



clear **understanding** listening reading
confident writing
FLUENT speaking
smooth **fluid** natural **competent** **connecting**
flowing comprehensible

Focus on Fluency

26th Annual

The 2018 Korea TESOL International Conference

October 13-14, Sookmyung Women's University, Seoul

Invited Speakers

Stephen Krashen

Scott Thornbury

Jill Hadfield

Ki Hun Kim

Steven Herder

Jill Murray

Jennifer Book

+ A Featured Panel with
Boyoung Lee /Kyungsook Yeum
and more



KOTESOL

대한영어교육학회

koreatesol.org/ic2018

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KOTESOL President's Message

Dr. David Shaffer

This is the most anticipated time of the year for KOTESOL and for much of the English teaching world in Korea. And rightly so: It is the time of the Korea TESOL International Conference – the premier ELT conference in the Republic. This conference weekend has so much on offer that there will be something alluring every hour. There are over 200 presentations on our schedule by presenters from Korea, East Asia, and far beyond presenting on almost every aspect of ELT, and applied linguistics, too.

We are privileged to have with us this year not one but two of the most sought-after conference speakers as our plenary speakers: applied linguist Stephen Krashen, who introduced *i + 1* and got us thinking about comprehensible as well as compelling input; and ELT expert Scott Thornbury, who introduced Dogme and got us thinking about everything from A to Z in ELT. Our featured speakers include materials specialist Jill Hadfield, and they will be providing us with a featured session literally almost every hour of the conference schedule.

Our conference schedule includes talks, workshops, research reports, poster sessions, and panel discussions. This year's featured panel discussion deals with the local aspect of our conference theme: Focus on Fluency in the Korean Context. Panelists are Yeum Kyungsook, Lee Boyoung, and Park Joo-Kyung; you won't want to miss it. We will also have sponsored and promotional sessions by the fine people at the display booths and tables. We thank them for their participation.

What else does the conference have to offer? Well, we have special lunchtime get-togethers, such as special interest group and chapter gatherings. The annual business meeting takes place at the end of the conference, and national elections take place during the conference. After Saturday's conference sessions, a members' wine-and-cheese social will be served up for all KOTESOL members – membership does have its benefits.

For those not yet very familiar with KOTESOL, in addition to this conference, we have a national conference in the spring. And we have nine chapters throughout the country offering workshops almost monthly. We also have special interest groups from multimedia to reflective practice. We are "Teachers Helping Teachers," and we hope you join us.

Putting on a conference of this magnitude is a monumental task. From being involved in over a dozen of our international conferences, I am quite aware of this. So I am quite sincere in thanking International Conference Committee Chair Kathleen Kelley and her entire conference team for their efforts in this year's production. A full 10 percent of KOTESOL membership have been directly involved in creating Korea TESOL IC 2018. Kathleen's team has been working for over one year to bring you two days of "fluent" conference.

Lastly, I would like to thank everyone who is part of the conference: the invited speakers, some of whom have traveled halfway around the world to attend; our many presenters who fill out our two-day schedule; our domestic and international partners, who have come to share in our festival of professional development; and our attendees, who bring the conference to life. Enjoy the conference. It is designed for intake, interaction, uptake, and eventually thoughtful output.



KOTESOL Chair's Welcome

Kathleen Kelley

Welcome to the 2018 Korea TESOL (KOTESOL) International Conference. The International Conference is KOTESOL's marquee event. This annual, two-day conference is the largest academic English language teaching (ELT) conference in Korea. It supports KOTESOL's mission to "assist teachers in self-development and improve ELT in Korea."

I attended my first KOTESOL International conference in 2014. It was my fourth year in Korea and my second year as a KOTESOL member. I learned so much at the conference; I went back to work the following Monday re-energized. I had so many new ideas and activities to share with my co-teachers and to try in my classes. I have attended every KOTESOL national and international conference since then, and I am honored to be this year's conference chair.

The volunteers of the international conference committee (ICC) and I started planning this conference more than a year ago. I'm very fortunate to work with the amazing people on the ICC team. Without their time and dedication, it would be impossible to put on the International Conference. I would like to thank all of them, especially the ICC directors: thank you, Allison, Dave, James, Lindsay, Mike, and Sean. I really appreciate all the work you put into this event. I would also like to thank Dr. Yeum and her team at Sookmyung for providing us with the venue and making our jobs easier. Last but not least, I must thank my husband Brian for his unwavering support.

The theme of fluency was selected because of its relevance to ELT professionals in Korea. While "Focus on Fluency" seems like a simple, straightforward theme, it actually has many layers. Fluency is commonly defined as the ability to speak easily and smoothly, especially in a foreign language. However, some students believe they must sound like a native speaker in order to be "fluent." There are also the other three skills – listening, reading, and writing – to consider, as well as various contexts.

At my current job, I am required to include fluency in the grading rubrics for all speaking exams. How should fluency be assessed? By number of pauses? Level of "ease"? Grammatical accuracy? Words per utterance? Plus, if we grade our students' fluency, then we as teachers should be teaching them to be fluent, but how? Our plenary speakers, Stephen Krashen and Scott Thornbury, will delve into the topic. Their sessions, as well as those by our other invited speakers, should answer these questions and many more.

As the chair, I am incredibly excited about the conference. I hope that you and everyone you meet has a wonderful experience at the 2018 Korea TESOL International Conference.

Enjoy!



Sookmyung Welcoming Address

Dr. Kyungsook Yeum

Director of SMU TESOL, Sookmyung Women's University

Distinguished speakers and honorable guests from Korea and abroad! To the President of KOTESOL, all the KOTESOL members, and conference participants, I am honored to offer a warm welcome to all of you on behalf of Sookmyung Women's University.

I am wearing several hats today at this podium: as conference host, past KOTESOL president, and more recently, as a director on the board of TESOL International Association. This could lead my address in several different directions, but I will try to keep it simple and sweet.

First of all, I hope today's conference will provide a venue for more cross-cultural understanding, networking, and global leadership. The Sookmyung campus has been the center of TESOL scholarship and cross-cultural networking for over two decades. Likewise, KOTESOL is an organization, recognized for its efforts in promoting cultural inclusiveness and the dissemination of sound pedagogical practices. That is why I am particularly happy to welcome KOTESOL, an organization whose goals and values align with the mission of Sookmyung TESOL.

Hopefully, all of us here will collaborate to go beyond the socio-cultural-political restrictions that we now face in Korea. May this weekend lead us all to new horizons of intellectual challenge and fresh ideas. Why don't we redefine TESOL's TOMORROW and work for its second renaissance in Korea and beyond?

Above all, let this conference remind us of the essence of teaching. In this "Brave New World," flooded with all-new AI devices, the focus of language education needs to be shifted and reformatted. At the same time, ironically, we should remind ourselves that only human teachers can do this. Individualizing and personalizing lessons through meaningful engagement! So, reminders are "Know your learners" and "Help them to create their own learner syllabus."

Most of all, I hope this weekend will remind us of the joyfulness of teaching and the rewards that it brings. Enjoy the intellectual festival! Thank you!

Finding the Right Presentations

Allison Bill, Program Director

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. We continue the **"101" series** of presentations.

*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 Assessment, Classroom Management, Conversation, and Curriculum Development/Lesson Planning. You can see the full list of "101" presentations in the **101 index (p.159)**.*

3. Different folks, different strokes.

*Some people come looking for techniques and ideas to take back to their classrooms. Others might be interested in the latest thought and research in our field. We can help with both! **The 45- and 80-minute sessions will talk more about classroom ideas. The 20-minute sessions will more likely discuss current research findings.** Of course, you can't have one without the other, so consider mixing it up. Check the charts on pp.6-7 for an explanation of all the different presentation types.*

4. Don't forget to visit the **poster presentations!**

They're in room 316, with different displays each day. You can stop by at any time, but presenters will be at their posters Sat 1:30 & 3:30 p.m., and Sun 10 a.m. & 1 p.m. to answer your questions.

5. Use the Whova app.

New to the app this year is the ability to sort presentations by presentation type, student age, etc. You can even plan your day and keep track of the presentations you want to see.

Thanks to the vetters!

*We recognize your colleagues who read the hundreds of presentation proposals. They helped us select the 211 presentations you have to choose from this weekend. This is the dedicated team of vetters: **Bryan Aguiar, Charise Arter, Luis Caballero, Michael Free, Michael Griffin, Holly Harper, Bryan Hale, Lisa Maxwell, Eric Reynolds, Dave Shaffer, Dan Svoboda, Melissa Watkins, Ingrid Zwaal.***

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

We hope you will enjoy the conference! With 14 presentation rooms going for 12 hours over two days, in addition to our Plenary Presentations, I am sure you can find something to help you return to school on Monday ready to help your students to

Focus on Fluency!

Understanding the schedule

Presentation topics	Abbreviation in tables
“101” TOPICS	
Classroom management “101”	101 CMgt
Curriculum/Materials Development/Lesson Planning “101”	101 Curr
Assessment/Testing “101”	101 Test
DEVELOPING STUDENTS’ ENGLISH SKILLS	
Speaking / Conversation / Pronunciation	Conv
Listening	List
Reading / Literacy	Read
Writing	Writ
Grammar	Gram
Vocabulary	Voc
DEVELOPING TEACHING SKILLS AND KNOWLEDGE	
Developing learner creativity	Creat
Assessment / Testing	Test
Materials or Course design	Mat
Learning preferences / styles	Pref
Classroom management	CMgt
Content-based instruction	CBI
Technology-enhanced instruction / CALL / CMI / MALL	Tech
OTHER AREAS OF INTEREST	
Second Language Acquisition	SLA
Pragmatics	Prag
English for Specific or Academic Purposes	ESP
Sociolinguistics / Language Policy / World Englishes	Soc
Identity (learner or teacher)	ID
Reflective Teaching Practice	RP
Professional Development	PD
ELT and Cross-cultural / Intercultural communication issues	ELT
Other issues	Oth

More abbreviations:

PRESENTATION TYPES		AGE of LEARNERS	
“101” WORKSHOPS	101	Young Learners	YL
DIALOGUE	Dial	Secondary (Middle or High School)	S
PANEL	Pan		
POSTER PRESENTATIONS	Post	University	U
PROMOTIONAL PRESENTATION	Prom	Adult	A
RESEARCH REPORT	Res		
WORKSHOP	Work		

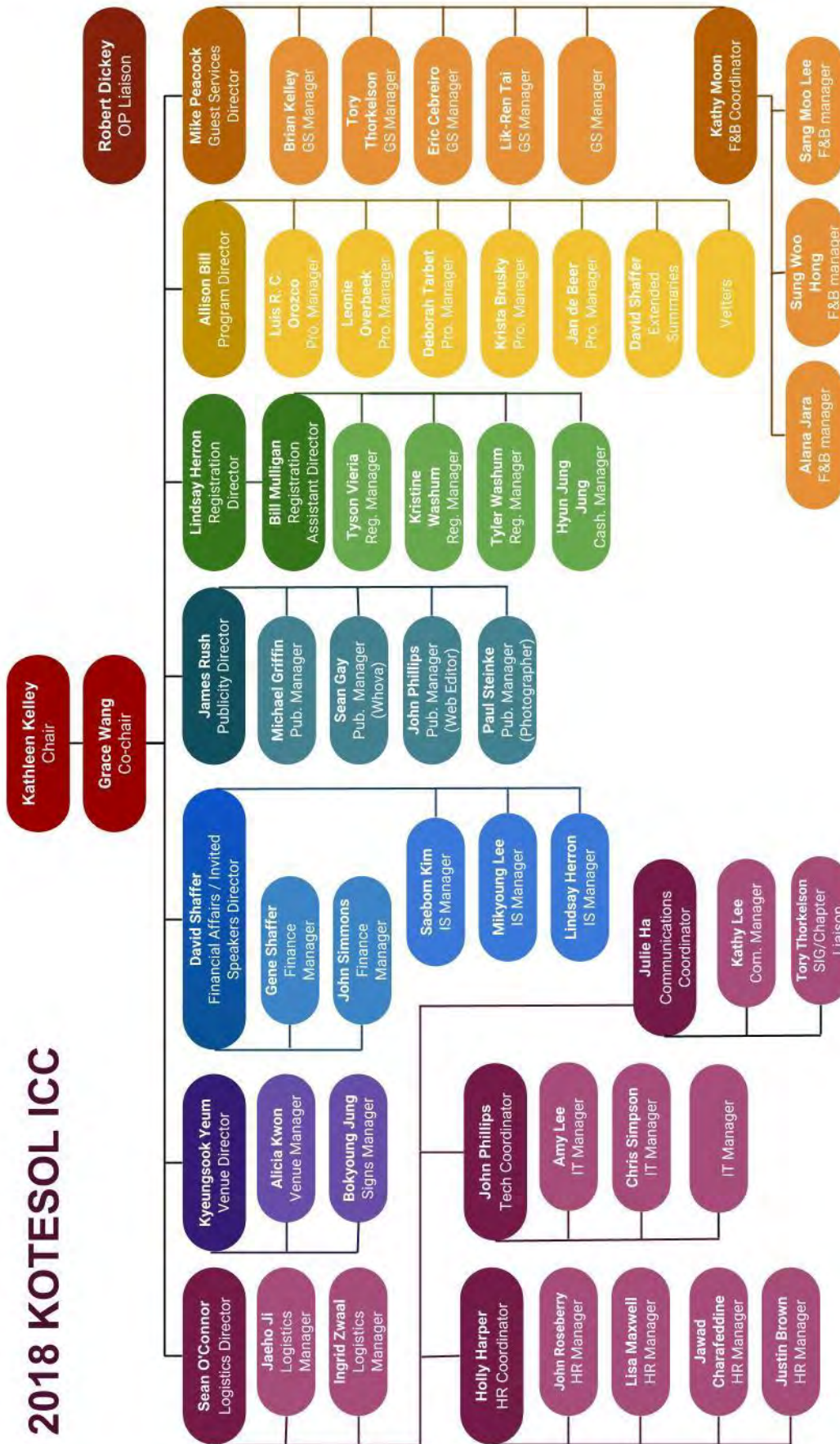
Presentation Types – in detail	
“101” WORKSHOPS	<ul style="list-style-type: none"> ▪ Designed specifically for new teachers (but open to all) ▪ Introduce basic concepts of ELT for good classroom practices ▪ Expose the attendees to real, useful classroom activities
DIALOGUE	<ul style="list-style-type: none"> ▪ Peer-to-peer discussion about a hot topic or question relevant to ELT. ▪ Audience participation in the discussion is expected.
PANEL	<ul style="list-style-type: none"> ▪ Talking about one topic or question relevant to ELT. ▪ Panelists address the topic and respond to each other to develop and explore the topic. ▪ Audience participation in the discussion is expected.
POSTER PRESENTATIONS	<ul style="list-style-type: none"> ▪ Information is presented visually ▪ Text and images informing attendees about the topic ▪ Different posters on Saturday and Sunday
RESEARCH REPORT	<ul style="list-style-type: none"> ▪ Original research, not previously presented. ▪ Minimal discussion of classroom application
WORKSHOP	<ul style="list-style-type: none"> ▪ Hands-on, professional development activities ▪ Tackle a problem or develop specific teaching or research techniques ▪ Minimal discussion of theoretical background or research results

Example:

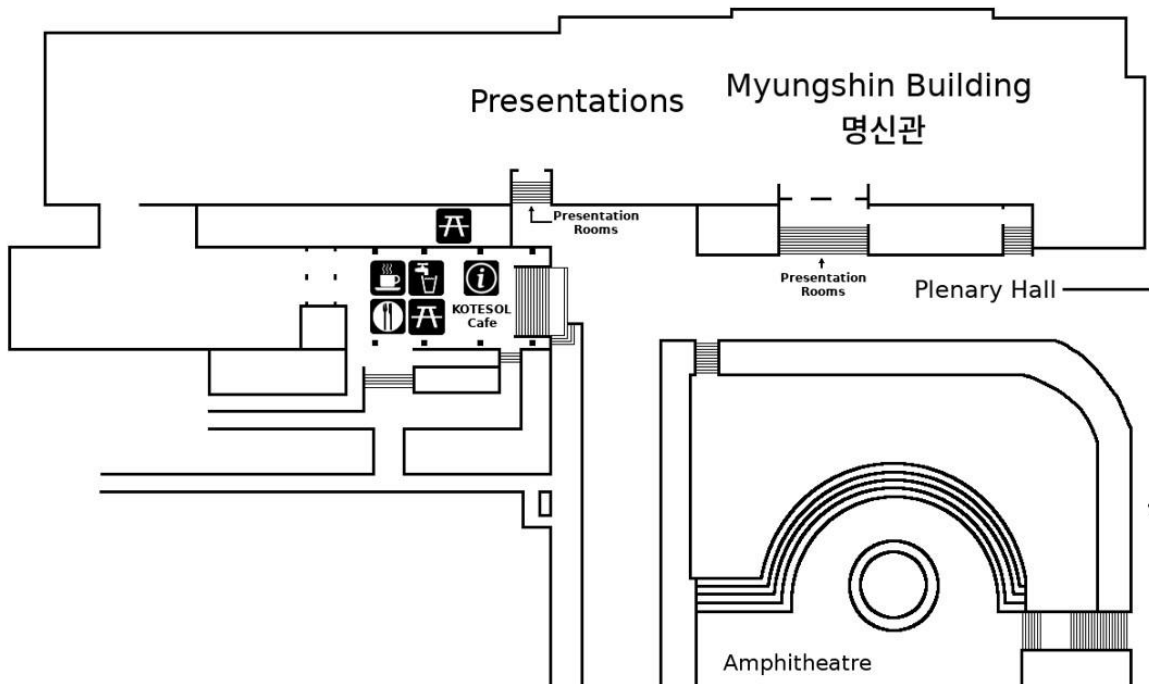
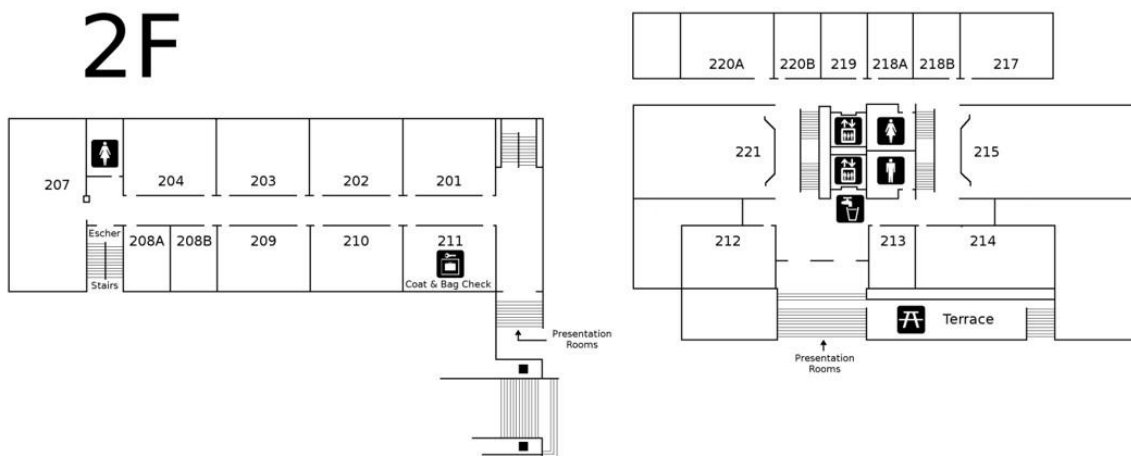
Room #	Jane Doe – Cambridge Board of Education			<i>Presenter name and affiliation</i>
	The Twins' Story – Developing Relevant Reading Material			<i>Title of presentation</i>
	Reading material for Extensive Reading is often graded for American K12, not for Korean students learning English....			<i>Abstract</i>
	101 <i>(Presentation type)</i>	101 Curr <i>(Topic)</i>	YL/S/U/A <i>(Learner age)</i>	... <i>(other info)</i>

	Notes

2018 KOTESOL ICC



Map of the Conference Venue



Korea TESOL International Conference 2018 Two-Day Schedule Overview

Saturday, October 13

8:00 –	Conference Registration
9:00 – 9:45	Concurrent Sessions
10:00 – 10:45	Invited Session / Concurrent Sessions
11:00 – 11:30	Opening Ceremonies
11:30 – 12:15	Opening Plenary Session: Stephen Krashen <i>The Secrets of Hyper-polyglots</i>
12:15 – 1:30	Lunchtime Break / Special Events
1:30 – 2:15	Featured Session / Invited Session / Concurrent Sessions
2:30 – 3:15	Featured Panel Discussion / Invited Session / Concurrent Sessions
3:30 – 4:15	Featured Session / Invited Session / Concurrent Sessions
4:30 – 5:15	Featured Session / Invited Session / Concurrent Sessions
5:30 – 6:15	Invited Sessions / Concurrent Sessions
6:15 – 7:15	KOTESOL Members Wine-and-Cheese Social

Sunday, October 14

8:00 –	Conference Registration
9:00 – 9:45	Concurrent Sessions
10:00 – 10:45	Featured Session / Invited Session / Concurrent Sessions
11:00 – 11:45	Sunday Plenary Session: Scott Thornbury <i>Fluency and How to Achieve It</i>
12:00 – 1:00	Lunchtime Break / Special Events
1:00 – 1:45	Featured Session / Invited Session / Concurrent Sessions
2:00 – 2:45	Featured Session / Invited Session / Concurrent Sessions
3:00 – 3:45	Invited Sessions / Concurrent Sessions
4:00 – 6:00	Korea TESOL Annual Business Meeting (ABM)

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The event invitation code is:

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Conference at-a-glance: Day 1 – Saturday 13 October 2018 9:00-2:15

Sat	9:00-9:20	9:25-9:45	10:00-10:20	10:25-10:45	11:00-12:15	12:15-1:30	1:30-1:50	1:55-2:15	
317 Featured			Burden <i>Student views on studying English abroad</i> ELT S/U	Miles <i>Do Positive Psychology Practices Work in Korean EFL?</i> Oth S/U/A	Opening Ceremony & 1st Plenary – Stephen Krashen	Lunch	Murray <i>The Pragmatics of Fluency and Disfluency: Teaching and Testing Implications</i> FEATURED		
322 Invited			Sun <i>Action Research in Blended Learning Classes</i> INVITED				Thornbury <i>Seven Things Beginning with "A"</i> INVITED		
201	Compton <i>The Impact of Shadow Education on Attitudes</i> Oth S/U	Mahoney <i>Turning to NNES assistants in primary schools</i> ID YL	Unwin <i>Creating Communities, fostering fluency: Situated learning and Dialogic teaching</i> ID YL/S/U/A				Dasgupta <i>Objective assessment of L2 fluency</i> Test S/U/A	Rose <i>The Korean CSAT Urgently Needs Reform</i> Soc U	
202	De la Salle <i>Using CBLT to Enhance Speaking Fluency and Other Skills</i> CBI S/U/A		Browne <i>How test-raters' accent familiarity impact TOEFL scores</i> Test U	Ryan & Mortali <i>Foreign Language Choice in University: English or Chinese?</i> Pref S/U			Wheeler <i>Reading for real</i> Read S/U/A		
203	Choi & Dan Karami <i>Designing real-world contexts for writing fluency</i> Writ YL/S/U		Fujieda <i>How do learners' emotions affect their writing</i> Writ U	Hall & Hirata <i>Topic selection impact on writing fluency</i> Writ			Gay <i>Timed writing: Writing fluency with a side of critical thinking</i> Writ U		
207 '101s'	Boothe & Bade <i>Engagement Drives Discussion: Inquiry-based Courses 101</i> 101 Conv YL/S/U/A		Ascher & Garnhum <i>Using Post-It Notes for Language Production</i> 101 Curr S/A				Boothe & Bade <i>Content-Inspired Writing Courses 101</i> 101 Curr S/U/A		
215	Maxwell <i>Focusing on fluency through technology-based communicative activities</i> Tech S/U/A		Thompson <i>Redesigning Forums to Promote Formative Assessment</i> Tech U/A KOTESOL grant recipient	Hsiao <i>Implementation of the Flipped Classroom Approach in an ESP Course</i> Tech U			Praver & Haswell <i>Utilizing a smartphone app to improve student engagement with microlearning</i> Tech U	Pham <i>Google Classroom and Google Forms in EFL classroom</i> Tech U	
221	De Beer <i>Korean-specific fluency exercises</i> CBI S/U		Chan <i>Teacher perceptions of Cantonese learners' difficulties with English articles</i> Gram YL/S HAAL	Bradley <i>On how to teach multi-perspectivism</i> CBI U/A			Jones, Royalty, Caballero, Batchell & Okamoto <i>Sexual Orientation and Gender Identities: Fluency for School and Society</i> Oth YL/S/U/A PANEL		
301	Ford & Wilson <i>Poetry, Songs, and Posters for Collaborative Oral Presentations</i> Conv U/A		Kaufman, Nam & Thorkelson <i>KOTESOL International Conference Orientation Session</i> Oth YL/S/U/A *KOTESOL*				Byun <i>Speaking Fluency Development through the Application of Linguistics and Authenticity</i> Conv YL/S/U/A Alliant		
302	Were <i>Cream Puffs and the Zombie Apocalypse</i> Conv U		Campbell-Larsen <i>Fluency: What it is and how to teach it</i> Conv U				Brown & Schell <i>Transmission to Transformation: Literacy Actionism for English Learners</i> Read		
303	Eppolite & Kasatepibal <i>Reflections: Strategies for Gathering Student Feedback</i> RP S/U/A		Darling <i>A CLT-based curriculum in practice: Revealing teachers' and students' perceptions</i> ELT U				Nguyen-Xuan <i>Improve English fluency through Project Design</i> Mult S/U/A	Bagley <i>Building Disciplinary Fluency</i> Mult YL/S/U	
304	Webster <i>Approaches to Building Technology Fluency</i> Mat YL/S/U/A		Rates <i>Enhancing English Acquisition Through Music Related Activities</i> Mat U				Brusky <i>Make it work: Creating meaningful EFL materials for elementary textbooks</i> Mat YL		
313	Ives <i>Teaching vocabulary: Is the definition enough?</i> Voc YL/S/U/A		Groat <i>Reading with and beyond the textbook - give students choices</i> Read YL				Shin <i>Flipped Learning in the English Classroom</i> Mat A KATE	Kimball <i>Improving Conversational Fluency</i> Conv S/U/A	
315	Combs <i>Tips for Introducing Third Person Singular "They" in the Classroom</i> Gram S/U		Zhou & Griffin <i>How Genre-based Language Instruction Enhances Reading Proficiency and Test Performance</i>				Zuzak <i>The Importance of (Enjoying) Reading</i> Read YL e-future		
316			Posters				Poster Presentations		

Conference at-a-glance: Day 1 – Saturday 13 October 2018 2:30-6:15

Sat	2:30-2:50	2:55-3:15	3:30-3:50	3:55-4:15	4:30-4:50	4:55-5:15	5:30-5:50	5:55-6:15
317 Featured	Yeum, Lee, Park & Kelly Focus on Fluency in the Korean Context FEATURED		Kim Field Manual on Building up Reading Fluency in English FEATURED		Sun Focusing on EMI and PBL in Fostering Fluency: Implications and Strategies FEATURED		Thornbury Gay is a Global Issue FEATURED	
322 Invited	Herder Expressing One's Skill Set Fluently INVITED		Book Intercultural Competence and Critical Incidents in the Language Classroom INVITED		Hadfield The Changing World of Materials Design: How to Create Online Tasks INVITED		Dickey Development of Leaders in Korea TESOL Oth YL/S/U/A Elsheikh Teachers' Associations: Lessons from Africa PD YL/S/U/A	
201	Yousefi Exploring Teaching Strategies for Relevance-Based Instruction ID S/U		Beadle Using Dr Seuss to help build fluency 101 Conv YL/S/U/A		Alnahas Student Motivation CMgt YL/S/U/A		Choi&Lee Memorization as Vocab Learning Strat. Voc S Wright Understanding and Teaching Key Principles of Social Justice through Poetry RP S/U/A	
202	Wheeler (continued) Reading for real Read S/U/A	McLean The effectiveness & efficiency of ER at developing reading rates Read YL/S/U/A	Phillips Lexical skills in academic writing ESP S/U	Doeur Analysis of an Intensive EAP Textbook ESP U CamTESOL	Faudree & Fujimaki Voice Contrast in Japanese Speakers of English SLA YL/S/U/A	D'Ath Integrating Critical Thinking Skills into EFL Programs Mat S/U/A		
203	Yoon Vocabulary learning using multimodal visual imagery Voc KAFLE	Atendido & Tayao Developing Writing Fluency and Confidence Writ S PALT	Lake Activate Concept Building: Activities to Prepare for the Writing Process Writ S/U/A	Lee Achievement Goals and FL Performance Oth S/U KOTESOL Grant Recipient	Johnson Adventure Role Playing for Language Development Creat S/U/A			
207 '101s'	Ryan Effectively Utilizing Group Work in the EFL Classroom 101 Conv S/U/A		Bui Teachers as Agents of Success: Revisiting Student Motivation CMgt U/A		Abrams & Magee Learning Lessons: Developing a University Reading and Writing Curriculum 101 Curr U			
215	Myagmarkhorloo & Amgalan Using tech in Mongolian English class Tech U/A	Chen&Chia Interactive Mobile Devices for TOEIC Tech U	Brown Animation, Stories and Comics - Online with Any Level Student Tech YL/S/U/A		Vitta & Gale Enhancing Vocabulary with Quizlet Tech U/A	Jarrell Software for Pronunciation Practice Tech U	Garrobo Gap-fill and More: Reworkify and "Kahootify" your next activity Tech U	
221	Batchell et al. PANEL cont'd Sexual Orientation Oth YL/S/U/A	Bill, Herron, McCuaig & Reynolds So You Wanna Go to Grad School? PD YL/S/U/A	PANEL		Warmington, Brooks-English, Baumwoll & Svoboda EFL and Climate Change Justice: What, why, and how?! CBI S/U/A		Huang Using Graph Tasks Test U/A	
301	Cunningham Teaching EIL Pronunciation Conv S/U/A CamTESOL	Dillon Automatic Speech Recognition application Conv YL/S/U/A	Tanghe & Masterson Become a licensed teacher (US or UK) while teaching in Korea Oth YL/S EducatorsAbroad		Seman A Window into Another World CMgt YL MELTA	Rian Sink or swim: Strong CLT and unrehearsed discussion in class 101 Conv U		
302	Chiang Implementing self-access language learning Conv U	Ogawa Improvisational Fillers in Pechakucha Conv U/A	Wong Putting pronunciation into context for student presentations Conv U		Lynch Vlogging the way to English speaking success Conv S/U/A		Buck Increasing Student English Talking Time through Scaffolding Conv S/U/A	
303	Bagley (continued) Building Disciplinary Fluency in Speaking and Writing Mult YL/S/U	Binnie Strong task-based instruction: Korean teachers' perceptions and practices Oth S	Li The Use of Voice-Tube for TEFL Listen-ing Fluency List A	Shin Effects of home literacy environment on Korean children's literacy Read YL	Cho The benefits and drawbacks of a body-coda and synthetic approach Read YL	Budianto & Zuroidah Needs Analysis of two Different Stakeholders ESP A		Fujieda & Suzuki In search of pedagogical genre continuum in college ESP ESP U
304	Brusky (continued) EFL materials for elem. textbooks Mat YL	Simmons Effective Teaching for Live Online Courses Mat S/U/A	Labuschagne Why doesn't it work anymore? Adapting activities to student needs. Mat YL		Romney Typographic influences on reading fluency: Best practices for teacher-made materials Mat S/U/A		Mursy Towards More Humanistic Teaching Materials Mat YL/S/U/A	
313	Kimball (continued) Improving Conversational Fluency Conv S/U/A	Murray Postgraduate Study and Research Pathways for Applied Linguistics and TESOL PD S/U/A Macquarie	Hung Creating digital stories Mult S/U		Wittaya Factors Causing Unwillingness to Communicate Mult U		Nam Adapting Classroom Materials for Braille Readers Pref U/A	
315	Fuoli University of Birmingham: MA TESOL, MA Applied Linguistics Oth YL/S/U/A Birmingham	Siegel Having Fun with Grammar: Yes, it's possible! Gram YL e-future	Zhou & Griffin Oklahoma City University MA TESOL Program PD YL/S/U/A Oklahoma City U		MacKinnon Non-stop Discussions in Student-led Reading Circles Conv S/U/A US State Dept			
316	Posters		Poster Presentations		Posters			

Conference at-a-glance: Day 2 – Sunday 14 October 2018 9:00-1:00

Sun	9:00-9:20	9:25-9:45	10:00-10:20	10:25-10:45	11:00-11:45	11:45-1:00	
317 Featured	Virgiel <i>Autism Spectrum Disorder: An Introduction for EFL Teachers</i> Pref YL/S		Book <i>Pronunciation as a Lingua Franca: What Are Our Goals?</i> FEATURED		2nd Plenary – Scott Thornbury	Lunch	
322 Invited	Park & Lee <i>Building Competency, Complexity and Confidence through Poster Presentations</i> ESP S		Krashen <i>The Conduit Hypothesis</i> INVITED				
201	Bradbury <i>Let's Chat! Fun Warm-Up Activities for Speaking Classes</i> 101 Conv S/U/A		Kim <i>One is Never Too Old to Learn</i> Conv S/U/A				
202	Park <i>State of the Art flashcard: Classcard</i> Test YL/S/U/A		Stockwell <i>Enhancing learning opportunities with good vocabulary design</i> Test S/U				
203	Fanguy <i>Increasing learner recall and outcomes through collaborative online notetaking</i> Tech U/A	Ortloff <i>Teaching ELLs in an after-school setting: implications for school day outcomes?</i> Oth YL/S	Sung <i>Effects of AR on Students' Learning Motivation, Speaking Proficiency and WTC</i> Tech YL/S				
207 '101s'	Brusky <i>Easy applications of informal assessments in the elementary EFL classroom</i> Test YL		Ohashi <i>Building Fluency Inside and Outside of the Classroom</i> 101 Conv S/U JALT				
215	Thollar <i>Old wine in new bottles; using emoji to enhance understanding</i> Tech U		Brandon <i>Strategies for Integrating Education Technology into the Reading Classroom</i> Tech S/U				
221	Khoirunnisa <i>Fostering Critical Reading and Creative Writing in Language Classroom</i> Mult S/U		Song & Baldwin <i>Performance in English Listening Class: Flipped versus Traditional Classroom</i> List U/A				
301	Lee <i>English, expression, and transgression: Incorporating creativity into young-learners EFL classes</i> Creat YL		Yoshida, Kato & Minamita <i>Enhancing Self-Regulated-Learning through Learning Logs</i> Pref U				
302	Moulton <i>Creating personalized 'Find someone who...' activities with student generated content</i> Conv S/U/A	Buckland <i>Fluency assessment and remediation: what works and what doesn't</i> Conv A	Sarobol & Triwittayayon <i>Factors Enhancing English Speaking Fluency: Exemplary Cases of Thai Students</i> Conv S/U ThaiTESOL				
303	Shaffer <i>Creating Reference Lists: Understanding APA Style Research Guidelines</i> Oth YL/S/U/A		Fuoli <i>Exploring the language of business</i> ESP U/A				
304	Tempest & LaClare <i>Using Recordings and Speaking Fluency Tasks to Enhance Spoken Interactions</i> Mat U		Canilao <i>From Voiceless to Fearless: Designing Innovative Tasks to Enhance Fluency</i> Mat YL/S/U/A				
313	Chang <i>Adapting Textbook Materials for Reading Fluency and Speed</i> Read S/U/A		Miles <i>Crucial, yet often missing, components of a successful reading course</i> Read S/U/A				
315	Pusina <i>EFL or ELF? Increasing Cultural Diversity Driving Changes in Japan</i> ESP U		Search <i>Accelerating Phonics Learning with Readers</i> Conv YL e-future				
316	Posters		Poster Presentations				Posters

Conference at-a-glance: Day 2 – Sunday 14 October 2018 1:00-3:45

Sun	1:00-1:20	1:25-1:45	2:00-2:20	2:25-2:45	3:00-3:20	3:25-3:45
317 - Featured	Hadfield <i>What We Talk About When We Talk About Interaction</i> FEATURED		Herder <i>Understanding and Increasing the Role of Fluency in EFL</i> FEATURED			
322 - Invited	Murray <i>Integrating Pragmatic Information in Teaching</i> INVITED		Rabbidge <i>Translanguaging In South Korea</i> Soc YL/S/U/A	Gray <i>Privilege and marginalization: Complex identities of foreign English teachers</i> ID YL/S/U/A		
201	Gong <i>Learning through Lit: a Viable Option for Public Schools</i> Read YL		Hwang <i>Selfie Videos: A Student Tool Suggesting Phones Foster Fluency</i> 101 Conv S/U/A		Svoboda <i>In Pursuit of Great Lessons</i> RP YL/S/U/A	
202	Chen <i>Journey to the West: Taiwanese Exchange Students Abroad</i> ELT U	Combs <i>Teaching Intercultural Communicative Competence in Korea</i> ELT U/A	Lee <i>Microteaching to shape pre-service teacher self-efficacy</i> CBI U	Jordano-Kudalis <i>Fostering Fluency and Critical Thinking through Learner-Centered Collaborative Discussions</i> Mult S/U/A		
203	Saunders & Pignolet <i>Using less class time to build listening fluency</i> List S/U/A		Quinn <i>Corpus referencing to address lexical error in L2 writing</i> Writ U/A	Yeh <i>Interaction and Participation in the Small Group Writing Conference</i> Writ U	Taylor & Reynolds <i>Building vocabulary skills and classroom engagement with Kahoot!</i> Voc S/U	
207 – ‘101s’	Tatsukawa <i>Materials Development to Improve Learners’ Fluency in English Class</i> 101 Curr YL/S/U			Lutes <i>Engaging and Motivating students with Active Learning, Project/Task Based Learning</i> 101 Curr U/A		
215	Lawrence <i>Creating Internet Memes for Vocabulary and Grammar Building</i> Tech S/U			Cvitkovic <i>English Educational App Usage Patterns & Personality Traits</i> Tech S/U/A	Qureshi & Qureshi <i>Expanding Speaking through Digital Audio Recording</i> Tech S/U/A	
221	Herron, Jones, Lisak, May & Reeser <i>Practical Tech in the Classroom: Potential, Promise, Pitfalls, and Pedagogy</i> Tech U MCALL-SIG PANEL			Breckenfeld <i>Multiple Ways to Utilize Songs in the ELT Classroom</i> Mult S/U		
301	Chen <i>EFL Learners’ Perceptions of Developing L2 Proficiency through Debate</i> Conv U	Heinz <i>Role-playing in EFL for Higher Level Discussions</i> Conv S/U/A	Vu & Bui <i>Cell Phones in Improving Learners’ Pronunciation & Fluency</i> Conv U/A	Minamitsu <i>Promoting Fluent Language Production through Consecutive Interpreting</i> Conv U	Corks <i>Grammar Errors in L2 Writing: Teacher’s Burden vs. Students’ Expectations</i> Writ YL/S/U/A	
302	Yumitani & Yumitani <i>How a Structuralist Approach Can Contribute to Fluency Development</i> Conv S/U/A	Matsuoka & Mizumoto <i>Toward a better discussion in English: Quantitative perspective of feedback</i> Conv S/U/A	Woelk <i>Building Fluency and Community through REAL Communication</i> Conv U/A		Genter <i>Improv Comedy as a Tool For Fluency</i> Conv YL/S/U/A	
303	Warmington <i>C3, The Climate Change Curriculum: An open source ESL resource</i> CBI S/U/A			Walker <i>Getting a job at a Korean university: observations and suggestions</i> Oth U		
304	Moore & Lee <i>Using Readers’ Theater to Motivate Low-achieving High School Students</i> Mat S/U		Sten & Baldwin <i>Implementing an Engaging and Effective Curriculum for Very Young Learners</i> Mat YL		Free <i>Pronunciation Teacher (Re)Training for English as a Lingua Franca</i> Mat S/U/A	
313	McShane <i>Generic Skills Testing as an Indicator of Lang Learning Ability</i> Test U/A		Domay <i>Challenges in Utilizing English Articles by Korean Learners</i> Gram YL/S/U/A	Piroto <i>Identifying ELL anxieties in the tertiary-level EFL classroom</i> Oth U	Lee <i>“the” or the “a”? A cognitive grammar approach</i> Gram S/U/A	
315		Griffin & Zhou <i>Old Teaching Strategies for the New Learner: What Neuroscience Says</i> Oth YL/S/U/A	Fitriah <i>Teachers’ creativity in the Indonesian higher education</i> PD U/A	Thomas <i>Focus on Listening Fluency Inside and Outside of the Classroom</i> List S/U/A	Rebuck <i>How to make corrective feedback less futile</i> Voc U	
316	Poster Presentations		Posters			

Our Invited Speakers Saturday Plenary



Stephen Krashen

University of Southern California (emeritus)

Sat 11:30

The Secrets of Hyper-polyglots

Plenary

PLEN

I present the insights of two amazing polyglots, second language acquirers who have had a tremendous amount of experience acquiring different languages in different situations. My sources of information are their writings and my conversations with them. Their books were written before they were aware of current research and theory in second language acquisition: They came to their understandings from their own experiences. Here are my conclusions: (a) The polyglots understand that the driving force behind language acquisition is comprehensible input, and they recognize the limited role of conscious knowledge of grammar and error correction. (b) They reject the popular idea that all you need is to “go to the country” (i.e., “immersion”). (c) They seek high-interest “compelling” input. (d) They warn us about striving for perfectionism, both in terms of producing and understanding language. (e) They urge us to “trust the process.”

Sun 10:00

The Conduit Hypothesis

Invited
Session

322

The field of language education today is dominated by concerns about the development of Academic Language Proficiency, the mastery of the vocabulary, grammar, and discourse style of language needed for complex and specialized functions. The usual approach is to teach these components directly. I argue here that this approach is not only incorrect, but presents students with an impossible task, and that there is a far better path: reading.

Sunday Plenary



Scott Thornbury

The New School, NY; Series Editor for the Cambridge Handbooks for Teachers

Sun 11:00

Fluency and How to Achieve It

Plenary

PLEN

Fluency is a slippery concept: we think we know it when we hear it, but we have a lot of trouble trying to define it. And even more trouble trying to teach it! Various contributing factors have been proposed, including speech rate, lack of pausing, accent, vocabulary range, idiomaticity and grammatical accuracy but it's not always clear which of these factors are key, nor which are teachable. In this talk we will together assess a speaker's fluency, and then address the difference between 'productive fluency' and 'perceptive fluency' – that is, the impression speakers give that they are fluent even if their overall language competence is relatively low. Finally we will look at how these ideas might impact on classroom teaching.

Sat 1:30

Seven Things Beginning with "A"

Invited
Session

322

The history of education, and language education not least, has been a history of contrasted metaphors, by means of which the often invisible processes of learning are conceptualized and modelled. Over time we have witnessed a shift from cognitive models to more socially embedded – even ecological – ones. Drawing on selected entries in *The New A-Z of ELT* (Macmillan 2017), I aim to track these changes and suggest their implications for ELT.

Sat 5:30

Gay is a Global Issue

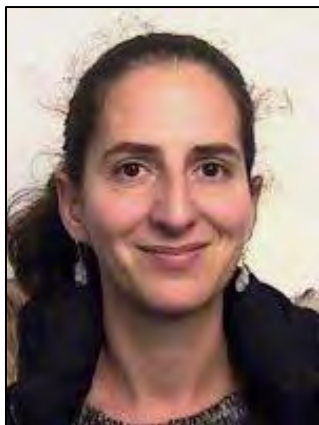
Invited
Session

317

Human rights are being eroded in every quarter, with the LGBTQ community is often the first to be targeted. How, as educators, can we counter discrimination and prejudice without being accused of promoting a "gay agenda"? There are no easy answers, and every context will require different strategies. Sharing our own stories is a start. Small acts of resistance may be another. Not to mention being great teachers and caring human beings! This session explores these themes, and welcomes your participation.

Featured Speakers

(in alphabetical order)



Jennifer Book

IATEFL TTEd SIG

Sun 10:00

317

Pronunciation as a Lingua Franca: What Are Our Goals?

Featured

Pronunciation is still a neglected area in the classroom—why is this? As the trend for English as a Lingua Franca increases globally, this talk will focus on Pronunciation of English as a Lingua Franca. In it, I will discuss the pronunciation goals that we, as teachers, want our learners to aspire to, in terms of comprehensibility and intelligibility, and how our utopian ideals are changing as we realize the need to be more realistic in what we expect our students to be able to achieve. In this session, I will be drawing on current literature (Derwing, Jenkins, Seidlhofer, etc.) and exploring personal classroom experiences. We'll also spend some time looking at practical pronunciation activities that can be adapted and adopted for ELF contexts.

Sat 3:30

322

Intercultural Competence and Critical Incidents in the Language Classroom

Invited
Session

Intercultural competence has become the buzzword of recent years in the fields of EFL, EIL, and ELF. In this talk, I will focus on what it means to be interculturally competent as a learner, given that English (and foreign language) courses are the ideal platform to prepare students for intercultural situations. Not only do they provide relevant practice opportunities, but they engage them at a personal level, too. Incorporating intercultural competence into students' language learning activities will make the learning process more relevant and meaningful while preparing them for future communication strategies with other cultures. We will look at some critical incident scenarios taken from literature and my own personal teaching experience and discuss them whilst reflecting on the possible applications of these critical incidents in different teaching contexts.



Steven Herder

Kyoto Notre Dame University, Japan

Sun 2:00

317

Understanding and Increasing the Role of Fluency in EFL

Featured

Complexity, Accuracy, and Fluency (CAF) were first introduced as measurable constructs indicating linguistic gains. Researchers agree on definitions of accuracy and complexity, yet there are many interpretations of fluency. For *Exploring EFL Fluency in Asia* (Palgrave, 2014), we decided that each author should define fluency from their own perspective. I will start by introducing a range of fluency definitions found in our book, and then address the vital role that fluency has in teaching. In too many Asian classrooms, the Grammar-Translation approach focuses on accuracy and complexity at the expense of fluency. Therefore, I teach my students the concepts of a balanced approach to CAF, input/output, and the four skills. Initially focusing on fluency offers a wide entry point for greater student engagement – everyone has opinions if the teacher praises output efforts rather than perfect grammar. I will share ways I integrate a fluency approach within the four skills.

Sat 2:30

322

Expressing One's Skill Set Fluently

Invited Session

Liberal arts programs espouse the merits of developing students with a well-rounded set of skills. Throughout eight years working in a department of international studies (IS) with a one-year study abroad component, I saw students engaging with IS contents who were expected to acquire life-long skills such as critical thinking, communication abilities, problem-solving, leadership, and positive attitudes that would be beneficial to their lives, their careers, and to society as well. Unfortunately, to whatever degree universities are succeeding with these curriculum goals, too many students lack self-awareness, and do not know how to package and present what they have learned from their study abroad experience or from their classes in university. In my 18-month seminar course, "Exploring Leadership," we invested a great deal of time exploring and packaging lessons learned over four years of university life. This presentation will share examples and results from that exploratory process.



Ki Hun Kim

CEO of CEDU publishing company

Sat 3:30
317

**Field Manual on Building up Reading
Fluency in English**

Featured

In EFL situations like that of Korea, where most people don't need to speak English in their everyday lives, the focus on fluency in English matters only on standardized tests. Moreover, almost all standardized English tests in Korea concentrate on assessing reading comprehension, even though they include some listening, and indirect speaking and writing questions. That's why, while learners of English ideally need fluency in the so-called four skills, they spend most of their learning time building up reading skills. I have been teaching English focusing on this objective. My teaching experiences have suggested that the interactive approach (from bottom-up to top-down based on learners' fluency level) provides the best way to teach English learners in Korea. My methodology is a spiral teaching model from corpus to sentence, through the paragraph, to the whole passage. This presentation will show how to boost fluency in reading comprehension for EFL learners in a real-world situation rather than in a theoretical way.

	Notes



Jill Murray

Macquarie University

Sat 1:30

317

**The Pragmatics of Fluency and
Disfluency: Teaching and Testing
Implications**

Featured

In language assessment, grades for fluency are usually based on a candidate's ability to speak smoothly and to minimize hesitation, self-correction, repetition, and the frequency and length of pauses. For example, in the category of discourse management, Cambridge proficiency descriptors value the ability "to produce extended stretches of discourse with very little hesitation." IELTS fluency and coherence descriptors, value the minimization of hesitation that is based on searching for lexis or language structure, while accepting that which is "content related." However, there are situations where hesitations, pauses, and the use of fillers convey important interpersonal information. These tend to be the kind where some sensitivity is required, such as dealing with uncertainty or negotiating a situation that may be face threatening. In this session, we look at some of the communicative functions of disfluency and provide some suggestions for teachers to consider in planning a more comprehensive approach to spoken communication.

Sun 1:00

322

**Integrating Pragmatic Information in
Teaching**

Invited
Session

The teaching and learning of pragmatics pose specific challenges in the foreign language context, where the only source of pragmatic input is usually the textbook. Teachers have not always had the opportunity to develop high levels of pragmatic knowledge, because they have been educated and gained their experience within a system that places the strongest emphasis on grammar and vocabulary. Assessment tasks reinforce this bias. It is rare for learners to have out-of-class opportunities to develop sensitivity to the requirements of different communicative contexts and to understand their determining role in determining appropriate language choices. This paper reports on an ongoing project based on the analysis of pragmatic input in current high school textbooks in Vietnam and the design of companion materials. The goal is to assist and inspire teachers to work within their existing curriculum to create opportunities for the development of learners' pragmatic knowledge and competence.



Yilin Sun

Tenured Professor, Seattle Colleges, USA

Sat 4:30

317

**Focusing on EMI and PBL in
Fostering Fluency: Implications
and Strategies**

Featured

With the English language becoming a global lingua franca (ELF), English as a Medium of Instruction (EMI) has become a fast-growing trend in the world. Along with EMI, another innovative approach, Project-Based Learning (PBL), has also been developed and successfully implemented in many higher education institutions. The increasing interest in EMI and PBL in fostering fluency has influenced the reforms in educational planning, language policy, and instructional approaches in many countries and regions, including Korea. This session will focus on recent transformations in the global ELT field and how such transformations have influenced the development of EMI in Asia. It will address the driving forces that have changed the way we teach and learn English, how educators can teach effectively in the 21st century context, and how project-based learning can be effectively implemented in an EMI classroom.

Sat 10:00

322

**Action Research in Blended
Learning Classes**

Invited
Session

The speaker will share her findings from her action research work with adult education students in a new, innovative project: I-DEA (Integrated Digital English Acceleration), with Washington State. The presentation will focus on the successes and challenges of ways to accelerate success for low-level adult ESL learners through blended learning in I-DEA classes. A variety of strategies, techniques, and resources will be presented that the particip[ants can use and/or adapt for their own teaching context to motivate and facilitate effective student learning.

Featured Panel

Panelists:

Boyoung Lee (*MISOA*)

Joo-Kyung Park (*Honam University*)

Kyungsook Yeum (*Sookmyung Women's University*)

Moderator: Kathleen Kelley

Sat 2:30

Focus on Fluency in the Korean Context

Featured Panel

317

Fluency has been a very elusive goal for the Korean English learner. Oral and aural skills of college entrants are often at a rudimentary level. This discussion session aims to pinpoint the causes of this slow progress toward fluency and to suggest solutions at the individual school level, the national policy level, and the societal level. Solutions will focus on promoting fluency among young learners, lowering anxiety among tertiary students, and proposing a new notion of communicative competence. Ample time will be provided for a question-and-answer session with the audience.

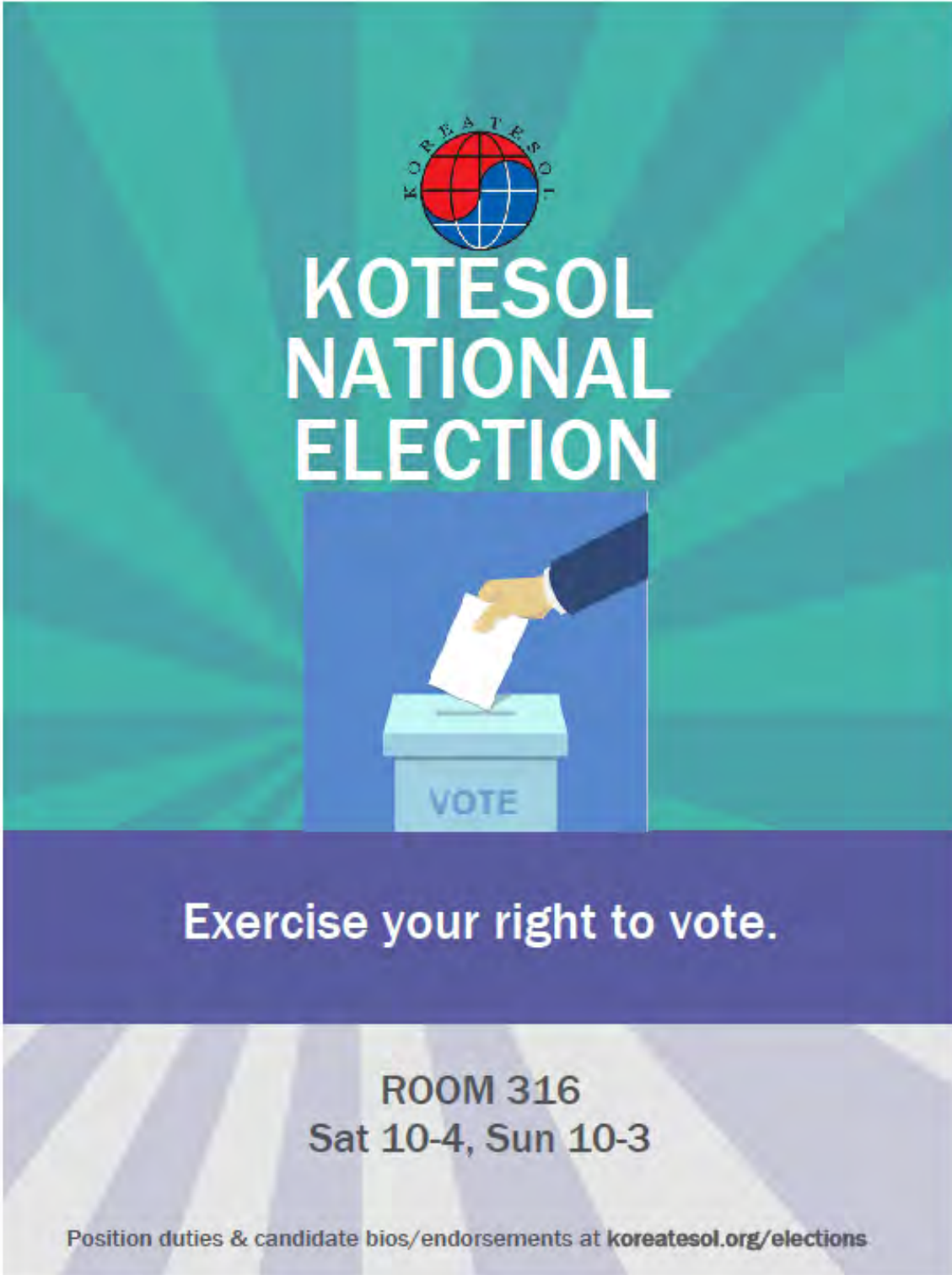


KOTESOL REFLECTIVE PRACTICE SPECIAL INTEREST GROUP

- Meet, share, and reflect on your practice with fellow English teachers
- Meetings both in-person and online
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The poster features a teal background with a sunburst pattern. At the top center is the KOTESOL logo, a globe with red and blue halves and the text 'KOTESOL' around it. Below the logo, the words 'KOTESOL NATIONAL ELECTION' are written in large, white, bold, sans-serif capital letters. In the center, a hand in a dark suit sleeve is shown dropping a white ballot into a light blue ballot box labeled 'VOTE'. Below this illustration is a dark blue horizontal band with the white text 'Exercise your right to vote.'. At the bottom, on a light purple background with a sunburst pattern, the text 'ROOM 316' and 'Sat 10-4, Sun 10-3' is displayed in black. At the very bottom, in smaller black text, it says 'Position duties & candidate bios/endorsements at koreatesol.org/elections'.

KOTESOL
NATIONAL
ELECTION

Exercise your right to vote.

ROOM 316
Sat 10-4, Sun 10-3

Position duties & candidate bios/endorsements at koreatesol.org/elections

The 2018 Korea TESOL International Conference welcomes:

Pan-Asian Consortium of Language Teaching Societies (PAC)



Japan Association for Language Teaching (JALT)

Louise Ohashi

Building Fluency Inside and Outside of the Classroom



Philippine Association for Language Teaching (PALT)

Dr. Editha M. Atendido

Feliz Tayao

Developing Students' English Essay Writing Fluency
and Confidence Through Freewriting



Thailand TESOL (ThaiTESOL)

Nopporn Sarobol

Thanatchaporn Triwittayayon

Factors Enhancing English Speaking Fluency:
Exemplary Cases of Thai Students

Domestic Partners



Korea Association of Foreign Languages Education (KAFLE) /

한국외국어교육학회

Dr. Tecnam Yoon

Korean ELL's Vocabulary Using Multimodal Visual Imagery



Korea Association of Teachers of English (KATE) /

한국영어교육학회

Dr. Myeong-Hee Shin

How to use Flipped Learning in the English Language Classroom

The 2018 Korea TESOL International Conference welcomes:

Other International Partners



Cambodia TESOL (CamTESOL)

Robert Cunningham

Teaching English as an International Language Pronunciation
in a Monolingual Classroom

Bunhorn Doeur

An Analysis of an Intensive English for Academic Purposes Textbook



Hong Kong Association for Applied Linguistics (HAAL)

Dr. Mable Chan

Teacher perceptions of Cantonese learners' difficulties
acquiring English articles



Macau Association for Applied Linguistics (MAAL)

Dr. Yilin Sun

Focusing on EMI and PBL in Fostering Fluency:
Implications and Strategies



Malaysian English Language Teaching Association (MELTA)

Dr. Ali Ahmad Seman

A Window into Another World



2018 KOREA TESOL LEADERSHIP RETREAT



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SUNDAY, NOVEMBER 25TH, 2018
10AM TO 4PM
SOOKMYUNG WOMENS UNIVERSITY, INJAGWAN

 koreatesol.org/content/2018-korea-tesol-leadership-retreat



Saturday 9:00 – 10:45

	9:00-9:20	9:25-9:45	10:00-10:20	10:25-10:45
317 Featured			Peter Burden <i>Student views on studying English abroad in a globalized era</i> ELT S/U	Scott Miles <i>Do Positive Psychology Practices Work in the Korean EFL Classroom?</i> Oth S/U/A
322 Invited			Yilin Sun <i>Action Research in Blended Learning Classes</i> INVITED / MAAL	
201	Travis James Compton <i>The Impact of Shadow Education on Attitudes Toward Studying English</i> Oth S/U	Sean Mahoney <i>Turning to non-native English-speaking assistants in primary schools</i> ID YL	Devin Joseph Unwin <i>Creating Communities, fostering fluency: Situated learning and Dialogic teaching</i> ID YL/S/U/A	
202	Gerald de la Salle <i>Using CBLT to Enhance Speaking Fluency and Other Skills</i> CBI S/U/A		Kevin Browne <i>How test-raters' accent familiarity differences impact TOEFL pronunciation scores</i> Test U	J. Ryan & D. Mortali <i>Foreign Language Choice in University: English or Chinese?</i> Pref S/U
203	Heehwa Choi & Ajiya Musa Dan Karami <i>Designing real-world contexts for writing fluency in classrooms</i> Writ YL/S/U		Yutaka Fujieda <i>How do learners' emotions affect their writing in English?</i> Writ U	J. Hall & E. Hirata <i>Topic selection impact on writing fluency and student perceptions</i> Writ U
207 '101s'	Adam Boothe & Michael Bade <i>Engagement Drives Discussion: Inquiry-based Courses 101</i> 101 Conv YL/S/U/A		Hetal Ascher & Erin Garnhum <i>Using Post-It Notes for Language Production</i> 101 Curr S/A	
215	Jeffrey Maxwell <i>Focusing on fluency through technology-based communicative activities</i> Tech S/U/A		Greg Thompson <i>Redesigning Forums to Promote Formative Assessment</i> Tech U/A Grant Recipient	I-Chun Hsiao <i>Implementation of the Flipped Classroom Approach in an ESP Course</i> Tech U
221	Jan Mathys de Beer <i>Korean-specific fluency exercises</i> CBI S/U		Mable Chan <i>T perceptions of Cantonese learners' difficulties acquiring English articles</i> Gram YL/S HAAL	Joff P.N. Bradley <i>On how to teach multiperspectivism</i> CBI U/A
301	Ashley Ford & John Wilson <i>Poetry, Songs, and Posters for Collaborative Oral Presentations</i> Conv U/A		Mitzi Kaufman, Heidi Nam & Tory Thorkelson <i>KOTESOL International Conference Orientation Session</i> Oth YL/S/U/A KOTESOL	
302	Kevin Were <i>Cream Puffs and the Zombie Apocalypse</i> Conv U		John Campbell-Larsen <i>Fluency: What it is and how to teach it</i> Conv U	
303	Mary Eppolite & Chayart Kasatepibal <i>Reflections in the Classroom: Strategies for Gathering Student Feedback</i> RP S/U/A			William Egerton Darling <i>A CLT-based curriculum in practice: Revealing Ts' and Ss' perceptions</i> ELT U
304	Thomas Webster <i>Approaches to Building Technology Fluency</i> Mat YL/S/U/A		Patrick Rates <i>Enhancing English Acquisition Through Music Related Activities</i> Mat U	
313	Jessica Alison Ives <i>Teaching vocabulary: Is the definition enough?</i> Voc YL/S/U/A		Jennifer Groat <i>Reading with and beyond the textbook - give students choices</i> Read YL	
315	Eva Combs <i>Tips for Introducing Third Person Singular "They" in the Classroom</i> Gram S/U		Ally Zhou & Robert Griffin <i>How Genre-based Language Instruction Enhances Reading Proficiency and Test Performance</i> Read YL/S/U/A	
316	Posters			

Saturday Morning Sessions

9:00 – 9:20

The Impact of Shadow Education on Attitudes Toward Studying English

Travis James Compton – *Changshin University*

201

The pursuit of English fluency in Korea has seen many parents and students look beyond mainstream public education, investing large sums of time and money into private (or “shadow”) education. This presentation aims to describe that system and the impact it has on South Korean students, particularly as it relates to their attitudes and motivation toward studying English. This will be done through a review of relevant literature on attitudes and motivation, a description of private education use patterns in Korea, and the research study designed to investigate the relationship between the two. Participants can expect to come away with a new perspective on this relationship, and can share their thoughts on how this should inform English education policy in Korea and beyond.

Type: Research

Topic: Other

Level: S U

Saturday, 9:00 – 9:45

Using CBLT to Enhance Speaking Fluency and Other Skills

Gerald de la Salle – *Korea University*

202

As English teachers, we often hear about communicative language teaching (CLT), task-based language teaching (TBLT), and content-based language instruction (CBI/CBLT/CLIL) as methods/approaches to enhance learners’ speaking fluency. These are all useful methods, but one suggestion is to combine them all into one course. This presentation will demonstrate how this can be done, using two content areas as examples: Law and Leadership. Some suggestions include: de-emphasizing the use of commercialized textbooks, facilitating tasks that require higher-level thinking skills, and tracking the number of words the learners speak during each interaction. This workshop is designed for both new and experienced EFL instructors, particularly those who are interested in going beyond the four corners of the textbook to make their classes more interesting, interactive and challenging.

Type: Workshop

Topic: CBI

Level: S U A

Designing real-world contexts for writing fluency in classrooms

Heehwa Choi & Ajiya Musa Dan Karami – *Storypal*

203

This workshop is for upper elementary to university teachers looking for ways to boost ESL/EFL students’ motivation in practicing writing. When students are emotionally invested in writing, they tend to step out of their comfort zones and write more, thus improving confidence and fluency. The workshop introduces types of intrinsic motivations and digital resources teachers can use to get students emotionally invested in writing. We will also discuss the challenges, opportunities and re-structuring of priorities teachers face in teaching writing against the backdrop of a digitalized world. Participants will take away a design framework for making writing matter for students and a broader perspective on the role of teachers as communication coaches.

Type: Workshop

Topic: Writing

Level: YL S U

Engagement Drives Discussion: Inquiry-based Courses 101

- 207** **Adam Boothe & Michael Bade** – *University of Vermont*
 An ideal speaking course is one in which the students forget that they are in a classroom and actually just start talking as they normally would in their first language. To unlock this magic, the content for the course must be something that is engaging. Learners must be involved, and they must have a voice in the direction of the content. Inquiry-based classrooms satisfy these requirements while allowing students to work with technology, develop information literacy skills, and improve critical thinking. This hands-on workshop will position attendees as students with a question to answer, and then pose several possibilities for dealing with the students' answers. Finally, attendees will have time to connect the principles of inquiry-based learning to their own teaching contexts.

Type: 101 Topic: Cnvstn Class 101 Level: YL S U A

Focusing on fluency through tech-based communicative activities

- 215** **Jeffrey Maxwell** – *Tokyo International University*
 This workshop focuses on ways to promote English fluency through technology-based communicative activities. It gives teachers of university, high school, and young adult learners technology-based ideas on developing activities, lessons, classes, and assessment. The workshop will show teachers how to leverage technology to create a community of English inside and outside the classroom. Teachers will learn how to create communicative activities using easy-to-use websites and programs. Teachers will also learn how to apply these technology-based activities to automaticity, grammar, pronunciation, and other skill areas to increase English fluency. Lastly, teachers will learn how to use these tools and activities to assess students through online portfolios. The presenter will draw on his own classroom and technology experience to create an interactive presentation.

Type: Workshop Topic: TEI/CALL/CMI/MALL Level: S U A

Korean-specific fluency exercises

- 221** **Jan Mathys de Beer** – *Woosong University*
 Every person from a non-English first language context has specific difficulties when learning English as a second language. In Korea, this is no different. General knowledge of ESL teaching is always important, but knowing the specific gaps between the first language of your students and the language you attempt to teach is important to reach fluency. This workshop will explore four areas of Korean specific shortcomings that can be addressed by focused exercises: the article, the schwa, English sounds not found in the Korean alphabet and the use of numbers. This is a practical approach with examples for classroom usage.

Type: Workshop Topic: CBI Level: S U

Poetry, Songs, and Posters for Collaborative Oral Presentations

- 301** **Ashley Ford & John Wilson** – *Nagoya City University*
 Oral presentations are one way teachers provide opportunities for students to improve their communicative competence. Pair and group oral presentations have become a common activity to provide a motivating and cooperative learning environment for students to improve their language skills. In this workshop, the presenters will offer alternatives for pair and group presentations that can be implemented to improve student fluency and presentation skills. Example activities will include pair and group collaboration on the oral interpretation of poetry and song lyrics, as well as poster presentations with pairs of students presenting simultaneously to small groups. Attendees will be able to share their ideas for oral presentation practice, and gain fresh ideas to engage their students and re-energize their presentation and communication classes.

Type: Workshop Topic: Spkng/Cnvstn/Prnctn Level: U A

Cream Puffs and the Zombie Apocalypse

- 302** **Kevin Were** – *Kookmin University*
 Nation’s 4/3/2 is one of the most well-known activities to improve speaking fluency using repetition and applying temporal constraints to speaking activities. Rossiter details a range of others organized around the three categories of formulaic sequences, discourse markers and consciousness-raising. Many of the activities suggested, however, seem to suffer from the same limitations as text based classes generally – lack of compelling content to drive the actual activities. My approach was to use Rossiter’s organizational categories to create my own fluency activities based on two TV series – Modern Family and The Walking Dead. This workshop will talk about what they were, demonstrate how they were done, and present results of a measure to show how fluency changed through one semester of using the activities.

Type: Workshop Topic: Spkng/Cnvstn/Prnctn Level: U

Approaches to Building Technology Fluency

- 304** **Thomas E. Webster** – *Ewha Womans University*
 The contrast between the pervasiveness of technology use in Korean society and the dearth of use in higher education could not be starker. Tertiary English educators in Korea, it would seem, have largely been accepting of this disparity by implicitly – or explicitly – ignoring the need to educate students in new literacies, which are underpinned by new technology use employed throughout society. Therefore, this workshop provides a sincere look at the current educational situation as a basis to debate approaches for a new literacy education in Korea for all levels of education.

Type: Workshop Topic: Mtrls/Crse Design Level: YL S U A

Teaching vocabulary: Is the definition enough?

- 313** **Jessica Alison Ives** – *Dongshin University*
 When learning a language, grammar has generally been the prime focus in the classroom. Meanwhile, the role of vocabulary in communication has often been overlooked. As Wilkins (1972) states, “without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed” (p. 111). Quite often, the notion of understanding vocabulary is synonymous with knowing the definition. However, is the definition enough to provide students with a complete understanding of vocabulary? If not, how can teachers help students gain a deeper understanding of the words being learned? Based on Scott Thornbury’s ideas, this workshop will highlight the importance of vocabulary, the different aspects of vocabulary (multiple meanings & collocation), and different task types to practice newly-introduced vocabulary.

Type: Workshop Topic: Vocab Level: YL S U A

Tips for Introducing Third Person Singular “They” in the Classroom

- 315** **Eva A. Combs** – *Sookmyung University TESOL Certificate Program*
 Third person singular “they” is in common usage in inner circle English speaking countries and is growing in usage in global English contexts. The presenter will share the research, activities, successes, and pitfalls of teaching it to intermediate and advanced IEP students. Participants will gain a solid understanding of how to teach this emerging form to their high school-adult students in their classroom contexts. It is a surprisingly valuable linguistic tool that many students enjoy utilizing.

Type: Workshop Topic: Grammar Level: S U

Saturday, 9:00 – 10:20

Reflections in the Classroom: Strategies for Gathering Student Feedback

Mary Eppolite – *Thammasat University*

Chayart Kasatepibal – *Thammasat Secondary School*

303

Can you answer the question: “How do I know my students learned?” The terms feedback and reflection evoke different emotions, but the purpose of these practices is the same—examining the learning process. These practices provide numerous benefits to learning environments. Including a thoughtful and consistent feedback/reflection routine into our classrooms allows teachers and students to build trust and understand the “why” behind what we do. In this workshop, participants will reflect on their beliefs around student feedback and reflection. Together, we will develop a consensus definition for these terms. Participants will develop skills to create high-quality prompts for eliciting student opinions. We will analyze various feedback and reflection practices, specifically their validity and purpose. Finally, participants will reflect on their learning during the session.

Type: Workshop

Topic: RTP

Level: S U A

Saturday, 9:25 – 9:45

Turning to non-native English-speaking assistants in primary schools

Sean Mahoney – *Fukushima University*

201

In 2020, the number of primary school English classes will be doubled and evaluated in Japan; yet approximately 90% of teachers do not have English teaching qualifications. For decades, public schools have employed native English-speaking assistants. They are now hiring, in increasing numbers, local Japanese and non-Japanese helpers who have learned English as a second or foreign language. The presenter will discuss data from a series of interviews with so-called non-native English-speaking assistants from Japan, Brazil, Peru, The Philippines, and other countries. Highlights include interviewees’ personal accounts of team-teaching issues, focussing on their efforts to motivate children to learn and teachers to participate. Attendees will gain a view of the ways Japan’s schools are handling problems that Korean primaries have been tackling since the 1990s.

Type: Research

Topic: Identity

Level: YL

Saturday, 10:00 – 10:20

Student views on studying English abroad in a globalized era

Peter Burden – *Okayama Shoka University*

317

Do our students choose to integrate English into their identity, which is often seen as a key component of the motivation to succeed? Open and closed item responses from more than 140 students at a ‘Global B’ type University in Japan show some very surprising views on English related to overseas travel and assimilation in this global age often linked to anxiety, confidence, and self-esteem issues. Implications are that perceived language proficiency has a large effect on student desire to participate in overseas programs because negative self-evaluations create a cycle of self-deprecating cognition. How to raise and model expectations about future English-learning selves and reduce negative stereotypes to heighten interest both in studying English, and in becoming global citizens are suggested.

Type: Research

Topic: ELT/X-culture/
Interculture

Level: S U

How test-raters’ accent familiarity differences impact TOEFL pronunciation scores

Kevin C. Browne – *Yamanashi Prefectural University, Japan*

202

This presentation examines the results of doctoral research investigating how test-raters’ differing levels of accent familiarity affects pronunciation scores and intelligibility on high-stakes tests. This study included 190 ESL/EFL teachers and researchers from 35 countries who scored 12 speakers’ pronunciation from the three accents (Spanish-English, Arabic-English and Dhivehi-English). Many facets Rasch measurement revealed significant differences in pronunciation scores and intelligibility between raters with differing levels of accent familiarity with each accent. Evidence will also be shown that the impact to scores was not equal between accents, and that the sizes of accent populations may be a concern for test developers to consider. This presentation could be beneficial to assessment researchers or teachers preparing students for the TOEFL.

Type: Research

Topic: Assess/Test

Level: U

How do learners’ emotions affect their writing in English?

Yutaka Fujieda – *Kyoai Gakuen University*

203

This study aims to present the emotional aspect of the practice of writing in an L2 via the *Thinking at the Edge* method and encourage an open discussion of L2 writing by elaborating on the complex feelings of L2 learners. The findings showed that the participants increased their understanding of writing in their L2 and further developed their writing fluency. They expressed negative feelings towards their writing; however, such feelings made them realize how to improve their writing proficiency and deepen their sense of fulfillment in writing in an L2. In this presentation, the presenter will discuss the research outlook for studying the emotionality of writing in an L2 and the possibility of teaching writing based on the research on learners’ felt sense.

Type: Research

Topic: Writing

Level: U

Redesigning Forums to Promote Formative Assessment

Greg Thompson – *Seoul National University of Science and Technology*

**215
KOTESOL
grant
recipient**

Forums are common online writing tools used to facilitate a variety of asynchronous educational activities. Despite this flexibility, forum design may not assist educators in setting up and facilitating reflective activities that could provide formative feedback on student activity. Given the time formative assessment might require, forums could be useful to facilitate out-of-class reflection. However, application design choices could complicate implementing such activities. Decisions about what to include and how, whether intentional or not, impact what teachers can do. A forum was developed that incorporates various formative assessment capabilities in order to study how design choices affect such online activities and to identify a framework for implementing those activities. This presentation will report on the application development and initial findings from the ongoing study.

Type: Research Topic: TEI/CALL/CMI/MALL Level: U A

English teachers' perceptions of the difficulties Cantonese ESL learners' have in acquiring English articles

Mable Chan – *HAAL*

**221
HAAL
Rep**

This study involved 138 teachers teaching in primary (1st-5th grade) and secondary schools (6th-12th grade) in Hong Kong. They were asked to fill in an opinion survey about their understanding of English article use, difficulties students encountered and the possible solutions to address the problems. Results reveal the significant role of teachers' own understanding of English article use involving linguistics concepts such as generality, referentiality, specificity and nouns countability. Whether metalanguage or technical terms are used or not, the pertinent concepts central to one's understanding of English articles should be introduced, and this should also be done collaboratively among junior and senior form teachers.

Type: Research Topic: Grammar Level: YL S

Saturday, 10:00 – 10:45

Action Research in Blended Learning Classes

Yilin Sun – *Tenured Professor, Seattle Colleges, USA*

**322
INVITED /
MAAL Rep**

The speaker will share her findings from her action research work with adult education students in a new, innovative project: I-DEA (Integrated Digital English Acceleration), with Washington State. The presentation will focus on the successes and challenges of ways to accelerate success for low-level adult ESL learners through blended learning in I-DEA classes. A variety of strategies, techniques, and resources will be presented that the participants can use and/or adapt for their own teaching context to motivate and facilitate effective student learning.

Creating Communities, fostering fluency: Situated learning and Dialogic teaching

Devin Joseph Unwin – *British Council, Hong Kong*

201

A fluent second language speaker can convey meaning in an ‘effortless’ way. To improve speaking skills, specifically fluency, teachers need to create situations where learners use the target language in a personal, meaningful way. This requires a community of L2 speakers within the class. This session explores two approaches to teaching which can help promote communities in the classroom. Firstly, Situated learning which holds that the context of the pedagogic praxis, cannot be ignored. Second, Dialogic teaching, which maintains two-way communication, is essential to knowledge generation. The format of the ‘dialogue’ session follows a dialogic approach with participants being responsible for knowledge sharing and generation. The session includes several practical ideas which participants will engage with to bridge the gap between theory and praxis.

Type: Dialogue Topic: Identity Level: YL S U A

Using Post-It Notes for Language Production

Hetal Ascher & Erin Garnhum – *Dulwich International High School Suzhou*

207

Sticky-notes are a great non-threatening way to engage English learners in speaking, reading, and writing. In this session, participants will use a textbook-based lesson to try out several engaging, low-preparation activities related to vocabulary, reading, and speaking practice, as well as a few exit ticket ideas. Each sticky note strategy is based on tried and true language teaching practices, and participants will walk away with ecopies of the PPT containing student instructions.

Type: 101 Topic: Crrclm Dev. 101 Level: S A

KOTESOL International Conference Orientation Session

Mitzi Kaufman – *KAIST Language Center*

Heidi Nam – *Chongshin University*

Tory Thorkelson – *Hanyang University*

301

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 KOTESOL veterans running this session will walk attendees through key features of the program book and Whova app, including symbols and indexes, to help attendees use the book/app efficiently to 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!

Type: Workshop Topic: Other Level: YL S U A

Fluency: What it is and how to teach it

John Campbell-Larsen – *Kyoto Women's University*

302

This presentation offers a definition of spoken fluency, which goes beyond notions of rate of speech and grammatical accuracy. The presenter suggests that fluency is not monologic, but dialogic, and is co-constructed by participants based around performance phenomena, such as orderly and timely turn-taking, use of formulaic language and discourse markers, purposeful vagueness, meta-commentary, repair strategies and so on. The presenter will go on to outline classroom activities, provide sample materials that can be used to promote fluency development and illustrate the points made with videos of student interaction. Attendees will come away with an increased understanding of the nature of spoken fluency and some concrete suggestions for teaching fluency in the language classroom.

Type: Workshop Topic: Spkng/Cnvstn/Prnctn Level: U

Enhancing English Acquisition Through Music Related Activities

Patrick Rates – *Takasaki University of Commerce*

304

The use of music can make the entire learning process more enjoyable for students and create an open atmosphere for an interactive class. Studies have shown that music can improve concentration, improve memory, bring a sense of community to a group, motivate learning, relax people who are overwhelmed or stressed, make learning fun, and help people absorb material. Music is often used in class by teachers in many different ways to help second language learners acquire a second language. This is not surprising since the literature abounds with the positive statements regarding the efficacy of music as a vehicle for first and second language acquisition. Creating a classroom mood may be one of the desired effects of classroom music. Yet, while students become more relaxed, they are also more attentive than usual, and therefore, more receptive to learning. These are but a few of the benefits associated with music use in the second language classroom. In this presentation, I will introduce the possible effects that music can have on an ESL class and present findings from a survey and opinions from Japanese university students in a survey of using music in the classroom.

Type: Workshop

Topic: Mtrls/Crse Design

Level: U

Reading with and beyond the textbook - give students choices

Jennifer Groat – *Daejeon Gwanjeo Elementary School*

313

Extensive reading is one way to increase students' ability in English, but it is often hard to implement extensive reading in Korean public elementary schools. In this session, I will talk about some ways I have increased the amount of individual reading with the grade 5 and 6 elementary school students I teach. I will also look at how students can be given choices to engage and empower them. Some of the reading is done in class (minimal), in a reading club (a bit more) and by individuals in their own time (more reading). The last part of the session will look at how you can empower your students by giving them choices during the textbook reading sessions.

Type: Workshop

Topic: Rdng/Ltrcy

Level: YL

How Genre-based Language Instruction Enhances Reading Proficiency and Test Performance

Ally Zhou & Robert Griffin – *Oklahoma City University*

315

This presentation introduces participating teachers to genre-based language instruction. We will analyze the generic/rhetorical structure, coherence, and cohesion of a sample reading text from a recent Korean SAT exam. We will then discuss how genre-based instruction enhances learners' reading proficiency and test performance.

Type: Workshop

Topic: Rdng/Ltrcy

Level: YL S U A

Saturday, 10:25 – 10:45

Do Positive Psychology Practices Work in the Korean EFL Classroom?

Scott Miles – *Dixie State University*

317

Research in the field of positive psychology has found that a person's sense of well-being and happiness can be increased through simple interventions such as writing practices that get the participants to focus on what is good in their lives or their hopes for the future. Recently, several second language scholars have suggested incorporating positive psychology findings in the ESL/EFL classroom, as improvements in mental well-being may result in improved learning outcomes in general. This presentation will show the results of an experimental study conducted in a Korea university comparing groups of students writing on positive and neutral topics. The findings of the study were mixed, but there is evidence that positive psychology writing practices may be beneficial for certain types of EFL students.

Type: Research

Topic: Other

Level: S U A

Foreign Language Choice in University: English or Chinese?

Jack Ryan & Daniel Mortali – *Shizuoka University of Art and Culture*

202

How much does positive attraction to a language or culture make a difference when students choose which language to study in university? Is integrative motivation or instrumental motivation more important? Do students even consciously consider these questions when making decisions about foreign language study? This is a research report that attempts to answer the above questions by comparing enrollment trends in English and Chinese at a university in Japan. In addition to an analysis of the raw enrollment data on the respective languages, the results of surveys administered to students studying English and Chinese will also be examined. Survey results suggest that students do indeed consider those questions and that many are affected by a combination of integrative and instrumental motivation.

Type: Research

Topic: Learning preferences /
styles

Level: S U

Topic selection impact on writing fluency and student perceptions

Jeremiah Hall – *Meijo University*

Eric Hirata – *Nagoya University of Foreign Studies*

203

This paper partially replicates Bonzo's 2008 study, which found a significant increase in writing fluency when students control writing topic selection. Six writing samples were collected from 52 participants and a paired samples t-test was performed to measure how topic choice influenced writing fluency. A statistically significant increase in student writing fluency was found when students selected topics. Surveys were used to gather learner preferences and the responses to open-ended questions were coded and analyzed. Survey responses indicated that students found it easier to continue writing when they controlled topic selection. The writing fluency index employed by Bonzo and in this study has serious limitations; however, instructors may find this paper useful when considering topic choices in their writing courses.

Type: Research

Topic: Writing

Level: U

- 215** **Implementation of the Flipped Classroom Approach in an ESP Course**
I-Chun Hsiao – *National Taiwan University of Science and Technology*
 People in 21st century are exposed to technologies all throughout their lives, which caused traditional education to become outdated (Bennett, Maton, & Kervin, 2008). The flipped classroom, therefore, has been extensively adopted by teachers worldwide. This study aimed to explore how the flipped classroom affected non-English majors' English self-efficacy, study process and learning performance. An experimental group of 40 and a control group of 40 university students were recruited. Five instruments were employed in the study, including questionnaires, class observations, semi-structured interviews, summative exams, and field notes. The results showed that the two groups differed statistically in their self-efficacy, study process and learning performances. Also, the experimental group developed higher self-efficacy toward English learning, attained deeper motive, and adopted deeper strategies after the course.
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- Type: Research Topic: TEI/CALL/CMI/MALL Level: U

- 221** **On how to teach multiperspectivism**
Joff P.N. Bradley – *Teikyo University, Tokyo, Japan*
 Consistent with the conference theme, this paper looks at how one can explore the "multiplicity of thought and action" in the foreign language classroom. To answer the question, "How can we be more inclusive?" this paper uses the multiliteracy and multiple literacies theory (MLT) approach to language learning. I shall highlight how adverts, film, cartoons can be used to have students think critically about multiperspectivism.
-
- Type: Research Topic: CBI Level: U A

- 303** **A CLT-based curriculum in practice: Revealing teachers' and students' perceptions**
Will Darling – *Faculty of Graduate Studies, Mahidol University*
 This triangulated qualitative study aims to document and identify the extent to which the principles of Communicative Language Teaching (CLT) are interpreted and implemented at one Thai university. Data were garnered from a group of four English as a foreign language (EFL) teachers and 13 students enrolling in one University English Foundation course. An analysis of interview and classroom observation data and written documents evidenced little implementation of the CLT principles. The teachers adhered to the assigned textbook; their teaching predominately emphasized linguistic variables to prepare students for the tests. Classroom interaction between the teachers and their students and among the students themselves was rare. Seat-work exercises were common, whereas classroom activities to promote communication were scantily witnessed.
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- Type: Research Topic: ELT/X-culture/Interculture Level: U

The following session starts at 11:00 in the Plenary hall

Opening Ceremony

11:00 – 11:30

PLENARY

11:30 – 12: 15

The Secrets of Hyper-polyglots

Stephen Krashen - *University of Southern California (Emeritus)*

I present the insights of two amazing polyglots, second language acquirers who have had a tremendous amount of experience acquiring different languages in different situations. My sources of information are their writings and my conversations with them. Their books were written before they were aware of current research and theory in second language acquisition: They came to their understandings from their own experiences. Here are my conclusions: (a) The polyglots understand that the driving force behind language acquisition is comprehensible input, and they recognize the limited role of conscious knowledge of grammar and error correction. (b) They reject the popular idea that all you need is to “go to the country” (i.e., “immersion”). (c) They seek high-interest “compelling” input. (d) They warn us about striving for perfectionism, both in terms of producing and understanding language. (e) They urge us to “trust the process.”

LUNCH BREAK - 12:15 – 1:30

The **Environmental Justice SIG**: The **Launchin' Luncheon**

From climate change and environmental issues to the potential of action-based hope:

how can we teach these within our English classes?!

ROOM 204

Shared lunch, Saturday: 12:15 - 1.15pm

bring a veggielicious, animal fat-free plate or dish to share,

or your own wrapped lunch and join in the open conversation

with KoTESOL's freshest & newest, cleanest, greenest SIG!

Carnivores and omnivores welcome

(we recommend Netflix film "*Cowspiracy*")



Restaurants around Sookmyung




SOCIAL JUSTICE
(CRITICAL EDUCATORS IN KOREA):
KOTESOL SIG

INVITES YOU TO ENJOY THESE
WORKSHOPS, PANELS AND PRESENTATIONS:

Sexual Orientation & Gender Identities: Fluency for School & Society - Panel Discussion	Understanding & Teaching Key Principles of Social Justice through Poetry - Jocelyn Wright
Privilege & Marginalization: Complex Identities of Foreign English Teachers - Stewart Gray	Gay is a Global Issue - Scott Thornbury

... And More!

UPCOMING ON NOV 10 AT DAEJEON SYMPOSIUM:
POSTERS ON SOCIAL JUSTICE A-Z
& WORKSHOPS ON SJ TOPICS



The KOTESOL
Membership Committee
invites all members to a

Wine & Cheese Social

6:15-7:15 pm | October 13
Outdoor Amphitheater
Sookmyung Women's Univ.

Co-sponsored by the
Busan-Gyeongnam, Daejeon-
Chungcheong, Gangwon,
Gwangju-Jeonnam, Seoul, and
Suwon-Gyeonggi Chapters

<http://koreatesol.org/membership>

Saturday 1:30 – 3:15

	1:30-1:50	1:55-2:15	2:30-2:50	2:55-3:15
317 Featured	Jill Murray <i>The Pragmatics of Fluency and Disfluency: Teaching and Testing Implications</i> FEATURED		Kyungsook Yeum, Boyoung Lee, Joo-Kyung Park & Kathleen Kelley <i>Focus on Fluency in the Korean Context</i> FEATURED PANEL	
322 Invited	Scott Thornbury <i>Seven Things Beginning with "A"</i> INVITED		Steven Herder <i>Expressing One's Skill Set Fluently</i> INVITED	
201	Tannistha Dasgupta <i>Approach for objective assessment of L2 fluency using cognitive fluency</i> Test S/U/A	Richard Rose <i>High Stakes, Low Standards: The Korean CSAT Urgently Needs Reform</i> Soc U	Sheariah Yousefi <i>Exploring Teaching Strategies for Relevance-Based Instruction</i> ID S/U	
202	John Wheeler <i>Reading for real</i> Read S/U/A			Stuart McLean <i>The effectiveness and efficiency of ER at developing reading rates</i> Read YL/S/U/A
203	Sean Eric Kil Patrick Gay <i>Timed writing: Writing fluency with a side of critical thinking</i> Writ U		Tecnam Yoon <i>Korean ELLs' vocabulary learning using multimodal visual imagery</i> Voc KAFLE	E. Atendido & F. Tayao <i>Developing Ss' Writing Fluency & Confidence Through Freewriting</i> Writ S PALT
207 '101s'	Adam Boothe & Michael Bade <i>Content-Inspired Writing Courses 101</i> 101 Curr S/U/A		Jack Ryan <i>Effectively Utilizing Group Work in the EFL Classroom</i> 101 Conv S/U/A	
215	M. Praver & C. Haswell <i>Utilizing a smartphone app to improve student engagement with microlearning</i> Tech U	Duc Thuan Pham <i>Google Classroom and Google Forms in EFL classroom</i> Tech U	C. Myagmarkhorloo & U. Amgalan <i>Using technology in Mongolian English S/L class</i> Tech U/A	J. Chen & K.-J. Chia <i>Using Interactive Mobile Devices to Enhance TOEIC Vocabulary Learning</i> Tech U
221	Chelle Jones, Hayden Royalty, Luis Roberto Caballero Orozco, Matthew Bachtell & Erin Okamoto <i>Sexual Orientation and Gender Identities: Fluency for School and Society</i> Oth YL/S/U/A PANEL			Bill, Herron, McCuaig & Reynolds <i>So You Wanna Go to Grad School? PD</i> YL/S/U/A until 4:15 p.m. PANEL
301	Jin-Suk Byun <i>Speaking Fluency Development through the Application of Linguistics and Authenticity</i> Conv YL/S/U/A Alliant		Robert Cunningham <i>English as an International Language Pronunciation in a Monolingual Classroom</i> Conv S/U/A CamTESOL	Thomas Luke Dillon <i>Automatic Speech Recognition application to complement classroom teaching</i> Conv YL/S/U/A
302	Clara Lee Brown & Robin Schell <i>Transmission to Transformation: Literacy Actionism for English Learners</i> Read		Yueh-Tzu Chiang <i>Implementing self-access language learning to a conversation course curriculum</i> Conv U	Yosuke Ogawa <i>Improvisational Fillers in Pechakucha Presentation</i> Conv U/A
303	Hung Nguyen-Xuan <i>Design Thinking to improve English fluency through Project Design courses</i> Mult S/U/A	Steven Bagley <i>Building Disciplinary Fluency in Speaking and Writing</i> Mult YL/S/U		
304	Krista Brusky <i>Make it work: Creating meaningful EFL materials for elementary textbooks</i> Mat YL			John William Simmons <i>Effective Teaching for Live Online Courses</i> Mat S/U/A
313	Myeong-Hee Shin <i>Flipped Learning in the English Language Learning Classroom</i> Mat A KATE	James Kimball <i>Improving Conversational Fluency</i> Conv S/U/A		
315	Alana Zuzak <i>The Importance of (Enjoying) Reading</i> Read YL e-future		Matteo Fuoli <i>University of Birmingham: MA TESOL, MA Applied Linguistics</i> Oth YL/S/U/A Birmingham	
316	Poster Presentations		Posters	

Saturday Afternoon Sessions

1:30 – 1:50

Approach for Objective Assessment of L2 Fluency Using Cognitive Fluency

- 201** **Tannistha Dasgupta** – *Vellore Institute of Technology, AP*
Individual differences in speaking exist in both native and non- native speakers. Exploring those individual differences in non- native fluency that are indicators of linguistic knowledge and processing skills, could help in objective assessment of fluency. This study attempts to find out the aspects of L2 fluency that are related to L2 linguistic knowledge and processing skill. Here, the relationship between utterance fluency (UF) and cognitive fluency (CF) is examined of 30 L2 learners of English from India. Findings show that speed fluency and length of pauses (aspects of UF) have moderate correlation with measures of CF; these aspects may be indicators of CF. Hence, these could be measured objectively with the help of artificial intelligence based software tools for objective assessment of fluency.

Type: Research

Topic: Assess/Test

Level: S U A

Utilizing a Smartphone App to Improve Student Engagement with Microlearning

- 215** **Max Prayer** – *Meijo University*
Christopher G. Haswell – *Kyushu University*
The recent ubiquity of mobile devices has shortened the attention spans of our students. This has led to an accelerated trend of microlearning, short-term, small-unit learning strategies. These strategies can be facilitated by the use of smartphone apps, capitalizing on the platform's popularity and distinct advantages of portability and familiarity. This study aimed to answer the following questions: 1) Which metrics in an English language learning app indicate increased proficiency with the platform as measured by pre-post test scores? 2) To what extent does self-reported engagement in an English language learning app correlate with increased proficiency with the platform as measured by pre-post test scores? This presentation will draw conclusions from the metrics collected and discuss the implications for designing English educational apps.

Type: Research

Topic: TEI/CALL/CMI/MALL

Level: U

Design Thinking to improve English fluency through Project Design courses

- 303** **Hung Nguyen-Xuan** – *Kanazawa Institute of Technology*
Design Thinking has been used worldwide in many areas, including education to foster innovative skills in value creation. Kanazawa Institute of Technology (KIT) in Japan has developed the Project Design (PD) English courses incorporating the Design Thinking for engineering and science students. These PD English courses have dual goals: a) improving students' English fluency in speaking, writing, presentation, and research skills through an innovative design process in teams and individually; and b) providing work-ready skills for future jobs for students as global engineers. This presentation aims to introduce KIT's PD I English course and present some outcomes of students' improved fluency and confidence in their oral presentations, as well as their increased motivations in English learning.

Type: Research

Topic: Mltple Skills

Level: S U A

How to Use Flipped Learning in the English Language Learning Classroom

Myeong-Hee Shin – *Hannam University*

313

KATE Rep

The purpose of this study is to develop an English class model that uses Flipped Learning. To do this, English class modules are introduced in blended classes with Flipped Learning class procedures. Three steps of English class procedures are provided: pre-class, in-class, and post-class. Moreover, the in-class procedure is divided into three stages: the opening, central, and closing stages. In each stage, the contents of class activities and interactions (both teacher-student and student-student) are presented as class modules. Results shows that students had higher motivation and achievement in the post-test than they did in the pre-test. With less work for teachers, artificial education can give them more time to create engaging and creative classroom activities, and work on their own professional development.

Type: Research

Topic: Mtrls/Crse Design

Level: A

Saturday, 1:30 – 2:15

The Pragmatics of Fluency and Disfluency: Teaching and Testing Implications

Jill Murray – *Macquarie University*

317

FEATURED

In language assessment, grades for fluency are usually based on a candidate's ability to speak smoothly and to minimize hesitation, self-correction, repetition, and the frequency and length of pauses. For example, in the category of discourse management, Cambridge proficiency descriptors value the ability "to produce extended stretches of discourse with very little hesitation." IELTS fluency and coherence descriptors value the minimization of hesitation that is based on searching for lexis or language structure, while accepting that which is "content related." However, there are situations where hesitations, pauses, and the use of fillers convey important interpersonal information. These tend to be the kind where some sensitivity is required, such as dealing with uncertainty or negotiating a situation that may be face-threatening. In this session, we look at some of the communicative functions of disfluency and provide some suggestions for teachers to consider in planning a more comprehensive approach to spoken communication.

Seven Things Beginning with "A"

Scott Thornbury – *Series Editor for the Cambridge Handbooks for Teachers*

322

INVITED

The history of education, and language education not least, has been a history of contrasted metaphors, by means of which the often invisible processes of learning are conceptualized and modelled. Over time we have witnessed a shift from cognitive models to more socially embedded – even ecological – ones. Drawing on selected entries in *The New A-Z of ELT* (Macmillan 2017), I aim to track these changes and suggest their implications for ELT.

Timed Writing: Writing Fluency with a Side of Critical Thinking

Sean Gay – *Kwansei Gakuin University*

203

This workshop will examine the use of timed writing activities to develop writing fluency. In particular, this workshop will examine the effectiveness of using activities that challenge student beliefs as a way to improve both fluency and critical thinking (CT). Critical thinking is a necessary skill that is important for all students. By utilizing this dual focus, the timed writing activity can improve cognitive content engagement. By choosing positions that are either novel or in direct opposition to student-held beliefs it is possible to create engagement while also improving CT. This workshop will go through the process of organizing critical thinking oriented writing fluency activities. In addition, the presenter will examine how the activity can be tailored to fit specific cultural and institutional contexts.

Type: Workshop Topic: Writing Level: U

Content-Inspired Writing Courses 101

Michael Bade & Adam Boothe – *University of Vermont*

207

University-level writing courses often fall into two groups: focused on mechanics and organization, regardless of meaningful content or focused on mastery of content, originality, or the writing process while neglecting clarity. Neither approach allows students to develop into the writers they will need to be in the twenty first century. This interactive workshop will provide new teachers with a rationale for developing a content-inspired curriculum along with practical writing activities that can be applied to daily lessons. American university instructors will share experiences designing and teaching a content-inspired version of their highest-level academic writing course that used American history as its theme. This will be a springboard for attendees to develop their own ideas around a content-inspired theme that they could apply to their classes.

Type: 101 Topic: Crrclm Dev. 101 Level: S U A

Speaking Fluency Development through the Application of Linguistics and Authenticity

Jin-Suk Byun – *Alliant International University*

301

The purpose of this workshop is to give the audience opportunities to meet and experience various ideas and activities that will develop speaking fluency through the application of linguistics and authenticity. It will focus mainly on fluency-promoting communicative activities with the introduction of some linguistic information that will change ESL/EFL teachers' perspectives of ESOL. More specifically, the fluency-promoting communicative activities include Stress-timed (as opposed to syllable-timed) language activity, Covert rehearsal pronunciation activity, Classroom English activity, and many authenticity-related activities using various funny signs and cultural aspects of America. As for the perspective-changing linguistic activity, actual scientific materials and pictures will be used to help the audience put themselves in ESL learners' shoes.

Type: Workshop Topic: Spkng/Cnvstn/Prnctn Level: YL S U A

Transmission to Transformation: Literacy Actionism for English Learners

Clara Lee Brown & Robin Schell – *University of Tennessee, Knoxville*

302

This session showcases classroom examples in which literacy taken in the form of actionism proved to be a genuine motivator for English learners (ELs) who are, in general, reluctant writers. A lesson learned for teachers is that ELs become resilient writers when they recognize that their words can challenge the power and inequity in their lives. Attendees will have opportunity to discuss the ways in which they can implement for EFL learners.

Type: Workshop

Topic: Rdng/Ltrcy

Level:

The Importance of (Enjoying) Reading

Alana Zuzak – *e-future Co. Ltd*

315

Do your students enjoy reading? Reading extensively for pleasure has a huge effect on student performance. Children who read every day do better on reading tests, have larger vocabularies, better general knowledge, and greater respect for and understanding of other cultures. Reading for enjoyment might even be more important in determining how well they do at school than their social or economic backgrounds. It can be difficult to convince students that reading in their first language is fun. But convincing students that reading is fun in a foreign language can be a monumental challenge. Equipping your classroom with the tools to succeed is key. Graded readers are one of the best, yet underutilised, teaching tools in EFL classrooms. How can graded readers help you avoid common pitfalls when teaching reading? This presentation will provide examples, strategies, and tips to build students' reading skills and a positive association with reading.

Type: Promotional

Topic: Rdng/Ltrcy

Level: YL

Saturday, 1:30 – 2:30

Poster Presentations in Room 316

Model United Nations: globalised education in microcosm

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

Model United Nations (MUN) is a simulated forum in which young people role-play the decision-making protocols of selected committees and assemblies of the United Nations. In a globalizing education system, English-language MUN conferences give students an unrivalled opportunity to learn and demonstrate practical abilities in negotiation, diplomacy, and leadership, using English as a lingua franca. Teachers have a rare opportunity to motivate their students to improve their English, while teaching about global affairs and intercultural communication. The presenter of this poster has taught MUN programs for over ten years and wishes to offer an opportunity for teachers, administrators and students to discuss how an MUN class can take students' language skills out of the classroom and into the real world.

Topic: Mltple Skills

Level: S U

FLCAS: A Comparison of Three Models Revisited

Robert Dykes - *Jin-Ai University*

Foreign language anxiety research has revealed some conflicting results and it has been argued that some of this contention is the result of the Foreign Language Classroom Anxiety Scale (FLCAS) or in some cases the model used to examine the results from the FLCAS. This presentation is revisiting the Pae and Misieng (2012) comparison of three popular FLCAS models. Using Confirmatory Factor Analysis this study applies the Pae and Misieng (2012) comparison to a different context of students to determine which is the best fitting FLCAS model for Japanese university students learning English.

Topic: Other

Level: U

Validation of a Japanese Behavioral and Instructional Management Scale (BIMS)

Reginald Gentry - *University of Fukui*

Aaron Claude Sponseller - *Osaka Jogakuin University*

Native English Speaker Teacher (NEST) programs such as EPIK in Korea, JET in Japan, and NET in Hong Kong bring native speakers of English and local English teachers together to deliver English instruction. Despite these programs' longevity, they remain relatively under-researched. One reason for this is the lack of psychometrically validated instrumentation available in both English and the language of the host country. This poster presents initial validity evidence for a Japanese version of the Behavioral and Instructional Management Scale (BIMS). Japanese junior high and high school teachers of English (N = 581) involved in a NEST scheme completed the instrument, and the results were analyzed using Rasch and confirmatory factor analysis. Implications for NEST programs in East Asia, and Japan in particular, are presented.

Topic: Other

Level: YL S

Quantifying Student Satisfaction with Technology-Enhanced Textbooks

Daniel J. Mills - *Ritsumeikan University*

In this poster session, the presenter will explain how he used a quantitative survey to measure student satisfaction with a technology enhanced textbook at a Japanese university. The textbook, created by the researcher, was paper-based but contained embedded QR codes in order to facilitate access to media through personal mobile devices. An existing satisfaction scale was used for this study. Permission was gained from the authors to modify and translate the scale which contained six constructs: instructor, materials, set-up, interaction, outcomes, and overall satisfaction. This presentation will be of particular interest to teachers and administrators who are looking for a quantifiable method of measuring student satisfaction with classroom materials.

Topic: TEI/CALL/CMI/MALL

Level: U

Vocabulary Knowledge Retention through the Support of Blended Learning

Paunluck Puntahachart Saengsawang - *Durham University*

With limited one-to-one interaction and practice in a large L2 class and instructors' commute to teach among campuses, blended learning is possibly an approach which promotes learner autonomy, vocabulary learning and knowledge retention. This paper presents the methodology and results of an empirical pilot study which aimed at investigating: 1) the feasibility of a blended learning approach; and 2) students' vocabulary learning and knowledge retention. With the participation of tertiary-level students, the results were analysed through the treatment of blended learning lessons, pre- and post-test, delayed test, questionnaire and interview. The significance of this research will provide the structure for a meaningful blended learning course, prepare instructors for incorporating appropriate technology into the course, and support the university's action plan regarding powerful instruction and cost-effectiveness.

Topic: TEI/CALL/CMI/MALL

Level: U

Saturday, 1:30 – 2:50

Reading for real

202

John Wheeler – *MPI Bell Centre Macau*

Read for real. Use authentic materials to motivate your students to use the kind of micro skills that L1 users naturally use in their native languages. Join in and practice with a number of ready-to-use and easily adaptable activities for your learners. Increase your students' fluency and word recognition and get away from that tendency to read every single word in a text. It's reading. It's for real.

Type: Workshop

Topic: Rdng/Ltrcy

Level: S U A

Sexual Orientation and Gender Identities: Fluency for School and Society

Chelle Jones – *University of Michigan*

Erin Okamoto – *Woosong University*

Luis R. Caballero Orozco – *Ulsan National Institute of Science and Technology (UNIST)*

Matthew Bachtell – *Hagwon Native English Teacher*

Hayden Royalty – *Hayden Royalty on YouTube*

221

Although progress has been made, research consistently shows that LGBTQIPA+ (lesbian, gay, bisexual, transgender, queer/questioning, intersex, pansexual, and asexual) students are particularly vulnerable in schools (Payne & Smith, 2011). This panel seeks to promote cultural fluency about social and classroom dynamics for sexual orientation/gender identity minority teachers/students. By sharing their own stories, experiences, and practices in creating affirming, respectful, and inclusive learning environments for LGBTQIPA+ students, we hope that other educators will become more 'fluent' in issues that LGBTQIPA+ learners face, to better meet their needs. The panelists' professional experiences run the gamut from conducting PhD research on LBTQ migrants in Korea, and increasing visibility for LGBTQIPA Asian youth via social media (YouTube), among others.

Type: Panel

Topic: Other

Level: YL S U A

Make it work: creating meaningful EFL materials for elementary textbooks

304

Krista Brusky – *Busan Ministry of Education*

Opportunities for repetition of textbook key expressions and vocabulary has traditionally been a primary emphasis in preparing materials for Korean elementary classrooms. Materials should be much more, but including the required elements can make creating well-integrated and meaningful materials challenging, even for veteran teachers. Informed by backward design, this workshop's main focus helps Native English Teachers facilitate simple, yet appropriate, materials that complement textbook lesson objectives in all language skill sets (listening, speaking, reading, writing). The workshop will first cover categories of materials, applications and execution of each, and assessment ideas. Then, we will share successful material ideas, as well as brainstorm for new materials for various lesson objectives. Materials for additional components of curriculum, e.g. graded reader programs or book reports, will also be included.

Type: Workshop

Topic: Mtrls/Crse Design

Level: YL

Saturday, 1:55 – 2:15

High Stakes, Low Standards: The Korean CSAT Urgently Needs Reform

Richard Rose – *Yonsei University FLI*

201

The Korean CSAT (College Scholastic Ability Test) English section includes only 2 of the 4 skills required by the National Curriculum (Reading and Listening are included, but Speaking and Writing are omitted), which has severely limited the English language skills of several generations of students in South Korea. Academic demands stemming from the CSAT have been statistically linked to increased rates of youth suicide and wealth incumbency in Korean society. Implementation of a proposal for reforming the test based on the Brown and Abeywickrama (2010) principles of language assessment could improve English language skills, while also contributing to the resolution of broader social issues.

Type: Research

Topic: Socioling/LP/Wrld
English

Level: U

Google Classroom and Google Forms in EFL classroom

Phạm Đức Thuận – *Hoa Lu University*

215

New technologies bring English teachers powerful tools to support their English teaching practice. This paper presents the results of a case study on how the application of Google Classroom and Google Forms benefit EFL students. A broad view of the functionalities of Google Classroom and the uses of Google Forms are described. The implementation of the learning-enhanced tools was conducted within 10 weeks at a provincial university in the north of Vietnam. Thirty-four first year non-English majors participated in the study. To collect the data, in-class observation, a questionnaire, and semi-structured interviews were employed. The findings revealed that applying Google Classroom and Google Forms is effective in teaching and learning English. Pedagogical implications and difficulties encountered are also discussed at the end of the article.

Type: Research

Topic: TEI/CALL/CMI/MALL

Level: U

Saturday, 1:55 – 3:15

Building Disciplinary Fluency in Speaking and Writing

Steven Bagley – *American International School of Vietnam*

303

As elementary students prepare for secondary school and secondary students prepare for university, they are required to read, speak and write about increasingly complex and specialized texts. To be able to be successful in high school and university, students need to be able to think, read, speak and write like mathematicians, historians, scientists and poets. This workshop will teach you how to provide scaffolds so that your students can access and use the language found in discipline specific texts. We will examine the features of text in different disciplines, strategies for making meaning and using the vocabulary and language functions required to speak and write about these texts.

Type: Workshop

Topic: Mltple Skills

Level: YL S U

Improving Conversational Fluency

James Kimball – *Semyung University*

313

Second language learners the world over strive to attain conversational fluency. Given the time and effort required, both students and teachers look for shortcuts. Unfortunately, there are no shortcuts. Fortunately, there are effective approaches and techniques that foster fluency. In this workshop we will work as group. That means it will be hands-on and interactive. To start, we will build a foundation for understanding just what fluency means, reflect on our own inventory of beliefs, and briefly look at hurdles facing students. In Part II, we will spotlight activities that work well in improving fluency. We won't just make a list of activities, we will practice them together. To close, we will share what works for you in your context.

Type: Workshop

Topic: Spkng/Cnvstn/Prnctn

Level: S U A

Saturday, 2:30 – 2:50

Korean ELLs' vocabulary learning using multimodal visual imagery

Tecnam Yoon – *Chuncheon National University of Education*

203

**KAFLE
Rep**

AVI (associated visual imagery) learning as a metacognitive tool is supported in EFL vocabulary learning as an effective way of improving the acquisition of new words. It assists students in understanding new vocabulary, concept acquisition, and basic skills mastery. And as the demand for advanced literacy skills increases, the ability to understand and use words increases in importance. To comprehend effectively what is read, learners need to have knowledge of word meanings and concepts to comprehend the text. Besides, it helps learners to comprehend passages and to build and expand creative and critical thinking. It also accelerates ELL students' ability to read more English books and work collaboratively.

Type: Research

Topic: Vocab

Level:

Using technology in English speaking class of Mongolian learners

Chamintsetseg Myagmarkhorloo & Ulziinaran Amgalan – *National University of Mongolia*

215

Language teachers have many ways to enrich the lesson with the world of technology: computers, English language learning websites, computer assisted language learning programs, blogs, electronic dictionaries, prezi and mobile apps. The paper aims to investigate the effectiveness of technology based teaching method in English speaking and listening class through conducting a case study and to explore students' satisfaction with technology enhanced teaching. The qualitative research questions were employed and was analyzed through thematic analysis. The findings from the case study indicate that most of the students prefer using technology, especially the Internet, in developing their English language skills. Upon this practical study, the paper suggests the drawbacks and limitations of the current English language learning tools and concludes with certain suggestions and recommendations.

Type: Research

Topic: TEI/CALL/CMI/MALL

Level: U A

Teaching English as an International Language Pronunciation in a Monolingual Classroom

Robert Cunningham – *CamTESOL*

301

**Cam
TESOL
Rep**

An increasing number of educators have been calling for greater emphasis on presenting English language instruction in the context of English as an international language (EIL) rather than relying on the native speaker / non-native speaker model. This presentation will report on the results of an Action Research (AR) project that explores pronunciation instruction with an EIL emphasis in Cambodia. Using free online materials, the presenter was able to develop a more effective method for pronunciation instruction that exposed students to a variety of global Englishes. The presentation also aims to explain how AR was integral to developing these methods. Attendees will learn how these methods can be adapted to their teaching and how they can use AR as a tool for improving their teaching.

Type: Research

Topic: Spkng/Cnvstn/Prnctn

Level: S U A

Implementing self-access language learning to a conversation course curriculum

Yueh-Tzu Chiang – *Cardinal Tien Jr. College of Healthcare & Management*

302

This study attempts to implement Self-Access Language Learning (SALL) into the curriculum, with the hope to increase learners' motivation in learning English and promoting learners' speaking fluency. SALL is an approach which facilitates learners to shift from teacher dependence to learner autonomy (Gardner & Miller, 1999). Two intact classes, forty each, underwent a crossover design, in which both classes prepared their own projects of SALL, including the methodological package of enhancing speaking ability. Conventional teacher-directed instruction was implemented as a comparative control group to detect the effectiveness of SALL. The result reveals that there is a significant difference between SALL and conventional methods in terms of speaking fluency by using Rubrics for evaluation. Self-check motivation questionnaires also gain higher scores than the conventional one.

Type: Research

Topic: Spkng/Cnvstn/Prnctn

Level: U

Saturday, 2:30 – 3:15

Focus on Fluency in the Korean Context

Kyungsook Yeum – *Sookmyung Women's University*

Boyoung Lee – *MISOA*

Joo-Kyung Park – *Honam University*

Kathleen Kelley – *Wonkwang University / KOTESOL 2018 Conference Chair*

317

FEATURED

Fluency has been a very elusive goal for the Korean English learner. Oral and aural skills of college entrants are often at a rudimentary level. This discussion session aims to pinpoint the causes of this slow progress toward fluency and to suggest solutions at the individual school level, the national policy level, and the societal level. Solutions will focus on promoting fluency among young learners, lowering anxiety among tertiary students, and proposing a new notion of communicative competence. Ample time will be provided for a question-and-answer session with the audience.

Expressing One's Skill Set Fluently

Steven Herder – *Kyoto Notre Dame University, Japan*

322
INVITED

Liberal arts programs espouse the merits of developing students with a well-rounded set of skills. Throughout eight years working in a department of international studies (IS) with a one-year study abroad component, I saw students engaging with IS contents who were expected to acquire life-long skills such as critical thinking, communication abilities, problem-solving, leadership, and positive attitudes that would be beneficial to their lives, their careers, and to society as well. Unfortunately, to whatever degree universities are succeeding with these curriculum goals, too many students lack self-awareness, and do not know how to package and present what they have learned from their study abroad experience or from their classes in university. In my 18-month seminar course, "Exploring Leadership," we invested a great deal of time exploring and packaging lessons learned over four years of university life. This presentation will share examples and results from that exploratory process.

Exploring Teaching Strategies for Relevance-Based Instruction

Sheariah Yousefi – *Cheonan Office of Education*

201

For many of our students, study of the English language is a prerequisite understood since grade school. However, often times instructors tend to forget the importance of fostering a connection between our content and its actual real-world importance. For many students, the nearest examples of real-world importance are passing exams and gaining access into universities, but there's more to it than that. Beyond test scores lies a place where they can put their studies to use in society. In this seminar, we will explore ways to increase English education relevance and relatability within our students in order to create a global citizen. In essence, we'll explore how to help our students receive more from their education than just high-test scores.

Type: Dialogue

Topic: Identity

Level: S U

Effectively Utilizing Group Work in the EFL Classroom

Jack Ryan – *Shizuoka University of Art and Culture*

207

Utilizing group work in EFL contexts like Korea and Japan can be an effective way to give learners opportunities to speak the target language. Various techniques and activities exist to facilitate active student participation in group work. However, no technique or activity seems to work well in all situations with all students. Therefore, having a repertoire of techniques and activities that can be used to promote effective group work can be useful for even the most experienced teachers. The presenters of this workshop will demonstrate how they have helped their students successfully achieve beyond their expectations in group work settings. Through active participation in this workshop, attendees will become familiar with a series of techniques and activities useful in making group work more effective.

Type: 101

Topic: Cnvstn Class 101

Level: S U A

University of Birmingham: MA TESOL, MA Applied Linguistics

Matteo Fuoli – *English and Applied Linguistics Department at the University of Birmingham (UK)*

315

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.

Type: Promotional

Topic: PD

Level: YL S U A

Saturday, 2:55 – 3:15

- 202** **The Effectiveness and Efficiency of ER at Developing Reading Rates**
Stuart McLean – *Osaka Jogakuin University*
 This study addressed the limitations of previous studies when investigating the impact of extensive reading (ER) and grammar-translation on reading-rate development using an experimental research design with evidence that time spent conducting the respective treatments was similar. University students (N = 50) were randomly assigned to treatment groups. To measure reading-rate improvements over an academic year, pre- and post-treatment reading rate measurements in standard words were used where comprehension was maintained above 70%. Analysis revealed that the ER group (n = 23) increased their reading rate significantly relative to the grammar-translation group (n = 27). Reading-rate measurements were taken once an initial practice effect had ebbed. This study provides evidence of the effectiveness and efficiency of developing reading-rates through ER relative to grammar-translation.
-
- Type: Research Topic: Rdng/Ltrcy Level: YL S U A
-
- 203** **Developing Students' English Essay Writing Fluency and Confidence Through Freewriting**
Editha Atendido – *President – Philippines Association of Language Teaching, Inc. / Dept of Ed - Imus City*
Feliz Tayao – *Department of Education Schools Division of Imus City*
 This action research studied the effects of guided freewriting to the English writing fluency and confidence of 30 Grade 12 students in a public school in the Philippines. Paired t-test was used to determine the difference in the quantity (words per minute) and quality (organization, content, language use, and mechanics) dimensions of their essays before and after applying guided freewriting. Mean gain was determined in the participants' confidence level in writing essays in English before and after utilizing the freewriting technique. Results revealed that guided freewriting significantly increased the participants' writing fluency, under quantity and quality dimensions in the 90 pre-freewriting and 90 post-freewriting essays of the same titles studied. Furthermore, responses revealed that guided freewriting helped increase their confidence in writing essays.
-
- Type: Research Topic: Writing Level: S
-
- 215** **Using Interactive Mobile Devices to Enhance TOEIC Vocabulary Learning**
Jhyi Chen – *Cardinal Tien Junior College of Healthcare and Management*
Kai-Jye Chia – *National Taiwan University of Science and Technology*
 In this study, TOEIC vocabulary learning was integrated with video lectures on iLearn platform, interactive practice, tests, game-based learning activities, and a self-evaluation checklist. A one-month experiment was conducted to determine the effectiveness of the mobile device on vocabulary development, digital learning engagement, and teacher-student interactions. We also measured 50 recruited student preferences for utilization of the various mobile devices in the blended learning environment. Data was collected on iLearn platform, Kahoot, and in-class performance. Two results were found. Students' learning motivation and vocabulary expansion were promoted with mobile device learning. We are also able to demonstrate that the smart phone is the students' first choice for mobile device learning. This paper adds to the body of pedagogical conclusions.
-
- Type: Research Topic: TEI/CALL/CMI/MALL Level: U

Designing an Automatic Speech Recognition Application to Complement Classroom Teaching

Thomas Luke Dillon – *Daegu Catholic University*

301

This article addresses the relevance of Automatic Speech Recognition in ELT. There will also be a brief explanation of how and why it is now possible for a teacher to create custom software. It will highlight some of the useful aspects of ASR and the ways teachers can support using ASR for a more efficient classroom. It will examine some of the readily available ASR language apps and games. It will suggest plans for developing some ASR apps. There will be an explanation of the process of creating an app. The study further aims to create and test one very simple application. There will be a discussion of possible ways to progress with the app creation process.

Type: Research

Topic: Spkng/Cnvstn/Prnctn

Level: YL S U A

Improvisational Fillers in Pechakucha Presentation

Yosuke Ogawa – *Kobe University*

302

Pechakucha is a presentation format style where the presenter shows 20 slides, each for 20 seconds. The slides advance automatically during the presentation, dictating the presenter's pace. This paper will explore from a pragmatic point of view the practical use of the Pechakucha presentation format for the EFL classroom, focusing on student's spontaneous speech production in a time-constrained presentation and the improvisational repair strategies deployed in cases of a lack of time management. The presenter will demonstrate interactional strategies the students often use for showing fluency, engagement and enthusiasm during Pechakucha presentations. It will enable L2 instructors to organise Pechakucha presentation activities in the EFL classroom and to empower students' L2 improvisational repair strategies.

Type: Research

Topic: Spkng/Cnvstn/Prnctn

Level: U A

Effective Teaching for Live Online Courses

John William Simmons – *Hannam University*

304

Are your students generally disengaged? Do they seem to become disinterested in your classes as time goes on no matter how air tight your theory and methods? This presentation is based on my action research during my experience teaching live online English courses for multiple level speakers and observing two cohorts of MATESOL candidates as a teacher's assistant. Even though live online teaching requires different methods and practices such as flipped classes and multiple communication platforms there are two similarities all successful EFL courses share. I will present my data supporting the need for designing courses around students' social and academic identities, and why developing strong positive teacher student relationships creates the foundation for success in every classroom where collaboration and communication are key.

Type: Research

Topic: Mtrls/Crse Design

Level: S U A

Saturday, 2:55 – 4:15

So You Wanna Go to Grad School?

Allison Bill – Jeonju University

Lindsay Herron – Gwangju National University of Education

Joanne McCuaig – University of Birmingham

Eric Reynolds – Woosong University: TESOL-MALL

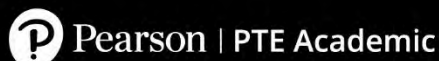
221

At some point, many teachers find themselves standing at a crossroads, deciding whether or not to go to graduate school. There are manifold considerations: time and expense, type of degree, online or face-to-face, returning home or studying abroad, life/work/school balance, which schools are most suitable, and more. Designed to help anyone at that crossroads, this panel features four discussants exploring these issues, offering insights from their own experiences in face-to-face and online master's and doctorate programs. They will discuss the factors that influenced their choices and offer well-informed perspectives on the realities of graduate school and the decision-making process. Attendees are welcome to ask questions about graduate school in general or about the discussants' experiences in specific programs.

Type: Panel

Topic: PD

Level: YL S U A



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Photo by Lu Yi

Saturday 3:30 – 5:15

	3:30-3:50	3:55-4:15	4:30-4:50	4:55-5:15
317 - Featured	Ki Hun Kim <i>Field Manual on Building up Reading Fluency in English</i> FEATURED		Yilin Sun <i>Focusing on EMI and PBL in Fostering Fluency: Implications and Strategies</i> FEATURED	
322 - Invited	Jennifer Book <i>Intercultural Competence and Critical Incidents in the Language Classroom</i> INVITED		Jill Hadfield <i>The Changing World of Materials Design: How to Create Online Tasks</i> INVITED	
201	Terri Beadle <i>Using Dr Seuss to help build fluency</i> 101 Conv YL/S/U/A		Mohammad Hosam Alnahas <i>Student Motivation: A Case Study at a Language School</i> CMgt YL/S/U/A	Hyerim Choi & Juho Lee <i>Memorization as Vocabulary Learning Strategy among Korean EFL Students</i> Voc S
202	Jeremy Phillips <i>Making words work: Lexical skills in academic writing</i> ESP S/U	Bunhorn Doeur <i>An Analysis of an Intensive English for Academic Purposes Textbook</i> ESP U CamTESOL	Faudree & Fujimaki <i>Voice Contrast in Japanese Speakers of English and Markedness Universals</i> SLA YL/S/U/A	Anthony D'Ath <i>Integrating Critical Thinking Skills into EFL Programs</i> Mat S/U/A <i>cont'd until 6:15 p.m.</i>
203	Candace Lake <i>Activate Concept Building: Activities to Prepare for the Writing Process</i> Writ S/U/A		Mikyong Lee <i>Achievement Goals and Foreign Language Performance in Korean Students</i> Oth S/U Grant recipient	Paul Johnson <i>Adventure Role Playing for Language Development</i> Creat S/U/A <i>cont'd until 6:15 p.m.</i>
207 – '101s'	Kim-Lan Bui <i>Teachers as Agents of Success: Revisiting Student Motivation</i> CMgt U/A			D. Abrams & C. Magee <i>Developing a University Reading & Writing Curriculum</i> 101 Curr U <i>cont'd until 6:15 p.m.</i>
215	Ian Brown <i>Animation, Stories and Comics - Online with Any Level Student</i> Tech YL/S/U/A		J. Vitta & M. Gale <i>Enhancing Vocabulary Learning in a Japanese EFL Setting with Quizlet</i> Tech U/A	Douglas Jarrell <i>Voice Recognition Software, Schoology and LINE for Pronunciation Practice</i> Tech U
221	Allison Bill, Lindsay Herron, Joanne McCuaig & Eric Reynolds <i>So You Wanna Go to Grad School?</i> PD YL/S/U/A <i>cont'd from 2:55 p.m.</i> PANEL		Julian Warmington, Greg Brooks-English, Douglas Baumwoll & Dan Svoboda <i>EFL and Climate Change Justice: What, why, and how?!</i> CBI S/U/A <i>cont'd until 5:50 p.m.</i> PANEL	
301	Shannon Tanghe & Susan Masterson <i>Become a licensed teacher (US or UK) while teaching in Korea</i> Oth YL/S Educators Abroad		Ali Ahmad Seman <i>A Window into Another World</i> CMgt YL MELTA	Joel P. Rian <i>Sink or swim: Strong CLT and unrehearsed discussion</i> 101 Conv U <i>cont'd until 6:15 p.m.</i>
302	Kalina Wong <i>Putting pronunciation into context for student presentations</i> Conv U		Jo-Anna Lynch <i>Vlogging the way to English speaking success</i> Conv S/U/A	
303	Christopher Binnie <i>Strong task-based instruction: Korean Ts' perceptions & practices</i> Oth S	Chia-Yi Li <i>The Use of VoiceTube for TEFL Listening Fluency</i> List A	Seungmi Shin <i>Effects of home literacy environment on Korean children's English literacy</i> Read YL	Ah-ra Cho <i>The benefits and drawbacks of a body-coda and synthetic approach</i> Read YL
304	Sunette Labuschagne <i>Why doesn't it work anymore? Adapting activities to student needs.</i> Mat YL		Cameron Romney <i>Typographic influences on reading fluency: Best practices for teacher-made materials</i> Mat S/U/A	
313	Jill Murray <i>Postgraduate Study and Research Pathways for Applied Linguistics and TESOL</i> PD S/U/A Macquarie		Shao-Ting Alan Hung <i>Investigating EFL learners' engagement and skills in creating digital stories</i> Mult S/U	Ittiphath Wittaya <i>Factors Causing Unwillingness to Communicate: Revealing Ss' Perceptions</i> Mult U
315	Aaron Siegel <i>Having Fun with Grammar: Yes, it's possible!</i> Gram YL e-future		Ally Zhou & Robert Griffin <i>Oklahoma City University MA TESOL Program</i> PD YL/S/U/A Oklahoma City	
316	Poster Presentations		Posters	

Saturday, 3:30 – 3:50

Making words work: Lexical skills in academic writing

- 202** **Jeremy Phillips** – *Institute for Tourism Studies (Macau)*
Academic writing is a combination of lexis and tone. Teaching vocabulary proven to be frequent in academic writing (Coxhead, 2000) needs to be accompanied by an awareness that words are not used in isolation but in specific lexical combinations and set phrases (Lewis, 2002). Developing academic writing skills means breaking academic writing into teachable ‘lexical tools’ for specific genres and functions. Feedback involves turning student errors into learning prompts for improvement. Based on research analyzing one hundred ‘apprentice academic texts’ (Bachelor’s research theses) this presentation investigates correlations between academic vocabulary use and text effectiveness to assess the washback effect of scholastic vocabulary use on assessment and includes suggestions for teaching academic writing effectively and developing lexical range, genre awareness and communication skills in EAP writers. This presentation will link the research findings with specific techniques and suggestions for teaching academic vocabulary effectively and developing lexical skills, genre awareness and clearer communication in ‘apprentice’ academic writers.
-

Type: Research

Topic: ESP/EAP

Level: S U

Strong task-based instruction: Korean secondary school teachers’ perceptions and practices

- 303** **Christopher Binnie** – *Cheonan High School*
This small-scale survey-based study aimed to investigate Korean secondary school teachers’ perceptions of task-based language teaching, and assessed if teachers were inclined towards implementing task-based instruction in their classroom practices. The results revealed that participant support for key principles in task-based learning was, for the most part, not reflected in their teaching practices. How favorably the participants supported many of the principles in the study, however, was an unexpected finding. Despite having to conduct ‘traditional language classes’ for high stakes exams, the participants appeared to have a solid understanding of principles that are generally recognized as required for language development and are concordant with task-based instruction. This result challenges some of the stereotypes of the group of teachers that the participants represent.
-

Type: Research

Topic: Other

Level: S

Saturday, 3:30 – 4:15

317
FEATURED

Field Manual on Building up Reading Fluency in English
Ki Hun Kim – *CEO of CEDU publishing company*

In EFL situations like that of Korea, where most people don't need to speak English in their everyday lives, the focus on fluency in English matters only on standardized tests. Moreover, almost all standardized English tests in Korea concentrate on assessing reading comprehension, even though they include some listening, and indirect speaking and writing questions. That's why, while learners of English ideally need fluency in the so-called four skills, they spend most of their learning time building up reading skills. I have been teaching English focusing on this objective. My teaching experiences have suggested that the interactive approach (from bottom-up to top-down based on learners' fluency level) provides the best way to teach English learners in Korea. My methodology is a spiral teaching model from corpus to sentence, through the paragraph, to the whole passage. This presentation will show how to boost fluency in reading comprehension for EFL learners in a real-world situation rather than in a theoretical way.

322
INVITED

Intercultural Competence and Critical Incidents in the Language Classroom
Jennifer Book – *University of Sussex, England*

Intercultural competence has become the buzzword of recent years in the fields of EFL, EIL, and ELF. In this talk, I will focus on what it means to be interculturally competent as a learner, given that English (and foreign language) courses are the ideal platform to prepare students for intercultural situations. Not only do they provide relevant practice opportunities, but they engage them at a personal level, too. Incorporating intercultural competence into students' language learning activities will make the learning process more relevant and meaningful while preparing them for future communication strategies with other cultures. We will look at some critical incident scenarios taken from literature and my own personal teaching experience and discuss them whilst reflecting on the possible applications of these critical incidents in different teaching contexts.

201

Using Dr. Seuss to help build fluency
Terri Beadle – *Woosong University*

Dr. Seuss is an American children's author, who used his books to talk about relevant social issues that occur worldwide. I use "the Sneetches" to help the students talk about racism. This is a hot topic throughout the world and can be a touchy one for students to talk about. In "The Sneetches" the students feel comfortable expressing their opinions, because these are made up characters. Because of their comfort level with this topic, the students open up and have good conversations about the rightness of being a Star-Bell Sneetch, which have "bellies with stars" and "The Plain-Belly Sneetches {that} had none upon thars". This 101 is intended for all teachers and can be adapted to your students' age and speaking level.

Type: 101

Topic: Cnvstn Class 101

Level: YL S U A

Activate Concept Building: Activities to Prepare for the Writing Process

Candace Lake – *Woosong University*

203

Much of the time, instructors feel overwhelmed with the responsibilities of creating good writers out of their students without having a strong understanding of how to introduce concepts before the writing process begins. Students typically lack scaffolding to write and are easily tired with misunderstandings of what academic writing should be, and how to get ideas down on paper. Using useful activities to introduce different genres, as well as handouts, instructors can take a lot of anxiety out of writing classes and assignments. These activities help students to grasp an understanding of the concept in order to brainstorm better and start to organize information. They also give new teachers a starting point to support the development of their writers.

Type: Workshop

Topic: Writing

Level: S U A

Animation, Stories and Comics - Online with Any Level Student

Ian Brown – *Matsuyama University*

215

This presentation introduces four free, easy to use Web 2.0 websites - 'Make Beliefs Comix', 'Dvolver', 'Storybird' and 'Voki' - suitable for both lower- and higher-level students. They produce picture book stories, animated movies or traditional pane comics with text, dialogue text bubbles, text to speech or recorded voice. Simple to use for professional looking output from intuitive templates, they allow students to concentrate on primary language tasks of text or speech, story or presentation creation without getting caught up in technological tribulations. Motivation and learning is enhanced with these activities that also create a sense of community and extend learning beyond the classroom. Examples and task ideas, as well as practical advice on different ways to use these sites will be provided.

Type: Workshop

Topic: TEI/CALL/CMI/MALL

Level: YL S U A

Become a licensed teacher (US or UK) while teaching in Korea

Shannon Tanghe & Susan Masterson – *EducatorsAbroad, Ltd.*

301

With rapidly changing demographics and global teacher shortages, internationally-savvy educators, particularly those with diverse international teaching experiences, are increasingly sought after by schools everywhere. As schools throughout the world look for better prepared internationally-minded educators, new trends and initiatives are emerging to get high-quality and well-prepared teachers in the classroom.

Emphasizing the need for globally-competent educators, this session offers an alternative to traditional teacher education, merging hands-on teaching experiences in Korea with systemic reflections and professional development, resulting in a UK or US teacher licensure, recognized by the US and UK governments and teacher licensing boards. This session, designed to share information about becoming internationally certified through reflective language teaching and EdTPA completion, targets educators who are interested in becoming globally-competent K-12 educators and are seeking internationally-recognized licensure and may be of particular value for those who would like to teach in the US, the UK, or in international schools.

Type: Promotional

Topic: Other

Level: YL S

Putting pronunciation into context for student presentations

Kalina Wong – *UTS:Insearch*

302

As English is now spoken more between non-native English speakers than between native English speakers, the shift in teaching pronunciation has altered from phoneme to prosody focus. ESL learners speak with accents in varying degrees. This should not be mistaken for pronunciation issues. However, when communicating, intelligibility is crucial in order for the listener to understand what is trying to be conveyed. Good pronunciation enhances communication between non-native English speakers where social cues may be lacking. This workshop is for teachers who want to give their students an extra boost in confidence before a student presentation or speaking exam. It will explain the importance of self-awareness and most importantly, it will be practical so you can experience firsthand what you want the students to do.

Type: Workshop Topic: Spkng/Cnvstn/Prnctn Level: U

Why doesn't it work anymore? Adapting activities to student needs

Sunette Labuschagne – *EPIK Gangwondo*

304

It can be hard to keep Young Learners engaged in the classroom. So, when we find something that works, we stick with it. But what do we do when something that has worked, stops working? The presenter will share the dilemma she faced with her grade 6 elementary school students at the beginning of the school year and how she had to rethink, rework, and sometimes replace classroom activities to keep students interested and achieve maximum student participation. Attendees will have small group discussions to share thoughts and activity ideas from their own teaching environments. This session is aimed at but not limited to educators of Young Learners. Participants will take away activity ideas they can implement in their own classrooms.

Type: Workshop Topic: Mtrls/Crse Design Level: YL

Postgraduate Study and Research Pathways for Applied Linguistics and TESOL

Jill Murray – *Macquarie University*

313

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.

Pathways include Postgraduate Certificate and Masters courses in TESOL and Applied Linguistics, Master of Research, and Doctor of Philosophy. You can learn more about the content of these courses and the range of research areas currently being undertaken by over 200 research students in Linguistics at Macquarie University in Australia.

Type: Promotional Topic: PD Level: S U A

Having Fun with Grammar: Yes, it's possible!

Aaron Siegel – *e-future Co. Ltd*

315

Grammar gets a bad rap. The word alone is enough to bring tears to a student and shivers to a teacher. But, it doesn't have to be that way. Grammar, like any skill, can be taught with the use of fun games and activities. This presentation aims to provide teachers with warm-up ideas, review ideas, fluency activities, and ways teachers can help make grammar instruction both more meaningful and communicative. Most importantly, teachers will leave the seminar with some new ideas they can surely use tomorrow in their classroom.

Type: Promotional

Topic: Grammar

Level: YL

Saturday, 3:30 – 4:30

Poster Presentations in Room 316

Grammar pedagogy in primary schools

Jane Chan - *National Institute of Education, Nanyang Technological University*

In spite of the national literacy reform programme, whereby grammar is taught through a combination of deductive and inductive approaches, supported by context and with activities, many language teachers in Singapore still feel that the traditional explicit grammar instruction accompanied with multiple practice exercises (i.e., “drill-and-practise” instructional mode) is much more effective. This paper explores the teaching experiences and beliefs of EL teachers on the role of grammar and how students should learn it. Juxtaposing their past experiences as a student and teacher, this paper reveals that while seeking a balance in the different grammar pedagogical stances, teachers generally considered explicit teaching of grammar indispensable. This paper concludes with possible exploration into other grammar pedagogy, such as implicit grammar learning.

Topic: Grammar

Level: YL

Teacher Language Awareness in Teacher Education: Learning how to Teach


Vanessa Chin - *National Institute of Education (Singapore), Nanyang Technological University*

Teacher Language Awareness (TLA) is conceptualised as “knowledge teachers have of underlying systems of the language that enables them to teach effectively” (Thornbury, 1997). This study examines the TLA of student teachers from two different teacher education programmes, determining any associations between their level of TLA (in relation to grammar) and the teacher education programme. Results showed Undergraduate participants demonstrated relatively higher TLA than Post-graduate degree students, through their ability to engage students in grammar teaching and error correction. Investigating possible reasons attributed to teacher education, participants explained what they learnt and suggested possible improvements to enhance their grammar learning experience. This study provides insight on key developmental features for language education in teacher education programmes, and possible implications of English teaching in the classroom.

Topic: PD


Level: YL S

2018 YONGIN KOTESOL CONFERENCE




SUPPORTING
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Conference Date: November 10th, 2018
Time: 1pm - 5:30pm
Place: Kangnam University, Yongin



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Saturday, 3:30 – 4:50

Teachers as Agents of Success: Revisiting Student Motivation

Kim-Lan Bui – *English Language Center at University of Denver*

207

What motivates your students to learn English? Are they motivated by fulfilling a requirement, getting a job, or being able to interact with other English speakers?

Motivation is commonly seen as either intrinsic vs. extrinsic or integrative vs. instrumental, but research indicates that it is actually much more complex than these dichotomies. Human motivation is a fluid social construct that can be seen as existing on a continuum. More importantly, neurobiological research points to emotions as the basis of motivation; this premise has also been supported by second language acquisition research. Join us as we discuss current research on student motivation and look at how specific teaching strategies can address the emotional needs of our students and increase their motivation.

Type: 101

Topic: Class Mngmnt 101

Level: U A

Saturday, 3:55 – 4:15

An Analysis of an Intensive English for Academic Purposes Textbook

Bunhorn Doeur – *CamTESOL*

202

In this study, the researcher uses document analysis to explore the contents of one textbook in IEAP at PUCSR. This analysis is aimed at exploring how communicative the textbook is. To do this, the contents in the textbook are analysed and grouped into ten categories - ask and answer dialogue; situational dialogue; communicative dialogue; information-gap activity; opinion-sharing activity; reasoning-gap activity; learner autonomy; focus on meaning; thinking skill; and focus on form. Results show the textbook prioritises “information-gap activity” and “opinion-sharing activity” followed by “ask and answer dialogue” and “situational dialogue.” In contrast, “learner autonomy” and “thinking skill” appear least. The textbook is generally seen to be communicative because mixed tasks/activities are used widely, so that students can be exposed to a range of communicative activities.

Type: Research

Topic: ESP/EAP

Level: U

The Use of VoiceTube for TEFL Listening Fluency

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

303

The use of Voicetube offers multiple-function helping listening comprehension with technological affordances and extensive listening. The purposes of this study are twofold: (1) to develop the listening fluency of TEFL university students with the use of Voicetube video materials; (2) to examine TEFL students’ attitudes towards the use of VoiceTube in listening development. The 52 second-year English-major students at a Technology University, Taiwan, participated in the 16-weekly treatment. The instruments included: (1) video lessons and tasks; (2) English comprehension tests (pretest and post-test); and (3) a questionnaire of the students’ attitude. The result indicated that: (1) the students’ English listening comprehension ability increased significantly after learning with VoiceTube; and 2) students had developed positive attitudes towards using VoiceTube videos in teaching listening skills and fluency.

Type: Research

Topic: Listening

Level: A

Saturday, 4:30 – 4:50

Student Motivation: A Case Study at a Language School

201

Mohammad Hosam – *Qatar University*

We hear and talk about student motivation, trying to find out the reasons why some of our students are demotivated to learn or attend classes.

Understanding what factors could be influencing students' motivation to learn seems to be a top priority for many of us, since such understanding would have a strong impact on our teaching style, teacher training programs, as well as our educational policies. Based on a study I conducted at a primary school, the findings of my research will shed a gentle light on students' motivation and how it could be influenced by different factors, including teachers' motivation.

Type: Research

Topic: Class Mngmnt

Level: YL S U A

Voice Contrast in Japanese Speakers of English and Markedness Universals

202

Michael Faudree – *Tokyo City University, Faculty of Liberal Arts and Sciences*

Arata Fujimaki – *Tokai University, International Education Center*

The goal is to assess voice contrast by Japanese speakers of English, in particular their percent correct voicing of English obstruent phonemes. Five Japanese speakers of English were recorded reading an English text and word list with target obstruent phonemes voiced /b/, /d/, /g/ /v/, /z/, /ʒ/, /dʒ/, /ð/ and voiceless /p/, /f/, /k/, /t/, /s/, /ʃ/ / tʃ / /θ/ in word-initial, medial, and final positions. Japanese is basically a 'CV' language having no word-final obstruents, therefore their acquisition order is postulated to follow universal grammar (UG). The Japanese data will be compared with that of five Korean speakers of English who read the same text and word list in a previous study published in *Studies in Second Language Acquisition Journal*.

Type: Research

Topic: SLA

Level: YL S U A

Achievement Goals and Foreign Language Performance in Korean Students

203

Mikyong Lee – *University of Munich*

Achievement goals have been mostly well-researched in motivation literature, demonstrating that the achievement goals that students adopt influence their motivation and performance. Research in foreign language learning (FLL) also has shown that goals are relevant in English learning and ultimately influence academic performance.

Nevertheless, research on this significant motivational factor among Korean students has received little attention. This research examined the relationships between achievement goals and academic performance among 228 Korean high school students. Structural equation modeling was conducted to test hypotheses. The findings showed that mastery-approach and performance-approach goals correlated positively with performance, whereas performance-avoidance goals correlated negatively. The findings indicate that students' achievement goals in FLL are significantly associated with academic performance, emphasizing that teachers should consider these motivational aspects in their instruction.

Type: Research

Topic: Other

Level: S U

**KOTESOL
Grant
Recipient**

Enhancing Vocabulary Learning in a Japanese EFL Setting with Quizlet

Joseph P. Vitta – *King Fahd University of Petroleum and Minerals*

Michael Gale – *Saudi Aramco--SRACO*

215

Recently, vocabulary-centric MALL interventions have emerged as a trend in CALL. This paper presents a classroom-focused vocabulary learning MALL study, undertaken at a Japanese university, where in-class instruction of the target vocabulary was replaced with a Quizlet MALL application. Post vs. pretest gains were significant but correlations between app usage and vocabulary gains were not. Students had positive attitudes toward the application and favorable feelings toward using Quizlet and the activities that took the place of the vocabulary teaching during class time.

Type: Research Topic: TEI/CALL/CMI/MALL Level: U A

A Window into Another World

Ali Ahmad Seman – *MELTA*

301

MELTA
Rep

A study was carried out in two rural schools in Sabah to adjudge the perceptions of the local pupils and teachers to visits of non-local educators with different learning approaches. Ten lecturers from Teacher Training Institute in Selangor went over to do English Language Programme in the two rural schools. Activities for the pupils and workshop for the teachers on Twenty-first Century Lesson Planning were carried out. The findings of this study showed that the pupils of these rural schools were enthusiastic and eager to participate in all the activities. The pupils and teachers alike welcome anyone from outside the school's usual circle of visitors to share knowledge and skills. A report of this study was submitted to the local District Education Offices for their perusal.

Type: Research Topic: Class Mngmnt Level: YL

Effects of home literacy environment on Korean children's English literacy

Seung-mi Shin – *International Graduate school of English*

303

The purpose of this research is to examine the extent to which home literacy environment(HLE) affects English emergent literacy among kindergarten and first-grade Korean children. A total of 103 children were administered two types of tests: phonological awareness test and sight word reading. Their parents responded to the HLE questionnaire, adapted from Duursma et al. (2007). The result of intercorrelation analysis indicated the amount of children's reading English books, the number of English books, the level of father's education and parent's phonics teaching are significantly related to sight word reading. The number of children's English books and father's education level were associated with phonological awareness. Hierarchical regression analysis showed the composite score of HLE variables contributed unique variance to children's sight word reading.

Type: Research Topic: Rdng/Ltrcy Level: YL

Investigating EFL learners' engagement and skills in creating digital stories

313

Shao-Ting Alan Hung – *National Taiwan University of Science and Technology*

This study investigated the cognitive and metacognitive skills EFL learners used when creating their multimodal digital stories and compared highly engaged learners and lowly engaged learners in terms of the skill use. Eighty-eight EFL learners participated in a multimodal digital story project in which they generated linguistic, audio and animated contents for their digital stories. The results revealed some frequently employed cognitive skills (e.g. analyzing, generating) and metacognitive skills (e.g. planning, monitoring). Moreover, the results also showed that highly engaged students used more cognitive and metacognitive skills than lowly engaged students at a significant level. Based on the findings, pedagogical implications on implementing digital story projects are proposed for both researchers and classroom practitioners.

Type: Research

Topic: Multiple Skills

Level: S U



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Eligibility Requirements

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Saturday, 4:30 – 5:15

<p>317 FEATURED</p>	<p>Focusing on EMI and PBL in Fostering Fluency: Implications and Strategies Yilin Sun – <i>Tenured Professor, Seattle Colleges, USA</i> With the English language becoming a global lingua franca (ELF), English as a Medium of Instruction (EMI) has become a fast-growing trend in the world. Along with EMI, another innovative approach, Project-Based Learning (PBL), has also been developed and successfully implemented in many higher education institutions. The increasing interest in EMI and PBL in fostering fluency has influenced the reforms in educational planning, language policy, and instructional approaches in many countries and regions, including Korea. This session will focus on recent transformations in the global ELT field and how such transformations have influenced the development of EMI in Asia. It will address the driving forces that have changed the way we teach and learn English, how educators can teach effectively in the 21st century context, and how project-based learning can be effectively implemented in an EMI classroom.</p>
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<p>322 INVITED</p>	<p>The Changing World of Materials Design: How to Create Online Tasks Jill Hadfield – <i>Associate Professor in Language Teacher Education, Unitec Institute of Technology, New Zealand</i> The changing landscape of ELT means that many teachers are now using blended learning or teaching wholly online. However, both the nature of online tasks and the types of groupings and interactions are both very different from classroom tasks and groupings. In this practical workshop, I will give participants a toolkit for designing online tasks. We will discuss principles of task design and explore how the nature of online task design differs from that of classroom tasks. I will present seven types of online interaction: Confetti, Pass the Parcel, Poker, Breakout, Postal Ballot, Writers’ Group, and Creative Commons, and give participants a step-by-step process for creating their own tasks. We will also look at how noticing, feedback, and focus on form differ in online contexts because of two factors: the fact that the teacher and students can see all student contributions to the task and the fact that as most online interaction is asynchronous, the teacher has time to prepare a rich variety of feedback and language focus tasks. Participants will then have an opportunity to design and share their own online tasks and to discuss and design feedback activities for those tasks.</p>
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Vlogging the way to English speaking success

<p>302</p>	<p>Jo-Anna Lynch – <i>Seoul National University of Science and Technology</i> While getting students to practice speaking in the classroom is difficult enough, getting them to speak English outside the classroom can feel like an impossible task. This presentation will introduce how to use video logs (vlogs) to improve both fluency and accuracy from beginner to advanced speakers. Vlogs do not need to be cumbersome to create or correct and have been used at Seoul National University of Science and Technology for years as the main out-of-class conversation assignments. This presentation will introduce a variety of vlog ideas, how to integrate vlogs easily into LMS such as Moodle, and how to grade them fairly and efficiently. Attendees will have a chance to view some examples and brainstorm ideas on how to implement vlogs into their particular classroom situation.</p>
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Type: Workshop Topic: Spkng/Cnvstn/Prnctn Level: S U A

Typographic influences on reading fluency: Best practices for teacher-made materials

Cameron Romney – *Doshisha University*

304

Reading fluency is a reader's ability to quickly and easily make sense of printed text. It is influenced by a number of factors including the reader's vocabulary and grammar knowledge, awareness of organizational structures, and cognitive abilities. However, reading fluency is primarily word recognition via visual decoding. Typography is the visual representation of language on the page and therefore highly influences word recognition.

In this presentation the presenter will show how typography impacts reading fluency and offer several best practices for teachers making materials. The presenter will show a number of examples both before and after the best practices have been applied and participants will be given an opportunity to discuss and practice applying them to their own materials or those provided by the presenter.

Type: Workshop

Topic: Mtrls/Crse Design

Level: S U A

Oklahoma City University MA TESOL Program

Ally Zhou & Robert Griffin – *Oklahoma City University*

315

This session is designed for all teachers interested in pursuing a TESOL Certificate or MA in TESOL. Oklahoma City University has a long-standing relationship training English Language teachers in Korea and around the globe. We offer attractive financial packages for students interested in completing an MA or Certificate in TESOL either on campus or via simulcast options that allow us to broadcast our courses online to students living in Korea or elsewhere. In this session, we will provide an overview of the program, admissions requirements, scholarship options as well as practical teaching opportunities in the US and abroad.

Type: Promotional

Topic: PD

Level: YL S U A

Saturday, 4:30 – 5:50

EFL and Climate Change Justice: What, why, and how?!

Julian Warmington – *Climate Education Network*

Greg Brooks-English – *Yonsei University*

Douglas Baumwoll – *Daegu University*

Dan Svoboda – *HUFS Graduate School of Interpretation and Translation*

221

This panel discussion brings together speakers who both advocate, and have experience teaching EFL through the particular content theme of industrial-caused climate change. They discuss practical challenges and theoretical approaches, sharing experiences, feedback, resources, and reflections on various themes under the umbrella of climate change education within EFL curricula.

Greg Brooks-English formed the Yonsei Student Climate Action Group (YSCAN) which was co-founded with one of his students and is now officially under both of Ban Ki-moon's institutes at Yonsei; Douglas Baumwoll previously worked for the USA's EPA and now teaches at the university level in Korea; he advocates teaching AGW through a "thematic approach," incorporating thematically useful examples for EFL in class; Julian Warmington this year formed the Climate Education Network with Douglas.

Type: Panel

Topic: CBI

Level: S U A

Saturday, 4:55 – 5:15

Memorization as Vocabulary Learning Strategy among Korean EFL Students

201

Hyerim Choi & Juho Lee – *De La Salle University Manila*

Developing vocabulary skills is known to be a fundamental skills among Korean EFL students. The purpose of this action research is to identify whether Korean EFL students use memorization as a learning strategy in improving their vocabulary, to determine its effectiveness and to find the advantages and disadvantages of using memorization. In order to answer the research questions, survey, pre and post test, and interview were conducted among 18 grade nine Korean students in Korean International School Philippines (KISP). As a result, the researchers found out that memorization is a traditional learning strategy Korean EFL students use but not an effective strategy. Thus, it needs revision where students can apply their learning in different context since memorization is inevitable for the beginners.

Type: Research

Topic: Vocab

Level: S

Voice Recognition Software, Schoology and LINE for Pronunciation Practice

215

Douglas Jarrell – *Nagoya Women's University*

One of the goals of the new Japanese course of study for foreign languages for 2020 is to accustom elementary children to the sounds and rhythm of the language. Future elementary school teachers need to develop comprehensible English pronunciation. The presenter will present the results of action research using voice recognition software and other mobile technologies to get students to work on their pronunciation problems. It is important to increase student awareness of pronunciation issues without demoralizing them. By emphasizing comprehensible speech rather than native-like pronunciation, the presenter encouraged students to work on a variety of pronunciation issues such as intonation, stress, assimilation and elision. Both the successes and the challenges of getting students to produce comprehensible speech will be discussed.

Type: Research

Topic: TEI/CALL/CMI/MALL

Level: U

The benefits and drawbacks of a body-coda and synthetic approach

303

Ah-ra Cho – *International Graduate School of English*

This research presentation will discuss a study being conducted by the presenter which aims to examine the effectiveness of phonics instruction with young Korean English learners. The way in which phonics is approached when teaching Korean differs from the way in which phonics is approached when teaching English due to contrastive differences between the languages. This presenter is continuing to investigate the ways in which the two approaches can come together by teaching Korean elementary 1st graders using a body-coda approach (often used to teach Korean) and synthetic approach (often used to teach English in English speaking countries). In this presentation, there will be a discussion of student's progress over time and the benefits and drawbacks of each approach.

Type: Research

Topic: Rdng/Ltrcy

Level: YL

Factors Causing Unwillingness to Communicate: Revealing Students' Perceptions

313

Ittiphat Wittaya – *Faculty of Liberal Arts, Mahidol University, Thailand*

This qualitative study aims to identify factors causing students' unwillingness to communicate in an English as a foreign language (EFL) classroom. To do so, the researcher went into two EFL classrooms at one higher institute in Thailand and interviewed 10 undergraduate students undertaking the class. Furthermore, the researcher also observed the class and collected all the required written documents and artifacts. All collected data were transcribed and then analyzed with Strauss and Corbin's (1990) open and axial coding techniques. Overall, the findings demonstrated that students' unwillingness to communicate derived from the four commonplaces including teachers, students, subject-matters, and environment. In the presentation, the researcher will illustrate how the participating students perceived those four commonplaces and discuss how those perceptions made them unwilling to communicate.

Type: Research

Topic: Mltple Skills

Level: U

Saturday, 4:55 – 6:15

Integrating Critical Thinking Skills into EFL Programs

202

Anthony D'Ath – *Korea University (Seoul Campus)*

This workshop will demonstrate how techniques in critical thinking can be integrated into an Academic English program for EFL university students in Korea and possibly extended to other relevant EFL programs. In doing so, it will be demonstrated how second language skills are enhanced for the student, along with concise methods for the teacher to enhance those skills in his or her students.

Attendees will be presented with material that has been developed in a university level Academic English program for EFL students and a three-credit Critical Thinking elective and can briefly engage in activities designed to have students understand the functions of propositions, premises, conclusions, (propositional) truth and argument validity. Interactive material will also be presented on fallacies and definitions.

Type: Workshop

Topic: Mtrls/Crse Design

Level: S U A

Adventure Role Playing for Language Development

203

Paul Johnson – *Changshin University*

Learn the benefits of developing and using table-top adventure style role playing games (ARPGs) for language development and, through a hands on experience, learn how to create and implement your own. This presentation will explain: 1) The many benefits of ARPGs. 2) An explanation of traditional RPG game mechanics. 3) Developing one's own ARPG to best suit specific student needs. 4) Demonstration of an ARPG (Everyone gets to play!) ARPGs have many benefits: 1) Players (language learners) practice using descriptive adjectives in developing and introducing their players to the group. 2) Unexpected situations force students to use unfamiliar language structures and vocabulary. 3) Players don't always succeed (especially when dice rolls are involved!). Students learn that failure helps development. 4) "Leveling Up" motivates and produces a strong feeling of accomplishment.

When creativity is blossoming, students will experience unforeseen learning opportunities!

Type: Workshop

Topic: Dvlpng Lrn Crtvy

Level: S U A

Learning Lessons: Developing a University Reading and Writing Curriculum

207

Debra Abrams & Craig Magee – *Seoul National University of Science and Technology*

This workshop addresses the research-based evolution of a university EFL reading and writing program in South Korea. First, participants reflect on and consider solutions to problematic issues--such as standardized, multiple choice tests and students unmotivated by irrelevant readings and assignments--present in traditional university reading and writing programs in South Korea. Then, presenters share the steps they took and are taking to revise their curriculum. Finally, participants and presenters engage in lively discussion about the merits and demerits of presenters' steps in revising their curriculum and during the ongoing curriculum revision process. Participants will leave with substantive insight into the curriculum revision process and tips for fashioning their own program's revision process.

Type: 101 Topic: Crreln Dev. 101 Level: U

Sink or swim: Strong CLT and unrehearsed discussion in class

301

Joel P. Rian – *Hokkaido Information University*

What happens when you put low-proficiency learners in groups, and tell them to discuss something using whatever English they can, but only English? Do they sink into silence? With a classroom setup that promotes fluency over accuracy, many will tread water just fine.

This presentation discusses a classroom design that uses group-discussion activities based on Johnson's (1982) "Deep End Strategy" as well as Howatt's (1984) view of Strong CLT, which rests in the philosophy of "using English to learn it." Students learn language and ideas from each other in an atmosphere that encourages critical thinking, role play, and above all, fluency. The presenter will review the classroom design with videos of actual student interactions, student feedback, and conduct a brief hands-on session with the audience.

Type: Workshop Topic: Cnvstn Class 101 Level: U

	Notes



The Jeonju-North Jeolla KOTESOL Chapter is presently accepting proposals for its **November 17, 2018** Regional Conference. The conference will consist of several concurrent 50 minute presentations as well as a "Tips" session consisting of several speakers doing 10-25 minute presentations. Presentation proposals on *all* ELT-related topics will be accepted.

**Conference Theme: Memorization to Understanding
Practical tips and activities that promote understanding**

Proposal Submission Deadline: October 28, 2018.

Total proposals that may be submitted to the conference is limited to two (2).

Topic areas: Any area related to ELT.

Presentation Length: 50 minutes *or* 10-25 minutes

Presentation Format: Workshop, demonstration, talk, or research report.

Abstract Length: 200-250 words. // **Bio-sketch:** 75-100 words

[Note: At the beginning of your proposal please include the following information:]

Name and Contact Information:

Presentation Topic:

Presentation Length:

Presentation Format:

Email proposals as MS Word, PDF, or Google Doc files to:

jinj.presenters@gmail.com. Please write "**Conference Proposal - YOUR NAME**" in the subject line.

Saturday 5:30 – 6:15

	5:30-5:50	5:55-6:15	6:15
317 - Invited	Scott Thornbury <i>Gay is a Global Issue</i> INVITED		<h3>KOTESOL Members Wine-and-Cheese Event</h3>
322	Robert Dickey <i>Representativeness and Development of Leaders in Korea TESOL</i> Oth YL/S/U/A	Aymen Elsheikh <i>Teacher Development through Teachers' Associations: Lessons from Africa</i> PD YL/S/U/A	
201	Jocelyn Wright <i>Understanding and Teaching Key Principles of Social Justice through Poetry</i> RP S/U/A		
202	Anthony D'Ath <i>Integrating Critical Thinking Skills into EFL Programs</i> Mat S/U/A <i>cont'd from 4:55 p.m.</i>		
203	Paul Johnson <i>Adventure Role Playing for Language Development</i> Creat S/U/A <i>cont'd from 4:55 p.m.</i>		
207 – '101s'	D. Abrams & C. Magee <i>Developing a University Reading & Writing Curriculum</i> 101 Curr U <i>cont'd from 4:55 p.m.</i>		
215	Hermingildo Garrobo <i>Gap-fill and More: Rewordify and "Kahootify" your next activity</i> Tech U		
221	Warmington, Brooks-English, Baumwoll & Svoboda <i>EFL and Climate Change Justice: What, why, and how?! CBI</i> S/U/A <i>cont;d from 4:30 p.m.</i> PANEL	H-T D. Huang <i>Using Graph Description Tasks to Assess L2 Speaking Skills</i> Test U/A	
301	Joel P. Rian <i>Sink or swim: Strong CLT and unrehearsed discussion</i> 101 Conv U <i>cont'd from 4:55 p.m.</i>		
302	Jeff Buck <i>Increasing Student English Talking Time through Scaffolding</i> Conv S/U/A		
303	Langgeng Budianto & Ifta Zuroidah <i>Needs Analysis of the English Up-grading of two Different Stakeholders</i> ESP A	Miho Fujieda & Hiroko Suzuki <i>In search of pedagogical genre continuum in college ESP</i> ESP U	
304	Ahmad Mursy <i>Towards More Humanistic Teaching Materials</i> Mat YL/S/U/A		
313	Heidi Nam <i>Adapting Classroom Materials for Braille Readers</i> Pref U/A		
315	Patricia MacKinnon <i>Non-stop Discussions in Student-led Reading Circles</i> Conv S/U/A US State Dept.		
316			

Saturday, 5:30 – 5:50

Representativeness and Development of Leaders in Korea TESOL

Robert J. Dickey – *Keimyung University*

322

Language teacher associations (LTAs) such as KOTESOL often face challenges in terms of leadership continuity and representativeness. While leadership development and turnover are issues facing all voluntary groups, these are particularly challenging in EFL contexts where a significant proportion of the membership may not be permanent residents (i.e., "expats").

This retrospective, descriptive, and document-based case study analyzed representativeness of leaders through the gender, nationality, workplace, and education of leaders and members across two decades (1998-2017), as well as the continuity (retention) and development of leaders across the organization's leadership ranks. Important considerations for diversity and representativeness included identification and role of stakeholders and members through demographic analysis, as well as organizational history and culture.

Type: Research

Topic: Other

Level: YL S U A

Needs Analysis of the English Up-grading of two Different Stakeholders

Langgeng Budianto – *Maulana Malik Ibrahim State Islamic University, Malang, Indonesia*

Ifta Zuroidah – *Muhammadiyah Senior High School 2 Sidoarjo, Indonesia*

303

This study was an effort to examine the extent to which the English up-grading to the non English teachers and staff of the State Islamic University, Malang (SIUM)Indonesia matches its stakeholders "needs". The stakeholders include the non English teachers and staff who took a month English course at Indonesia Australia Language Foundation (IALF). The results of the need survey of the two cohort of stakeholders at SIUM see English as fulfilling several goals that need to be addressed in International relationship and future career, writing journal publication, using English in teaching, and using English for service excellence. It implied that there is a need to strenghten stakesholders' English practical application ability and to strenghten the overall intercultural quality toward their real English usability.

Type: Research

Topic: ESP/EAP

Level: A

Saturday, 5:30 – 6:15

Gay is a Global Issue

Scott Thornbury – *The New School, NY: Series Editor for the Cambridge Handbooks for Teachers*

317

INVITED

Human rights are being eroded in every quarter, with the LGBTQ community is often the first to be targeted. How, as educators, can we counter discrimination and prejudice without being accused of promoting a "gay agenda"? There are no easy answers, and every context will require different strategies. Sharing our own stories is a start. Small acts of resistance may be another. Not to mention being great teachers and caring human beings! This session explores these themes, and welcomes your participation.

Understanding and Teaching Key Principles of Social Justice through Poetry

Jocelyn Wright – *Mokpo National University*

201

Undeniably, social justice is a hot topic in English language teaching and learning these days. Many students want to discuss current issues related to justice and inequalities, and many teachers are also keen to approach them. Yet, they may not be exactly sure what social justice entails nor how to go about teaching it. By raising issues for contemplation and promoting creative and critical expression, poetry can be a powerful educational means to help overcome ‘social justice illiteracy’ in the quest for more solidary, fair, and equitable societies that respect basic human rights. In this workshop, we share key principles of social justice playfully through poetic forays in the hope of stimulating teacher reflection and inspiring similar action in classrooms.

Type: Workshop

Topic: RTP

Level: S U A

Engage them! Use an app in your next learning activity

Hermin Garrobo – *Gimcheon University*

215

Worksheets can be a good activity for listening and learning grammar and vocabulary. However, we may add variety to it by leveraging the affordances of internet resources like Rewordify and Kahoot to name just two. In this presentation, it shall be demonstrated how using some digital applications in the classroom may help teachers turn materials into engaging activities that go beyond filling in missing words or grammatical units. Employing these digital resources, it shall be shown how one can design gamified digital activities that feature other learning aspects like teamwork, fun, collaboration, play, and competition. Attendees may bring their smartphones or tablets for hands-on practice and participation using some of the apps to be introduced.

Type: Workshop

Topic: TEI/CALL/CMI/MALL

Level: U

Using Graph Description Tasks to Assess L2 Speaking Skills

Heng-Tsung Danny Huang - *National Taiwan University*

221

Graph description tasks offer many benefits as an L2 speaking assessment measure: enhancing test authenticity, increasing positive washback, inducing favorable test-taker reactions, and so forth. This project investigated how visual chunks and topical knowledge would affect the performance on these tasks. Employing eight line graph tasks that differ in the number of visual chunks and focus on two different topics and two topical knowledge tests (TKTs), the researcher recruited 349 English learners to answer the TKTs and undertake the line graph tasks. Data analysis via structural equation modeling revealed that graph description performance varied as a function of visual chunks, but not as a result of topical knowledge. In light of these findings, the researcher proposes theoretical and practical implications.

Type: Research

Topic: Assess/Test

Level: U A

Increasing Student English Talking Time through Scaffolding

Jeff Buck – *Dongseo University, Busan*

302

Decreasing TTT and increasing STT is a problem for many of us teachers. But even when we are not talking and the students are, are they talking in English or in their L1? If the latter, why is that and what can we do to facilitate more Student English Talking Time? One technique is called scaffolding, which involves 1) engaging students’ interest, 2) simplifying the task, 3) helping them focus, 4) helping them notice language features and correct errors, 5) assisting them, and 6) demonstration. If you would like to learn more about this theory and experiment with it in groups, then this presentation is for you.

Type: Workshop

Topic: Spkng/Cnvstn/Prnctn

Level: S U A

Towards More Humanistic Teaching Materials

Ahmad Mursy – *Sultan Qaboos University*

304

The purpose of this study is twofold. First, I will argue that many existing textbooks do not address students' needs, and even if they do, they either focus on the memorisation of vocabulary, grammar rules and a set of comprehension questions, expose learners to topics that they cannot relate to in their lives or culture, do not engage them, or do not challenge them enough. Second, this study will suggest producing, as a substitute for many of these current materials, humanistic materials that motivate learners to use the language meaningfully and support their affective, cognitive learning experience. The audience will be involved in evaluating two extracts from two ELT textbooks in terms of their humanistic adequacy, and will also reflect on their own experiences.

Type: Workshop Topic: Mtrls/Crse Design Level: YL S U A

Non-stop Discussions in Student-led Reading Circles

Patricia MacKinnon – *US State Dept.*

315

Wouldn't you delight in hearing your students independently engage in fluent in-depth conversations about their readings? This workshop focuses on the use and pedagogy of student-directed reading circles so you can say goodbye to those teacher-centered question and answer sessions. With student-assigned discussion roles along with conversation gambits and sentence starters to promote interaction, students will be actively conversing even after the bell rings. Discussion templates to use with fiction and nonfiction readings will be provided for participants. A debriefing will follow to discuss adaptations that a teacher or teacher-trainer could use in their classroom practice.

Type: Workshop Topic: Spkng/Cnvstn/Prnctn Level: S U A

Saturday, 5:55 – 6:15

Teacher Development through Teachers' Associations: Lessons from Africa

Aymen Elsheikh – *Texas A&M University at Qatar*

322

As Language Teacher Associations (LTAs) around the world celebrate their anniversaries (e.g., 50th birthday by TESOL International in 2016 and IATEFL in 2017), there seems to be little research on how these organizations work and their contribution to the professional development (PD) of their members. This presentation reports on a mixed-method, exploratory study which investigated the role of Africa TESOL, a newly-formed regional association, and its affiliates in providing effective PD opportunities to their members. Findings show that the members benefit from the PD activities and, although the affiliates face some challenges, they still manage to facilitate their members' PD events. The presentation will end by encouraging the participants to reflect on their involvement with LTAs and how these associations could provide effective PD opportunities.

Type: Research Topic: PD Level: YL S U A

In search of pedagogical genre continuum in college ESP

Miho Fujieda – *Osaka Medical College*

Hiroko Suzuki – *Tokai University*

303

Extending the notion of “genre chains” (Swales, 2004), the present small-scale corpus-based study investigates the pedagogical sequence of genres focusing on the transition from high school general English to college ESP (English for Specific Purposes) in the context of a Japanese medical school. As the precursor to medical research articles, three types of more accessible genre texts for the first-year medical students were selected: health guide/patient education materials, high school science textbooks, and science news articles. Using corpus tools, they were compared with the reading texts of university entrance examination and with medical research articles. The results showed the intermediary nature of vocabulary profiles of the selected three genre texts and their distinctive use of cohesive devices.

Type: Research

Topic: ESP/EAP

Level: U



The KOTESOL
Research Committee
invites proposals for the

2019 KOTESOL Research Grants

- * Up to three grants of **200,000 won** each
- * Both **novice and experienced** researchers are welcome
- * **Qualitative, quantitative, or mixed-methods** approaches
- * **Excellent addition** to your **CV** in a competitive job market

*For more information and
submission guidelines, please visit*
<http://koreatesol.org/research-comm>

KOTESOL

Korea Teachers of English to Speakers of Other Languages

대한영어교육학회

*Teachers Helping Teachers
Learn, Share, Succeed*

Membership Fees

Regular 1-year
50,000 won

International
70,000 won

Undergraduate Student
30,000 won

Lifetime
500,000 won

What Is KOTESOL?

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

Why Join?

Enhance your career in education!

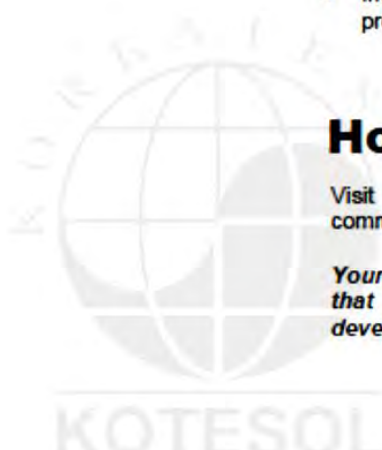
- Add professional affiliation and experience to your resume
- Attend professional development workshops and presentations
- Receive invitations to networking events
- Present at the KOTESOL International Conference
- Apply for research grants while furthering your education
- Improve public speaking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

How Can I Join?

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

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

<http://koreatesol.org>



Sunday 9:00 – 10:45

	9:00-9:20	9:25-9:45	10:00-10:20	10:25-10:45
317 - Featured	Vanessa Virgiel <i>Autism Spectrum Disorder: An Introduction for EFL Teachers</i> Pref YL/S		Jennifer Book <i>Pronunciation as a Lingua Franca: What Are Our Goals?</i> FEATURED	
322 - Invited	Allison Park & Jaekyoung Lee <i>Building Competency, Complexity and Confidence through Poster Presentations</i> ESP S		Stephen Krashen <i>The Conduit Hypothesis</i> INVITED	
201	Hannah Bradbury <i>Let's Chat! Fun Warm-Up Activities for Speaking Classes</i> 101 Conv S/U/A		Ehean Kim <i>One is Never Too Old to Learn</i> Conv S/U/A	
202	Youngmin Park <i>State of the Art flashcard: Classcard</i> Test YL/S/U/A		Michael Stockwell <i>Enhancing learning opportunities with good vocabulary design</i> Test S/U	
203	Mik Fanguy <i>Increasing learner recall and outcomes through collaborative online notetaking</i> Tech U/A		Jeremy Ortloff <i>Teaching ELLs in an after-school setting: implications for school day outcomes?</i> Oth YL/S	Yi-Ling Sung <i>Effects of AR on Students' Learning Motivation, Speaking Proficiency and WTC</i> Tech YL/S
207 – '101s'	Krista Brusky <i>Easy applications of informal assessments in the elementary EFL classroom</i> Test YL		Louise Ohashi <i>Building Fluency Inside and Outside of the Classroom</i> 101 Conv S/U JALT	
215	Simon Thollar <i>Old wine in new bottles; using emoji to enhance understanding</i> Tech U		Michael William Brandon <i>Strategies for Integrating Education Technology into the Reading Classroom</i> Tech S/U	
221	Rizqi Khoirunnisa <i>Fostering Critical Reading and Creative Writing in English Classroom</i> Mult S/U			Youngsoo Song & Matthew Baldwin <i>Performance in English Listening Class: Flipped vs. Traditional Classroom</i> List U/A
301	Roxy (YounJung) Lee <i>English, expression, and transgression: Incorporating creativity into young-learners EFL classes</i> Creat YL		Kuniko Yoshida, Takayuki Kato & Yoshihiro Minamitsu <i>Enhancing Self-Regulated-Learning through Learning Logs</i> Pref U	
302	John Moulton <i>Creating personalized 'Find someone who ...' activities with student generated content</i> Conv S/U/A		Simon Buckland <i>Fluency assessment and remediation: what works and what doesn't</i> Conv A	N. Sarobol & T. Triwittayayon <i>Factors Enhancing English Speaking Fluency: Exemplary Cases of Thai Students</i> Conv S/U ThaiTESOL
303	David Shaffer <i>Creating Reference Lists: Understanding APA Style Research Guidelines</i> Oth YL/S/U/A		Matteo Fuoli <i>Exploring the language of business</i> ESP U/A	
304	Christopher Tempest & Elton LaClare <i>Using Recordings and Speaking Fluency Tasks to Enhance Spoken Interactions</i> Mat U		Maria Luz Elena N. Canilao <i>From Voiceless to Fearless: Designing Innovative Tasks to Enhance Fluency</i> Mat YL/S/U/A	
313	Mary Chang <i>Adapting Textbook Materials for Reading Fluency and Speed</i> Read S/U/A		Scott Miles <i>Crucial, yet often missing, components of a successful reading course</i> Read S/U/A	
315	Alexis Pusina <i>EFL or ELF? Increasing Cultural Diversity Driving Changes in Japan</i> ESP U		Kevin Search <i>Accelerating Phonics Learning with Readers</i> Conv YL e-future	
316	Posters		Poster Presentations	

Sunday Morning Sessions

9:00 – 9:45

Autism Spectrum Disorder: An Introduction for EFL Teachers

Vanessa Virgiel - *Jeollanamdo Language Program*

317

Autism Spectrum Disorder (ASD) affects approximately 1 in 70 people. AS EFL teachers we can therefore expect to encounter many students with ASD throughout our careers. As professionals we have an obligation to accommodate different learning styles, including “special needs” students like ELLs with autism. However, we face challenges in doing so: our teacher training programs don’t usually prepare us to work with special needs groups, and in our working environments we might have little or no support. In this workshop, we will look at what we CAN do. We will explore what ASD is, how it affects an ELL’s experience, what the available research tells us about ASD and SLA, and practical solutions we can use in our classrooms to accommodate this learner group.

Type: Workshop

Topic: Learning

Level: YL S

Building Competency, Complexity, and Confidence through Poster Presentations

Allison Park & Jaekyoung Lee - *Affiliated High School of Korea National University of Education (ASKNUE)*

322

Research posters—from planning to presenting—enable EFL students to not only increase their English proficiency, but also gain transferable knowledge and skills, which can lead to success in other coursework. The goal of this workshop is to illustrate the value of incorporating poster presentations into EFL instruction. The presenters will share their experiences with developing materials and integrating poster presentations into a curriculum, as well as model their most successful activities and materials, which implement a variety of student-centered, competency-based strategies. Along with these hands-on demonstrations, detailed teaching guides will be provided to assist participants in adapting and delivering effective lessons which help students transfer the skills and strategies they develop into their other coursework.

Type: Workshop

Topic: ESP/EAP

Level: S

Let's Chat! Fun Warm-Up Activities for Speaking Classes

Hannah Bradbury - *Global Teaching Fellow - Tokyo International University*

201

Speaking can be one of the most intimidating activities for any language learner. Many students lack the confidence to speak fluently due to fear of making mistakes. In addition, it can be a challenge to begin a class when students are nervous, tired, or unmotivated. This 101 Presentation is designed for new teachers who want to help their students gain self-assurance and learn to enjoy speaking. I will introduce five simple activities that can be used to begin class and warm up for the lesson ahead. These exercises are designed to last from 10-20 minutes and encourage students to interact and feel at ease. They include creative partner interviews, group conversation, and games.

Type: 101

Topic: Cnvstn Class 101

Level: S U A

State of the Art flashcard: Classcards

Youngmin Park - *Busan International High School*

202

In this workshop, you will meet a state-of-the-art flashcard with features of text-to-speech technology, automatic quiz creation and much more. It is no more stressful for teachers to prepare their English vocabulary flashcards, worksheets, or tests. Students no more hate memorizing foreign words or taking tests. I have been using this app for low proficiency high school students who were demotivated, high performing students in a prestigious high school, and even undergrad students. They all enjoyed learning and quickly picked up what to learn. This workshop will walk you through how to create classes, sets of words, do a variety of activities in and out of classroom, and create worksheets and quizzes in seconds.

Type: Workshop

Topic: Assess/Test

Level: YL S U A

Increasing learner recall and outcomes through collaborative online notetaking

Mik Fanguy - *Korea Advanced Institute of Science and Technology*

203

The benefits of notetaking are well documented in terms of recall and learning outcomes. Collaborative notetaking in e-learning environments merits further examination since such courses often include online lecture videos viewed asynchronously, allowing students to work together to construct notes over longer periods of time. The present workshop will present the results of a study (n=115) to investigate the effects of collaborative online notetaking in a flipped EFL writing course. The results show that students assigned to online notetaking groups displayed increased recall of course content compared to individual notetakers, particularly for prolific groups and members. Given these benefits, the present workshop will provide an opportunity for participants to engage in a collaborative notetaking session and to discuss their experiences and implications for EFL courses.

Type: Workshop

Topic: TEI/CALL/CMI/MALL

Level: U A

Easy applications of informal assessments in the elementary EFL classroom

Krista Brusky - *Busan Ministry of Education*

207

Informal assessments are essential for evaluating not only your students' progress but your own effectiveness as a new teacher. They should be constructive, valid, reliable, ongoing, and attainable based on our teaching objectives. This can be complicated so this workshop asks new teachers a simple question: why are you doing what you are doing? To help answer this, the workshop starts with the benefits and types of informal assessments available to teachers and how this corresponds to the material we teach. This knowledge is applied to sample lessons and finally, useful assessments in real-life classroom situations can be shared by attendees. By the end of the workshop, new teachers will better know students' individual capabilities and progress and if teaching objectives are being met.

Type: 101

Topic: Assess 101

Level: YL

Old wine in new bottles; using emoji to enhance understanding

Simon Thollar - *Hokkaido Information University*

215

In a workshop setting, the presenter will discuss how emoji can be used to enhance student understanding while also providing a humorous perspective to English lesson content. Emoji are ubiquitous, modern, largely gender-free and arguably well-known to college-age students. An animated slideshow of the Alligator River Story, a values exercise, is demonstrated as an example. Words appear at the bottom of each slide, while emoji conveying the same meaning are shown above the animated story characters in speech bubbles. This combination captures attention and facilitates understanding among students, especially those of lower proficiency level who might have difficulty understanding text. Comments collected from student participants will be shared and discussed, and other potential applications will be considered.

Type: Workshop Topic: TEI/CALL/CMI/MALL Level: U

English, expression, and transgression: Incorporating creativity into young-learners EFL classes

Roxy (YounJung) Lee - *Korea National Open University*

301

Creativity is quickly becoming a core idea in the Korean English curriculum. The presenter, a Korean EFL teacher, has developed a practical definition of creativity for teachers of young, beginner-level Korean EFL students. She has experimented with various ways to blend English practice and creative expression in classroom activities, and with EFL/creativity-focused teacher, peer, and self-assessment tools. In this workshop, she will walk the audience through the process of designing and implementing EFL/creativity classes. She will share an EFL-applicable definition of creativity, as well as some activities, practical tips, and design cues the audience will be able to use in their own teaching. Finally, the presenter will share some reflections on her experiences that will inform other teachers as they experiment with creativity.

Type: Workshop Topic: Dvlpng Lrnr Crtvy Level: YL

Creating personalized 'Find someone who...' activities with student generated content

John Moulton - *Macao Polytechnic Institute - Bell Centre of English*

302

This workshop demonstrates how to take the classic 'Find someone who...' activity and to personalize it by asking learners to individually create the content based on their own lives and experiences. In addition to the communicative speaking practice of the traditional activity, this variation adds controlled writing practice for better integration of skills and focus on form. Furthermore, because learners create the personalized content, their motivation and participation increases substantially. Plus, it is easier and less time-consuming for teachers to create than a traditional 'Find someone who...!' In this workshop, teachers will learn how to set up and run the activity in their own classrooms, using a variety of interesting topics and prompts that engage learners in creating their own personalized 'Find someone who...'.

Type: Workshop Topic: Spkng/Cnvstn/Prnctn Level: S U A

Creating Reference Lists: Understanding APA Style Research Guidelines

David E. Shaffer - *Gwangju International Center*

303

In research paper submissions errors in formatting references in the reference list are among the highest in frequency. Poor formatting of references could result in a rejection of paper submission. Consequently, the importance of proper formatting of references cannot be overemphasized. In this workshop, we will cover the proper formatting of the most common references according to APA publication guidelines (the standard for our field) for research publications. We will discuss and practice the formatting of author names, publication dates, title of works, editor names, journal volumes and numbers, page numbers, publication location, publishers, URLs, and DOIs. The most common mistakes found in submissions will be highlighted. This will be a highly participatory workshop session for the early-career researcher and anyone interested in APA style guidelines.

Type: Workshop

Topic: Other

Level: YL S U A

Using Recordings and Speaking Fluency Tasks to Enhance Spoken Interactions

Christopher Tempest & Elton LaClare - *Sojo University*

304

A new curriculum was implemented in a Japanese University that focused on recorded conversations and speaking fluency tasks. The curriculum was organised by topics, each of which was covered over the course of three lessons. In the first two lessons students were exposed to vocabulary, phrases and oral practice related to the topic. In the third lesson students recorded an extended conversation in groups of three. Assessments for the course consisted of two ten-minute conversations evaluated based on the number of words spoken by the student, the number of utterances they made, and the average number of words per utterance. The presenters will provide examples of materials and tools used within the curriculum and explain the system used to record conversations and collect reflections.

Type: Workshop

Topic: Mtrls/Crse Design

Level: U

Adapting Textbook Materials for Reading Fluency and Speed

Mary J. Chang - *Kwansei Gakuin University Language Center*

313

Discover how to adapt assigned textbook materials to enhance students' reading fluency and confidence. Through some simple steps, high school and university students can become faster and better readers. In this workshop, participants will have a chance to see and practice this technique as well as discuss how to use these re-formatted materials to improve other study skills such as for standardized test preparation.

Type: Workshop

Topic: Rdng/Ltrcy

Level: S U A

EFL or ELF? Increasing Cultural Diversity Driving Changes in Japan

Alexis Pusina - *Tokyo International University*

315

Universities in Japan are increasingly attracting international students in order to diversify and maintain dwindling student enrollment. How are traditional EFL courses being altered to reflect what is progressively becoming an English as a Lingua Franca (ELF) model?

This workshop will include discussion on current changes occurring in Japanese universities with specific experiences shared by the presenter regarding Tokyo International University. Workshop participants will be exposed to best practices regarding emerging ELF and academic literacy programs.

Specifically, two different academic writing courses will be focused upon: a majority Japanese student EFL writing course, and a culturally diverse academic literacy/writing ELF course. Workshop participants will learn about challenges faced, and successful activities that can be employed to develop a truly engaging and empowering classroom.

Type: Workshop

Topic: ESP/EAP

Level: U

Sunday, 9:00 – 10:20

Fostering critical reading and creative writing in English classrooms

Rizqi Khoirunnisa - *Putera Sampoerna Foundation-School Development Outreach*

221

Are our teachers and schools fostering critical thinking and creativity in their classroom? In an era where creativity and critical thinking are seen as a connection to the imagination and invention, teachers need to come up with strategies to cope with the challenges. This workshop will explore teaching reading and writing strategies which emphasize in Creativity and Critical Thinking. Scaffolding strategies, questioning techniques, Readers' Theater, Literature Circle and Discussion Web, will be discussed through hands on activities during the session. Participants of this workshop will found out how suggested pre-activities, activities and post-activities will eventually improve students' reading and writing skills.

Type: Workshop

Topic: Mltple Skills

Level: S U

Sunday, 10:00 – 10:20

Teaching ELLs in an after-school setting: implications for school day outcomes?

Jeremy H. Ortloff - *Juniper Education Consulting, Inc.*

203

Created by the U.S. Congress in 1994, the 21st Century Learning Center grant funds afterschool programs in the United States. On average the U.S. Department of Education provides over 1 billion dollars of funding per year for these centers. The program targets high need students, including a large number of English Language Learners. This presentation presents the findings of a quasi-experimental design which looked at the impact of participation on school day attendance, behavior and achievement, when compared to a matched sample of ELL's who did not participate in the afterschool program. Results show significant improvement for ELL's who participated in the program. There are significant implications for investing in afterschool programming as a means of furthering school day outcomes for English language learners.

Type: Research

Topic: Other

Level: YL S

Fluency assessment and remediation: what works and what doesn't

Simon Buckland

302

It is essential that teachers give learners relevant strategies for improving spoken fluency, founded on sound practice and good research. This study attempts to assess in quantitative terms how consistently teachers currently assess fluency and how relevant is the remediation guidance they offer. The aim is to provide clarity on three related questions: (1) what teachers understand by the term 'fluency'; (2) how reliably they rate levels of fluency; and (3) the quality of advice they give to students whose level of fluency is below what would be expected given their overall language ability. The results have implications for both product design and teacher training, and will be of interest to teachers looking to improve the advice they give for improving fluency.

Type: Research

Topic: Spkng/Cnvstn/Prnctn

Level: A

Sunday, 10:00 – 10:45

Pronunciation as a Lingua Franca: What Are Our Goals?

Jennifer Book – *IATEFL TTEd SIG*

317
FEATURED

Pronunciation is still a neglected area in the classroom – why is this? As the trend for English as a Lingua Franca increases globally, this talk will focus on Pronunciation of English as a Lingua Franca. In it, I will discuss the pronunciation goals that we, as teachers, want our learners to aspire to, in terms of comprehensibility and intelligibility, and how our utopian ideals are changing as we realize the need to be more realistic in what we expect our students to be able to achieve. In this session, I will be drawing on current literature (Derwing, Jenkins, Seidlhofer, etc.) and exploring personal classroom experiences. We'll also spend some time looking at practical pronunciation activities that can be adapted and adopted for ELF contexts.

The Conduit Hypothesis

Stephen Krashen – *University of Southern California (emeritus)*

322
INVITED

The field of language education today is dominated by concerns about the development of Academic Language Proficiency, the mastery of the vocabulary, grammar, and discourse style of language needed for complex and specialized functions. The usual approach is to teach these components directly. I argue here that this approach is not only incorrect, but presents students with an impossible task, and that there is a far better path: reading.

One is Never Too Old to Learn

Ehean Kim - *Salisbury University*

201

This presentation aims to debunk the myth which many people believe as the most important factor in speaking a new language fluently-the age factor. However, many researchers have found that young children have no greater advantage than adult learners. Using second language acquisition theories, the advantages and disadvantages of young and adult language learners are analyzed to discover what aspects actually influence language learners' fluency. In addition to the referenced analysis the following points will be discussed: First, fluency and accuracy are distinguished. Second, communication strategies are introduced to enhance adult learners' fluency. Third, based on actual classroom observations, teaching principles and techniques are discussed to reveal which impede or boost adult language learners' fluency.

Type: Dialogue

Topic: Spkng/Cnvstn/Prnctn

Level: S U A

Enhancing learning opportunities with good vocabulary design

202

Michael Stockwell - *Sugiyama Jogakuen University*

Vocabulary in language learning is important. As Nation (1995) states “it deserves to be planned for and deliberately controlled and monitored”. However, teachers often leave responsibility for vocabulary learning with the learner. Vocabulary quizzes are given to learners with the hope that positive washback will encourage learners to learn new vocabulary. However, this is often insufficient. This presentation will demonstrate three ways that weekly vocabulary tests can be designed to support vocabulary acquisition, and give timely assessment and evaluation of the learners’ efforts to acquire new vocabulary. One of the techniques demonstrated are stories in the form of a dictogloss.

Type: Workshop

Topic: Assess/Test

Level: S U

Building Fluency Inside and Outside of the Classroom

207
JALT Rep

Louise Ohashi - *The Japan Association for Language Teaching (JALT)*

This workshop will introduce a range of tasks that can be used by students in groups or individually to improve their oral fluency. Some tasks do not require any special materials, but others make use of free online resources, such as movies. The presenter will give demonstrations and explanations of how the tasks can be done in classroom settings and outside of class. Audience members will be invited to actively participate in demonstrations and discuss potential ways that the tasks can be adapted to foster learning in their own teaching contexts. The session introduces activities that would be most suited to learners in secondary school and university, but some tasks may be modified to suit younger learners.

Type: 101

Topic: Cnvstn Class 101

Level: S U

Strategies for Integrating Education Technology into the Reading Classroom

215

Michael William Brandon - *Hanyang University*

Extensive reading is a powerful strategy to increase learner fluency, and by digitising the classroom, teachers can get closer to the student reading experience, while also creating a collaborative space for students to create a community of readers. This workshop will look at effective practice with educational technology in the extensive reading classroom, including pre, during and post-reading strategies, as well as assessment. Participants in the workshop will use Google Docs and Forms and a Wikia through their device, in the context of the extensive reading classroom. These demonstrations will include producing collective glossaries, constructing collaborative vocabulary lists, and creating comprehension activities through a threaded form. These strategies will help teachers integrate their teaching with a flipped approach while also empowering their students.

Type: Workshop

Topic: TEI/CALL/CMI/MALL

Level: S U

Enhancing Self-Regulated-Learning through Learning Logs

Kuniko Yoshida - *Tokyo City University*

Takayuki Kato - *The University of Nagano*

Yoshihiro Minamitsu - *Osaka Electro-Communication University*

301

In this workshop participants will find the way to use learning logs to promote students self-regulated learning (SRL). In the logs students write what they have not fully mastered in the class, self-assigned tasks to supplement in-class learning, and reflections on the previously-imposed own assignment. Some students' logs need to be refined with the help of teachers to make it fully functioned as reflection for forthcoming learning. The panelists will show the ways to categorize the problems in the students' logs and the ways to let the students refine their logs by adding extra information. The panelists will also suggest how teachers can easily get the data of students' SRL attitudes through a questionnaire.

Type: Workshop

Topic: Learning

Level: U

Exploring the language of business

Matteo Fuoli - *English and Applied Linguistics Department at the University of Birmingham (UK)*.

303

Using language effectively in professional situations requires practitioners to develop specialized knowledge of the conventions governing the genres of business discourse. Linguists and English language teachers thus have an important role to play in supporting the professional development of aspiring business communicators. In this talk, I will present the findings of new research that investigates how companies can use language strategically to create an image of trustworthiness in their public-facing texts. The results suggest that, by presenting themselves as caring and sympathetic to the concerns of others and by demonstrating a firm commitment to business ethics, companies can enhance stakeholders' trust. These guidelines can be incorporated into English teaching curricula which include components oriented towards English for Specific Purposes.

Type: Workshop

Topic: ESP/EAP

Level: U A

From Voiceless to Fearless: Designing Innovative Tasks to Enhance Fluency

Maria Luz Elena N. Canilao - *Ateneo de Manila University*

304

How can teachers inspire voiceless language learners in the 21st Century to own English and use it fearlessly? How can learners become eloquent communicators and connect with speakers from various parts of the world? How can English empower students and promote cultural and linguistic diversity? These are the main questions that this workshop addresses. It proposes an enhanced framework based on the Materials Design Model (Hutchinson & Waters, 1987) to guide participants in producing integrated lessons for enhancing students' fluency. It demonstrates how tenets of "Education in a Multilingual World" (UNESCO, 2003) and Global Englishes (Galloway & Rose, 2015; Jenkins, 2015; Vettorel, 2015) may be applied in choosing the input; composing content-focus and language-focus activities; and creating tasks to develop learners' communicative and intercultural competence.

Type: Workshop

Topic: Mtrls/Crse Design

Level: YL S U A

Crucial, yet often missing, components of a successful reading course

Scott Miles - *Dixie State University*

313 This presentation will argue that the components of the reading course which arguably have the largest impact on reading may be those receiving the least emphasis in many ESL/EFL reading courses. The presentation will review the relationship between reading ability and vocabulary knowledge, sight-word development, and automaticity. Time will also be spent discussing typical pedagogical practices that lack strong support in L2 reading research.

Type: Workshop

Topic: Rdng/Ltrcy

Level: S U A

Accelerating Phonics Learning with Readers

Kevin Search - *e-future Co. Ltd*

315 Phonics is the most fundamental aspect of any student's English language education. Thus, the faster students can master phonics, the faster they can move on to all other key areas of their English education. But how can the phonics learning process be accelerated? One sure way is to systematically incorporate readers into the very core of a phonics program. More specifically, incorporating readers that directly correlate with the specific contents of a phonics program is an ideal method to effectively accelerate the process of learning phonics for students. This seminar will discuss how this is the case, how readers can be incorporated into a phonics program, in addition to how teachers can maximize the enjoyment that students get out of using readers alongside phonics material.

Type: Promotional

Topic: Spkng/Cnvstn/Prnctn

Level: YL

Sunday, 10:00 – 11:00

Poster Presentations in Room 316

Voicing pattern learnability of interdental fricatives

Atsushi Asai - *Daido University*

The present study demonstrates how phonetic knowledge of the interdental fricatives in English grows for EFL learners. A group of university students responded to the questions of whether or not the sound represented in the target letter 'th' should be voiced. It was determined that their judgment scores for the 'th' sound were not significantly dependent on their English proficiency. Analyses suggest that the students had mainly memorized the essential pattern that appears frequently, and thus exhibited a great difficulty finding the voiced cases that do not appear in the phoneme inventories of their L1s or are in a phonologically irregular placement in their L1s.

Topic: Vocab

Level: U

Learning purposes can govern reading strategies

Atsushi Asai - *Daido University*

Mayuko Matsuoka - *Kyoto University*

The present study surveyed the English learning purposes and reading strategies among EFL students. According to their responses to 15 questions on the 4-point Likert scales, the learning purposes were classified into four categories. The reading strategies were sorted into three main groups according to five, eight, and three questions, respectively, on the 5-point Likert scales. We found significant correlations between the strengths of the learning purpose of self-development and the scores to the frequent use of all three reading strategies in confirming comprehension, using information, and compiling an outline. Results suggest the importance of students' motivation for self-development in learning and the facilitation of students' autonomous learning for their long-term self-fulfillment.

Topic: Lrnr Pref/Style

Level: U

Chit Chat: A Successful English Conversation Program

Rebecca Brinkley - *Sugiyama Jogakuen University*

In an effort to improve English oral communication, Sugiyama Jogakuen University, Nagoya, has created a program to provide students with English conversation opportunities. This poster will present the university's Chit Chat program, which was established to provide students with opportunities to speak English. Unlike other programs that place an emphasis on learning oral communication from a 'native speaker', Chit Chat sees Japanese senior students act as conversational leaders in the sessions. This poster will discuss the importance of peer learning, and how non-native English speakers have an important role to play in oral communication.

Topic: Spkng/Conv/Pronnctn

Level: U

Graded Readers: You CAN Choose a Book by its Cover

Deanna Rasmussen & Nicole Brothers - *Texas A&M University at Qatar*

Faculty at a branch campus in the Middle East review successes, failures, and surprises in incorporating Extensive Reading into the Foundation English curriculum. The implementation of the program and selection of reading material will be discussed along with some of the activities used to promote reading. Data over three years will be shown, highlighting students' reading attitudes and motivation. We also examine how the display and shelving of reading material in the library has had implications for the popularity of the books and the success of the program.

Topic: Rdng/Ltrcy

Level: U

Building Learner Preparation Skills for the Classroom

Paul Spijkerbosch - *J.F. Oberlin University*

Getting university language learners to prepare in advance for task-based lessons in the classroom can be an extremely challenging yet necessary learning skill. Student apathy toward class preparation can mean learners often leave the preparation till the last minute, causing instructional issues for the actual task in class. In this presentation, a method is described that has changed both existing preparatory and in-class habits of learners. This method focuses on intensive reading. Students were required to understand a one-page text before class. In class, students were given a shortened altered version of the original text. Without referring to the original text, students undertook a range of activities that tested comprehension of both the original text and the subsequent changes in the summarized version.

Topic: Rdng/Ltrcy

Level: U

Sunday, 10:25 – 10:45

AR's Effect on Students' Speaking Proficiency, Learning Motivation and WTC

203

Yi-Ling Sung - *National Taiwan University of Science and Technology*

This study is to investigate the effects of Augmented Reality on EFL students' speaking proficiency, learning motivation and Willingness to Communicate. An experiment has been conducted to examine the three variables. Fifty-seven EFL students are recruited to participate. The preliminary results of students' scores on post-tests indicate that their speaking proficiency is not significantly improved after the AR intervention; however, students' responses on the questionnaires suggest that they are motivated by the AR materials and their WTC increase after the intervention. Meanwhile, the interview data reveals students' perceptions of using AR in the classrooms. In sum, the present study provides some additional evidence with respect to the effects of AR on language learning.

Type: Research

Topic: TEI/CALL/CMI/MALL

Level: YL S

Performance in English Listening Class: Flipped versus Traditional Classroom

221

Youngsoo Song & Matthew Baldwin – *KAIST*

The aim of this research is to investigate whether employing the flipped classroom approach is beneficial to undergraduate students taking an English listening course at a Korean university. A pretest-posttest design is used to assess performance in two groups of students: regular class and flipped class. First, a paired sample t-test is used to analyze the students' pretest and posttest scores to detect statistically significant improvement in both groups. Second, an independent sample t-test is used to determine whether the average improvement in the flipped class group is greater than that of the regular class group. The findings may support the offering of more flipped learning classes in lieu of regular classes for the English listening course.

Type: Research

Topic: Listening

Level: U A

Factors Enhancing English Speaking Fluency: Exemplary Cases of Thai Students

302
ThaiTESOL
Rep

Nopporn Sarobol - *Language Institute, Thammasat University*

Thanatchaporn Triwittayayon - *Thammasat University*

This study aimed to investigate factors enhancing fluency in English speaking, also the most influential factor affecting speaking ability. The participants were 5 secondary school Thai students who had received awards from a speech competition to guarantee their English speaking ability and 10 English teachers who had taught those students or trained them to participate in the competition. Semi-structured interview and in-depth interview were used as research instruments. The presenters will report the factors which were the most influential factors enhancing the students to be fluent in speaking English. The results of this study will benefit both teachers and students in regard to getting insight on factors that may have an influence on the fluency of students in English speaking.

Type: Research

Topic: Spkng/Cnvstn/Prnctn

Level: S U

The following session starts at 11:00 in the Plenary Hall

PLENARY

11:00 – 11:45

Fluency and How to Achieve It

Scott Thornbury – *The New School, NY; Series Editor for the Cambridge Handbooks for Teachers*

Fluency is a slippery concept: we think we know it when we hear it, but we have a lot of trouble trying to define it. And even more trouble trying to teach it! Various contributing factors have been proposed, including speech rate, lack of pausing, accent, vocabulary range, idiomaticity and grammatical accuracy but it's not always clear which of these factors are key, nor which are teachable. In this talk we will together assess a speaker's fluency, and then address the difference between 'productive fluency' and 'perceptive fluency'— that is, the impression speakers give that they are fluent even if their overall language competence is relatively low. Finally we will look at how these ideas might impact on classroom teaching.

LUNCH BREAK

11:45 – 1:00

The KOTESOL Pass-It-On Challenge

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



I hope you are happy to be a KOTESOL member, too. If that is the case, I encourage you to **pass it on** – to pass on the word about the benefits to be gained from KOTESOL, to introduce to your ELT colleagues the advantages of membership in the KOTESOL community. Our challenge to each KOTESOL member is to bring one new member into our organization in 2018. Are you up to the challenge?

— David Shaffer, KOTESOL President



SMU-TESOL/YL-TESOL

Korean and Non-Korean students are all welcome in both SMU-TESOL and YL-TESOL, including the Live Online blended options.

Spring Semester

Beginning Date : February 12nd (Tue), 2019

Graduation Day : June 21st (Fri), 2019

* The changes will be announced

SMU-TESOL/YL-TESOL Admissions Requirements

Qualifications : Bachelor's degree

Online Application : October 15th (Mon) ~ October 22nd (Mon), 2019

Benefits

- Transfer credits to Sookmyung MA TESOL and other collaborating universities abroad
- Guest lectures, Job fair, and other extras offered free of charge
- Evolving, current, and constantly updated curriculum focused on real teaching practice
- Digital literacy skills development
- Practicum opportunities (community centers, after-school programs, summer/winter camps)

Class Option

Live Online Blended – TESOL Where You Are

[Online] Wed. 7:30pm~10:40pm & [Offline] Sat. 9:00am~6:50pm

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

Sunday 1:00 – 2:45

	1:00-1:20	1:25-1:45	2:00-2:20	2:25-2:45
317 Featured	Jill Hadfield <i>What We Talk About When We Talk About Interaction</i> FEATURED		Steven Herder <i>Understanding and Increasing the Role of Fluency in EFL</i> FEATURED	
322 Invited	Jill Murray <i>Integrating Pragmatic Information in Teaching</i> INVITED		Michael Rabbidge <i>Translanguaging In South Korea</i> Soc YL/S/U/A	Stewart Gray <i>Privilege & marginalization: Complex identities of foreign Eng. teachers</i> ID YL/S/U/A
201	Eunseong Gong <i>Learning through Lit: a Viable Option for Public Schools</i> Read YL		Jim Hwang <i>Selfie Videos: A Student Tool Suggesting Phones Foster Fluency</i> 101 Conv S/U/A	
202	Rainbow Chen <i>Journey to the West: Taiwanese Exchange Students Abroad</i> ELT U	Eva A. Combs <i>Teaching Intercultural Communicative Competence in Korea: Theory to Practice</i> ELT U/A	Yong-Jik Lee <i>Using ESL microteaching to shape teacher self-efficacy for preservice teachers</i> CBI U	Leah Jordano-Kudalis <i>Fluency/Critical Thinking through Learner-Centered Collaborative Discussions</i> Mult S/U/A cont'd until 3:45 p.m.
203	Matt Saunders & Lucas Pignolet <i>Using less class time to build listening fluency</i> List S/U/A		Cynthia Quinn <i>Corpus referencing to address lexical error in L2 writing</i> Writ U/A	Chun-Chun Yeh <i>Interaction/Participation in the Small Group Writ. Conference</i> Writ U
207 '101s'	Keiso Tatsukawa <i>Materials Development to Improve Learners' Fluency in English Class</i> 101 Curr YL/S/U			Peter Lutes <i>Engaging and Motivating students with Active Learning, PBL/TBL</i> 101 Curr U/A cont'd until 3:45 p.m.
215	Becky Lawrence <i>Creating Internet Memes for Vocabulary and Grammar Building</i> Tech S/U			Robert Cvitkovic <i>Study of English Educational App Usage Patterns and Personality Traits</i> Tech S/U/A
221	V. Reeser, A. Jones, M. Lisak, E. May & L. Herron <i>Practical Tech in the Classroom: Potential, Promise, Pitfalls, and Pedagogy</i> Tech U MCALL SIG - PANEL			
301	Yi-chen Chen <i>EFL Learners' Perceptions of Developing L2 Proficiency through Debate</i> Conv U	Michael Heinz <i>Role-playing in EFL for Higher Level Discussions</i> Conv S/U/A	Tien Thinh Vu & Diem Bich Huyen Bui <i>Utilizing Cell Phones in Improving Learners' Pronunciation and Fluency</i> Conv U/A	Yoshihiro Minamitsu <i>Promoting Fluent Language Production through the Method of Consecutive Interpreting</i> Conv U
302	Yumitani & Yumitani <i>How a Structuralist Approach Can Contribute to Fluency Development</i> Conv S/U/A	Matsuoka & Mizumoto <i>Toward a better discussion in English: Quantitative perspective of feedback</i> Conv S/U/A	Cheryl Woelk <i>Building Fluency and Community through REAL Communication</i> Conv U/A	
303	Julian Warmington <i>C3, The Climate Change Curriculum: An open source ESL resource</i> CBI S/U/A			Colin Walker <i>Getting a job at a Korean university</i> Oth U cont'd until 3:45 p.m.
304	Kenneth Moore & Kyounghee Lee <i>Using Readers' Theater to Motivate Low-achieving High School Students</i> Mat S/U		Kat Sten & Jeffrey Baldwin <i>Implementing an Engaging & Effective Curriculum for Very Young Learners</i> Mat YL	
313	Edward Patrick McShane <i>Generic Skills Testing as an Indicator of Language Learning Ability</i> Test U/A		Nicole A. Domay <i>Challenges in Utilizing English Articles by Korean Learners</i> Gram YL/S/U/A	Christopher Piroto <i>Identifying ELL anxieties in the tertiary-level EFL classroom</i> Oth U
315		R. Griffin & A. Zhou <i>Old Teaching Strategies for the New Learner: What Neuroscience Says</i> Oth YL/S/U/A	Fitriah <i>Teachers' creativity in the Indonesian higher education</i> PD U/A	Nathan Thomas <i>Focus on Listening Fluency Inside and Outside of the Classroom</i> List S/U/A
316	Poster Presentations		Posters	

Sunday Afternoon Sessions

1:00 – 1:20

Journey to the West: Taiwanese Exchange Students Abroad

Rainbow Chen - *National Chengchi University*

202

Each year, about 15,000 Taiwanese university students are studying overseas on exchange. While stakeholders in Taiwanese higher education generally believe studying abroad at the university level allows students to enhance their intercultural understanding and foreign language skills, surprisingly, little research has been conducted on exchange students' experiences. Guided by Benson, Barkhuizen and Brown's (2013) model of second language identity development, this study explored 18 Taiwanese exchange students' sojourn experiences in Western universities. The length of the participants' mobility period was either six months or one year. The primary source of data was interviews with the participants pre-sojourn, sojourn, and post-sojourn, supplemented by questionnaires during the sojourn, pre-sojourn study plans, and post-sojourn reflective reports. This presentation reports some of the emerging results and discusses their implications.

Type: Research Topic: ELT/X-Culture/Interculture Level: U

EFL Learners' Perceptions of Developing L2 Proficiency through Debate

Yi-chen Chen - *Dept of Foreign Languages and Applied Linguistics, Yuan Ze University, Taiwan*

301

The study explores EFL learners' perceptions of the learning through debating in a speaking class. Thirty-three Taiwanese university students participated; they were taught rules and procedures of debate and ran a debate contest. Two measurements were adopted: (1) a Personal Report of Public Speaking Anxiety scale given before and after the debate, examining the participants' anxiety levels. (2) A questionnaire given after the debate, surveying perceived learning effect, including language ability improvement and affective change. Results showed that levels of public speaking anxiety were significantly lower after the debate, and improvements on critical thinking skills, listening, and speaking were the top three among linguistic and affective gains. Findings display positive evaluation of learning through debate and suggest an extensive integration of debate into EFL classrooms.

Type: Research Topic: Spkng/Cnvstn/Prnctn Level: U

How a Structuralist Approach Can Contribute to Fluency Development

Yukihiro Yumitani - *Miyagi University, Japan*

Chutatip C. Yumitani - *Tohoku Fukushi and Miyagi Gakuin Women's Universities, Japan*

302

There was a shift in emphasis 20 years ago to the development of oral communication skills in the Japanese middle-school and high-school English language curricula, but many Japanese students still cannot speak English after six years of studying the language. In dealing with the deficiencies in our university students, we employed some of the practice methods developed by American Structuralist foreign language educators and added some of our own. We will demonstrate that the structuralist approach is a valid method if it is used in conjunction with real-context speaking activities. Our presentation describes a Nursing English course at a Japanese university. As the course progresses, many of our students feel more comfortable using English in Nurse-Patient speaking practice. They become quite fluent in the language.

Type: Research Topic: Spkng/Cnvstn/Prnctn Level: S U A

Generic Skills Testing as an Indicator of Language Learning Ability

Edward McShane - *Tama University School of Global Studies, Kanagawa, Japan*

313

This study uses statistical analyses of the correlation between the PROG (Progress Report on Generic Skills) scores and TOEIC scores to determine if the PROG might be an indicator of language learning ability. More specifically, this study uses the PROG and TOEIC scores obtained from tests given during orientation week for a group of university freshmen (n = 183). After one semester of classes in the Academic English Program (AEP), correlations between the PROG scores and the changes in individual students' TOEIC scores will be analyzed. In addition, correlations between PROG and AEP grades will be analyzed. The study will also use qualitative methods such as interviews with students and teachers to enhance the interpretation of the quantitative results.

Type: Research

Topic: Assess/Test

Level: U A

Sunday, 1:00 – 1:45

What We Talk About When We Talk About Interaction

Jill Hadfield – *Associate Professor in Language Teacher Education, Unitec Institute of Technology, New Zealand*

317

FEATURED

One of the great feel-good words in education technology is "interactivity." From whiteboards to virtual environments, "interaction" is everywhere. But the term carries two implicit suggestions. First, it implies that "interaction" takes place between human and machine, rather than human and human. The second suggestion is a simplistic idea that educational technology equates with learning that involves interaction human — machine) and is good; whereas the traditional face-to-face classroom equates with teaching that involves lecture-style transmission (teacher — student) and is bad. However many researchers find that the lack of social interaction can lead to feelings of isolation, disillusionment, and greater risk of dropping out of the online learning environment. Human-machine interactivity is not enough to maintain student satisfaction and engagement in online learning. Student — student interaction is not only motivating and engaging but actually essential for learning to take place. However, provision for interaction in online courses often remains limited and confined to a read-and-discuss format. In this talk, we will outline ten principles for successful interaction online, and introduce and give examples of five different kinds of online interaction: Critical, involving an exchange of opinions; Personal, involving an exchange of personal information; Factual, involving sharing information; Fanciful, involving entering into an imaginary scenario; and Creative, involving the creation of a "product." We'll show how online interaction patterns differ from classroom interaction patterns, give suggestions for setting up and managing such activities, show examples of student contributions, and consider ways of providing feedback and assessment.

Integrating Pragmatic Information in Teaching

Jill Murray - *Macquarie University*

322
INVITED

The teaching and learning of pragmatics pose specific challenges in the foreign language context, where the only source of pragmatic input is usually the textbook. Teachers have not always had the opportunity to develop high levels of pragmatic knowledge, because they have been educated and gained their experience within a system that places the strongest emphasis on grammar and vocabulary. Assessment tasks reinforce this bias. It is rare for learners to have out-of-class opportunities to develop sensitivity to the requirements of different communicative contexts and to understand their determining role in determining appropriate language choices. This paper reports on an ongoing project based on the analysis of pragmatic input in current high school textbooks in Vietnam and the design of companion materials. The goal is to assist and inspire teachers to work within their existing curriculum to create opportunities for the development of learners' pragmatic knowledge and competence.

Learning through Lit: a Viable Option for Public Schools

Eunseong Gong - *Seoul Samseong Elementary School*

201

As an in-service elementary school teacher in Korea, the presenter would like to start the dialogue by questioning on what is happening in the English language classroom of the elementary school. Critics of English language education in the public settings point out meaningless repetition and practice. Even though many teachers have made an effort to fight the limitation of the textbook, demands for meaningful language experience are still on the rise. In order to cope with this issue, the teachers have increasingly employed children's literature in their classroom. Targeting anyone who is keenly interested in public elementary schools in Korea, a literature-based language class, the presenter cordially invites proactive participation from the audiences, sharing their experience, and expanding our horizon on teaching young learners.

Type: Dialogue

Topic: Rdng/Ltrcy

Level: YL

Using less class time to build listening fluency

Matt Saunders & Lucas Pignolet - *Ritsumeikan University*

203

Teaching in an EFL context requires large amounts of auditory textual input to see improvements in listening fluency. Training listening fluency through extensive listening could assist in the process, but undertaken in class time it will not be enough and likely be time not-well-spent. Therefore, we need to train students to practice listening outside class time by: 1. Training them to search and filter content for texts that are both interesting and easy enough. 2. Helping to build motivation for listening practice. 3. Repeating the practice often enough that it will hopefully be habit-forming and continue beyond the end of the course. In this workshop, we will explain our training program and the tools we use to facilitate our students listening fluency training.

Type: Workshop

Topic: Listening

Level: S U A

Using Readers' Theater to Motivate Low-achieving High School Students

Kenneth H. Moore - *Sookmyung Women's University SMU TESOL IIETTP*

Kyounghee Lee - *Sangdong High School, Bucheon*

304

Drama activities involve students actively in learning and increase student motivation (Maley and Duff, 2005). This presentation presents the observed results of eight bi-weekly English classes based on Readers' Theater scripts. 260 low-achieving first grade EFL students at a high-school in Gyeonggi-do participated. This presentation will describe the lessons and present the results of interviews with the teachers and the students' responses to a survey, administered at the end of the lessons, that elicited their feelings and opinions. The responses were overwhelmingly positive, leading the presenters to conclude that Readers' Theater-based lessons can be a valuable resource in motivating low-achieving EFL students. The presentation will conclude with a discussion of the motivational and language-learning aspects of the lessons and with ideas for future drama-centered programs.

Type: Workshop

Topic: Mtrls/Crse Design

Level: S U

Sunday, 1:00 – 2:00

Poster Presentations in Room 316

Examining the Effectiveness of an ESL Teacher Observation Tool

Hetal Ascher - *Dulwich International High School Suzhou*

What does quality language instruction look like? The ESL Teacher Observation Tool was designed by teachers to help evaluators observe quality language instruction in a variety of settings: independent classes, ESL small group, sheltered and co-teaching. Additionally, the tool clarifies the role of teachers working with English learners and strengthens language instruction through targeted feedback. Action research was conducted in order to compare a mainstream teacher observation tool, Charlotte Danielson (2013) to the ESL Teacher Observation Tool. Principals from an American school district conducted evaluations based on a video clip using both tools, and subsequently, principals were interviewed. The ESL Teacher Observation Tool appeared to yield more language-instruction related feedback in quality and quantity.

Topic: PD

Level: YL S

Peer revision: Identifying attitudes and effectiveness in ESL writing

Chad Cottam - *Kwansei Gakuin University*

Christina Tat - *Kyoto Tachibana University*

Since the adoption of Process Writing Theory into ESL practice, numerous studies have pointed to the effectiveness of peer editing in improving the writing quality of L2 learners, including peer situations where learners are of similar proficiency levels or close Zones of Proximal Development (ZPD). However, the extent to which students' attitudes, not just their L2 proficiency, impact the effectiveness of peer revision in ESL writing classes, is largely unknown. The study examines the correlation between L2 proficiencies of Japanese university students and their attitudes toward peer editing. By further comparing these two factors with writing improvement during the peer editing process, data suggests that peer revision, when implemented with explicit training guidelines, can help students of various proficiency levels, significantly improve their writing quality.

Topic: Writing

Level: U A

Developing EFL Reading and Writing Fluency

David Johnson - *Kyushu Sangyo University*

This poster presentation will showcase several activities designed to improve reading and writing fluency in EFL learners. Fluency can be developed in very small amounts of language, and as such, activities designed to build fluency can and should be integrated into courses for beginner to advanced English speakers, with around 25% of the total course time being devoted to activities which focus on fluency. The presentation will include an overview of the current research into the efficacy of activities designed to improve EFL learners' reading and writing fluency, showcase activities which have been shown to work, and provide digital links to resources that teachers can use to implement their own

Topic: Multiple Skills

Level: YL S U A

Let's Explore and Erupt your Vocabulary! Syllabication and Morphological Awareness

Chunmi Kim - *International Graduate School of English*

This presentation will introduce effective vocabulary instruction by analyzing the complex words based on morphological awareness and syllabication patterns for Korean adults. No one able to deny that vocabulary is a key component of English learning and the required vocabulary is tremendous as getting older learners. In this respect, morphological awareness and syllabication patterns analysis could help word recognition improve and develop reading fluency. Attendees will be driven by frequency Latin and Greek vocabulary, and explore six syllabication patterns with meaningful text related essential itinerary such as passport issues, car rental and a customs declaration. Once learners become accustomed to the above presented methods, they might be capable of applying it when they encounter unfamiliar and complex words instead of rote memorization.

Topic: Vocab

Level: A

<http://koreatesol.org/content/multimedia-call>
<http://facebook.com/groups/kotesolmcallsig>



KOTESOL

Multimedia & CALL SIG

A special interest group focused on multimedia and technology in ELT

Don't miss the MCALL-SIG's panel at the conference:

**"Practical Tech in the Classroom:
Potential, Promise, Pitfalls, and Pedagogy!"**

Sunday, 1:00-2:20 p.m., Room 221

Sunday, 1:00 – 2:20

Materials Development to Improve Learners' Fluency in English Class

Keiso Tatsukawa - *Hiroshima University*

207

The presenter would like to share eight practical points to improve learners' fluency in English oral communication, relating to four key concepts for good learning tasks: task authenticity, impromptu responses, intelligibility-oriented tasks, and negotiation of meaning. Definitions of good "language tasks" and "communicative activities" will be given. Then, the eight points for language learning materials will be discussed: (1) providing 'meaningful' tasks, (2) making use of 'context', (3) providing 'open' tasks, (4) providing 'authentic' tasks, (5) providing tasks for practicing 'communication strategies', (6) making a set of questions to lead to the main idea, (7) producing a longer utterance with better understanding of English 'discourse' structure, and (8) considering 'language-use situations' and 'language functions'. These points will be linked to the four key concepts.

Type: 101 Topic: CrreIm Dev. 101 Level: YL S U

Creating Internet Memes for Vocabulary and Grammar Building

Becky Lawrence - *Tokyo International University*

215

Internet memes in language classrooms are culturally relevant, authentic, engaging, and beneficial for multiliteracies development. However, they are also useful for promoting creativity and fostering learner engagement in vocabulary and grammar building. Participants in this workshop will explore how they can approach the teaching of adjectives and specific grammar points, such as relative and adverb clauses, through student creation of Internet memes. Participants will also learn how to utilize free online tools, such as Google Drive and Padlet, for collaboration, organization, and presentation of these memes in the classroom.

Type: Workshop Topic: TEI/CALL/CMI/MALL Level: S U

Practical Tech in the Classroom: Potential, Promise, Pitfalls, and Pedagogy

Victor Reeser - *Hanyang University*

Aaron Jones - *University of Suwon*

Maria Lisak - *Chosun University*

Elizabeth May - *Sangmyung University*

Lindsay Herron - *Gwangju National University of Education*

221
MCALL-SIG

As technology develops exponentially and insinuates itself into our daily lives, its potential as a learning tool has never been greater. In light of this, many teachers seek to integrate technology into their classroom, but might be stymied by what, when, and how to include technology, and how to capitalize on technology's many affordances. In this panel, members of the Multimedia and CALL Special Interest Group (MCALL-SIG) will work through the strengths and shortcomings of technology in the classroom. They will share insights into the technology they use in class; discuss practical implementation; reflect on the pedagogical underpinnings; and explore ways technology can become an effective tool, streamlining and supplementing instruction while offering innovative opportunities to expand learning beyond the boundaries of the classroom.

Type: Panel Topic: TEI/CALL/CMI/MALL Level: U

- 303** C3, The Climate Change Curriculum: An open source ESL resource
Julian Warmington - *Climate Education Network*
This presentation will introduce participants to the newly formed Climate Change Curriculum (C3), and invite them to participate in its ongoing development by familiarizing them with its content and process of contribution. C3 is an open source ESL resource for teachers from middle school up. It is centered firstly around the needs of an ESL teacher to have ready-made resource material readily on hand, focused on lesson objectives prepared to teach to the needs of students. The presentation will introduce the website; then, participants will be involved in an example lesson or two, and the session will end with a shared discussion of further potential lessons plans that could be added to the open folder.
-
- Type: Workshop Topic: CBI Level: S U A

Sunday, 1:25 – 1:45

- 202** Teaching Intercultural Communicative Competence in Korea: Theory to Practice
Eva A. Combs - *Sookmyung Women's University*
The need to understand and work with people from different cultural backgrounds is essential to both teachers and students of English in a globalized world. This report will look at how an EFL teacher trainer adapted an Intercultural Communication (ICC) curriculum in a Korean TESOL certificate program to go beyond description and examination of the self, teacher, and student, to creation of personal narratives among the teacher trainees. The presenter will give an overview of intercultural competencies including self-awareness, ambiguity tolerance, cognitive flexibility (open-mindedness), and empathy. The presenter will look at how to integrate practical activities based on these competencies into a curriculum. By the end of the report, the participants will have a sound understanding of current ICC competencies, activities, and curricula.
-
- Type: Research Topic: ELT/X-Culture/Interculture Level: U A

- 301** Role-playing in EFL for Higher Level Discussions
Michael Heinz – *Hankuk University of Foreign Studies*
Often in the EFL conversation classroom environment it is hard to generate prolonged discussion of topics that are not personal in nature. Students want to develop a certain level of register but perhaps do not possess either the knowledge or the disposition to form opinions about academic or technical topics. With artificial constructions in terms of role-playing students can be put in situations in which these kinds of discussions take place more readily by abstracting to a certain extent the participants' role in a conversation. A little imagination can go a long way.
-
- Type: Research Topic: Spkng/Cnvstn/Prnctn Level: S U A

Toward a better discussion in English: Quantitative perspective of feedback

Mayuko Matsuoka - *Kyoto University*

Takeshi Mizumoto - *Hylable Inc.*

302

This presentation aims to introduce the egg-shaped microphone array that offers feedback from a quantitative perspective to teachers and learners, and to examine the possibility of improvement of discussion skills and self-monitoring in English. In a classroom setting, teachers often make their students discuss the given topic in English. In such classroom situation, teachers have difficulty in giving their feedback comments simultaneously to each student. In addition to this, the “evaluation” problem still exist. Therefore, we produced a “simultaneous”, “objective”, and “teacher-/learner-friendly” device that could support learners’ collaborative learning. It can record the utterance of 10 people for one hour at the most distinguishing among participants, and analyze the verbal data from a quantitative perspective after recording.

Type: Research

Topic: Spkng/Cnvstn/Prnctn

Level: S U A

Old Teaching Strategies for the New Learner: What Neuroscience Says

Robert Griffin & Ally Zhou - *Oklahoma City University*

315

The 21st Century Classroom is at a cross-roads. Teachers reach for ever-more stimulating techniques to engage learners who have experienced significant changes to their cognitive processing. To understand this dilemma, the educator needs to be aware of neural alterations occurring in many of our learners today due to the digital lifestyle of many youth. In a world where attention and reflection are being threatened by the thrill of virtual reality, participants will learn about the challenges facing instructors and the need to consider teaching approaches that encourage a learner to regain their fascination with a life that is not glorified on a screen.

Type: Research

Topic: Other

Level: YL S U A

Sunday, 2:00 – 2:20

Translanguaging In South Korea

Michael Rabbidge - *Macquarie University*

322

This presentation will discuss the need to re-evaluate the status of the linguistic repertoires of English teachers in South Korea. Translanguaging views languages as part of a single system with a speaker, which is important for removing hegemonic ideals which have situated certain speakers of English above others with English language teaching circles. Based on research conducted as part of a PhD thesis that involved both interviews and classroom observations, this presentation will discuss translanguaging strategies used by practicing teachers in South Korea and how these teaching practices can provide a space for their learners to develop positive bilingual identities rather the more commonly recognised non-native speaker identities often forced upon them. Implications for the learning of English on South Korea will then be discussed.

Type: Research

Topic: Socioling/LP/Wrld English

Level: YL S U A

Using ESL microteaching to shape teacher self-efficacy for preservice teachers

Yong-Jik Lee - *University of Florida*

202 This study examines preservice teacher self-efficacy beliefs in teaching English Language Learners through an ESL microteaching experience in a teacher education program. Through analysis of preservice teachers' course artifacts (ESL microteaching videos and reflections) and instructors' interviews, the study explores how elementary preservice teachers shape and construct their teacher self-efficacy beliefs to become quality future teachers of ELLs.

Type: Research

Topic: CBI

Level: U

Corpus referencing to address lexical error in L2 writing

Cynthia Quinn - *Kobe University*

203 Vocabulary usage is a difficult aspect of linguistic accuracy in L2 learner writing, yet beyond dictionaries, students have few effective resources to rely on regarding their lexical usage. In recent years, language corpora have been recommended for the L2 writing classroom: they can offer guidance on linguistic usage and potentially grant learners more control over their written accuracy. To investigate to what degree learners can successfully correct their own errors through corpus referencing, the presenter conducted an in-depth qualitative analysis of 994 lexical errors produced and self-corrected with the aid of corpus data by 24 Japanese EFL writers. Findings will be presented for the target error categories along with pedagogical implications that relate to improved lexical usage in EFL learner writing.

Type: Research

Topic: Writing

Level: U A

Utilizing Cell Phones in Improving Learners' Pronunciation and Fluency

Tien Thinh Vu & Diem Bich Huyen Bui -

International University - Vietnam National University HCMC

301 The advancement in mobile phone applications has made this device a useful tool for language learning. This talk reports on research which investigated the effectiveness of using the mobile phone's applications to improve students' independent speaking competence, especially pronunciation and fluency. 32 students were selected and separated into an experimental group and a control group. This presentation will describe the treatment for the experimental group over fourteen weeks, as well as the performance of the participants in both groups.

Through analysis of the results of pre-test and post-test, grading sheets and diaries, the findings reveal that participants with the treatment outperform the ones in the control group and have shown much improvement in fluency and pronunciation of a number of individual words and sounds.

Type: Research

Topic: Spkng/Cnvstn/Prnctn

Level: U A

Challenges in Utilizing English Articles by Korean Learners

Nicole A. Domay - *Ulsan Public Schools*

313

It is common knowledge that English articles are a complicated aspect of English grammar that many second language (L2) learners struggle to master; more specifically, learners whose native language does not have an article system, such as Chinese, Japanese and Korean, have more difficulty in acquiring accurate English article use. This research presentation will delve deeper into the grammar rules and correct utilization of the English articles through reviewing article definiteness and influence of nominal countability on articles. Finally, the research presentation will offer a mixed teaching strategy consisting of a formulaic approach and metalinguistics for English teachers to help improve article use in their learners.

Type: Research

Topic: Grammar

Level: YL S U A

Teachers' creativity in Indonesian higher education: where does it come from?

Fitriah - *UIN Sunan Ampel Surabaya*

315

Teachers' creativity does not come automatically. Their creativity might be influenced by several factors, such as their teaching experiences, individual motivation and organisation constraints. This study identified the factors that influence teachers' creativity in EFL classrooms and why they need to be creative in teaching. The study interviewed 20 EFL teachers within the context of Indonesian higher education. Indonesian EFL teachers reported that their creativity influenced by the knowledge they have, their personal motivation, and role of technology. These three factors serve as the reflection for them to be able to teach creatively and figure out the reasoning behind the methods and techniques employed in the classroom.

Type: Research

Topic: PD

Level: U A

Sunday, 2:00 – 2:45

Understanding and Increasing the Role of Fluency in EFL

Steven Herder – *Kyoto Notre Dame University, Japan*

317

FEATURED

Complexity, Accuracy, and Fluency (CAF) were first introduced as measurable constructs indicating linguistic gains. Researchers agree on definitions of accuracy and complexity, yet there are many interpretations of fluency. For *Exploring EFL Fluency in Asia* (Palgrave, 2014), we decided that each author should define fluency from their own perspective. I will start by introducing a range of fluency definitions found in our book, and then address the vital role that fluency has in teaching. In too many Asian classrooms, the Grammar-Translation approach focuses on accuracy and complexity at the expense of fluency. Therefore, I teach my students the concepts of a balanced approach to CAF, input/output, and the four skills. Initially focusing on fluency offers a wide entry point for greater student engagement – everyone has opinions if the teacher praises output efforts rather than perfect grammar. I will share ways I integrate a fluency approach within the four skills.

Selfie Videos: A Student Tool Suggesting Phones Foster Fluency

Jim Hwang - *Yonsei University*

201

Yes, you look like that. Yes, you sound like that. Now, get over it! Watching yourself teach on video is arguably the most objective and beneficial method of identifying your strengths and weaknesses. Why not have students learn how to use the same tool, but for English speaking fluency? Student benefits of selfie videos include greater confidence, verifiably increased speaking time outside class, and more self-awareness. Teachers also benefit, as they can offer individualized feedback on pronunciation, intonation, vocabulary, nonverbal communication, etc., all with the luxury of being able to pause, replay, or simply take a break. In this workshop, the presenter will specifically use YouTube to demonstrate examples of various and replicable uses of selfie videos as homework, projects, and assessments.

Type: 101

Topic: Cnvstn Class 101

Level: S U A

Building Fluency and Community through REAL Communication

Cheryl Woelk - *Language for Peace*

302

This workshop demonstrates how to create opportunities for authentic conversation and community building that help beginner and low intermediate proficiency level adult learners to achieve higher levels of fluency. First, the presenter will identify specific steps to take that result in stronger community and share stories from successful community-building experiences in beginner and low intermediate proficiency level classrooms. Participants will also be invited to reflect on their experiences of community in relation to language teaching and learning. The presenter will then demonstrate how to adapt typical language learning activities to maximize opportunities for this community connection using the REAL (relational, engaging, authentic and life-promoting) communication template. Participants will practice using this template to adapt sample activities before sharing their reflections and observations on the task.

Type: Workshop

Topic: Spkng/Cnvstn/Prnctn

Level: U A

Implementing an Engaging and Effective Curriculum for Very Young Learners

Jeffrey Baldwin - *Gwangju Institute of Science and Technology*

Kat Sten - *PEAK English (Owner)*

304

While early English education is discouraged by the government, it is sought out by parents. The government reasoning is that early English education stifles Korean language acquisition. However, we will show how it is possible to create an effective and engaging EFL curriculum that fosters bilingual growth, fluency, and literacy. We will examine the critical components of any language/literacy program targeting VYL and discuss how these criteria are affected by the unique educational constructs of Korean society. After providing brief overviews and critiques of select full-day English programs currently in-use throughout Korea, we will explore how to scale the curriculum of a comprehensive, full-day literacy program for educators who teach supplemental VYL programs, such as after-school or academy classes.

Type: Workshop

Topic: Mtrls/Crse Design

Level: YL

Sunday, 2:25 – 2:45

Privilege and marginalization: Complex identities of foreign English teachers

322

Stewart Gray - *Hankuk University of Foreign Studies*

Recent scholarship has revealed much about the experiences of ‘foreign English teachers’ in South Korea. Paradoxically, these teachers are privileged for their possession of English native-speaker status and western origins while also being vulnerable to forms of social, professional, and legal marginalization as outsiders. Based on interviews conducted with four foreign English teachers, this presentation will describe some of the ways in which an individual teacher’s myriad identities may be seen as a source of privilege, marginalization, or both at once in Korea. The presenter will lay out commonalities and differences between participants’ experiences and points of view. In so doing, he will provide a ‘real-world’ example of the complex interplay between identity, perspective, and experience.

Type: Research

Topic: Identity

Level: YL S U A

Interaction and Participation in the Small Group Writing Conference

203

Chun-Chun Yeh - *National Chung Cheng University, Taiwan*

The small group writing conference is usually attended by three or four students and led by the teacher to discuss student writing. Despite its potential advantages, this feedback approach has received little research attention. The current study examined one writing teacher and eight college students’ participation and interaction in two small group writing conferences in a Taiwanese EFL context, using data including student drafts and transcripts of two videotaped conferences. Findings indicated that the instructor played a prominent role in both conferences, either mediating the interactions between writer and reviewer and between reviewers, or providing feedback and instruction for individual students or small groups. Nevertheless, when learners took the initiative, the instructor was more likely to participate in a collaborative way.

Type: Research

Topic: Writing

Level: U

Study of English Educational App Usage Patterns and Personality Traits

215

Robert Cvitkovic - *Tokai University*

Determining correlations between educational apps with personality traits and other predictor variables is not straight forward. This research shows that the interaction between educational app usage patterns and personality clusters - specifically achievement striving, self-discipline, and competence - are indicators of the degree subjects value mobile English apps. The presenter will also summarize and draw preliminary conclusions from the metrics collected, and discuss the implications for designing English educational apps for EFL learners in the context of microlearning.

Type: Research

Topic: TEI/CALL/CMI/MALL

Level: S U A

Promoting Fluent Language Production through the Method of Consecutive Interpreting

Yoshihiro Minamitsu - *Osaka Electro-Communication University*

301

Undergraduate English communication classes in Japan seldom engage in productive training aimed at persuading someone with their own ideas fluently. This situation arises from the fact that Japanese students do not receive such training before entering university. Therefore, teachers rely on trial and error to develop students' English-speaking skills in their classes. The present study introduces the note-taking method of consecutive interpretation in English language education at the undergraduate level. The study conducted repeated speaking practice within a time limit based on their memos. Repetition of this exercise encourages students to achieve autonomous language production. The study found that visualising the utterance plan helped students to increase their number of spoken words. Additionally, the students produced more grammatically accurate and logically coherent monologues.

Type: Research Topic: Spkng/Cnvstn/Prnctn Level: U

Identifying ELL anxieties in the tertiary-level EFL classroom

Christopher Piroto - *Fukui University of Technology*

313

Anxiety in foreign language learners can not only have negative effects on the language learning process, but can also negatively affect the physical and mental health of language learners. Therefore, it is of moral imperative that language instructors attempt to reduce or eliminate anxiety causing factors. However, this cannot be done without first identifying those factors. This presentation will present original research into the language learning anxieties of university EFL learners. Results from a factor analysis of the Likert-based FLCAS survey identified several anxiety causing factors in a group of 156 first-year university students. Following that, the results from a post-test of the same FLCAS survey will be presented. Finally, the presenter will briefly make suggestions about specific anxiety causing factors.

Type: Research Topic: Other Level: U

Focus on Listening Fluency Inside and Outside of the Classroom

Nathan Thomas - *University of Oxford*

315

This presentation will describe a teacher-created listening curriculum for intermediate-to-advanced learners of English that balances bottom-up and top-down processing activities. Using modified activities from textbooks, websites, and student-centered tasks, participants in this session will have access to a wide-range to practical tools that they can use for instruction in their own classrooms or to assign as self-study for their students. Although this session is aimed at practitioners, data collected from three EFL courses conducted with pre-university students in Beijing, China will be introduced. These data show how student achievement in listening can be tracked with minimal effort in an online system. Moreover, students' perceptions will also be shared to demonstrate both opportunities and challenges when implementing a program that focuses heavily on listening fluency.

Type: Research Topic: Listening Level: S U A

Sunday, 2:25 – 3:45

Fostering Fluency and Critical Thinking through Learner-Centered Collaborative Discussions

202

Leah Jordano-Kudalis - *English Language Fellow (US Department of State)*

A collaborative discussion is a learner-led, evidence-based, focused conversation for which learners have prepared by reviewing documents, reflecting on their experiences, taking a position, and synthesizing their ideas. The teacher scaffolds this by creating the focus question, providing research from differing viewpoints, helping learners formulate and support their positions, and supporting appropriate language use. Collaborative discussions engage learners in authentic L2 use, which leads to deep understanding of and critical thinking about a concept; furthermore, it is a motivating way to develop fluency in L2 reading, writing, speaking, and listening. In this workshop, participants learn how to structure, scaffold, and evaluate a collaborative discussion and will leave with digital access to the materials needed to adapt this activity for their own practice.

Type: Workshop

Topic: Mltple Skills

Level: S U A

Engaging and Motivating students with Active Learning, Project/Task Based Learning

207

Peter Lutes - *Kagawa Univeristy*

Engaging English as a Foreign Language (EFL) learners is a challenge facing educators, especially with non-English majors. There are many ways that educators can apply active learning, such as Task Based Learning (TBL) and Project Based Learning (PBL). TBL and PBL ask students to do tasks or projects in the target language. Students are able to use the target language in a more natural context, closely related to their educational needs and interests. In this workshop, the presenter will guide participants on how to create a PBL curriculum for both small and large classes. Participants will learn how to plan a program, develop individual units for each class, develop a model for evaluation, and how to teach TBL and PBL in the classroom.

Type: 101

Topic: Crrclm Dev. 101

Level: U A

Getting a job at a Korean university: observations and suggestions

303

Colin Walker - *University of Calgary*

With extended vacation periods, opportunities for professional development, and increased autonomy, many consider teaching at a university to be the pinnacle of ELT employment, yet significant gaps remain in helping applicants understand the intricacies of the recruitment process at a Korean university. This was particularly true when I was asked to be on the selection panel for a position at a university in Seoul. Some 285 applications were received for one vacant position. Only five applicants were invited for an interview. How and why were these applicants chosen? What types of questions were asked during the job interview? What is expected of applicants who are asked to conduct a 15-minute teaching demonstration? This hands-on presentation offers answers to these questions plus much more.

Type: Workshop

Topic: Other

Level: U



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Symposium start | 10:00 am

Dinner at | 6:30 pm

REGISTRATION AND MORE INFO
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Sunday 3:00 – 4:00

	3:00-3:20	3:25-3:45	4:00
317			KOTESOL ABM
322			
201	Daniel Svoboda <i>In Pursuit of Great Lessons</i> RP YL/S/U/A		
202	Leah Jordano-Kudalis <i>Fluency/Critical Thinking through Learner-Centered Collaborative Discussions</i> Mult S/U/A <i>cont'd from 2:25 p.m.</i>		
203	Ben Taylor & Eric Reynolds <i>Building vocabulary skills and classroom engagement with Kahoot!</i> Voc S/U		
207 '101s'	Peter Lutes <i>Engaging and Motivating students with Active Learning, PBL/TBL</i> 101 Curr U/A <i>cont'd from 2:25 p.m.</i>		
215	Bilal Qureshi & Zeeshan Qureshi <i>Expanding Speaking through Digital Audio Recording</i> Tech S/U/A		
221	John E Breckenfeld <i>Multiple Ways to Utilize Songs in the ELT Classroom</i> Mult S/U		
301	Daniel Corks <i>Grammar Errors in L2 Writing: Teacher's Burden vs. Students' Expectations</i> Writ YL/S/U/A		
302	Kylie Genter <i>Improv Comedy as a Tool For Fluency</i> Conv YL/S/U/A		
303	Colin Walker <i>Getting a job at a Korean university: observations and suggestions</i> Oth U <i>cont'd from 2:25 p.m.</i>		
304	Michael Free <i>Pronunciation Teacher (Re)Training for English as a Lingua Franca</i> Mat S/U/A		
313	Kent Lee <i>A "the" or the "a"? A cognitive grammar approach</i> Gram S/U/A		
315	Mark Rebuck <i>How to make corrective feedback less futile</i> Voc U		
316			

Sunday, 3:00 – 3:45

In Pursuit of Great Lessons

- 201** **Daniel Svoboda** - *Hankuk University of Foreign Studies*
Teaching is all about creating great lessons. Whatever age group or skill level you find yourself teaching, you probably spend time figuring out ways of creating the best lessons possible and delivering new and existing lessons in the best possible way. This workshop will look at several factors related to creating a “great lesson,” including content, students, delivery, classroom, teachers, and other miscellaneous factors. This doesn’t mean that teachers should come expecting a “magic bullet” that miraculously upgrades your teaching skills. Instead of being prescribed quick and simple fixes, participants will ask themselves engaging questions, reflect on their own experiences, and share ideas on what makes a lesson “great.”
-
- Type: Workshop Topic: RTP Level: YL S U A

Building vocabulary skills and classroom engagement with Kahoot!

- 203** **Eric Reynolds & Ben Taylor** - *Woosong University*
Kahoot!, a web-based quiz game, enables students to practice language skills, particularly vocabulary, in an inviting atmosphere. These games help students study vocabulary in a kinetic, hands-on environment which could improve vocabulary retention. This action research-based workshop presents the results of a pilot study gauging Kahoot!’s benefits, and demonstrates how to implement it via hands-on exercises, tutorials, and a discussion of best-practices gleaned over the course of the pilot study. Participants will learn time-saving tips, strategies for creating and sharing Kahoots! and how to mesh them into their existing curricula. The workshop includes live demonstrations of both engaging and ineffective Kahoots!, tutorials on how to make Kahoots! that interest and benefit students, and resources, such as handouts and webpages, to help teachers use the platform.
-
- Type: Workshop Topic: Vocab Level: S U

Expanding Speaking through Digital Audio Recording

- 215** **Bilal Qureshi** - *Seokyeong University Seoul*
Zeeshan Qureshi - *Sookmyung Women's University*
Lack of opportunities to use English outside of classroom, fear of losing face among peers, larger classes, and limited class time are some of the factors that hinder ESL learners’ speaking development. Digital audio recording tools have been proven to be highly effective for language learners to overcome the challenges mentioned above and to develop their oral linguistic proficiency. Audio recording provides learners chances for self-reflection, self-assessment, and teachers’ and peers’ feedback on their oral output. This presentation focuses mainly on the practical application of audio recording activities as homework tasks for speaking classes. By the end of this presentation, the audience will have a clear idea about how to integrate and implement audio recordings as a tool for EFL learners speaking development.
-
- Type: Workshop Topic: TEI/CALL/CMI/MALL Level: S U A

Multiple Ways to Utilize Songs in the ELT Classroom

- 221** **John Breckenfeld** - *Gangneung-Wonju National University*
Music is one of life's treasures, and our students connect with songs for the same reasons we do. Like comfort food, songs often become powerful memory triggers, instantly propelling us back to when we first heard Prince, Nirvana, or Beyoncé. By utilizing songs as core materials, our lessons have the potential to impact students in equally magical ways. This presentation details three examples of using songs within the university ELT classroom: during one-time Special Activity lessons; a one-semester, content based liberal arts elective course; and a four-week, non-credit summer intensive course. If you want to integrate songs into ELT, or you are already doing so, this presentation will help you expand your teaching toolbox while sharing ideas with colleagues in the field.
Type: Workshop Topic: Mltple Skills Level: S U
Building vocabulary skills and classroom engagement with Kahoot!

Grammar Errors in L2 Writing: Teacher's Burden vs. Students' Expectations

- 301** **Daniel Corks** - *Woosong University*
It's been 20 years since John Truscott's landmark 1996 article vociferously called for an end to giving grammar corrections on L2 students' writing. Since then, thousands of research papers have been published in response, all attempting to address the question at the heart of Truscott's criticism: Does grammar correction actually work? There's no consensus yet, but language teachers have more pressing questions to consider: Does grammar correction work well enough to be a useful pedagogical tool? Is making grammar corrections the best use of our time and effort as teachers? With a grounding in research findings, this workshop will consider the practical aspects of grammar correction in L2 writing and what types of feedback are most beneficial to students at all levels.
Type: Workshop Topic: Writing Level: YL S U A

Improv Comedy as a Tool For Fluency

- 302** **Kylie Genter** - *MOE NIIED English Education Center*
Improv comedy has sharpened the skills of famous comedians like Tina Fey, Stephen Colbert, Wayne Brady, and more, but it can also sharpen the English skills of your students. This hands-on workshop will introduce (or re-introduce) improv comedy games and techniques suitable for a wide variety of class sizes, levels, and ages. Best of all these games require little to no prep time or materials so they can easily be slotted into a lesson plan. This is an active workshop so bring your enthusiasm and get ready to move!
Type: Workshop Topic: Spkng/Cnvstn/Prnctn Level: YL S U A

Pronunciation Teacher (Re)Training for English as a Lingua Franca

Michael Free - *Kangwon National University*

304

A crucial element of fluency in spoken English is pronunciation. Teaching this subject has always been challenging, and now, due to the changing demographics of English speakers across the world, there is another consideration for the pronunciation teacher: English as a lingua franca. This workshop first briefly asks what we language teachers need to with respect to (re)training ourselves to be able to incorporate priorities and principles from ELF into our pronunciation lessons. In the second, longer part, attendees will work together to explore the different ways in which they can design or adapt materials to suit their contexts. Attendees will come away with ideas for how to source, adapt, and create ELF materials for their pronunciation lessons.

Type: Workshop

Topic: Mtrls/Crse Design

Level: S U A

A “the” or the “a”? A cognitive grammar approach

Kent Lee - *Korea University*

313

Traditional grammar rules and teaching methods for English articles (‘a/an, the’) and bare noun phrases (no articles) have not served learners well. These articles, or delimiters express particular contextual meanings and nuances. An alternative approach is presented within a cognitive linguistic framework, where their usage is described by meaning patterns rather than rules, which allow for more intuitive explanations. We will go from basic patterns for bare singulars and plurals, indefinites, and definites, to more specialized uses of these patterns, which can better explain various complexities of these forms. These patterns lend themselves well to more interactive types of learning, where one activity focuses on one particular pattern or function. Thus, ideas for inductive, communicative and interactive class activities and exercises will be provided.

Type: Workshop

Topic: Grammar

Level: S U A

How to make corrective feedback less futile

Mark Rebuck - *Meijo University*

315

Corrective feedback is time-consuming to provide, so teachers want the feedback of students’ writing to lead to long-term learning, rather than being just a means for students to improve the quality of a single piece of writing. This workshop describes various strategies to encourage student engagement with, and deeper cognitive processing of, written corrective feedback. It includes techniques for making corrections more interactive and other ideas such as student presentations to promote reflection on the causes and remedies to one’s own and other classmates’ errors.

Type: Workshop


Topic: Vocab

Level: U

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Presenters' Biographical Statements

Adamson, Calum works in a women's university in Kyoto, Japan where he teaches in a content-based English program attached to the Faculty of Contemporary Social Studies. He is most interested in how English can be incorporated in subject-led courses that offer multiple learning goals for students.

Amgalan, Ulziinaran is a lecturer at the Department of British and American Studies, National University of Mongolia. She did her undergraduate studies in English linguistics and completed graduate studies in education. She has been teaching English at the university level for nearly 10 years. Her research interests include applied linguistics, translation, and American studies.

Asai, Atsushi teaches language processing and language cognition as an associate professor at Daido University, Nagoya, Japan. He is certified in Teaching English as a Foreign Language and Teaching Japanese as a Foreign Language. His research interests include cognitive aspects in morphophonology and lexicology.

Ascher, Hetal currently serves as head of EAL at an international high school in China. She is originally from Minnesota where she worked teaching ESL at a public middle school. She recently completed a MA in English as a Second Language from Hamline University, St. Paul, and before that received her teaching license in English as a Second Language K-12 from University of Northwestern, St. Paul. Her research interests include supporting for English learners in mainstream classes, teacher evaluation for ESL teachers, and literacy for English learners.

Atendido, Dr. Editha M. is connected with the Philippine Department of Education as Schools Division Superintendent of Schools Division of Imus City. She has been a member of the Philippine Association for Language Teaching, Inc. and now holding the President position of the association. She has served as an official representative of the association at JALT and ETAROC.

Bachtell, Matt is a foreign English language instructor at a hagwon operating in Daegu. He was in the class of 2013 at Grinnell College. After graduating, he completed a year of service with the Minnesota Math Corps, a subsidy of Americorps, and volunteered as an English instructor for immigrant communities in the Twin Cities area. He has lived in Korea since 2016, where he first taught at an English kindergarten.

Bade, Michael is currently a lecturer at the University of Vermont which he came to in 2014 as the Global Gateway Program (GGP) was getting off the ground. GGP is a first-year pathway program for international students, and Michael delights in assisting in the program's continual development and in seeing his students succeed both within and beyond GGP. Outside of GGP, Michael teaches an ELL curriculum development course for education majors. In addition to teacher training, he has taught English to middle school, high school, university, and adult students in South Korea, Myanmar, and the United States. 2018 marks 11 years of being a TESOL professional for Michael Bade. He can be reached at mbade@uvm.edu.

Bagley, Steven has a Master's Degree in Teacher Education with a Major in ESL from the University of Tennessee. He began teaching undergraduate English Composition at Knoxville College in 2003. Steven was a Young Learner TESOL teacher trainer at Sookmyung Women's University for 7 years. For the past 4 years he has served at the Elementary English Language Development Coordinator at the American International School of Vietnam in HCMC.

Baldwin, Jeffrey is an instructor for the Language Education Center at Gwangju Institute of Science and Technology. He is interested in expanding his thoughts on language education through

meaningful interactions with his colleagues. He has a MA in TESOL from Hamline University. His current research interests are in improving academic writing and presentation.

Baldwin, Matthew is a visiting professor at the Korea Advanced Institute of Science and Technology (KAIST). He holds an MA in TESOL and a BA in English language and literature. His research interests include writing feedback, international education, and flipped class instruction. Email: mbaldwin@kaist.ac.kr

Baumwoll, Douglas previously worked for the USA's EPA and now teaches at the university level in Korea; he advocates teaching AGW through a "thematic approach," incorporating thematically useful examples for EFL in class.

Beadle, Terri is an Assistant Professor at Woosong University. She has previously taught at Bilkent University in Ankara, Turkey and Western Michigan University in Kalamazoo, MI. Ms. Beadle has her MA in TESOL from Cornerstone University in Grand Rapids, MI and took graduate classes in Literacy from Grand Valley State University in Allendale, MI. Within the Literacy classes, Ms. Beadle's main focus was using pop culture and pop literature to help students improve their reading, in recent years she has taken this one step further to include ways to help students become comfortable with speaking which in turn helps them to become more fluent. This is Ms. Beadle first time teaching in Korea, and she is looking forward to learning about this county and culture.

Bill, Allison started her own second language learning at the age of 5. She completed her BEd in elementary French education at the University of Ottawa, and her MA TESL/TEFL at St. Michael's College in Vermont. She is currently in the dissertation stage of an EdD 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 is an associate professor at Jeonju University.

Binnie, Christopher is a language instructor with expertise teaching at the secondary school level. He has worked in the private and public education sectors in South Korea since 2011, and currently works at a private secondary school in Cheonan. He holds an MA TESOL from the University of Birmingham in the UK. He is interested in task-based learning and teaching, task-based and second language acquisition research, and designing communicative skills-focused textbooks.

Book, Jennifer started her EFL career in Italy and London before settling down at the University of Sussex on the south coast of England. She has been a tutorial fellow there since 2004, where she convenes the ELT teacher-training elective pathway for undergraduates as well as teaching on a number of postgraduate-related courses. Jennifer is currently the IATEFL TTEd SIG newsletter editor, responsible for preparing and producing two newsletters a year, which are read globally by over 400 members. She has traveled the world extensively as a Trinity College London moderator (certificate course) and diploma examiner and marker. Jennifer has also appeared in various teacher training videos, having collaborated with Cambridge University Press, and with TeachTEFL, showcasing good practice in the classroom. Jennifer currently resides in Brighton (well, Hove, actually) with her husband, daughter, and a menagerie of pets.

Boothe, Adam has taught English for 15 years. Currently, he is the assistant director of a pathway program at the University of Vermont where his primary focus is preparing first-year international students for academic English. In addition, Adam developed and teaches a workplace English course for the immigrant custodial population at the university. Throughout his career, Adam has taught students of all ages but has mostly worked with adult learners. He spent seven years as a teacher educator in Seoul, South Korea. He can be reached at aboother@uvm.edu.

Bradbury, Hannah has been working as a Global Teaching Fellow at Tokyo International University since 2016. She received her MA TESOL from the New School, New York in 2013. She

has also taught in Guatemala, Hawaii, and China. Her professional interests include Communicative Language Teaching, English for Specific Purposes, and Task-Based Learning.

Bradley, Joff, P.N. is associate professor in the faculty of language studies at Teikyo University in Tokyo, Japan. He is the co-author of *Deleuze and Buddhism* with Dr. Tony See and co-writer of *A Pedagogy of Cinema* with David R. Cole. He has co-edited *Educational Philosophy and New French Thought* with the same author and expects his latest work entitled *Principles of Transversality in Globalization and Education* to be published in 2018. He is a member of the New Tokyo Group in Japan, a committed group of language scholars working on critical pedagogy projects in the nation's capital and beyond.

Brandon, Michael William is an Assistant Professor at Hanyang University's College English Education Committee, in Seoul. He has ten years' teaching experience in Korea, and has taught reading and writing at public school and university levels. He has also conducted workshops in reading and cooperative learning for in-service teachers for Gyeonggi Office of Education and Seoul National University of Education. He holds an MA degree in international development, an MEd in TESOL, and is presently working toward a Doctorate in education. His research interests include integrating educational technology into extensive reading classrooms, collective memory and education in multicultural contexts and the relationship between evaluation and professional practice.

Breckenfeld, John has an M.Ed. in Multiple Subjects. He has been living and teaching English in Gangneung, Korea, for over six years, from kindergarten to university classrooms. His professional/research interests and inspirations include Vygotsky's Sociocultural Theory, Freire's Popular Education, volunteer opportunities for students, and the educational experiences of multi-cultural families living in Korea. His passions include music, nature, sports, travel, and gastronomy. Email: johnbreck@ucla.edu

Brinkley, Rebecca, an associate professor at Sugiyama Jogakuen University, teaches various English language courses and heads the 'Chit Chat' conversation program. Rebecca also has an interest in student motivation and speaking fluency. Currently, Rebecca lives in Nagoya, Japan with her family and three cats.

Brooks-English, Greg formed the Yonsei Student Climate Action Group (YSCAN) which was co-founded with one of his students and is now officially under both of Ban Ki-moon's institutes at Yonsei.

Brothers, Nicole is a Clinical Assistant Professor and Public Services Librarian at Texas A&M University at Qatar. She has worked in academic libraries for over 15 years, and lived in Qatar for 10 years. Her focus is on information literacy.

Brown, Ian (Master of Ed TESOL) is currently teaching at Matsuyama University in Japan. His teaching background spans over twenty years with experience teaching in Japan, Australia and Thailand. He has a long interest in technology and CALL, and in teaching academic English, and was previously a specialist CALL teacher and EAP coordinator in Sydney. He uses all manner of technology in his teaching and whilst still using computers 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 MALL at conferences and workshops around the world.

Brown, Clara Lee, Ed. D., is Associate Professor of ESL Education in the Department of Theory and Practice in Teacher Education at The University of Tennessee, Knoxville. She is Program Advisor and Coordinator of the ESL Education program. Her research interests include enhancing English Learners' (ELs) academic language in content areas, equity issues in assessments, and bilingual identity. She has widely published on issues regarding teaching ELs in content areas and

developing their academic language. She has implemented professional development grant projects for middle school math teachers as well as high school social studies science teachers focusing on helping ELs with content literacy.

Browne, Kevin C. is an associate professor of English in the department of policy management at Yamanashi Prefectural University in Japan. He completed his PhD in Language Testing at the University of Leicester in the UK, an MA in Applied Linguistics TESOL at the University of Melbourne in Australia and a BA in English at Loyola University of New Orleans in the United States. Kevin's research interests are primarily concerned with pronunciation scoring and high stakes assessments like TOEFL, IELTS and TOEIC, particularly research related to accents and raters' accent-familiarities and their impact on scores and intercultural communication. Originally from New Orleans, Louisiana, he has been teaching EFL in Japan for the last 19 years.

Brusky, Krista is an ethnomusicologist turned EFL teacher and editor. Last year, she finished a M.Ed. program in TESOL and is finishing her final year in Korea. Research topics of interest in education include issues of socioeconomic status, education policy, and access to education. She also holds a BA in Music (minor: German) and an MM in Music History. Ongoing research topics in music involve the influence of language, music, and identity in pop music, audience reception, as well as German rock/pop music post WWII. E-mail: brusky.krista@uwmalumni.com

Buck, Jeff started working in the ELT field in 1997. He taught ESL to adults and university students in the US for several years before coming to Korea, where he has taught in the public school system and in universities. He has a TEFL certificate, a TESOL MA, and a Business English Teaching certificate and is currently working on his Trinity Dip TESOL. He has worked with all ages but primarily focuses on university and adult learners. He enjoys bringing simplicity and creativity to the classroom in an effort to increase student enjoyment and productivity. He currently teaches at Dongseo University in Busan.

Buckland, Simon has had a life-long involvement with technology-assisted language learning as a developer, author and curriculum specialist. For many years Simon worked for Wall Street English, first as chief course author, and later as Academic Director, where he piloted a major large-scale quantitative project measuring learning and aligning them to the Common European Framework. From 2010 to 2017 he worked for Pearson English as the curriculum specialist on the Global Scale of English team, where he developed the GSE Grammar Learning Objectives. Simon was educated at Oxford University, where he took a B.A. in English, and at Sussex University, where he took an MSc in Artificial Intelligence, specialising in Intelligent Computer-Aided Learning.

Budianto, Langgeng is a senior lecturer at Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia. He obtained his doctorate degree at the State University of Malang, Indonesia, majoring in ELT. He is very active as a presenter both in national and international conferences including KOTESOL in 2016 and 2017, TOURONKAI Malaysia, LSCAC 2018 Vietnam, MELTA Malaysia, TEFLIN, ASIA TEFL and many others.

Bui, Kim-Lan has been teaching English for over 15 years. She earned her MATESOL at San Francisco State University and has taught in schools throughout the U.S, China, and Vietnam. She currently teaches English for academic purposes at the English Language Center at the University of Denver.

Burden, Peter has taught in the university sector for over 25 years in Japan and has presented internationally in many countries and here at KOTESOL five times. He has also published widely internationally on a range of topics including teacher and learner dissonance, the use of student evaluation of teaching, and using the learner's mother tongue in class. He gained a doctorate in TESOL from Exeter University in his native Britain.

Byun, Dr. Jin-Suk is an associate professor in the TESOL program of Alliant International University. He graduated with a Ph.D. in Linguistics with a focus on second language acquisition (SLA) from the University of Illinois at Urbana-Champaign after he received his two MA's in Teaching English as a Second Language (TESL) and in linguistics from the same university. He taught various groups of English Language Learners and Korean language learners as well as TESOL master and doctoral students. He also worked as an ESOL coordinator in a preservice teacher education program and developed various TESL/TEFL certificate and master programs. His research interests include input, interaction, output, and automaticity in SLA, and the development of TESOL/TEFL programs.

Caballero Orozco, Luis R. is a foreign language instructor at Ulsan National Institute of Science and Technology (UNIST). He is excited to serve as Program Manager for the 2018 KOTESOL International Conference. Luis has been living in Korea since 2015, is an active member of KOTESOL's Social Justice SIG, and is Officer-At-Large for KOTESOL Busan-Gyeongnam Chapter. He holds a Masters in Higher Education and has ten years of experience working in universities around the world. His passions include teaching public speaking classes for English language learners.

Campbell-Larsen, John is from the U.K. and is currently Associate Professor in the Department of English studies at Kyoto Women's University, Kyoto Japan. He received his MA in TESOL from Birmingham University. His research interests include teaching speaking, pragmatics, conversation analysis and cognitive linguistics. He has presented at numerous language and language teaching conferences both in East Asia and beyond and published papers on TEFL and applied linguistics and Conversation Analysis.

Canilao, Maria Luz Elena N. is Assistant Professor at the Ateneo de Manila University (ADMU) where she teaches undergraduate and graduate English courses. She is the ADMU English Department's current Associate Chair for Language Programs. Her works focus on multilingual education; language policy; English language teaching principles; and materials development. Her teaching career began at the Ateneo de Manila High School where she taught English and served as the chair of the English Department. She has worked as an English Language Teaching (ELT) consultant and teacher trainer for various centers and institutions including the Ateneo Center for English Language Teaching (ACELT), Ateneo Language Learning Center (ALLC), Ateneo Center for Educational Development (ACED) Commission on Higher Education (CHED), Department of Education (DepEd), and British Council Philippines.

Chan, Jane is a fourth-year undergraduate teaching scholar, undergoing pre-service teacher education at the National Institute of Education, Nanyang Technological University, Singapore. Majoring in English language, she will be a future English language teacher in the primary language classroom in Singapore. Invited to participate in the university's Undergraduate Research Experience on Campus programme for the most able undergraduates, Jane reviewed her experiences in her education journey from a student to a student-teacher and then becoming a teacher in the near future, and embarked on this research to explore the grammar pedagogies in the local language classroom. Jane is passionate about how different approaches in teaching grammar can be incorporated into language learning, without a necessary dilution of quality learning as feared by many teachers.

Chan, Dr. Mable main research interests include second language acquisition, applied linguistics and professional/workplace communication. Over the years she has worked on studies examining the acquisition of nominal and functional categories by second language learners. The target structures examined include English middles and unaccusatives, copula and auxiliary be, tense and aspect, and articles. As a generative grammarian, she is also concerned about the impact of her research and ways to bridge the gap between SLA research, theory and practice in language pedagogy. She received the Faculty Award for Outstanding Teaching for 2 times (2004/2005; 2010/2011). She also secured key

external grants from: University Grants Committee (GRF: \$677,300), and Standing Committee of Language Education and Research (\$882,286.9).

Chang, Mary J. was born and raised in America, receiving her dual Bachelor of Arts degrees at Arizona State University and earning her Master of Arts in TESOL at Monterey Institute of International Studies in California. She is currently teaching at Kwansai Gakuin University in Nishinomiya, Japan. She has been teaching in ESL/EFL programs and administrating a university Intensive English Program for a total of nearly 20 years. Her interests include creating interactive lessons, task and project-based learning, and Computer Assisted Language Learning (CALL).

Chen, Yi-chen obtained her Ph. D. in TESOL at National Chengchi University, Taiwan. She is currently an Associate Professor of Department of Foreign Languages and Applied Linguistics in Yuan Ze University, Taiwan. Her major research interests covers areas from cognitive semantics, second language acquisition, to metaphor and metonymy. She has published papers in *Language Awareness, International Journal of Applied Linguistics*, etc.

Chen, Jhyi has been English teacher for more than 15 years. She has teaching experience on high school students and college students. She has PHD in TESOL. Her research interests is on cognitive linguistic, ESP, and digital learning.

Chen, Rainbow is currently Associate Professor and the Director of the Foreign Language Center at National Chengchi University, Taiwan. Her research interests are in cross-cultural teaching and learning, study abroad, English as a medium of instruction, and beliefs about language learning.

Chia, Kai-Jye is currently enrolling in Master program in National Taiwan University of Science and Technology. He is good on creating language learning platform. He has presented several study related to digital learning on recent international conference.

Chiang, Yueh-Tzu is an assistant professor in Holistic Education in Cardinal Tien Jr. College of Healthcare & Management, Taiwan. Her research interests are second language acquisition, second language reading, writing and speaking, vocabulary acquisition and CALL.

Chin, Ms. Vanessa is currently a fourth-year undergraduate student teacher at the National Institute of Education, Nanyang Technological University (Singapore). She majors in English Language for her Bachelor of Arts (Education) degree and is from the Teaching Scholars Programme. Vanessa is deeply interested in English Language education and hopes to develop a wide repertoire of pedagogical approaches, while training to be a teacher, so that she can share her passion for language and education with her future Primary School learners. She is fascinated with the teaching of grammar, and wonders why in spite of teacher education and the development of different ways of teaching grammar in recent years, many in-service teachers continue to use a traditional approach.

Cho, Ah-ra is an English storytelling instructor and M.A. student in English Materials Development at the International Graduate School of English. She holds degrees in English and Child Education. She taught English from very young learners to high school students. She also worked as an English storyteller for a long time. Her fields of interests in ELT are early literacy including phonics and storytelling. Email: choahra@igse.ac.kr

Choi, Heehwa is a chapter officer at large of Busan-Gyeongnam KOTESOL. She is also a co-founder and CEO of Storypal. As a member of Storypal, she creates opportunities for young students to make international connections regardless of their socio-economic background. In 2012 and 2013, she collaborated with Kenyan friends through the Internet to help Korean & Kenyan elementary school students write creative stories and publish them into books, without even visiting Kenya herself. In order to create a platform that specializes in global education collaboration, she taught herself how to code ruby on rails web applications and created storypal.co.

Choi, Hyerim, from South Korea, is an undergraduate senior student in De La Salle University – Manila, Philippines. Her course is Bachelor of Secondary Education major in English. She has been a constant first dean’s lister for eight consecutive terms and a candidate of Dr. Jose Rizal Honors Society. She has been living in the Philippines for ten years in order to enhance her English skills and to become a successful English teacher in Korea.

Combs, Eva A. has a Master of TESOL from Seattle University and is currently a teacher trainer at Sookmyung University in Seoul, South Korea. She has over 8 years of teaching experience in diverse contexts including to immigrants and refugees, EAP at the Asian University for Women, Bangladesh, and IEP at the University of Oregon and at EF International in Seattle. She also has experience as a teacher trainer at Vietnam National University, Hanoi as a former English Language Fellow.

Compton, Travis James is an assistant professor at Changshin University in Masan, South Korea, where he teaches English conversation classes to first and second-year students. Including his time at Changshin, he has been teaching English in Korea for over 10 years, working with students of all ages, including private English kindergartens, foreign language high school students, and university graduates preparing to study abroad. He holds an MA in TESOL and Applied Linguistics from the University of Leicester, and his research interests include attitudes and motivation, and other social, cultural, and economic factors influencing the study of English.

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 Woosong University in Daejeon, South Korea, and a member of the Daejeon-Chungcheong chapter of KOTESOL.

Cottam, Chad is an instructor of English at Kwansai Gakuin University's School of Science and Technology. He holds a Master of Arts in Applied Linguistics from The University of New England. Chad has been teaching a wide range of English courses in Japan for over 10 years. Chad's research interests include goal orientation, motivation, language anxiety and the application of technology, such as CALL and MALL, into the ESL classroom.

Cunningham, Robert has been working in the field of ELT since 2008. He holds an MA in Second Language Studies from the University of Hawai’i at Manoa. He served in the US Peace Corps as a volunteer in Cambodia and as a technical trainer for new volunteers. Mr. Cunningham has taught in various capacities and trained teachers in Cambodia, Myanmar, Thailand, and the US. His interests include extensive reading, action research, and teacher education. He is currently a lead teacher at the Australian Centre for Education in Phnom Penh.

Cvitkovic, Robert is a lecturer at Tokai University, Japan. His research interests include investigating the effectiveness of English language apps. He is involved with several MEXT grants exploring the role that mobile assisted language learning plays in English education. He also builds and develops apps in his spare time.

D'Ath, Anthony, the facilitator of his workshop, has been teaching in Korea for 22 years and is currently an assistant professor at Korea University where he has been employed since 2014. After completing a Master’s Degree in Philosophy at Auckland University (New Zealand) and previously a Bachelor’s Degree with a double major in English Literature and Philosophy, he began teaching in Korea in 1996. The previous universities where he taught were Kangnam University, Kyung Hee University (Seoul Campus), and Seojeong University (Yang-ju) for periods of no less than four years in each location.

He was also involved in developing the Toastmasters International organization in Korea, and held the position of co-director for the first national conference at the Dragon Hill Lodge on Yongsan Base (Seoul) in 2008.

Dan Karami, Ajiya Musa is a member of Storypal team and helps teachers around the world connect for global collaboration. With his warm yet charismatic nature, he is also a highly sought-after professional speaker and community leader. Originally born in Niger, his latest community leadership roles include the chairman of Kenyan community in Korea. His academic carriers took place in Niger, Kenya and South Korea including a master's degree in international relations from Pukyong University. In his free time, he enjoys exercising, reading, learning a new language, traveling and spending time with family and friends. He likes making reference to Einstein's quote "imagination is more important than knowledge," and believes that many valuable things seem impossible until it is done.

Darling, Will is currently studying for an M.A in Applied Linguistics at Mahidol University, Thailand. He previously worked in both Thailand and the Republic of Korea as an English language teacher and curriculum developer for 7 years. His research interests include sociolinguistics, teaching pedagogy and Second language acquisition.

Dasgupta, Tannistha is pursuing PhD in English Language Education (ELE) at The English and Foreign Languages University (EFLU), Hyderabad, India, and working at the Vellore Institute of Technology, AP. Her areas of interest include language testing, cognitive bases in second language speaking, implementation of task-based language teaching in classrooms of local contexts, and materials production.

De Beer, Jan Mathys is an educator from South Africa with more than 20 years' experience in education. He has been a professor at Woosong University since 2017, where he does research on Korean specific classroom methodology and speaking fluency. He is currently the Assistant Research Coordinator of the Woosong Joint Research Project. Email: jandebeer777@gmail.com

De la Salle, Gerald is a school teacher, lawyer and English instructor. He has taught for twenty years, including law in Canada, English in Japan, and for the last seventeen consecutive years, English in Korea. He has taught a vast array of English classes to students of all ages and levels. He has a B.A. and B.Ed. from the University of Alberta, an LL.B. (law) from the University of New Brunswick, an M.A. in Community College Education from Central Michigan University, and is currently doing a doctorate at QUB in Belfast, Northern Ireland, specializing in teaching Law/Legal English.

Dickey, Robert J. is a past president and Lifetime member of Korea TESOL. He has also served in a number of other leadership roles in various teaching and research societies. His research interests beyond ELT include governance, ethics, privatization of government activities, and community-based organizations, while within ELT his principal concerns are in content-based instruction, professional development, and pronunciation. Prior to teaching he was a nonprofit organizations executive in Southern California. He holds higher degrees in Public Administration and Law. Rob teaches at Keimyung University in South Korea.

Dillon, Thomas Luke is an assistant professor at Daegu Catholic University. He holds a MA TESOL degree from Manchester University and has fifteen years experience teaching ELT in a wide range of settings. While his current teaching context is focused on young adults, he still respects the energy and enthusiasm of young learners. He is very interested in harnessing the most modern technology in creative ways to give students stress free speaking and listening self study opportunities. His most successful research project has been creating applications that use automatic speech recognition that allow young learners to practice oral textbook exercises outside the classroom. He hopes to increase the complexity of the applications in upcoming papers.

Doeur, Bunhorn received his MA in TESOL from the University of Canberra, Australia (2014), and MBA degree in Management from Build Bright University (2012). Before that he completed a bachelor's degree in English Literature, and a professional training certificate in English language

teaching. He is presently the Academic Lecturer of TESOL at the Pannasastra University of Cambodia (PUC), where he has established a learning skills corner (LSC) to help students who have learning difficulties, and ESL Director at Australia Pacific International School, where he has managed all the ESL operations and maintained its high quality. Before joining PUC in 2010, Bunhorn taught English in various schools and universities for approximately ten years. His research interests are in teaching methodology, teacher professional development, and learner motivation.

Domay, Nicole A. has been teaching for 5 years and has been living in Ulsan, South Korea since 2015. She holds a B.A. in Psychology and Spanish and has been awarded a certificate of Second Language Acquisition and Teaching (SLAT) from the University of Oregon. She is now working on her M.A. degree in Applied Linguistics and TESOL from the University of Leicester. She currently holds the Treasurer position in the Busan-Gyeongnam at KOTESOL.

Dykes, Robert has been teaching EFL and living in Japan for the last decade. He is currently a full-time lecturer for Jin-Ai University in Fukui. His main research interests include foreign language anxiety, L2 motivation, and language learner identity. For over five years Mr. Dykes has enjoyed being a member of, volunteer, and officer in the Japanese Association of Language Teaching (JALT). Most recently he has become membership chair of JALT's largest special interest group, College and University Educators. He also holds an officer position for his local Fukui chapter as well as being a CUE SIG conference planning chair, JALT national membership committee and JALT conference reading committee member. Contact: rdykes.JALT@gmail.com

Elsheikh, Aymen, Instructional Assistant Professor at Texas A&M University at Qatar, Vice President of Africa TESOL, received a PhD in language education from Indiana University, Bloomington. He has over 10 years of teaching experience in different countries such as Sudan, Oman, USA, Qatar, and the UAE. Dr. Elsheikh's research interests revolve around translanguaging, teacher knowledge and identity, language teachers' associations, among others. He has published and given numerous conference presentations on these topics. Dr. Elsheikh has also co-founded TESOL Sudan and Africa TESOL. In addition, he served as the Publications Coordinator for TESOL Arabia, and has recently won the Leadership and Mentoring Program Award from TESOL International.

Eppolite, Mary is a Foreign Expert at the Faculty of Learning Sciences and Education, Thammasat University, with a focus on teaching English at Thammasat Secondary School. She is a committed and enthusiastic educator who strives to create inclusive and student-centered learning environments. Her classrooms are open and welcoming spaces where students are encouraged to speak their mind. Mary sees English as a tool to develop a voice for students in order to empower and provide agency in a competitive global environment. Her research interests include curriculum design, learning autonomy, and identity in the classroom. She has taught in the U.S., Peru, France, Costa Rica, and now Thailand. You can reach her at: mary.ep@lsed.tu.ac.th

Fanguy, Mik is a visiting professor in the English as a Foreign Language Program at the Korea Advanced Institute of Science and Technology (KAIST) in South Korea. His research interests include student lecture behaviors, online video lectures, and online learning.

Faudree, Ph.D., Michael was born in Cleveland, Ohio and is associate professor at Tokyo City University, Faculty of Liberal Arts and Sciences. Michael has a master's in TESOL from Arizona State University specializing in phonological second language acquisition (SLA) theories. He is now enjoying teaching basic English reading, writing, speaking and listening classes along with teaching science and engineering related undergraduate and graduate courses in English and Japanese. He has authored several English language textbooks and international publications in both linguistics and engineering. He has Ph.D in materials science engineering from Tokai University and B.S./M.S. from Case Western Reserve University. He has worked at aerospace company and at NASA prior to coming to Japan to teach English and science related courses.

Fitriah, PhD is a lecturer in the Faculty of education and teacher training in UIN Sunan Ampel Surabaya. She has teaching experiences for more than 15 years in different education levels. She obtained Master and Doctorate Degree from the University of Canberra, Australia. Her research interests are in the area of creativity in language teaching, language assessment practices, and language learning motivation. She has presented her papers in numerous international conferences, such as in Hong Kong, Singapore, Malaysia, and Australia.

Ford, Ashley is currently a Lecturer at Nagoya City University in Aichi, Japan. Her research interests include Project-Based Language Learning as well as the role and development of creativity in language learning. She has developed several film-making and oral performance projects as well as film and music video-based content courses. Other areas of interest include CALL, teaching pronunciation, and materials design.

Free, Michael holds Masters degrees in TEFL (University of Birmingham) and Arts (McMaster University). His professional interests include leadership, Content-based Language Teaching and English as a lingua franca. He is very active in professional development, presently serving as both the 1st Vice-President of KOTESOL and President of the Gangwon chapter. He recently joined the faculty at Kangwon National University in Chuncheon, where he is a Visiting Professor. Email: michaelfree63@gmail.com

Fujieda, Yutaka is Professor in the English Program (Course) at Kyoai Gakuen University, Gunma, Japan where he teaches literacy education and research, World Englishes, English teaching methodology, and research seminar courses. He was awarded his Ph.D. in the Composition and TESOL program (English) at Indiana University of Pennsylvania, USA. His research interests include second language writing and teacher education.

Fujieda, Miho currently organizes the English language program at Osaka Medical College. Her research interest lies in the area of transition from general English to disciplinary specific English teaching and learning in Japanese university settings. She has conducted corpus-based vocabulary studies of medical reading materials and is applying the findings to her pedagogy.

Fujimaki, Arata is currently associate professor, International Education Center, Tokai University, Tokyo, JAPAN. He has been actively teaching English including TOEIC /TOEFL preparation courses in Tokai University and some other universities in Japan for more than twenty-five years. His current academic interests include the comparative phonology study, effective English certified test preparation strategies, finding alternatives in language teaching through classroom observation by utilizing quantitative/qualitative analyses. Together with writing articles, he has made several presentations at academic conferences both in Japan and abroad. Also, he has published several English Language textbooks for university students in Japan with Dr. Michael Faudree over the last eighteen years.

Fuoli, Matteo is a Lecturer in the English and Applied Linguistics Department at the University of Birmingham (UK). His main research interest is business discourse and communication. His work combines corpus linguistic and experimental techniques to investigate how companies use language as a strategic tool to accomplish key communicative tasks and goals. A more detailed presentation of Matteo Fuoli's research is available at: <https://www.birmingham.ac.uk/staff/profiles/elal/fuoli-matteo.aspx>

Gale, Michael is an ELT professional with over 10 years' experience in both EFL and ESL settings. Vocabulary development, CALL, and classroom-based research comprise his research interests.

Garnhum, Erin, originally from Nova Scotia, started teaching ESL in 2002. She has worked in South Korea, Vietnam, Japan, and China, where she been since 2009. She got her start working in language schools with all ages, but since moving to China has been working in high schools. She

received her MA in TESOL from Trinity Western University, Langley in 2014, and her PGCE from the University of Sunderland in 2016. Her research interests include language assessment and curriculum design.

Garrobo, MA, Hermin is a graduate student at Kyung Hee University Global Campus in Suwon, South Korea. He also currently teaches General English classes at Gimcheon University. His recent fascination include integrating gamification and multimedia learning management tools in his classes. He has recently taken the Kahoot! Certification program and is currently taking the Google Educator Certification program. He is a member of Toastmasters International.

Gay, Sean is an Associate Lecturer of English at Kwansai Gakuin University in Japan. He has a MS in TESOL and PhD in Health Services. Working in the School of Policy studies, his educational background makes him particularly suitable for addressing the intersection of content and language within this coordinated program. He has been coordinating first year writing for lower stream students for two years with a particular focus on fluency. In addition, he has developed a disaster volunteerism course for second year students. This course was developed in an evidence-based manner with a strong research component. The course utilizes aspects of CLIL and PBL. His research interests include: writing fluency, evidence-based curriculum development, disaster management, CLIL, identity in EFL, and critical thinking in EFL.

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

Gong, Eunseong is an English teacher of Seoul Samseong Elementary School in the Republic of Korea. He is pursuing his Master's degree in English language education for young learners. His research interests include literacy, content-language integrated learning, teacher identity, etc.

Gray, Stewart is an English teacher at Hankuk University of Foreign Studies. He completed his MA TESOL at Dankook University and is a Ph.D. student at the University of Leeds. He is also the current president of the Yongin KOTESOL chapter, and a coordinator for the KOTESOL Reflective Practice group. His research interests include language and identity, reflective practice, critical thinking, and critical pedagogies. Contact: ec_391@hotmail.com

Griffin, Robert B., Professor of TESOL, received his Ph.D. in Linguistics from Indiana University, Bloomington. He has taught in Europe, South America, Asia and the U.S and his research focuses on psycholinguistics, second language phonology, and interlanguage pragmatics. He has been a member of the Fulbright National Screening Committee for English Teaching Assistants to Europe and is a site evaluator for the Commission on English Language Accreditation. He reviews manuscripts for SYSTEM and is a member of the Editorial Board for the Journal of Education and the Social Sciences.

Groat, Jennifer is a primary school trained teacher from New Zealand. She is enthusiastic about the power of books and the power of reading. Having worked in Korean Elementary Schools since 2008 she is still seeking ways of improving the reading ability and enjoyment of English among Korean students.

Hadfield, Jill has worked on development projects in China, Tibet, and Madagascar, and is currently Associate Professor in Language Teacher Education, Unitec Institute of Technology, New Zealand. She edits the Research and Resources in Language Teaching series, and her many publications include the Communication Games series (Pearson); Classroom Dynamics (OUP); Motivating Learning, with Zoltan Dornyei (Routledge); and Interaction Online, with Lindsay Clandfield (CUP),

which was shortlisted for the Ben Warren Prize and is a finalist for the ELTons Award for Innovation in Teacher Resources.

Hall, Jeremiah is a Specially Appointed Assistant Professor at Meijo University. In 2004, he received a M.A. in English from California State University, Fullerton, and taught for the English Department and the Business Communication Program for nine years. He has taught at university in Japan for the last four years. His research interests include productive fluency development and technology use in learning.

Haswell, Christopher G. is from the U.K. and received his doctorate from the University of Sheffield. He has been working in Japan for over 15 years. His research covers the internationalization of higher education, in particular, the experiences of teachers and students in this era of increased academic mobility.

Hays, George is an associate professor of English in the School of Language Communication and associate director of the Global Teaching Institute at Tokyo International University. His research focuses on second language writing, self-access learning center development, and intercultural communication. When not working, he enjoys running and cooking for his family.

Heinz, Michael is an Assistant Professor at the Graduate School of Interpretation and Translation at the Hankuk University of Foreign Studies. His courses provide language support for interpreters-in-training with a focus on knowledge acquisition and improving register. He has worked in the ELT field for 14 years.

Herder, Steven has been an EFL professional for almost 30 years, teaching from elementary school to the university level, and is now an associate professor at Kyoto Notre Dame University in Japan. He leads students in the Global English Course, as well as in his 3rd/4th-year Women in Leadership seminar. He is also an author and editor of two Palgrave Macmillan teacher resources, *Innovating EFL Teaching in Asia* (2012) and *Exploring EFL Fluency in Asia* (2014). Since 2010, he has been working with Suken Publishing on the high school textbook series Big Dipper Series I, II, III; and DUALSCOPE II, as well as writing teacher manuals, drill textbooks, and graded readers. In 2012, he co-founded the International Teacher Development Institute (iTDi; <http://itdi.pro>), an online teacher training community for teachers by teachers, with over 5000 members and a global reach into over 100 countries. Steven believes, "Being a teacher means a never-ending commitment to learning." Email: herder@notredame.ac.jp

Herron, Lindsay has been teaching English in Korea since 2005. She has an MA in cinema studies from a face-to-face program at New York University; an MEd in literacy, culture, and language education (LCLE) from a distance program at Indiana University--Bloomington; and is currently working on a distance EdD in LCLE, also at Indiana University. Email: Lnherron@gmail.com

Hirata, Eric is a full-time EFL lecturer at Nagoya University of Foreign Studies. In 2012, he received a M.A. in Applied Linguistics and English Language Teaching from The University of Nottingham. He has taught at vocational colleges, universities, and technological institutes in the Nagoya area for the last ten years. His fields of research include corpus linguistics and collaborative learning.

Hosam, Mohammad has a BA in English Literature and an MA in TESOL from the University of Leeds, UK. He is also certified in Academic Management. M. Hosam has taught English in a variety of contexts and at different levels, including IELTS and TOEFL. Currently, M. Hosam is a lecturer of English at Qatar University, Doha. His research interests include teacher and student motivation as well as effective leadership. M. Hosam has a great passion for teaching, and he is committed to providing his students with a dynamic and interesting learning environment in which they can grow as individuals. He motivates his learners to learn and discover so that they not only learn for a short time, but also continue to learn throughout their lives.

Hsiao, I-Chun is currently a graduate student in the Department of Applied Foreign Languages at National Taiwan University of Science and Technology. Her research interests include language testing and assessment, foreign language teaching and learning, and technology-enhanced language learning.

Huang, Heng-Tsung Danny currently works as an associate professor at National Taiwan University and serves as the editor-in-chief for the newly-launched journal, *Language Education & Assessment*. His research interests consist in language testing, technology-enhanced language teaching and learning, and individual differences in SLA.

Hung, Prof. Shao-Ting Alan (Ph.D. Indiana University, Bloomington) is a Professor and Chairperson at the Department of Applied Foreign Languages, National Taiwan University of Science and Technology. His research interests include Technology Enhanced Language Learning, Language Assessment, and EFL pedagogy. He is currently the Editor-in-Chief of *Taiwan International ESP Journal* and the Associate Editor of *Language Education and Assessment from Castledown*. His recent publications appear in *Computer Assisted Language Learning*, *Computers and Education*, *TESOL Quarterly*, *The Encyclopedia of Applied Linguistics*, *Interactive Learning Environments*...etc. He can be reached at alanhung123@gmail.com (Website: <https://alanhung123.wixsite.com/alanhung>)

Huyen Bui, Diem Bich is currently a full-time lecturer and student affairs coordinator of the Department of English, International University - Vietnam National University HCMC. Her main responsibilities involve teaching intensive and academic English for IU freshmen as well as TESOL courses for English Linguistics students. She did her undergraduate studies in TESOL and completed graduate studies in Applied Linguistics from Latrobe University, Australia. Her research interests include teaching methodologies, skills development, technology enhances language learning, peer and self assessment, autonomy development and peer & self-assessment.

Hwang, Jim is an assistant professor at Yonsei University and has 12 years of teaching experience. He has taught multiple subjects and various grades within K-12 public and private schools in the United States, and is currently in his third year teaching university students in Korea. Despite having many students and relatively few classroom hours, he maintains an elementary school teacher's mindset (perhaps to a fault), evidenced by how he actively gets to know students, goes to painstaking measures to offer individual feedback, and builds community inside and outside the classroom. It's this mindset that especially excites him about participating in this year's conference theme of fluency and its focus on young learners.

Ives, Jessica Alison is from Niagara Falls, Canada. She is currently an Assistant Professor at Dongshin University in Naju. Before teaching in Korea, she was an ESL Instructor at Brock University in St. Catharines, Ontario, Canada, where she also completed both her Bachelor of Arts (Honours) and Master of Arts in Applied Linguistics (TESL). Under the supervision of Dr. Thomas Farrell, her graduate research focused on reflective practice (RP) in reference to teaching second language reading. She has a continued interest in the fields of RP and sociolinguistics.

Jarrell, Douglas is from the United States, but he has spent more than half his life in Japan teaching English. He writes and sends out an email magazine called *Jaremaga* 5 days a week. Written in easy English, this email magazine is specifically designed for EFL learners who need to develop fluency in reading. He is now teaching in a childhood education department, and his research has shifted towards training elementary school teachers.

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

Johnson, David is a lecturer and Reading and Writing course coordinator at Kyushu Sangyo University, Japan. He has taught English in Japan for over 9 years and was awarded a master's degree in TESOL from Sheffield Hallam University in 2014. His research interests include learner motivation, extensive reading and educational technology. Web: <http://lerc.kyusan-u.ac.jp/johnson.html>

Jones, Aaron currently serves as an assistant professor at the University of Suwon's English Language and Literature Department. Aaron has served as a language instructor at the collegiate level in both Korea and the United States. His research interests include engagement strategies and their effectiveness in regard to cultural context. Aaron received his Master of Arts in teaching ESL and Master of Arts in global leadership from Dallas Baptist University. Aaron also holds a Bachelor of Music Education from Dallas Baptist University.

Jones, Chelle is a PhD Candidate in Sociology at the University of Michigan with a Certificate in LGBTQ Studies. Jones completed her MA in Korea Studies at Seoul National University. Jones also leads sexual violence prevention trainings at several universities in South Korea. Jones has taught sociology of sexualities and human rights to university students. Please direct any inquiries about this research project to Chelle Jones via email at korealgbtqyeongu@gmail.com

Jordano-Kudalis, Leah is a U.S. Department of State sponsored English Language Fellow (ELF) currently hosted by Philippine Normal University. Previously, she worked as an ELF in Rwanda; as a teacher of human rights, psychology, and English as a Second Language to recent immigrants in New York City; as an English teacher at an international school in Ecuador; at a Japanese boarding school in Switzerland; and as a Fulbright Teaching Assistant in Germany. She holds master's degrees in social psychology research and in TESOL, and a bachelor of science in psychology. Her professional interests include teaching language through the content areas, developing critical thinking skills, and empowering people through English. She is passionate about the role of education as a vehicle for social change.

Kasatepibal, Chayart is an English teacher and the Vice Director of Learning Resources and Languages at Thammasat Secondary School. She is currently pursuing her master's degree in the field of learning science and innovation at Thammasat University, Thailand. As a teacher and a learner, Chayart has developed her skills with student reflection in the classroom. Her experience listening to student voices in her English classes provides amazing insight and useful results that she uses to develop her classes, her students, and her practice. Chayart is available for any of your questions on giving reflection and feedback. You can reach her at chayart.ka@lsed.tu.ac.th or annchayart@gmail.com.

Kato, Takayuki has been teaching English as an associate professor at the University of Nagano in Japan. He also teaches presentation skills at the Hosei Graduate School of Engineering and Design as a part-timer. He has a Master of Arts in Communication from the University of Northern Iowa. His research interests include argumentation and self-regulatory learning. Currently, he is a member of a research team on promoting learners' self-regulatory attitude corresponding to the characteristics of individual learners funded by Japan's Grants-in-Aid for Scientific Research (KAKENHI) Program. He is ambitious 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 the LGBTQIPA+ Liaison in the Social Justice SIG (Special Interest Group). Her teaching career spans nearly 20 years, and includes over 10 years of teaching in Korea. She has a master's in Curriculum and Instruction (with an emphasis on English language instruction), a bachelor's in Social Science as well as a bachelor's in Drama, and holds a Designated Subjects Adult Education Teaching Credential from the state of California. Mitzi can be reached at mitzi.kaist@gmail.com.

Kelley, Kathleen has been teaching in Korea since 2011. She started in Busan as an EPIK teacher before completing a master's degree and moving on to teach at the university level. She currently teaches English conversation classes at Wonkwang University in Iksan. As a conversation teacher, Kathleen strives to make her classroom a fun and relaxed environment where students spend the majority of their time engaged in conversation with their classmates, building confidence and fluency. Kathleen has been involved with KOTESOL since 2013. She is this year's International Conference chair, as well as the national publicity committee chair.

Khoirunnisa, Rizqi is a Project Leader and Teacher Trainer in Putera Sampoerna Foundation-School Development Outreach (PSF-SDO), an organization that focuses on schools development program and facilitates teachers' professional development. She had been teaching English in Sampoerna Academy Palembang (SMAN Sumatera Selatan) and Sampoerna Academy Malang (SMAN 10 Malang) for the past few years. Currently, her responsibility in Sampoerna Foundation are developing a teacher training program, facilitating teacher training and managing a training and school development program in some schools in Indonesia. She is actively involved in various conference, including ASIA TEFL and RELC, as a workshop presenter.

Kidd, Dustin is a lecturer at The University of Shimane Junior College located in Matsue, Shimane Prefecture, Japan. He specializes in intercultural understanding, and also teaches courses connected with English and tourism. He has a Master's Degree in English Education from Shimane University.

Kim, Ehean graduated Magna Cum Laude from Salisbury University with a B.A. in ESOL. He has taught ESOL in the United States, Colombia and South Korea. His research interests include polyglots and language learning. Email: descentangel000@gmail.com

Kim, Chunmi is a graduate student in the English Language Teaching program at the International Graduate School of English. Her previous experience includes language volunteer and translator in INKAS (International Korean Adoptee Service) and driving the English speaking club at Bundang and still on, at Wirye. Her research and teaching practices are focused on addressing the efficient vocabulary learning strategy, and developing and implementing practical, contextually-sensitive, high-leverage approaches.

Kim, Ki Hun has been teaching English for over 25 years at numerous private schools (hagwon) and has been the Chief English teacher at Megastudy, an online college prep school in Korea, since 2005. His expertise is in helping students develop English reading skills, especially in preparation for standardized tests such as CSAT, TOEFL, TOEIC, and TEPS. He founded the CEDU publishing company, which specializes in ELT, and has been its CEO and a leading author, publishing over 100 books since 2004. His signature ELT book, 1001 Sentences (Cheonil-moon) has been a best-seller for over a decade, selling over 3 million copies. He was a consultant on English education for the Seoul Office of Education (2009–11). He has been featured in major English media, including Time Magazine, The Wall Street Journal, and CBS Evening News. He earned his BA in German and English language and literature from Sungkyunkwan University.

Kimball, James holds an MSc in Educational Management in TESOL, and his research interests include program evaluation, assessment, and issues related to curriculum development. James, or Jake, is also keenly interested in teacher development. Jake is the founder of the Young Learner and Teens Special Interest Group and has worked for many years professionalizing TYL in Korea. After teaching EFL in Korea for many years in the private sector, he is now an assistant professor of English in the English Department of Semyung University, where he has been teaching for the past 6 years.

Krashen, Stephen is Professor Emeritus, University of Southern California. His research interest is language and literacy development. He is the author of *The Power of Reading (Libraries Unlimited)* and a member of the Reading Hall of Fame. He also holds a black belt in Taekwondo and was the 1977 incline bench press champion of Venice Beach, California.

Labuschagne, Sunette is an EPIK (English Program in Korea) employee who has been teaching English at Korean public elementary schools for over 9 years. She's a qualified Pre-and Junior Primary teacher in her home country, South Africa, and also holds a BA degree in Psychological Counselling. She worked as a flight attendant for 9 years during which she became an instructor for three different aviation related courses: Safety- and Emergency Procedures Instructor; TTT (Train-the-Trainer) Instructor; CRM (Crew Resource Management) Instructor. She has a Diploma in TESOL. Phonology, English as a Lingua Franca, Teacher Training and Neuro ELT are only a few of many fields that interest her.

LaClare, Elton has been teaching EFL in Korea and Japan for over 15 years. He is currently working as a teacher and researcher at the Sojo International Learning Center at Sojo University in Kumamoto, Japan. His research interests include second language dyslexia, oral reading fluency and computer assisted language learning.

Lake, Candace is currently an Assistant Professor at Woosong University in Daejeon, South Korea. She has recently started to enhance her professionalism by taking continuing education courses, presenting at conferences, and preparing to write for publication. Her passion is to help other teachers to succeed by providing the same support and advice received by her mentors and colleagues throughout the years. Candace has taught in her native United States, Ecuador, Saudi Arabia, and South Korea.

Lawrence, Becky is an EFL lecturer/instructor and researcher at Tokyo International University in Kawagoe, Japan, where she also assists in running the English PLAZA, an English only center on campus for Japanese and international students. Becky received a Bachelor of Arts in both Spanish Linguistics and English Linguistics with a focus on TEFL from Western Oregon University, and a Master of Arts in Linguistics with a Language Teaching Specialization from the University of Oregon. Her MA capstone project focused on the use of CALL in L2 creative writing. Her research interests include pronunciation, pragmatics, and the use of technology for multiliteracies development in language learning.

Lee, Kent is an assistant professor at the Institute of Foreign Language Studies at Korea University in Seoul, Korea. He received an M.A. in Linguistics and an M.A. in TESOL at the University of Illinois at Urbana-Champaign (UIUC), and a Ph.D. in Educational Psychology from UIUC, with a focus on experimental psycholinguistics. His research interests include cognitive linguistics, corpus linguistics, psycholinguistics, educational psychology, phonology, and writing studies. Language education and linguistics aids are available on the author's website, including materials on delimiters, at www.kentlee7.com.

Lee, Yong-Jik is a PhD candidate focusing in ESL/Bilingual Education. His research interests include pre-service teachers' ESL teacher education, pre-service teachers' ESL field experience and implementing flipped learning.

Lee, Mikyoung received her PhD in Educational Psychology at the University of Munich, MA in TESOL at Sookmyung Women's University, and BA at Yonsei University. She is currently working as a Guest Researcher in the Department of Educational Psychology at the University of Munich, Germany. Her main research interests are foreign language acquisition, achievement goals and emotions, and teacher emotions and emotional regulation. She has written book chapters on English teachers' emotions and emotional labor, and published her work in International Journals including Educational Psychology, Social Psychology of Education, International Journal of Multilingualism, and KOTESOL. She has also presented her research at the International Conferences such as American Educational Research Association, European Association for Research on Learning and Instruction, and KOTESOL.

Lee, Kyounghee is an in-service English teacher in Korea. Since 2005, she has been teaching at Jungwon High School and Sangdong High School in Bucheon as a member of the Gyeonggi-do Office of Education. After participating in the Sookmyung Women's University Intensive In-service Teacher Training Program (IETTP) in 2017, sharing ideas and experiences has become her most important value. She is interested in Intercultural Competence and Readers' Theater.

Lee, Richard is an associate professor at Kurume Institute of Technology located in Kurume City, Fukuoka, Japan. His primary research interests are related to improving L2 spoken production in the EFL classroom, and study abroad. Mr. Lee has organized short-term study abroad programs to Canada, New Zealand, Australia, Singapore, and the U.S.

Lee, Roxy (YounJung) is an English teacher at a public elementary school and an alumnus of the Dankook University TESOL Graduate School. Her research interests include extensive reading, critical thinking, critical literacy and critical pedagogy. She is a member of the KOTESOL reflective practice SIG and Social Justice SIG. Email: roxy369@naver.com; Phone: 010-4764-0773

Lee, Jaekyoung is a high school English instructor with 11 years' teaching experience. Throughout her teaching career her priority has been in helping students to prepare for the Korean College Scholastic Ability Test (CSAT) by equipping them with effective reading strategies. In addition, Ms. Lee's primary teaching interests also include fostering students' fluency, autonomy and critical thinking skills. In 2012, she presented at a workshop held by Korea Secondary English Teacher Association (KOSETA) and won first prize for her presentation on fostering learner autonomy and fluency. This resulted in her being selected to present at numerous teacher training courses throughout Chungbuk. Ms. Lee received her B.A. in English Literature from Chungnam National University and her M.A. in English Education from Hannam University.

Lee, Juho is an undergraduate senior student of De La Salle University-Manila, Philippines. He is currently enrolled in the Bachelor of Secondary Education Major in English. He is a Korean student, and has studied for nine years in the Philippines, following his passion for learning and teaching the English language.

Lee, Boyoung, PhD, has long been actively involved in diverse aspects of Korean English education as teacher, scholar, author, educational show host, teacher-trainer, motivational speaker, consultant, and ELT program developer for all ages, different levels and grades. Her main interests in ELT are in teaching and learning English communicative skills, especially speaking. Her most recent projects are on her own YouTube channel (search EBY_MISOA) and other major Internet platforms. Web: www.misoa.co.kr

Li, Chia-Yi is assistant professor of Applied English Department at Southern Taiwan University of Science and Technology. Her research focuses on teaching speaking and listening, phonetics, computer mediated instruction, and second language acquisition. Her background in Applied Linguistics includes a master's degree in TESOL and PhD. in Language Teaching.

Lisak, Maria celebrated the 22nd anniversary of her first steps in South Korea this past spring. From the Midwest in the U.S., her Chicago accent still plagues her Korean pronunciation. In answering the question that a Korean colleague asked her last semester, she is still here because she can live a simple life while pursuing her love of learning in a community that values education. She has been teaching public administration and social welfare at Chosun University since 2012. You can check out her degree pedigree on her blog: koreamaria.typepad.com/gwangju

Lutes, Peter is an Associate Professor at Kagawa National University, Japan. He holds a Master of Applied Linguistics in Language Program Management, and TESOL certification. He has developed a successful Project Based Learning curriculum for his faculty, including required courses at both the undergraduate and graduate level. He has been teaching for over 25 years. He has conducted teacher

training workshops both in Japan and internationally for both native and non-native speakers of English. His research interests include curriculum development, English for Specific Purposes, Active Learning, Task Based Learning and Project Based Learning.

Lynch, Jo-Anna is an assistant professor at Seoul National University of Science and Technology. She has lived and taught English in Korea for over 10 years. She obtained her MA TESOL from St. Michael's College in 2013. She is a lover of both teaching and learning languages. Her areas of interest are CALL and intercultural communication.

MacKinnon, Patricia is currently an English Language Fellow with the U.S. Department of State and works with the Daum School for North Korean Defectors in Seoul. With over 20 years of experience in the ESL/EFL field in the United States, Guatemala, and South Korea, Patty has worked with students and staff of diverse social and cultural backgrounds in many aspects: curriculum design, program development, teacher coaching, text book publishing, community outreach, and teaching. She received her MA in TESOL from San Francisco State University in California and her Bachelor's of Science at Northeastern University in Boston, Massachusetts. Her special interests include teacher coaching, content-based instruction, and celebrating diversity in the classroom and beyond. She can be contacted at: pmackinnon2004@yahoo.com.

MacLean, George is a professor at the University of Ryukyus, in Okinawa Japan. He is also the president of the Okinawa chapter of the Japan Association of Language Teachers (JALT). He has given over fifty workshops and research presentations in over a dozen countries in the past decade. He is on the editorial and review board of several educational journals, including Outside the Box Forum (OTB), OnCUE (College and University Educators) Journal, the International Journal of Online Pedagogy and Course Design (IJOPCD), and the International Journal of Virtual and Personal Learning Environments (IJVPLE).

Magee, Craig has been teaching English for twenty years in various capacities. His teaching in South Korea began as a high school teacher in 2006. From there he worked as a writer and editor of language tests. After that, Craig guided soon-to-be teachers as a teacher educator for several years before his current teaching position at Seoul National University of Science and Technology. Presently, he is the course coordinator of the Practical English Reading and Writing course (PERW) and the leader of the PERW Curriculum Committee. His interests include curriculum design, assessment, and activating intuitive heuristics among his students.

Mahoney, Sean is an associate professor of English at Fukushima University in Japan. He has published in World Englishes, System, KOTESOL Proceedings, and the JALT Journal on foreign language acquisition issues such as error gravity, speech rate and intelligibility, and team-teaching. His current Ministry-sponsored research project (2016-19) centres on non-native English speaking assistants, young learners, and language policy implementation. He lives in Fukushima City with his wife, a primary school teacher, and two children. While in Korea, he would like to learn more about Korea's struggles with primary English classes when it was introduced in the 1990s. Email: mahoney@ads.fukushima-u.ac.jp

Masterson, Dr. Susan directs the Assessment-Based Licensure for Educator's (ABLE) Program designed to support unlicensed practicing teachers to obtain a valid Wisconsin (USA) teaching license which is recognized globally as a valid teaching credential. She has worked for over 35 years in PK-16 educational systems as a classroom teacher, administrator, teacher-educator and in program development.

Matsuoka, Mayuko has taught English for nine years and is working toward her Ph.D in Educational Psychology at Kyoto University, Japan. Her research interests include self-regulation and metacognition in English learning. Email: matsuoka.mayuko.53r@st.kyoto-u.ac.jp

Maxwell, Jeffrey has over fifteen years of teaching experience. He has worked in universities and English language programs in China, Korea, Japan, and the United States. He is currently a Global Teaching Fellow and Lecturer at the Tokyo International University in Japan. Before coming to Japan, he worked in the United States for ETS. Jeffrey has always enjoyed finding creative ways to incorporate technology in the classroom. His research interests include alternative assessment, bilingualism, and cross-cultural pragmatics. When not teaching, Jeffrey spends his time hiking with his multilingual wife and two children. Email: jmaxwell@tiu.ac.jp

May, Elizabeth is currently a lecturer at Sangmyung University. She has completed both her MA (education) and MEd (applied linguistics). Lizzie has been teaching English overseas for the past 7 years, first in Thailand before moving to South Korea. She has taught all age ranges, from kindergarten to adults. Lizzie has a great interest in sociolinguistics, technology in education, and professional development for those in the education field. She presents frequently at conferences and workshops on topics related to the adoption of technology in TESOL practice, with a current focus on social media language learning. Lizzie is the president of the Seoul Chapter of KOTESOL.

McCuaig, Joanne started teaching EFL in Taiwan in 2003. She came to Korea in 2007, where she was a teacher trainer for a Canadian TESOL certificate program and then began teaching EFL at a local university. With the University of Birmingham, Joanne is a tutor, dissertation supervisor, and marker. She also does in-service teaching about writing at the graduate level. Email: J.McCuaig@bham.ac.uk

McLean, Stuart is an instructor at Osaka Jogakuin University. He holds an M.S.Ed. (TESOL), a Ph.D. in Forensic Medicine, and British and Australian teaching licenses. He is currently an Applied Linguistics doctoral student at Kansai University. He has published in Reading in a Foreign Language, Vocabulary Learning and Instruction, Language Teaching Research, TESOL Quarterly, System, Applied Linguistics, and Language Assessment Quarterly. Email: stuart93@me.com

McShane, Edward teaches English at Tama University School of Global Studies, in Kanagawa, Japan. He received his Master's Degree in TESOL from Aston University, in the United Kingdom, during which he conducted research examining the effects of task repetition combined with explicit and implicit form-focused instruction. He is also interested in pedagogic applications of corpus linguistics through data-driven learning and the construction and use of specialised corpora for the purposes of course and materials design and development.

Miles, Dr. Scott is an assistant professor and the ESL Program Coordinator at Dixie State University. Scott has taught ESL for over 20 years in South Korea and in the United States. He has an MA and PhD in Applied Linguistics. Scott is a reading coursebook author (Essential Reading, MacMillan Publishers) and is a board member of the Extensive Reading Foundation.

Mills, Daniel J. is an Associate Professor in the Economics Faculty of Ritsumeikan University in Japan. He holds a Master's degree in education with a focus on TESOL and a doctorate in educational technology. His research interests include informal learning, mobile learning, and instructional design.

Minamitsu, Yoshihiro is an associate professor at Osaka Electro-Communication University in Japan. His research focuses on interpreting and translation studies, and on its interfaces with pragmatics/semantics and with other on-line cognitive systems. Also, he has been teaching English, interpreting, and translation. Furthermore, he has been adopted grants of scientific research funded by Japan's Grants-in-Aid for Scientific Research Program, including consecutive interpreting, translation and interpreting in language teaching, and self-regulated learning.

Mizumoto, Takeshi is a president of Hylable Inc.

Moore, Dr. Kenneth H. has been a teacher-trainer in the IIETTP (Intensive In-service Teacher Training Program) at Sookmyung Women's University since March, 2008, where he has developed and taught writing and language acquisition courses. He received a Master's degree in TESL and Rhetoric/Composition from California State Polytechnic University at Pomona and a Doctorate in Composition from the Claremont Graduate University. He greatly enjoys teaching and sharing ideas with Korean English teachers. His interests include readers' theater, motivation and language identity, and interference errors between Korean and English.

Mortali, Daniel is an associate professor at Shizuoka University of Art and Culture. He teaches English communication courses and design English. His research interests include active learning, content-based instruction, and computer aided language learning.

Moulton, John, originally from the American Southwest, has spent most of the past twenty-five years living abroad teaching English as a Foreign Language and doing teacher training in Taiwan, Mexico, Mainland China and currently Macau. With an undergraduate degree in Philosophy, he received his MA-TESOL from Northern Arizona University in 2006. For four years, John was an English Language Fellow in China first at Sichuan Normal University and then at Xinjiang Normal University. Since then, he has been a teacher trainer and training coordinator at the Macao Polytechnic Institute - Bell Centre of English in Macau.

Murray, Jill is a lecturer and researcher at Macquarie University. She teaches postgraduate units on pragmatics, intercultural communication, and the role of context in language teaching and learning. Her many years as a teacher and teacher educator have spurred her interest in both the teaching and learning of pragmatics, and the assessment of pragmatic competence in a range of specialist contexts (such as, most recently, overseas-trained professionals seeking work in Australia). She has also researched and published on other aspects of language test design and impact. Early in her career, she lived and worked in Greece, and in 2015, she commenced a major research project investigating the experiences of Greek-Australians in homeland contexts. Jill also supervises research on language maintenance and shift in other community languages, and the presentation of pragmatic information in EFL, ESL, and heritage-language teaching materials.

Mursy, Ahmad is a lecturer of English at Sultan Qaboos University. He holds a Ph.D. in Applied Linguistics from the University of Ulster, UK, 1997. His qualifications are supported by more than 30 years' experience teaching in multinational educational institutions in Egypt, USA and Oman. His interests include sociolinguistics, curriculum development, testing and contrastive analysis between Arabic and English. He has presented extensively in various countries, including Germany, Italy, Turkey, Malaysia and Japan.

Myagmarkhorloo, Chamintsetseg is a lecturer in the Department of British and American studies at the National University of Mongolia. She did her undergraduate studies in English language and linguistics and completed graduate studies in English language teaching at Chonbuk National University in South Korea. She has been teaching English at the National University of Mongolia for 9 years and working as a volunteering English language teacher at the "Wisdom and Compassion center" non-profit organization for 4 years. Her research interests include professional development, task based language teaching and technology enhanced learning.

Nam, Heidi (MA TESL/TEFL University of Birmingham) teaches both general English and English education courses at Chongshin University in Seoul. She is a facilitator of the KOTESOL Christian Teachers SIG and served as chair of the 2016 Christians in ELT International Conference. Heidi also offers teacher training workshops as a part of Korea Teacher Trainers (KTT). Her interests include teacher training and teaching academic writing. Follow @hvnam on Twitter.

Nguyen-Xuan, Hung is an Associate Professor at the Project Education Center, Kanazawa Institute of Technology (KIT), teaching Project Design Courses in English. He earned an M.A. degree in TESOL from Saint Michael's College (the USA) sponsored by the Fulbright Scholarship. His current research interests are curriculum design, teaching innovations, and Design Thinking.

Ogawa, Yosuke is currently adjunct lecturer at Kobe University, Japan, and has taught both English communication and Japanese as a second language. His research focuses on naturally occurring conversation in English and Japanese, including second language interaction between fluent speakers and novice learners. His study interests include multimodal conversation analysis, discourse analysis, and cross cultural communication. He has a particular interest in speakers' linguistic simplification, interactional modification and communicative accommodation in L2 talk. He has presented and organised workshops at numerous conferences both in Japan and the UK. He has taught at Sunderland University in Britain for a decade. Email: ogawatravail@gmail.com

Ohashi, Louise is the Director of Program (Board of Directors) for the Japan Association for Language Teaching (JALT) and the Publicity Officer for JALTCALL, which is one of JALT's Special Interest Groups. She is an associate professor in the School of Global Japanese Studies at Meiji University and works part-time in the Faculty of International Social Sciences at Gakushuin University. She holds a Master of Education (TESOL) and is in the final year of her doctoral studies at Charles Sturt University, Australia. Her main research areas centre on the use of digital technology in language learning (in-class and out-of-class use) and learner autonomy.

Okamoto, Erin has over a decade of experience as a learning advisor and language instructor in higher education in Japan, and is currently an Associate Professor at a Korean university. In her previous role, Okamoto was a supporting developer of an LGBTQIPA+ language learning community at a self-access center (SAC). She has experience with student and faculty-facilitated community-building and the promotion of LGBTQIPA+ visibility and awareness in an alternative learning space. She is well versed in some of the issues raised pertaining to LGBTQIPA+ visibility in higher education, in particular with the challenges faced in the East Asian context, and is currently exploring how communities in more traditional learning environments might survive and thrive. She is also a member of KOTESOL Social Justice SIG.

Ortloff, Jeremy H., Ph.D. is an expert in educational research, training, program development, and evaluation for language minority communities. He has developed evaluations for out-of-school time and Title III grants specializing in working with English Language Learners since 2005. His primary focus is on connecting years of classroom experience with developing professional inquiry experiences and making evaluation relevant for truly improving teaching and learning. With special insight on teaching and learning in diverse populations, Dr. Ortloff collaborates with partners seeking to expand and improve their ELL programs. Recently, Dr. Ortloff has been a lead trainer for the U.S. Department of Education focusing on 21st Century Afterschool programs and developing a national train-the-trainer curriculum.

Park, Allison is currently in her second year as an EPIK teacher at the Affiliated High School of Korea National University of Education (KNUE). Having worked independently as an English instructor for over 250 students, Ms. Park strives to implement customized student-centered learning, which utilizes original and authentic materials and texts. Her teaching interests include writing strategies, needs-based course design and materials development. Ms. Park received a B.A. in Communications and Philosophy from Judson University and recently earned an M.A. in TESOL from Eastern Michigan University.

Park, Youngmin is an experienced English teacher at the Busan International High School. She is also teaching undergrad and graduate students at the Pusan National University. Youngmin received her Ph.D. from the University of California, Irvine, in 2016 and has since published several research papers on L2 learning and technology. She loves implementing new technology in her own classes

and watching her students grow. Her other enthusiasm lies in meeting other teachers (pre- and in-service) and sharing with them what she has researched and found in terms of the technology use in language classrooms.

Park, Joo-Kyung, PhD is a professor in the Department of English Language and Literature at Honam University, Gwangju. She served as President of KOTESOL (1996-97) and currently serves as Immediate Past President of the Applied Linguistics Association of Korea (ALAK) as well as Conference Executive Director of AsiaTEFL. Her research interests include teacher education, speech/pronunciation, critical pedagogy, World Englishes, and intercultural communication. Email: english58@hanmail.net / joo@honam.ac.kr

Phillips, Jeremy has a BA from The University of Toronto, a Master's degree in ELT from The University of Reading, as well as a CELTA and DELTA. He has taught in Canada, The Czech Republic, Turkey, Japan and Macau. His research interests include academic writing, teacher-training and materials development.

Pignolet, Lucas is a Tenured Senior Lecturer at Ritsumeikan Asia Pacific University in Japan. Hailing from Hawaii, he graduated with an M.S. in biology from the University of Nebraska, and has been teaching English in Japan for over 8 years. His research interests include exploring new methods to increase student motivation & autonomous learning, content-based instruction, and multicultural collaborative learning.

Piroto, Christopher is an assistant professor in the Organization for Fundamental Education at Fukui University of Technology in Fukui, Japan. He has over 10 years of EFL and ESL experience in both America and Japan. His research interests include the motivation and anxiety of language learners, language learning beliefs, and the use of quantitative data analysis in L2 research. Christopher can be contacted at: chris.piroto@fukui-ut.ac.jp

Praver, Max is an associate professor at Meijo University in the Faculty of Foreign Studies. He received his doctoral degree from Temple University in 2015. His research interests lie in teacher self-efficacy, motivation, and technology-enhanced learning.

Pusina, Alexis has almost twenty years of teaching experience. He is currently a Global Teaching Fellow and Lecturer at Tokyo International University in Saitama, Japan. He has taught at universities and high schools in Japan and China. Before coming to Asia, he taught high school Special Education and Ethnic Studies, and worked in student leadership development and advocacy in his hometown area of Berkeley, California. His research interests include academic writing, identity and social consciousness, and using family histories and experiences as narratives in language learning. Email: alexispusina@gmail.com

Quinn, Cynthia is Specially Appointed Associate Professor at the Graduate School of Intercultural Studies at Kobe University in Japan. Her research interests include L2 writing pedagogy and assessment, corpus linguistics, and genre analysis.

Qureshi, Bilal has earned his Doctorate degree in TESOL at Queen's University Belfast and currently teaches at Seokyeong University Seoul. For the past 10 years, he has been researching how to incorporate digital literacy into second language acquisition, and how L2 learners' motivation can be improved through online resources. Bilal has previously presented at a few distinguished platforms including KOTESOL National and International Conferences 2017, JALTCALL 2017, and ICLICE Bangkok 2018. Email: underliverpool@gmail.com

Qureshi, Zeeshan holds his first master's degree in TESOL and the second in International Public Relations and Global Security. He has been interested in the use of online technologies in language learning and has got an article published on "Use of Podcasts to Teach Vocabulary to Elementary

School Students” in “Issues in EFL” 2015. He is a self-taught EFL teacher and has been teaching English to all different age levels from kindergarten to adult professionals for past 6 years in Korea. Email: zee2shaan@gmail.com

Rabbidge, Michael is a recent PhD graduate from Macquarie University. He has taught English in both South Korea and New Zealand. He has worked on teacher training courses and TESOL programs in South Korea, and published articles about his research in this context. His current research interests in translanguaging, bi and multilingualism, as well as the roles of agency, emotions and beliefs in teacher identity.

Rasmussen, Deanna is an Instructional Associate Professor teaching reading and writing in the Foundation English Program at Texas A&M University at Qatar, where she has been for eight years. In addition to Qatar, she has taught in Egypt, Morocco, and Thailand. She frequently conducts classroom Action research to figure out ways to improve student motivation.

Rates, Patrick is an Assistant Professor in the International Studies Department at Takasaki University of Commerce. He has many different areas of interest including cross-cultural communication, content-based instruction, learner autonomy and CALL.

Rebuck, Mark has taught English in London (the city of his birth), Korea, and Japan. He holds an MA in Japanese Studies from Sheffield University and an MA in TEFL from Birmingham University. His areas of interest include materials development using authentic resources, particularly in the field of medical English. He teaches English at Meijo University’s Faculty of Pharmacy.

Reeser, Victor has been teaching in Korea since 2009. He currently works as an assistant professor in Hanyang University’s Creative Convergence Education Center. Additionally, he conducts training workshops for university instructors and public school teachers in Seoul. He has an MEd in TESOL from Framingham State University (Framingham, USA). His research interests include integrating educational technology into language classrooms, effective vocabulary study methods, and corrective feedback practices.

Reynolds, Dr. Eric has been a world traveler for EFL. He has lived and traveled all over the U.S. Unfortunately, his wanderlust was unsatisfied in America, so he became an EFL teacher, and lived and taught in “a bunch” of countries including Japan, Bulgaria, Tajikistan, and now Korea. He holds a Ph.D. in Educational Psychology from the University of Illinois at Urbana-Champaign and teaches at Woosong University in Daejeon.

Rian, Joel P. is a full-time lecturer in the Faculty of Business Administration & Information Science at Hokkaido Information University, and teaches part-time at Hokusei Gakuen University (Communication Research, History of the English Language). As a PhD candidate at Macquarie University, his research interests include communication strategy training in the EFL classroom, CLT, and motivation in language learning. E-mail: rianjp48@do-johodai.ac.jp

Romney, Cameron has taught ESL/EFL in both the United States and Japan for the last 20 years. He holds an MA in Applied Linguistics from the University of Colorado at Denver and a graduate certificate in Instructional Design from the University of Wisconsin Stout. His research interests include visual design and language learning materials and the teaching and testing of spoken language. In the fall of 2018 he was an assistant professor in the Global Communications Faculty of Doshisha University in Kyoto, Japan.

Rose, Richard has a BA from McGill University and a MATESOL from University of Southern California. Originally from USA, Richard has taught English language, literature, and rhetoric for over a decade in Canada, Dubai, and Korea. His approach to language education prioritizes interpersonal communication. He is presently a doctoral candidate at Johns Hopkins University where

he seeks to explore cognitive and neuroscientific approaches to education. In helping students meet their needs and achieve their goals, he would like to see policymakers improve the structure of the education system at the local, national, and global level. He sees language learning as a tool to connect people across borders and to improve the breadth and depth of human interaction, which may improve quality of life.

Royalty, Hayden will discuss their work and purpose as a YouTuber, the importance of representation of Queer people and Asians in media, and the importance of visible and inclusive support for youth from people of authority (specifically educators). Hayden will share their own experiences, and is looking forward to fielding audience questions. Hayden Royalty is a Queer Genderqueer Korean-American YouTuber, currently residing in Seoul. Hayden has experience as an English teacher in Korea. Their pronouns are they/them/their. They use their platform to increase Queer and Asian visibility, share their own stories, educate viewers, and inspire hope in their – all too often marginalized - community's next generation.

Email: royal.haydenxx@gmail.com

YouTube: www.youtube.com/c/haydenroyalty

Instagram: [@hayden.royalty](https://www.instagram.com/hayden.royalty)

Facebook: Hayden Royalty

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. He holds a Master of Education degree from Temple University. His research interests include content-based instruction, vocabulary acquisition and the future of English education in Japan and Korea.

Saengsawang, Paunluck Puntahachart teaches English at KMUTNB and is currently enrolled for a PhD at Durham University, UK. As her interests are related to technology-enhanced learning, learner autonomy and life-long learning, her research is now looking at integrating technology and learning community interaction to promote the utmost effectiveness of learning environment to EFL learners.

Sarobol, Nopporn is at present an associate professor at the Language Institute, Thammasat University in Bangkok, Thailand. She received a bachelor degree in Teaching English as a Foreign Language (TEFL) from Chulalongkorn University and a Master's degree in Teaching English from Kasetsart University. She has been teaching English for more than 30 years. Her areas of interest include language teaching methodology, learner independence, cooperative and collaborative learning, professional development and study-abroad program. She was the President of Thailand TESOL from 2011-2013. She serves as the Past President of Thailand TESOL.

Sato, Yasuko is currently a lecturer of Faculty of International and Information Studies at Niigata University of International and Information Studies. She has been coordinated Basic English Courses since the new faculty launched at NUIS in 2014. Ms. Sato was educated at Tsuda College in Tokyo, Japan and graduated with a Bachelor's degree in English Literature. She received a scholarship to study at the Central Washington University in WA, USA, and received a MA degree in TESL&TEFL. She used to work at high school and universities as a full-time and part-time lecturer of English language for more than 20 years. Ms. Sato has done some awarded research in teaching of EFL, CALL, MOOCS, and applied linguistics for Japanese Universities.

Saunders, Matt is a Tenured Senior Lecturer at Ritsumeikan Asia Pacific University in Japan. Originally from Canada, he has been living in Japan teaching English since 2000. After graduating from an M.A. in Applied Linguistics (TESOL) from the University of Melbourne in 2012, he became very interested in extensive listening and language testing as well as working on the challenges faced in TEFL.

Schell, Robin is a doctoral candidate in Literacy Studies/ESL at the University of Tennessee, Knoxville. She also teaches ESL in an urban middle school in Knoxville, Tennessee. Her research

interests include critical literacy in ESL, culturally sustaining pedagogy and educational equity for students with limited or interrupted formal education (SLIFE).

Search, Kevin is an EFL editor, writer, and teacher trainer who first entered the world of ELT teaching English at Korean private schools. After spending roughly four years inside the classroom, he now works at the Korean ELT publisher, e-future. During his time with e-future, Kevin has been involved in developing various titles, most notably in the area of phonics.

Seman, Dr. Ali Ahmad is a Senior lecturer at the Islamic Studies Campus Teacher Training Institute in Malaysia. With 35 years of experience in teaching at various levels of primary, secondary and tertiary education, his areas of interest are in literature and ethnographic studies. He has presented in Beijing, China; Trichirappali, India; Manila, Philippines & Singapore as well as multiple conferences and seminars at International and national level in Malaysia.

Shaffer, David E., PhD is an early member of Korea TESOL and a professor on the English Department faculty at Chosun University in Gwangju. Dr. Shaffer's academic interests include ELT methodology, professional development, SLA, loanwords, cognitive linguistics, and conceptual metaphor. Over the years, he has served on the KOTESOL National Council in numerous positions, including Publications Committee Chair and Treasurer, and as the Gwangju-Jeonnam Chapter President. He has 20 years of experience editing, proofing, and serving as editor of KOTESOL publications and those of other ELT organizations. He is presently KOTESOL national president, KOTESOL Proceedings editor-in-chief, Korea TESOL Journal associate editor, Gwangju News editor-in-chief, and the newly appointed chairman of the board at the Gwangju International Center.

Shin, Seung-mi is a student at the International Graduate School of English. Her main research interest is early literacy.

Shin, Myeong-Hee is an associate professor at Hannam University, Republic of Korea. She has a PhD in English linguistics and education. Her research focuses on how language and culture learning effect successful communication. Her special interests are in English language teaching methods and strategies as a second or foreign language.

Siegel, Aaron is a licensed educator, publisher, teacher trainer, and ELT consultant for e-future, one of Asia's fastest growing ELT publishers. He holds bachelor degrees in psychology and biology, a teaching certification in secondary education, and a MA-TESOL from Victoria University of Wellington. He enjoys working with and learning from other teachers and educators. When presenting, Aaron aims to give the teachers practical tips and ideas they can use in their classroom at any time.

Simmons, John William has taught EFL in Korea for almost ten years. He earned his MATESOL from the University of Southern California in 2016. His main research interests are in developing and adapting curriculum for asynchronous and synchronous online courses using sociocultural and social constructivism learning theories.

Song, Youngsoo is a visiting professor at KAIST with an Ed.M. in Applied Linguistics from Columbia University. His research interests include test design and validation, learning-oriented assessment, education policy, psychometrics, and flipped class instruction. Email: youngsoosong@kaist.ac.kr

Spijkerbosch, Paul has over twenty years language teaching experience, with more than twelve years at tertiary institutions. With graduate degrees in both Human Geography and Applied Linguistics, Paul has eclectic research interests. Currently he is focused on language learning using telecollaboration.

Sponseller, Aaron C. is lecturer at Osaka Jogakuin University. He holds an MA TESOL from San Francisco State University and is a PhD candidate at Temple University. His research interests include study abroad and novel approaches to early childhood L2 literacy development.

Sten, Kat has been living and teaching English in and around Mokpo, Jeollanamdo for over 6 years. She has taught students of all ages, from 3-70+, and believes there is no such thing as too early or too late to learn a language. Before coming to Korea, she spent a decade in retail management and corporate human resources. She holds a BA in Public Relations from Hofstra University and currently owns and operates an English language school in Mokpo.

Stockwell, Michael teaches at Sugiyama Jogakuen University in Communicative English Program. His interests include washback in assessment, authenticity in project-based learning, and collaborative learning. A new interest is developing in teaching portfolio as a reflective tool for reflection and summative assessment. Stockwell is a graduate of the Teachers College MA TESOL program of Columbia University, Tokyo campus.

Sun, Yilin, PhD is a tenured professor at Seattle Colleges (USA), and served as director of the English Language Center at the University of Macau (2016/17). She received her doctorate in applied linguistics/curriculum and instruction from the Ontario Institute for Studies in Education (OISE)/University of Toronto (Canada). She is a former president of TESOL International (2014-15) and the present president of MAAL (Macau Assn. for Applied Linguistics). Dr. Sun is the author and co-author of books, book chapters, and research papers in refereed professional journals. Email: yilinsunesol@gmail.com / yilin.sun@seattlecolleges.edu

Sung, Yi-Ling is currently a graduate student in the Department of Applied Foreign Languages at the National Taiwan University of Science and Technology. She is also a Taiwanese English teacher in an English institute in Northern Taiwan. Her research interests includes foreign language teaching and learning, and technology-enhanced language learning.

Suzuki, Hiroko received her MA in Education from Aoyama Gakuin University in Japan and her MA in Counselor Education and Med in English from Indiana University in Pennsylvania, USA. Her current research revolves around the sociocultural approach, particularly transformational processes in situated comprehensive learning as applied to L2 reading processes. She has applied her research findings to developing English language education, including designing courses and materials at secondary and tertiary levels. She is now conducting action research to determine ways to bridge gaps between the actual and expected English proficiency levels of first-year college students.

Svoboda, Daniel is an assistant professor in the Graduate School of Interpretation and Translation at the Hankuk University of Foreign Studies (HUFS) in Seoul. Following an undergraduate degree in English, he graduated with an MA in English in 2011 and is currently working on his doctoral dissertation. Over a teaching career that spans almost a decade, Daniel has worked with learners as diverse as kindergarten students and company executives—and just about every age level in between—at private academies, elementary schools, high schools, universities, and in-house corporate training programs. Daniel has presented papers at almost thirty international conferences both in Korea and abroad on topics related to TESOL, literary theory, and translation. Email: dansvo82@naver.com.

Tanghe, Shannon, PhD is the Program Director and Associate Professor in the MA in ESL program at Saint Mary's University of Minnesota. Shannon also serves as a Director in Educators Abroad, Ltd., a global network of educators committed to providing international teaching experiences and developing globally competent educators. Shannon has taught in Egypt, Guyana, the United States, and recently returned from 16 years of teaching in South Korea. Shannon's main research interests are teacher education, World Englishes, and community-engaged teaching. Shannon's recent

publications appear in TESOL Quarterly, System, Asia Pacific Education Review, and English Today.

Tat, Christina is an Assistant Professor in the Global English Communication Department at Kyoto Tachibana University. She is a graduate of Vassar College (B.Sc.) and Baruch College Marxe School of Public and International Affairs (MPA). A former fellow of the National Academy of Sciences, her research interests include extensive reading and comparative education.

Tatsukawa, Keiso (Ed.D.) is a professor of the Institute for Foreign Language Research and Education (FLaRE) in Hiroshima University, Japan. He served the university as the FLaRE director for six years until 2016. His specialty is English language teaching, especially materials development, and he has co-authored several academic books and many textbooks. He has been on the editing committee for authorized textbooks for both junior and senior high school levels. He is active in teacher education and is frequently invited to present at seminars and workshops by educational organizations. He is also a referee for several academic journals.

Tayao, Feliz A. is currently a Master Teacher and OIC-Program Education Supervisor in the Department of Education Schools Division Office of Imus City in the Philippines. She is taking her Ph.D. Major in Educational Management at De La Salle University-Dasmariñas where she also finished her BSBA Major in Business Management (2000), Masters in Business Administration (2006), and Education units (2003). Her MAEd-Administration and Supervision units were earned at Eulogio Amang Rodriguez Institute of Science and Technology in 2007. She has been with the Philippine Public School System since 2004. Her previous undertakings include coordinating programs, projects and activities for the English subject and being involved in numerous school-community literacy and livelihood projects and programs for the benefit of out of school youth, children, and adults.

Taylor, Ben holds a Master of Arts degree in English (Language Studies and ESL) from Eastern Kentucky University, and currently teaches English at Woosong University in Daejeon, South Korea. For five years, he taught first-year writing courses in the United States as an adjunct professor and is currently in his third year of university teaching in South Korea, having previously taught at Daegu Haany University. He also taught ESL in an intensive program for several years in the US, which included organizing a summer program for South Korean students. Contact him: via email, benjamintaylor@woosong.org; via Twitter, [@bens_writing](#); or on his blog, www.rockcastle.co (no "m").

Tempest, Christopher is originally from England and has been an educator in Japan for almost 10 years. He has experience in teaching English at all levels of education in Japan, from kindergarten through to university. His main research interests are in second language acquisition and computer assisted language learning. Upon completing his MA in TESOL from the University College London, he has spent the last two years teaching an English communication course at Sojo University in southern Japan where he is currently doing research in spoken interactions and intensive reading. Email: ctempest@m.sojo-u.ac.jp

Thollar, Simon is a tenured professor in the Faculty of Business Administration and Information Science at Hokkaido Information University in Hokkaido, Japan, where he has lived for thirty years. He has written two textbooks and is actively involved in e-learning, including the collaborative development of the first online e-learning course in Japan. His research interests include student and teacher motivation in the EFL context, and the creative application of short videos and technology to improve student engagement in classroom activities. More recent research interests include effective active learning strategies and methodology. He can be contacted by email at: simon@do-johodai.ac.jp

Thomas, Nathan is a postgraduate researcher in the Department of Education at the University of Oxford, UK. He also works as the Director of EFL for an educational consulting company in Beijing.

China. Prior to his current positions, he earned an MEd in International Teaching, an MA in Applied Linguistics (English Language Teaching), a BA in English, and various certificates in TESOL and TEFL. He is a regular presenter at national and international conferences in applied linguistics and ELT. His interests are wide-ranging, but current projects relate to listening instruction, the relationship between language learning strategies and self-regulation, and global Englishes. He can be contacted at nathan.thomas@education.ox.ac.uk

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

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 the 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. He is a regular contributor to EFL Magazine (<https://www.eflmagazine.com/>).

Thornbury, Scott has taught and trained in Egypt, UK, Spain, and in his native New Zealand. His writing credits include several award-winning books for teachers on language and methodology, including *How to Teach Vocabulary* and *How to Teach Grammar* (Pearson). The second editions of both *About Language* (Cambridge) and *An A-Z of ELT* (Macmillan) were published last year. His latest book is *Scott Thornbury's 30 Language Teaching Methods* (Cambridge). He is also the series editor for the Cambridge Handbooks for Language Teachers. His website is www.scottthornbury.com

Thuận, Phạm Đức is an English teacher at Hoa Lu University, Ninh Bình Province, Việt Nam. He has more than ten-years of experience in teaching English at tertiary level. He is interested in English teaching methodology, and ICT application in the teaching practice.

Triwittayayon, Thanatchaporn received her Bachelor's degree in Education (English major) from Chulalongkorn University in Bangkok, Thailand. Also, she got a Master's degree in English Language Teaching (ELT) at the Language Institute, Thammasat University in Bangkok. Her research interests include speaking skills, communicative language teaching, and learning styles.

Unwin, Devin Joseph is originally from Johannesburg, South Africa. He has been teaching English for over ten years and joined the British Council in 2010. He has taught and done teacher training in diverse contexts including London, Madrid and Hong Kong. He has a post-graduate degree in English Literature (WITS University, Johannesburg, 2007), a Trinity TESOL Diploma (British Council, Madrid, 2012), and a MA TESOL (University of Nottingham, 2017). He has been published in the *SiSAL* journal and *ETp* magazine and has spoken at conferences in Portugal and Spain. His areas of interest within ELT currently included: learner autonomy, L2 identity and the connection between broader social context and pedagogic praxis.

Virgiel, Vanessa works as an EFL teacher in the public schools of Jeollanamdo, Korea. She completed a Bachelor of Arts in Applied Linguistics and a Master's of Education in TESL. Her interests include semilingualism in the EFL student, learning differences and disabilities, and how to extend the ethos of inclusive education to the field of TESOL.

Vitta, Joseph P. is active in TESOL/Applied Linguistics research with interests and publications in lexis, curriculum design, research methods, and computer-assisted language learning. As an ELT professional, he has over 12 years' experience as both a program manager and language teacher.

Vu, Tien Thinh is head of the Testing board and vice chair of the Department of English, International University - Vietnam National University, HCMC. He received his Master of Arts in TESOL from the University of Canberra, Australia. He has 17 years' experience in teaching general and academic English, ESP, international test preparation (TOEIC, TOEFL iBT, IELTS), linguistics and Tesol courses and more than 10 years' experience in the role of course/ program designer and developer, test center head and academic manager. His current research interests include applied methodologies, autonomy development and TELL.

Walker, Colin is a PhD Student at the University of Calgary's Werklund School of Education. His PhD project is reviewing the policies of recruitment, orientation, and certification of international medical graduates (IMGs), a diverse group of physicians who received their medical training outside of Canada. He serves as Chair of the KOTESOL Research Committee and is the KOTESOL Managing Editor of the International Conference Proceedings. In his ten years of ELT experience, he has taught and published on topics that include debate, storytelling, motivation, and anxiety. Email: colin.walker@ucalgary.ca web: walkercolin.com

Warmington, Julian has been teaching English at the university level in South Korea for over a decade. He joined the KOTESOL Social Justice SIG on its founding in 2015, and has presented on teaching climate change education through ESL at KOTESOL every year since. GGESkills.Wordpress.com

Webster, Thomas E. has been a professor in the Global Language Education Office (GLEO) of Ewha Womans University since 2005. He has a MEd in teaching second languages, an MFA in photography, and a PhD in education. His research has focuses on perceptions and uses of technology, and in particular how they relate to curriculum development and teacher training. He has won awards for his teaching ("Most Innovative Teacher", 2010), and photography ("Deux Au Machina" juried show selection, 2004), and has published in international journals such as Computers & Education and The International Journal of Pedagogies and Learning, as well contributing to book publications such as Routledge Education series title: The Role of Participants in Education Research Ethics, Epistemologies, and Methods.

Were, Kevin, MA (Applied Linguistics) has been teaching English in South Korea since 2000. He previously taught at Hongik University and Hansung University, and is now at Kookmin University in Seoul where he teaches courses in English Conversation, Education, Critical Thinking and Contemporary Presentation with a focus on using movies and TV series. He has developed courses using series such as Modern Family, The Walking Dead and Breaking Bad for conversation classes, and uses episodes from South Park for his course on critical thinking. His research interests are the role of comprehensible output in language learning, teaching and assessing spoken fluency, and discourse analysis.

Wheeler, John is a teacher trainer and teacher at MPI Bell Centre. He has been involved in ESL management and teaching for 23 years. His current role involves a major teacher training and development focus. He is interested in how CLT can be adapted to a wide range of teaching contexts and in teacher and learner motivation.

Wilson, John is entering the third year of the Ed.D. program in Dubai. With a background in creative non-fiction writing, his research interests include task-based language teaching, language learning motivation and educational statistics. Additionally, he is interested in exploring creative ways to communicate the advantages of greater reading fluency to students and colleagues, and using music

as a creative communicative teaching tool. In his free time, he plays the piano, sings gospel and jazz music, and enjoys river fishing.

Wittaya, Ittiphat is a graduate student, M.A. in Applied Linguistics in the Faculty of Liberal Arts at Mahidol University, Thailand. His interest fields are language education and curriculum development.

Woelk, Cheryl is a language instructor and peace educator who has taught learners and consulted educators in various settings in Asia and worked with newcomer communities and university programs in North America. She currently coordinates the Language for Peace project, integrating language and peace education curriculum. Cheryl is active in TESOL International and co-author of the book, “Teaching English for Reconciliation” (2018). She holds a BA in English, a certificate in TESOL, and an MA in Education and Conflict Transformation. Cheryl lives in Seoul, where she teaches English and consults on a variety of peace education projects, and can be reached at language4peace@gmail.com.

Wong, Kalina is Australian born and has been teaching English for over ten years. She is currently an English language teacher who provides learning assistance to ESL students of all levels at UTS:Insearch, a pathway provider to the University of Technology, Sydney (UTS). Kalina’s role includes one-on-one help and small group sessions in macro language skills. She also provides help in the classroom for students who require extra learning support. For the last two years, Kalina has mentored research students publishing their research in Language Education in Asia (LEiA). She has also presented her Action Research on self-study through Apps at Asia TEFL 2017. Kalina holds a Masters Degree in Applied Linguistics from UTS. Her professional interests include: pronunciation and developing resources tailored to her current students.

Wright, Jocelyn is an Associate Professor in the Department of English Language and Literature at Mokpo National University. She has been teaching practical and content-based English at her university in Korea for 10 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 founded and still co-facilitates the KOTESOL National Social Justice (Critical Educators in Korea) Special Interest Group as well as a local branch of the Reflective Practice Special Interest Group. Her many interests include professional development, critical pedagogy, and content-based teaching.

Yeh, Chun-Chun is Professor in the Department of Foreign Languages and Literature, National Chung Cheng University, Taiwan. She teaches English as a foreign language (EFL) writing, translation, and courses in a TEFL Master’s program. Her research centers on writing instruction at both undergraduate and postgraduate levels in EFL learning contexts, with a specific focus on feedback on learner writing. She has published studies on teacher-student writing conferences and peer feedback at international journals such as Asian EFL Journal, RELC Journal, and Journal of Response to Writing.

Yeum, Kyungsook, PhD is the director of SMU TESOL and a faculty member at Sookmyung Women’s University, Seoul. She has served on the Board of Directors of the TESOL International Association (USA, 2015-18). Her understanding of the TESOL profession has been honed through her work as President of KOTESOL, Vice President of the Korea Association of Teachers of English (KATE) and the Applied Linguistics Association of Korea (ALAK), and other leadership appointments. Her areas of concentration include teacher education, program evaluation, and leadership. Email: yeum@sookmyung.ac.kr

Yoon, Tecnam is currently a faculty member at the National University of Education in Korea. He has a keen interest in the application of new technologies to foreign language learning, using

interactive multimedia, web-based language learning, and CALL/MALL software. He is also interested in developing multimodal media literacy and alternative pedagogies.

Yoshida, Kuniko is currently a professor of English at Tokyo City University in Japan. Her research interests include learner motivation, self-regulated learning, remedial English and translation strategies. She has been awarded grants for scientific research funded by Japan's Grants-in-Aid for Scientific Research (KAKENHI) Program for studies on self-regulated learning twice.

Yousefi, Sheariah serves as the Foreign English Instructor for an elementary school in Cheonan, South Korea. Previous to this position, Mrs. Yousefi served as a legislative assistant working on educational policy and as the lead congressional staffer working on education issues relating to homeless and foster youth with the United States House of Representatives. Having a background in education, Mrs. Yousefi has dedicated her career to improving lives through education, whether on a humanitarian ground or through practical classroom instruction. As such, Mrs. Yousefi focuses her additional time volunteering for organizations within South Korea that help advance educational opportunities for orphans, and serves on her alma mater's Honors College Alumni Council where she helps fosters connections between their service committee and educational-based non-profits.

Yumitani, Yukihiro received B.A. (English) from Kobe City University, Japan, M.A. (American Studies) from Tsukuba University, Japan, and M.A. (General Linguistics) and Ph.D. (Linguistics/Field Linguistics) from the University of Kansas, U.S.A. He has taught at universities in the U.S.A. and Japan, including the University of Kansas and Bucknell University in Pennsylvania. He is currently a professor of EFL at Miyagi University in Japan.

Yumitani, Chutatip C. received B.A. (English and French) and M.A. (English) from Chulalongkorn University, Thailand, and M.A. (Formal/Computational Linguistics) and Ph.D. (Linguistics/First Language Acquisition) from the University of Kansas, U.S.A. She has taught at universities in Thailand and at Ritsumeikan Asia Pacific University in Beppu, Japan. She has also taught International Baccalaureate Language A1 (Literature) at Bangkok Patana School, a British international school in Thailand. She's currently teaching at Tohoku Fukushi University and Miyagi Gakuin Women's University in Sendai, Japan.

Zhou, Dr. Ally received her Ph.D. in Second Language Education from the University of Toronto and has taught English in China, Canada, and the U.S. Her teaching and research focus on second language writing, pedagogical grammar, English for academic purposes, and discourse analysis. She has published in peer-reviewed journals and books and has presented at national and international conferences. She has served on the U.S. Student Fulbright National Screening Committee and was the Higher Education/Applied Linguistics Chair for OKTESOL. She currently serves as a reviewer for the Commission on English Language Accreditation and is a manuscript reviewer for Language Awareness.

Zuroidah, Ifta is from Muhammadiyah Senior High School 2 Sidoarjo Indonesia. Her current research interest includes classroom action research and project based learning. She was given an award as the 1st Championship of National Teacher Olympiad in 2014, as 1st winner of Classroom Action Research in 2016, 2nd winner of National Olympiad on Teacher's Creativity in 2015, and she was one of the ambassadors of the Quipper School in 2015 to 2016.

Zuzak, Alana is an EFL teacher, editor, writer, and teacher trainer. She has studied in Canada, England, and Ireland and has had pleasure of teaching English in Korean public schools over the past five years. She also works for e-future, a Korean publishing company, where she has been involved with developing various ELT materials such as graded readers, course books, and grammar and vocabulary series.

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Sat 9:00 304 YL/S/U/A

Multiple skills

Model United Nations: Globalised Education in Microcosm (Poster)

Calum Adamson

Sat 1:30 316 S/U

Building Disciplinary Fluency in Speaking and Writing

Steven Bagley

Sat 1:55 303 YL/S/U

Multiple Ways to Utilize Songs in the ELT Classroom

John E Breckenfeld

Sun 3:00 221 S/U

TIU English Plaza: Developing Fluency in a Self-Access Center (Poster)

George Hays

Sat 3:30 316 U

Investigating EFL Learners' Engagement and Skills in Creating Digital Stories

Shao-Ting Alan Hung

Sat 4:30 313 S/U

Developing EFL Reading and Writing Fluency (Poster)

David Johnson

Sun 1:00 316 YL/S/U/A

Fostering Fluency and Critical Thinking through Learner-Centered Collaborative Discussions

Leah Jordano-Kudalis

Sun 2:25 202 S/U/A

Fostering Critical Reading and Creative Writing in the English Classroom

Rizqi Khoirunnisa

Sun 9:00 221 S/U

Design Thinking to Improve English Fluency through Project Design Courses

Hung Nguyen-Xuan

Sat 1:30 303 S/U/A

The Case Study of MOOC for Japanese College Students (Poster)

Yasuko Sato

Sat 3:30 316 U

Factors Causing Unwillingness to Communicate: Revealing Students' Perceptions

Ittiphat Wittaya

Sat 4:55 313 U

Other issues

Sexual Orientation and Gender Identities: Fluency for School and Society

Matthew Bachtell, Chelle Jones,

Luis Roberto Caballero Orozco,

Erin Okamoto, Hayden Royalty

Sat 1:30 221 YL/S/U/A

Strong Task-based Instruction: Korean Secondary School Teachers' Perceptions and Practices

Christopher Binnie

Sat 3:30 303 S

The Impact of Shadow Education on Attitudes Toward Studying English

Travis James Compton

Sat 9:00 201 S/U

Representativeness and Development of Leaders in Korea TESOL

Robert Dickey

Sat 5:30 322 YL/S/U/A

FLCAS: A Comparison of Three Models Revisited (Poster)

Robert Dykes

Sat 1:30 316 U

Validation of a Japanese Behavioral and Instructional Management Scale (BIMS) (Poster)

Reginald Gentry &

Aaron Claude Sponseller

Sat 1:30 316 YL/S

Old Teaching Strategies for the New Learner: What Neuroscience Says
Robert Griffin & Ally Zhou
Sun 13:25 315 YL/S/U/A

KOTESOL International Conference Orientation Session
Mitzi Kaufman, Heidi Nam & Tory Thorkelson
Sat 10:00 301 YL/S/U/A

Achievement Goals and Foreign Language Performance in Korean Students
Mikyoung Lee
Sat 4:30 203 S/U

Become a Licensed Teacher (US or UK) While Teaching in Korea
Susan Masterson & Shannon Tanghe
Sat 3:30 301 YL/S

Do Positive Psychology Practices Work in the Korean EFL Classroom?
Scott Miles
Sat 10:25 317 S/U/A

Teaching ELLs in an After-School Setting: Implications for School Day Outcomes?
Jeremy Ortloff
Sun 10:00 203 YL/S

Identifying ELL Anxieties in the Tertiary-level EFL Classroom
Christopher Pirotto
Sun 2:25 313 U

Creating Reference Lists: Understanding APA Style Research Guidelines
David Shaffer
Sun 9:00 303 YL/S/U/A

Getting a Job at a Korean University: Observations and Suggestions
Colin Walker
Sun 2:25 303 U

Professional Development

Examining the Effectiveness of an ESL Teacher Observation Tool (Poster)
Hetal Ascher
Sun 1:00 316 YL/S

So You Wanna Go to Grad School?
Allison Bill, Lindsay Herron, Joanne McCuaig & Eric Reynolds
Sat 2:55 221 YL/S/U/A

Teacher Language Awareness in Teacher Education: Learning How to Teach (Poster)
Vanessa Hui Min Chin
Sat 3:30 316 YL/S

Teacher Development through Teachers' Associations: Lessons from Africa
Aymen Elsheikh
Sat 5:55 322 YL/S/U/A

Teachers' creativity in the Indonesian higher education – where does it come from?
Fitriah
Sun 2:00 315 U/A

University of Birmingham: MA TESOL, MA Applied Linguistics
Matteo Fuoli
Sat 2:30 315 YL/S/U/A

Oklahoma City University MA TESOL Program
Robert Griffin & Ally Zhou
Sat 4:30 315 YL/S/U/A

Postgraduate Study and Research Pathways for Applied Linguistics and TESOL
Jill Murray
Sat 3:30 313 S/U/A

Reading / Literacy

Graded Readers: You CAN Choose a Book by its Cover (Poster)
Nicole Brothers & Deanna Rasmussen
Sun 10:00 316 U

Transmission to Transformation: Literacy Actionism for English Learners
Clara Lee Brown & Robin Schell
Sat 1:30 302

Adapting Textbook Materials for Reading Fluency and Speed
Mary Chang
Sun 9:00 313 S/U/A

The Benefits and Drawbacks of a Body-coda and Synthetic Approach

Ah-ra Cho
Sat 4:55 303 YL

Learning through Lit: a Viable Option for Public Schools

Eunseong Gong
Sun 1:00 201 YL

How Genre-based Language Instruction Enhances Reading Proficiency and Test Performance

Robert Griffin & Ally Zhou
Sat 10:00 315 YL/S/U/A

Reading with and Beyond the Textbook - Give Students Choices

Jennifer Groat
Sat 10:00 313 YL

The Effectiveness and Efficiency of ER at Developing Reading Rates

Stuart McLean
Sat 2:55 202 YL/S/U/A

Crucial, Yet Often Missing, Components of a Successful Reading Course

Scott Miles
Sun 10:00 313 S/U/A

Effects of Home Literacy Environment on Korean Children's English Literacy

Seungmi Shin
Sat 4:30 303 YL

Building Learner Preparation Skills for the Classroom (Poster)

Paul Spijkerbosch
Sun 10:00 316 U

Reading for Real

John Wheeler
Sat 1:30 202 S/U/A

The Importance of (Enjoying) Reading

Alana Zuzak
Sat 1:30 315 YL

Reflective Teaching Practice

Reflections in the Classroom: Strategies for Gathering Student Feedback

Mary Eppolite & Chayart Kasatepibal
Sat 9:00 303 S/U/A

In Pursuit of Great Lessons

Daniel Svoboda
Sun 3:00 201 YL/S/U/A

Understanding and Teaching Key Principles of Social Justice through Poetry

Jocelyn Wright
Sat 5:30 201 S/U/A

SLA

Voice Contrast in Japanese Speakers of English and Markedness Universals

Michael Faudree & Arata Fujimaki
Sat 4:30 202 YL/S/U/A

Sociolinguistics / Language Policy / World Englishes

Translanguaging In South Korea

Michael Rabbidge
Sun 2:00 322 YL/S/U/A

High Stakes, Low Standards: The Korean CSAT Urgently Needs Reform

Richard Rose
Sat 1:55 201 U

Speaking / Conversation / Pronunciation

Chit Chat: A Successful English Conversation Program (Poster)

Rebecca Ann Brinkley
Sun 10:00 316 U

Increasing Student English Talking Time through Scaffolding

Jeff Buck
Sat 5:30 302 S/U/A

Fluency assessment and remediation: what works and what doesn't

Simon Buckland
Sun 10:00 302 A

Utilizing Cell Phones in Improving Learners' Pronunciation and Fluency
Diem Bich Huyen Bui & Tien Thinh Vu
 Sun 2:00 301 U/A

Speaking Fluency Development through the Application of Linguistics and Authenticity
Jin-Suk Byun
 Sat 1:30 301 YL/S/U/A

Fluency: What it is and how to teach it
John Campbell-Larsen
 Sat 10:00 302 U

EFL Learners' Perceptions of Developing L2 Proficiency Through Debate
Yi-chen Chen
 Sun 1:00 301 U

Implementing Self-access Language Learning to a Conversation Course Curriculum
Yueh-Tzu Chiang
 Sat 2:30 302 U

Teaching English as an International Language Pronunciation in a Monolingual Classroom
Robert Cunningham
 Sat 2:30 301 S/U/A

Designing an Automatic Speech Recognition Application to Complement Classroom Teaching
Thomas Luke Dillon
 Sat 2:55 301 YL/S/U/A

Poetry, Songs, and Posters for Collaborative Oral Presentations
Ashley Ford & John Wilson
 Sat 9:00 301 U/A

Improv Comedy as a Tool For Fluency
Kylie Genter
 Sun 3:00 302 YL/S/U/A

Role-playing in EFL for Higher Level Discussions
Michael Heinz
 Sun 1:25 301 S/U/A

One is Never Too Old to Learn
Ehean Kim
 Sun 10:00 201 S/U/A

Improving Conversational Fluency
James Kimball
 Sat 1:55 313 S/U/A

Vlogging the Way to English Speaking Success
Jo-Anna Lynch
 Sat 4:30 302 S/U/A

Non-stop Discussions in Student-led Reading Circles
Patricia MacKinnon
 Sat 5:30 315 S/U/A

Toward a Better Discussion in English: Quantitative Perspective of Feedback
Mayuko Matsuoka & Takeshi Mizumoto
 Sun 1:25 302 S/U/A

Promoting Fluent Language Production through the Method of Consecutive Interpreting
Yoshihiro Minamitsu
 Sun 2:25 301 U

Creating personalized 'Find someone who...' activities with student generated content
John Moulton
 Sun 9:00 302 S/U/A

Improvisational Fillers in Pechakucha Presentation
Yosuke Ogawa
 Sat 2:55 302 U/A

Factors Enhancing English Speaking Fluency: Exemplary Cases of Thai Students
Nopporn Sarobol & Thanatchaporn Triwittayayon
 Sun 10:25 302 S/U

Accelerating Phonics Learning with Readers
Kevin Search
 Sun 10:00 315 YL

Cream Puffs and the Zombie Apocalypse
Kevin Were
 Sat 9:00 302 U

Building Fluency and Community through REAL Communication

Cheryl Woelk
Sun 2:00 302 U/A

Putting Pronunciation into Context for Student Presentations

Kalina Wong
Sat 3:30 302 U

How a Structuralist Approach Can Contribute to Fluency Development

Chutatip Yumitani & Yukihiko Yumitani
Sun 1:00 302 S/U/A

Technology-enhanced instruction / CALL / CMI / MALL

Using Technology in English Speaking and Listening Class of Mongolian Learners

Ulziinaran Amgalan & Chamintsetseg Myagmarkhorloo
Sat 2:30 215 U/A

Strategies for Integrating Education Technology into the Reading Classroom

Michael William Brandon
Sun 10:00 215 S/U

Animation, Stories and Comics - Online with Any Level Student

Ian Brown
Sat 3:30 215 YL/S/U/A

Using Interactive Mobile Devices to Enhance TOEIC Vocabulary Learning

Jhyi Chen & Kai-Jye Chia
Sat 2:55 215 U

Study of English Educational App Usage Patterns and Personality Traits

Robert Cvitkovic
Sun 2:25 215 S/U/A

Increasing Learner Recall and Outcomes through Collaborative Online Notetaking

Mik Fanguy
Sun 9:00 203 U/A

Enhancing Vocabulary Learning in a Japanese EFL Setting with Quizlet

Michael Gale & Joseph Vitta
Sat 4:30 215 U/A

Gap-fill and More: Rewordify and "Kahootify" Your Next Activity

Herminigildo Garrobo
Sat 5:30 215 U

Utilizing a smartphone app to improve student engagement with microlearning

Christopher Haswell & Max Prayer
Sat 1:30 215 U

Practical Tech in the Classroom: Potential, Promise, Pitfalls, and Pedagogy

Lindsay Herron, Victor Reeser, Aaron Jones, Maria Lisak & Elizabeth May
Sun 1:00 221 U

Implementation of the Flipped Classroom Approach in an ESP Course

I-Chun Hsiao
Sat 10:25 215 U

Voice Recognition Software, Schoology and LINE for Pronunciation Practice

Douglas Jarrell
Sat 4:55 215 U

Creating Internet Memes for Vocabulary and Grammar Building

Becky Lawrence
Sun 1:00 215 S/U

Focusing on Fluency through Technology-based Communicative Activities

Jeffrey Maxwell
Sat 9:00 215 S/U/A

Quantifying Student Satisfaction with Technology-Enhanced Textbooks (Poster)

Daniel James Mills
Sat 1:30 316 U

Google Classroom and Google Forms in EFL Classroom

Duc Thuan Pham
Sat 1:55 215 U

Expanding Speaking through Digital Audio Recording

Bilal Qureshi & Zeeshan Qureshi
Sun 3:00 215 S/U/A

Vocabulary Knowledge Retention through the Support of Blended Learning (Poster)

Paunluck Puntahachart Saengsawang
Sat 1:30 316 U

Effects of AR on Students' Learning Motivation, Speaking Proficiency and WTC

Yi-Ling Sung
Sun 10:25 203 YL/S

Old Wine in New Bottles; Using Emoji to Enhance Understanding

Simon Thollar
Sun 9:00 215 U

Redesigning Forums to Promote Formative Assessment

Greg Thompson
Sat 10:00 215 U/A

Vocabulary

Voicing Pattern Learnability of Interdental Fricatives (Poster)

Atsushi Asai
Sun 10:00 316 U

Memorization as Vocabulary Learning Strategy Among Korean EFL Students

Hyerim Choi & Juho Lee
Sat 4:55 201 S

Teaching Vocabulary: Is the Definition Enough?

Jessica Alison Ives
Sat 9:00 313 YL/S/U/A

Let's Explore and Erupt your Vocabulary! Syllabication and Morphological Awareness (Poster)

Chunmi Kim
Sun 1:00 316 A

How to make corrective feedback less futile

Mark Rebuck
Sun 3:00 315 U

Building Vocabulary Skills and Classroom Engagement with Kahoot!

Eric Reynolds & Ben Taylor
Sun 3:00 203 S/U

Korean ELLs' vocabulary learning using multimodal visual imagery

Tecnam Yoon
Sat 2:30 203

Writing

Developing Students' English Essay Writing Fluency and Confidence Through Freewriting

Editha Atendido & Feliz Tayao
Sat 2:55 203 S

Designing Real-world Contexts for Writing Fluency in Classrooms

Heehwa Choi & Ajiya Musa Dan Karami
Sat 9:00 203 YL/S/U

Grammar Errors in L2 Writing: Teacher's Burden vs. Students' Expectations

Daniel Corks
Sun 3:00 301 YL/S/U/A

Peer Revision: Identifying Attitudes and Effectiveness in ESL Writing (Poster)

Chad Cottam & Christina Tat
Sun 1:00 316 U/A

How do Learners' Emotions Affect Their Writing in English?

Yutaka Fujieda
Sat 10:00 203 U

Timed Writing: Writing Fluency with a Side of Critical Thinking

Sean Eric Kil Patrick Gay
Sat 1:30 203 U

Topic Selection Impact on Writing Fluency and Student Perceptions

Jeremiah Hall & Eric Hirata
Sat 10:25 203 U

Activate Concept Building: Activities to Prepare for the Writing Process

Candace Lake
Sat 3:30 203 S/U/A

Corpus Referencing to Address Lexical Error in L2 Writing

Cynthia Quinn
Sun 2:00 203 U/A

Interaction and Participation in the Small Group Writing Conference

Chun-Chun Yeh
Sun 2:25 203 U

101 Index

Assessment “101”

Easy applications of informal assessments in the elementary EFL classroom

Krista Brusky

Sun 9:00 207 YL

Enhanced Reflective Learning Using ICT

George MacLean

Sat 3:30 316 U

Classroom Management “101”

Teachers as Agents of Success: Revisiting Student Motivation

Kim-Lan Bui

Sat 3:30 207 U/A

Conversation Classes “101”

Engagement Drives Discussion: Inquiry-based Courses 101

Michael Bade & Adam Boothe

Sat 9:00 207 YL/S/U/A

Using Dr Seuss to help build fluency

Terri Beadle

Sat 3:30 201 YL/S/U/A

Let's Chat! Fun Warm-Up Activities for Speaking Classes

Hannah Bradbury

Sun 9:00 201 S/U/A

Selfie Videos: A Student Tool Suggesting Phones Foster Fluency

Jim Hwang

Sun 2:00 201 S/U/A

Building Fluency Inside and Outside of the Classroom

Louise Ohashi

Sun 10:00 207 S/U

Sink or swim: Strong CLT and unrehearsed discussion in class

Joel P. Rian

Sat 4:55 301 U

Effectively Utilizing Group Work in the EFL Classroom

Jack Ryan

Sat 2:30 207 S/U/A

Curriculum Development "101"

Learning Lessons: Developing a University Reading and Writing Curriculum

Debra Abrams & Craig Magee

Sat 4:55 207 U

Using Post-It Notes for Language Production

Hetal Ascher & Erin Garnhum

Sat 10:00 207 S/A

Content-Inspired Writing Courses 101

Michael Bade & Adam Boothe

Sat 1:30 207 S/U/A

Engaging and Motivating students with Active Learning, Project/Task Based Learning

Peter Lutes

Sun 2:25 207 U/A

Materials Development to Improve Learners' Fluency in English Class

Keiso Tatsukawa

Sun 1:00 207 YL/S/U

Korea TESOL
Annual Business Meeting (ABM)
October 14, 2018 (Sun.), 4:00 p.m. (Room 317)

Agenda

1. Call to Order and Procedural Matters
 - Clarification of voting members: All Korea TESOL members with current membership as of October 14, 2018, are eligible to vote on ABM matters.
2. Adoption of the Agenda
3. Minutes of the Previous Meeting
 - Adoption of the minutes of the previous ABM
4. Reports of Officers and Committees
 - President's Report
 - International Conference Committee Report
 - Treasurer's Report
 - Nominations and Elections Committee Report (including 2018 election results)
5. Unfinished Business
 - None identified ("unfinished business" refers to any item of business that was pending or left unfinished at the previous ABM)
6. New Business
7. Korea TESOL National Service Awards
8. Announcements and Adjournment

(The minutes of the 2017 ABM are on the following pages)

**KOTESOL National Council Annual Business Meeting Minutes
October 22nd, 2017, Sookmyeong University, Seoul**

MINUTES

Attendees at time of Quorum

- Lindsay Herron, President (Meeting Chair)
- David Schaffer, 1st Vice President
- Ingrid Zwaal, 2nd Vice President
- Phillip Schrank, Treasurer
- Mike Peacock, Nominations and Elections Committee, Daejeon Chapter
- Chris Miller, Research Committee, secretary
- Michael Free, Gangwon Chapter
- Allison Bill, International Outreach Committee
- Peter Knowle, Daegu Chapter
- Sean Connor, International Conference Committee
- Tyler Clark, Suwon Chapter
- John Phillips, Tech Committee
- Kathleen Kelly, International Conference Committee
- Ian Doane Ramos, Seoul Chapter
- Suzanne Schneider, Jeonju Chapter
- Martin Todd, Yongin Chapter
- Ian Adkins, Busan Chapter
- William Mulligan, Gwangju Chapter

I Meeting called to order

II Adoption of agenda

Adopted by unanimous consent.

III Adoption of prior meetings minutes

Motion: Lumsden/ Second: Overbeek

Adopted by unanimous consent.

IV Old Business

Motion: That an additional 300,000 won be allocated to budget item 6860 - Event - Guest Eventday Hospitality.

Moved by: Allison Bill

Second: Ingrid Zwaal

Explanation:

"I would like to request funds for IC hospitality. These funds are used to provide our partner organization reps with accommodation for 3 nights. (This is per our signed agreements with those partners. This is reciprocated when our reps go to our partners' conferences.) These funds also allow for one meal during a meeting of the reps, which will be Saturday lunch this year.

Due to having to use a different hotel this year, the cost is higher than was budgeted for.

This request is urgent because we need to pay these bills on conference weekend.

I request an additional 300,000 won."

Motion carried out through email in accordance with Article IV, Section 7 of the KOTESOL bylaws.

Motion Passed October 19th

Reports

V Financial Report: Phillip Schrank

Claims it is normal; There are 571 paying members as of Thursday 10-19-17. Financially we are "hovering around the black." Numbers are down. Dave Schaffer claims lower numbers reflect shifts in EPIK rates.

VI Financial Affairs Committee Report: Stafford Lumsden

Lumsden notes that KOTESOL is relying on the same people. He advocates for hiring a specialist to do a professional Korea-relevant audit. Also suggests getting rid of financial affairs and vesting the responsibility of financial affairs in the chapter presidents. Lumsden also notes that the Korean Deposit Insurance Company insures funds for an institution in one bank/firm for up to 50 million KRW. Hence, recommends limiting KOTESOL deposits to no more than the aforementioned amount with anyone bank.

VII Conference Committee Report: Sean O'Connor

O'Connor notes that there were approximately 650 people pre-registered and approximately 108 on site registration. Lumsden comments that the Whova App "was a hit." O'Connor is confident that the conference was under budget. O'Connor discusses the advantages of holding the IC in April. The out-going president notes that next year's IC will feature Jill Hadfield.

VIII Nominations and Elections Committee Report: Mike Peacock

On September 4th all positions were filled; positions were uncontested; The October 2nd online balloting was closed. Results of the KOTESOL 2017 National Elections are as follows:

President: Dave Schaffer: 144 votes/ Other 7 votes

1st Vice-President: Michael Free: 137 votes/ Other: 7 votes

2nd Vice-President: Michael Peacock: 139 votes/ Other: 7 votes

Secretary: Martin Todd: 138 votes/ Other: 7 votes

Treasurer: Phillip Schrank: 138 votes/ Other: 6

International Conference Chair: Grace Wang: 134 votes/ Other: 10

Nominations and Elections Chair: Allison Bill: 142 votes/ Other: 3

IX President's Report: Lindsay Herron

The President notes landmarks in the past year including online national conference vote; online-only proceedings; international collaboration on national conference; a two day national conference; 2,000 subscribers for e-news; sponsoring the National ESPT tournament; Dave Shaffer on KBS World Radio; TESOL Asia Certificate Program; Jeju chapter becoming inactive; Herron then notes several events from KOTESOL in the preceding year: National Conference with FAB 11; Christian Teachers SIG on September 23rd; RP-SIG Day of Reflection; 25th PAC-Korea TESOL Conference; Domestic Partners: KAFLA, KATE, ALAK, KAFLA, PKETA, KOTESOL representation at international partner events.

New Business

X Leadership Retreat: December 3rd; Rob Dickey notes the need to more explicitly solicit volunteers.

XI Awards

Award	Winner(s)
Stepping-Up	Greg Brooks-English Wayne Finley Stewart Grey James Rush the 2 nd
Meritorious Service	Allison Bill Stafford Lumsden
Outstanding Service	Suzanne Gardasz Gil Coombes Kara MacDonald Sean O’Connor Phillip Schrank
KOTESOL Patron Award	Dr. Kyoungsook Yeum
Exceptional Service Award	John Phillips Robert Dickey Dave Shaffer
Career Service Award	Ingrid Zwaal
President’s Plaque for Outgoing President (Presented by Dave Shaffer)	Lindsay Herron

XII Final Comments

Greg Brooks-English praises recent past-presidents for restoring the “spirit of KOTESOL.” Dave Shaffer promises to promote membership and increase cooperation with domestic partner organization.

XIII Motion to Adjourn

Second: Michael Free
ABM Adjourns at 5:33

Announcing:
2019 Korea TESOL International Conference
October 12-13, 2019
Seoul, Korea



*Did you miss the proposal deadline for this year's conference?
Start thinking about your proposal for the 2019 conference now!
Call for Proposals to Open: February 1st, 2019*

Advancing ELT:
Blending Disciplines, Approaches, and Technologies

Views of language learning are shifting towards those that recognize language learning as being more dependent on the social context than previously thought. Although applied linguistics has long been a multi-disciplinary field, this dimension of the social context introduces a host of other disciplines not normally drawn upon within the applied linguistics field, including, but not limited to, those involving culture, communication, and identity.

Another trend in the recent literature is the emerging evidence of the transformative power of teacher-led ELT research on the professional development of teachers, often by virtue of the context-specific nature of the research. Action research projects and other reflective practice forms of teacher inquiry that allow teachers to investigate their local teaching contexts offer better continuous professional development (CPD) than top-down, decontextualized CPD models.¹

In other words, the era of teacher-led ELT research and reflective practice inquiry has come. With a focus on the local contexts and language proficiencies that learners need to develop within those contexts, teachers are encouraged to draw upon and blend theories from multiple disciplines, as well as blend approaches and various technologies, in order to experiment in principled ways to find better solutions to help their learners achieve their needed, context-specific English language proficiencies.

¹ "What's new in ELT besides technology?" *Cambridge Papers in ELT*, August, 2016. URL: www.cambridge.org/elt/.../CambridgePapersInELT_WhatsNew_2016_ONLINE.pdf. Accessed 2018.9.26.



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