress in their reading
• how to deal with implementation issues (e.g., lack of ER resources, lack of support from school leaders, etc.)
This workshop is particularly useful for English teaching professionals who are interested in helping their students develop a higher level of proficiency in English.

B109   *The Magic of Comics in the EFL Classroom*
Aaron Siegel, *e-future, South Korea*

One of the biggest threats to successful reading in the EFL classroom is the negative reading cycle. This happens when students are not interested in the content and when they don"t understand it. The use of comics offers a fun solution. Comics are more engaging which leads to improved motivation. Comics also provide students with more input with the use of pictures which ads in comprehension. This ultimately allows students to build a positive association with reading and encourages them to want to read more. During this presentation, a new, innovative, and award winning comics series will be introduced. Attendees will also learn new tips and activities to successfully incorporate comics into the classroom.

B111   *Using the Power of Visual Design to Improve Student Learning*
Cameron Romney, *Doshisha University, Japan*

Making great language learning materials is not only about the content but also how that content is presented. Research has shown that visual design influences both student comprehension of the materials and motivation to use the materials. This workshop will offer some best practices regarding visual design with an eye toward improving student outcomes. Participants will learn some basic principles of visual design, how these principles affect language learning, and how they can be easily implemented using basic software such as Microsoft word or iWork Pages. Participants are encouraged to bring copies of their own materials and/or their laptop to practice with.

B112   *A Lesson and Life Resource: Ten Reasons to Download Radio Podcasts*
Mark Rebuck, *Meijo University, Japan*

This presentation highlights ten reasons radio podcasts should be considered an indispensable resource for today"s teachers. Podcast clips can, for example, form the kernels for new activities. They can illustrate natural speech characteristics of native speakers; the voices too of non-native English speakers are easily assessable through podcasts. For ESP lessons, clips serve to bring into the classroom expert voices and new knowledge. In addition to their direct pedagogical application, podcasts in various ways can also advance teachers" professional development. Using examples from general English and ESP lessons, this workshop will be hands on, with participants experiencing several podcast-clip activities. Participants will leave with concrete suggestions on using podcasts in the classroom and practical tips on finding the best radio podcasts, audio-clip harvesting and editing.

B121
Clay Tablets to Computer Tablets: Embracing Change in the Language Classroom
Dr. Ken Beatty, *Anaheim University, USA*

In ancient Babylon, the first classrooms used clay tablets; university students today increasingly use computer tablets. Between the two, teacher roles, learner roles, teaching methodologies, assessments, and ideas around self-directed learning have all changed. This talk explores how teachers accommodate change in the language classroom using both tools and attitudes to make teaching and learning more efficient and effective.

B142
KOTESOL International Conference Orientation Session 1
Mitzi Kaufman, *KAIST, South Korea*
Heidi Nam, *Chongshin University, South Korea*
Tory Thorkelson, *Hanyang University, South Korea*

Anyone looking to get the most out of this year's conference is encouraged to attend this orientation session, in particular those who are new members and/or first-time conference attendees. The presenters of this session will walk attendees through key features of the program book, including symbols and indexes, to help attendees use the book efficiently and find their special interests. KOTESOL specific terms will be defined, venue locations will be highlighted, and important KOTESOL board members will be introduced. Attendees will have opportunities to network with others during the session. They will also learn about additional networking opportunities such as social events and special interest groups. Attendees could win door prizes! NOTE: A later session of this orientation is also available.

B161
Fear of the Unknown: Ideas for Better Freshman Public Speaking
Gil Coombe, *Korea University, South Korea*

Pity the typical Korean university freshman, tasked with delivering a speech in English in front of classmates they have only just started getting to know and having it graded by you. In an EFL context, we have to be acutely aware of the stressful combination of social, academic, and linguistic anxiety a public speaking assessment generates for lower-intermediate L2 students. This workshop will provide an overview of the four week public speaking unit in my mandatory freshman Academic English course, outlining the homework tasks and in-class activities used to bolster confidence and improve the quality of the final speeches. Demonstrations of key activities will be conducted (be ready!) and other ideas or improvements will be crowdsourced to help improve public speaking instruction at university.

B164
Writing an Abstract: A Genre-based Approach
Damian Lucantonio, *University of Electro-Communications, Tokyo, Japan*

The purpose of this paper is to show how EFL university students can be taught to write an abstract for a research paper or conference presentation. This is an important 21st century skill for a wide range of university students. Drawing on the work in genre theory, a criterion-based rating scale will be analyzed that makes explicit the specific functions of each section of the abstract. Practical teaching suggestions based on this instrument will follow, focusing on the use of explicit teaching and peer evaluation in the classroom. Participants will gain a broader understanding of the role of the abstract and some practical ideas of how it can be taught in the university EFL classroom.

B166
Stance and Engagement in L2 Peer Feedback
Garrett DeHond, *Seoul National University of Science and Technology, South Korea*

While many researchers of L2 peer feedback have investigated issues of stance, few have focused on how students construct language choices to engage their peers. One possible answer to this research gap may be appraisal analysis, a sub-field of systemic functional linguistics that deals with evaluative language. The presenter will discuss findings from a Fall 2015 study of online peer feedback commentary in an English essay

writing class at a Korean university. For analyzing stance in this commentary, the researcher developed a framework incorporating coding schemes from current literature with engagement constructs common to appraisal analysis. The presenter will discuss common features across all peer reviewers before concluding with considerations for both future research and practical tips.

B167   *Promoting Conversation with Information Gap Activities*
Jack Ryan, *Shizuoka University of Art and Culture, Japan*

In EFL contexts like Korea and Japan one of the major challenges learners face is finding opportunities to speak English. The time we have students in our classroom as a captive audience is often the only chance they have to speak English in an average week. Information gap activities are a great way to ensure that students do most of the talking in class. In this workshop, attendees will be expected to actively participate and will learn how a simple information gap activity can be adapted to any theme and make a lesson, or entire course, truly communicative. This workshop is aimed at new teachers and anyone interested in becoming more familiar with how to use this staple activity in a language learning classroom.

B168   *It's Not a Conversation Class Unless You Have a Conversation Test*
Gunther Breaux, *Hankuk University of Foreign Studies, South Korea*

Korean teenagers rank at the top of the world in math and science and at the bottom in English speaking ability. Why? Because in math class they have a math test. In science class they have a science test. A conversation class must have a conversation test. This is education, and human nature. What gets tested gets done. In brief: three students have a 17-minute conversation. The test is recorded on teachers" and students" phones. Students transcribe only what they say (takes about one hour) on Word. Word gives their total words spoken and the number function gives how many times they spoke. By simple division students get their average words per utterance. Total and average words on the midterm reveal their ability, and a comparison of midterm and final test data measures their improvement. The bottom line is: How can you teach conversation if you can't test it?

B178   *Collaboration with Peers: Changes in Learners" (Tutees) Reflection on their Language Learning*
Ruriko Tsuji, *FLP, Kanda University of International Studies, Japan*

"Collaboration" is one of the essential keys in language learning, not only in foreign language educational settings, but also in worldwide situations as stated in the "21st Century Skills Map" represented by P21 and ACTFL. In this current study, 56 university students (freshmen) in Japan involved in a peer tutoring program are qualitatively analyzed to investigate the changes in their attitudes and awareness toward collaborative foreign language learning. The researcher suggests the results from the chosen participants" data including reflection on their learning with others, a questionnaire and proficiency improvements showed that there were some changes, especially in their reflection on their own learning.

A304   *Teaching about Diversity in the EFL Classroom in Japan*
Michi Saki, *Doshisha Women's College of Liberal Arts, Japan*

The presenter will first briefly discuss reasons why the English language classroom can serve as an ideal venue for teaching about diversity in Japan and abroad to English language learners. The presenter will then invite the audience to participate in some interactive activities to demonstrate ways in which teachers can use English language education as a tool to help students become aware of and further understand the importance of diversity in their own lives

A305   *The Case of the Intimidated Student: Using Custom-designed Games to Scaffold Narratives*
Anna Twitchell & **Euan Bonner**, *Kanda University of International Studies, Japan*

The presenters have developed a collaborative game that acts as a framework for developing narrative discourse among intermediate-level non-native speakers of English. Two versions of this game were created for classroom

use: an iPad version that uses virtual spaces and augmented reality, and a more traditional paper-based version. Both versions of this game were designed with a focus on lowering affective filters, motivating, and developing collaboration between L2 writers by providing the story framework as scaffolding and encouraging players to explore their creativity in a second language. In this presentation, the researchers will outline the theoretical underpinnings for providing a game-as-scaffolding activity in L2 classrooms, as well as provide an overview of the murder-mystery game they developed along with its integrated classroom materials.

The following sessions start at 9:25 (Saturday)

B166
The value of international students as TAs
Christopher Gareth Haswell, *Kyushu University, Japan*

International students as TAs have the potential to form a crucial bridge between instructors and students in mixed nationality universities. They provide support for the instructor, and can have a positive influence on students in the course, providing in-class role-models of proficient English performance. This presentation introduces data from interviews with international students working at an Internationalized Institution in Japan, and concludes that these students play a vital but unrefined role in university internationalization. The international TAs reported personal, professional and sociolinguistic benefits conferred by their time working and studying on an internationalized campus. In addition, this presentation recommends methods to assist with organizing a TA program employing international students, and highlights the advantages for the TAs and their respective institutions.

B178
Nurturing Social Awareness through Project Based Learning in Speaking Class
Feisal Aziez, *University of Muhammadiyah Purwokerto, Indonesia*

Educators and policy makers around the world have attempted to include affective aspects as the learning objectives beside the cognitive ones, including in English language learning. One of the elements in the affective aspects is social awareness or social consciousness. Students are expected to be able to understand and respect others" feelings, opinions, and needs as well as to learn to contribute positively and accept the societal diversity in their community. This presentation, therefore, will describe the project-based learning (PBL) activity carried out in speaking class in an effort to cultivate the students" social awareness. It will also discuss how the implementation of PBL in the context resulted in the „extra learning" that occurred beside the intended content of the project.

The following sessions start at 10:00 (Saturday)

B107
The Demands of the 2020 Job Market, Transferable Skills, and ELT
Burcu Tezcan-Unal, *Zayed University, UAE*

The competitive working environments demand our learners to be prepared for many skills that are significantly beyond accurate use of English and ICT skills. This workshop will focus on the transferable skills, which a new work environment will demand of our learners. By cultivating these skills, our learners can gain an advantage in the next generation job market. The session will open a platform to discuss and reflect on to what extent English classes, teaching materials, activities, and assignments serve our learners and other stakeholders. It also promises to give some food for thought to practicing teachers, curriculum developers, digital or print material producers, assessment specialists, and heads of departments.

B109
Activities for Engaging Students by Extending and Expanding Reading Comprehension Lessons
Ian Bosiak, *e-future*

Do you normally just stick to teaching what's in the book? With little time to prepare lessons and a great demand on preparing students to perform well on tests, it can be easy to fall into a teaching rut. This interactive workshop will focus on providing practical tips and activities that teachers can easily incorporate into their reading comprehension lessons that will help add variety and engage students in meaningful communication. The activities discussed will focus on using published reading comprehension materials as a springboard for extending and expanding your lessons.

B111 *Using Music in the EFL Classroom*
Steven Todd Urick, *Shizuoka University, Japan*

This presentation explores the use of music in the English as a foreign language (EFL) classroom, focusing on activity design. First, approaches to using music in the language classroom found in the work of Tim Murphey and others will be introduced. Participants will be asked to comment on the appropriateness and potential effectiveness of particular activities with regard to their teaching contexts. The presenter will argue that paying attention to the particulars of the learning environment, fostering student investment, and articulating clear objectives can help lead to successful music-related activities. The presenter will share some of his own music-related activities designed for the university EFL classroom, and participants will be encouraged to discuss their own experiences and perspectives related to music-related activities.

B112 *Is a Learner Management System for Me? (A Discursive Workshop about LMS)*
Elizabeth May, *Kongju National University, South Korea*

Have you considered using a Learner Management System (LMS), for example Moodle, Edmodo or Canvas, in your classroom? Learner Management Systems are one of the strongest current trends in education. They are very useful for classroom management and assignment submission / grading. For those who have no experience with them or who are nervous or anxious about using technology they can seem quite daunting. This workshop aims to provide a simple and interactive introduction to the use of LMS as well as discussing some of the issues with their use. This workshop will discuss what LMS actually are, what they can do, how to set one up, the benefits and drawbacks to using LMS and how to identify and overcome any barriers to LMS use.

B121 *Answering the Call to Vocation: An (ELT) Idea Igniter*
Chuck Sandy, *International Teacher Development Institute (iTDi)*
Josette LeBlanc, *Daegu, South Korea*

Frederick Buechner calls vocation "the place where your deep gladness meets the world's deep need." Others, like Parker Palmer, call it "calling" and note that it often appears as an idea that won't go away, while doing things we love, or helping others achieve dreams. For a while, we've been referring to these forces as superpowers and working with teachers to help them identify and unleash theirs. We've also been learning why people hesitate to do what they do best or take ideas forward. The reasons include lack of support, no access to tools, feelings of unworthiness, and the sense that it's selfish to focus energy on personal passions or ideas that require risk. Yet, read Buechner's definition again. In that place where deep gladness meets the world's need is your calling and our way forward. In this workshop, we'll help you identify superpowers, issue a call to vocation, and offer tools. Come with ideas or come ignite some.

B142 *Using Games in the Classroom*
Whitney Mirts, *RELO, US Embassy in Manila, Philippines*

This workshop will highlight the free English language learning resource Activate Games for Learning American English available from the AmericanEnglish.state.gov website. The games in Activate offer practice with vocabulary, grammatical patterns, and interaction skills in a learner-centered, low stress environment. They provide an opportunity to talk informally and to think creatively. This presentation will provide information on the materials available, how to use games in the classroom to increase oral fluency and offer tips for creating your own games.

B164 *Active Learning at Student-led Conferences*
Calum Adamson, *Doshisha Women's College of Liberal Arts, Japan*

One of the primary justifications for the utilization of realistic simulations in academic settings arises in the constructivist notion that learners build an understanding of the world, and the language needed to understand it, through experiences. The ACE Conference is an inter-university student conference, based in Osaka, Japan, that was designed to provide students with learning experiences of this type. In collaboration with domestic and global corporations, participants are tasked with devising and presenting solutions to genuine business problems using English as a working language. This presentation will describe the conference, discuss objectives, provide data on the performance of participants, and offer insight into how interactions can be managed to provide meaningful learning in such contexts.

B166
Discourse Markers, Backchanneling and Interactional Questions: Making Conversation More Authentic
John Campbell-Larsen, *Kyoto Women's University, Japan*

This workshop will investigate three features of conversational language: 1) discourse markers such as well", „you know" and „I mean", 2) backchannel language such as „uh huh", „right", and 3) interactional question strategies. The presenter will give a brief outline of the importance of these points for helping students to engage in naturalistic conversation. The presenter will provide classroom materials and show how students can be introduced to a basic template for discourse-marked utterances, create interactional questions from written cues and engage in naturalistic backchannels. The attendees will act the part of learners in completing these exercises to gain an understanding of the ways in which conversational language can be promoted. The session will conclude with a group discussion and reflection on issues raised.

B167
A Paperless Classroom: Making Use of Modern Mobile Technology
Stewart Gray, *Baekseok Culture University & Dankook University, South Korea*

Rapidly increasing smartphone ownership by students of all ages has had the effect of providing teachers with an enormous range of technological options to streamline classroom practice, and decrease their dependence on worksheets and textbooks. This workshop will give participants first-hand experience of a number of simple technological techniques that can be employed in classes of smartphone-equipped students of any age, including: a method for gathering real-time feedback from large numbers of students; an app for quizzing and assessment; a method of efficiently distributing digital files of any sort to students in class time; a method of facilitating communicative activities using personal messaging apps. The presenter will also outline their own experiences with these technologies, and insights into their effective use in class.

B168
Professional Identity of Chinese Teachers of English in the Globalized World
Fan (Gabriel) Fang, *Shantou University, China*

The English language has spread and developed as a global language today, facilitating communication among people of different lingua-cultures. From the perspective of English as a lingua franca (ELF), this paper investigates the construction and negotiation of Chinese teachers of English at the university level. As the ELF paradigm has challenged the traditional native ideology, this paper argues the importance of moving beyond the native speaker model in the field of English language teaching (ELT), and focusing more on glocalized ELT practices. This will, however, require local ELT practitioners to challenge the native ideology of ELT, and to integrate local Englishes into teaching practices for the application of critical pedagogy to actual practice.

B178
Preventing Plagiarism in the CBI Classroom
Jo-Anna Lynch, *Seoul National University of Science and Technology, South Korea*

Many professors find plagiarism to be an ongoing problem in their university classrooms. Within the ESOL context, this problem is exacerbated more as students may not know how to summarize, paraphrase, cite sources in English, all the while coming from different cultures where they may have different expectations on what is considered plagiarism. In this presentation, I will discuss the factors resulting in accidental plagiarism, results of surveys administered to my students on the topic of plagiarism, my personal experience integrating plagiarism prevention strategies into a CBI course in a South Korean university. Attendees will have a chance to discuss their own experiences with plagiarism and discuss how teachers can integrate the strategies I used into their own teaching contexts.

A304 *Integrating Feature Films for Intercultural Learning in an EFL Context*
Hsiu-chuan Chen, *Kang Ning University, Taiwan*

The present study was an attempt to utilize films in one culture class to explore students" perceptions and outcomes of intercultural learning. The participants watched four films that contain intercultural topics such as culture adjustment and stereotypes. After viewing the films, each participant was required to complete worksheets. Questionnaires, semi-structured interviews, and students" worksheets were collected to find out how the students perceived integration of films into intercultural learning and what accomplishments they might have achieved. The findings showed that the students had very positive reactions to the film sessions. They reported that they had a better understanding of cross-cultural communication. By viewing films that illustrate intercultural conflict, the students reflected on their stereotypes which helped them respect cross-cultural differences. Pedagogical implications will be addressed.

A305 *Implementing a „Sound" Vocabulary Course where Theory and Practicality Converge*
Joseph P. Vitta, *Tokyo International University, Japan*
Simon W. Albright, *University of Sydney, Australia*

KOTESOL, like ELT in general, has seen an emphasis on vocabulary development as a core component of the language learning process. The associated issue is that the most developed methods of lexis teaching ran counter to our traditional notions of vocabulary, e.g. lists of single words or passive exercises. This presentation leverages the presenters' personal experiences building a vocabulary course as a component of a tertiary EFL program to examine how the gap between theory and practical limitations can be bridged. Attendees will leave with new ideas and actual tools for teaching lexis and how to realistically implement them in their teaching environments using a staged and gradual approach developed by the presenters.

ANNOUNCEMENT!

The Christian Teachers SIG will be having a meet-and-greet at lunch on Saturday. Please grab a lunch and join us in room B142 at 12:30.

The following sessions start at 10:25 (Saturday)

B161

EFL Teachers' Self-efficacy Beliefs: A Profile Analysis
Max Praver, *Meijo University, Japan*

Teachers with greater self-efficacy tend to exhibit greater enthusiasm, show greater commitment, and seem to have more resilience in the face of setbacks. This presentation will examine the results of a profile analysis of Japanese university teachers' self-efficacy beliefs based on the teachers' native language, experience, contract status, and gender.

B164

Let's Face It! Using Facebook in the English Language Classroom
Romualdo Mabuan & **Gregorio P. Ebron, Jr.,** *Lyceum of the Philippines University-Manila, Philippines*

Anchored on the principles of Blended Learning (Horn & Staker, 2014) and SAMR Model of technology integration in education (Puentedura, 2010), this study reports findings of integrating Facebook in facilitating English language classes at a private university in Manila, Philippines. Research participants include freshmen, sophomore, and senior students enrolled at English classes in the first semester of the academic year 2015 – 2016. Research data come from surveys, students" wall posts, students" reflections, and individual and focus group interviews. Results show positive pedagogical viability of using Facebook as an alternative platform for English language learning and as an innovative tool in integrating technology in the traditional language classroom. Pedagogical implications for English language teachers, educators, and researchers are offered in the light of these results.

B168

"English is Not Enough": Motivational Struggles of English Majors in East Asia
Aaron Thomas Doyle, *The University of Hong Kong, Hong Kong*

English language ability has traditionally been the advantage of English majors in East Asia, but recently, English alone is often not sufficient to guarantee a good job. This paper presents the findings of an 18-month interview-based panel study that explored this phenomenon"s impact on students by investigating the L2 motivation of English majors (n = 59) from China, Japan, and South Korea at two Chinese universities. I share how students" career worries caused them to shift attention away from learning English and towards obtaining additional qualifications to enhance their employment chances. "English is not enough" was a widespread opinion. I share implications of these findings and discuss how English departments in East Asia can adapt to the needs of English majors in the 21st century.

A304

English at Work in Korea
Shaun Manning, *Hankuk University of Foreign Studies, College of English & Graduate School of TESOL, South Korea*

As teachers we try to equip our students for the world of work after graduation (even if graduation is far off in the future). But how well are we really equipping our students for the working world? This observational study investigated the use of English in a Korean small-to-medium enterprise (SME) that imports, manufactures, and exports products. It investigated the tasks that required English, how the staff coped with English, and the outcomes of their English use. It was found that despite ten years" of public education and four years of university education, nearly all of the staff had difficulty communicating effectively with overseas suppliers and customers. Of particular difficulty were sales presentations, contract negotiations, and non-standard email communications which needed immediate action.

Map for the Restaurant Recommendations

Hyo Chang Park

The 24th Korea TESOL International Conference

Sookmyung Women's University
GATE

Mom's Touch burger /
JongnoKimbap★
Bonsol Coffee

★Baboneddokpoki
HOLLYS COFFEE

★Pho Lime

PARIS BAGUETTE
watsons

YooksamNaengmyung★

Alchon★
STARBUCKS

★LalietoItalian Restaurant

★GongssineRice ball

Buamdong Fried chicken ★The Ham Korean Restaurant
/ Seolbing shaved ice

baskin robbins

Waffle House★

Yang ggochiGrilled lamb★

About Shabushabu★

SUBWAY

★Karnival Pizza

★Hoddok (old snack place)

Totomaru
Japanese food★

Bon Juk

BongchuJjimdalk★

★Monceou Bakery

FrogyCafé

Choon-cheonDalkgalbi

TOUS les JOURS
AUTHENTIC BAKERY

Ttorisikdang

Cheongparo

Guldarigalbi

Nogari Super★
Fish & Seafood

Bei6seukaempeu

Sookmyung Subway Station

Exit 8   Exit 9   Exit 10

18°

The following session starts at 11:00 (Saturday)

PLENARY HALL	Opening Ceremony and First Plenary

PLENARY HALL

Professional Development of 21st Century Language Teachers Through Reflective Practice
Thomas Farrell, *Brock University, Canada*

Professional development for language teachers in 21st century classrooms entails encouraging teachers to engage in reflective practice in order to maintain the curiosity of teaching, identify significant interests in the teaching and learning processes, and value and seek dialogue with experienced colleagues as a source of support in the analysis of situations. But what is reflective practice, and what research has been conducted on the practices that encourage 21st century language teachers to reflect on their practice? Also, how is reflective practice defined, and anyway, does engaging in reflection lead to improved teaching? In addition, is reflective practice not the same as language teacher research or teacher cognition research?

In this plenary session, I attempt to answer these questions by operationalizing reflective practice according to five levels/stages of teacher reflection. This framework shifts the analytic lens of reflection according to the following: philosophy (teacher-as-person), principles (assumptions, beliefs, and conceptions of teaching and learning), theory (theories-in-use), practice (actual teaching), and beyond practice (sociocultural and political consequences). After explaining the framework, I apply it to 116 research studies that focus on practices that encourage teacher reflection from 58 journals over a five-year period. The results of this survey/review are overwhelmingly positive: clearly, teachers, whether reflecting on their identities, beliefs, theories, or their own teaching, do recognize the developmental value and transformative potential in the activities of reflection for 21st century language teachers.

We look forward to seeing you next year

along with our associate Asian TESOL organizations

for

The 25th Korea TESOL / Pan-Asian Consortium of Language Teaching Societies

International Conference

21-22 October 2017

Sookmyung Women's University

Seoul, Korea

The KOTESOL Membership Committee

cordially invites all members to a

KOTESOL Members
Wine-and-Cheese Social

Saturday, October 15, 2016

6:15-7:30 p.m.

in the attendee registration area

(Fine Arts Building)

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Saturday 1:30 – 3:15

ROOM	1:30-1:55	1:55-2:15	2:30-2:55	2:55-3:15
B107	**Mac Donald** *Communicative Instructional Approaches: A Framework for 21st Century Skills* Creativity / 21st C Skills FEATURED SESSION		**Beuckens** *PUSH Your Lessons Beyond the Classroom* Tech FEATURED SESSION	
B109	**Whiddon** *Optimizing learning through differentiation: A higher skill set for mixed-ability groups* Multiple skills MACMILLAN EDUCATION		**Yates** *Postgraduate Study and Research Pathways for Applied Linguistics, TESOL and Translating and Interpreting Professionals* Other issues MACQUARIE UNIVERSITY	
B111	**Schoofs** *The University of Birmingham: ELAL MA in TESOL and MA in Applied Linguistics* Other issues UNIVERSITY OF BIRMINGHAM		**Iams** *An Inquiry Approach for Language Teacher Development* Other issues SIT GRADUATE INSTITUTE	
B112	**Reynolds, Sherman** *Using the Memrise app to enrich vocab acqu.* Tech SUA	**Bach** *Learners' behavior in mobile audio-messaging* Tech SUA	**A. Lee** *Using Canvas LMS to Promote 21st Century Learning Skills* Tech UA	
B121	**Littlewood** *Time Past, Time Present, Time Future* Other issues INVITED SESSION		**Tokuhama-Espinosa** *Creating a Personalized Professional Development Program to Enhance 21st Century Skills* Creativity / 21st C Skills INVITED SESSION	
B142	**Kaufman, Nam, Thorkelson** *KOTESOL International Conference Orientation Session 2* Other issues YL/VYLSUA		**Waddell, Coward** *Developing Teachers for the Long Haul* Other issues INVITED SESSION	
B161	**Pham** *A Study of Using Group Bonding Activities* Other issues SUA	**West, Wright, Warmington** *Social Justice Colloquium* Identity / 21st C Skills / Other issues YL/VYLSUA		
B164	**Nanni** *Project-Based Learning in Intensive EAP Courses* ESP/EAP SUA	**Willoughby** *Using News Media to Develop 21st Century Skills* ESP/EAP SU	**Kelly** *Information Literacy for EAP Students* Multiple skills SU	
B166	**Shmidt** *English Terms of Address and Pragmatic Failure* SociolinguisticsA	**L. Lee** *Define NEST in ELT Context for Me, Please!* Sociolinguistics A	**Reichmuth, Hanf** *TV Sitcom Effects on Pronunciation* Speaking UA	**Richard Lee** *Encouraging Oral Participation with Self-Reporting* Speaking U
B167	**Overbeek** *Learner Autonomy via Games* Orientation to Communicative Language Learning YL/VYLSUA **101 Presentation**			**Reynolds, McKibben, Sherman** *Using vocab acqu apps to enhance students' 21st C Skills* Tech YL/VYLSUA **101 Presentation** (until 4:15 p.m.)
B168	**J. Siegel** *Taking notes in a second language: A pedagogic model* Listening SUA		**Burden** *Comparing two qualitative teaching evaluation data collection methods from tertiary students* Assessment / Testing U	
B178	**Garvey** *An Interactive Workshop on Designing and Managing a Conversation-based Activity* Classroom management SUA			**J. Ryan, Sarich** *English-medium Instruction* CBI SUA
A304	**Ottoson, Sato** *Pre-study abroad peer preparation* Intercultural communication SU	**Roxy Lee, Gray** *Discussion, critical thinking and young EFL learners* Creativity / 21st C Skills YL/VYL	**Goldberg** *The Benefits of Online Extensive Reading* Reading / Literacy SUA	
A305	**Witherite, Fox** *Scaffolded Writing and Flash Fiction: Investment and Engagement through Creative Writing* Writing YL/VYLS			**Rundle** *Novel Ways with Problem-Solution Vocabulary* Vocabulary U

The following sessions start at 1:30 (Saturday)

B107 *Communicative Instructional Approaches: A Framework for 21st Century Skills*
Kara Mac Donald, *Defense Language Institute, USA*

What skills do we need to address when teaching 21st century skills? One way to look at the issue is to consider that 21st century skills are not necessarily uniform across contexts. Even among countries where a common language is adopted, each nation and context requires specific linguistic, interpersonal, and sociocultural skills to effectively participate in that community. Teachers need to go beyond language as a focus of instruction, even at lower levels, and incorporate activities that target specific linguistic, interpersonal, and sociocultural skills for the expected needs of students. There are a variety of communicative approaches to offer meaningful interaction in the classroom while focusing on skills for target country and context specific interactions – all fostering meaningful, collaborative interaction that also permit a focus on building interpersonal and sociocultural skills for distinct contexts. The session explores how a variety of communicative instructional approaches can be used as a framework to build 21st century skills for a specific context, or several, depending on students' needs.

B109 *Optimizing Learning through Differentiation: A Higher Skill Set for Mixed-ability Groups*
Jake Whiddon, *Macmillan Education*

Do learners fit into a one-size fits-all mold? Do all learners negotiate the learning journey in the same way? In this practical session, Jake will approach these questions and discuss strategies for teaching mixed-ability classes. In particular Jake will demonstrate how to promote differentiation in communicative lessons, to help boost teachers' own confidence when teaching mixed-ability classes. He also examines the different types of students you might have in your class and give tips on how to deal with them.

B111 *The University of Birmingham: ELAL MA in TESOL and MA in Applied Linguistics*
Petra Schoofs, *University of Birmingham, United Kingdom*

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.

B112 *Using the Memrise App to Enrich Vocabulary Acquisition*
Eric Reynolds, *Woosong University TESOL-MALL, South Korea*
Sherman, Brandon, *Woosong Information College, South Korea*

This research explores the use of an online vocabulary acquisition application, particularly Memrise, used in a blended learning design with university students in the Korean EFL context. Includes reporting of results, discussion of practical considerations for employing applications of this kind, application affordances and constraints, and potential directions for future research.

B121 *Time Past, Time Present, Time Future*
William Littlewood, *Hong Kong Baptist University, Hongkong*

─Time present and time past are both perhaps present in time future, and time future contained in time past." These famous words are also an apt description of the renewal process in TESOL: In the light of experiences in time past, we develop principles which exist in time present and lay the basis for activity in time future; after this activity has occurred, it becomes contained in time past … and so the cyclical process continues. In this process, old ideas take on new significance within new conceptual paradigms. This presentation will discuss a teacher

development activity that incorporated this renewal process into a collaborative learning task. Chinese pre-service teachers first identified key contributions of nine ―set methods" from the past. They also reflected on the ―postmethod" principles proposed by TESOL scholars. Based on these sources and filtered through their own experience as learners, they worked collaboratively (in ―reverse snowball" mode) to formulate context-free principles for their own future context-sensitive pedagogy. More on the rationale for this learning activity is at: http://www.elted.net/uploads/7/3/1/6/7316005/2__vol.19__littlewood_.pdf

B142

> *KOTESOL-Sponsored Session*
> **Mitzi Kaufman**, *KAIST, South Korea*
> **Heidi Nam**, *Chongshin University, South Korea*
> **Tory Thorkelson**, *Hanyang University, South Korea*

NOTE: This is a repeat of the 9 a.m. orientation session. Anyone looking to get the most out of this year's conference is encouraged to attend this orientation session, in particular those who are new members and/or first-time conference attendees. The presenters of this session will walk attendees through key features of the program book, including symbols and indexes to help attendees use the book efficiently and find their special interests. KOTESOL specific terms will be defined, venue locations will be highlighted, and important KOTESOL board members will be introduced. Attendees will also get conference networking tips. Attendees could win door prizes!

B161 *A Study of Using Group Bonding Activities in the EFL Classroom*
Huynh Phu Quy Pham, *University of Education Foreign Language Center Branch 2, & Ho Chi Minh City, Vietnam*

Group work is undeniably a crucial factor in the success of learning any language since it enhances not only students' language competence but also their transferable skills such as communication or negotiation. However, when team members do not accept each other, group work may bring counterproductive effects in that students would find it extremely uncomfortable to express their ideas, or raise their voice in any group discussion. Therefore, the primary aim of this study is to examine the effectiveness of using group bonding activities in the EFL classroom as to whether the application of these activities could foster good group dynamics, build up a sense of trust and acceptance among the team members, and above all, create a more enjoyable and learning-friendly environment for students.

B164 *Project-Based Learning in Intensive EAP Courses at a Thai University*
Alexander Nanni, *Mahidol University International College, Thailand*

Project-Based Learning (PBL) is gaining increasing recognition as an effective and engaging approach to teaching. This presentation introduces the theory behind PBL and explains its integration into the curriculum of an intensive English for Academic Purposes center at a Thai university. The process of integration, which was based on classroom action research, resulted in the creation of a major project in each of the program's courses. These include a multimedia blog, a news video report about an event of regional significance, and term projects about human rights and sustainability. The presentation closes with practical tips for implementing similar projects. PBL is a flexible approach to language education, and the content of this presentation is relevant to educators in a wide variety of contexts.

B166 *On Shaky Ground: English Terms of Address and Pragmatic Failure*
Elena Shmidt, *PULSE Adult Language Institute, Anyang, South Korea*

The ability to choose appropriate terms of address is an important aspect of sociolinguistic and sociocultural competence. The study focuses on the problems facing Korean speakers of English when handling foreign names and titles and on pragmatic failure deriving from the incorrect choices. The data analyzed in the study show that a vast number of adult speakers, despite their proficiency in English, developed limited competence regarding English honorifics and handling of foreign names in accordance with Anglophone communication etiquette. Linguistic interference and lack of interactional training opportunities are main restrictive factors for sociocultural competence development by Korean users of English. Promoting the understanding of Anglophone communication etiquette as the mediating sociocultural norm helps English learners to overcome ethnocentrism for successful communication.

B167   *Learner Autonomy via Games*
Leonie Overbeek, *Hwaseong English Educational Program, South Korea*

When students are engaged with a game that follows well-known rules, they can be engaged by the game, but more than that, they can be engaged in active L2 use, especially when such use accomplishes a goal or level they need to reach in the game. Online games offer this facility, but with many schools resisting the idea of allowing students free access to tablets or cell phones, a board game alternative was developed and used successfully during an English camp. The level of engagement of students with what they would normally consider 'boring' worksheets, and their readiness to engage the teacher in conversation was heartening. Participants in this session will experience using the game, and be able to discuss the effectiveness of this method.

B168   *Taking notes in a Second Language: A Pedagogic Model*
Joseph Siegel, *Meiji Gakuin University, Japan*

Learners benefit from taking notes, not only because the act engages them with the incoming speech of the lecturer/speaker but also because it generates an external record that they can use for future tasks. Despite the popularity of ESL/EFL note-taking, few descriptions of instructional practices exist in the literature, and guidance from teacher manuals or teacher training programmes is lacking. This presentation reports findings of an intervention study that introduced scaffolded note-taking instruction using the formal outline format. The demonstration describes the note-taking instruction, discusses research findings from pre/post-instruction tests, and uses examples of student work to illustrate changes in note-taking behaviour stimulated by the instruction.

B178   *An Interactive Workshop on Designing and Managing a Conversation-based Activity*
Kevin Patrick Garvey, *Kanda University of International Studies, Japan*

Communicative language learning draws one of its greatest strengths from its requirement that students produce their own novel and creative language during conversation-based activities. However, conversation-based lessons can sometimes lose focus. How can the teacher ensure that target forms are being produced? When is a task supposed to stop? How does task complexity relate to task duration, and how can a teacher measure task complexity? Using the example task of ―giving directions‖, this workshop has three parts: how to design ―flexibly complex‖ tasks, how to monitor students‘ comprehension of a task, and how to bring students‘ creative language into the task. In addition to this, classroom management techniques will be demonstrated throughout the workshop.

A304   *Pre-study Abroad Peer Preparation*
Kevin Ottoson & Takehiro Sato, *Nagoya University of Foreign Studies, Japan*

Despite the increase of pre study abroad workshops, little is known about how peers use technology to prepare future sojourners. Schnickel (2011) highlighted the benefits of classroom, pre-departure peer coaching in terms of study abroad preparation. Several studies (Kinginger, 2008; Perrefort, 2008; Jackson 2013) have highlighted sojourners interact with technology and social networking sites while abroad. This presentation will explore the experience of current study abroad students preparing future study abroad students through transformational technology. Their experience will be monitored in regards to peer development and assessment of the knowledge, attitudes, and skills that Byram (1997) describes as necessary for the intercultural speaker. Finally, audience members will be invited to share helpful-pre-departure activities that can be used to mediate intercultural development and cross-cultural adaptability.

A305   *Scaffolded Writing and Flash Fiction: Investment and Engagement through Creative Writing*
Adelay Elizabeth Witherite, *Gyedong Elementary School: Gimhae, Gyeongnam, South Korea*
Jaron Fox, *Gimhae Foreign Language High School: Gimhae, Gyeongnam, South Korea*

This workshop features hands-on creative writing activities applicable to middle and high school (and high-level elementary) settings. First, we will compose written works by arranging prepared fragments of authentic language. This activity provides students with content to scaffold their own skills and awareness of language while producing complete and original written works. Next, we will experiment with flash fiction, which is an approachable form for students to build identities as writers. Participants will compose a ten-word biographical piece as well as a ten-word autobiographical piece and discuss ways to apply flash fiction to achieve learning goals. By engaging students' creativity and self-expression, teachers can bridge learning gaps, reduce student anxiety, and provide students with a greater sense of accomplishment.

The following sessions start at 1:55 (Saturday)

B112

Learners' Self-repair, Post-production Monitoring, and Listening Behavior in Mobile Audio-messaging
Carrie K. Bach, *University of Hawaii - Manoa, Hawaii*

Although research has demonstrated that synchronous computer-mediated communication (SCMC) is beneficial for language acquisition (see Ziegler, 2015 for a review), mobile and oral SCMC applications remain under-researched. This exploratory mixed methods study examines how English language learners self-correct or modify their output in response to corrective feedback in information gap tasks with KakaoTalk's VoiceNote feature, which supports the recording and re-listening of audio clips. Chat transcripts and audio recordings were examined for self-corrections, corrective feedback, modified output, and re-listening behavior, while qualitative analyses investigated learners' reasons for re-listening. Preliminary results indicate that participants re-recorded audio clips before sending, demonstrating post-production monitoring and self-repair, and re-listened to messages primarily for meaning, lexis and pronunciation. The results suggest pedagogical usefulness for tasks in this modality.

B161

Social Justice Colloquium
Critical Practitioner Research
Gordon Blaine West, *Sookmyung YL-TESOL, South Korea*
What Should We Call 'Them'
Jocelyn Wright, *Mokpo National University, South Korea*
Global Climate Education Starts at KOTESOL IC 2016
Julian Warmington, *Daegu University, South Korea*

Teachers who are interested in doing social justice work in ELT have an enormous number of possible entries. They can select content that focuses on social justice, give students more control over the classroom, work to build community within the classroom and links to the broader community outside the classroom to make learning relevant, and they can work to create positive change. Critical practitioner research gives teachers and students a framework for both doing social justice in their classes and documenting it for reflection. Drawing on ideas from Cochran-Smith and Lytle's (2009) practitioner research, this presentation will give a basic overview of the guiding principles of critical practitioner research and how it can be applied in a variety of contexts.

Language constantly changes with cultural and societal developments, so it is sometimes hard to keep up! Yet, because it is used to label individuals and express identities, it is important to consider within the context of multicultural education, which aims to promote inclusion and combat discrimination. If teachers and students have not had much experience with diversity, they may be unaware of the language used to cultivate meaningful and constructive inclusive dialogue. This presentation intends to discuss the areas of multicultural education a selection of ‗western' universities focus on in their guidelines for inclusive language, so that attendees will leave more aware of current inclusive language trends and be better able to choose appropriate language to identify and teach their students to talk about others.

Whether you are an education student, a Christian SIG member, or even if you really hate ―being political" and are just another teacher (still) learning how to be good at your job, this talk will challenge the limits of your comfort zone.
    We can teach many different things to help our students with these days of dangerous climate, and we must;

at the very smallest least-effort end of the spectrum of contribution, we can, and need to incorporate key and meaningful skills and knowledge simply by doing what we do well anyway. Lists of useful resources and ideas for teachers and students to use in class, and in their own research for dealing with the challenge in their own daily personal, and structural lives.

B164 *Using News Media to Develop 21st Century Skills in the EAP Classroom*
George Willoughby, *Mahidol University International College, Thailand*

Navigating the wealth of information available online and locating accurate sources requires specific skills for second language learners. The need for EAP students to develop these skills necessitates that EAP programs adapt to understanding and providing their students with a level of digital literacy. This presentation will detail how a multimedia project has been used on a pre-sessional course at a Thai international university to give students an introduction to critically accessing information online, specifically through the medium of online journalism. Students produce six-minute video reports covering a recent news story from a Southeast Asian country. The presentation will cover the project's development, the focus on 21st century skills, and the creation of supporting materials such as a grading rubric for teachers.

B166 *Define NEST in ELT Context for Me, Please!*
Leia Lee, *Independant Business English Trainer, South Korea*

In EBP (English for Business Purposes) industry in Korea, often times, a trainer recruitment decision is made initially and mainly based on one's visa type (more specifically, a passport type, an ethnic background), not by one's qualification and/or professional experience. This, then, is followed by differences in employment benefits, hourly rates, types of interview questions, types of workload, and many more. In order to better shape the future with 21st century skills', all stakeholders in ELT must realize the fact that EBP learners do not receive better or worse English educational service by either NESTs (Native English Speaking Teachers) or NNESTs (Non-Native English Speaking Teachers). In this presentation, I would like to talk about discrimination against NNESTs in EBP sector in Korea.

A304 *Discussion, Critical Thinking and Young EFL Learners: An Action Research Project*
Roxy Lee, *Annyung Elementary School & Dankook University, South Korea*
Stewart Gray, *Baekseok Culture University, South Korea*

Critical thinking (the process of evaluating ideas) is arguably an essential skill for life in the modern world. However, while some theorists believe that critical thinking can be taught in a classroom and that even very young children can and should learn it, others believe this is not possible. To explore these issues, the presenters conducted an action research project involving a series of children's literature-based English and critical thinking' classes, which they conducted over several months with five early elementary-age, beginner-level Korean EFL students. This presentation includes descriptions of the procedures employed to guide lesson planning, assessment, and the research process, as well as the insights gained into effectively encouraging students to think, express themselves, and discuss while learning and practicing English.

The following sessions start at 2:30 (Saturday)

B107 *PUSH Your Lessons Beyond the Classroom*
Todd Beuckens, *Asia Pacific University, Japan*

This presentation will look at how to incorporate technology inside and outside the classroom to maximize the effect of traditional learning environments. More specifically, the presentation will highlight the P.U.S.H. project, which aims to help teachers produce, use, share, and host digital content that renders on multiple devices. Attendees will learn how to create a variety of digital learning materials using a bevy of free tools online. The presentation will also show how to incorporate smartphones into classroom activities and use them as the main device for accessing and displaying content. To demonstrate the effectiveness of some free online tools, people in attendance will work together on collaborative task-based activities that showcase the ease and effectiveness of some tech-laden lessons. The presentation aims to help both advanced and novice technology

users by offering practical tips that both early-adopters and technophobes will find useful.

B109 *Postgraduate Study and Research Pathways for Applied Linguistics, TESOL and Translating and Interpreting Professionals*
Lynda Yates, *Macquarie University, Australia*

Our worlds have become increasingly complex due to growing cross-cultural communications and trans-cultural social, commercial and educational interactions. There is a greater need for professionals to learn about and contribute to the theory and practices of Applied Linguistics, TESOL, Translating and Interpreting. In this session, you can learn about the various pathways for professionals wishing to upgrade their qualifications and/or conduct research into their sphere of professional interest, with a focus on Macquarie University's degree programs offered both on-campus and through blended delivery models. Specific programs at postgraduate level, both coursework and research-based, as well as the PhD program, will be outlined and participants given the opportunity to ask questions.

B111 *An Inquiry Approach for Language Teacher Development*
Steve Iams, *SIT Graduate Institute, USA*

The benefits of an inquiry approach have been realized by many teachers across subject areas, from math to science to language arts, as students are invited to explore genuine questions through observation and discovery. At the heart of the inquiry approach is attention and time given to what the students find interesting with support and guidance from the instructor. While the advantages of an inquiry-based pedagogy often focus on the young learner, less attention has been given to the use of an inquiry approach in language teacher education.

This session will share the presenter's experience of utilizing an inquiry-based approach in a graduate level course for pre-service language teachers. A primary objective of the session is to demonstrate that inquiry-based teaching can have a profound impact on learners regardless of age or level, particularly in the ripple effect inherent to the discovery process which flows between teachers and students. Participants in this session will learn how to set up inquiries by experiencing a short demonstration. For those who have used inquiry-based teaching for years to those who are entirely new to the concept, everyone is welcome to attend.

B112 *Using Canvas LMS to Promote 21st Century Learning Skills*
Andrea Rakushin Lee, *Konkuk University Glocal Campus, South Korea*

The purpose of this workshop is to provide participants with an overview of the open-source Canvas Learning Management System and demonstrate how it can be used to promote 21st century learning skills. The workshop will focus on innovative activities and assignments to engage English language learners and enhance face-to-face classes. The primary features and tools will be explained using a sample university Canvas class. In addition, team activities will be used to give participants the opportunity to develop components of a new Canvas course that will be constructed during the workshop. This workshop will be beneficial to participants who are interested in blended learning and the integration of technology in the classroom.

B121 *Creating a Personalized Professional Development Program to Enhance 21st Century Skills*
Tracey Tokuhama-Espinosa, *Harvard University Extension School, USA*

This workshop will pick up where the plenary session left off. Using a new Educator's Professional Development Guide based on Hattie's Visible Learning criteria (2009) and Tokuhama-Espinosa's 50 Best Practices Based on Mind, Brain, and Education Science (2014), this session will help teachers outline their own personalized professional development programs. Teachers will learn a process of identifying 21st century skills, how they manifest themselves and can be developed in classroom contexts, and what they themselves can do to enhance these same skills in their own lives.

B142 *Developing Teachers for the Long Haul*
Richard Waddell & **William Coward**, *Australian Centre for Education Campus, Siem Reap, Cambodia*

Professional development is not easy to get right in a profession where teachers move on within a few months. This presentation will attempt to show how professional development from the beginning of the work experience of sessional English teachers will have a positive effect on the retention and professionalism of staff. It will describe the mentor system put into place by ACE in Siem Reap, Cambodia, for new teachers and the ongoing culture of observations created at the school. It will show how this has drastically influenced the length of time teachers remain at the school and how their level of expertise has grown.

B164 *Information Literacy for EAP Students*
Susan Kelly, *Clark University, China*

With Google, Wikipedia and the like, students have access to a tremendous amount of information. Yet often students take the easiest route rather than researching with sophistication. In this workshop, participants will learn how to incorporate ―Big 6‖ Information Literacy into their classes to prepare students for university level research projects. This paper presents the "Big 6" literacy skills thorough activities on how to retrieve and efficiently use information with more savvy. This session will show participants how to empower students so that they understand and improve their research skills, improve search strategies, better use sources, approach library staff worry-free and better evaluate and synthesize information.

B166 *TV Sitcom Effects on Pronunciation*
Heather Reichmuth & **Anthony Hanf**, *Korea University, South Korea*

This presentation will reveal the results of a 16 week action-research based study as to whether focused and extended exposure to a captioned foreign language sitcom can improve learner pronunciation. The theoretical assumptions behind this research are Krashen‘s Input Hypothesis, Schmidt‘s Noticing Hypothesis, and the Information Processing Theory. Pre (semester start) and post (semester end) recordings of over 100 learners were collected from students attending a Korean university. The researchers developed a pronunciation rubric that was used by ELT professionals to assess each sample. A coding system was developed to organize data and reduce rater bias, results were compared against control groups, and each speaking sample was double-rated and averaged in an attempt to reduce rater error and outliers in the data.

B168 *Comparing Two Qualitative Teaching Evaluation Data Collection Methods from Tertiary Students*
Peter Burden, *Okayama Shoka University, Japan*

Student evaluation of teaching administered through end of semester surveys is widespread in tertiary education. One of the main purposes is for teachers to improve their teaching through utilizing the results of both quantitative and qualitative data produced. This longitudinal study involving 163 students compares two methods of gaining qualitative written comments from students in communicative, English language classes; Student evaluation of teaching (SET) surveys and a structured pro forma called the ‗Stop, Start, Continue‘ (SSC) method which is often used in the business world for qualitative feedback, but rarely in the classroom. Results found that the SSC gets more constructive, fuller data from students. As students are more engaged in providing feedback, more meaningful improvement-driven information to aid teacher self-reflection is gained.

A304 *The Benefits of Online Extensive Reading*
Paul Goldberg, *Kwansei Gakuin University, Japan*

Online extensive reading means much more than students being able to read graded readers on their smartphones. It puts powerful tools like an interactive dictionary, character lists, audio-on-demand, and book ratings, right at their fingertips. Online extensive reading also benefits teachers by allowing them to monitor and

track their students' reading progress with greater accuracy. Teachers can know which books their students have selected, how many words they read, and even their reading speed. In this workshop, the speaker, who has developed several websites for doing extensive reading and listening, will explain how educators can get the most out of using online extensive reading with their classes. There will also be a demonstration of several online resources, both commercial and free, for doing extensive reading.

The following sessions start at 2:55 (Saturday)

B166

Encouraging Oral Participation with Self-Reporting
Richard Lee, *Kurume Institute of Technology, Japan*

In university classrooms, student reticence toward speaking in class can be a major obstacle in oral English education of low-level learners in their first-year. Students' reluctance to engage in class activities can have a negative effect on the atmosphere of the class and the silence following a teacher's question can be disheartening to even the most confident instructor. This presentation on research conducted with approximately 150 students enrolled in a one-semester (15 weeks) freshman English course at a technical institute in southern Japan, reports on the effect that a coded system for student participation had on reducing reticence and increasing students' in-class oral participation. This presentation will be of particular interest to university teachers of low-level, mixed-ability classes.

B167

Using Vocabulary Acquisition Applications to Enhance Students' 21st Century Skills
Eric Reynolds, *Woosong University TESOL-MALL, South Korea*
Justin McKibben, *Cheongju University, South Korea*
Brandon Sherman, *Woosong Information College, South Korea*

Vocabulary acquisition is a critical stepping stone in language learning. In many ways, EFL technology for learning vocabulary has not advanced much beyond the flashcards that have been used for hundreds of years. However, the 21st century has witnessed an explosion in mobile, multiplatform, multimodality, spaced repetition system applications for vocabulary learning (e.g. Anki, Quizlet, Memrise). In this 101 workshop we have set three goals: Introducing teachers to the advantages and disadvantages of the variety of spaced repetition applications available, both purchased and free; helping them to experience using one as a student; and finally to set up a course for their own use. After this workshop teacher participants and their students will truly be ready to Shape the Future with 21st Century Skills.

B178

The Learner's Perspective: English-medium Instruction
Jack Ryan, *Shizuoka University of Art and Culture, Japan*
Edward Sarich, *Shizuoka University of Art and Culture, Japan*

Content courses at the university level in both Korea and Japan are increasingly being taught in English. Research indicates that content-based instruction and English-medium Instruction is effective (Grabe, W. & Stoller, F. L. 1997). Research also suggests scaffolding of activities and varying techniques and activity types is good practice in English-medium Instruction classrooms (Peregoy, S. F. & Boyle O. F. 2012). This is a report on research into the efficacy of methodology used to teach two content courses in English to students at a small university in Shizuoka, Japan. Pre and post-course surveys were administered to compare students' responses on a number of questions. Preliminary results suggest that activity types that scaffold course content may be particularly effective for students in EFL contexts.

A305

Novel Ways with Problem-Solution Vocabulary
Colin Rundle, *Soka University, Japan*

Because problem solving is integral to critical thinking and an important skill for graduates and professionals, ̶problem-solution" is a commonly taught rhetorical structure featured in several EAP and ESP textbooks. However, textbooks provide few if any explicit suggestions on appropriate vocabulary. This presentation

introduces problem vocabulary commonly found in problem-solution texts, especially in the fields of economics and engineering. It outlines a systematic hierarchy for teaching the words which include collocations and metaphors. In particular, metaphors prove to be very productive in this domain. The presentation details how teaching the vocabulary through metaphors clarifies difficult usage rules such as prepositions and the complementary vocabulary used for solutions. Pictures which illustrate the metaphors are also demonstrated as an aid to comprehension and retention.

Social Justice (Critical Educators in Korea) Special Interest Group

Are you actively interested in social justice and critical approaches to education in South Korea? Then you may wish to connect with us!

We have a Facebook forum for discussion and exchange on social justice issues, connected to language and education. **We're welcoming members** willing to adopt a critical stance who believe they can make a difference, would like to engage in constructive dialogue with others, and, possibly, collaborative projects that will promote positive and pacific transformative social outcomes through teaching and learning.

To subscribe, we simply ask that you send a brief message to the group facilitator (sjsig@koreatesol.org), relating your interest and motivation for joining the group.

Notes

Saturday 3:30 – 5:15

ROOM	3:30-3:55	3:55-4:15	4:30-4:55	4:55-5:15
B107	**Lee (이보영)** *Second Language Teacher Education: Enhancing Teacher Training and Professional Development in CLT* FEATURED SESSION		**Renandya** *Enhancing L2 Learning Using Simple Technology* Tech FEATURED SESSION	
B109	**Bosiak** *Engaging Students and Promoting Literacy with Graded Readers* Reading / Literacy E-FUTURE		**Whiddon** *Language for Life: Developing & Integrating Life Skills in Language Teaching* Creativity / 21st C Skills MACMILLAN EDUCATION	
B111	**Hanf, Bill** *Professional Advancement through Online Doctoral, Master & Certification Programs in TESOL* Other issues ANAHEIM UNIVERSITY		**Schoofs** *L1 or not L1 – Is this still the question?* Other issues Yl/VYLS/TUA	
B112	**Fewell, MacLean** *Integrating Online Collaborative Writing and Communication in EFL* Tech SU	**Mills, Toland** *Using 'How to' Videos to Enhance 21st Century Literacies in EFL Classrooms* Tech U	**Knight, I. Brown** *VoiceThread and Moxtra: Digital Presentations for the 21st Century* Tech SUA	
B121	**Murphy** *Designing a Better Brain-Friendly Syllabus: 5 Major Points to Remember!* Materials or Course design INVITED SESSION		**Mirts** *The Role of the U.S. Department of State in Enhancing English Language Teaching and Learning in the East Asia Pacific Region* Other issues INVITED SESSION	
B142	**Park** *Catering to North Korean students' English-learning needs: who, what, and how?* Other issues A KATE Presenter	**Leung** *Activities Used in an EFL College Writing Class in Taiwan* Writing U ETA-ROC Presenter	**Sarobol, Bunmak** *Teachers' Perceptions on Teaching through TBLT* Classroom management SU Thai TESOL Presenter	**Zainal** *English language curriculum for Myanmar refugee learners* Creativity / 21st C Skills S MELTA Presenter
B161	**Herron, Nam, Bailey, Turner** *Quick Tech Showcase*			**May, Roskop, Craig, Bailey, Lumsden** *Tech Panel* Tech SUA (until 6:15 p.m.)
B164	**Wood** *Enhancing engagement with Google Docs on a 13 week full-time EAP course.* ESP/EAP U	**L. Lin** *ESP for EFL Teachers: Developing EFL Teachers' English for Teaching Purposes* ESP/EAP YL/VYLSU	**Kharlay** *Dictations are Fun! Practical Techniques for Using Dictations Creatively.* Multiple skills SUA	
B166	**McBride** *Prioritizing interest over accuracy in the conversation classroom.* Speaking SUA		**Thorkelson, Finley** *Pronunciation and Accent: Overcoming misconceptions among EFL students while improving their speaking* Speaking YL/VYLSU	
B167	**Reynolds, McKibben, Sherman** *Using vocab acqu apps to enhance students' 21st C Skills* Tech YL/VYLSUA **101 Presentation** Cont'd from 2:55 p.m.		**Charles** *Get Them to Ask You: Making Self-Intro Lessons More Student-Centered* Orientation to Communicative Language Learning YL/VYLS **101 Presentation**	
B168	**Gold** *New Research-Proven Techniques for Effective Classroom Management and Smart Teaching* Classroom Management SU **101 Presentation**		**Wilson** *Effective Oral Presentation Rubrics: How Do University Instructors Assess Their Students?* Assessment / Testing U	
B178	**Glithero** *Mind-full or Mindful? Creating Mindful Pauses in Classrooms* Other issues SUA		**Sewell** *Teaching Beyond Korea - Perspectives on Transitioning Back to Your Home Country* Other issues YL/VYLSUA	
A304	**Buck** *Fun and Effective Phone Use in the Classroom* Creativity / 21st C SkillsSUA		**Talbert** *An Exploratory Study of the Social Experiences of Koreans Living Abroad* Intercultural communication U	**S. Kim, C. Brown** *Critical Literacy Practices as Alternatives to Traditional Literacy Instruction* Creativity / 21st C Skills YL/VYL
A305	**Craig, Ellis** *NoRedInk for offloading grammar diagnostics, instruction, and practice* Writing UA	**Oi** *The Development of Belief during Intensive Writing Training* Writing S	**Vitta, Pusina** *Reflections Academic Writing Programs in the Japanese and Korean EFL Contexts* Writing U	

The following sessions start at 3:30 (Saturday)

B107

Second Language Teacher Education: Enhancing Teacher Training and Professional Development in CLT

Boyoung Lee (이보영), *Ewha Womans University, South Korea*

Communicative language teaching (CLT) has been used for decades as the most reliable solution for ensuring that English learners become communicatively competent. However, the approach has not been satisfactorily implemented in Korea. In this country, teacher lectures dominate class activity, with little opportunity given to students to be engaged in meaningful communication. With the role of English teachers in ensuring active student engagement becoming increasingly emphasized, it is imperative to consider teacher perceptions and beliefs regarding CLT, in order to determine if and how they are affected by their own CLT learning experiences during teacher training programs. To this end, this study aims to delineate the characteristics of such programs, particularly in order to determine how effectively CLT is dealt with, and how the training is perceived by the trainees.

B109

Engaging Students and Promoting Literacy with Graded Readers

Ian Bosiak, *e-future Research and Development Institute*

Getting language learners interested in connecting with literature can be challenging for teachers and intimidating for students. But using graded readers in the classroom can bring universal appeal and motivation. This hands-on workshop introduces fun and interesting ways to promote reading fluency and language development though graded readers. Practical ideas and activities you can use in the classroom activities will be shared and discussed.

B111

Professional Advancement through Online Doctoral, Master and Certification Programs in TESOL

Anthony Hanf & **Allison Bill**, *Anaheim University, USA*

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 with live webcam classes and residential sessions by a world-class international faculty of professors that includes David Nunan, Rod Ellis, Kathleen Bailey, Denise Murray, MaryAnn Christison, Andy Curtis, Hayo Reinders, Ken Beatty, Brian Tomlinson, Thom Hudson, Sandra McKay, John Macalister, Martha Cummings, Julie Sykes, Luke Plonsky, Craig Lambert and Natsuko Shintani. 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.

B112

Integrating Online Collaborative Writing and Communication in EFL

Norman Fewell, *Meio University, Japan*

George MacLean, *University of the Ryukyus, Japan*

As collaborative writing has increasingly become the focal point of discussion (e.g., Elola & Oskoz, 2010), there is a need to explore potential benefits for students in different environments. Utilizing web-based tools, an intercollegiate collaborative writing and communication project was undertaken between two Japanese public universities: Meio University and the University of the Ryukyus. EFL learners participated in several collaborative activities from the regiment of Google suite applications. These tasks were undertaken with the goals of stimulating educational interest in L2 task-based learning and enhancing awareness of web-based tools. This study provides insight into a unique project that may offer a glimpse into the possibilities of web-based tools and collaborative L2 learning.

B121   *Designing a Better Brain-Friendly Syllabus: 5 Major Points to Remember!*
Robert S. Murphy, *University of Kitakyushu, Japan*

Advanced neuroELT. Knowing what to do isn't enough! How can we design a better brain-friendly syllabus? Perhaps you already implement some concepts of neuroELT into your teaching. But, do all the parts work together coherently? How can we even begin to assess cohesiveness? In this workshop, we will introduce five major points that need to be referenced for designing a better brain-friendly syllabus. Come to this workshop to learn about those five points, and begin working on how to implement those five points into your own syllabus design. Remember: it's no longer about what you implement – it's now about how you implement! You won't want to miss this workshop!

B142   *Catering to North Korean Students' English-learning Needs: Who, What, and How?*
Eun Sung Park, *KATE & Sogang University, South Korea*

The number of North Korean defectors entering tertiary institutions in South Korea has rapidly increased in the past two decades. Research findings (albeit limited) have consistently shown that these students face tremendous difficulties with the mandatory English classes offered at South Korean universities. However, not much attention has been paid to the types of difficulties they face and the kinds of support that might best serve their needs. The current study aims to examine North Korean students' experience with English at a private university in Seoul, focusing on their pre-university experiences and their struggle with 'core' English courses, which they must complete as part of their graduation requirements. Based on data collected via surveys and interviews, I will provide a general demographic sketch of the North Korean students and discuss the problems that they typically face in their English classes in hopes of better catering to their unique needs.

B161   *Quick Tech Showcase:*
Three Thrilling Tools for Interactive Worksheets
Lindsay Herron, *Gwangju National University of Education, South Korea*
Using Electronic Grammar Checkers in a Process-based Writing class
Heidi Nam, *Chongshin University, South Korea*
Forum-Enhanced Activities for English Communication Skills Anyone Can Do
Daniel Bailey, *Konkuk University, South Korea*
Quick Tech Showcase:
Personalize Learning and Deepen Understanding in Real-time with the Socrative Mobile App
Adam Turner, *Hanyang University, South Korea*

Interested in spicing up standard class worksheets by adding multimedia or making them more interactive? Want to instantly grade students' work or provide immediate feedback? Try these flexible tools for creating online worksheets! This 20-minute workshop will provide an overview of three noteworthy tools—Nearpod, Wizer, and Kubbu—that are free and convenient, with no downloads required.
  First, Nearpod engages students individually in a lesson by sending presentations, multimedia input, selected student examples, and activities directly to students' handheld devices, and returning their responses to the teacher. Wizer, meanwhile, offers an impressive variety of mobile-compatible task formats, including table-completion, voice recording, and image labeling. Finally, the staid but handy Kubbu provides new, efficient options for creating online matching games, crossword puzzles, and more. Attendees will leave with fresh and exciting ideas for bringing online, multimodal, interactive worksheets into their classrooms, engaging every student and providing prompt feedback without time-consuming grading.

Writing teachers should not have to generate the kind of feedback that a computer can provide instantly. This presentation aims (1) to help teachers select an electronic grammar checker that will support their teaching goals

and (2) to suggest practical ways of integrating grammar checkers into a process-based writing course. Different grammar checkers offer different types of feedback: some provide error correction only, while others display grammar rules or style suggestions. Grammar checkers are not infallible, and students who use them should be aware of their limitations. Considering these limitations, grammar checkers should be considered a supplement, not a replacement, for peer and teacher feedback. Used prudently, grammar checkers can free teachers and classmates to focus more of their feedback on content, structure, and style.

For the past year I have been investigating the use of forums for various English communication courses. Through my experience I identified many classroom communication activities that can be extended into forum homework projects. Forums allow students to display slideshows, audio recordings, videos, and much more. Because of this, instructors are able to creatively allow students to reflect, archive, and present what they've learned. Students are able to achieve learning objectives in class, then with the luxury of time, students can upload assignments onto class forums which can be used for future classroom presentations. During my colloquium presentation, I would like to discuss different activities made possible, and use examples from past students to help explain when and how learning occurs.

The Socrative app is a response system that allows students to answer quiz questions from instructors in real-time using their smartphone Wi-Fi. Participants will learn by doing to experience exactly how Socrative can be used for the language classroom. These examples will enable participants to discover new possibilities for its use, even if they are familiar with the basic technology. The examples will include: 1. Group or class problem-solving questions to facilitate peer learning activities. 2. Improvement of textbook exercises through quick feedback and collection of student errors in real-time for further elaboration by the instructor. 3. Real-time peer or self-evaluation training for activities such as peer writing feedback, presentation, or debate. 4. Analysis of student answers for more personalized learning, particularly for blended or flipped classrooms. Participants are unlikely to have such immediate benefits with such a small learning curve with any other educational technology. Take a look: http://www.socrative.com

B164   *Enhancing Engagement with Google Docs on a 13 Week Full-time EAP Course*
James Michael Wood, *Seoul National University UCL Institute of Education, South Korea*

Scholarly literature shows that international students in the UK tend to underperform in assessments compared to domestic students and that this may be for a number of reasons connected to formative writing and evaluation practices. This project examined the use of Google Docs for formative learning and assessment in an attempt to investigate its potential impact on learner engagement and peer assessment practices. Based on a 13-week study, which took place at an EAP course at King's College London in 2015. Using mainly qualitative data taken from 16 questionnaires, and 7 interviews and a focus group this paper shows evidence of how the use of Google Docs can reportedly positively impact students' motivation, criticality, autonomy and perceptions of how effectively they are learning.

B166   *Prioritizing Interest over Accuracy in the Conversation Classroom*
Benjamin McBride, *Dongguk University, Gyeongju, South Korea*

Sustaining a conversation in any language requires a combination of social and linguistic skills. Recently, I have been working with a curriculum that prioritizes the social aspects of communication rather than the linguistic ones. In essence, the curriculum aims to train students how to have an interesting conversation regardless of who you are talking to. In this workshop, I will demonstrate several activities that I use in class to help students with each aspect of making a conversation interesting, as well as the rubric that I use for the students' midterm and final assessments. Participants in this workshop will come away with new activities to use in class as well as a fresh approach to the teaching of English conversation.

B168 *New Research-Proven Techniques for Effective Classroom Management and Smart Teaching*
Jason Gold, *Kwansei Gakuin University, Japan*

Drawing on new research in the fields of education, cognitive science, and neuroscience, this workshop will introduce and explain a variety of useful techniques for effective classroom management and smart teaching, as well caution against common study habits that have proven to be largely ineffective. Regarding classroom management, the techniques will touch on setting and maintaining high behavioral and academic expectations, creating a strong classroom culture, effective use of classroom environment/materials, and student motivation.

It will also present research-based suggestions for smart teaching, including how to structure and deliver lessons, engage students effectively during lessons, and teach students more efficient ways of studying, remembering and learning. These techniques can benefit both new and experienced instructors, and most can be implemented easily into any classroom environment.

B178 *Mind-full or Mindful? Creating Mindful Pauses in Classrooms*
Petra Glithero, *KAIST, South Korea*

Mindfulness training has been shown to help learners use learning strategies uncustomary to their regular learning habits (Hofland, 2007; Yegane & Kolb, 2009). By being mindful of how learners' feel about, and approach knowledge and learning situations in the classroom, teachers can cultivate learners' ability to implement, monitor, and evaluate their own learning. This type of self-regulation is closely linked with learner autonomy and motivation. This workshop will demonstrate ways in which the presenter has combined mindfulness, self-regulated learning, and kindness-training in her classrooms to guide students to become more independent, self-directed learners considerate of their own and others' needs. Participants in this workshop will experience these approaches in action, and can expect to return to their classrooms with ready-to-implement strategies.

A304 *Fun and Effective Phone Use in the Classroom*
Jeff Buck, *Dongseo University, Busan, South Korea*

This presentation will demonstrate how phones can be a fun way to help students improve their English and help teachers with classroom management. We will discuss and practice different ways to integrate technology with learning English. How about having students write an e-mail to you? They will love getting your reply. Also, they will have a blast making a short video in class of one of their speaking exercises. You can use this to get them to work on assessing their English skills themselves. Finally, do you want to remove the stress and boredom from their speaking tests? Then come learn how to get your students to make a creative video instead.

A305 *NoRedInk for Offloading Grammar Diagnostics, Instruction, and Practice*
Daniel Craig & **David Ellis**, *Sangmyung University, Seoul, South Korea*

This study investigated the use of NoRedInk, an online adaptive learning system focused on English grammar, by students in a first year writing course. The extracurricular use of NoRedInk was seen as a way to address multiple challenges: class time, diagnostics, instruction, and practice. The questions this study addressed were: (1) how did students perceive the implementation of NoRedInk, and (2) did the use of NoRedInk correspond with a reduction of specific grammar errors in student writing. To answer these questions, data—end of course survey, NoRedInk reports, and student writing pre-/post-intervention assessments—were collected and analyzed. This presentation will detail the implementation of NoRedInk and the subsequent findings regarding student perceptions and performance.

Notes

The following sessions start at 3:55 (Saturday)

B112

Using 'How to' Videos to Enhance 21ˢᵗ Century Literacies in EFL Classrooms
Daniel James Mills & Sean Toland, *Ritsumeikan University, Japan*

In this presentation the researchers will discuss an action research project involving ELLs at a Japanese university. The participants worked in groups to create ―how-to‖ videos on their smartphones, which were shared with their classmates and instructors through the university's LMS. Afterward, they engaged in self-reflective journaling using the LMS to evaluate and discuss their perceptions of the project. The instructor and peer evaluations of the student-made videos were conducted using the guidelines set forth by the International Society for Technology In Education. A survey instrument was utilized to ascertain participants' comfort with the use of digital media and ability to creatively apply those skills to video production. The presenters will show how this practical activity can be applied to a variety of instructional contexts.

B142

Activities Used in an EFL College Writing Class in Taiwan
Yiu-nam Leung, *ETA-ROC*

Writing has always been a required course in the departments of foreign languages and literature in Taiwan. Teaching this course is a difficult task for instructors because of the class size and EFL students' disinterest in writing. Instructors therefore tend to use different strategies and design meaningful activities such as journal writing, reading, writing PPT files and reports on reading assignments, and revising their essays according to the feedback given by on-line computer programs to motivate students and enhance their interest in writing. It is hoped that learners could enhance their proficiency in writing through their full participation and immersion in these classroom activities.

B164

ESP for EFL Teachers: Developing EFL Teachers' English for Teaching Purposes
Lu-Chun Lin, *Associate Professor, National Chiao Tung University, Taiwan*

One often neglected area of focus in traditional teacher education is teachers' need for continuous language development in English, whether it is English for general purpose or English for teaching purposes (ETP). Therefore, it has been argued that both professional preparation and language proficiency are key components of quality and effective language teacher education and professional development. The present study was predicated on the Noticing Hypothesis of Schmidt and described a reflective noticing activity in which 11 pre- or in-service EFL teachers from an M.A. TESOL program in Taiwan were asked to each provide two recorded microteaching lessons and to transcribe and analyze their own classroom talk. Pre- and post-microteaching surveys concerning the participating teachers' self-perceived confidence and knowledge about their pedagogical English were completed.

A305

The Development of Belief during Intensive Writing Training
Yoko Oi, *Waseda University, Japan*

The present study aims to analyze the development of belief about writing in English between two classes, self-assessment class and peer assessment class, during one week. It is assumed that student assessment would influence writing class, because student assessment would stimulate students' awareness about writing and also encourage students to be objective about their work. If student assessment is effectively adopted into English writing class, it would have a great combined effect on the development of student English proficiency with teacher assessment. Control group evaluate their own compositions, and treatment group evaluate peers' compositions. Pre- and post- questionnaires are distributed to survey the change of learning attitude and awareness about English writing.

The following sessions start at 4:30 (Saturday)

B107 | *Enhancing L2 Learning Using Simple Technology*
Willy A. Renandya, *National Institute of Education, Singapore*

Technology is now an important part in second language teaching. Teachers nowadays use a wide range of technological resources for a variety of pedagogical purposes in order to help students become successful learners of English. But can technology be used in a more principled manner so that we can optimally support our students' L2 development? The aim of this presentation is to examine how technology can be used in ways that more clearly reflect well-accepted second language learning principles (e.g., language learning is facilitated when learners receive comprehensible language input, when they get ample opportunity to notice non-salient language features, and when they engage in meaningful communication via repeated practice). I will address the following questions in my presentation:
• How can technology enhance the quantity and quality of language input?
• How can technology provide more opportunities for genuine and meaningful communication?
• How can technology be productively used to encourage noticing of non-salient language features?
• How can technology be used to help L2 learners become fluent speakers of English?
• How can technology make language learning more engaging and motivating?
This presentation is particularly relevant for English teaching professionals who are interested in the application of research-based L2 principles for effective use of technology in teaching.

B109 | *Language for Life: Developing and Integrating Life Skills in Language Teaching*
Jake Whiddon, *Macmillan Education*

So, what are these Life Skills and how do they relate to learning English?
    In this session teachers will examine concepts and competencies that lead to language learning success. Participants will gain practical ideas relating to integrating Life Skills into any classroom. In particular, Jake will discuss how we can begin to develop more independent and autonomous language learners to ensure learning continues once students leave your classrooms. There will be practical, fun tips for teachers to take away and use in their own teaching contexts.

B111 | *L1 or Not L1 – Is this Still the Question?*
Petra Schoofs, *University of Birmingham*

Using the L1 in the L2 classroom has been a continuing cause of debate among educators and practitioners. In this session we are exploring the reasons behind using (or not using) the L1 in the L2 classroom. We are then having a closer look at recent developments and apply these to the current (Korean and other) English language teaching environments. In this talk I am hoping to involve conference delegates' own teaching experience and would like to invite you to share and discuss these experiences with the plenum.

B112 | *Voice Thread and Moxtra: Digital Presentations for the 21st Century*
Tim Knight, *Shirayuri University, Tokyo, Japan*
Ian Brown, *Matsuyama University, Japan*

VoiceThread and Moxtra are applications that allow students to make voice recorded online presentations with pictures and documents, alone or in collaboration. Teachers can provide feedback before or after completed assignments. By facilitating interaction, VT and Moxtra help students develop skills they will need in the 21st century workplace. The mobile apps allow full use in classrooms with no computer. Attendees will be able to try VT and Moxtra with guidance from the presenters, thus learning which one might best suit their own purposes. The presenters will offer tips that can mean the difference between success and a mess when setting assignments for a class of students. This workshop will be of interest to new teachers who are ready to try using technology in class.

B121
The Role of the U.S. Department of State in Enhancing English Language Teaching and Learning in the East Asia Pacific Region
Whitney Mirts, *RELO, US Emabssy in Manila, Philippines*

English has become a unifying language throughout the world for cultural expression, education, and commerce. The Regional English Language Office at the U.S. Department of State offers free programs and resources to enhance English language teaching and learning throughout the world. There are five Regional English Language Officers (RELOs) assigned to the East Asia Pacific region located at U.S. embassies in Jakarta, Bangkok, Hanoi, Beijing, and Manila. The RELO at the U.S. Embassy in Manila, Whitney Mirts, will discuss the many ways the embassy supports professional development programs and provides materials/resources for English teachers throughout the region.

B142
Teachers' Perceptions on Teaching through Task-based Language Teaching (TBLT)
Nopporn Sarobol & **Nitinath Bunmak**, *Language Institute, Thammasat University, Thailand*

In this session, the presenters will present their research on the perceptions of teachers with regard to implementing task-based language teaching (TBLT) in the EFL classroom. The purposes of this study were to investigate teachers' understandings of TBLT and explore their opinions towards teaching English through TBLT in terms of its benefits and problems. The subjects were 50 secondary-school teachers in Bangkok, Thailand. The instruments were a questionnaire consisting of 44 questions to collect data for quantitative analysis and an interview of 10 volunteer teachers to collect opinions for qualitative analysis. The results of the study reveal how TBLT develops students' communication skills. Suggestions for effectively implementing this teaching methodology in the EFL classroom will also be reported in this presentation

B164
Dictations Are Fun! Practical Techniques for Using Dictations Creatively
Oksana Kharlay, *Macau University of Science and Technology, Macao, China*

Dictation has been used in language learning for several hundred years, and methodologists have often made pedagogical claims for its value (Davis and Rinvolucri, 1988). In this practical workshop, the presenter will take the participants through some of the lesser known techniques of using a dictation in the classroom creatively that will allow this humble activity to grab learners' attention, move around the classroom smoothly, and focus students' full attention on the learning task. The presenter will re-introduce some activities which have the potential to completely alter the quality of teaching and students' learning. And by the end of the workshop, participants will be better equipped to make their English lessons more interactive and engaging.

B166
Pronunciation and Accent: Overcoming Misconceptions among EFL Students while Improving their Speaking
Tory Thorkelson, *Hanyang University, South Korea*
Wayne Finley, *Korea Polytechnic University, South Korea*

Over the years, we as teachers have encountered many students who believe that one specific accent, the North American accent, is better than any other. In pursuing the perfect accent, they often devalue not only other English accents but also ignore the fact that everyone has an accent when they speak their own or another language. The purpose of the workshop and presentation will be to show teachers how to expose students to the many varieties of English and offer both activities and resources to help educators at all levels to broaden their students' understanding of the differences between accent and pronunciation in both practical and fun ways.

B167
Get Them to Ask You: Making Self-Intro Lessons More Student-Centered
Steven Charles, *Nagoya University of Foreign Studies, Japan*

The self-introduction lesson is a standard part of an assistant language teacher's experience, yet they often have

unreasonably high teacher talk with little to no chance for the students to participate. Steven presents several activities he has developed or modified to reverse the ratio of talk time so that a self-introduction can become far more student-centered. This serves three educational goals: the teacher can check the students' levels, get the students to practice speaking and listening (reading and writing are optional additions) and help to build a bond between the new teacher and his/her students.

B168

Effective Oral Presentation Rubrics: How Do University Instructors Assess Their Students?

John Wilson, *Nanzan University, Japan*

How do university instructors make pedagogical decisions in establishing effective assessment tools for their students' oral presentations? In 2016, the presenter conducted a small-scale qualitative, exploratory study seeking to better understand how EFL university instructors in Japan evaluated their students' oral presentation skills. This workshop presents rubric samples used by oral presentation instructors in Japan for attendees to ponder, discuss and possibly dispute the characteristics of effective oral presentation rubrics. Rubrics come in various shapes and sizes. The presenter will provide thought provoking questions about pedagogical choices in oral presentation assessment, time to share how different contexts require different rubrics, and a space for dialogue for attendees about the types of rubrics that are appropriate and fair.

B178

Teaching Beyond Korea - Perspectives on Transitioning Back to Your Home Country

Douglas Sewell, *University of Calgary, Canada*

There comes a time for most foreign English teachers in Korea where they start to seriously consider the direction of their teaching career. This time may come with successes and a desire for future challenges or with setbacks and desire for change. None-the-less, for most it will come. Yet despite the many teachers in Korea who are seeking to understand how to develop their teaching career either in their home country or internationally, there is little accurate information available to base decisions on. This workshop is an attempt to give a clearer picture of both the challenges faced by and opportunities available to foreign teachers currently in Korea. It is meant to help teachers make those critical career decisions that inevitably arise.

A304

An Exploratory Study of the Social Experiences of Koreans Living Abroad

Neil Talbert, *Catholic University of Daegu, South Korea*

Those who have taught students with overseas experience will know the importance of the connections they make to others through English to their linguistic and personal development. This exploratory study examines those connections made in English L1 contexts and their lasting effects on the participants after they return to Korea. Data gathered through reflective interviewing and analyzed with a grounded theory methodology will be discussed, including findings relevant to intercultural communication. Questions explored include how the self is positioned in second-language discourses, how socially constructed reality is maintained through talk, and the relevance of this to language learning, such as learner investment.

A305

Reflections on Academic Writing Programs in the Japanese and Korean EFL Contexts

Joseph P. Vitta & **Alexis Pusina**, *Tokyo International University, Japan*

Two academic English writing programs, Korean and Japanese, respectively, comprise the case study presented in the workshop. The presenters have or have had inside knowledge of each. The Japanese program consists of two tracks where the students' L1 is either Japanese or non-Japanese, respectively. Both tracks are somewhat ESP in nature where proficiency attainment is not aligned to standardized scales but rather to what the program has defined as needed for its purposes as defined by inter-department communication. The Korean program, conversely, that had learners from the same L1 background and attainment was measured via testing aligned to a scale that rehashed ACTFL (2012). The analysis focuses on: 1 – curriculum designs/planning, 2 – methods of

instruction, 3 – assessment schemes, and 4 – observed effectiveness and student satisfaction. The presenters identify useful aspects and areas of improvement which are of use to the other educators in similar contexts.

The following sessions start at 4:55 (Saturday)

B142

English Language Curriculum for Myanmar Refugee Learners: Promoting 21st Century Skills through Project based Learning
Azlin Zaiti Zainal, *University of Malaya, Malaysia*

This paper reports on the development of an English language curriculum for Myanmar refugee learners as a part of a Malaysian university community engagement project. These learners, who do not have access to education in mainstream schools, attend a school set up by the Myanmar refugee community registered under the UNHCR in Malaysia. They also have limited English proficiency and rely primarily on English lessons delivered by voluntary teachers. Using Nation and Macalister's (2010) curriculum design model, the study looks at the processes of designing an English language curriculum for these learners. The curriculum focuses on the development of 21st century skills such as collaboration, critical thinking and creativity through project based learning. These skills are important for them to have especially when they resettle to other countries where the first language is English. The participants of the study include 20 learners aged between 11 to 16 and the class teacher. To assess the effectiveness of the curriculum in promoting such skills, data in the form of lesson observations, interviews and learners' writings were collected. The findings of the study have implications for language instruction and materials development for learners of limited English proficiency.

B161

LMS Friendly Face-off: Which Learning Management System Is For You?
Elizabeth May, *Kongju National University, South Korea*
Kevin Roskop, *Kongju National University, South Korea*
Daniel Craig, *Sangmyung University, South Korea*
Daniel Bailey, *Konkuk University, South Korea*
Stafford Lumsden, *Sookmyung University, South Korea*

Ever wanted to try out a Learning Management System (LMS), but feel overwhelmed by the choice and don't know which one will suit you best? Come along and watch as the Knights of the LMS battle it out for your favor! A great opportunity to learn more about individual LMS (and what LMS actually are) as each representative introduces their preferred system. Followed by the chance to interrogate the knights to find out how some of the main LMS work and which LMS is the perfect one for you! The panel will include representatives for Canvas, Moodle, Blackboard and Google Classroom. (Supported by KOTESOL's MCALL SIG.)

A304

Critical Literacy Practices as Alternatives to Traditional Literacy Instruction in South Korea
So Jung Kim, *The University of Texas at El Paso, USA*
Clara Lee Brown, *The University of Tennessee, USA*

With heightened emphasis on critical literacy pedagogies, attention to critical literacy for young children (CLYC) has rapidly increased. Yet, there is a paucity of studies examining CLYC in preschool settings, particularly in Korean contexts. Utilizing a qualitative case study design, the current study examined how early critical literacy can be implemented as a medium to help Korean preschool children critique texts and develop critical perspectives. Data collections included audio/video recordings, observational field notes, interviews, and children's artifacts. Initial findings showed that the children deconstructed stories by challenging the author's voice and questioning the status-quo. They critically interpreted stories from multiple perspectives. These findings suggest the potential of early critical literacy practices in Korean contexts. It also underscores the need for CLYC from an early age.

Sunday Fellowship

Join invited speaker Chuck Sandy and the Christian Teachers SIG on Sunday morning from 8:15 to 8:45 in Room B111 for an ecumenical time of fellowship, prayer, reflection, and celebration. The service will be led by Chuck Sandy and is sponsored by the Christian Teachers SIG. All are welcome.

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Daegu-Gyeongbuk KOTESOL Chapter

The Daegu-Gyeongbuk Chapter of Korea TESOL serves EFL teachers in and around Daegu and Gyeongsangbuk-do areas with monthly presentations and workshops for the professional development of its members as well as to promote scholarship and disseminate information on ELT.

Chapter meetings are held on the first Saturday of every month in Daegu. Both members and non-members are invited to our workshops; all are welcome! Light snacks are provided and there is no charge for attending.

Please visit us on the web: https://koreatesol.org/daegu

...also on Facebook: http://www.facebook.com/groups/105279700234/

...and Twitter: @KOTESOLDaegu

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Notes

Saturday 5:30 – 6:15

ROOM	5:30-5:55	5:55-6:15
B107	**Sandy, Hampson** *Teaching Life Through Stories* Other issues INVITED SESSION	
B109	**Belcher** *The importance of continuing professional development for language educators* Other issues TESOL ASIA	
B111	**Thiruchelvam, J. Kim** *Creating Context Appropriate Writing Curriculum for Middle School* Materials or Course design S	
B112	**Wang, Jarrell** *Development of A Mobile Multiple-language Learning Platform by Sharing Resources* Tech YL/VYLSUA	**Mills, White** *Acceptance and Usage of Digital Games in CALL* Tech U
B121		
B142	**K. Ryan** *Flipping Online Video for Classroom Discussion* Creativity / 21st C Skills SUA JALT Presenter	
B161	**May, Roskop, Craig, Bailey, Lumsden** *LMS Friendly Face-off: Which Learning Management System Is For You?* Tech SUA Cont'd from 4:55 p.m.	
B164	**Ott, J. Thompson** *Building Student Autonomy Through Literature Circles* Multiple skills U	
B166	**J. Siegel** *Pragmatic activities for the speaking classroom* Speaking SUA	
B167	**Pusey** *Adapting Textbook Activities for Communicative Classrooms* Conversation Classes SUA **101 Presentation**	
B168	**Kuswandono** *Pre-service English Teachers' Professional Identity as Perceived by Mentor Teachers* Identity A	**Hirschel, Jackson** *Listening for Meaning. Listening to Stories. Connecting with the Teacher.* Listening SUA
B178	**Azkiyah** *Developing Individually-Tailored English Teacher Training in Indonesia* Reflective Practice UA	
A304	**Walsh** *Extension Activities for Teachers of Very Young Learners* Learning preferences / styles YL/VYL	
A305	**Pasaribu** *Students' Writing Anxiety: Causes and Effects of a Moodle-Based Writing Course* Writing U	**Kang** *Preference of Korean Learners in English Pronunciation* Speaking SUA

The following sessions start at 5:30 (Saturday)

B107
Teaching Life Through Stories
Chuck Sandy, *International Teacher Development Institute (iTDi)*
Timothy Hampson, *excitELT*

̶If we want to grow as teachers – we must do something alien to academic culture: We must talk to each other about our inner lives'' — Parker Palmer. Think of the last time you had a good conversation. Did you swap some stories? Of course you did. Storytelling is what we do. ̶We are storytelling creatures,'' says Jerome Bruner. We construct and reconstruct ourselves by telling each other stories, and the stories we tell help us process the experiences we have. Stories give our life structure, help us cope, and reveal to us a range of possibilities.

As teachers, we tell one another tales from our classrooms to share best practice, worst practice, make each other smile, and let off steam. This participant-centered workshop aims to do three things. The first is to simply meet other teachers and share stories with them. The second is to explore, through doing, some techniques to encourage storytelling in and out of the classroom. Lastly, we'll explore the importance of storytelling and offer a place for the storytelling to continue.

B109
The Importance of Continuing Professional Development for Language Educators
Jarrod Belcher, *Tesol Asia*

Learners nowadays think and behave differently than those from previous generations. The new age of students were born into a world of information technology; prefer to multitask rather than focus on one thing at a time, and are more attracted to the ideas of a peer or a web video than their predecessors.

As our students change, educators need to adapt to fully engage with the learners. Formal training programs are one method to stay current with the latest trends, but choosing programs can be difficult. This presentation focuses on different options and outlines the value of certification attached to training. The KOTESOL-Tesol Asia partnership where KOTESOL members receive credits towards a TESOL Certificate for attendance at KOTESOL workshops and conferences will be outlined.

B111
Creating Context Appropriate Writing Curriculum for Middle School
Bala Thiruchelvam, *TESOL Sookmyung Women's University, South Korea*
Jeonghyun Kim, *Paekun High School, South Korea*

Secondary teachers often skip or reduce the writing section. This workshop uses examples from one Korean middle school English teacher's practices after completing an in-service teacher training program. In this teacher's previous practice, writing was restricted to only opinion based essays due to time constraints and lack of emphasis on writing skills development. Working with the researcher, this teacher developed a more systematic structure to her writing curriculum. Key elements of this curriculum redesign include the addition of context specific rubrics and peer editing leading to greater learner autonomy. Examples will be shown from the journals and classroom writing samples collected by the teacher. Participants in this session will leave with new ideas for developing context specific writing curriculum and assessment using student peer editing.

B112
Development of A Mobile Multiple-language Learning Platform by Sharing Resources
Shudong Wang, *Shimane University, Japan*
Douglas Jarrell, *Nagoya Women's University, Japan*

Mobile learning is quickly taking over traditional PC-based e-learning. The authors are developing an extension of a successful mobile English learning platform to other languages. The platform consists of three delivery methods for learning content: email, app and mobile site. The learning materials are sent to learners by email

first, then stored to a web site which is designed for mobile phone compatibility. The smartphone apps were developed from the database for students who prefer to learn through apps. The above three forms of content share the same database and platform, and are developed with the same material development tools by the same developers. To develop mobile learning content can be expensive. However, with shareable resources the platform now extends economically to other languages.

B142 Flipping Online Video for Classroom Discussion
Kevin Ryan, *JALT (PAC Affiliate Representative), Japan*

Increasing autonomy while focusing on language development requires a balance of maintaining a rich flow of feedback from peers while gradually releasing control on a range of activities. This presentation looks at a model of a "flipped" classroom using online videos and Learning Management System (LMS) software to promote autonomy in language learning. Students choose videos, develop them into lessons, and present in small groups for immediate peer feedback. We sample activities, videos of student interaction, and student feedback on the process.

B164 Building Student Autonomy Through Literature Circles
Christopher Ott, *English Language Fellow (US State Department), Xi'an International University, China*
Jenna Thompson, *English Language Fellow (US State Department), Qufu Normal University, China*

Literature circles are student led book discussions that take place in the classroom and support language learning and literature studies. This workshop will discuss the benefits of using literature circles in the classroom, particularly building student autonomy, while also providing instruction on how teachers can create their own literature circles. In addition, the participants will take part in the hands-on practice of a literature circle to gain a full understanding of the process and benefits.

B166 Pragmatic Activities for the Speaking Classroom
Joseph Siegel, *Meiji Gakuin University*

This workshop promotes the idea that pragmatic skills contribute to communicative success. The presenter will first demonstrate how to identify pragmatic teaching points based on student needs. Samples of learner output in response to discourse prompts will be jointly analyzed by the presenter and attendees, and relevant teaching points will be identified. Findings will be used to show how pragmatics can be addressed through activities that emphasize speech act sets, use of softeners, and dealing with a range of interlocutors. Attendees will acquire skills to create research-based instruction that meets the specific pragmatic needs of a variety of proficiency levels.

B167 Adapting Textbook Activities for Communicative Classrooms
Kerry Pusey, *Nagasaki University, Japan*

As language teachers, we are often stuck with a textbook that doesn't meet all of the communicative objectives we have for our classes. Thus, it becomes necessary to adapt the textbook, while still retaining its useful features. During this workshop, the presenter will demonstrate how to adapt textbook materials into five successful speaking activities. Each activity requires minimal preparation and can be repurposed with a different language focus for future classes. Attendees will be guided through the process of designing their own speaking activities based on the types presented in the workshop. They will be given a set of clear instructions for how to develop similar activities for different language features, as well as a set of readymade examples of each activity type.

B168   *Pre-service English Teachers' Professional Identity as Perceived by Mentor Teachers*
Paulus Kuswandono, *Sanata Dharma University, Indonesia*

Mentor teachers often rely on their beliefs and teaching experiences as the basis to mentor PSTs. At the same time, mentor teachers are often faced with PSETs' bringing their own understanding and concepts about teaching, different from the mentor teachers'. Mentor teachers need to further check and discuss those assumptions critically with PSETs. This research investigated the reflective voices of seven mentor teachers in four Indonesian senior high schools as they guided PSETs in the practicum program. The data was collected by distributing questionnaires and conducting in-depth interview. The research findings reveal that the mentor teachers were concerned with areas for PSETs' professional practice, namely, classroom management and leadership skills, interpersonal relation, particularly emotional involvement and the implementation of ‚caring' for students.

B178   *Developing Individually-Tailored English Teacher Training in Indonesia*
Siti Nurul Azkiyah, *UIN Syarif Hidayatullah Jakarta, Indonesia*

Research has found that teachers are the most influential factor in education. The question is how to improve teaching quallity. This study investigates whether teaching quality could be divided into several stages so that development program could be tailored according to teachers' need. The eight classroom factors (orientation, structuring, modeling, application, questioning, time management, creating classroom as a learning environment, and assessment) of the dynamic model are used to conceptualize teaching quality. Classroom observation was conducted to 44 English teachers in the Provinces of Jakarta and Banten. The Rasch model and cluster analysis are used to analyze the data. The findings showed that teachers scored the lowest on orientation, structuring, modeling, and application. Teachers have started questioning, yet the questions were limited to product questions.

A304   *Extension Activities for Teachers of Very Young Learners*
Anthony Walsh, *International Pacific University, Japan*

This forty-five minute workshop intends on applying practical communicative activities which the audience will be able to effectively reproduce in their own classrooms. Taking advantage of Bloom's Taxonomy hierarchical model to go further than conceptualizing concepts, young learners will apply, analyze, synthesize and then evaluate their language discourse. Traditional methods require learners to memorize target language through performing a variety of drills which then get assessed. The popular teaching method in many children's programs is referred to as Presentation / Practice / Production (PPP) technique. This approach can be bolstered with reflection and personalized input put in place. Refining the content of language, rather than repeating repetitive drills, the presenter will facilitate more extension exercises to the regular lesson plan. Providing clues such as lip syncing, using TPR, singing without letters or words, singing in intervals as well as mixing up rhythms or speeds are routines to develop skills.

A305   *Students' Writing Anxiety: Causes and Effects of a Moodle-Based Writing Course*
Truly Pasaribu, *Sanata Dharma University, Indonesia*

This study aimed at describing the causes of writing anxiety among Indonesian students in Paragraph Writing Class and the effects of Moodle-based Writing Course on students' writing anxiety. This study employed a descriptive study using both quantitative and qualitative approaches. The data were gathered by means of SLWAI (Cheng, 2004), interview sessions, and questionnaires. The result of SLWAI showed that only 3 students (5.8%) experienced low level of writing anxiety. Difficulties in organizing ideas, linguistic difficulties, fear of being evaluated, low self-confidence, lack of writing experience and difficulties in managing time were the factors of anxiety. The questionnaires also revealed that a Moodle-based writing course was beneficial in overcoming writing anxiety. Therefore, it can be one of the considerations in developing students' writing skills.

The following sessions start at 5:55 (Saturday)

B112 *Acceptance and Usage of Digital Games in CALL*
Daniel James Mills & Jeremy White, *Ritsumeikan University, Japan*

The presenters will deliver the results of a much-needed study in the field of digital game facilitated language learning conducted at a large private university in Japan. This presentation will show the results of a survey study of two hundred and twenty-two undergraduate students regarding their attitudes, perceptions, and usage of digital games for language study. The results of this study showed that most participants perceived digital games as a positive addition to language study at the university level. However, a small minority of the research participants expressed concern that the use of games could have a negative impact on the users' health and may not be effective in facilitating language learning.

B168 *Listening for Meaning. Listening to Stories. Connecting with the Teacher*
Rob Hirschel & Joy Jackson, *Sojo University, Japan*

Presenters will demonstrate supplemental material that can be easily accessed by smartphone, and thus give the students an opportunity to have their teachers in their pockets and practice at their own pace. Generally, materials used outside of the classroom can supplement, but do not provide the same connection that can be made in the classroom setting. By focusing on listening skills, specifically using the content to tell stories, the students learn to listen for meaning and can learn more about the teacher. They are improving their interpretation skills, creating a closer relationship with the teacher, and interacting with text that is relevant to the curriculum and to their lives. Through moodle, quizlet, and youtube, material can come to life and encourage more meaningful interaction.

A305 *Preference of Korean Learners in English Pronunciation*
Sanghee Kang, *Georgia State University, USA*

Although intelligibility has been the central notion in pronunciation instruction (Field, 2005), many Korean learners seem to want to eliminate their Korean accent from their English. This study examines the preference of Korean learners in English pronunciation between intelligible pronunciation and native-like pronunciation, the factors that have influenced their preference, and the factors that have affected change of their preference. The data were collected from a total 36 Korean learners of English and four English teachers through a questionnaire and a survey-unstructured interview. The results indicate that two thirds of learners preferred native-like pronunciation to intelligible pronunciation. The findings of the study and its pedagogical implications are discussed in terms of the importance of awareness-raising of intelligibility and setting a realistic goal in English pronunciation

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Notes

2016 KOTESOL International Conference

At-a-glance

Saturday, October 15, 2016

Time	Activity	Location
8:00 →	Registration	Lobby
9:00-10:00	Concurrent Sessions	Rooms B107-A305
10:00-11:00	Concurrent Sessions	Rooms B107-A305
11:00-11:30	Opening Ceremonies	Plenary Hall in Centennial Bldg
11:30-12:15	Plenary by Thomas S.C. Farrell	Plenary Hall in Centennial Bldg
12:15-1:30	Lunch	(CT-SIG Meet-and-Greet in B142)
1:30-2:15	Concurrent Sessions	Rooms B107-A305
2:30-3:15	Concurrent Sessions	Rooms B107-A305
3:30-4:15	Concurrent Sessions	Rooms B107-A305
4:30-5:15	Concurrent Sessions	Rooms B107-A305
5:30-6:15	Concurrent Sessions	Rooms B107-A305
6:15-7:15	**KOTESOL Members Wine-and-Cheese Social**	**Attendee Registration Area (Fine Arts Building)**

Sunday, October 16, 2016

Time	Activity	Location
8:00 →	Registration	Lobby
9:00-10:00	Concurrent Sessions	Rooms B107-A305
10:00-11:00	Concurrent Sessions	Rooms B107-A305
11:00-12:00	Plenary by Tracey Tokuhama-Espinosa	Plenary Hall in Centennial Bldg
12:00-1:00	Concurrent Sessions	Rooms B107-A305
1:00-1:45	Concurrent Sessions	Rooms B107-A305
2:00-2:45	Concurrent Sessions	Rooms B107-A305
3:00-3:45	Concurrent Sessions	Rooms B107-A305
4:00-6:00	**KOTESOL Annual Business Meeting**	**Room B107 (Gemma Hall)**

Sunday 9:00-10:45

A305	9:00-9:25	9:25-9:45	10:00-10:25	10:25-10:45
B107			**Murphy** *7 Brain-Friendly Ways to Foster Deeper Understanding and Autonomy in Your Classroom* Other issues FEATURED SESSION	
B109	**LaClare** *Measuring the Effect of Mobile Apps on Reading Speed* Reading / Literacy S	**Nguyen** *Extensive Reading: Follow-up Activities* Reading / Literacy U	**Hulme** *21st Century Skills in the EFL Classroom* Creativity / 21st C Skills E-FUTURE	
B111			**Kirschenmann, Noh** *Using low-stress, high-impact, place-based materials to foster English conversation* Materials or Course design SUA	
B112	**I. Brown, Knight** *Mobile Devices the 21st Century Language Learning Sound Lab* Tech YL/VYLSUA		**Reeser** *Simple Formative Assessment Methods in the Connected Classroom* Tech SUA	
B121			**Mac Donald** *Making Gwaoe and Hagwon Lessons More Collaborative* Tech INVITED SESSION	
B142			**Beuckens** *Build Your Own LMS – For Free* Tech INVITED SESSION	
B161		**Nagao** *Self-reflection on Peer Essay Analysis in an EFL Community of Practice* Other issues U	**Yoshida, Kato, Minamitsu** *How to Use Self-Regulated Learning Model in English Classes at Japanese Universities* Other issues U	
B164	**Enloe, Barraza** *Use ENGLISH-OPOLY for supreme, long-term classroom management: For elementary and MS* Multiple skills YL/VYLS			**Zhang** *Focusing on process: Individual L2 students' engagement with teacher feedback* Multiple skills U
B166	**Golder-Novick** *Using Improvisation Activities for English Speaking Practice* Speaking YL/VYLSUA			**Vollmer** *Using Transcription Activities to Promote Noticing* Speaking S
B167	**Maitland** *Classroom management: Developing the emotional literacy of your students.* Classroom Management YL/VYLSUA **101 Presentation**		**Velde** *Following Up in Conversation Class* Conversation Classes SUA **101 Presentation**	
B168	**McBride, Chilcoat** *Do Korean university students think they are interesting? A comparative study.* Identity UA		**Marshall, J. Ryan** *Measuring the Effectiveness of Overseas Intensive English Programs* Assessment / Testing SUA	**Rouault** *Diagnostic testing in SFL reading: Characteristics, principles, and implications* Assessment / Testing SUA
B178	**Heathco** *Pathways for Developing Teachers* Other issues YL/VYLSUA		**G. Farrell** *Expanding Critical Literacy With Content and Language Integrated Learning (CLIL)* CBI U	
A304	**Griffin** *Is it okay to teach English instead of 21st century skills?* Creativity / 21st C Skills SUA		**Watkins** *Effective Ways To Talk About Diversity and Difference In Korean Classrooms* Intercultural communication SUA	
A305	**Y. Lin** *A Corpus-based Study on the Verbs in [HAVE V-ed] and [HAVE been V-ing]* Vocabulary SUA	**Khamis** *Innovative Writing Techniques for Interactive Teachers* Writing SUA		

The following sessions start at 9:00 (Sunday)

B109 *Measuring the Effect of Mobile Apps on Reading Speed*
Elton John LaClare, *Sojo University, Japan*

This presentation will report the results of a replication study conducted in Japanese junior high schools investigating the effectiveness of a text presentation format known as Span Limited Tactile Reinforcement (SLTR). The main features of SLTR include: large font size, short line length and manual scrolling capability. These factors were observed to alleviate the reading difficulties of L1 readers demonstrating visual attention deficits, poor phoneme decoding skills, and difficulties with sight word recognition (Schneps, 2013). The aim of the replication study was to determine if similar effects could be observed in an L2 reading environment. Results of the study will be discussed along with the implications of the findings for those concerned with the Korean English language learning context.

B112 *Mobile Devices for the 21st Century Language Learning Sound Lab*
Ian Brown, *Matsuyama University, Japan*
Tim Knight, *Shirayuri University, Japan*

Language-Learning Sound Labs have a long history from tape to cassette and then to computer. Teachers have many reasons for students to make voice recordings from dialogues, and presentations, to pronunciation, self-study homework, and assessment and now student smartphones are shaping up a 2st century sound lab that does not need computers. Different methods for mobile recording will be explained, including how teachers can collect, share, evaluate and give feedback to the recordings. The methods discussed include dedicated mobile sound recording apps, Web 2.0 mobile apps such as Mailvu, Moxtra or Voicethread and mobile LMS apps such as Schoology. Comparison and practical tips for the different methods will be provided so teachers can choose the method they like best.

B164 *Use ENGLISH-OPOLY for supreme, long-term classroom management: For elementary and MS*
Alicia Faith Enloe, *SYNTICATE Educational Services*
Jessica Barraza, *SYTIVATE Educational Services*

Welcome to Alicia-teacher's English Class where we'll play a game called ―English-opoly" EVERY DAY from start to finish! Since it's our first day of school, I'm going to explain the rules and procedures for playing the game, so you'll know how to play it the right way from the beginning! Be sure to listen closely because you can earn game points when you follow the rules and know when it's your time to participate. At the end of today's lesson, ―Engagement is the Key to Classroom Management," I'll turn your points into Conference Coins so you and your classmates can buy properties on the gigantic game board that's on the wall for everyone to see. The object of the game is win by owning the most property. If your goal is to own Australia, first check the cost of Melbourne and Sidney. The Grand Prize: my super-size game board!

B166 *Using Improvisation Activities for English Speaking Practice*
Rose Golder-Novick, *English Language Fellow, China*

Improvisation is not only for entertainment in a theater. Improvisation games and activities help English language learners build public speaking skills, practice authentic (ie unplanned) language, and foster collaboration in the classroom. In this workshop the presenter will introduce and demonstrate several improvisation games that teachers/instructors can use in their classes to promote speaking among students. Participants will have a chance to practice some of the activities.

B167 *Classroom Management: Developing the Emotional Literacy of Your Students*
Amanda Maitland, *Jinan Foreign Language International Centre, China*

This is a workshop that focuses on demonstrating the theory of emotional literacy. Many classroom management techniques can be short term strategies to deal with fire fighting behaviour issues in the classroom. Emotional literacy strategies can be utilized at almost any age and offer a longer term solution. This workshop will demonstrate, and encourage those attending to evaluate their own emotional literacy. It is important that parents and teachers are self aware of their own emotional literacy, in order to monitor their own behaviours and model useful classroom communication strategies. The workshop will also demonstrate, through interactive tasks, how to build emotional literacy events in to the language classroom.

B168 *Do Korean University Students Think They Are Interesting? A Comparative Study*
Benjamin McBride, *Dongguk University, Gyeongju, South Korea*
Wade Chilcoat, *Pukyong National University, South Korea*

In many university English programs, students are assessed on their ability to carry out a conversation in English, a task that combines both linguistic skills and social skills. We noticed that Korean university students are often hesitant to share their ideas and experiences, which suggests social impediments to conversation rather than linguistic ones. Based on this observation, we designed a survey to explore whether students felt that their opinions and experiences were of interest to their classmates. We gave this survey to a wide variety of students, in order to determine which factors may be at play, including nationality, age, academic major, and gender. The results have important implications on curriculum design and assessment in university classrooms throughout Korea.

B178 *Pathways for Developing Teachers*
Gregory Heathco, *Hansung University, South Korea*

For teachers who are interested in building a career in English Language Teaching (ELT), this workshop is intended to help visualize long-term career objectives and chart a corresponding development course. The first half of the session will be focused on the training and certification programs that prepare and qualify ELT professionals for future positions: Initial and advanced certifications (CELTA/DELTA, Trinity TESOL, TEFL); MA options (Framingham State and distance programs, degree choices); State teaching credentials (program options and requirements). The second half will present the audience with a number of career paths and positions available within them, both in Korea and beyond: Teaching children (public & international schools); Teaching adults (universities, British Council, International House); Teaching teachers (senior teaching, teacher training, administration).

A304 *Is It Okay to Teach English instead of 21st Century Skills?*
Michael Griffin, *#KELTchat, South Korea*

The phrase, ―21st century skills" is something of a buzzword and a common theme of ELT conferences in the region and world. These skills are, of course, related to the theme of this conference. The need for English teachers to focus on these 21st century skills appears to be largely unquestioned. More teachers are focused on enhancing students' creativity, critical thinking, and 21st century technology skills. Is this the right path? In this interactive session, reasons for and against these expanding roles will be considered. Participants can expect to walk away from the session with a clearer sense of their actual roles and desired roles as English teachers and their reasons for choosing these roles.

A305   *A Corpus-based Study on the Verbs in [HAVE V-ed] and [HAVE been V-ing]*
Yen-Yu Lin, *National Chengchi University, Taiwan*

The present perfect is an area of English grammar that is problematic for learners. Most of the grammar lessons differentiate [HAVE V-ed] and [HAVE been V-ing] mainly through comparing the time periods they indicate (finished/unfinished). However, as Folse (2015) suggests, grammar and lexis are interrelated. This study investigated the difference between [HAVE V-ed] and [HAVE been V-ing] by examining the past/present participle of the principal verbs. The 450 million-word Corpus of Contemporary American English (COCA) served as the source data. The results show that, on the whole, [HAVE V-ed] and [HAVE been V-ing] are characterized by distinct types of verbs. Revealing the link between specific verb types and the two tenses, the current research can better facilitate the teaching and learning of the English present perfect.

The following sessions start at 9:25 (Sunday)

B109   *Extensive Reading: Follow-up Activities*
Thuy Nguyen, *Hoa Sen University, Vietnam*

This paper aims at exploring students' perceptions of the benefits of extensive reading (ER) and their expectations of the program. The population for this study was 88 sophomore students majoring in English. They were asked to complete surveys regarding their perceptions on their reading habits and follow-up activities such as book report, quizzes on M-reader and trailers of extensive reading and about how much extensive reading a book they had. The results show that the students considered the extensive reading important and beneficial in not only improving their English competence and critical thinking skills but also in enhancing their cross-cultural understanding and global issues. The results also suggest that they had difficulties in doing the quizzes and expected to have more graded readers and supports from the stakeholders.

B161   *Self-reflection on Peer Essay Analysis in an EFL Community of Practice*
Akiko Nagao, *Ryukoku University, Japan*

The study reported here aimed to explore how 30 English as a Foreign Language (EFL) novice learners become experienced in terms of their English proficiency and knowledge in a genre approach in a language learning classroom through (1) modeling genre-based texts, (2) independent construction of a text, (3) peer analysis of learners' essays, and (4) written self-reflection on classroom participation in genre writing and peer analysis. Text mining was applied to the learners' self-reflections on peer analysis, and the results were categorized in terms of six coding schemes. The findings indicate that moderately successful learners tended to use cognitive knowledge, especially a bottom-up strategy. Highly successful and successful learners' showed awareness of genre-specific text type and structure.

A305   *Innovative Writing Techniques for Interactive Teachers*
Hanaa Khamis, *Al Ahram Canadian University (ACU), Egypt*

In this workshop, the audience will experiment with creative hands-on techniques to enhance student writing. An integrated communicative language teaching and learning approach is adopted throughout. The Engage-Study-Activate lesson planning model is fundamentally explored where warm-up, controlled, and free writing activities are demonstrated. The activities include both functional and essay writing varieties. Various skills, such as listening to audio samples, watching videos, looking at pictures, reading texts, thinking, speaking, and doing, will provide a matrix for written production. Both paper- and web-based materials will be used. Different writing sub-skills will be overviewed. Some guiding practical assessment tools and corrective feedback tips are presented through some of the activities. As a wrap-up, the audience will share their reflections on their teaching practices in writing classes.

2017 Conference

Call for Papers

The 13th Seoul KOTESOL Annual Conference

Theme: Enhancing Classroom Interaction and Student-Teacher Dynamics

Research type: 25 min
Workshop type: 45 min

All proposals must include a description of the workshop/research at least 200 words in length. Biographical information (with cell number, email address, and passport size photo) in not more than 50 words should also be included. Your proposal and bio should be written in Times Roman 12, single space and should fit together on ONE A4 page in *.*.doc format (Microsoft Word 2010 or earlier version).

Acceptance: December 1, 2016
Deadline: February 1, 2017
Result: February 5, 2017
Conference: March 18, 2017 (Saturday, 9:30~5:00PM).
Contact: Ian Done D. Ramos, EdD
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The following sessions start at 10:00 (Sunday)

B107

7 Brain-Friendly Ways to Foster Deeper Understanding and Autonomy in Your Classroom
Robert S. Murphy, *University of Kitakyushu, Japan*

Deeper understanding. Sounds good, but what is it? – and how can we foster it in the classroom? Neuroscience is helping us remove the guesswork! Come hear about seven well-researched cutting-edge tactics that greatly enhance understanding, autonomy, leadership, and students' feelings of ownership toward the teaching material. Learn how to implement them into your own teaching context. It will make your job easier – and your students will thank you for it!

B109

21st Century Skills in the EFL Classroom
Julie Hulme, *e-future, South Korea*

Is '21st Century Skills' just the latest buzzword in the education field? Or could it be something more? Let's take a moment to consider a few questions. What was the world like when you were a student? And what was your classroom like? Is there a big difference between now and then?

Absolutely! The classroom we teach in and the world our students learn in has evolved. Naturally, our educational aims must also evolve. Our students have been raised in an increasingly connected, globalized, and digital world. By infusing our EFL classrooms with 21st Century Skills, we are giving our students the tools to succeed in the real world. This presentation will break down the concepts behind 21st Century Skills and provide teachers with concrete examples, effective strategies, and valuable tips to bring their lessons into the 21st century.

B111

Using Low-stress, High-impact, Place-based Materials to Foster English Conversation
Jean Kirschenmann & Ee Chan Noh, *Hawaii Pacific University, Hawaii*

While communicative language teaching encourages learner-learner interaction and the Korean Ministry of Education endorses it, it is often difficult to achieve. With a novel look at language teaching "materials," this workshop addresses concerns of teachers who find students reluctant to interact or have difficulty devoting valuable class time to conversation. The featured materials are low cost to create and low stress to use, yet have a high positive impact on language lessons because they are localized. Workshop participants examine localized materials from the perspective of language learners and teachers. They work in teams to create their own set of place-based materials centered on Korean pop culture. The newly-created materials will be collected and disseminated to all workshop participants following the conference.

B112

Simple Formative Assessment Methods in the Connected Classroom
Victor Reeser, *Associate Professor, Suwon Science College, South Korea*

All forms of assessment fall into two categories: formative and summative. Consistent formative assessment has a significant impact on student learning, and this workshop will introduce resources and methods that will assist a teacher with this task. The first resource is a browser-based tool that has been gaining a lot of momentum recently, Kahoot!. It allows teachers to create simple games involving pictures, diagrams, video clips, and music. The next resource is Memrise, an application focused on learning vocabulary. Teachers are able to create their own vocabulary lists, upload audio clips, and track student progress through a point system. The last resource is Google Forms, another free tool that can be used to both review and assess retention of material covered in class.

B121   *Making Gwaoe and Hagwon Lessons More Collaborative*
Kara Mac Donald, *Defense Language Institute, USA*

Learning English one-on-one seems ideal, yet the learning context can become stale over time as the interaction is limited to teacher-student communication. Even the smaller classes of hagwons often present little time for communicative activities, the focus often being on test preparation. The presenter shares how to make individual tutoring and hagwon classes more communicative and meaningfully interactive by linking similar age and ability students together through the use of group websites and/or wikis. The use of online tools opens up meaningful opportunities for learners to interact with peers to complete task-based activities, promoting learners' communicative skills, and fostering their autonomy, as well as social and interactive skills in the online environment. In doing so, students develop interpersonal and sociocultural skills for the 21st century.

B142   *Build Your Own LMS – For Free*
Todd Beuckens, *Asia Pacific University, Japan*

Most teachers are familiar with using some sort of Learner Management System (LMS), such as Blackboard or Moodle on an institutional level, but these powerful tools are designed for large organization, and not individuals. This presentation will show teachers the power and benefits of creating a personal LMS for each class, and how it can be done quickly, easily, and for free using a variety of online tools such as Blogger, Facebook, Tumblr, and Wordpress. The presentation will look at how a personal LMS can enhance learning and engagement for students, and how updating content takes just a few minutes to do every day. Attendees will learn how to structure, utilize, and manage content so that it is not cumbersome or daunting, and how it can even be fun! Sample classroom LMSs will also be on display to serve as models for good and bad practices.

B161   *How to Use a Self-Regulated Learning Model in English Classes at Japanese Universities*
Kuniko Yoshida, *Tokyo City University, Japan*
Takayuki Kato, *Seiwa University, Japan*
Yoshihiro Minamitsu, *Okayama Prefectural University, Japan*

This workshop aims to provide an instructional method based on a self-regulated learning (SRL) model to assist university students who have difficulty in learning English. The SRL model proposed by Zimmerman consists of the three cyclical phases; forethought, performance, and self-reflection. Utilizing this model, the panelists have developed ―learning logs‖ to foster a positive attitude in students towards SRL. With the learning logs, students are able to verbalize their own learning challenges. Teachers are able to observe how the students are handling the SRL cycle. This workshop will detail the ways for applying the learning logs to different educational settings so that the attendees will receive some practical tips to enhance the students' SRL attitudes.

B167   *Following Up in Conversation Class*
Nicholas Velde, *Nagasaki University, Japan*

Conversation classes present a difficult choice: fluency or accuracy. But it doesn't need to be one or the other. Following up speaking activities with a focus on the language forms used during the activity can often serve to get more bang for your teaching buck. During this workshop, the presenter will demonstrate how to follow up using three well-known speaking activity types: role-plays, find-someone-who, and fluency lines. Attendees will learn a framework for how to follow-up on these activities. Next, they will engage in each activity type and discuss how to apply the framework during follow-up. The workshop will empower conversation teachers to enhance their instruction by developing their ability to improve both the fluency and accuracy of their students' speaking.

| **B168** | *Measuring the Effectiveness of Overseas Intensive English Programs*
Anthony Marshall & **Jack Ryan**, *Shizuoka University of Art and Culture, Japan* |

Many universities in both Korea and Japan have partner relationships with overseas institutions and conduct activities such as study abroad programs, research exchanges and summer intensive language programs. However, to what extent do these relationships actually benefit students? The research described in this presentation used quantitative and qualitative assessment measures to attempt to gauge the effectiveness, in terms of spoken fluency, spoken accuracy, natural language usage, pronunciation, and confidence, of two overseas intensive English programs in the summer of 2015 for students of Shizuoka University of Art and Culture in Japan. The two programs were officially sanctioned by the university. Results indicated that some students showed significant improvement in fluency, and vocabulary. This presentation will explain in detail the methodology, results and possible confounding factors.

| **B178** | *Expanding Critical Literacy With Content and Language Integrated Learning (CLIL)*
Gavin Farrell, *Hankuk University of Foreign Studies, South Korea* |

Are your students global citizens? This presentation will look at how the field of Critical Literacy can be expanded by using Content and Language Integrated Learning (CLIL). CLIL can be utilized in innovative and engaging ways to augment and expand Critical Literacy, which focuses heavily on reading. Critical Literacy is about empowering the disempowered, including the disenfranchised, and examining other concepts of social justice. Students' communicative competence can be expanded by linking social issues to writing assignments. Student writing provides an interesting representation of intertextuality. That is, their research sources come from a variety of fields, not just academia, but government policies, court decisions, and statistics from any number of fields. The social activism that can be persuaded as a global citizen is almost unlimited.

| **A304** | *Effective Ways To Talk About Diversity and Difference In Korean Classrooms*
Melissa Watkins, *KoreaTech University, South Korea* |

By teaching a course intended to help Korean students who want to live abroad or engage with the growing numbers of non-ethnic Korean residents of Korea, a practical framework has been developed for discussing diversity and difference appropriately in a mono-cultural EFL environment with special focus on sensitively addressing stereotypes, prejudices and ―isms". English educators can find this very difficult, either being fearful of addressing the topic or too intent on molding opinions based on cultural assumptions. There is a way to discuss these issues in Korean EFL classrooms that is effective and educational. Via a mini demonstration lecture and guided discussion, attendees will learn how to begin creating a space for diversity in their own classrooms that is as comfortable and effective as possible.

The following sessions start at 10:25 (Sunday)

| **B164** | *Focusing on process: Individual L2 students' engagement with teacher feedback*
Victor Zhe Zhang, *The University of Hong Kong, Hongkong* |

This study looks at how four L2 students engage with adjudicators' feedback in English debate tournaments. Data was collected from two sources: classroom observation and retrospective interview. The findings of the study indicate that in different phases of the engagement process the four participants experienced a myriad of problems in listening comprehension, knowledge construction, interpretation of assessment criteria and application of feedback, but they were not offered much help to address the problems. It is suggested that student engagement with teacher feedback in EFL/ESL context is a complicated process where both individual and

contextual factors come into play, and more scaffolding needs to be provided to facilitate student engagement with teacher feedback.

B166 — *Using Transcription Activities to Promote Noticing*
Carl Vollmer, *Ritsumeikan Uji Junior and Senior High School, Japan*

This presentation discusses the use of transcriptions in an English communication class for learners preparing to go abroad in a Japanese high school immersion program. Transcriptions promoted learner noticing of strengths and weaknesses in their own communication ability. By noticing these aspects of their own language ability, learners were able to make adjustments and build on their communication ability. Data includes transcripts, as well as reflections and analysis from learners based on the activity. This presentation shows the use of transcription as a potentially valuable part of classroom instruction.

B168 — *Diagnostic Testing in SFL Reading: Characteristics, Principles, and Implications*
Greg Rouault, *Tezukayama Gakuin University, Japan*

In language teaching, one innovative 21st Century trend in Asia has been a move to more student-centered learning. Claims of meeting the students ―where they are‖ can be heard in teacher training and professional development and seen in materials and academic program marketing. However, this call to action presumes that teachers have the ability and appropriate tools to conduct needs analysis and testing. In the case of second and foreign language (SFL) reading, the interaction between many variables presents a significant challenge for diagnosis. This research report will look briefly at examples from the literature of tests measuring the linguistic and cognitive aspects of reading, highlight characteristics of diagnostic tests, introduce principles for diagnostic testing of reading (Alderson, 2014), and cover implications for future research.

The following session starts at 11:00 (Sunday)

PLENARY HALL — Second Plenary

PLENARY HALL — *You Can't Get Apples from a Pear Tree: What Teachers Need to Know and Be Able to Do in the 21st Century*
Tracey Tokuhama-Espinosa, *Harvard University Extension School, USA*

To shape the future with 21st century skills, teachers must first take stock of what they do and do not yet know and do in their own classrooms in order to plan for personal improvement. This plenary talk will ask teachers to consider five major changes in education in the 21st century, and then do a survey about their own personal 21st century skills to identify areas in need of development. The plenary will close with suggestions on how to fill gaps in personal skill sets.

Notes

KoreaTESOL Teacher of the Year 2017

Information on applications, awards and prizes announced
01 January 2017.

www.koreatesol.org/teacher

Sunday 12:00-1:45

ROOM	12:00-12:25	12:25-12:45	1:00-1:25	1:25-1:45
B107			**Yates** *Teaching Language and Culture for the 21st Century* Intercultural communication FEATURED SESSION	
B109	**Maitland** *Extensive reading; making story sacks to support extensive reading* Reading / Literacy YL/VYL		**Seo** *Integrating Digital Feedback Tools to Support Excellence in English Writing* Tech TURNITIN KOREA	
B111	**Clements** *Lessons Learned in the Content-Based Classroom* Materials or Course design UA		**Heit, Jobbitt** *Automated assessment software on student writing: a case study* Tech ECREE	
B112	**Nickle** *Immersive Reading: A Digital Tool for Comprehension, Speed and Motivation* Tech SU		**Fusselman** *Turning TED Talks into Classroom Materials* Tech UA	
B121			**T. Farrell** *Standing Up for Your Principles: The Power of Reflective Practice* Reflective Practice INVITED SESSION	
B142				
B161	**M. Lee** *English Teachers' Emotional Labor, Discrete Emotions, and Classroom Management Efficacy* Other issues YL/VYLSUA	**Yabukoshi** *University students' self-regulated learning processes outside the classroom* Other issues U	**Thorkelson** *Developing successful CBI and ESP Courses* CBI U	
B164	**Battista, G. Farrell** *English Language Teaching at Vocational Colleges: Action Research on Activities that Work* ESP/EAP U		**Aki Siegel** *Will we really talk about this?: Evaluation of EFL textbook topics* Materials or Course design SUA	**Barraza** *LINK-it!* Multiple skills YL/VYLSUA (until 2:45 p.m.)
B166	**Matsuzaki** *Effectiveness of dialog recitation in facilitating formulaic speech production* Speaking U	**Rohani, Budianto** *Inter-Cultural Communication between Indonesian and Japanese Students in a Video-Conference Program* Speaking U	**Koby** *Communicative Language Teaching in Japanese High Schools- Where Are We Now?* Sociolinguistics SU	
B167	**H. Kim** *LIKE Dictionary: Create a vocabulary list automatically* Web Resources for Teachers YL/VYLSUA **101 Presentation**		**Raisbeck** *Classroom Management at the Secondary Level* Classroom Management S **101 Presentation**	
B168	**Corks** *Quality, Effort and Improvement Based Grading for General Skills Language Classes* Assessment / Testing U		**Walker** *Investigating foreign language anxiety (FLA) through nonverbal cues* Assessment / Testing UA	
B178	**Barnes** *Engaging Student Self-Reflection: Increasing Learner Responsibility and Developing Learner Autonomy* Reflective Practice YL/VYLSU		**Lumsden, Waggoner** *All I Want To Do Is Teach! A Framework for Teaching Lesson Planning* Classroom Management YL/VYLSUA	
A304	**Lowe** *Cooperative Learning For Kindy Kids* Creativity / 21st C Skills YL/VYL		**Sylvia** *Developing Intercultural Competency in the English Conversation Classroom through a "Han-versation" Dictionary* Creativity / 21st C Skills UA	
A305	**Roose** *Freedom to Explore: Promoting Introspection and Connection in the English Composition Classroom* Writing U		**Bradbury** *The Power of Words - A Communicative Approach to Academic Writing* Writing S	

The following sessions start at 12:00 (Sunday)

B109   *Extensive Reading; Making Story Sacks to Support Extensive Reading*
Amanda Maitland, *Jinan Foreign Language International Centre, China*

In the age of high technology and multimedia we are faced with the challenge of making reading as "fun" and interesting as possible. Soft toy sacks offer the opportunity to make the reading experience come to life. It also provides the tools to consolidate the learning through literacy tasks and events connected to the readers used. The workshop is based on psychological and literacy theory, and aims to create best practice in the primary classroom. Story sacks can be used independently, in co-reading and whole class reading events. The story sacks can also be used in the home as well as the classroom context. It can be fun to involve the children and parents in the creation of the story sacks. The workshop aims to challenge and promote change in the teaching of reading in the Asian contest.

B111   *Lessons Learned in the Content-Based Classroom*
Nick Clements, *Seoul National University, South Korea*

Students love great content; instructors love to teach it. Few would deny the inherent appeal of authentic content-based courses in fields such as film, literature, philosophy, or political science. For EFL professionals, the challenge in creating a strong content-based class lies in not only selecting the right kind of authentic materials, but in packaging and organizing them in such a way as to maximize the skill development of EFL learners. This workshop will overview a number of content-based courses taught in the College English Program at Seoul National University in film, political science, and non-fiction prose. The workshop will examine optimal strategies for course design and instruction, potential pitfalls to avoid, and essential lessons the content-based classroom has to offer for students and teachers alike.

B112   *Immersive Reading: A Digital Tool for Comprehension, Speed, and Motivation*
Kathleen Nickle, *The American School in Japan*

Technology and digital tools may distract, discourage and even debilitate reading. Where is the balance between innovation and disruption? In this session, we will discuss these issues and offer practical solutions for the classroom. When used in structured ways, digital tools may offer students independent and personalized learning paths. We will look at action research results of using Kindle Immersion reading with ELL students in middle school. Immersion reading features visual tracking, in-text dictionary definitions and audiobook sync. We will examine the effects of this e-book reader on reading speed, comprehension and student motivation of students who traditionally grapple with reading. Participants will leave will practical tips for using Kindles in the classroom and real-life solutions for focused use of digital tools with struggling readers.

B161   *English Teachers' Emotional Labor, Discrete Emotions, and Classroom Management Efficacy*
Mikyoung Lee, *University of Munich & Sookmyung Women's University, South Korea*

Extending research on teachers' emotions beyond general educational contexts and Western samples, we examined how English teachers' emotions correlated with their emotional labor strategies (ELS) and classroom management self-efficacy (CMSE) with an East-Asian sample in an English teaching context (127 Korean English teachers). Surface acting (emotional expressions modification) correlated positively with anxiety and frustration, whereas deep acting (internal feelings modification) correlated positively with enjoyment and pride and negatively with anxiety. Enjoyment and anger correlated positively and frustration negatively with CMSE. Enjoyment and frustration were mediators in the relationship between ELS and CMSE. Findings suggest that deep acting is linked to experiencing positive emotions, which in turn positively relate to CMSE, whereas surface acting is linked to experiencing negative emotions, which in turn negatively relate to CMSE.

B164
English Language Teaching at Vocational Colleges: Action Research on Activities that Work
Barney Battista, *Suwon Science College, South Korea*
Gavin Farrell, *Hankuk University of Foreign Studies, South Korea*

A growing area of interest for educators in Korea is vocational colleges. This teaching environment is unique from public schools, hagwons, and universities, and it is growing. Our presentation will start with a research report on the current role of vocational colleges in Korea. Two aspects of language relevant to students entering trade professions will be looked at: vocabulary (cf. Nation, 2001) and functions, as used by the Sydney School (cf. Halliday,1985; Martin, 1992). Also, it will investigate how activities such as info gaps, role plays, and grouping techniques can be modified from other learning contexts to make them effective for vocational colleges. Qualitative data will include feedback from students and interviews with vocational college instructors around Korea.

B166
Effectiveness of Dialog Recitation in Facilitating Formulaic Speech Production
Takeshi Matsuzaki, *Meiji University, Japan*

This presentation will report on a small scale research project that sought to explore the extent to which two types of recitation tasks where FL learners were engaged, over the course of a semester, in memorization of conversational turns prepared in advance would differentially lead to formulaic speech production. Three groups of learners were investigated for this research: a whole-text recitation group, a partial-text recitation group, and a contrast group. Results of the two sets of three-component speaking tests, one administered at the onset of the instructional intervention and the other at the end, suggest that both whole-text recitation and partial-text recitation help improve formulaic speech production, and that the learning effects will be greater with a whole-text recitation approach.

B167
LIKE Dictionary: Create a Vocabulary List Automatically
Heedal Kim, *LIKE Publishing*

Are you tired of creating a vocabulary list for every lesson that you teach? LIKE Dictionary can help you create vocabulary lists automatically. All you have to do is type in the words or upload an Excel sheet onto the site. It will create a vocabulary list for you. You can print the list, take quizzes, randomize the list, and do more. Extract words is another useful tool both teachers and students can utilize. All you have to do is copy and paste English texts, and the site will create a vocabulary list for you. You can edit the list, and LIKE Dictionary will do the rest. The instructor will demonstrate how to use the site, LIKE Dictionary, as a learning resource for both learners and teachers.

B168
Quality, Effort and Improvement Based Grading for General Skills Language Classes
Daniel Corks, *Dongshin University, South Korea*

When creating assessments for our students, we often default to the most straightforward thing to evaluate: their raw language ability. However, for a class with a wide range of levels this is often the least fair or productive way to grade them, and the lower level students stay on the bottom regardless of effort. Rewarding effort over ability, either directly or indirectly, can encourage every student to apply themselves and improve, regardless of level, and it promotes the skills and habits they will need to continue their learning outside of the classroom. This presentation will expand on the rationale for this type of assessment and present specific techniques for doing so. Participants will be encouraged to share their assessment techniques with the audience as well.

B178 *Engaging Student Self-Reflection: Increasing Learner Responsibility and Developing Learner Autonomy*
Casey Barnes, *Kyung Hee University and The National Institute for International Education, South Korea*

Yvonne Woon writes, ̶Sometimes you have to look back in order to understand the things that lie ahead." Reflection is a valuable tool for both teachers and students. Self-reflection benefits students by encouraging them to acknowledge their personal role in their success as learners. Self-reflection allows students to better internalize results on assignments without negative emotions influencing their potential for improvement. In this session, the presenter will demonstrate several effective methods for directing self-reflection using paper-based portfolios or online resources. These include how to create a reflective dialogue between students and teachers, how to make reflection a means for students to measure their own performance, and how to effectively scaffold self-reflection so that it becomes an invaluable tool for student improvement, autonomy, and intrinsic motivation.

A304 *Cooperative Learning For Kindy Kids*
Chris Lowe, *Director of Education & Professional Development*

The early years are a critical time in a student's education. Students come to class with vastly different abilities and we want them all to experience success academically and socially. Catch a glimpse into how to get your budding students to follow directions, work in teams, share, take turns, communicate effectively, think critically, and of course, how to master the content and skills to succeed in school. This workshop introduces you to basic structures and adaptations necessary to make cooperative learning a huge hit with your youngsters. Start your little ones on the path to school success by nurturing important social and academic skills. Create a cooperative and caring classroom. Walk away with ideas and activities you'll be excited to implement immediately!

A305 *Freedom to Explore: Promoting Introspection and Connection in the English Composition Classroom*
Tamara Roose, *Sejong University, South Korea*

Who am I? What is important to me? What will I do with my life? Young adulthood is a crucial season of self-exploration and identity development. University students face these questions and more as they wrestle with significant life decisions regarding their study, career goals, and relationships. English language educators can teach essential writing skills through meaningful and thought-provoking prompts that promote self-exploration raising student awareness of their own values and goals. In this interactive workshop, the presenter will share several simple lessons that can nurture introspection and connection in the English composition classroom. Attendees will leave with numerous practical ideas that they can readily implement into their various teaching contexts to cultivate greater opportunities for students to learn about themselves and each other.

The following sessions start at 12:25 (Sunday)

B161 *University Students' Self-regulated Learning Processes Outside the Classroom*
Tomoko Yabukoshi, *Nihon University, Japan*

The presenter will report on a qualitative inquiry on learners' self-regulated learning processes in terms of their English proficiency levels, closely looking at their goal-setting and self-evaluating processes as well as motivational aspects. Participants were four Japanese university students who had engaged in English self-study outside the classroom for fifteen weeks. They were asked to keep a weekly journal and to record their learning goals and self-reflections on their performance in each week. The textual data were analyzed using qualitative content analysis procedures. Students' English proficiency levels were measured by the TOEIC. The analyses revealed striking differences in self-regulation between higher and lower proficient students. Pedagogical implications for Asian EFL teachers as well as learners will be elaborated on at the presentation.

B166

Inter-Cultural Communication between Indonesian and Japanese Students in a Video-Conference Program
Siti Rohani, *State Polytechnic of Malang, Indonesia*
Langgeng Budianto, *Maulana Malik Ibrahim State Islamic University, Malang, Indonesia*

Effective oral communication skills are essential for students of English as a foreign language. One of the ways to improve students' communicative competence is through the implementation of appropriate learning method. Project-Based Learning (PjBL) has been a very interesting learning method implemented in many countries, including Indonesia. This study was aimed at exploring the implementation of PjBL in a video-conference activity between Indonesian and Japanese students. Respondents were 8 Indonesian students who were having the video conferences with four Japanese students of Nagoya University. Methods of data collection including direct observation, interview, and a focus group discussion. Findings which show the advantages of the project included students' elevated motivation to learn English, improved knowledge of other countries' culture, and higher awareness to exploring and learning local cultures.

The following sessions start at 1:00 (Sunday)

B107

Teaching Language and Culture for the 21st Century
Lynda Yates, *Macquarie University, Australia*

In order to meet the demands of our increasingly connected era, learners need to be able to communicate using English that is pragmatically appropriate. This involves acquiring not only the linguistic, but also the cultural, knowledge and skills they will need to develop rapport and avoid misunderstandings in their interactions with others. However, the globalized economy and the rise of English as a lingua franca among speakers from a wide variety of backgrounds means that we are not necessarily preparing learners to use English with native speakers. Even if we are, native speakers, too, can speak very different varieties and orient to different cultural expectations. What, then, are we to teach? In this session, I will briefly present some findings from recent projects investigating the cultural bases of communication and suggest some activities for raising awareness of these among adult learners. Participants will be encouraged to reflect on their own teaching contexts and adapt these and other activities for their students' communication needs in the 21st century.

B109

Integrating Digital Feedback Tools to Support Excellence in English Writing
Hoon Seo, *Turnitin Korea*

English writing empowers students to participate in the global academic community and the workforce, yet the complexities of English writing can be challenging for students to master. What kinds of digital feedback can make a difference on students' English writing, and how can different modes of feedback be combined to support improvement in English composition, punctuation, grammar, and usage? In this presentation, we will share an analysis of over 30 million digital comments left by instructors on students¡¯ English writing to illustrate the kinds of feedback that students need to improve their English writing skills. We will also explore how instructors are using technology to integrate written feedback, audio comments, and automated grammar in support of student writing success and instructor time savings.

B111

Automated Assessment Software on Student Writing: A Case Study
Jamey Heit, *Ecree*
Todd Jobbitt, *Hankuk University of Foreign Studies, South Korea*

This case study examines the effect of automated assessment software on student writing. In a class of 50 students at Hankuk University, we studied how often students would engage with software in order to get more practice on their writing. We also look at the impact of the software on student outcomes. We focused on three key metrics to evaluate impact: student engagement, impact on outcomes, and extra practice provided. Use of the software during the term was optional, yet we saw clear evidence that students will engage with a virtual

learning resource to augment their classroom experience. Further, the impact on student outcomes showed that those who used the software consistently saw improvements in their writing ability. Finally, there was a clear benefit to both students and the professor in that the software allowed for a significant amount of extra practice. Our results suggest that automated assessment software is a viable way to provide students with an additional layer of instruction on their writing.

B112 *Turning TED Talks into Classroom Materials*
Roger Fusselman, *Sookmyung Women's University, South Korea*

TED Talks are high-interest, academic, and often inspirational talks useful in the university classroom. The ted.com website provides great support for many talks. However, even with such help, teachers can find it hard to focus on what is important in the lecture while being overly involved in details that arise in the talk. Based on the presenter's experience in TED Talks courses, this presentation/workshop shows how to adapt these materials. It recommends particular talks, what skills to teach, what to focus on and what to leave out, and how to use but not abuse scaffolding. It also discusses the assessment of listening, reading, and spoken presentation. Workshop attendees will actively apply these concepts to a particular TED Talk and then share their findings.

B121 *Standing Up for Your Principles: The Power of Reflective Practice*
Thomas Farrell, *Brock University, Canada*

Principles, the second stage/level of the framework for reflecting on practice (Farrell, 2015), include reflections on teachers' assumptions, beliefs, and conceptions of teaching and learning. Teachers' practices and their instructional decisions are often formulated and implemented (for the most part, subconsciously) on the basis of their underlying assumptions, beliefs, and conceptions because these are the driving force (along with philosophy) behind many of their classroom actions. This workshop will help teachers explore and reflect on their principles (assumptions, beliefs, and conceptions).
Reference: Farrell, T.S.C. (2015). Promoting reflection in second language education: A framework for TESOL professionals. New York, NY: Routledge.

B161 *Developing Successful CBI and ESP Courses*
Tory Thorkelson, *Hanyang University, South Korea*

The purpose of this presentation will be to show how the presenter went about proposing, researching, collecting /creating materials /workbooks for and teaching a number of successful CBI and ESP courses that he taught throughout the years at the University level. Many of these courses are still part of the university's curriculum although other Professors now teach some of them. Courses include Tourism English, Presentation Skills, Introduction to Acting, Multimedia Reading Skills, English Dramaturgy, Interviews, Debate/Discussion and "The Story of English". Sample materials will be available to look at for many of these courses and, time permitting, a Q&A session will follow.

B164 *Will We Really Talk about This?: Evaluation of EFL Textbook Topics*
Aki Siegel, *Hosei University, Japan*

This study investigates the authenticity of textbook topics in comparison to topics in English as a lingua franca conversations outside the classroom. Topics from 11 EFL/ESL textbooks and 37 hours of English conversations between Japanese and non-Japanese students from ten different countries were collected, categorized, and compared. Findings show a large discrepancy between the textbooks and conversations in topics in certain areas. The presentation will illustrate these differences from textbooks and video recorded conversations. Pedagogic implications include incorporating topics that are realistic and practical into the language classrooms to better prepare students for the ―world out there."

B166
Communicative Language Teaching in Japanese High School- Where Are We Now?
Cory Koby, *Miyagi Gakuin Women's University/ JALT Sendai Chapter President, Japan*

Japan's New Course of Study took effect at the secondary level in 2013. Japan's Ministry of Education, Culture, Sports, Science, and Technology's (MEXT) placed a strong emphasis on communicative competence which is to be realized through communicative language teaching. The 2015-16 academic year was the first opportunity we have had to analyze the degree to which changes have taken place inside the classroom in light of the new curriculum. This nationwide study (n=106) of Japanese teachers of English (JTEs) employs a mixed-methods design and investigates changes in Japanese Teachers' perceptions, attitudes, and practices of communicative language teaching. Results will be presented which indicate that there is a significant divide between public and private school teachers, and the presenter will discuss the causes of this divide.

B167
Classroom Management at the Secondary Level
Brian Raisbeck, *University of Southern California, USA*

Classroom management goes beyond just a list of rules and punishments, though that is certainly a key aspect. In this workshop, participants will actively take a look at their own classroom management styles through the eyes of their students, their school, the culture in which they teach, and themselves. Participants will also take a look at their own classroom environment and see how modifying it can have an impact. By the end, participants will be able to critically evaluate the factors that go into managing their class and learn about approaches and techniques that have worked well (and not so well) in the presenter's own context.

B168
Investigating Foreign Language Anxiety (FLA) through Non-verbal Cues
Colin Walker, *Myongji University, South Korea*

A number of prominent scholars have commented that foreign language anxiety (FLA) is one of the best predictors of language learning achievement, yet most studies have been constrained to traditional methods of inquiry (i.e. surveys, interviews, observations) leaving gaps in our understanding of how FLA manifests itself in real time. This presentation reports on a study that investigated the nonverbal behavior of anxious and non-anxious students within the context of a speaking exam. Interestingly, the results were unable to demonstrate clear differences between the two groups of students. In the wake of these findings, the extent to which language teachers should concern themselves over their students' affective domain remains unclear and will be the focus of discussion.

B178
All I Want To Do Is Teach! A Framework for Teaching Lesson Planning
Stafford Lumsden & **Kara Waggoner**, *Sookmyung Women's University, South Korea*

In language teacher education courses students are provided with the skills, and techniques to develop their student's productive and receptive skills. Depending on their students, teachers employ these as needed, but one constant underlies all of this: lesson planning. Knowing how to effectively lesson plan can be the difference between the type of teaching experiences one has in the learning environment as a novice teacher.

In this presentation a framework for teaching lesson planning to trainee teachers will be examined that breaks the sometimes long and arduous process of planning a lesson, into manageable chunks. When teacher trainees learn to plan effectively, they are then able to focus on other responsibilities in the learning environment, such as making accommodations for student needs and tracking growth.

In a teacher education program trainees are developing content knowledge, what Schulman (1987) would label comprehension and attempting to apply it to lesson planning or so-called transformation. By equipping trainees with a framework for developing their own lesson plans we are also having them pay attention to Schulman's other five phases of lesson planning; instruction (devoting time to the practical strategies teachers are going to employ), monitoring (checking student performance during lessons), and reflection (especially reflection-in-action). While this presentation has immediate application to teacher education contexts, any teacher's lesson planning routines will benefit from the ideas presented.

A304
Developing Intercultural Competency in the English Conversation Classroom through a "Han-versation" Dictionary
Jaclyn Sylvia, *Hannam University, South Korea; Indiana University Bloomington, USA*

The demands of the 21st century economy require students to use English as a tool for intercultural communication. To meet these demands, this workshop presents a teaching tool for conversation classes which encourages university and adult students to negotiate their culture and use of English in relation to that of their foreign teacher. Students compile a dictionary of words unique to the English spoken in Korea, complete with definitions, translations to other varieties of English, and examples of usage. The focus of the workshop will be an interactive demonstration of the process of creating a dictionary entry using intercultural communication skills. Additionally, there will be an overview of the action research exploring the use of the dictionary project in an intermediate university conversation class.

A305
The Power of Words - A Communicative Approach to Academic Writing
Hannah Bradbury, *Tokyo International University, Japan*

Academic writing can be viewed as tedious, especially by teenage learners. This workshop focuses on communicative activities that help students understand the writing process and build confidence in their abilities. Exercises include different approaches to brainstorming, peer review, and editing practice, as well as understanding the components of basic, five-paragraph essay structure. All activities emphasize collaboration and student-centered learning.

The following sessions start at 1:25 (Sunday)

B164
LINK-it!
Jessica Barraza, *Educational Consultant and Owner of SYNTICATE Educational Services*

Linking the language in meaningful ways can help facilitate the learning of new vocabulary words while making grammar connections too. By observing these methods used by young children learning their native languages, researchers explored the notion that second language learners, even as adults, could likewise be more successful by making meaningful relationships between words and objects rather than attempting to memorize long lists of words alone. Ways of ―linking" the language are: linking new vocabulary to images; linking new vocabulary to complete sentences; linking new vocabulary to memorable & interesting experiences; linking new vocabulary to something personal, linking grammar patterns. Participants will learn the theory and methods of each ―link it" technique by completing hands-on activities related to each. They will also reflect on and discuss the effectiveness of each.

Notes

Sunday 2:00-3:45

ROOM	2:00-2:25	2:25-2:45	3:00-3:25	3:25-3:45
B107	**Littlewood** *Back to Basics for the 21st Century: Language Learning as Memorization* SLA FEATURED SESSION			
B109	**Whiddon** *Skilling up for academic success: Essential skills and competencies for the 21st Century* Creativity / 21st C Skills MACMILLAN EDUCATION		**McKibben** *Connecting education to learners, by having them teach.* Materials or Course design SUA	
B111	**Miller** *Towards a more brain-friendly lesson* Materials or Course design YL/VYLSUA		**G. Thompson** *Developing Games Aligned with Language Objectives* Materials or Course design YL/VYLSU	
B112	**Jarrell** *Using Smartphones for Outside Study* Tech UA **101 Presentation**		**G. Farrell, Povey** *Expanding your library: Generating digital content for young learners* Tech YL/VYL	
B121	**Tezcan-Unal** *Timeless Interplay Between Learners, Teachers, and Learning* Other issues INVITED SESSION			
B142	**Clauson** *Becoming a Class(room)Dojo: Classroom Management Software + Young Learners* Tech INVITED SESSION			
B161	**McCuaig** *A Quick Refresher on How to Write a Research Paper* Other issues Yl/VYLS/TUA	**M. Lee** *Teachers' Emotions, Self-Efficacy, English Proficiency, and Pedagogical Strategies among NNESTs in Korea* Other issues YL/VYLSUA **KOTESOL Research Grant Recipient**	**Gallacher, Lampert** *Online Tools for the Assessment of Vocabulary in Use: An Overview* Other issues U	
B164	**Barraza** *LINK-it!* Multiple skills YL/VYLSUA <u>Cont'd from 1:25 p.m.</u>		**Liu** *Developing Learners' English Skills on Medical Terminology* ESP/EAP U	**J. Chen** *Integrating Concept Mapping and Prediction Skill in ESP Classroom* ESP/EAP U
B166	**Redmond** *3 Activities for Developing Oral Fluency* Speaking SUA		**Rock** *Bring Hawaii to Your Classroom: Innovative Speaking Tasks to Motivate Students* Speaking SUA	
B167	**Ahn** *Humour and Cross-Cultural Communication: Its Importance and Classroom Applications* Intercultural communication YL/VYLSUA		**Bryer** *Siskel, Ebert, and Seung-Beom – Using Movies Effectively in the Language Classroom* Materials or Course design YL/VYLSUA	
B168	**Heathco** *Interaction and Meaning: Task-based teaching in the Korean classroom* Orientation to Communicative Language Learning SU **101 Presentation**			**Ko, Joo** *Scenario-based Language Assessment as an Alternative Assessment for Project-based Learning Classes* Assessment / Testing S
B178	**Gonzales** *CLT in an Elementary English Classroom* CBI YL/VYL PALT Presenter		**Sewell** *Development of Adjunct English Courses for International Students in Canada* CBI UA	**Roohani** *On the Relationship Between Iranian EFL Teacher Burnout and Motivation to Teach* Other issues UA
A304	**Walker** *Speaking of storytelling: narrative descriptions of Just-for-Laughs skits* Creativity / 21st C SkillsSUA		**Reynolds, Yan** *Becoming Academic Sojourners: Chinese MATESOL Students in South Korea* Intercultural communication UA	**Reynolds, Mzali** *Second Language, Third Culture: Non-Korean NNESTs in Korean Universities (final results)* Intercultural communication UA
A305	**Sansom** *Paper, pencil and practice: Developing students' in-class English writing* Writing S		**Manning** *A Linked Skills Approach to Improving Writing* Writing SUA	

The following sessions start at 2:00 (Sunday)

B107   *Back to Basics for the 21st Century: Language Learning as Memorization*
William Littlewood, *Hong Kong Baptist University, Hong Kong*

When we talk about language learning and teaching, the terms ―memory‖ and ―memorization‖ are most often associated with conscious learning, such as learning word lists or rote-learning of patterns. In cognitive psychology, however, the terms cover a much wider range of phenomena. Important themes include the distinction between declarative memory (e.g., for discrete items) and procedural memory (e.g., for rules and patterns); intentional memory (which involves conscious processing), and incidental memory (which is usually unconscious); shallow and deep levels of processing (which involve varying degrees of meaningfulness and personal relevance); and massed practice (in one long session) versus distributed practice (in which the same total time on task is distributed over intervals). These concepts and distinctions have relevance for how we learn and teach language. This paper will explore some of the implications for teaching that might result from viewing language learning from the perspective of memory research.

B109   *Skilling up for Academic Success: Essential Skills and Competencies for the 21st Century*
Jake Whiddon, *Macmillan Education*

In this presentation Jake will examine the essential ingredients for success in the 21st century. In particular the session will focus on the importance of Critical Thinking skills and their role in modern society. Participants will examine how Critical Thinking can be integrated into the language classroom effectively to support students with their future professional, academic and social success. Jake will finally demonstrate a clear, step-by-step process for teaching Critical Thinking to help support both students and teachers alike.

B111   *Towards a More Brain-friendly Lesson*
Christopher Miller, *Daeil Foreign Language High School, South Korea*

With the increasing popularity of terms such as brain-friendly and brain-based education, educators need principles to draw on for enriching materials and lessons which align with our current understanding of the mind and brain. This presentation will provide seven principles articulated by Helgesen and Kelly (2015). Following this, the presenter will illustrate how he incorporated these precepts into his professional practice. Afterwards, workshop participants will be invited to consider ways in which to embed their lessons and materials with brain-friendly principles. Finally, principally based applications, insights, and lesson modifications will be discussed collectively.

B112   *Using Smartphones for Outside Study*
Douglas Jarrell, *Nagoya Women's University, Japan*

Smartphones have a number of affordances that make them ideal tools for working on foreign language skills. They can record both high-quality sound and video; they can take photos and upload them to websites or attach them to emails; they have screens for reading and keyboards for writing; they allow access to materials on demand and the ability to submit assignments at any time. This presentation will examine a variety of assignment types that can be used with smartphones to develop students' four skills, both for university classes and adult classes. The audience will be able to try out the activities themselves and evaluate their applicability and effectiveness in their own teaching environment.

B121 *Timeless Interplay Between Learners, Teachers, and Learning*
Burcu Tezcan-Unal, *Zayed University, UAE*

Learning is a complex process and the learners' previous experiences, immediate values, and perceptions on their future selves have a huge impact on the expected outcome. Ultimately, it is the learners' responsibility to learn. The educator's role in the learning process is vital though; teachers may impede or enhance learning depending on their practices, perceptions, and beliefs.

This session is going to introduce the participants to some research-based learning dynamics both from the learners' and the teachers' perspectives, allow them to discuss these considering ELT, and hopefully offer food for thought in our endeavors.

B142 *Becoming a Class(room)Dojo: Classroom Management Software + Young Learners*
Tim Clauson, *British Council, South Korea*

―Globalism,‖ ―going green,‖ and ―e-learning‖ are just some of the buzz words that we often hear in an increasingly interconnected 21st century, where education, knowledge, and information technology are all simultaneously, hand-in-hand affecting widespread rapid change.

Within the education sector, it would be pertinent to consider, among others, the following questions: How are the above drivers impacting upon language education – particularly at the classroom level? And how can we ensure that both students and teachers are able to benefit fully from these on a day-to-day basis?

This workshop aims to provide a demonstration of and practical tips for Class Dojo, a software and web-based classroom management platform more suited to young learners. Also discussed will be methods for supplementing conventional teaching approaches and findings from anecdotal benefits including, but not necessarily limited to, increased dialogue with adolescents' caregivers, reduction of carbon footprint, and increased learner engagement with target material both in and outside of the classroom.

B161 *A Quick Refresher on How to Write a Research Paper*
Joanne McCuaig, *University of Birmingham*

Are you thinking about doing a masters degree? Has it been a while since you studied and wrote a paper? The best research is meaningless if not presented well. This 20 minute session will cover: What is Action Research?; Paper Organization and its Relevant Components; Hedging, Sign Posting and Transition Statements; and Using Tables/Figures Effectively. Presentation slides can be emailed upon request after the presentation is completed.

B166 *Three Activities for Developing Oral Fluency*
Christopher Redmond, *Duksung Women's University, South Korea*

For most English teachers working in Korea, developing their students' levels of oral fluency remains a critical aspect of their job. This workshop will demonstrate 3 activities that meet important criteria for fluency development - these criteria include the opportunity to speak about a meaningful and interesting topic; the presence of a time limit; multiple listeners; repetition, and pre-task preparation time. Participants will be actively involved in the production of each of the activities. Before beginning the activities, some common definitions of oral fluency will be presented, as will research supporting the activities themselves.

B167 *Humour and Cross-Cultural Communication: Its Importance and Classroom Applications*
Amy Ahn, *Seoul National University of Science and Technology, South Korea*

Most teachers and students would agree that humor can make the classroom more fun, but how can teachers use humor beyond its function of entertainment? This workshop will highlight the importance of not only using humor to enhance any part of any lesson, but why teaching our students humor is essential if we want to improve their cross-cultural communication skills. Various examples of activities including humor will be shown in an interactive approach to this topic. There will also be opportunity for teachers to discuss their current practices

with colleagues in similar teaching contexts. Do not be discouraged if you don't think you are funny. There are ways to use humor in your class without being a comedian.

B168 *Interaction and Meaning: Task-based teaching in the Korean classroom*
Gregory Heathco, *Hansung University, South Korea*

This workshop aims to show how Korean textbooks and classrooms can be adapted to accommodate communicative language learning and task-based teaching. Part 1 of the presentation will provide participants with some background information about the communicative approach and task-based teaching, including history, purpose, and ―task" definitions. Part 2 will introduce participants to the task-based framework and basic task-sequence approaches. Participants will also be shown how to include a form focus at the end of their cycle. In part 3, participants will be asked to complete a short demonstration of the task sequence using a receptive skills lesson from a Korean secondary English textbook. The workshop will conclude with a review of the demonstration lesson and the task criteria fulfilled in each stage.

B178 *CLT in an Elementary English Classroom*
Sarah Balbuena Gonzales, *University of the Philippines, Philippines*

This workshop orients participants to the teaching of grammar in a communicative classroom. We will present activities that will exemplify the principles of communicative methodology as espoused by Christopher Candlin. Participants receive handouts describing differences between the Audiolingual Method (ALM) and Communicative Language Teaching (CLT).

A304 *Speaking of storytelling: narrative descriptions of Just-for-Laughs skits*
Colin Walker, *Myongji University, South Korea*

Although the term ‗narrative' is often associated with good literature, a large portion of conversation and everyday talk revolves around stories told in one form or another. The world is full of storytellers, yet content and pedagogy to teach these skills remain scant in EFL literature. In contribution to the theme of this year's conference, this hands-on presentation introduces a method that features Just For Laughs videos as a means to teach storytelling skills. Following a brief introduction, participants will work in pairs/small groups to describe the narrative events of four Just-For-Laughs videos. Reflecting on this experience, participants will not only learn elements of narrative analysis but will also walk away with a fresh set of ideas to teach writing and speaking to EFL students.

A305 *Paper, pencil and practice: Developing students' in-class English writing*
David William Sansom, *Macao Polytechnic Institute, China*

Getting students writing English in the classroom can be challenging for teachers who may have neither the time nor the resources available, yet in-class writing lets teachers find out what students can and cannot do, and provides valuable focused practice on structures and sentence patterns, as well as opportunities for error correction. This workshop will demonstrate how to make and run interesting, motivating and challenging writing activities for students with just blank paper and pens, and how the teacher can provide feedback to students with a pencil. Participants will experience a range of sentence-level writing activities ‗hands on', share ideas for adapting and extending these for their own students, and will come away with writing activities that are effective and immediately usable.

Notes

The following sessions start at 2:25 (Sunday)

B161
Teachers' Emotions, Self-Efficacy, English Proficiency, and Pedagogical Strategies among NNESTs in Korea
Mikyoung Lee, *University of Munich, USA & Sookmyung Women's University, South Korea*

Given that most research on teachers' emotions has been conducted in general educational contexts, this study expands research on teachers' emotions by including English teachers. I examined the relationships among NNESTs' discrete emotions, self-efficacy beliefs, English proficiency, and their pedagogical strategies. One-hundred-twenty-seven NNESTs completed the questionnaire assessing the previously mentioned areas. Results showed that teachers' positive emotions enjoyment and pride correlated positively with self-efficacy and English proficiency, while negative emotions anxiety, anger, and frustration correlated negatively with both constructs. NNESTs' self-efficacy beliefs correlated positively with English proficiency and communication-oriented pedagogical strategies. Findings indicate that it is advantageous for NNESTs to promote positive emotions and reduce negative emotions for their effective instruction, and that NNESTs should improve their English proficiency to enhance self-efficacy beliefs and positive emotions.

This research is Supported in part by a grant from Korea TESOL.

The following sessions start at 3:00 (Sunday)

B109
Connecting Education to Learners, by Having Them Teach
Justin McKibben, *Cheongju University, South Korea*

Getting students to be more interested in class can be difficult. Sadly, when the room goes quiet, we as teachers often speak more to fill the void. One method to counter this and increase student involvement and student speaking time is to have students lead some of the instruction. This presentation will help teachers think about how to introduce and manage this method in the classroom. Attendees will share thoughts and ideas in small group and full group discussions. There will also be a number of tips and bits of advice from a teacher that has had both good and bad experiences with this method.

B111
Developing Games Aligned with Language Objectives
Greg Thompson, *Seoul National University of Science and Technology, South Korea*

Well-designed games may act as powerful classroom activities that present students with challenging, yet entertaining, environments to apply language aligned with curricular goals. Game studies scholars have noted the importance rules play in games, especially the rules that encourage or constrain player behaviors. While game design encompasses many areas, carefully considering alignment between game rules and language objectives can lead to the creation of game experiences that necessitate target language use and simulate target language tasks. This workshop will consist of two parts- 1) an overview of rules-focused development of a game and 2) participants working together to create games aligned with common language tasks. After this workshop, participants will have a bank of game ideas to use and/or develop further for their particular teaching contexts.

B112
Expanding Your Library: Generating Digital Content for Young Learners
Gavin Farrell & **Edward Povey**, *Hankuk University of Foreign Studies, South Korea*

This presentation is directed to teachers of young learners. The main thrust of this presentation will be to show teachers how they can easily create videos of themselves telling stories in order to expand their library. Firstly, we will list and demonstrate storytelling best practices. Secondly, we will show how storytelling videos can be made with smart phones that can record and share on services such as YouTube and KakaoTalk. This extends the reach of the library, the impact of the teacher, and language exposure. Techniques will be demonstrated in real time focusing on aspects of recording, such as lighting, framing, sound, positioning, and editing. Parents will appreciate that their children can have access to their teacher and library at any time and place.

B161 *Online Tools for the Assessment of Vocabulary in Use: An Overview*
Andrew Gallacher & **Mason Lampert**, *Kyushu Sangyo University, Japan*

The Internet has provided language research with a number of useful tools. This presentation takes an in-depth look at three online programs that are particularly beneficial for the study of vocabulary use in writing. The presenter will demonstrate how Tom Cobb's Vocabprofile, Mark Davies' BYU-BNC concordancer, and ETS' Criterion writing software have been used to analyze Japanese students' use of target vocabulary in L2 written productions. A number of additional online tools useful for the study of various aspects of vocabulary will also be demonstrated. Although the content of this presentation is largely geared towards those with a specific interest in vocabulary research, the practical applications of these tools for students and teachers will also be discussed.

B164 *Developing Learners' English Skills on Medical Terminology*
Chinghua Liu, *Cardinal Tien Junior College of Healthcare and Management, Taiwan*

Understanding English Medical Terminology plays an important role in reading or writing medical records in hospital; however, most nursing students have difficulty in learning and memorizing these medical terms. In this study, learning materials were arranged based on the semantic mapping learning strategy and on-line interaction game. 45 college students with limited English proficiency were recruited in this study. Students' vocabulary assignment, post questionnaire, teacher's observation, and on-line learning record were documented and analyzed. Two results were found. First, students could understand target vocabulary by semantic mapping. Second, on-line learning tool could serve as tool for learners to recognize and memorize medical term easily. The paper was finally concluded with pedagogical implication on ESP teaching.

B166 *Bring Hawaii to Your Classroom: Innovative Speaking Tasks to Motivate Students*
Kristin Rock, *The University of Hawaii at Manoa, Hawaii*

Seeing as the English language has become increasingly important for international business and trade, many students approach the acquisition of English with specific goals in mind, including communicating with professionals in their field, and traveling abroad. Therefore, the goal of this workshop is to share three original, innovative speaking tasks that are likely to engage secondary and university-level students in communicating in English. The first task is the creation and presentation of a unique Hawaiian shirt, followed by an ―Island Survival" activity that inspires active in-class discussions. The third task is disguised as a board game in which students communicate as they learn about Hawaii! Teachers will leave the workshop with all materials necessary to bring these tasks to their classrooms.

B167 *Siskel, Ebert, and Seung-Beom – Using Movies Effectively in the Language Classroom*
Raymond Bryer, *Jeonju National University of Education, South Korea*

This presentation provides ideas for using English movies in class as a method to introduce target vocabulary and grammar structures and promote conversation. It reports on the methods used in a course taught to pre-service teachers. Students watched a specific film every week for homework. That movie then formed the basis of each week's lecture. First, quotes from the film were analyzed in context for vocabulary and grammar practice. Then, characters and/or themes in the movie were used as the basis for lower structure activities. The resulting discussions served as a motivating way for learners to express their own opinions and experiences and explore the perspectives of others. Audience members will have the opportunity to brainstorm ways to use these methods in their teaching.

B178
Development of Adjunct English Courses for International Students in Canada
Douglas Sewell, *University of Calgary, Canada*

Adjunct English courses are an approach to undergraduate and graduate education being developed in a number of English speaking nations including Australia, Canada, and the UK. This approach allows international students from countries such as Korea to immediately begin their degree studies abroad despite not meeting the target university's English language requirements. This presentation will first outline such approaches and then consider development and implementation issues. After this, the presentation will look towards the future of such programs and how they have the ability to significantly change the direction of international undergraduate and graduate studies.

A304
Becoming Academic Sojourners: Chinese MATESOL Students in South Korea
Eric Reynolds, *Woosong University TESOL-MALL, South Korea*
Xiaofang Yan, *PaiChai Universiy, South Korea*

The field of TESOL in the 21st century faces challenges with continuing increases in Chinese academic sojourners seeking master's in TESOL degrees. Twelve graduate students express their academic and cultural needs and offer suggestions for programmatic reform within master's programs: Enhancing cultural ability, incorporating creative extra-curricular language training, and building a strong, cooperative learner community.

A305
A Linked Skills Approach to Improving Writing
Shaun Manning, *Hankuk University of Foreign Studies, College of English & Graduate School of TESOL, South Korea*

Trying to get your students to write more accurately and with more complex structures? This study investigated doing this through a linked-skills approach. After reading an article, one class of students worked in small groups of three or four members each to reconstruct an instructor-written summary which had all the grammar (function) words, punctuation, and capitalization deleted (a form-oriented task). Another class was also divided into small groups which were tasked with collaborating on a group-summary (a meaning-oriented task). Then all students wrote individual responses to the article. Results showed the reconstruction activity promoted more attention to form in the group activity, and also more accurate and complex writing in subsequent individual essays. I will also discuss how to ‚simplify' this for lower-level writers.

The following sessions start at 3:25 (Sunday)

B164
Integrating Concept Mapping and Prediction Skill in ESP Classroom
Jhyyi Chen, *Cardinal Tien Junior College of Healthcare and Management, Taiwan*

In this study, concept mapping was used as a method to assist learners to connect learned vocabulary, phrases, sentences and concept of the target topic together as a framework. Prediction was selected as a tool to help learners to integrate learned English expression in different tourist situation. Beside, integrating on-line game, case study, film, and photography were concluded as medium to promote students‘ thinking and discussion. 30 college students with limited English proficiency were recruited in this study. Students‘ feedback, performance of assignment, teacher‘s observation, on-line activities records, and questionnaire were documented and analyzed. Two results were presented. First, students perform better when assignment included visual aid or guiding questions. Second, on-line integrating vocabulary game promote students‘ interests in memorize and recognize target vocabulary.

B168

Scenario-based Language Assessment as an Alternative Assessment for Project-based Learning Classes

Eunhye Ko, *Ewha Womans University High School, South Korea*
Soo Hyoung Joo, *Dogok Middle School, South Korea*

To develop 21st century learner skills, Korean middle schools adapted a new system called Free Semester System; many English classes conducted in this system are conducted in a project-based learning (PBL) approach. Although the system has been executed, an assessment with high reliability and validity has not been developed. Thus, this study proposes a scenario-based language assessment (SBLA) as an alternative for PBL classes. SBLA tests integrated skills, and requires the learners to accomplish a sequence of tasks in a thematically-coherent, socially-familiar, purpose-driven scenario reflecting real life. In this study, a SBLA assessment for middle school will be developed, and experiments on a PBL classes will be conducted. The results will show validity and reliability of the test; also, lower students' exam anxiety, and increased motivation.

B178

On the Relationship Between Iranian EFL Teacher Burnout and Motivation to Teach

Ali Roohani, *Assistant Professor, English Department, Faculty of Letters & Humanities, Shahrekord University, Iran*

The sources of teacher burnout and its relation to other educational and psychological variables have been less examined in English as a foreign language (EFL) context. Thus, this study adopted a mixed method sequential design to explore the sources of burnout among 115 EFL teachers in Iran, the relationship between teacher burnout and their motivation to teach, and motivational factors predicting teacher burnout. To these ends, Maslach Burnout Inventory-Educators Survey and Motivation to Teach Questionnaire, and a semi-structure interview were used. Qualitative and quantitative data analysis revealed that emotional exhaustion was the major source of burnout, and the identification component of motivation was the best predictor of teacher burnout. Moreover, there were negative relationships between motivation to teach and teacher burnout.

A304

Second Language, Third Culture: Non-Korean NNESTs in Korean Universities (final results)

Eric Reynolds, *Woosong University TESOL-MALL, South Korea*
Ines Mzali, *Woosong University, South Korea*

In spite of discriminatory visa regulations, some non-Korean NNESTs DO teach English at Korean universities. To empower this shift in 21st Century TESOL, they engage their students with new identities and new Englishes through their lived experiences. Join their critical advocacy space for non-discrimination within TESOL.

Notes

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turnitin | **Elijah Pequod** | The Goliath of the Sea **87** /100 1 of 1

Rubric
6+1 Writer's Rubric
5.22 /6 Apply to Grade

Organisation
Exceptional

Voice
Capable **4**

Word Choice
Experienced **5**

Fluency
Exceptional **6**

Beginning
Presentation/formatting of piece confuses message.

Emerging
Presentation/formatting delivers a message clear in places and confusing in others.

The Goliath of the Sea

Excellent

The majestic blue whale, the goliath of the sea, certainly stands alone within the animal kingdom for its adaptations beyond its massive size. At 30 metres (98 ft) in length and 190 tonnes (210 short tons) or more in weight, it is the largest existing animal and the heaviest that has ever existed. Despite their incomparable mass, aggressive hunting in the 1900s b Smooth Transition g whale oil drove them to the brink of extinction. But there are other reasons for why they are now so

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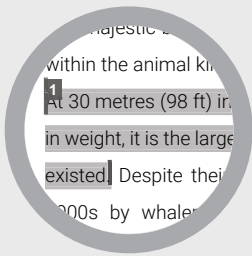
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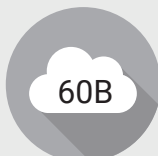
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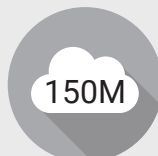
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Garbled
Text Issues
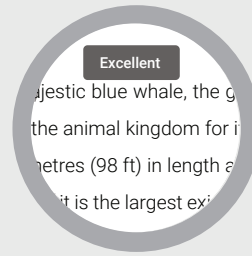
Multi-format Feedback & Faster Marking

보이스 혹은 텍스트 코멘트를 포함한 다양한 방식의 피드백 제공
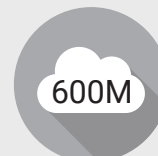Drag&Drop(끌어놓기) 방식으로 아주 편리하게 피드백 및 채점 가능

세계 최대 규모의 데이타베이스를 활용하세요.

60B 150M 600M

600억 웹페이지 크롤링 1억 5천만 건 학술 논문 및 기사 6억 건 학생 과제물 (논문, 에세이 등)

PRESENTERS' BIOGRAPHICAL STATEMENTS

Adamson, Calum has been based in Japan since 1998. Working in the Social Systems department of a Japanese university, his primary academic interests lie in Content Language Integrated Learning. He is actively involved with simulations such as Model United Nations and believes that active participation in realistic settings is invaluable for motivating students to improve language skills in EFL contexts.

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 over 10 years in a variety of contexts with various age groups, but most of her experience is at the university level. Her research interests are in culture in the classroom, testing and assessment, and listening.

Albright, Simon W. is a PhD Candidate and has 7 years experience in EFL/ESL teaching and curriculum management has worked in South Korea and KSA. He also holds an MA in Applied Linguistics and English Language Teaching.

Aziez, Feisal finished his undergraduate degree in English language education at Indonesia University of Education in 2011 and his master degree in applied linguistics at Yogyakarta State University in 2014. He currently works as a lecturer at the Department of English Education in the Faculty of Education and Teacher Training, University of Muhammadiyah Purwokerto, Indonesia. His main interests are second language acquisition and language teaching methodology.

Azkiyah, Siti Nurul finished her bachelor degree in English Education from State University of Malang, Indonesia. She continued her master degree at the University of York, UK and completed her doctoral degree at the University of Groningen, NL. She is currently the head of the language centre of UIN Syarif Hidayatullah Jakarta.

Bach, Carrie K. is a master¨s student in the Second Language Studies department at the University of Hawaii and teaches at the Hawaii English Language Program. Her current research interests include CALL/MALL, English for Scientific Purposes, and language education in Korea (for English and Korean). She has over 10 years teaching and tutoring experience, which influenced her decision to pursue graduate work in Second Language Studies.

Bailey, Daniel is presently teaching in the Department of English in the College of Multimedia Communications at Konkuk University. He is a doctoral student in Korea University¨s Education Technology department. His research interest are computer aided language learning, second language writing anxiety, and online course participation. His recent research investigated the effect of online delivered corrective feedback on writing accuracy.

Barnes, Casey has experience teaching multiple levels and ages in both the United States and Korea. He holds a Master¨s degree in English Education and ESL and has been teaching at Kyung Hee University, Seoul for over four years while remaining an active participant in professional development and teacher training programs. Casey also frequently presents and conducts workshops for both pre- and in-service EPIK, GEPIK, and TaLK teachers.

Barraza, Jessica earned a bachelor's degree in Psychology and later added a teaching certification in Spanish, a language in which she is fluent. During six years of teaching high school, she impressed administrators by enthusiastically reforming a dwindling Spanish program by creatively designing engaging activities and effective, research-based language acquisition strategies. In 2012, Jessica opened a booming restaurant business and earned a spot in the Top 20 Women Business Owners in her city. While still overseeing the training of new employees and guiding management, Jessica began teaching a much-needed Spanish course she designed specifically for law enforcement. Jessica is joining her language teaching passion and expertise and her entrepreneurial wisdom with her colleague's extensive EFL experiences to create a global training program for foreigners who teach abroad.

Battista, Barney is an Assistant Professor of English at Suwon Science College. His interests include vocational colleges, student-centered teaching strategies and intercultural communication.

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

Belcher, Jarrod is passionate about learner-centred training. With 15 years experience from university, vocational and continuing education training spanning science, education leadership, training methodologies, training and assessment, and management, Jarrod brings a wealth of experience to his training. Jarrod's international training experience includes Australia, the Pacific, Asia and the Middle East adding more real life examples to his training programs.

Beuckens, Todd is an ESL teacher at Asia Pacific University in Beppu, Japan. He is also the creator of several English language websites, such as elllo.org, soundgrammar.com, and toetal.org. He has also created self-access websites for learners of other languages, most notably spanishlistening.org and frello.org (a site to learn French). He started elllo.org, which stands for English Listening Lesson Library Online, in 2003 as part of a graduate school project as a way to address the lack of authentic listening available for ESL learners in published textbooks. The site now has over 2,500 free lessons online featuring more than 300 speakers from over 100 countries worldwide. As a full-time teacher, he is interested in ways to incorporate various technologies in the classroom in a way that is effective and non-obtrusive to genuine face-to-face interaction.

Bonner, Euan received a Bachelor of Communications, Graduate Diploma in International Business and a Master of Applied Linguistics (TESOL) from the University of New England, Australia and moved to Japan to teach English in 2007. He spent 7 years teaching English at a private company before joining Kanda University in 2014.

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 studying for an Ed.D. at Anaheim University. Allison has taught FSL in Canada, and EFL in France and South Korea. She is a native of Ottawa, Canada. She

has lived in Korea since 2000, and teaches at Jeonju University.

Bosiak, Ian is an ELT consultant at the e-future Research and Development Institute. He is also an EFL teacher, teacher trainer, ELT materials author and language learner. He has spent thirteen years in English language education and can be seen speaking internationally on educational technology and practical teaching methodology. He has written over 40 ELT books focusing on listening and reading comprehension. His series include Step by Step Listening, Reading Town, Reading World and My First Classic Readers published by e-future. He holds a CELTA and MA TESOL.

Bradbury, Hannah is a graduate of the University of Oregon and received her MA TESOL from the New School for Public Engagement. She began her teaching career with AmeriCorps by leading ESL classes for immigrants and refugees in Seattle, WA. Since then, she has taught Survival English in Hawaii, ESP in Guatemala, and EAP in China. Her professional interests include Project-Based Learning, EFL Writing, and Curriculum Development. She currently works as a Global Teaching Fellow at Tokyo International University.

Breaux, Gunther has taught English conversation to Korean university freshmen for 20 years. He is an associate professor at Hankuk University of Foreign Studies and the author of EFL textbooks and teacher's resource books. He has a BA in Advertising Design, an MA in American History and an MATESOL. His art background, computer graphics skills and teaching experience enable him to create materials specifically for Korean students. He has also taught Business English at the Korea Development Institute (KDI) Graduate School of Public Policy and Management. He is also the author of idioms books, including business idioms. His research interest is in Conversation-based Learning. Email: plangbro@gmail.com

Brown, Clara Lee is an Associate Professor in ESL Education. She teaches ESL Methods, Assessment and Evaluation, Multilingualism and Multiculturalism, ESL practicum, Trends and Issues in Education, and Accommodating CLD students in the mainstream. Her research interests include enhancing ELLs" academic language proficiency through content area learning and equity issues in large-scale statewide testing programs.

Brown, Ian holds a master of education in TESOL and is currently teaching at Matsuyama University in Ehime, Japan. His teaching background spans over twenty years with experience teaching in Japan, Australia and Thailand. He has a long held interest in technology and CALL, and in teaching academic English, and was previously a specialist CALL teacher and coordinator of an EAP program in Sydney. He now uses all manner of technology in his teaching. Whilst still using computers, he is currently evolving over to using mobile devices. He has presented numerous papers, workshops and conducted training sessions on various aspects of ELT, CALL and more recently

Bryer, Raymond currently teaches English Education at Jeonju National University of Education. He previously taught in the English Education Department of Jeonbuk National University and has taught ESL in Korea for nine years. In that time, he has taught students ranging in age from four to forty. He holds a BA in Journalism from Pennsylvania State University and an MA in TESOL from Anaheim University. He has presented at the KOTESOL National Conference, as well as several KOTESOL Chapter conferences and symposiums throughout Korea. His professional interests include material design, teacher training, task-based language teaching, and integrating new technology into the language classroom. He can be contacted at: raymondbryer@gmail.com.

Buck, Jeff received his TESOL MA from Framingham State University. He taught in the intensive English program there for several years before coming to Korea. He currently teaches at Dongseo University. In his 13 years of ELT, he has worked with adults, university students, and children.

Budianto, Langgeng holds an M.Pd and is a senior lecturer at the Department of English at Maulana Malik Ibrahim State Islamic University, Malang, Indonesia. In 2009, he took a short course program at the Universiteit Leiden. He got his doctorate degree in English Education of the State University, Malang. He was given the scholarship grant in Indiana University, U.S.A in 2010. From January to March 2012, he got a scholarship of postdoctoral program at the University of Oregon, U.S.A specialized on English for Specific Purposes (ESP). In 2015, he got a scholarship of postdoctoral research sponsored by Directorate of Islamic Higher Education in Japan. He has participated in some national and international conferences and has written several articles and books on English for Specific Purposes.

Bunmak, Nitinath obtained her Bachelor of Arts in the major of English (1st class honor) from Faculty of Humanities, Chiang Mai University. Currently, she is a Master Degree student in Teaching English as a Foreign Language at the Language Institute, Thammasat University in Bangkok, Thailand. Her experience involves the field of English language teaching.

Burden, Peter gained his doctorate in TESOL from Exeter University in his native Britain on the theme of student evaluation of teaching in a tertiary context. He has published in many international journals on this subject, and written a number of book chapters. Also, he has presented widely on this theme, recently in Oman, Taiwan, Thailand, Singapore, Australia and Korea as well as many times in Japan where he has taught for over 25 years.

Campbell-Larsen, John is associate professor in the department of English studies, Kyoto Women's University, Japan. He has been teaching English in Japan for more than 20 years and his research interests include conversation analysis, cross cultural communication and the pedagogy of spoken English.

Chen, Hsiu-chuan is a PhD holder and is an associate professor in the Department of Applied Foreign Languages (English emphasis) at the junior college division at Kang Ning University in Taipei. She received her master's degree in TESOL at University of Houston, TX, America and her doctoral degree in TESOL at National Taiwan Normal University, Taipei, Taiwan. In addition to being an EFL teacher for children in language schools for 3 years, she has been teaching English at junior college level for more than 20 years. Over the past 2 decades, she has published several papers in second language reading and cooperative learning. Her current research interests focus on intercultural learning and children's literature. She can be contacted via hcchen@ukn.edu.tw.

Chen, Jhyyi is an English lecturer in a college in Taiwan. She holds a PhD in TESOL. She has been teaching English for more than 15 years. Her major area of research is language teaching, ESP and cognitive linguistic.

Chilcoat, Wade holds an MA in TESOL from the University of Maryland, Baltimore County. He is currently a Guest Lecturer in the English Language and Literature Department at Pukyong National University in Busan, South Korea. His research interests include sociolinguistics, cross-cultural communication, and adult EFL.

Clauson, Tim has gained most of his teaching experience in South Korea at both the adult and young

learner levels. He currently teaches the latter at the British Council in Seoul. In all facets of his interactions as a teacher, he aims to incorporate information technology into the administration, planning, and delivery of language education, drawing on a background of study surrounding electronic commerce and applied linguistics at the graduate and postgraduate levels, respectively.

Clements, Nick is an Assistant Teaching Professor in the College English Program at Seoul National University (SNU) in Seoul, South Korea. He primarily focuses on advanced content-based courses in film, literature, and non-fiction prose, using authentic materials as the platform for strengthening formal academic skills in critical thinking, writing, and speaking. He also teaches a writing course for science and engineering majors in which students develop an original, data-driven research paper. In addition to his regular teaching duties, he has designed and taught graduate workshops in persuasive writing, research paper design, and professional communication; he also served as an editor for the Asian Journal of Peacebuilding, an SNU publication. Prior to SNU, he taught at Yonsei University, also located in Seoul.

Coombe, Gil is currently an invited professor at Korea University, where he has worked for seven years teaching the academic English program to freshmen, academic writing for science, and graduate writing for business. He has a particular interest in L2 academic writing, in particular effective feedback practice and the writing process of learners. He is also interested in curriculum and assessment design, especially as it relates to promoting and maintaining the motivation of Korean university learners.

Coward, William is the lead teacher of the Siem Reap campus of ACE, where he has been working for three years. After completing a degree in international relations at the Australian National University, he relocated to London and in 2011 began his career in ESL teaching. Prior to his current position, he was the children and young learners‟ program lead teacher. He has a passion for teaching young learners and IELTS, and in finding new ways to make difficult work more accessible and fun for students.

Corks, Daniel is a graduate of Sogang University in Seoul, South Korea with a master‚s degree in applied linguistics in the field of second language acquisition. He is currently an assistant professor at Dongshin University in Naju, South Korea, and a member of the Gwangju-Jeonnam chapter of KOTESOL.

Craig, Daniel slays very few dragons these days. He's getting a little older and, let's face it, his armor is getting a little rusty. However, he makes time to defend King Moodle from scores of usurpers who yearn for the throne. When he's not partaking in the LMS battles, he fights for his loyal apprentices in the English Education department at Sangmyung University, Seoul. Through studies of the ancient scrolls and practice of the educational arts, he is becoming powerful in the sacred knowledge of teaching writing, instructing listening, and building ed tech weaponry. Above all, he knows that it is knowledge, not tools, that makes a knight truly powerful.

DeHond, Garrett is a doctoral student of Education at the University of California, Davis. His research interests focus on issues of feedback and response, discourse analysis and computer-mediation in second language writing. He currently teaches writing and conversation at Seoul National University of Science and Technology.

Doyle, Aaron Thomas is a PhD student in the Centre for Applied English Studies at the University of Hong Kong. His research focuses on the relationship between L2 motivation and decision making.

Ebron, Jr., Gregorio P. is currently the College Secretary and an English Instructor at the College of Arts and Sciences, Lyceum of the Philippines University – Manila. He is presently writing his thesis for his degree Master of Arts in Education major in English Language Teaching (ELT) at the Philippine Normal University – Manila. He has taught English subjects at various universities in Manila, Philippines and worked as a school head. He has participated in and presented his research papers at the national and international conferences on TESOL.

Ellis, David has been a professor at Sangmyung University in Seoul, South Korea since 2007. He teaches a variety of courses in the departments of English Education and General Education, including courses on writing, literature, and English language. He can be contacted at davidandrewellis@gmail.com

Enloe, Alicia Faith is a certified English Language teacher with thirty graduate hours towards a Masters in Curriculum and Instruction, with a concentration in literacy. During nine years teaching high school in the United States, she developed a passion for improving the American literacy crisis. Noting that on worldwide standardized tests both South Korea and Finland had top reading scores, she set out to discover the secrets to their success. From 2010 to 2013, she was a teacher and Head of Foreign Staff at a private language academy in Korea. In 2013 she moved to Germany where she worked as principal was also selected to travel to Finland to observe the Finnish school system. Alicia‛s educational adventures and her role in leadership have empowered her with a wealth of knowledge that she enjoys sharing with others. Currently, Alicia and her former colleague are co-owners of SYNTIVATE, an educational services agency.

Fang, Fan (Gabriel) obtained his PhD from the Centre for Global Englishes, University of Southampton, UK, and an MA from the University of Leeds, UK. He is currently lecturer in Shantou University. His research interests include English as a lingua franca, language attitude and identity, intercultural communication, and ELT. He has actively presented papers at international conferences and published articles in journals including English Today, The Asian Journal of Applied Linguistics, and The Journal of Asia TEFL.

Farrell, Gavin teaches in the Department of English Linguistics at Hankuk University of Foreign Studies. Originally from Windsor, Canada he has worked internationally for over 20 years. His research interests are young learners, critical literacy, teaching newspaper editorials, and the utility of vocational colleges in South Korea.

Farrell, Thomas is Professor of Applied Linguistics at Brock University, Canada. His professional interests include reflective practice, and language teacher education and development. Professor Farrell has published widely in academic journals and has presented at major conferences worldwide on these topics. His latest books are Promoting Teacher Reflection in Language Education: A Framework for TESOL Professionals (Routledge, 2015), and From Trainee to Teacher: Reflective Practice for Novice Teachers (Equinox, 2016). His webpage is: www.reflectiveinquiry.ca

Fewell, Norman has taught English at several universities in Japan for the past twenty years. He is a senior associate professor of applied linguistics and TESOL in the College of International Studies at Meio University in Okinawa, Japan. He holds an MA in Applied Linguistics and TESOL from the University of Leicester. He may be contacted at norman@meio-u.ac.jp.

Finley, Wayne, was told to „use less of the British accent" by a teacher-trainer six years ago. Far from shying away from the accent, Wayne developed a „teacher voice" and now uses that voice to teach students at Korea Polytechnic University and present at KOTESOL events. At the International Conference you can hear him speak with Tory Thorkelson on the importance of presenting a variety of accents to your students.

Fox, Jaron has an M.A. in Literature from the Indiana University of Pennsylvania. He chaired and participated in IUP's 2014 English Graduation Organization's annual conference, and he presented his writing at the College English Association conference in Baltimore. He has led and participated in several community-oriented programs to build a foundation for public unity through creative writing. His research interests include creative writing pedagogies, writing across the curriculum, and literature studies. He currently resides in South Korea, where he teaches at The Gimhae Foreign Language High School and enjoys life with his wonderful wife.

Fusselman, Roger first came to Korea as an English teacher in 1996. He became an officer in two different KOTESOL chapters, then left Korea in 2003 to pursue his Master's degree. Upon receiving it, he returned to Korea in 2005, working for years in Pohang before moving to Seoul. He eventually became a teacher employed at Seoul National University of Education as a TESOL trainer and now works at Sookmyung Women's University. He is also a member of Seoul City Improve and Korea Toastmasters.

Gallacher, Andrew is a full-time lecturer at Kyushu Sangyo University in Fukuoka Japan. His research interests include vocabulary acquisition, learner/teacher autonomy, motivation, task based learning and CALL. He can be reached at gallacher@kyusan-u.ac.jp.

Garvey, Kevin Patrick is currently an English Language Lecturer at Kanda University of International Studies located in Chiba, Japan. He has been teaching since 2008, and has experience with learners of all ages and levels of English proficiency. He completed an M.A. in Applied Linguistics and TESOL from the University of Chicago Illinois in 2013. His research interests include CALL, willingness to communicate (WTC), task complexity, teacher empathy and teacher noticing. Of particular interest to him are the combined topics of CALL and WTC, as applied directly to classroom teaching.

Glithero, Petra teaches presentation skills and writing at KAIST. Her research interests include learner beliefs and their effect on learning outcomes, mindfulness in education, and content-integrated learning.

Gold, Jason, a Philadelphia native, has been teaching English in Japan for more than 6 years. He holds an MA in TESOL from Arizona State University and dual BA degrees in Economics and International Relations from Drexel University in America. For the past several years he has been working full-time as a university instructor, and is currently teaching at Kwansei Gakuin University near Osaka. His current research interests involve neuroscience/educational psychology applications and practical use for classroom teaching – particularly regarding motivation, learner mindsets, and memory. His hobbies include watching NFL (American) Football, movies, reading and travel.

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

Golder-Novick, Rose received a BA in Religious Studies from Connecticut College before completing a year as a Fulbright Scholar in Munich, Germany. She went on to receive her MS in TESOL education from Long Island University. For the past 7 years, she taught high school ESL and history in New York City public schools. She is currently an English Language Fellow in Beijing, China.

Gonzales, Sarah Balbuena teaches in the grade school level on a full-time basis at the Integrated School of the University of the Philippines. She has served as a trainer-facilitator in Teaching Beginning Reading for public school multi-grade teachers all over the Philippines.

Gray, Stewart is an English teacher at Baekseok Culture University, and a graduate of the Dankook University TESOL program. He has been living and teaching in Korea five years. His primary research interests are language, identity, motivation, critical thinking and reflective practice. He is the current organizer for the Seoul KOTESOL Reflective Practice SIG.

Griffin, Michael has been involved with English teaching for more than 16 years, and has worked as a teacher, teacher trainer, trainer-trainer, curriculum developer, substitute teacher, and assistant director. He teaches in the Graduate School of International Studies at Chung-Ang University and also teaches Curriculum Development on the New School MATESOL program. He is one of the co-founders of KOTESOL's Reflective Practice Special Interest Group. His wide range of interests include reflective practice, teacher training and development, ELF, curriculum development and materials light teaching. He blogs at: https://eltrantsreviewsreflections.wordpress.com/

Hampson, Timothy is passionate about empowering teachers, active in #KELTChat, and a founder of excitELT. He teaches in Shanghai and used to teach in Korea.

Hanf, Anthony is an assistant professor at Korea University for the Institute of Foreign Language Studies. He has been teaching EFL in South Korea since 2009. He graduated from Bethel University in St. Paul, Minnesota where he earned four majors in History, Social Studies 5-12, TESOL K-12, and Teaching English as a Foreign Language. He holds a Masters in TESOL from Anaheim University. His chapter entitled Resourcing Authentic Language in Television Series appears in Nunan and Richard's textbook Language Learning Beyond the Classroom and is what inspired the current study.

Haswell, Christopher Gareth is an Associate Professor at Kyushu University in Japan. His doctoral research was conducted at one of the premier international universities in Japan, comparing that institution with universities in Japan, Korea and China. He researches in the field of sociolinguistics, investigating university internationalization and the use of English in higher education. He welcomes inquiries about his work, and also invites other researchers to join in research projects aiming to improve the opportunities for all stakeholders to maximize their benefits from the process of university internationalization.

Heathco, Gregory is an assistant professor at Hansung University in Seoul. He has a MA in Adult Education and a DELTA Diploma from Cambridge English. He left his home in sunny Arizona nearly 6 years ago and has worked in various English teaching capacities on three different continents.

Heit, Jamey holds two Master's degrees from Princeton and a PhD in Literature, Theology and the

Arts from Glasgow University. He has more than two decades' experience teaching writing at the university level across Humanities subjects. He is frequently nominated for teaching awards by both his students and his colleagues. In addition to his strong teaching record, he has published multiple books and papers in a range of disciplines. His work on educational technology has established him as a world-leading expert in virtual assessment and the role of technology in 21st Century education. He is the CEO and co-founder of ecree, which offers the best automated assessment software in the world. He is a sought after assessment consultant. He remains a committed educator and teaches as an adjunct at Walden University.

Herron, Lindsay has been a visiting professor at Gwangju National University of Education since 2008. Prior to that, she taught English on a Fulbright grant at a boys" high school in Jeju-do. She has a master"s degree in language education from Indiana University-Bloomington (USA), a master"s degree in cinema studies from New York University (USA), a CELTA, and a CELTA YL-Extension. She is currently working on an Ed.D. in language education at Indiana University-Bloomington.

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.

Hulme, Julie is an EFL teacher, editor, writer, and teacher trainer. She holds a Bachelor of Arts in Communication from Plattsburgh State University, a Master of Education in Curriculum and Design from Concordia University, and a TESOL credential from TESOL International. She has had the pleasure of teaching English in Korean public schools, private schools, and companies for the past nine years. She is currently working at e-future, a mid-sized Korean publishing company, where she has been involved with developing various ELT titles such as *Smart English, Speed Phonics, School Adventures*, and their upcoming series *Hand in Hand*.

Iams, Steve is an assistant professor in the MA-TESOL program at the SIT Graduate Institute, where he teaches linguistics and curriculum design courses on campus in Vermont and online. Previously, in the five years he spent working in Korea, he taught graduate courses in second language acquisition and academic writing in the SMU-TESOL certificate program, and undergraduate courses at Ewha Womans University. Steve is a doctoral candidate in Foreign, Second, and Multilingual Language Education at Ohio State University, where his research interests include narrative inquiry, second language socialization, and communities of practice.

Jackson, Joy is originally from Barbados in the Caribbean and has been teaching English in Japan for five years. After obtaining her Bachelor"s degree in Spanish, she moved to Fukuoka, Japan to teach English on the JET Programme. There, she also became TESOL qualified. After two years, she moved to London and attained her Master"s Degree in English Linguistics from University College London. Joy currently teaches English at Sojo University in Kumamoto, Japan where her research focus is on Japanese learners of English, the various difficulties they encounter when studying the language and possible ways for them to overcome them. She also has a keen interest in areas related to pronunciation and second language acquisition.

Jarrell, Douglas is a Professor at Nagoya Women"s University, Japan. He is mainly interested in language learner motivation, extensive reading and mobile learning.

Jobbitt, Todd received his MA TESOL at The School for International Training and is presently an

Assistant Professor in the Graduate School of Education at Hankuk University of Foreign Studies, Seoul, Korea. His research interests include L2 composition, peer review and assessment, and error correction.

Joo, Soo Hyoung has been teaching English for 6 years. She holds a master's degree in English Education, and her main research focuses are on technology integration in English classes, and language assessment.

Kang, Sanghee is currently an MA student in the Department of Applied Linguistics and ESL at Georgia State University. She was originally an English teacher at a public school in Gyeonggi province but she took a professional leave to pursue her MA degree in the United States. She has worked as an English teacher for over six years at secondary school contexts in South Korea. She has presented at several conferences on the topics of second language writing, the use of technology in teaching English, and phraseologism in classroom discourse. Her research interests include Second Language Acquisition, Task-based Language Teaching, Corpus Linguistics, Technology in language teaching, L2 writing and Teacher Education. She may be reached by email (bsb218218@gmail.com)

Kato, Takayuki has been teaching English as an associate professor at Seiwa University in Japan. Also, he teaches presentation skills part-time at the Hosei Graduate School of Engineering and Design. He has a Master of Arts in Communication from the University of Northern Iowa. His research interests include rhetorical criticism, argumentation, speech and debate education, and remedial English. Currently, he is a fund-sharing co-investigator of the Scientific Research (C) team on "Basic research for promoting self-regulated learning" (Project/Area Number: 26370744, Principal Investigator: Kuniko Yoshida) funded by Japan's Grants-in-Aid for Scientific Research (KAKENHI) Program. He is eager to combine language education with argumentation in order to nurture globally active business people.

Kaufman, Mitzi is a Visiting Professor at the Language Center at KAIST (Korea Advanced Institute of Science and Technology) in Daejeon, Korea. She is a Member-At-Large on the board of the Daejeon-Chungcheong Chapter of KOTESOL. Her teaching career spans more than 15 years. She has a master's in Curriculum and Instruction (with an emphasis on English language instruction), and holds a Designated Subjects Adult Education Teaching Credential from the state of California.

Kelly, Susan teaches for Clark University in Jinan, China while pursuing a Masters in Library Science through the University of Illinois, Champaign-Urbana. She got her Masters of Education from Lesley University in Massachusetts She has taught EFL in California, Texas, Japan, Korea, Indonesia and China. Her research interests include CALL, literacy and content-based instruction. She has written for several TESOL journals and books. Contact skelly@clarku.edu

Khamis, Hanaa holds an MA in TESOL from the American University in Cairo (AUC). She works as a Director of the English Language Department (ELD) at Al Ahram Canadian University (ACU) in Egypt. She has worked as an EFL instructor and teacher trainer for almost 20 years. Her training interests include instructional technology, methodology, and assessment. Her academic interests include computer-mediated communication, methodology, task-based learning, assessment, second language acquisition, pragmatics, and sociolinguistics. Her published book and journal papers are about computer-mediated interactions and task-based learning.

Kharlay, Oksana was born and educated in the west of Ukraine. She holds a PhD in General Linguistics. She also has a TESOL Certificate from the University of Queensland, Australia and is

currently undertaking the Cambridge DELTA course. After graduating in 2004, Oksana started teaching English in a university in Ukraine and worked her way up from a Lecturer to an Associate Professor. She started her teaching career in Macao, China in August 2012, teaching English at the college, and working with middle school teachers of English to develop communicative approaches in classroom teaching. Since February 2016, Oksana Kharlay has been an Assistant Professor in Macau University of Science and Technology, Macau, China. Oksana's main interest lies in ESL, particularly the field of developing teaching skills and learners' English language competence. She is interested in making English easy to learn for students and interesting to teach for teachers.

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Ryan, Jack is an associate professor at Shizuoka University of Art and Culture. 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.

Ryan, Kevin has taught in Barcelona, Chicago, Nanjing, Tokyo and Yangon. He started using computers in the early '80s, and for teaching in the early '90s. He is a Professor at Showa Women's University in Tokyo and is an adjunct at the University of Tokyo. He bicycles 40 minutes to work most days.

Saki, Michi is an Assistant Professor in the Department of English at Doshisha Women's College of Liberal Arts. She has been working in the administrative and academic fields of International Education for the past 20 years in Japan. Saki received her MA in Applied Linguistics with a focus in sociolinguistics. Her research interests include intercultural communication, language education and gender, bilingualism and language policy issues in Japan.

Sandy, Chuck is an author, motivational speaker, and educational activist whose many publications include *Passages 3rd Edition* and *Connect 2nd Edition* from Cambridge University Press. He is a frequent presenter at conferences and workshops around the world and online, cofounder and director of the International Teacher Development Institute (iTDi) and a founder of EdYOUfest, ELT idea igniters that he hopes to take worldwide. 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 on education, motivation, leadership, spirituality, and compassion at http://iTDi.pro/blog and is at work on a new book for Wayzgoose Press.

Sansom, David William is an experienced EFL teacher and teacher trainer working in the Macao Polytechnic Institute. He has a PhD in teacher education (research on how professional development changes inservice EFL teachers" beliefs and classroom practice), an MA in writing, and the DELTA. He enjoys helping students improve their written English, making in-class writing fun while meeting learning needs, and regularly works with teachers to develop and share resources and techniques for teaching English writing. As well as Macao, David has lived and worked in the UK (where he originally comes from), France, Saudi Arabia and China. He can be contacted at davidsansom@ipm.edu.mo.

Sarich, Edward is an associate professor at Shizuoka University of Art and Culture. He is interested in all issues concerning English education in Japan, particularly standardized testing and evaluation, communicative language teaching and second language vocabulary acquisition.

Sarobol, Nopporn is at present an associate professor at the Language Institute, Thammasat University in Bangkok, Thailand. Her areas of interest include language teaching methodology, learner independence, cooperative and collaborative learning, professional development and study-abroad programs. She was the President of ThaiTESOL from 2011-2013. Now she serves as the Past President of Thailand TESOL.

Sato, Takehiro is an Associate Professor of the Department of International Contemporary Studies at Nagoya University of Foreign Studies. His main interests lie in interactive writing activity such as dialogue journal writing, the application of sociocultural theory of EFL writing, and Vygotsky's developmental psychology.

Schoofs, Petra was „born and bred" in Duisburg, Germany, where she also took her German „Magister" degree. From there she went to the University of Newcastle-upon-Tyne, North-East England, where she completed her PhD in educational and applied linguistics. She has been a TESOL lecturer with the University of Birmingham since September 2015. Here she teaches in the on-campus and distance learning MA and in the undergraduate programme; she also (co-)supervises PhD students. Before that she was a senior lecturer at the University of Sunderland in the north of England, where she taught in the on-campus and distance MA, supervised PhD students and was the subject leader of the TESOL undergraduate subject. Her areas of interest lie in bi- and multilingualism and psycholinguistics and in the application of these to teaching.

Seo, Hoon is Sales Account Manager at Turnitin Korea. He focuses on Korea educational institutions besides developing and managing relationships with all of current Korea Turnitin users. He was a member of Penang Korean society in Malaysia. He helped especially Korean students to grab academic contents in International school. He received his BA in Economics from Dankook University, and his MBA from University of Sunderland Malaysia. Hoon has completed IV TESOL in Australia.

Sewell, Douglas has been both a language teacher and teacher trainer for almost 18 years. Currently faculty in the Werklund School of Education at the University of Calgary, Douglas has previously taught English in China and both English and education courses in South Korea, the UK and the UAE. Completing his Ph.D. in Education in 2013, Douglas' research interests focus on Self-Regulation of Language Learning among ESL/EFL learners, and by extension how to help such learners become more effective in their English language studies. Derived from this, he is also quite interested in L2 language assessment and the backwash of assessment techniques on students' evolving approaches to the their English studies.

Sherman, Brandon serves as an Assistant Professor of English at Woosong Information College, and is a Doctoral Candidate at Penn State University. He holds an MA in Philosophy from University of New England, Armidale, and is a returned Peace Corps volunteer (Ukraine, 2005 - 08). He can be reached at: brandonsherman@woosong.org

Shmidt, Elena (PhD) is an instructor at PULSE Adult Language Institute, Anyang. She was awarded PhD from Herzen University (St-Petersburg, Russia) in 2006 for studies in English Philology. Soon after that she moved to South Korea and devoted a few years to studying Korean Language. A life-

long learner of English and a parent of trilingual children, she has developed a keen interest in language acquisition theories and modern intercultural communication issues. Dr. Shmidt's acquaintance with expat residents of various professional backgrounds inspired a series of interviews aimed to describe major cross-cultural communication issues in international professional environment in Korea. In her research, Dr.Shmidt also draws on her ESL classroom experiences and reflects on personal social interactions.

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

Siegel, Aki (Ph.D.) is an Associate Professor at Hosei University, in Tokyo, Japan. She has taught English at the university level in Japan, Vietnam, and the U.S. Her research interests include conversation analysis, pragmatics, and evidence based language teaching.

Siegel, Joseph is Associate Professor in the Department of International Business at Meiji Gakuin University, where he teaches general and business English courses, as well as study abroad prep classes. He holds a PhD in Applied Linguistics from Aston University and recently published the book *Exploring Listening Strategy Instruction through Action Research* (2015, Palgrave Macmillian). Other recent publications and presentations have explored L2 listening pedagogy and teaching trends, and pragmatic interaction.

Sylvia, Jaclyn is pursuing a Master's degree in Literacy, Culture, and Language Education at Indiana University Bloomington and has been working as an English instructor at Hannam University in Daejeon, South Korea since 2015. She is from the United States, but has been teaching in Korea for over 3 years. Previously, she also taught English in Spain for 2 years. Her research interests include intercultural communication, World Englishes, and teaching EFL/ESL writing. The research Jaclyn is presenting today was developed with two other graduated students from Indiana University: Cassidy Riddlebarger and Yeoneun Park.

Talbert, Neil currently teaches at the Catholic University of Daegu. He has previously taught English in China and the United States, and he earned his M.A. in Applied Linguistics & ESL from Georgia State University. He enjoys reading and language learning.

Tezcan-Unal, Burcu has been teaching EFL and training nationally and internationally for many years. She holds a TESOL MSc from Aston University. After working as an EFL teacher, trainer, and academic coordinator at Istanbul Bilgi University for ten years, Burcu moved to Dubai in 2013 to work in the Academic Bridge Program at Zayed University in the UAE. She is a member of the IATEFL TTEd-SIG (Teacher Training and Education Special Interest Group) responsible for membership and publicity. She is also a doctoral student studying "leadership in higher education" at the University of Liverpool.

Thiruchelvam, Bala is a Professor of TESOL at Sookmyung Women's University in the Intensive In-service Teacher Training Program where he mainly teaches Methodology and Practicum, Reading and Speaking. He is currently enrolled in the Ed.D Program at Anaheim University. He received his MA in TESOL from the University of Technology Sydney. He has worked as a teacher trainer in

South Korea for over 6 years. His research interests include methodology, teacher development through action research, dialogue journaling and other reflective practices.

Thompson, Greg received his MA in Secondary English Education from James Madison University and now teaches conversation and writing courses at Seoul National University of Science and Technology. He has taught in a wide range of educational contexts in Korea. His research interests include game-based learning, educational technology, and learning analytics.

Thompson, Jenna received her BA in Business Administration from Northeastern University and her MA in TESOL from Payap University. She has taught EFL in China, Thailand, Senegal, and The Gambia at a range of levels (elementary, middle school, high school, and university) over the past 10 years. She currently works as a teacher trainer and English Language Fellow (US Department of State) at Qufu Normal University in Shandong Province. From 2012-2014 she also served as an EL Fellow and teacher trainer in Senegal.

Thorkelson, Tory (BA, B.Ed., M.Ed. in TESL/TEFL) is a proud Canadian who has been an active KOTESOL member since 1998 and has presented at or worked on many local and international conferences. He is a Past-President for Seoul Chapter and Past-President of KOTESOL (2008-2009) as well as an KTT Facilitator. His 9-5 job is as an Associate Professor for Hanyang University‟s English Language and Literature Program. He has co-authored research studies (see *ALAK Journal*, December 2001& June, 2003 as well as *Education International* September 2004 V1-2) and a University level textbook, *World Class English*, with a team of fellow KOTESOL members. Currently, he is a Doctoral student in the Doctorate of Professional Studies program at Middlesex University in the UK.

Tokuhama-Espinosa, Tracey currently conducts educational research with the Latin American Faculty for Social Science in Ecuador and teaches "The Neuroscience of Learning: An Introduction to Mind, Brain, and Education Science" at the Harvard University Extension School. Her office seeks to improve the quality of education through research, teacher training, and student support. Tracey works with schools, universities, NGOs, and businesses in 27 countries around the world and has more than 26 years of teaching, administrative, and research experience K-university. Tracey was a member of the OECD's Expert Panel on Teachers‟ New Pedagogical Knowledge (2013-14). She is the former Dean of Education at the Universidad de las Américas in Quito, Ecuador and ex-Director of the Institute for Teaching and Learning (IDEA) in the Universidad San Francisco de Quito, Ecuador. She is the proud mother of three multilingual children and has written various articles and books on the topic of multilingualism.

Toland, Sean is currently a lecturer at Ritsumeikan University, Shiga, Japan. His research interests include technology-enhanced learning, materials development, and critical theory. He is a Ph.D. student at Lancaster University in the UK, studying e-research and technology-enhanced learning.

Tsuji, Ruriko is currently a researcher of Center for Foreign Language Proficiency at Kanda University of International Studies and a graduate student at Aoyama Gakuin University. Her research interests include autonomy, sociocultural theory, collaborative language learning, and learner factors.

Turner, Adam is the Director of the English Writing Lab, part of the Center for Smart Teaching and Learning at Hanyang University in Seoul, Korea. He conducts workshops and provides writing consultations for graduate students and faculty writing for international publication as well as teaches credit graduate school writing courses. He is also an associate teaching professor in the College

English Education Committee where he teaches writing and presentation skills to undergraduates. His interests are writing in the disciplines, EAP and ESP materials design, learning sciences, and blended learning. He has presented on topics on research writing and educational technology at a number of workshops and conferences in Korea as well as in Japan and Canada. Email: adamturner7@gmail.com

Twitchell, Anna received her undergraduate degree in International and Area Studies with a focus on Japanese culture and history in 2006 from the University of Oklahoma. In 2013, she graduated from Oklahoma City University with a Master's degree in TESOL. She had taught at an Intensive English Program in Oklahoma City before joining Kanda University of International Studies as a lecturer in 2014. Her research interests include genre analysis and using digital games to facilitate L2 learning.

Urick, Steven Todd is an Associate Professor at Shizuoka University in Japan. His research interests include methodology, critical approaches to education, and curriculum design.

Velde, Nicholas is currently an instructor of English at Nagasaki University. There, he has helped two colleagues to start a new language program focusing on academic language skills. Prior to teaching in Japan, he worked in university intensive English programs in both Turkey and the United States. His professional interests include action research, teacher training, and professional development of all kinds.

Vitta, Joseph P. (MA-TESOL) has 10+ years in ELT and program management. He is finishing his education doctorate and is active in TESOL/AL research with a focus on curriculum design, lexis, and CALL. Currently, he is an EFL Lecturer at Tokyo International University while also serving as an Associate Editor for the *TESOL International Journal*.

Vollmer, Carl is an instructor of social studies and English at Ritsumeikan Uji Junior and Senior High School in Japan. He holds an MA in English Education/TESOL from Ritsumeikan University. His research interests include Task-Based Language Teaching, and using Conversations Analysis in the language classroom.

Waddell, Richard has spent most of his life teaching various subjects to diverse groups in South Africa, Mauritius, Bangladesh, and now Cambodia. He obtained a master's degree in the UK in 2000, with a major component of the degree being about cross-cultural communication. In 2015, he completed the International Diploma in Language Teaching Management through the University of Queensland. He has been involved in ESL for the past five years and, during that time, has moved from being a teacher to managing the campus of ACE (Australian Centre for Education) Campus in Siem Reap. The school has doubled in size to over 2,200 students during his three years there, but more importantly has drastically improved the retention rate of teachers at the school.

Waggoner, Kara has worked at Sookmyung Women's University in their Young Learner TESOL teacher training program for the past two years, where she specializes in curriculum design and management. For the past ten years she has taught in the United States and Korea, teaching a diverse range of ages and language proficiencies. Her areas of interest include ESL policy, applied linguistics, sociolinguistics, and poverty and its effect on education.

Walker, Colin works as an Assistant Professor in the Department of English Language and Literature at Myongji University where he teaches courses in written composition, conversation,

presentation, debate, and listening comprehension. He has an MA in TEFL/TESL from the University of Birmingham and has focused much of his recent research on teaching students skills in storytelling. In building a learner corpus comprised of written and spoken data, he seeks to understand how students use grammar and vocabulary items from standard EFL textbooks to describe narrative events. email: colinjw8@gmail.com web: walkercolin.com

Walsh, Anthony began research into training programs for university students involved in teaching very young learners last year. Residing in Japan for over fifteen years, he has established himself in higher education circles. As a regular presenter at international conferences, he enjoys the benefits of sharing practical methods with like-minded professionals. He finds personal satisfaction watching students develop initial ideas into positive results. Participants in his lessons find he makes teaching look enjoyable, because he appreciates meeting people from all walks of life, independent of age, wealth or privilege. In the future, he intends to create a standard of practice qualification for pre-service kindergarten teachers of English in his institution.

Wang, Shudong is an Associate Professor of the Centre of Foreign Language Education, Shimane University, Japan. He is interested in e-learning and mobile learning system designs, practices, and online language material development.

Warmington, Julian has enjoyed being editor-in-chief for KOTESOL's quarterly publication *The English Connection*. He recently handed over duties to free up time to contribute in a more focused way to dealing with man-made global warming; this talk is the second such effort for KOTESOL.

Watkins, Melissa is currently an adjunct EFL professor at KoreaTech University in Cheonan, South Korea. Prior to coming to Asia, she received an MA in cultural theology and a BA in communications and theater, as well as the requisite TESOL certification. Her academic interest in the development of multicultural identity and diversity began when she worked in a multicultural neighborhood in northern England as a youth and community worker. Her observations on engaging with different cultures and introducing multiculturalism to communities via personal presence have been published in the 2014 anthology *Trailblasian: Black Women Living In East Asia*, and the popular blog "I'm Black and I Travel". Aside from teaching, reading and writing, her interests include hiking, language and science fiction.

West, Gordon Blaine works as an assistant professor in the Sookmyung Women's University YL and PL TESOL programs. His interests are in critical pedagogy, narrative research, and teacher education.

Whiddon, Jake is the Regional Teacher Trainer for Macmillan Education, East Asia. Jake has a strong background in ELT teaching and training with over 12 years' experience in East Asia, years in Xian, Wuhan & Shanghai, China. Jake has also worked as a course director for the Trinity College London DipTESOL & CertTESOL courses. Jakes holds a Trinity DipTESOL and International Diploma in Language Teaching Management from the University of Queensland, Australia. He is also currently pursuing a Master's degree in Teacher Professional Development and Language Teaching with NILE focusing on Learner Autonomy theory and practice.

White, Jeremy is an Associate Professor in the College of Information Science and Engineering, at Ritsumeikan University, Shiga, Japan. Jeremy has a keen interest in researching CALL, MALL, and game-based learning in the Japanese context. He has authored and co-authored several papers in these fields in recent years.

Willoughby, George is an instructor and level coordinator at the Preparation Centre for Languages and Mathematics at Mahidol University International College, Thailand. He has previously taught in the United Kingdom, Czech Republic and Vietnam. Prior to this he worked in media production. His current research interests include the use of media and education technology in the EAP classroom and digital literacy and its relationship to academic English. Email: george.wil@muicpc.io

Wilson, John is an Assistant Professor at Nanzan University in Nagoya, Japan and has taught ESL in Intensive English Programs at universities in Japan for 11 years. His research interests include task-based language learning, instructors' corrective feedback in ESL writing and language learning motivation. In his free time he is a doctoral student at the University of Exeter in the UK, and on the side enjoys still photography.

Witherite, Adelay Elizabeth is the co-founder and president of the Gimhae TESOL Professional Society in Gimhae, Gyeongnam. She has an M.A. in TESOL from the Indiana University of Pennsylvania, where she won the Gebhard Family M.A. TESOL Award for Creative Excellence as well as the IUP Innovative Thesis Award. Her work has recently been published in the book, *Tutoring Second Language Writers* (edited by Shanti Bruce and Ben Rafoth). Her professional interests include collaborative writing and coauthoring, exchanging peer feedback on academic writing, designing and conducting empirical research, and fostering reflective teaching practices.

Wood, James Michael recently moved from a full-time position as an EAP Lecturer at King's College London and is currently an Assistant Teaching Professor on the College English Program at Seoul National University. He is also working on his doctoral degree in Education and Technology and EAP at the UCL Institute of Education. His research interests include the development of effective teaching and learning with technology, internationalisation, and academic writing.

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 7 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 founded and still co-facilitates the local Reflective Practice Special Interest Group (RP SIG). More recently, she launched the newly formed Social Justice (Critical Educators in Korea) SIG.

Yabukoshi, Tomoko (Ph.D. in Foreign Language Education) is Associate Professor of English Language Education at Nihon University, Tokyo, Japan. Her research interests include language learning strategies, autonomy in language learning, and self-regulated language learning. She is also interested in materials development for language learning. Her current aim is to uncover learners'' self-regulated processes embedded in social and educational contexts by means of qualitative methods, integrating cognitive, motivational and social aspects of second language learning. She has authored and co-authored a number of journal articles and textbooks. Her recent publication includes "Uncovering the links between strategy use and L2 proficiency: A qualitative study in a mixed methods research design." (*JACET Journal*, 2014).

Yan, Xiaofang is a Ph.D. student at PaiChai University in Daejeon South Korea. Having previously completed a Master's of Arts degree in TESOL at Woosong University, she was the primary research

and participant in this study. Becoming a TESOL researcher is one of her dreams, but it comes in a distant second to her dream of taking all that she has gained studying in Korea back home to China to help her compatriots reach their dreams through English Communication!

Yates, Lynda has taught English as a foreign language in Europe, Asia, and the Middle East in a wide range of adult settings and has also worked for several years as a communications consultant to industry. Currently Professor of Applied Linguistics at Macquarie University in Australia, she has been involved in teacher education and professional development for over 30 years. Her recent research projects have addressed various issues in the learning of spoken English by adults, including intercultural pragmatics, pronunciation, and the development of skills appropriate to the contemporary workplace, with a particular focus on the implications for second language teachers. Her strong commitment to teacher professional development has led her to give over 150 presentations and workshops at national and international forums, and to publish in journals at the interface of research and professional practice such as *Applied Linguistics, TESOL Quarterly,* and *ESP Journal*. She has also published a number of professional development resources for teachers, which are available for download free of charge from her website.

Yoshida, Kuniko is a professor of English Communication at Tokyo City University in Japan. She received a Master of Arts in English education from Teachers College, Columbia University. She has been teaching English more than 20 years. She is also active as a researcher in several fields. Her research interests include teaching English in EFL settings, remedial English, educational phycology especially motivation, and translation. Currently, she is the principal investigator of the Scientific Research (C) team on basic research for "Basic research for promoting self-regulated learning" (Project/Area Number: 26370744) funded by Japan"s Grants-in-Aid for Scientific Research (KAKENHI) Program. She has written several classroom textbooks, the latest one being *World Report*, published by Kinseido, Tokyo, (March, 2016.).

Zainal, Azlin Zaiti is a Senior Lecturer at the Faculty of Languages and Linguistics, University of Malaya. Her research interests include second language teacher education, second language writing, task-based language teaching and technology in language education. He is a PhD candidate at the Centre for Applied English Studies at the University of Hong Kong

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SAT   5:30   A304   YL/VYL

Listening
Taking notes in a second language: A pedagogic model
Joseph Siegel
SAT   1:30   B168   S/U/A

Listening for Meaning. Listening to Stories. Connecting with the Teacher.
Rob Hirschel, Joy Jackson
    SAT   5:55   B168   S/U/A

Materials or Course design

Using the power of visual design to improve student learning
Cameron Romney
    SAT   9:00   B111   S/U/A

Using Music in the EFL Classroom
Steven Todd Urick
    SAT   10:00   B111   U

Designing a Better Brain-Friendly Syllabus: 5 Major Points to Remember!
Robert S. Murphy
    SAT   3:30   B121

Creating Context Appropriate Writing Curriculum for Middle School
Bala Thiruchelvam, Jeonghyun Kim
    SAT   5:30   B111   S

Using low-stress, high-impact, place-based materials to foster English conversation
Jean Kirschenmann, Ee Chan Noh
    SUN   10:00   B111   S/U/A

Lessons Learned in the Content-Based Classroom
Nick Clements
    SUN   12:00   B111   U/A

Will we really talk about this?: Evaluation of EFL textbook topics
Aki Siegel
    SUN   1:00   B164   S/U/A

Towards a more brain-friendly lesson
Christopher Miller
    SUN   2:00   B111   YL/VYL /S/U/A

Connecting education to learners, by having them teach.
Justin McKibben
    SUN   3:00   B109   S/U/A

Developing Games Aligned with Language Objectives
Greg Thompson
    SUN   3:00   B111   YL/VYL /S/U

Siskel, Ebert, and Seung-Beom – Using Movies Effectively in the Language Classroom
Raymond Bryer
    SUN   3:00   B167   YL/VYL /S/U/A

Multiple skills

Fear of the Unknown: Ideas for Better Freshman Public Speaking
Gil Coombe
    SAT   9:00   B161   U

Active learning at student-led conferences
Calum Adamson
    SAT   10:00   B164   U

Let's Face It! Using Facebook in the English Language Classroom
Romualdo Mabuan,
Gregorio P. Ebron, Jr.
    SAT   10:25   B164   U

Optimizing learning through differentiation: A higher skill set for mixed-ability groups
Jake Whiddon
    SAT   1:30   B109

Information Literacy for EAP Students
Susan Kelly
    SAT   2:30   B164   S/U

Dictations are fun! Practical techniques for using dictations creatively.
Oksana Kharlay
SAT   4:30   B164   S/U/A

Building Student Autonomy Through Literature Circles
Christopher Ott, Jenna Thompson
SAT   5:30   B164   U

Use ENGLISH-OPOLY for supreme, long-term classroom management: For elementary and MS
Alicia FaithEnloe, Jessica Barraza
SUN   9:00   B164   YL/VYL /S

Focusing on process: Individual L2 students' engagement with teacher feedback
Victor Zhe Zhang
SUN   10:25   B164   U

LINK-it!
JessicaBarraza
SUN   1:25   B164   YL/VYL /S/U/A

Orientation to Communicative Languge Learning "101"

Learner Autonomy via Games
Leonie Overbeek
SAT   1:30   B167   YL/VYL /S/U/A

Get Them to Ask You: Making Self-Intro Lessons More Student-Centered
Steven Charles
SAT   4:30   B167   YL/VYL /S

Interaction and Meaning: Task-based teaching in the Korean classroom
Gregory Heathco
SUN   2:00   B168   S/U

Other issues

Clay Tablets to Computer Tablets: Embracing Change in the Language Classroom
Ken Beatty
SAT   9:00   B121   YL/VYL /S/T/U/A

KOTESOL International Conference Orientation Session 1
Mitzi Kaufman, Heidi Nam, ToryThorkelson
SAT   9:00   B142   YL/VYL /S/U/A

Collaboration with Peers: Changes in Learners" (Tutees) Reflection on their Language Learning
Ruriko Tsuji
SAT   9:00   B178   S/U/A

Nurturing Social Awareness through Project Based Learning in Speaking Class
Feisal Aziez
SAT   9:25   B178   S/U

EFL Teachers' Self-efficacy Beliefs: A Profile Analysis
Max Praver
SAT   10:25   B161   U

The University of Birmingham: ELAL MA in TESOL and MA in Applied Linguistics
Petra Schoofs
SAT   1:30   B111

Time Past, Time Present, Time Future
William Littlewood
SAT   1:30   B121

KOTESOL International Conference Orientation Session 2
Mitzi Kaufman, Heidi Nam, Tory Thorkelson
SAT   1:30   B142   YL/VYL /S/U/A

A Study of Using Group Bonding Activities in the EFL Classroom
Huynh Phu Quy Pham
        SAT   1:30   B161   S/U/A

Critical Practitioner Research
Gordon BlaineWest
        SAT   1:55   B161   YL/VYL
                                /S/U/A

Postgraduate Study and Research Pathways for Applied Linguistics, TESOL and Translating and Interpreting Professionals
Lynda Yates
        SAT   2:30   B109

An Inquiry Approach for Language Teacher Development
Steve Iams
        SAT   2:30   B111

Developing Teachers for the Long Haul
Richard Waddell, William Coward
        SAT   2:30   B142

Professional Advancement through Online Doctoral, Master & Certification Programs in TESOL
Anthony Hanf, Allison Bill
        SAT   3:30   B111

Catering to North Korean students"English-learning needs: who, what, and how?
Eun Sung Park
        SAT   3:30   B142   A

Mind-full or Mindful? Creating Mindful Pauses in Classrooms
Petra Glithero
        SAT   3:30   B178   S/U/A

L1 or not L1 – Is this still the question?
Petra Schoofs
        SAT   4:30   B111   Yl/VYL/
                                S/T/U/A

The Role of the U.S. Department of State in Enhancing English Language Teaching and Learning in the East Asia Pacific Region
Whitney Mirts
        SAT   4:30   B121

Teaching Beyond Korea - Perspectives on Transitioning Back to Your Home Country
Douglas Sewell
        SAT   4:30   B178   YL/VYL
                                /S/U/A

Teaching Life Through Stories
Chuck Sandy, Timothy Hampson
        SAT   5:30   B107

The importance of continuing professional development for language educators
Jarrod Belcher
        SAT   5:30   B109

Pathways for Developing Teachers
Gregory Heathco
        SUN   9:00   B178   YL/VYL
                                /S/U/A

Self-reflection on Peer Essay Analysis in an EFL Community of Practice
Akiko Nagao
        SUN   9:25   B161   U

7 Brain-Friendly Ways to Foster Deeper Understanding and Autonomy in Your Classroom
Robert S. Murphy
        SUN   10:00   B107

How to Use Self-Regulated Learning Model in English Classes at Japanese Universities
Kuniko Yoshida, Takayuki Kato, Yoshihiro Minamitsu
        SUN   10:00   B161   U

English Teachers"Emotional Labor, Discrete Emotions, and Classroom Management Efficacy
Mikyoung Lee
      SUN   12:00   B161   YL/VYL
                                                /S/U/A

University students"self-regulated learning processes outside the classroom
Tomoko Yabukoshi
      SUN   12:25   B161   U

Timeless Interplay Between Learners, Teachers, and Learning
Burcu Tezcan-Unal
      SUN   2:00   B121

A Quick Refresher on How to Write a Research Paper
Joanne McCuaig
      SUN   2:00   B161   YL/VYL
                                                /S/T/U/A

Teachers"Emotions, Self-Efficacy, English Proficiency, and Pedagogical Strategies among NNESTs in Korea
Mikyoung Lee
      SUN   2:25   B161   YL/VYL
                                                /S/U/A

Online Tools for the Assessment of Vocabulary in Use: An Overview
Andrew Gallacher, Mason Lampert
      SUN   3:00   B161   U

On the Relationship Between Iranian EFL Teacher Burnout and Motivation to Teach
AliRoohani
      SUN   3:25   B178   U/A

Reading / Literacy

Is Dadok (다독/ER) the Missing Link in L2 Learning?
Willy A. Renandya
      SAT   9:00   B107

The Magic of Comics in the EFL Classroom
Aaron Siegel
      SAT   9:00   B109

Activities for Engaging Students by Extending and Expanding Reading Comprehension Lessons
Ian Bosiak
      SAT   10:00   B109

The Benefits of Online Extensive Reading
Paul Goldberg
      SAT   2:30   A304   S/U/A

Engaging Students and Promoting Literacy with Graded Readers
Ian Bosiak
      SAT   3:30   B109

Measuring the Effect of Mobile Apps on Reading Speed
Elton John LaClare
      SUN   9:00   B109   S

Extensive Reading: Follow-up Activities
Thuy Nguyen
      SUN   9:25   B109   U

Extensive reading; making story sacks to support extensive reading
Amanda Maitland
      SUN   12:00   B109   YL/VYL

Reflective Teaching Practice

Answering the Call to Vocation: An (ELT) Idea Igniter
Chuck Sandy, Josette LeBlanc
      SAT   10:00   B121

Professional Development of 21st Century Language Teachers Through Reflective Practice
Thomas Farrell
      SAT   1130   AUD

Developing Individually-Tailored English Teacher Training in Indonesia
Siti Nurul Azkiyah
　　　　SAT　　5:30　　B178　　U/A

Engaging Student Self-Reflection: Increasing Learner Responsibility and Developing Learner Autonomy
Casey Barnes
　　　　SUN　　12:00　　B178　　YL/VYL /S/U

Standing Up for Your Principles: The Power of Reflective Practice
Thomas Farrell
　　　　SUN　　1:00　　B121

SLA

"English is Not Enough": Motivational Struggles of English Majors in East Asia
Aaron Thomas Doyle
　　　　SAT　　10:25　　B168　　U

Back to Basics for the 21st Century: Language Learning as Memorization
William Littlewood
　　　　SUN　　2:00　　B107

Sociolinguistics / Language Policy / World Englishes

Stance and Engagement in L2 Peer Feedback
Garrett DeHond
　　　　SAT　　9:00　　B166　　U

The value of international students as TAs
Christopher Gareth Haswell
　　　　SAT　　9:25　　B166　　U

On Shaky Ground: English Terms of Address and Pragmatic Failure
Elena Shmidt
　　　　SAT　　1:30　　B166　　A

Define NEST in ELT Context for Me, Please!
Leia Lee
　　　　SAT　　1:55　　B166　　A

Communicative Language Teaching in Japanese High School- Where Are We Now?
Cory Koby
　　　　SUN　　1:00　　B166　　S/U

Speaking / Conversation / Pronunciation

Discourse markers, backchanneling and interactional questions: Making conversation more authentic.
John Campbell-Larsen
　　　　SAT　　10:00　　B166　　U

TV Sitcom Effects on Pronunciation
Heather Reichmuth, Anthony Hanf
　　　　SAT　　2:30　　B166　　U/A

Encouraging Oral Participation with Self-Reporting
Richard Lee
　　　　SAT　　2:55　　B166　　U

Second Language Teacher Education: Enhancing Teacher Training and Professional Development in CLT
Boyoung Lee (이보영)
　　　　SAT　　3:30　　B107

Prioritizing interest over accuracy in the conversation classroom.
Benjamin McBride
　　　　SAT　　3:30　　B166　　S/U/A

Pronunciation and Accent: Overcoming misconceptions among EFL students while improving their speaking
Tory Thorkelson, Wayne Finley
　　　　SAT　　4:30　　B166　　YL/VYL /S/U

Pragmatic activities for the speaking classroom
Joseph Siegel
SAT   5:30   B166   S/U/A

Preference of Korean Learners in English Pronunciation
Sanghee Kang
SAT   5:55   A305   S/U/A

Using Improvisation Activities for English Speaking Practice
Rose Golder-Novick
SUN   9:00   B166   YL/VYL/S/U/A

Using Transcription Activities to Promote Noticing
Carl Vollmer
SUN   10:25   B166   S

Effectiveness of dialog recitation in facilitating formulaic speech production
Takeshi Matsuzaki
SUN   12:00   B166   U

Inter-Cultural Communication between Indonesian and Japanese Students in a Video-Conference Program
Siti Rohani, Langgeng Budianto
SUN   12:25   B166   U

3 Activities for Developing Oral Fluency
Christopher Redmond
SUN   2:00   B166   S/U/A

Bring Hawaii to Your Classroom: Innovative Speaking Tasks to Motivate Students
Kristin Rock
SUN   3:00   B166   S/U/A

Technology-enhanced instruction / CALL / CMI / MALL

A lesson and life resource: Ten reasons to download radio podcasts
Mark Rebuck
SAT   9:00   B112   U

Is a Learner Management System for Me? (A Discursive Workshop about LMS)
Elizabeth May
SAT   10:00   B112   S/U/A

Using Games in the Classroom
Whitney Mirts
SAT   10:00   B142

Using the Memrise app to enrich vocabulary acquisition
Eric Reynolds, Brandon Sherman
SAT   1:30   B112   S/U/A

Learners" self-repair, post-production monitoring, and listening behavior in mobile audio-messaging
Carrie K. Bach
SAT   1:55   B112   S/U/A

PUSH Your Lessons Beyond the Classroom
Todd Beuckens
SAT   2:30   B107

Using Canvas LMS to Promote 21st Century Learning Skills
Andrea Rakushin Lee
SAT   2:30   B112   U/A

Integrating online collaborative writing and communication in EFL
Norman Fewell, George MacLean
SAT   3:30   B112   S/U

Quick Tech Showcase – Tech Colloquium

Three Thrilling Tools for Interactive Worksheets
Lindsay Herron
Using electronic grammar checkers in a process-based writing class
Heidi Nam
Forum-Enhanced Activities for English Communication Skills Anyone Can Do
Daniel Bailey
Personalize learning and deepen understanding in real-time with the Socrative mobile app
Adam Turner

SAT	3:30	B161	YL/VYL /S/U/A

Using 'How to' Videos to Enhance 21st Century Literacies in EFL Classrooms
Daniel James Mills, Sean Toland

SAT	3:55	B112	U

Enhancing L2 Learning Using Simple Technology
Willy A. Renandya

SAT	4:30	B107

VoiceThread and Moxtra: Digital Presentations for the 21st Century
Tim Knight, Ian Brown

SAT	4:30	B112	S/U/A

Tech Panel

LMS Friendly Face-off: Which Learning Management System Is For You?
Elizabeth May, Kevin Roskop, Daniel Craig, Daniel Bailey, Stafford Lumsden

SAT	4:55	B161	S/U/A

Development of A Mobile Multiple-language Learning Platform by Sharing Resources
Shudong Wang, Douglas Jarrell

SAT	5:30	B112	YL/VYL /S/U/A

Acceptance and Usage of Digital Games in CALL
Daniel James Mills, Jeremy White

SAT	5:55	B112	U

Mobile Devices the 21st Century Language Learning Sound Lab
Ian Brown, Tim Knight

SUN	9:00	B112	YL/VYL /S/U/A

Simple Formative Assessment Methods in the Connected Classroom
Victor Reeser

SUN	10:00	B112	S/U/A

Making Gwaoe and Hagwon Lessons More Collaborative
Kara Mac Donald

SUN	10:00	B121

Build Your Own LMS – For Free
Todd Beuckens

SUN	10:00	B142

Immersive Reading: A Digital Tool for Comprehension, Speed and Motivation
Kathleen Nickle

SUN	12:00	B112	S/U

Integrating Digital Feedback Tools to Support Excellence in English Writing
Hoon Seo

SUN	1:00	B109

Automated assessment software on student writing: a case study
Jamey Heit, Todd Jobbitt

SUN	1:00	B111

Turning TED Talks into Classroom Materials
Roger Fusselman

SUN	1:00	B112	U/A

Becoming a Class(room)Dojo: Classroom Management Software + Young Learners
Tim Clauson
SUN 2:00 B142

Expanding your library: Generating digital content for young learners
Gavin Farrell
SUN 3:00 B112 YL/VYL

Expanding your library: Generating digital content for young learners
Edward Povey
SUN 3:00 B112 YL/VYL

Vocabulary

Implementing a „Sound"Vocabulary Course where Theory and Practicality Converge
Joseph P.Vitta, Simon W. Albright
SAT 10:00 A305 U/A

Novel Ways with Problem-Solution Vocabulary
Colin Rundle
SAT 2:55 A305 U

A Corpus-based Study on the Verbs in [HAVE V-ed] and [HAVE been V-ing]
Yen-Yu Lin
SUN 9:00 A305 S/U/A

Web Resources for Teachers "101"

A Paperless Classroom: Making Use of Modern Mobile Technology
Stewart Gray
SAT 10:00 B167 S/U/A

Using vocabulary acquisition applications to enhance students"21st Century Skills
Eric Reynolds, Justin McKibben, Brandon Sherman
SAT 2:55 B167 YL/VYL /S/U/A

LIKE Dictionary: Create a vocabulary list automatically
Heedal Kim
SUN 12:00 B167 YL/VYL /S/U/A

Using Smartphones for Outside Study
Douglas Jarrell
SUN 2:00 B112 U/A

Writing

The case of the intimidated student: using custom-designed games to scaffold narratives
AnnaTwitchell, Euan Bonner
SAT 9:00 A305 S/U/A

Scaffolded Writing and Flash Fiction: Investment and Engagement through Creative Writing
Adelay Elizabeth Witherite, Jaron Fox
SAT 1:30 A305 YL/VYL /S

NoRedInk for offloading grammar diagnostics, instruction, and practice
Daniel Craig, David Ellis
SAT 3:30 A305 U/A

Activities Used in an EFL College Writing Class in Taiwan
Yiu-nam Leung
SAT 3:55 B142 U

The development of belief during intensive writing training
Yoko Oi
SAT 3:55 A305 S

Reflections Academic Writing Programs in the Japanese and Korean EFL Contexts
Joseph P.Vitta, Alexis Pusina
SAT 4:30 A305 U

Students"Writing Anxiety: Causes and Effects of a Moodle-Based Writing Course
Truly Pasaribu
SAT   5:30   A305   U

Innovative Writing Techniques for Interactive Teachers
Hanaa Khamis
SUN   9:25   A305   S/U/A

Freedom to Explore: Promoting Introspection and Connection in the English Composition Classroom
Tamara Roose
SUN   12:00   A305   U

The Power of Words - A Communicative Approach to Academic Writing
Hannah Bradbury
SUN   1:00   A305   S

Paper, pencil and practice: Developing students' in-class English writing
David William Sansom
SUN   2:00   A305   S

A Linked Skills Approach to Improving Writing
ShaunManning
SUN   3:00   A305   S/U/A

101 Presentations

Classroom Management "101"
New Research-Proven Techniques for Effective Classroom Management and Smart Teaching
Jason Gold

	SAT	3:30	B168	S/U

Classroom management: Developing the emotional literacy of your students.
Amanda Maitland

	SUN	9:00	B167	YL/V YL/S/ U/A

Classroom Management at the Secondary Level
Brian Raisbeck

	SUN	1:00	B167	S

Conversation Classes "101"
Promoting Conversation with Information Gap Activities
Jack Ryan

	SAT	9:00	B167	YL/V YL/S/ U/A

Adapting Textbook Activities for Communicative Classrooms
Kerry Pusey

	SAT	5:30	B167	S/U/A

Following Up in Conversation Class
Nicholas Velde

	SUN	10:00	B167	S/U/A

Orientation to Communicative Language Learning "101"
Learner Autonomy via Games
Leonie Overbeek

	SAT	1:30	B167	YL/V YL/S/ U/A

Get Them to Ask You: Making Self-Intro Lessons More Student-Centered
Steven Charles

	SAT	4:30	B167	YL/V YL/S

Interaction and Meaning: Task-based teaching in the Korean classroom
Gregory Heathco

	SUN	2:00	B168	S/U

Web Resources for Teachers "101"
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Using vocabulary acquisition applications to enhance students' 21st Century Skills
Eric Reynolds, Justin McKibben
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LIKE Dictionary: Create a vocabulary list automatically
Heedal Kim

	SUN	12:00	B167	YL/V YL/S/ U/A

Using Smartphones for Outside Study
Douglas Jarrell

	SUN	2:00	B112	U/A

KOTESOL: Who We Are

Korea TESOL, Korea Teachers of English to Speakers of Other Languages (KOTESOL) is a professional organization of teachers of English whose main goal is to assist its members in their self-development and to contribute to the improvement of ELT in Korea. KOTESOL also serves as a network for teachers to connect with others in the ELT community and as a source of information for ELT resource materials and events in Korea and abroad.

Korea TESOL is proud to be an Affiliate of TESOL (TESOL International Association), an international education association of almost 12,000 members with headquarters in Alexandria, Virginia, USA, as well as an Associate of IATEFL (International Association of Teachers of English as a Foreign Language), an international education association of over 4,000 members with headquarters in Canterbury, Kent, UK.

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

Korea TESOL is an independent national affiliate of a growing international movement of teachers, closely associated with not only TESOL and IATEFL, but also with PAC (Pan-Asian Consortium of Language Teaching Societies), consisting of JALT (Japan Association for Language Teaching), ThaiTESOL (Thailand TESOL), ETA-ROC (English Teachers Association of the Republic of China/Taiwan),FEELTA (Far Eastern English Language Teachers' Association, Russia), and PALT (Philippine Association for Language Teaching, Inc.). Korea TESOL in also associated with MELTA (Malaysian English Language Teaching Association), CamTESOL (Cambodia),and ACTA (Australian Council of TESOL Associations).

Korea TESOL also has partnership agreements with many of the other ELT associations in Korea, including KATE, ALAK, Pan-Korea, and KAMALL.

The membership of Korea TESOL includes elementary school, middle school, high school, and university-level English teachers as well as teachers-in-training, administrators, researchers, material writers, curriculum developers, and other interested individuals.

Korea TESOL has ten active chapters throughout the nation: Busan–Gyeongnam, Daegu–Gyeongbuk, Daejeon–Chungcheong, Gangwon, Gwangju–Jeonnam, Jeju, Jeonju–North Jeolla, Seoul, Suwon–Gyeonggi, and Yongin–Gyeonggi, as well as numerous international members. Members of Korea TESOL are from all parts Korea and many parts of the world, thus providing Korea TESOL members the benefits of a multicultural membership. Approximately thirty percent of the members are Korean.

Korea TESOL holds an annual international conference, a national conference, workshops, and other professional development events, while its chapters hold monthly workshops, annual conferences, symposia, and networking events. Also organized within Korea TESOL are numerous SIGs (Special Interest Groups) – Reflective Practice, Social Justice, Christian Teachers, Research, Multi-Media and CALL, Content-Based Instruction, Professional Development, Young Learners– which hold their own meetings and events.

For membership information, visithttps://koreatesol.org/join-kotesol

IC* Program Book Hunt

Instructions: With the other people at your table, find each of the terms below in the Program Book and write down the page where you found it or when and where it is happening.

International Conference at a Glance	Annual Business Meeting	How To Use This Book	Venue Map	Elections
Local Restaurants	Plenaries	Invited Speakers	Symbols Used in the Book	Extended Summaries
Abstracts	Presenter Bios	Breaks (Lunch and Coffee)	About KOTESOL	Publishers Information/Sessions
Membership Information	Conference Committee	KOTESOL Affiliates (PAC, SIGs, etc.)	Concurrent Sessions Highlights (Saturday/Sunday Morning and Afternoon)	Poster Sessions
KOTESOL Events and Conferences	Welcome Messages (Chair, President, etc.)	Other events (Banquet, Wine and Cheese, etc.)	Indexes	Conference Theme

Membership Vocabulary

Instructions: Fill in the blanks below with words from the Word Bank.

WORD BANK

ConComm	ABM	SIG
DCC	KTT	Publications
National Council	KTJ	KOTESOL
TEC	N&E	IC

QUESTIONS

1. **You will vote for members of the _____ each year (usually at the International Conference).**

2. **If you want to get to know other teachers who teach the same student population have similar interests to you, you should join the _____ special interest group dealing with that topic. See KOTESOL webpage for the latest list of these.**

3. **If you want to get to know other teachers in your geographic region, you should join the KoreaTESOL (or _____) chapter nearest you. We have 11 all across Korea including the Daejeon Chungcheong (chapter) or _____.**

4. **The _____ is the organising committee for the international conference. They work all year long to make this conference possible.**

5. **The _____ include the KOTESOL Journal (or _____) and The English Connection (or _____) which is the KOTESOL magazine published four times a year.**

6. **If you click the 'KOTESOL' tab at the top of the KOTESOL home page (www.koreatesol.org), you will find a listing of the leadership of KOTESOL called the _____.**

7. **Come attend the annual business meeting (or _____) to see KOTESOL in action.**

8. **_____ is the committee in charge of nominations and elections at the national level.**

9. **KOTESOL Teacher Training (or _____) is a department of KOTESOL that offers experts willing to present on a variety of topics both within and outside of the KOTESOL community.**

10. **_____ is the shortened name used by old hands to refer to the International Conference just as NC is used both to refer to the National Council and the National Conference.**

Contribute to

Korea TESOL Journal

The *Korea TESOL Journal* is a peer-reviewed journal, welcoming previously unpublished practical and scholarly articles on topics of significance to individuals concerned with the teaching of English as a foreign language in Korea. The Journal particularly focuses on articles that are relevant and applicable to the Korean EFL context. The Journal is scheduled to release two issues annually.

As the Journal is committed to publishing manuscripts that contribute to the application of theory to practice in our profession, submissions reporting relevant research and addressing implications and applications of this research to teaching in the Korean setting are particularly welcomed.

The Journal is also committed to the fostering of scholarship among Korea TESOL members and throughout Korea. As such, classroom-based papers, i.e., articles arising from genuine issues of the English language teaching classroom, are welcomed. The Journal has also expanded its scope to include research that supports all scholars, from early-career researchers to senior academics.

Areas of interest include, but are not limited to, the following:

Classroom-Centered Research

Teacher Training

Teaching Methodologies

Cross-cultural Studies

Curriculum and Course Design

Assessment

Technology in Language Learning

Language Learner Needs

The Journal follows a rolling submissions system. We are now accepting submissions to Volume 13, Issue 1, with publication planned for the first half of 2017.

For additional information on the *Korea TESOL Journal* and call-for-papers deadlines, visit our website: https://koreatesol.org/content/call-papers-korea-tesol-journal

Korea TESOL National Council 2015-16

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International Outreach Committee Chair: Mike Peacock, WoosongCulinary College
Technologies Committee Chair: John Phillips, Independent Computer and Network Specialist
Publicity Committee Chair:Lisa Bellamy, Seokyeong University
Research Committee: Christopher Miller, Daeil Foreign Language High School
Domestic Relations Committee: Stafford Lumsden, Sookmyung Women's University

CHAPTER PRESIDENTS

Busan–Gyeongnam Chapter: Kathleen Kelley,Busan Metropolitan Office of Education
Daegu–Gyeongbuk Chapter: Jeroen Root, Kyungpook National University
Daejeon–Chungcheong Chapter: Mike Peacock, WoosongCulinary College
Gangwon Chapter:Michael Free, Gangneung–Wonju National University
Gwangju–Jeonnam Chapter: Dr. David E. Shaffer, Chosun University
Jeonju–North Jeolla Chapter: Suzanne Schneider, Jeonju University
Jeju Chapter: Christine Gallagher, Jeju National University
Seoul Chapter: Dr. Ian Done Ramos, The University of Suwon
Suwon–Gyeonggi Chapter: Tyler Clark, Gyeongin National University of Education
Yongin–Gyeonggi Chapter: Robert Kim, Kyonggi University – Suwon Campus

Amendments to the KOTESOL Constitution & Bylaws

A vote on proposed amendments to the KOTESOL Bylaws is to be taken at the KOTESOL Annual Business Meeting Sunday, October 16th, 2016, 4-6pm in B107 Gemma Hall at the Korea TESOL International Conference, Sookmyung University, Seoul.

The current KOTESOL Constitution and Bylaws are available from

https://koreatesol.org/content/bylaws

All current KOTESOL members as of October 16, 2016, will be eligible to vote. Only those physically in attendance at the meeting will be allowed to vote (no absentee or proxy ballots).

The following proposals for amendment to the KOTESOL Bylaws have been properly presented to the National (Interim) Secretary, and endorsed by at least five (5) members in good standing (Bylaws Article X).

Proposal #1. (Chapter Reports)

Addition to Bylaws Article VI. Chapters.

Section 6. A Chapter shall upon request by the President or Council prepare and submit in a timely manner chapter reports to the Council, detailing professional development, financial, or other activities of the Chapter.

> Endorsements: Michael Free, Kathleen Kelley, Stafford Lumsden, Michael Peacock, David E. Shaffer

Proposal #2. (Electronic votes at Council)

Addition to Bylaws Article IV. The Council.

Section 7. Urgent Matters. Electronic Motions may be entertained, discussed, and voted upon by the National Council. Electronic motions require (a) an email submitted to the President and Secretary stating the definitive motion and the need for urgency; (b) the name, email address, and telephone number of the maker of the motion and a second; and (c) acceptance by two of three among the President, First Vice-President, and Second Vice-President of the urgency of the motion. At least one week prior to the announced voting date, the motion under discussion must be posted online for review by KOTESOL members. The posting must include the voting date and discussion/vote media. Motions proposed electronically must receive approval from a majority of National Council members eligible to vote in order to pass. All votes shall be entered into the minutes of the subsequent National Council meeting as the first item(s) under "Old Business."

> Endorsements: Michael Free, Stafford Lumsden, Chris Miller, Phillip Schrank, David Shaffer

Proposal #3. (Financial Reports)

Revision to Bylaws Article IX. Audits.

The current Article IX of the Bylaws is revised to read as follows:

Article IX. Reports and Audits.

Section 1. Quarterly financial reports (in full) of National finances be produced and be uploaded to the KOTESOL website and be made accessible to members. And members shall be notified of the availability of financial reports.

Section 2. 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.

    Endorsements: David D. I. Kim, Robert Kim, Angela (Wlelenor) Wu, Martin Todd, Jeroen Root

Annual Business Meeting (ABM) Agenda
October 16, 2016
4:00-6:00 p.m.
B107 (Gemma Hall)

1. Call to Order and Roll Call / Procedural Matters
   Attendance/verifying which attendees are allowed to vote; all members, current as of October 16, 2016, are permitted to vote.

2. Agenda Adoption

3. Minutes of the Previous ABM: Reading & Adoption
   Minutes from the previous ABM:
   https://koreatesol.org/sites/default/files/pdf/2015-ABM-Draft-Minutes.pdf

4. Reports of the Officers & Committees
   A. Financial Report
   B. International Conference Committee
   C. Nominations & Elections Committee (Including Election Results)
   D. President's Report

5. Amendments Proposed to the Bylaws
   Current Constitution & Bylaws:
   https://koreatesol.org/content/bylaws

   Proposed amendments:
   https://koreatesol.org/content/notice-members-proposed-bylaws-amendments

   For each of the three Motions for Amendment to the Bylaws, up to 10 individual members may address the motion for a period of up to 60 seconds each, before a microphone at the front of the assembly. Speakers in favor of and opposed to the motion will alternate.

6. Unfinished Business (none identified)

   According to Roberts Rules of Order, "unfinished business" refers to any item that was pending or left unfinished at the previous ABM; none identified.

7. New Business

8. Awards

9. Announcements & Adjournment

Constitution of KOTESOL
(Adopted April 1993; Amended October 1996, March 1998, October 2007, January 2011, October 2014, October 2015)

> *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. 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 two-thirds (2/3) 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, October 2005, October 2007, January 2011, October 2013, October 2014)

> *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 three-fifths (3/5) 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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