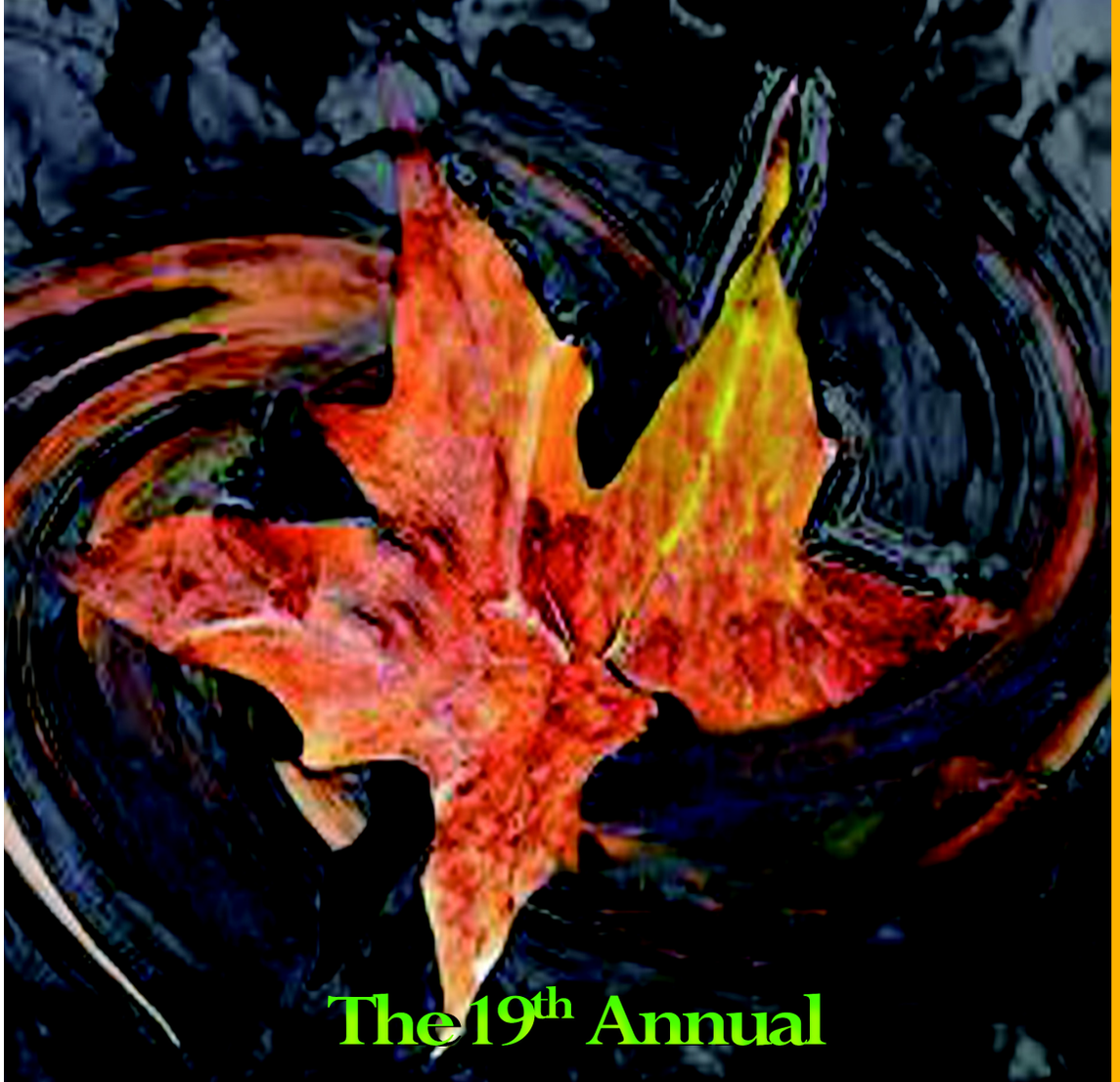


KOREATESOL

KOTESOL
대한영어교육학회

Plenary Speakers

Stephen Krashen
B. Kumaravadivelu
Keith Folse

Featured Speakers

Ken Beatty
Robert Dickey
Gavin Dudeney
Thomas Farrell
Nicholas Groom
Muna Morris-Adams
Chuck Sandy
Setsuko Toyama

The 19th Annual
KOTESOL 2011
International Conference

Pushing our Paradigms; Connecting with Culture

15-16 October

Sookmyung Women's University
Seoul, Korea

CENGAGE Learning · HOUGHTON MIFFLIN HARCOURT · CAMBRIDGE UNIVERSITY PRESS · UNIVERSITY OF BIRMINGHAM · Aston University Birmingham · Anaheim University · OXFORD UNIVERSITY PRESS · iatefl Associate · TESOL Affiliate · e future

Korea Teachers of English to Speakers of Other Languages

www.koreatesol.org

Table of Contents

Welcoming message from Julien McNulty
2011 International Conference Chair ····· 4
Welcoming message from Robert Capriles
2010-11 President of KOTESOL ····· 5
Conference Committee Members ····· 6-7

The Conference Theme ····· 8
How to Use this Book ····· 9
Map of the Conference Venue ····· 10
Map of Sookmyung Women's University ····· 11
Map of Local Restaurants ····· 12
KOTESOL: Who and What We Are ····· 13
Finding the right presentations ····· 14
2011 National Election Candidates ····· 15-17
Overview of the Conference Schedule ····· 18-19

Plenary Speakers ····· 21-23
Featured Speaker Presentations ····· 24-31

Saturday 9.00a.m.-11.00a.m. presentations ····· 32-51
Saturday 11.00a.m.-1.30p.m. presentations and events ····· 52-53
Saturday 1.30p.m.-4.30p.m. presentations ····· 54-78
Saturday 4.30p.m.-8.00p.m. presentations and events ····· 80-92

Sunday 9.00a.m.-12.00p.m presentations ····· 94-119
Sunday 12.00p.m.-2.00p.m. presentations ····· 120-129
Sunday 2.00p.m.-4.00p.m. presentations ····· 130-147

Presenters' Biographical Statements ····· 148-185
Topic Index ····· 186-196
Presentation Style Index ····· 197-204
Presenter Index ····· 210-232
KOTESOL Constitution and Bylaws ····· 233-235
Extended Summaries of the Academic Presentations ····· 237-323

KOREA TESOL
KOTESOL

2011 International Conference Chair's Welcoming Address

Dear Conference Participant,
On behalf of the Conference Committee, I would like to welcome you to the 19th Annual Korea TESOL International Conference 2011. Taking the time from your busy schedule to make attending the conference a priority is greatly appreciated, and a decision we know you will be glad you made.

When I accepted the nomination for the International Conference Committee Co-Chair, I did so having a clear vision for the International Conference in 2011. I have taken feedback over the past two years from conference-goers and presenters alike. Together, with the committee, we defined the vision for the 19th KOTESOL International Conference in a way that best responds to the needs of our attendees, and that hopefully offers an enhanced conference experience:

> *To offer the very best TESOL conference of its kind in Asia, providing informative sessions, relevant and useful topics, inspiring speakers, becoming the hallmark for ELT conferences around the world.*

This year, there are more sessions offered by our Invited Speakers; in fact, every one of our 11 Invited Speakers is offering a second session. This offers you more opportunity and access to some of the greatest minds in ELT today. Additionally, many speakers will be facilitating additional workshops, in direct response to requests made in the past two years.

Another great feature we are particularly excited about this year is the *Teaching 101* series. One third of conference attendees are new to teaching in Korea, and we are offering a strand of lectures and workshops aimed specifically at participants who want to get more out of this conference, and be able to walk away with some new, useful teaching tips and tools.

Following our conference theme, I wanted to offer something special to help "bridge the cultural gap" among native English-speaking teachers here in Korea. We have a special colloquium, titled "Surviving and Thriving in Korea." This panel is broken up over two 2-hour sessions, with a panel of preeminent bloggers in Korea tracing the history of foreigners in Korea, then a session on thriving in Korea, which will discuss success stories of adapting, integrating, and thriving in Korea. In the second part to this panel, there is a guest feature presenting Korean culture and customs, then a presentation of teaching experiences in North Korea. Indeed, our conference promises to offer you a truly insightful experience into life in Korea.

KOTESOL 2011 has a threefold theme this year: "Pushing our Paradigms; Connecting with Culture." We will challenge you to step outside the normal bounds of your ELT teaching beliefs by offering you presentations from speakers that are at the forefront of what is developing in our profession today. We invite you to take the leap into alternative teaching media using technology. Thirdly, embrace diversity; realize your students' needs, and appreciate the rich cultural opportunity offered in our classrooms today. Enjoy the conference!

Julien McNulty
Chair
KOTESOL International Conference 2011

Kotesol President's Welcoming Address

I must say the title of this year's 19th Annual International Conference; "Pushing Our Paradigms; Connecting with Culture," was confusing to say the least. I must admit it sent me scurrying to my dictionary to try to determine what a paradigm was.

It is an interesting title, that probably fits more into the mission of KOTESOL than is apparent at first blush. A paradigm is defined as "a model or example that shows how something works or is produced." The second definition of paradigm is "a very clear or typical example of something."

Looking at both these definitions, how would you attempt to determine which definition best fits the usage of the word paradigm as it relates to KOTESOL and the International Conference? I believe that both definitions fit.

What is it we are trying to do within KOTESOL? Our main goal is to assist and provide new ways of teaching English within the Republic of South Korea. In order to do this you must show the people how it works, and you must provide an example for them to follow. This must be done with the understanding of the culture we are both teaching in and living in. The skills we are learning must blend in with the culture and people of Korea.

The 19th Annual International Conference provides the means of both showing our members new ways of teaching the English language, and examples of exactly how it works. We are in the second decade of the 21st century, and we must ensure that our membership are using the best techniques, and materials. This has always been the mandate of KOTESOL since its inception, and is even more important today.

It is my hope that everyone attending this conference today not only enjoys the experience, but takes away at least one thing that is new for their classroom and their students. New ideas and new ways of doing things are not a hindrance, they are a means of reviving our ability to teach and to do a greater service for our students.

Thank you for attending the KOTESOL 19th Annual International Conference, I look forward to seeing each and every one of you at the conference.

Robert Capriles, KOTESOL National President

2011 Conference Committee

Conference Chair

Julien McNulty

Conference Co-Chair

Stafford Lumsden

Special Projects Coordinator

Alicia Kwon

Webmaster

Robert Dickey

The Venue team

Venue Director

Dr Kyungsook Yeum

Venue Coordinator

Jina Kang

The Program Team

Program Director

Phil Owen

Program Assistant Director

Allison Bill

Pecha Kucha Manager

Tim Dalby

Program Book Editor

Maria Pinto

Extended Summaries Editor

Tim Whitman

Vetting Team

Allison Bill
David Shaffer
Grace Wang
Kara MacDonald
Scott Miles
Tory Thorkelson

National Council Ex-Officio and Advisors

National Council President and Organizational Partner Liaison

Robert Capriles

Organizational Partner Liaison

Jaeho Ji

Chapter and SIG Liaison

Tory Thorkelson

Conference Advisor

Stephen-Peter Jinks

The Guest Services Team

Guest Services Director

Vivien Slezak

VIP Liaison International

Stephen-Peter Jinks

Presenter Services Manager

Maria Pinto

Employment Center Manager

Jaeho Ji

Special Events Manager

Marilyn Plumlee

Kotesol Ambassadors

Brian Heldenbrand
Tammy Heldenbrand

The Support Services Team

Support Services Director
Curtis Desjardins
Student Volunteer Coordinators
Mike Peacock
Rodney Stubbs
Banquet Manager
Joanna Oczachowski
Food & Beverage Manager
Kathy Moon
Food & Beverage Assistant Manager
Mikyung Sa

The Financial Affairs Team

Financial Affairs Director
David Shaffer
Financial Affairs Assistant Director
Grace Wang
Financial Affairs Manager
Gene Shaffer

The Technical Services Team

Technical Director
Sean O'Connor
IT Support Managers
John Phillips
Jun Hyuk Shin
Thunder VanBrocklin
Duane Myhre
Stage Manager
Ingrid Zwaal
Signs Manager
Min Gi Hong

Publicity

Publicity Director
Jure Majnaric

The Registration team

Registration Director
Louisa Kim
Registration Assistant Director
Gina Yoo

Words of appreciation

The KOTESOL 2011 International Conference Committee would like to welcome all invited speakers, presenters, teachers, and organizational partners to the Conference.

We would like to thank our speakers and presenters for their contribution. Another group of people without whom the conference could not happen is our team of student volunteers. There are also many KOTESOL volunteers helping around the venue.

I would personally like to express my gratitude to the Conference Committee members, who have spent countless hours over the past year preparing for this event. Please take a moment this weekend to encourage all of these people on a job well done.

Finally, we express deep appreciation to Sookmyung Women's University for their assistance and support of our Conference.

Thank you!

The Conference Theme

What's in a name? Does the theme mean anything? I've been asked these questions over the past year, relating to the 19th Annual KOTESOL International Conference 2011. How could a theme possibly matter for a conference? Like the set of the sails of a seaborne ship or the mission statement of a company, the theme determines the direction, and ultimately the destination and success of a conference.

Pushing our Paradigms; Connecting with Culture was a carefully crafted choice of words, woven onto the frame of three core values we on the International Conference Committee wanted to challenge: never settle for the status quo, explore technology as a platform or medium for content delivery, and always explore and embrace surroundings and cultural context when teaching. Our theme is an action statement, a call to action: never settle for what you know.

Stephen Krashen begins our conference, with his plenary presentation, *Seeking a Justification for Direct Instruction*, a talk that promises a provocative examination of how we teach in the class room. Our second plenary, Bala Kumaravadivelu will explore culture in the classroom with his presentation *Connecting Global Cultures and Local Identities in the English Language Classroom.* Not to be overshadowed by these incredible presenters, Keith Folse will push what you think you know about writing and grammar, with *English Grammar Nightmares: The 3 P's*. Expanding beyond these borders, our eight Featured Speakers discuss technology in the classroom, connecting with your students at all ages and challenging your teaching beliefs.

Additionally, we are reaching out, tapping into the heart of ELT teaching in Korea, helping build that teacher toolbox, with a *Teaching 101* series for new teachers in Korea. Furthermore, we explore culture and technology when 3 of Korea's pre-eminent bloggers, and two social media experts with the Editor in Chief of *10 Magazine* will talk about *Surviving and Thriving in Korea*. Finally, there are cultural activities interspersed throughout the two-day conference experience.

Embrace the challenge of change, push what you do and make it better, look to your students and technology to enrich your classrom environment. Push and connect to grow.

How to Use This Book

Welcome

The first few pages of this book provide general information on the conference. Here you will find information on KOTESOL events and publications, plus messages from current Conference Chair Julien McNulty and from KOTESOL President Robert Capriles.

Schedules

Presentation schedules are divided into plenary and featured speaker sessions, concurrent sessions, and other events. The concurrent session subdivisions within each day are indicated according to the time period they cover.

Each section begins with an overview of the presentations held during that time. This is followed by the abstracts for each presentation during that period, sorted chronologically, and then in ascending order, by room number. You will want to read these carefully, and perhaps cross-reference them with the presenter biographical statements and the indexes.

Indexes

The indexes help to identify presentations by content and presenter. Each of the presenters is listed here in alphabetical order by last name, with presentation title, time, room and content area listed as well. In addition, a separate section holds biographical and contact information for many of the presenters. This is followed by extended summaries of their presentations by some of the conference presenters.

FYI

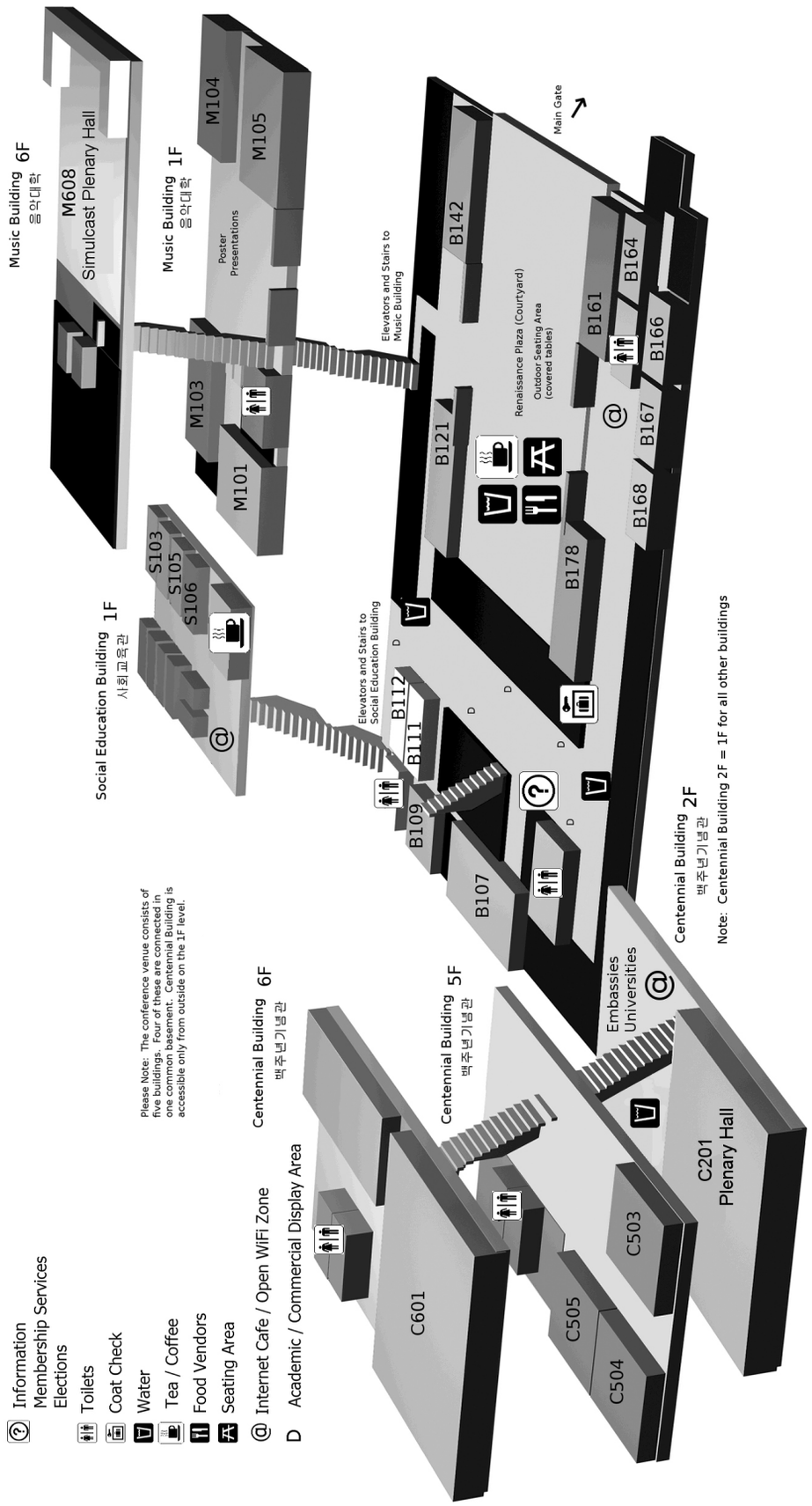
Throughout the book, we have placed forms and information specific to the operations of KOTESOL, such as information about upcoming chapter events, our constitution and bylaws, and an explanation of who and what KOTESOL is. If you would like to know more about KOTESOL, check out our website: www.koreatesol.org

To provide a guide to the type of learner the presentation focuses on, we have used the following symbols throughout this program:

YL (young learner), S (secondary), T (teenagers)
U (university), A (adult), B (Business English)

Look for these symbols throughout the schedule.

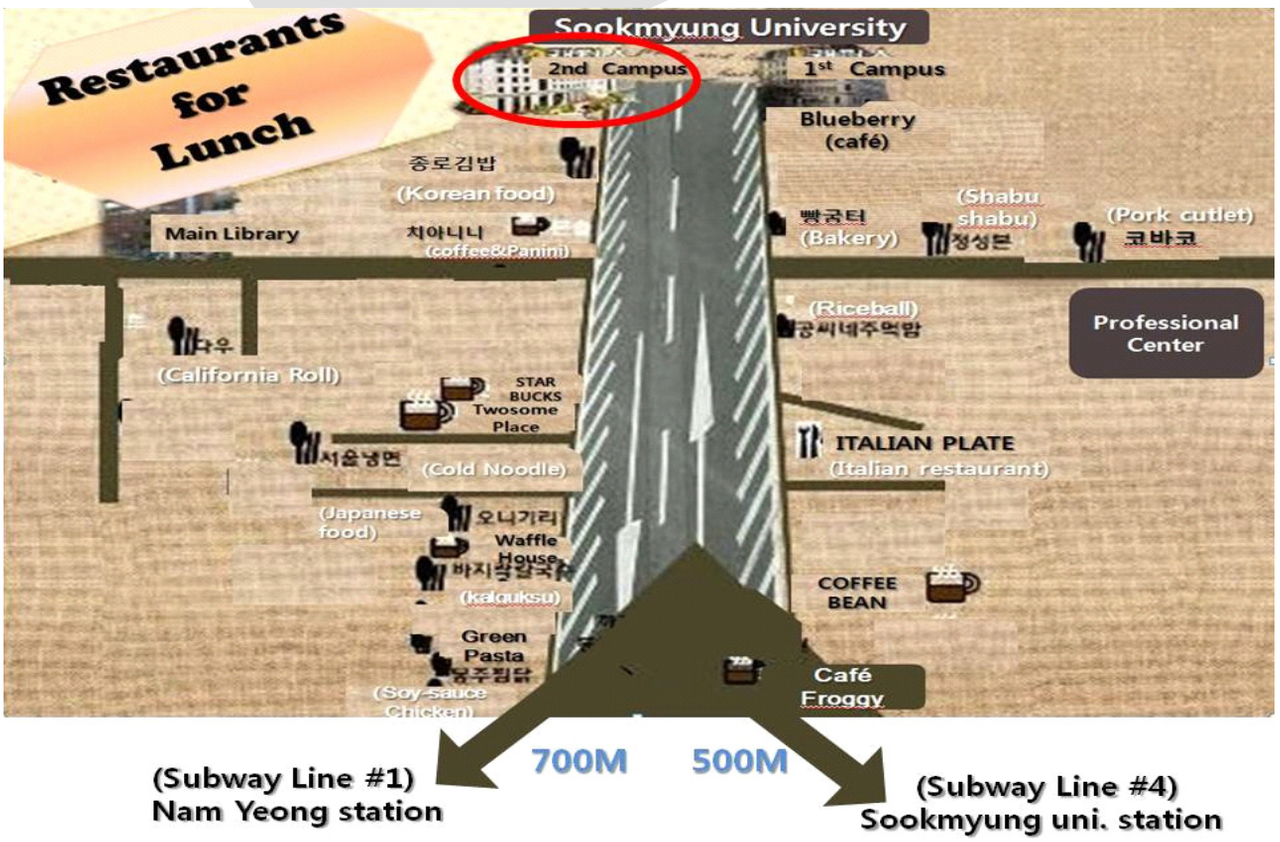
Map of the Conference Venue



Map of Sookmyung Women's University Campus

1 Main Entrance
2 Students' Building
3 Auditorium
4 Myung Building
5 Sook Building (Dormitory)
6 Faculty Building
7 Faculty Building
8 Suryeon Faculty Building
9 Graduate School Building
10 West Building
11 Administration Building
12 Concert Hall and Museum
13 College of Music (Conference Site)
14 Social Education Building (Conference Site)
15 College of Pharmacy (Conference Site)
16 College of Fine Arts (Conference Site)
17 Centennial Memorial Hall (Conference Site)
18 Library
19 Science Building
20 International Building 1
21 International Building 2
22 Injae Building
23 Renaissance Plaza (Conference Site)

Map of Local Restaurants in the Sookmyung Area



Lunch is not included in conference registration (both pre-registration and on-site registration). There will be onsite food service offering western and Korean food options. You will have the chance to visit the food booths in the morning to peruse the menus. There will be a certain time you need to order by to ensure your delivery (please check the booths). Prices will vary. Those who do not pre-order may face a very long line up and some meal options could be sold out. You are welcome to bring in your meal(s) from home or pick up something as you travel in. Coffee, tea, and water will be available, and there are soft-drink machines on campus.
The coffee shop at the venue (Education Building, 2nd Floor) is scheduled to be open both days of the conference.

Sookmyung Cafe

The Sookmyung University Cafe, located on the 2nd floor of the Education Building, will be open on Saturday and Sunday.
Hot and cold drinks and snacks available.

Opening hours:
Saturday 15 October: 9am to 5pm
Sunday 16 October: 9am to 5pm

KOTESOL: Who and What We Are

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

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

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

All English teachers, regardless of level or nationality, are invited to join KOTESOL. The membership of KOTESOL includes elementary school, secondary school, and university English teachers and professors, as well as ELT teachers-in-training, administrators, researchers, materials writers, curriculum developers, and other interested persons. Approximately 40% of our members are Korean. KOTESOL has regional chapters serving Seoul, Suwon-Gyeonggi, Daejeon-Chungcheong, Daegu-Gyeongbuk, Busan-Gyeongnam, Gwangju-Jeonnam, Jeonju-North Jeolla, Gangwon, and Jeju. Members of KOTESOL are from all points of Korea and the globe, thus providing KOTESOL members the benefits of a multicultural membership.

Annual membership of Kotesol costs 40,000won. The benefits of KOTESOL membership include:

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

Finding the Right Presentations

By Phil Owen, Program Director

We have an amazing line-up of presentations for you this weekend. But not every presentation is suited to every conference-goer. Here are some hints to help you find **the most helpful and most interesting presentations for you.**

1. This year, we have introduced the **"101 Series"** of presentations. We are very excited about these sessions each of which looks at one important issue and is focused on helping **new teachers**. Certainly, anyone could attend these sessions and learn something useful, **but if you are new to teaching or new to teaching English, you might look there first.**

2. Check the **"Style of Presentation"** before you go to one. If you want a very hands-on kind of time, head for the **"Workshops / Demonstrations"** If you want to find the latest thinking and research in our field, check out the **"Research reports."** If you go to the **"Classroom applications"** sessions, you'll see the work some people are doing and the results of their research on it.

Our Selection Process

Early in the year, we issue a Call for Proposals. This is put on the KOTESOL website and sent to various other organizations and lists. The Call for Proposals tells people what our theme will be and the kinds of presentations we are looking for. There is also a link to a form on the KOTESOL website. People who want to do a presentation at the International Conference fill in the webform and tell us about it.

As these proposals came into the KOTESOL website, I compiled them all into a large spreadsheet. When the deadline had passed, I made a list of the abstracts, removed the people's names, and sent them to the readers – or "vetters".

The vetters read each abstract and considered its appropriateness for the International Conference. This year the vetters gave each abstract from 1 to 6 points. They then sent their evaluations back to me. I added each proposal's scores together and found the abstracts which rated the highest. ***This year, we had to select about 220 presentations from over 320 proposals***. The vetters were working overtime!

Not everyone wants to see the same kinds of presentations, but with about twenty presentations in each of the ten hours we have over the two days, you ought to be able to find something helpful to you.

Finally, I'd like to publicly acknowledge and thank the people who vetted all of these proposals for you this year. They are: **Allison Bill**, Jeonju University; **Dr. Kara Mac Donald**, Defense Language Institute, Monterey, California; **Scott Miles**, Daegu Haany University; **Dr. David Shaffer**, Chosun University; **Tory Thorkelson**, Hanyang University; and **Grace Wang**, Yonsei University. **We all owe you a very big "Thank You."**

2011-2012 KOTESOL National Election Candidates

Office: President

Represents KOTESOL in an official, public capacity. This position requires a four year commitment to KOTESOL. The elected president will serve on the 2011-2012 and 2012-2013 National Councils as president, and on the 2013-2014 and 2014-15 councils as past-president.

Candidate: Julien McNulty

Chapter Affiliation: Gwangju-Jeonnam
Work Affiliation: Chosun University
Present Positions:
- International Conference Committee Chair 2011

Candidate: Dr Mijae Lee

Chapter Affiliation: Suwon-Gyeonggi
Work Affiliation: University of Suwon
Present Positions:
- National First Vice-President 2010-11
- Suwon Chapter President 2001-11.
- *Korea TESOL Journal* Editor 2010-11.

Office: First Vice-President

Supervises local chapters and can expect to assist the current president by taking on a variety of duties. Leadership and good inter-personal skills are needed for this position.

Candidate: David Shaffer

Chapter Affiliation: Gwangju-Jeonnam
Work Affiliation: Chosun University
Present Positions:
- Gwangju-Jeonnam Chapter President 2009-11
- International Outreach Committee Member 2011
- *2010 KOTESOL Proceedings* Supervising Editor

Candidate: Jamie Carson

Chapter Affiliation: Jeju
Work Affiliation: The Oracle
Present Positions:
- Jeju Chapter President 2009-11

Office: Second Vice-President

Chairs the National Programming Committee; organizes the annual Leadership Retreat. Other committees under the 2nd VP's supervision include Special Interest Groups, KOTESOL Teacher Training, and the Technologies Committee. This office requires a hands-on approach and proactive personality.

Candidate: Jake Kimball

Chapter Affiliation: Daegu-Gyeongbuk
Work Affiliation: ILE Academy
Present Positions:
• Daegu Chapter member

Office: Secretary

Takes meeting minutes for the Annual Business Meeting and all council meetings; reads, acts on, and forwards or replies to incoming KOTESOL e-mails. Candidates should have excellent writing and listening skills.

There are no candidates running for this position.

Office: Treasurer

Responsible for maintaining, collecting, dispersing, and making reports on KOTESOL funds and keeping an up-to-date membership list. The ability to execute banking transactions and check accounts frequently is essential. Candidates should have excellent bookkeeping skills. To execute banking transactions, it is extremely helpful to have modest Korean language skills.

Candidate: Deborah Tarbet

Chapter Affiliation: Daegu-Gyeongbuk
Work Affiliation: Keimyung College University
Present Positions:
• National Treasurer 2009-11

Office: International Conference Committee Co-Chair

Automatically ascends to Conference Committee Chair the following year (two-year commitment). Puts together the annual International Conference. Individuals best suited for this position will be energetic and task-oriented.

Candidate: Grace Wang

Chapter Affiliation: Seoul
Work Affiliation: Yonsei University
Present Positions:
• International Conference Committee Finance Coordinator 2011
• Christian Teachers' SIG Co-facilitator, 2011.07-present

Office: Nominations & Elections Committee Chair

Responsible for seeking out qualified candidates, submitting a full list of qualified candidates for the election, and conducting a fair election at the International Conference. Should have experience with the National Council and be respectful of potential candidates' concerns. Should remain neutral and give every member encouragement in becoming active at the Chapter, SIG, and National level.

Candidate: David D.I. Kim

Chapter Affiliation: Yongin-Gyeonggi
Work Affiliation: Kangnam University
Present Positions:

- Yongin-Gyeonggi Chapter Interim President 2011
- Financial Affairs Committee Chair 2009-11
- *Korea TESOL Journal* Managing Editor 2011

Electronic voting is open from October 7 to October 14. Onsite voting will take place on October 15-16. To cast a vote, you must be a current KOTESOL member at election time. Election results will be announced at the Annual Business Meeting on October 16th.

19th Annual KOTESOL International Conference AT-A-GLANCE

Saturday, October 15, 2011

Time	Activity			
08:00	Registration Opens			
09:00 – 09:45	Concurrent Sessions			
10:00 – 10:45	Concurrent Sessions			
11:00 – 11:30	**Opening Ceremonies:** Samsung Hall, Centennial Building (simulcast in M608, Music Building)			
11:30 – 12:15	**Plenary Speaker: Stephen Krashen** ***Seeking a Justification for Direct Instruction*** Samsung Hall, Centennial Building (simulcast in M608, Music Building)			
12:15 – 13:30	Lunch Chapter and SIG meet-and-greet			
13.30 – 14.15	Concurrent sessions			
14:30 – 15:15	Concurrent Sessions			
15:30 – 16:15	**Featured Speakers**			
	Thomas S.C. Farrell ***Reflective Practice: Looking at the Teacher*** (B107)	**Gavin Dudeney** ***New Literacies: Teachers & Learners*** (B178)	**Muna Morris-Adams** ***It's Good to Talk: Understanding and (Mis)understanding in Intercultural Communication*** (B121)	**Setsuko Toyama** ***Connecting Culture to Class: Problems, Pitfalls and Practical Approaches for Elementary Teachers*** (B142)
16:30 – 17:15	Concurrent Sessions			
17:30 – 18:15	**Plenary Speaker: B Kumaravadivelu** ***Connecting Global Cultures and Local Identities in the English Language Classroom*** Samsung Hall, Centennial Building (simulcast in M608, Music Building)			
18.20 – 19.20	**Pecha Kucha sessions** Tim Dalby (MC), Ken Beatty, Robert J. Dickey, Gavin Dudeney, Keith Folse, Nicholas Groom, Julien McNulty, Chuck Sandy			
19:00 – 20:00	**Reception**: hosted by Cambridge University Press Centennial Hall Lobby			
20:00 – 22:00	Banquet (admission is by ticket only)			

19th Annual KOTESOL International Conference AT-A-GLANCE

Sunday, October 16, 2011

Time	Activity			
08:00	Registration Opens / Various Meetings			
09:00 – 09:45	Concurrent Sessions			
10:00 – 10:45	Concurrent Sessions			
11:00 – 11:45	**Featured Speakers**			
	Ken Beatty ***From Printed Page to Immersive Experience: Making CALL Work in the Classroom*** (B121)	**Nicholas Groom** ***DIY Corpora for EFL Teachers*** (B142)	**Robert J. Dickey** ***Beyond Words: Reflecting on Classes and the State of Korean ELT*** (B161)	**Chuck Sandy** ***Building a Community of Leaders in ELT*** (B178)
12:00 – 12:45	Concurrent Sessions			
13:00 – 13:45	**Plenary Speaker: Keith Folse** ***English Grammar Nightmares: The 3 P's*** Samsung Hall, Centennial Building (simulcast in M608, Music Building)			
14:00 – 14:45	Concurrent Sessions			
15:00 – 15:45	Concurrent Sessions			
16:00	KOTESOL's Annual Business Meeting			

Earn an Accredited

Master of Arts in TESOL Online in Real Time

World-Class TESOL Faculty

Dr. David Nunan
Dean, Grad. School of Ed.

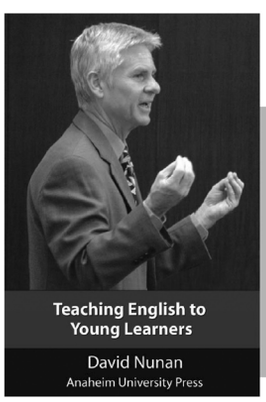
Live Weekly Webcam Classes with AU's TESOL experts

10 Online Courses
+ Two 4-day Residential Sessions
+ Research Portfolio

In addition to the **Online MA in TESOL**, the Graduate School of Education offers an **Online Graduate Diploma in TESOL** that can be completed 100% online in 6 - 12 months.

Anaheim University David Nunan Institute for Language Education

Online Certificate in TESOL
Online Certificate in Teaching English to Young Learners



"Teaching English to Young Learners" by David Nunan

Available Now
Paperback: US$27.00 (Amazon.com)
Amazon Kindle E-book: US$9.99
Institutional orders: e-mail press@anaheim.edu

- Earn your certificate entirely online in 15 weeks
- Study online from anywhere in the world
- Highly qualified faculty
- Extremely interactive learning environment
- Reasonable tuition: US$900
- New courses start on the first Monday of every month

Anaheim University

See our website for info on tuition relief deadlines
www.anaheim.edu
1-800-955-6040
E-mail: info@anaheim.edu

1240 S. State College Blvd. Office of Admissions Room 110 Anaheim, California 92806 USA

Plenary Speaker

About the speaker

Stephen Krashen is best known for developing the first comprehensive theory of second language acquisition, introducing the concept of sheltered subject matter teaching, and as the co-inventor of the Natural Approach to second and foreign language teaching. Dr. Krashen has also contributed to theory and application in the areas of bilingual education and reading. He was the 1977 Incline Bench Press champion of Venice Beach (California) and holds a black belt in Tae Kwon Do. His current books are *Summer Reading: Program and Evidence* (with Fay Shin, published by Allyn and Bacon), *English Learners in American Classrooms* (with Jim Crawford, published by Scholastic), and *Free Voluntary Reading* (Libraries Unlimited, 2011).

About the presentation

Seeking a Justification for Direct Instruction
Dr. Stephen Krashen
University of Southern California
Saturday 11:30-12:15
Room: Samsung Hall, Centennial building (simulcast in M608)

Powerful arguments against direct instruction emerged in the 1970s, 80s, and 90s, but the empire has struck back. I will argue that this "new" movement is seriously flawed, that a look at ALL the evidence reveals strong support for the Comprehension Hypothesis.

The case against direct instruction and skills is similar in all areas: phonemic awareness, phonics, grammar teaching, vocabulary teaching, and the teaching of text structure. In all cases, the effects of instruction are very modest and fragile. And in all cases, there are excellent arguments supporting the claim that development of the complex aspects of phonemic awareness, phonics, grammar, text structure, and much of our vocabulary knowledge are the result of comprehensible input.

Scholars are free to disagree with these arguments, but they are not free to ignore them.

Dr Krashen will also be presenting an additional session:
Trends in Sustained Silent Reading
Sunday 3.00-3.45pm
Room B107

KOREA TESOL
KOTESOL

Plenary Speaker

About the speaker

B. Kumaravadivelu was educated at the Universities of Madras in India, Lancaster in England, and Michigan in the USA. He is currently Professor of Applied Linguistics and TESOL at San Jose State University, California. His areas of research include language teaching methods, teacher education, classroom discourse analysis, postmethod pedagogy, and cultural globalization. Dr. Kumaravadivelu is the author of *Beyond Methods: Macrostrategies for Language Teaching*, (Yale University Press, 2003), *Understanding Language Teaching: From Method to Postmethod* (Lawrence Erlbaum, 2006), and *Cultural Globalization and Language Education* (Yale University Press, 2008). He is currently working on a book titled *Language Teacher Education for a Global Society* (Routledge).

In addition to books, Professor Kumaravadivelu has published several research articles in journals such as *TESOL Quarterly*, *Modern Language Journal, English Language Teaching Journal*, *International Review of Applied Linguistics*, *Applied Language Learning*, *RELC Journal*, and *ITL Review*. He has also served as a member of the Editorial Board of several internationally reputed journals such as *TESOL Quarterly*. He has delivered invited keynote/plenary addresses in international conferences held in Australia, Brazil, Colombia, England, Finland, Hong Kong, Mexico, Singapore and the USA. His book *Cultural Globalization and Language Education* was awarded the Kenneth W. Mildenberger Prize (2008) for Outstanding Research Publication by Modern Language Association, New York.

About the presentation

Connecting Global Cultures and Local Identities in the English Language Classroom
Dr. B. Kumaravadivelu
San Jose State University
Saturday 5:30-6:15pm
Room: Samsung Hall, Centennial building (simulcast in M608)

It is evident that the on-going process of cultural globalization with its incessant and increased flow of peoples, goods, and ideas across the world is creating a novel "web of interlocution" that is effectively challenging the traditional notions of identity formation of an individual or of a nation. In this talk, I briefly outline the two narratives of identity formation – modernism and postmodernism – and argue that a third, globalism, is fast emerging as a crucial factor in identity formation.

The narrative of globalism presents a picture where most linguistic and cultural communities around the world are faced with real or perceived threats to their identities from the forces of cultural globalization, and are engaged in preserving and protecting their local identities. In such a globalizing/tribalizing environment, the teaching of languages and cultures are faced with unprecedented challenges and opportunities. This is particularly true of English language teaching because it happens to be a language of globality as well as coloniality.

The unfolding and the unfailing impact of cultural globalization warrants a re-view and re-vision of the teaching of English as second/foreign language. A major challenge facing the teachers of English as a second/foreign language is how to create global cultural consciousness among their learners while at the same time take into account local cultural sensitivities unleashed by the forces of cultural globalization. Responding to this challenge, I present a set of pedagogic priorities which I believe have the potential to function as organizing principles governing various aspects of English language teaching.

Dr Kumaravadivelu will also be presenting an additional workshop:
Raising Global Cultural Consciousness in the English Language Classroom
Sunday 2.00-2.45pm
Room B107

Plenary Speaker

About the speaker

Keith Folse is professor of TESOL at the University of Central Florida, where he teaches in the MATESOL, PhD in TESOL, and undergraduate TEFL programs. He has taught languages for more than 30 years in the U.S., Japan, Malaysia, Saudi Arabia, and Kuwait. He is the author 55 textbooks, including the successful *GREATs* writing series by Cengage. His research interests are in types of written exercises, grammar, and vocabulary, and his most recent article dealing with teaching vocabulary appeared in the June 2011 issue of *TESOL Quarterly*. Dr. Folse has won many teaching and research awards, including Graduate Professor of the Year at his university as well as the 2007 Excellence in Teaching Award from International TESOL.

About the presentation

English Grammar Nightmares: The 3 P's
Dr. Keith Folse
University of Central Florida
Sunday 1:00-1:45pm
Room: Samsung Hall, Centennial building (simulcast in M608)

All languages have components that are extremely difficult for nonnative speakers to acquire. English grammar seems to have so many difficult aspects, but what would the top 3 grammar nightmares for English language learners be? In this talk, the speaker explains why the top honors should go to the 3 P's: present perfect, phrasal verbs, and prepositions. Using contrastive analysis as well as research findings from second language acquisition, we will see why these three categories merit this infamous award.

Dr Folse will also be presenting two additional workshops:
Five Practical Activities for a Great Writing Class
Sunday 10.00-10.45am
Room B142

Grammar Hot Seat Questions: What If You Don't Know the Answer?
Sunday 2.30-3.15pm
Room B107

KOREA TESOL
KOTESOL

Featured Speaker

About the speaker

Thomas S.C. Farrell is Professor of Applied Linguistics at Brock University, Canada. His professional interests include Reflective Practice, and Language Teacher Education and Development. He has been a language teacher and language teacher educator since 1978 and has worked in Korea, Singapore, and Canada. Dr. Farrell is series editor for TESOL's (USA) *Language Teacher Research* six volume series. His recent books include *Reflective Language Teaching: From Research to Practice* (2008, Continuum Press); *Teaching Reading to English Language Learners: A Reflective Approach* (2008, Corwin Press); *Talking, Listening and Teaching. A Guide to Classroom Communication* (2009, Corwin Press); *Essentials in Language Teaching* (2010, Continuum Press – with George Jacobs); *Teaching Practice: A Reflective Approach* (2011, Cambridge University Press – with Jack Richards).

About the workshops

Reflective Practice: Looking at the Teacher
Dr. Thomas S.C. Farrell, Brock University
Saturday 3.30-4.15p.m., Room B107

Good teaching requires self-knowledge; it is a secret hidden in plain sight. This workshop seeks to unlock English language teachers' underlying and tacitly held assumptions and beliefs about teaching and learning English as well as the metaphors they use that describe their teaching.

Reflective Practice: Looking at the Classroom
Dr. Thomas S.C. Farrell, Brock University
Sunday 11.00-11.45a.m., Room B107

After starting with the self as teacher in the first featured workshop, we move into the classroom and demonstrate how teachers can look at classroom communication in terms of underlying classroom communication structure, classroom interaction patterns, and general lesson analysis from a language perspective that includes analysis of the effectiveness of different types of teachers' questions.

Dr Farrell will be giving an additional presentation:
Reflecting on Reflective Practice: (Re)Visiting Dewey and Schön
Saturday 10.00-10.45a..m., Room B178

Featured Speaker

About the speaker

Gavin Dudeney has worked in education for the past 23 years, as a teacher, materials developer, IT manager, and web-user interface designer. In 2003, he set up The Consultants-E with Nicky Hockly. He is a past coordinator of the IATEFL Learning Technologies Special Interest Group and also past editor of the SIG newsletter. In 2007, he was elected Honorary Secretary of IATEFL, and in 2011, Chair of the Electronic Committee (ElCom).

Gavin's publications include: *The Internet & the Language Classroom* (CUP 2000, 2007) and *How to Teach English with Technology* (Longman 2007, with Nicky Hockly, winner of the International House Ben Warren Award 2008). He is currently writing a book on digital literacies with Nicky Hockly and Dr. Mark Pegrum, to be published by Longman in 2012.

His company (www.theconsultants-e.com) works primarily in online teacher development and training, and their Cert ICT course won a British Council ELTON award in 2007. Among their other courses, they offer the only online Cert IBET course. Their Second Life project EduCation@EduNation was shortlisted for a second British Council ELTON award in 2009. You can follow Gavin's blog at: http://slife.dudeney.com

About the presentation

New Literacies: Teachers & Learners
Gavin Dudeney, The Consultants-E
Saturday 3:30-4:15p.m., Room B178

This talk examines how the traditional "three Rs" (reading, writing and arithmetic), long considered the cornerstones of basic literacy/numeracy, have changed as we advance into the digital age. We will discover what it means to be digitally literate, explore the new types of literacy that have emerged alongside the advent of Web 2.0, and analyze why it is important to work with these literacies on a daily basis in our teaching.

Dr Dudeney will be presenting an additional workshop:
New Literacies: From Theory to Practice
Sunday 10.00-10.45a.m., Room B107

KOREA TESOL
KOTESOL

Featured Speaker

About the speaker

Muna Morris-Adams has extensive experience of teaching both foreign languages and EFL in a wide range of contexts. She is a lecturer at Aston University, Birmingham, UK, where she teaches on both undergraduate and postgraduate programmes, both on-campus and by distance learning, as well as supervising PhD students. Dr. Morris-Adams' main research interests are language teaching methodology, classroom interaction, spoken discourse analysis, and intercultural communication. She holds a PhD in Applied Linguistics from Aston University.

About the presentation

It's Good to Talk: Understanding and (Mis)understanding in Intercultural Communication
Dr Muna Morris-Adams, Aston University
Saturday 3:30-4:15p.m., Room B121

Much research into intercultural interactions still tends to focus on the communicative difficulties which can arise in such encounters. This talk will attempt to redress the balance by focusing on *successful* aspects of informal conversations between native and non-native speakers of English. I will demonstrate that such conversations are not inevitably problematic, that non-native speakers are able to contribute effectively to the creation of understanding, and that many instances of (mis)understanding are, in fact, normal aspects of spoken interaction, and not limited to intercultural talk.

Using authentic data, I will start by illustrating some of the successful strategies which non-native speakers employ in the conversations to ensure understanding, both as listeners and speakers. I will then move on to give examples of apparent (mis)communication, and how these are jointly and effectively resolved. I will conclude by discussing teaching implications and suggest ways in which more practice and awareness of conversational features can be incorporated into classroom activities.

Dr Morris-Adams will be giving an additional presentation:
Beauty Contests and Murder: Topics in Intercultural Conversations
Sunday 10.00-10.45a.m., Room B121

KOREA TESOL
KOTESOL

Featured Speaker

About the speaker

Setsuko Toyama has worked in the field of English Language Teaching for more than twenty years. She is currently a visiting professor at Keiwa College in Niigata, Japan, where she has been holding classes on Principles and Practice in Teaching Children English, Storytelling in Children's Classroom, and Teaching Children English through Music for teacher-training course students.

In addition to teaching English to students of all ages and team-teaching in special-needs classes, Setsuko also conducts teacher training seminars at Tsuda College Open School and works closely with elementary school teachers of PEN (Primary English in Niigata) in developing English language teaching content and improving teaching practices. Her most recent academic focus is on helping teachers prepare for the implementation of English classes into the elementary school curriculum in Japan.

A well-known author and teacher trainer, Setsuko is the co-author of *English Time* (Oxford University Press) and *Journeys* (Pearson). Other publications that she has authored or contributed to include picture dictionaries (PIE Intl.), teacher resources (Oxford University Press, Obunsha, STEP, ALC), storytelling guidebooks and resource packs for elementary schools (CosmoPier).

About the presentation

Connecting Culture to Class: Problems, Pitfalls and Practical Approaches for Elementary Teachers
Prof. Setsuko Toyama, Keiwa College
Saturday 3:30-4:15p.m, Room B142

In April 2011, English became a part of elementary education in Japan. It is not, however, English as a subject. The Ministry of Education and Science (MEXT) terms it as "Foreign Language Activities" in the 5th and 6th grades, and the objective is: To form the foundation of pupils' communication abilities through foreign languages while developing the understanding of languages and cultures through various experiences, fostering a positive attitude toward communication, and familiarizing pupils with the sounds and basic expressions of foreign languages. (http://www.mext.go.jp)

In 2002, I started training elementary teachers, observing classes as advisor, and team-teaching elementary classes. I hoped to help prepare the Japanese homeroom teachers for the upcoming official implementation of English into the curriculum and that my expertise and experiences as an EFL teacher and material author would serve the purpose. They did not, at least in the beginning.

I encountered unexpected difficulties and had to assimilate myself in a different culture of elementary classroom. Only then could I utilize the theories and practice of EFL. In this presentation, I will share my trials and successes, illustrating what the EFL teachers might expect to encounter in the Japanese elementary classroom of Foreign Language Activities. A number of classroom-tested activities will be presented.

Prof. Toyama will be giving an additional presentation:
Stories, Songs and Smiles in the EFL Classroom of Young Learners
Sunday 2.00-2.45pm, Room B178

Featured Speaker

About the speaker

Ken Beatty is author/co-author of over 130 textbooks used worldwide from the primary to tertiary levels. Most of his publications focus on various aspects of English as a Second Language (ESL) but also include the graduate-level textbook, *Teaching and Researching Computer Assisted Language Learning*, now in its second edition. He has given more than 100 teacher training presentations throughout Asia, Canada, and the Middle East, and was the recipient of a 2007 Canadian Association of Community Educators Award. Dr. Beatty has worked at colleges and universities in Canada, China, Hong Kong, and the United Arab Emirates, and is currently TESOL Professor at Anaheim University.

About the presentation

From Printed Page to Immersive Experience: Making CALL Work in the Classroom
Dr. Ken Beatty, Anaheim University, USA
Sunday 11.00-11.45a.m., Room B121

Imagine if the computer had been developed *before* the book. How likely would it be that people would have embraced the book's paper-based technology with its limited storage, poor search capabilities, little interactivity, difficult cutting and pasting options, non-existent editing features, purely linear organization, and single media interface? The question seems absurd, yet we live in a world in which young children are being drawn to an *iPad* or other computer experience at the same time, if not before, they are encountering books. For those of us raised on books, this will seem unsettling, yet as teachers of Computer-assisted Language Learning (CALL), it is good news.

CALL has been in use in the classroom in one form or another since the 1950s. But recently, inexpensive options for powerful computers to become a replacement for books and enhance opportunities for reading, writing, speaking, listening, and assessment have grown. This presentation explores the future of CALL in the classroom and identifies ten key trends that will change the ways in which we teach and learn.

Dr Ken Beatty will be giving an additional presentation:
A University in Your Hand: The Online Learning Paradigm
Saturday 4.30-5.15pm, Room B121

Featured Speaker

About the speaker

Robert J. Dickey has been learning foreign languages from his earliest childhood, and still looks to find creative ways to encourage learning in all ages. Prof. Dickey has been teaching in Korea since 1994 and is currently tenure-track at Keimyung University in Daegu, teaching combined courses of English and Public Administration, among others. He holds the RSA-CTEFLA as well as Juris Doctor and Master of Public Administration degrees, and has completed the coursework for a master's degree in English Education. Prof. Dickey teaches short courses in TESOL and presents workshops and seminars across East Asia, in addition to participating in KOTESOL Teacher Trainers (KTT). He is a past-president of Korea TESOL (2001-2002) and has served a number of other academic societies in a variety of posts. His research interests include content-based instruction, oral proficiency testing, continuing professional development, ethics, leadership, community service, and administration in nonprofit organizations. His published books include *English for Public Managers* and *Classroom Newsletters for TESOL*.

About the presentation

Beyond Words: Reflecting on Classes and the State of Korean ELT
Robert J. Dickey, JD Keimyung University
Sunday 11.00-11.45a.m., Room B161

One day last fall I viewed a recording of one of my lessons. And saw something scary. It reminded me of the questions:

- Do you ever "sit on the other side of the teacher's desk"?
- Are you surprised by what you find?

Continuing professional development can take many forms, which include reading the professional and scholarly literature, discussing our classes with colleagues, or reflecting on teaching, perhaps through diaries or journals. Another approach is to watch other teachers' classes. We can attend seminars, or re-analyze our teaching aims, ideals, and beliefs.

These generally accepted models of teacher development seem inadequate. Not bad, but incomplete. After all, we are TEACHERS, not mere scholars. We shouldn't be measured by what we know, but by how well our students learn. This requires a completely different perspective. How do we know what we do and how well we do?

Lewis Carroll's approach may help us. By stepping "through the looking glass, "we see things not as we suppose them to be. Here we find that words, and ideas, may be interpreted in ways other than what have been supposed. I want to suggest that "the other side of the teacher's desk" has many of the same magical properties.

How often do we examine our own classes from the learner perspective? What can a recording tell us? And what do we extrapolate from a viewing? How do Teacher Talking Time and Student Thinking Time fit in the Korean classroom? Are your learners comfortable with silence in the language learning classroom? Are you?

We can share insights, and we will. We can also try moving beyond words... by considering a bit of video, and sharing thoughts with our peers, we will reconsider our teaching, and the teaching approaches espoused in Korea, from the perspective of learners. Perhaps you too will begin to question some of the fundamental assumptions of modern ELT principles, particularly as they impact teaching and learning English in Korea.

Prof. Robert Dickey will be giving an additional presentation (with Jake Kimball):
Training Teachers of English to Very Young Learners (TEVYL) 2-10
Saturday 4.30-5.15p.m., Room B109

Featured Speaker

About the speaker

Chuck Sandy is an internationally known ELT author, teacher trainer, motivational speaker, and educational activist who believes that positive change in education occurs one student, one classroom, one school at a time. He has recently coauthored the *Active Skills for Communication* coursebook series. He has also authored the popular coursebook series *Passages* and coauthored the *Connect* coursebook series. Prof. Sandy is based in Japan at Chubu University but is a frequent presenter at conferences and schools around the world, where he often speaks about the joys of project work and the need for materials and practices that promote critical thinking.

About the presentation

Building a Community of Leaders in ELT
Chuck Sandy, Chubu University, Japan
Sunday 11.00-11.45a.m., Room B178

Your community is full of leaders waiting to be asked to step forward. Why aren't they doing so? Leadership in education isn't about one person leading. It's about a transformational community of teachers who willingly roll up their sleeves to collaborate, learn, and grow together. Once such a community is built, leadership is created and happens in new and dynamic ways. Who are the members of such a community, how can one be built, and why is it essential that each of us works to make this happen? These are the questions we will explore in the community we create by coming together for this session.

Prof. Chuck Sandy will be giving an additional presentation:
Critical Thinking 2.0: Thinking, Doing, Changing
Saturday 2.30-3.15p.m., Room B121

KOREA TESOL
KOTESOL

Featured Speaker

About the speaker

Dr. Nicholas Groom works at the Centre for English Language Studies (CELS), University of Birmingham, UK. He is the Academic Coordinator of the Birmingham distance MA programs in TEFL/TESL, Applied Linguistics and Translation Studies. His research interests focus on applications of corpus linguistics to issues in EFL teaching, second language acquisition research, and discourse analysis. His most recent publication is a book, *Doing Applied Linguistics* (Routledge, 2011), which he co-authored with his CELS colleague Jeannette Littlemore.

About the presentation

DIY Corpora for EFL Teachers
Dr. Nicholas Groom, University of Birmingham
Sun 11:00-11:45a.m., Room B142

This workshop focuses on two kinds of computerized language corpora that are of particular relevance to EFL teachers: *pedagogic corpora* and *learner corpora*. Pedagogic corpora are corpora consisting exclusively of the texts that learners will encounter in a particular course of study, and learner corpora are corpora consisting of written and/or spoken texts produced by learners in response to a particular task or set of tasks. In this workshop, you will learn how to build, annotate, analyse, and exploit your own pedagogic corpora and learner corpora, using computer software that can be freely downloaded from the Internet. Drawing on real-life case study examples from EFL classrooms in Korea, Turkey, and the UK, I will show how you can use these DIY resources to do the following things (and much more besides):

- Diagnose students' current language learning needs and difficulties
- Design relevant course materials
- Evaluate aspects of your current syllabus/curriculum content
- Investigate whether your teaching is actually having any effect on your students' spoken or written language production

The workshop will conclude with an "open floor" discussion in which participants will be encouraged to share their experiences and ask any questions that they may have about using corpora in the EFL classroom.

Dr Nicholas Groom will be giving an additional presentation:
Using Learner Corpora to Connect with Students' Cultures
Saturday 1.30-2.15p.m., Room B107

Saturday 9.00-11.00 A.M.

Concurrent sessions – Basement Level

Room	Starting at 9:00	Starting at 10:00	Starting at 10:25
B107	**Pryor, Susan** *What's Dat?* Workshop **YL / S / T / U / A / B**		**Brown, Kathleen** *Changing the Curriculum Paradigms: Implementing a New NA Model for University Language Programs* Research report **S / T / U / A / B**
B109	**Davila, Sara; Callaghan, Peadar** *Developing and Managing Basic Speaking Assessment for Large Classes* Workshop **YL / S / T / U**		**Overbeek, Leonie** *Paradigm Shifts in Korea - Sisyphus's Labour?* Research report **YL / S / T / U / A / B**
B111	**Fletcher, Rebecca** *Active and Engaged: Improving Students' Active Listening Skills* Workshop **S / T / U / A**	**Hwang, Julie** *Make Learning Fun and Memorable with Everybody Up!* Workshop **YL**	
B112	**English, Brian** *Integrating Online Materials to Facilitate the Writing Process* Workshop **U**	**Opp-Beckman, Leslie** *Speaking Out: Online Resources for Oral-Aural Skills Development* Workshop **S / T / U/A**	
B121	**Nam, Heidi Vande Voort** *Do they get it?: Six techniques for monitoring students' comprehension in class* Workshop **YL / S / T / U**	**Barbaree, Justin; McKay, Shawn** *Movie Making: A Class Curriculum* Classroom application **S / T / U / A**	
B142	**Thorkelson, Tory** *Webgems: Resourcing your classroom on the internet* "101" Presentation **U / A**		**Richards, Heather; Conway, Clare** *Intercultural language learning: An observation framework for gaining insights into teachers' practice* Classroom application **S / T / U / A / B**
B161	**Hafenstein, Patrick** *21st Century Skills for Today's College Students* Workshop **U / A**	**Kaley, Justin** *From Vocabulary Acquisition to Confident Reading* Workshop **S / T / U / A**	
B164	**Lee, Hsiang-Ni; Mallinder, Mark** *Teaching Critical Literacy in EFL classrooms: Theory and Practice* Classroom application **S / T / U**	**Seilhamer, Mark Fifer** *English L2 Personas and the Imagined Global Community of English Users* *Research report* **U / A**	**Coulson, David** *English Literacy Development in Japanese and Korean Grade Schools* Research report **S/T/U**
B166	**Graham-Marr, Alastair** *Teaching Vital Listening Skills to Lower Level Learners* Workshop **S / T / U**	**Diaz-Rico, Lynne, et al.** *Teachers Connecting Crossculturally: A New Paradigm for Intercultural Professional Mentoring* Research report **YL / S / T / U / A**	
B167	**Zimmerman, Larry** *Academic Vocabulary: Strategies for Success!* Workshop **YL / S / T / U / A / B**	**Kang, Gemma** *Phonics Show, the Good Beginning for Fluent Reading and Writing* *Workshop* **YL**	
B168	**McCloskey, Mary Lou** *Vocabulary for your ELL Learners* Workshop **YL**	**Beatty, Ken** *Moving Young Learners from Teacher Dependence to Independent Learning* Workshop **YL**	
B178	**Meyer, Douglas** *Principles for Second Language Acquisition in East Asia* "101" Presentation **S / T / U / A**	**Farrell, Thomas S. C.** *Reflecting on Reflective Practice: (Re)Visiting Dewey and Schön* Invited Talk **YL / S / T / U / A / B**	

Saturday 9.00-11.00 A.M.

Concurrent sessions – Upper Level

Room	Starting at 9:00	Starting at 9:25	Starting at 10:00	Starting at 10:25
C505	**Dalby, Kristin; Dalby, Tim** *Create a win-win syllabus for your university students through classroom negotiation* Classroom application **U / A**		**McKibben, Justin** *Using Digital Storytelling as a Project for your Students* Workshop **U / A / B**	
C601		Panel: *Adapting to the Globalization of Language, Institutions, and Businesses* **Kienzle, Robert, Moderator; Barron, Jody Allan; Gagne, Nicholas** **S / T / U / A / B**		
M101	**Vispo, Froilan** *Role Play 101: Crafting Role Plays That Connect With Students* Workshop **YL / S / T**			**Coomber, Matthew** *Putting the 'multiple' in multiple choice* Classroom application **S / T / U / A / B**
M103	**Park, Kyungnan** *Implementing Effective Shadowing English Program* Classroom application **YL / S / T / U / A / B**		**Deubelbeiss, David** *EnglishCentral - Personalized Language Immersion: A new way to use video in TESOL* Workshop **S / T / U / A / B**	
M104		**Kim, Hye Jeong** *A study on cross-cultural speech acts* Research repor **U**	**Morrison, Ken** *From Politeness to Participation: Changing Asian Classrooms' Atmosphere Without Changing Students' Culture* Classroom application **U / A / B**	
M105	**Kim, Geo** *Phonics in Digital Classroom Environment* Workshop **YL**		**Lee, Anna S Y** *Developing Communication Skills through Effective Listening Practice* Demonstration **YL**	
S103	**Gregg, Heather** *Preventing Plagiarism: Korean College Students need our Help* Workshop **S / T / U**		**Krug, Nathan Paul; Otsu, Tomomi** *Learners' turn-taking strategies: A case study of conversation-room interaction* Research report **U / A / B**	
S105	**Boustany, Michael; Greenberg, Michael** *Using Interactive Cross-Cultural Montage Presentations to Engage EFL Learners* Workshop **S / T / U**		**Rho, Yoonah** *How to enhance cultural awareness of stereotypes* Classroom application **S / T / U**	**Gorringe, Andrew; Anderson, John** *Using the Moodle Quiz Module to Develop and Analyze Tests* Research report **S / T / U**
S106				
Music Lobby	**Schadler, Claire** *Teaching Students About Culture Shock* Poster **U**			
Music Lobby	**Heiman, Trudie** *Connecting to Cloud Culture to Push Language Learning Paradigms* Poster **S / T / U / A**			

SATURDAY - 9:00~9:45

Active and Engaged: Improving Students' Active Listening Skills
Rebecca Fletcher, Oxford University Press
Room B111

Students studying English today are fortunate to have many sources to develop their listening skills, from live-streaming on the Internet, to TV programs, to podcasts. However, do students really know how to listen and how to become good listeners? Goodith White (author of *Listening*, Oxford University Press) has said: "Language learners often think that all of their difficulties in listening are due to their inadequate knowledge of the target language. Listening well involves motivation and concentration. Listening (well) is also closely connected with speaking."
This presentation will demonstrate how to help students improve their active listening skills through a variety of comprehensive activities. Participants will learn how to motivate and encourage their students through tasks which include activating schemata, listening for gist, discrete listening activities, and pair and group discussions. Examples will be taken from the new edition of *Tactics for Listening*, one of Oxford University Press' best-known listening series.
[Workshop / demonstration] S / T / U / A

Integrating Online Materials to Facilitate the Writing Process
Brian English, Tama University School of Global Studies
Room B112

This presentation will describe how university EFL writing instructors can build web-based writing courses that promote critical thinking and provide students with useful models that raise awareness of vocabulary use and syntax. Using appropriate Internet sites during the idea-generating stage of the writing process can foster critical thinking by providing authentic texts as topical examples. Since the Internet enables writing instructors to choose from an infinite amount of material, they can carefully match topics with targeted rhetorical modes. Examples can be linked to a course site so they can be used as examples in class and so students can easily access them independently. This presentation will also discuss an innovative approach to error correction that is useful in the micro-revision process. This approach involves using search engines and other computer-based tools to help EFL students understand and surmount their limitations in regards to collocation, grammar and vocabulary use. The presenter will provide two examples of web-based writing courses.
[Workshop / demonstration] U

Do they get it?: Six techniques for monitoring students' comprehension in class
Heidi Vande Voort Nam, Chongshin University
Room B121

No lesson is successful unless the students "get it." To find out whether students are "getting" the material, teachers need to monitor their students' comprehension. Unfortunately, questions like "Do you understand?" rarely reveal how much students have understood. A comprehension check is unsuccessful when students do not respond or pretend to understand. Likewise, the comprehension check fails when the teacher overestimates the ability of the class because of a few responsive students or does not follow up by helping the students who do not understand. This workshop will demonstrate six comprehension checking techniques: eliciting L1 translation, requiring a physical response, grading the difficulty of comprehension questions, monitoring written work, using pairwork, and cold call. Teachers can effectively check comprehension of even the lowest level students by eliciting either L1 translation or a physical response because these techniques do not require the

students to respond in English. The teacher can support English responses to comprehension check questions by using yes/no and either/or questions effectively. Since questions addressed to the class as a whole do not help teachers find out which students are struggling, teachers may gauge individual students' progress by monitoring written work or pairwork or by using cold call, which is directing oral questions to specific students. Workshop participants will practice generating and evaluating comprehension checks.
[Workshop / demonstration] YL / S / T / U

21st Century Skills for Today's College Students
Patrick Hafenstein, Macmillan Korea Publishers Limited
Room B161

How many classrooms of today still reflect a classroom of the 20th or, dare I say, 19th century? This presentation will look at how to equip your students so that they are ready for and internationally competitive in today's global workforce. One key distinguishing feature of today's classroom is that students should not just be learning content but also skills they need for lifelong learning such as problem solving, researching, collaboration, time management and higher order thinking skills. Another key skill is the use of technology in the classroom to ensure that both teachers and students have all the necessary tools at their fingertips to enhance the language learning process in the most effective and engaging way. Examples will be taken from Macmillan Education's *Mind* series.
[Workshop / demonstration] U / A

Teaching Critical Literacy in EFL classrooms: Theory and Practice
Hsiang-Ni Lee, National Taitung University & Mark Mallinder, National Changhua University of Education
Room B164

Beyond skill training, critical literacy advocates maintain that reading is in effect a social-cultural practice which learners take active initiatives to seek self-identity and make meaning of the world (Green, 2001). Through examining and challenging a given text, readers are likely to recognize existing status quo and give voice to those marginalized cultural groups (Lewison et al., 2002). While receiving more well-deserved attention in western language education, this notion of critical literacy however doesn't seem to be equally appreciated or practiced in Asian EFL classrooms (Kuo, 2006). Therefore, in this presentation, we will review relevant literature on the rise of critical literacy, including the definition, strengths for one's language development and why it can be utilized to identify, deconstruct and possibly reconstruct one's self-positioning. Based on several years of personal observations as classroom practitioners, we will also recommend a list of multi-literacy activities that we have implemented to successfully facilitate students' critical reflection on the reading; some instances are using drama, drawing, poem-writing, music, video clips, etc. The ultimate goal of this presentation is to shed light on alternatives to the current grammar/ translation curricula that predominate in Asian EFL teaching and expand thinking about effective literacy instruction.
[Classroom application of research] S / T / U

Teaching Vital Listening Skills to Lower Level Learners
Alastair Graham-Marr, Tokyo University of Science
Room B166

An understanding and working knowledge of natural connected speech, its elisions and liaisons, its weak forms and reductions, is an essential requirement for understanding connected streams of discourse. Such a 'bottom up' understanding helps students to decode streams of language. To date, the default approach to

teaching listening has been the 'comprehension approach', where students are required to listen to graded material and then answer some sort of content question to check that they've understood the listening. However teachers need to point out the phonological properties of the language, as they do differ from language to language. If we illuminate the more salient phonological features in a selected text, students will more quickly pick up an ability to decode the language. Teachers need to teach students about the language in addition to merely giving them practice. Listening types need to be varied. While listening for comprehension is of course the goal, getting students to this goal requires that we give students more analytical listenings to help them understand how the sound system works. This presentation will explore what can be done to point out such phonological features to students and what can be done to encourage the activation of top-down strategies. Finally, this presentation explores when and where in a lesson plan this might best be done.
[Workshop / demonstration] S / T / U

Academic Vocabulary: Strategies for Success!
Larry Zimmerman, Teacher Created Materials
Room B167

Quite often, students are briefly exposed to new vocabulary terms without being provided with the opportunity to use the word or to make connections to real-life experiences or their prior knowledge. The goal of this session is to assist teachers in helping students develop effective strategies that support true vocabulary knowledge and conceptual understanding of academic content. Vocabulary knowledge has been proven to be a key component of reading comprehension, as well as being strongly related to general academic achievement (Feldman and Kinsella 2005). Similarly, vocabulary deficiencies have been linked to academic failure among students (Becker 1977, as cited in Baker, Simmons, and Kame'enui, 1995). Students need to understand key academic vocabulary words in order to fully comprehend the concepts they are learning. Participants in this session will understand the rationale for making vocabulary a priority in their daily instruction. They will participate in a variety of vocabulary building activities. The strategies demonstrated will show teachers how multiple and varied exposures to content vocabulary will engage students and lead to increased comprehension and greater student achievement. Participants will leave with not only a wealth of new easy-to-implement strategies for building academic vocabulary but will also receive a CD-ROM handout complete with lessons, activities, and templates used throughout the presentation.
[Workshop / demonstration] YL / S / T / U / A / B

Vocabulary for your ELL Learners
Mary Lou McCloskey, Houghton Mifflin Harcourt
Room B168

What's important in vocabulary development? What words should we teach? How should we teach them? Discussion and demonstration of tools for analyzing and choosing vocabulary, six steps for introducing vocabulary, and games and activities for reinforcement using Rigby's *On Our Way to English* program from Houghton Mifflin Harcourt.
[Workshop / demonstration] YL

Principles for Second Language Acquisition in East Asia
Douglas Meyer, Kwansei Gakuin University
Room B178

This presentation will review some basic second language principles that apply to our East Asian context. Those in attendance should take away a better understanding of key concepts such as input, output, focus on

form, fluency and motivation, and consider how these principles might guide their teaching philosophy. In particular, we will look at the essential elements of language input, such as providing massive amounts of comprehensible English for our students. Output (speaking, writing) from our learners should be meaningful, communicative, but not stress their cognitive load. Form, or grammar, is best delivered in a clear, contextualized manner, allowing for generative processing and connect with listening and reading texts. Fluency development (often a challenge in EFL environments) will be approached from the following approaches: meaningful tasks, multiple contexts, and appropriately applied pressure from the teacher. Our discussion on motivation will touch on the power of autonomy, task variety, appealing to student interests, and a healthy success orientation. Not enough attention can be given to the importance of motivation.

All of these principles will be discussed in the East Asian context, where interaction with the target language community is rare and test-centered learning takes priority. It is critical that these concepts be based in reality, and tightly tied to our current EFL teaching contexts. It is hoped that teachers participating will reflect on their own teaching philosophy and be able to apply some of these concepts in their language classrooms on Monday.

["101" Presentation] S / T / U / A

Create a win-win syllabus for your university students through classroom negotiation

Kristin Dalby & Tim Dalby, Korea University, Seoul

Room C505

Tired of plodding through a course book? Students disappointed with progress? Try something radical - let students decide what they learn. Scary, yes. Unreasonable, no. This workshop explores the origins and uses of the process syllabus in English Language Teaching (ELT), looking briefly at its roots in general education, before presenting the framework provided by Breen and Littlejohn (2000) for its use. In the first part of the session, we will look at ways in which teachers and students interpret the syllabus and how different interpretations lead to potential classroom conflict. We will look at types of negotiation you can do with your learners and why it is important. Next, we will examine how to do classroom negotiation and the types of decisions that your learners can become involved in – even when you have a mandatory class with a set course book and external tests. In the final part of our session, we will show the importance of learner training in the decision-sharing process through an action research project undertaken at a Korean university. By the end of the workshop, you will have more confidence in your ability to give your learners some control over their educational goals. This will make your life as a teacher more rewarding and will give your learners an increased sense of self-worth.

[Classroom application of research] U / A

Implementing Effective Shadowing English Program

Kyungnan Park, Ewha Womans University, Ewha Language Center

Room M103

This presentation will introduce the 'shadowing' method in terms of research findings and ways for effective implementation to improve listening and speaking proficiency for all age students.

Intertwined with well chosen input and carefully devised communicative activities, a shadowing program can markedly improve the quality of students' output of speaking, let alone listening, proficiency.

In order to help teachers implement shadowing programs, details for effective input and activities will be introduced with actual class videos. Practical, abundant, and various input vital for powerful shadowing program, such as movies, news, and speeches, are going to be

demonstrated. Different kinds of activities for maximum uptake by students for their rich repertoire of formulaic expressions are going to be proposed. Also, activities for genuine communication to utilize collocations and sequences from the input and to discuss various input-related topics including cultures are going to be presented. The software for line and scene repetitions, a useful device to enhance the effectiveness of shadowing, is going to be shown.
This shadowing method is currently used in Ewha Womans University, Language Center, in the series of *Shadowing English Shadowing English with Movies*, *Shadowing English with News & Magazines*, and *Shadowing English with Short Speeches*. In this presentation, videos for actual classes of Ewha Language Center will be shown to help teachers implement shadowing method in their own context.
[Classroom application of research] YL / S / T / U / A / B

Phonics in Digital Classroom Environment
Geo Kim, e-future
Room M105

In the education world today, there is an unquestionable gravitation towards the use of electronic resources. In Korea, the Ministry of Education presented a guideline about e-book usage last year. They announced they would begin to offer e-books to students starting in 2011 for selected classes, with a goal of having e-books for all classes by 2013. Many private language schools are also making ambitious plans to go digital.
It will be our job as educators to learn how best to utilize this new platform of presenting materials to students. In this workshop, the speaker will examine the advantages of teaching phonics with digital content, and show how to make classes fun and interactive with it. Examples will be taking from e-future's *Phonics Fun* Readers and *Digital EFL Phonics*.
[Workshop / demonstration] YL

Preventing Plagiarism: Korean College Students need our Help
Heather Gregg, Seoul National University
Room S103

We all know that we need to warn students about the seriousness of plagiarism. With regard to unintentional plagiarism, however, our warnings will have limited effect if the students do not know *how* to avoid it. Many Korean students come to university without previous instruction about how to properly paraphrase or summarize and/or how to cite the source of borrowed information in their writing. If we expect students to incorporate source information in their high school or college-level writing, we cannot assume that a simple warning, a brief explanation, or even an example of plagiarized writing will suffice. Rather, we need to walk them through each step in the process of using and documenting sources correctly.
Workshop participants will be introduced to ideas and materials for classroom activities and homework assignments that can be used to help high school or college-level students incorporate information from outside sources in their writing. Materials and activities cover tips and practice for paraphrasing and summarizing, ways to attribute borrowed information, smooth integration of borrowed information, and effective use of borrowed information to support their own ideas and arguments. Each of the activities will be briefly explained, and the necessary links and materials will be made available to workshop participants for their later use or adaptation.
[Workshop / demonstration] S / T / U

Using Interactive Cross-Cultural Montage Presentations to Engage EFL Learners
Michael Boustany, Tokyo Woman's Christian University & Michael Greenberg, Wayo Women's University
Room S105

This workshop provides attendees with a

comprehensive step-by-step guide to using cross-cultural montage presentations as an interesting and engaging way for students to learn and talk about foreign cultures. Through the creation and presentation of montages, from images that they have taken from magazines, travel brochures, the internet, and other sources, learners have the opportunity to practice a variety of language skills, such as expressing opinions, explaining ideas, and asking and answering topical questions. Instead of simply writing about or describing a country or culture, learners respond to questions from their classmates, explaining both the pictorial images and why they have been chosen. This learner-generated discourse acts as a springboard for further cultural exploration and discussion.

Finally, montage presentations give both presenters and audience members the opportunity to identify commonalities and differences between foreign cultures and their own. In doing so, they can develop schemata and expand both their linguistic and cultural horizons. This particular learning format also benefits visual learners, who can gain linguistic knowledge through the pairing of images and language.

[Workshop / demonstration] S / T / U

SATURDAY - 09:00~10:20

What's Dat?

Susan Pryor, Waiariki Institute New Zealand (Aotearoa)

Room B107

A toolbox session where teachers can create a variety of DAT's immediately useful in their classroom. Dat's - pedagogical terminology for 'Deliberate Acts of Teaching' are the resources that transform everyday teaching delivery into engaging meaningful learning activities. A combination of cutting edge professionalism, performance art and environment, underpinned by pedagogical knowledge of course, student and 'how to' are what make DAT's a revolutionary practical classroom teaching and learning concept. Aotearoa (NZ) Literacy Assessment Tool data shows that the current pedagogical trends in New Zealand literacy of embedding DATs into tutor delivery and choice of teaching resources in lectures, tutorials, classrooms and workshops increases student retention and grades. DAT's are specifically designed for meeting explicit and implicit course aims; for students at the lower levels of English literacy and fluency; or those studying English as a second or other language.

What's Dat? is a combination workshop including Part 1: Unpacking Case Studies; Part 2: DAT's Demonstrated; and Part 3: You do DAT too! - A guided hands on DAT making session; giving participants a walk away resource. It is suggested participants prepare a scenario they may like to create a DAT for, enquiries regarding this can be sent to Susan. Pryor@waiariki.ac.nz.

[Workshop / demonstration] YL / S / T / U / A / B

Developing and Managing Basic Speaking Assessment for Large Classes

Sara Davila, World Learning/SIT TESOL & Peadar Callaghan, Daegu University

Room B109

"What do you think of my son or daughter?" or "How is this student doing?" These are questions that teachers often hear in relation to student performance. Teachers are frequently asked to provide some kind of feedback to parents, co-teachers, and administrators about student performance and development in language classes. To manage this teachers turn to data from tests or other assigned work to give a picture of student performance.

This data, while important, doesn't provide a full picture of student performance. More than 70% of measurable English language performance takes place during class times, often between students working in groups or peers.

Frequently this performance is not recorded and has no impact on students overall grades. With a few simple steps it is possible for teachers to create a more dynamic picture of student performance by including information on in class performance with hard data from tests, homework, and other assignments.
In this workshop teachers will learn how to establish a performance assessment system effective for classes ranging from very small (4) to very large (50+). Teachers will learn how to keep track of each student's individual performance, how to record the data, and how to maintain information using a simple excel grade-book. At the end of the workshop teachers will be ready to start tracking student performance on multiple levels in their next class. Assessment doesn't need to be difficult, with a few simple steps; every teacher will be able to answer questions about student performance with ease.
[Workshop / demonstration] YL / S / T / U

Webgems: Resourcing your classroom on the internet
Tory Thorkelson, Hanyang University
Room B142

This will be an audience-centered workshop for the most part. The presenter will use a few online sites and activities from these sites to highlight 4 skills-based and more general teacher resource sites with the idea of sharing some of his favorite sites and outlining a few key points to consider when looking at online resources and downloadable materials. The websites are primarily for University-level students, but a list of many useful websites will be included in the handout.
In the second part of the workshop, participants will be given a few sample activities and will have to discuss their uses, consider alternative ways to introduce and use the activities in the classroom and share their activities and ideas with the rest of the attendees (may be online or offline depending on room set up and equipment). Hopefully, participants will have a few sites of their own to add to the list provided at the end of the presentation.
["101" Presentation] U / A

Role Play 101: Crafting Role Plays That Connect With Students
Froilan Vispo, Seoul Metropolitan Office of Education
Room M101

This session is for teachers who are considering role play for their learners or those who already use role play but want clear guidelines that improve their language teaching skills. Role plays are a significant part of the Korean elementary English curriculum. Lessons often lead into the role play as the ultimate activity for developing communicative competence. Despite its importance, textbook role plays may be poorly conceived and fail to connect with students while teachers have no guidelines to follow.
This session explores approaches that empower teachers to improve the effectiveness and student-friendliness of the role play in their classrooms. Attendees will reflect on the criteria that make an effective role play then practice how to cast their own critical eye using these criteria. Attendees will take away practical methods for crafting role plays that connect with students, encourage their creativity and motivate them to push their own language competence forward. Although the materials used in this session are primarily for elementary school learners, all teachers with an interest in role play can walk away with a better understanding of this tool in the language learning classroom.
[Workshop / demonstration] YL / S / T

SATURDAY - 09:00~10:45

Connecting to Cloud Culture to Push Language Learning Paradigms
Trudie Heiman, University of Birmingham
Room Music Lobby

Language learning paradigms are pushed when learning tasks are placed and connected to the Cloud Culture! Add a dynamic array of internet-based applications (tools) plus personally meaningful content and reach these new paradigms seamlessly and in ways that inspire. This poster session will provide ample illustrations of a fully online writing course which places online tools such as: concordancers, collocation apps, online frequency lists, and vocabprofilers into learners' hands. Previously only used by researchers, these apps are in user-friendly forms and connect learners dynamically to the cloud culture. Inspiring for false-beginners through to intermediate level students! Learner autonomy and increased learner fluency / accuracy develops out understanding and using these tools which always use authentic text samples for learners. A brief overview of the whole writing program and how it can be used creatively by teachers to build their own lesson plans will be included. This pre-EAP writing program includes: Personal Development Journal Writing, Letter Writing, Short Poems including Haiku in English, Paragraph / Short Essay development, Readings and consciousness-raising Tasks that support various sections. A new paradigm of collecting / scoring and tracking student results is achieved by tying a robust LMS (Learning Management System) to the tasks and activities that students do. Valuable teacher time is freed up with this resource.
Comments from students / teachers from three universities in Japan who are using this program will be posted. Inquiries from teachers, material writers, publishers, persons interested in CALL in the cloud are warmly welcome.
[Poster presentation] S / T / U / A

Teaching Students About Culture Shock
Claire Schadler, Nagoya University of Foreign Studies
Room Music Lobby

How do you help EFL university students understand culture shock? Is it necessary to discuss this topic with English language learners in an EFL context? In this poster presentation, the presenter will explain a unit on culture shock that was used in a Japanese university setting. The objective of this poster session is to explain the rationale for discussing culture shock with EFL students and to provide attendees with practical, adaptable materials that they could use in their own teaching context. The presenter's students are all Japanese students. They are non-English majors required to a take a 90-minute speaking class, once a week, for 15-week semesters. This presentation will briefly explain the type of course the students are taking and how this unit was incorporated into the rest of the course. The poster presentation will show the activities and materials used in this unit, what the students produced, and the possible benefits of using culture shock as a topic of discussion in EFL settings. Details such as how the students were assessed, difficulties that arose during the unit, possible modifications, and student responses will also be discussed.
[Poster presentation] U

SATURDAY - 09:25~09:50

A study on cross-cultural speech acts
Hye Jeong Kim, Busan National University of Education
Room M104

With an emphasis on communicative competence, a lot of learning has focused on a skill of speaking and listening. Some universities and language institutions have provided a variety of skills and strategies for

improving speaking and listening skills. However, we have an actual conversation beyond them in daily life. For example, a teacher says 'It's so hot, isn't it?' when he enters a class. On the linguistic level, a student may respond 'Yes, sir, it's hot.' However, a teacher may ask a student to turn on the air conditioner or open the window. In other words, linguistically, a tag question is explicitly used but the function of that expression is a request. Understanding a speaker's intention beyond linguistic level is very important because this kind of conversation naturally occurs in everyday life. This is called 'speech act' in a pragmatic approach. Learners should notice a intended meaning and figure it out beyond linguistic level. We also should know it is different from culture to culture. For example, in the middle of a conversation, when a speaker happens to leave, he/she can say 'I'm going to go' in English. However, in Korean culture, rather than directly expressing leaving, we can check out a watch or we can say 'I'm afraid Ihave a meeting now'. Therefore a learner needs to be aware of speech act based on a culture. This study helps learners notice and understand speech act reflecting a second culture for improving communicative competence.

[Research report / paper] U

SATURDAY - 09:25~10:20

Adapting to the Globalization of Language, Institutions, and Businesses

Robert Kienzle & Jody Allan Barron, Sungkyunkwan University, & Nicholas Gagne, Freelance

Room C601

Education professionals know that English is currently the world's global language, but do they really understand how it is changing and how it is affecting the way institutions and businesses run? This panel discussion will examine some of the changes happening in the world. The discussion will be broken into 3 parts. First, the panelists will discuss how the English and Korean languages are adapting to global needs through changes in vocabulary, language usage on and offline, and in the context of situations. For example, the panelists will discuss how loanwords help createa global culture of English and how this can be utilized in language teaching through adaptation and language play. Second, the panelists will discuss how institutions are adapting their courses and campus environment to fit into a global society that uses English, or rather how they are attempting to create a global society through English. Some of these components are the introduction of microteaching, caps vs. no caps on length of instructor employment, English-language only courses and buildings, and the training of Korean professors. Finally, the panelists will discuss how businesses and the Korean government are adapting their institutions and strategies to operate within a global English environment. Audience members will have a chance to participate through questions and sharing their opinions and experiences.

[Panel: Adapting to Globalization] S / T / U / A / B

SATURDAY - 10:00~10:25

English L2 Personas and the Imagined Global Community of English Users

Mark Fifer Seilhamer, Nagoya University of Commerce and Business

Room B164

Bilingual speakers frequently comment that they feel like different people when speaking each of the different languages in their linguistic repertoires. Scholarly discussions of this phenomenon generally cite Schumann's Acculturation Model and Guiora's Language Ego concept, assuming that learners adopt distinct L2 personas in an attempt to acculturate into target language cultures, and

the permeability of one's L1 identity determines receptiveness to taking on new linguistic identities. According to these theories, a learner of Korean, for example, would be likely to develop a distinctly Korean L2 persona (as well as linguistic proficiency) if he or she has both a high level of affinity for Korean culture and a very permeable L1 language ego. Given the status of English as an international lingua franca in today's world, however, it can no longer be assumed that learners of English have any motive or desire to acculturate into traditionally English-speaking cultures, such as those of the U.S., England, or Australia. If learners/users of English associate the language not with such traditionally English-speaking cultures, but instead with an imagined global community of English users, do they still develop English L2 personas that are distinct from their L1 personas and feel "like a different person" when speaking English? The presenter will examine this issue, presenting interview data in which bilingual speakers of various L1 backgrounds and orientations toward English discuss their English L2 personas.
[Research report / paper] U / A

How to enhance cultural awareness of stereotypes
Yoonah Rho, Kookmin University
Room S105

This study is to suggest a new perspective on stereotypes and a method of using stereotypes in movies for culture education. Stereotypes have been considered negatively as concepts we should avoid. However, stereotypes are effective and concrete when used to teach and learn cultures (Abrams, 2002). Recent approaches to culture education are focused to enhance learners' intercultural awareness rather than information of target cultures (Itakura, 2004). Therefore, skills to observe carefully, analyze, and appreciate cultures have to be practiced by learners. Stereotypes are so concrete and powerful that those stimulate learners to think critically and participate actively in discussion (Mantle-Bromley, 1992). Ironically movies, especially Hollywood movies, can be good materials to investigate stereotypes. There are lines and behaviors expressing various stereotypes in movies. As classroom activities, first, watching movie clips and selecting stereotypes learners observed. Second, analyzing the lines and behaviors indicating stereotypes. Third, discussing the reasons why those stereotypes have been formed based on collected data in group. Finally, describing what they found out and felt. Learners might have opportunity to strengthen critical thinking and enhance cultural awareness through this process. Finding and analyzing stereotypes can be the first step to lead learners to mature culture appreciators.
[Classroom application of research] S / T / U

SATURDAY - 10:00~10:45

***Make Learning Fun and Memorable with* Everybody Up!**
Julie Hwang, Oxford University Press
Room B111

As primary English teachers, we have many goals for our students. We want our children to learn important life lessons, to be able to connect what they learn to the world around them, AND to communicate well in English. While this may seem overwhelming, it's actually quite possible. *Everybody Up*, a completely new seven-level course for children published by Oxford University Press, can help you achieve your goals. With fun stories that teach values such as being kind and polite, and catchy songs and chants written by award-winning musicians, this exciting new series will appeal to a wide variety of students and teachers. Additionally, you'll find colorful cross-curricular lessons in every unit that link English to other school subjects, such as math, science and art. Join us to learn how to make

learning fun and memorable with *Everybody Up!*
This workshop will engage participants in a range of activities from singing and dancing to games and group speaking activities. Participants will also have the opportunity to learn about Oxford University Press' fun and exciting 2011 Global Sing-along Contest!
[Workshop / demonstration] YL

Speaking Out: Online Resources for Oral-Aural Skills Development
Leslie Opp-Beckman, University of Oregon
Room B112

Since its inception in the mid-1990s as a primarily text-based means of sharing information, the World Wide Web ("the Web") has gradually expanded the number of multi-media resources and tools and made progress toward standardization and accessibility of materials to users worldwide. Many of these resources today can effectively serve English as a Foreign Language (EFL) educators and learners in their goals toward improving oral-aural skills. This session will offer a survey of freely available online resources in support of developing oral-aural proficiency, along with some guidelines for evaluating their value and efficacy.
[Workshop / demonstration] S / T / U / A

Movie Making: A Class Curriculum
Justin Barbaree & Shawn McKay, Hallym University
Room B121

This presentation will examine a low-tech movie project-based curriculum that the presenters have used successfully in their university classes. Students practice and use basic to intermediate sentence structures throughout stages of movie planning, development, and pre-/post-production phases of movie making. The presentation will focus on the effectiveness of a grammar-based approach within a project-centered curriculum that enhances student motivation, generates authentic, student-created materials, and provides a goal-oriented focus to an EFL class curriculum.
The presenters will demonstrate how the movie project can be used with any level classroom where the focus is speaking and listening. There is also a reading/writing component in the form of reflection journals and script writing and reading. The stages of the curriculum are scaffolded to include using basic sentence structure to create a storyboard outline for a movie. Students are then asked to use learned sentence structures and conversation strategies in dialogue that will be used in their scripts and their movies. At each stage there is peer-checking and speaking practice involved to help students internalize language structures and use them in communicative contexts. Students are then asked to practice their lines, focusing on using forms correctly while improving pronunciation and intonation.
The movie project activates student interest, motivates students to learn and master the forms that are studied and used in the classroom, and provides the entire semester with the goal of seeing a completing a short film for the viewing enjoyment of all classmates and beyond. The project focus builds towards a tangible goal in the classroom where learning and use are demonstrated for posterity in the completed movie.
[Classroom application of research] S / T / U / A

From Vocabulary Acquisition to Confident Reading
Justin Kaley, Cengage Learning
Room B161

Most experts agree that lack of adequate vocabulary is one of the key obstacles to reading comprehension. However, with an estimated 1 million plus words in the English language - not to mention a seemingly endless

number of idiomatic expressions - attaining a sufficient mastery of vocabulary needed to read can prove to be a daunting, and, at times, frustrating task to any learner. Despite the enormous challenge, there are tried and true methods for students to overcome the vocabulary blues. This workshop will introduce ways for teachers to provide a full vocabulary 'workout' in each reading class. By explicitly focusing on and recycling key words, using effective pre/post-reading activities, and introducing vocabulary strategies such as utilizing context to deduce meaning and mnemonics to remember words, teachers can design a comprehensive program that nurtures both reading ability and vocabulary acquisition simultaneously.

[Workshop / demonstration] S / T / U / A

Teachers Connecting Crossculturally: A New Paradigm for Intercultural Professional Mentoring

Lynne Diaz-Rico & Julie Ciancio, California State University, San Bernardino, & Eun-Jeong Kim, Gyeongsang National University

Room B166

When bringing experienced teachers together, one might anticipate a rich opportunity to share professional knowledge and skills. A group of English teachers sponsored by the Seoul Metropolitan Office of Education who visited California explored the multicultural complexity of urban elementary schools and exchanged teaching expertise with their American counterparts. These Korean and American teachers were involved in a unique project of reciprocal intercultural mentoring that truly "breaks the mold."

To increase the English proficiency of Korean students, the Korean government announced a "English Friendly Plan, "including the Teaching English in English (TEE) system in which EFL would be taught using English-only immersion. Selected Korean teachers received English-language-immersion teacher retraining, culminating in a one-month intensive program in the United States. California State University, San Bernardino hosted three such cohorts of visiting teachers in a program that featured an introduction to American schools, a practicum in local elementary schools working local host teachers, cultural excursions, and culture and language immersion via homestay. As part of program evaluation, we interviewed selected elementary teachers and principals who worked with the program, as well as debriefing the Korean teachers to gain their perspectives on the collaborative mentoring experience. We addressed two issues: What constitutes shared collegial interaction—what would Korean and American teachers perceive as worthwhile professional mentoring? Second, what interpersonal and intercultural skills created success or conversely, impeded crosscultural mentoring? What went right, what went wrong? The answers to these questions have potentially widespread repercussions for future intercultural English teacher co-mentoring programs.

[Research report / paper] YL / S / T / U / A

Phonics Show*, the Good Beginning for Fluent Reading and Writing*

Gemma Kang, Build&Grow

Room B167

Phonics Show is developed for young learners to study phonics for reading and writing.

Phonics is a really important and perfect engine to set up for fluency, reading comprehension, vocabulary skills, writing, and speaking.

This session will show the changed focuses of phonics teaching.

And more generally, important tips and various phonics activities will be shared including how to lead students make better accent and pronunciation.

It is core to master the fundamentals of each fluent reading, writing, and vocabulary skill.

These books are developed to help students build the basic ability of phonemic awareness

and oral language, and teach how to make clear and accurate pronunciation and fluency. Rhymes and songs also help students recognize sounds of the words in a fun and easy way.
Mother Goose nursery rhymes in each book and games, stories, and songs in hybrid CDs add to the fun.
Students will aware the importance of encoding and decoding practice and it will enhance their reading skills. For further practice *Phonics Show* Readers will afford students a chance to practice not only reading words but reading comprehension.
[Workshop / demonstration] YL

Moving Young Learners from Teacher Dependence to Independent Learning
Ken Beatty, Language World Co., Ltd.
Room B168

In the language classroom, there is seldom enough time for students to acquire all the vocabulary and structures they need to function in a second language. One of the roles of teachers is to move students from teacher dependence to independent learning so that students are better able to learn on their own. This presentation discusses this, using a new series aimed at young learners, *Starship English*, as an example of how teachers can deal with three issues that have the greatest impact on student learning: large class sizes; mixed classes of more- and less-able students; and the use of individual, pair and small group work.
[Workshop / demonstration] YL

Reflecting on Reflective Practice: (Re)Visiting Dewey and Schön
Thomas S. C. Farrell, Brock University
Room B178

These days, "reflection" and "reflective practice" are very popular terms used in language teacher education and development programs. Many language educators agree that some form of reflection is a desirable practice among teachers; however, the agreement stops there because there is still almost no consensus as to what reflective practice is and which reflective practices actually promote teacher development (Farrell, 2007). Perhaps this state of indecisiveness about what reflective practice in TESOL really means can be attributed to the many different interpretations about reflection and reflective practice. Of particular consideration are the interpretations by John Dewey at its inception and by Donald Schön with its later resurgence in the 1980s by which we are most influenced (of course, there are many more scholars who have made important contributions to reflective practice, but time limitations will not allow me to include these). Since then, a lot has been written about reflection and reflective practice in many fields such as education, medicine, and second language education, but there still remains a sense of lack of clarity about what it is and how it can be achieved. This is not a 'how to" talk about reflective practice (I do two workshops on this!); but in this talk I want to go back and look at the roots of reflective inquiry from Dewey's (1933) original perspective and then look at how Donald Schön (1983, 1987) interpreted Dewey's conceptions of reflection in his work. I will then try to connect these interpretations of reflective practice to its meaning for teachers today.
[Invited Talk] YL / S / T / U / A / B

Using Digital Storytelling as a Project for your Students
Justin McKibben, Woosong University
Room C505

Digital storytelling is the process of using electronic media to tell a story. This presentation will give a brief explanation of the objectives, purpose, and practical timeline for using this project in your classroom. There will also be a brief overview of Windows

tools such as Power Point and Movie Maker, which are standard on any Windows computer. Time will be used during the presentation for a brief tutorial and question session about using Movie Maker. During the course of the presentation a few examples will be shown of actual student work.
[Workshop / demonstration] U / A / B

EnglishCentral - Personalized Language Immersion: A new way to use video in TESOL
David Deubelbeiss, EnglishCentral
Room M103

Video is quickly replacing text and casting a shadow over the Gutenberg revolution. EnglishCentral is leading the way forward – creating an innovative way to learn and teach English through exciting, authentic video.
This presentation will introduce EnglishCentral and highlight the rationale behind its powerful learning system. Teachers will be guided through the "Teacher Tools" and shown how to blend video content with existing course material. Further, main activities for using video in the classroom will be demonstrated and practiced. All attendees will get free activity books as a bonus.
EnglishCentral is breaking down the walls that isolate classrooms and bringing contextualized language into the classrooms of the world.
[Workshop / demonstration] S / T / U / A / B

From Politeness to Participation: Changing Asian Classrooms' Atmosphere Without Changing Students' Culture
Ken Morrison, Hannam University
Room M104

Do you have trouble getting your smart, yet quiet students to become engaged in your lessons? Do you ever catch yourself thinking that some students will never survive after graduation? This presentation will highlight some of the instructional design strategies that the presenter has used to transform multiple classrooms of quiet students into highly-participative students who ask great questions. What was the key? The answer partially lies in using the strengths of the students' culture as a catalyst for creating a community atmosphere where students pursue both group and individual goals.
This presentation will focus on practical application examples of how creative use of technology through free new media tools and thoughtful course design can help engage Asian students and stimulate class discussion among students who are accustomed to professor-led instruction. All techniques presented have been successful in the professor's South Korean classrooms. Although technology was used to aid in this transition, the focus will be on course design methods and classroom management strategies. Quantitative feedback will be shared from actual students of the class during different stages of the transformation. Theory will be discussed regarding research from Thomas Duffy, David Jonassen, Howard Rheingold, Clay Shirky, Heui-Baik Kim, and more. Transform your classroom from polite to participative by combining the strengths of multiple cultures.
[Classroom application of research] U / A / B

Developing Communication Skills through Effective Listening Practice
Anna S Y Lee, KYOBObook centre.
Room M105

Listening is a fundamental language skill that is essential for interpersonal communication. It is a medium through which learners are exposed to the language and receive information required for comprehension and communication. EFL learners face challenges in developing communication skills due to limited exposure time to social English and lack of listening comprehension skills. In EFL learning environment, spontaneous exposure to social English and competence in listening comprehension can be achieved through real-

life listening practice. Listening to authentic conversations and passages that contain common phrases and expressions followed by listening comprehension and personalized speaking activities will allow EFL learners to become fluent, confident and active communicators of English.

Listening CHEST, developed by ENation Publishing provides listening practice in authentic situations the learners are likely to encounter. It enables the learners to develop BICS (Basic Interpersonal Communication Skills) by presenting key expressions that are embedded in context and providing comprehension tasks that promote understanding. It also encourages learners to interact in spoken communication using newly acquired expressions and personalization. Accompanying Workbook and Dictation Book further reinforces the listening comprehension skills by providing extension activities for vocabulary and expressions introduced in each unit of study.

[Workshop / demonstration] YL

Learners' turn-taking strategies: A case study of conversation-room interaction

Nathan Paul Krug, Saitama University & Tomomi Otsu, Tokyo University of Foreign Studies

Room S103

This study will outline practical, skillful strategies that English learners employ in relation to becoming the next speaker in conversations—despite linguistic deficiencies. When learners want to take a turn, how do they achieve self-selection? In contrast, when they do not want to become the next speaker —even if directly addressed by an interlocutor —how do learners avoid taking turns? Or, when there is a less active conversational participant, compared to other members, how do learners try to resolve such an imbalance? Focusing on second-language interaction within an English as a foreign language (EFL) institution, this presentation will use conversation analytic techniques to explore English learners' small group discussions. More precisely, short video excerpts of small-group conversations conducted between intermediate-level EFL learners will be examined. It will be shown that the learners are interactionally competent, by focusing on (1) how the learners self-select, when they have something to say, and (2) how the learners avoid taking the floor when they are addressed in talk by other interlocutors. In addition, (3) methods that learners employ to distribute turns (equally) amongst co-participants will be discussed.

This presentation will offer practical applications and implications relating to language teaching, group discussion and social interaction with the language classroom. The ability to both obtain and allocate conversational turns is an essential component of interactional competence—a vehicle for the other practices like sequencing and structuring entire conversations (Wong & Waring, 2010:7-9). Hence, without turn-taking techniques, learners cannot start nor remain involved in second-language conversations.

[Research report / paper] U / A / B

SATURDAY - 10:25~10:50

Changing the Curriculum Paradigms: Implementing a New NA Model for University Language Programs

Kathleen Brown, Kurume University

Room B107

Curriculum development at the language program level can be a daunting task for educators and administrators alike. In Japan, there is an increasing rationale for moving away from teaching English merely as a required component in the curriculum, and instead addressing more explicitly the pragmatic issues of justifying English language study as part of the university curricula. It can be argued that university educators and administrators need to address more directly

the needs of the learners when designing curricula, and in particular, the curriculum offered for non-English majors. One step towards this goal is to identify a system for needs assessment (NA) that addresses the multi-faceted roles of and needs for English at the tertiary level.

This presentation will center on a large-scale curriculum development project conducted for use at a Japanese university. Of particular interest in this presentation is the development of a NA model leading to the accurate identification of the needs of the variety of stakeholders who were invested in the success and continuation of a viable English language program. Both the theoretical arguments behind this NA model and the pragmatic issues of employing the model will be introduced. Active participation from the audience will be encouraged during the presentation.

[Research report / paper] S / T / U / A / B

Paradigm Shifts in Korea - Sisyphus's Labour?

Leonie Overbeek, Seosin Middle School

Room B109

Many paradigm shifts have taken place in ESL teaching as to methodology and content, and many advocate shifts within the broader context of education in general (Robinson 2006, 2010). However, many of these shifts have actually made the ESL classroom a place where there is a clash between the paradigms of task-based, communicative strategy and the paradigm of teacher-centered instruction. Teachers from all over Korea were asked to submit a short answer to the following question: What paradigm shift would you like to see take place in Korean English education? Their answers will be presented, and discussed. Then the problems that stand in the way of any paradigm shift will be discussed. In conclusion, while many teachers wish for change, and talk about it, paradigm shifts usually happen under the impetus of a change in society, a change in technology, or an idea presented by someone that is irrefutible. The impetus for change has to be irresistible and overwhelming, and embraced by a majority for it to have an effect.

[Research report / paper] YL / S / T / U / A / B

Intercultural language learning: An observation framework for gaining insights into teachers' practice

Heather Richards & Clare Conway, Auckland University of Technology

Room B142

The imprecise and evolving conceptualisations of intercultural competence contribute to the challenge of operationalising it in foreign language teaching. Observing classroom events can give insights into the way teachers implement their understanding of intercultural language learning and teaching. This paper introduces an Intercultural Language Learning (IcLL) framework with five domains describing teacher provision of opportunities for learners to do the following: make connections with known cultures, compare and contrast cultural practices, make links between culture and language, reflect on their own culture through the eyes of others, and interact in the target language across cultural boundaries. The framework examined observation data on opportunities language teachers provided for learners to develop intercultural competence. We present the theoretical basis that informed the framework (Byram, 1995; Crozet and Liddicoat, 1999; Elsen and St John, 2006; Kramsch, 1993; Ministry of Education, 2007; Papademetre, Scarino and Kohler, 2003). We discuss application of the IcLL framework in the context of a professional development course. The data comes from a wider study we completed for the New Zealand Ministry of Education (Harvey, Conway, Richards and Roskvist, 2009). The study evaluated an in-service course for foreign language teachers of Chinese, French, German, Japanese and Spanish to learners in Years 7-10 (students

aged 11-14). The results of the study reveal that teachers provided opportunities in some but not all framework domains. We discuss the application of the framework for teachers providing intercultural language learning opportunities in the foreign language classroom, and suggest further uses for ongoing professional development.
[Classroom application of research] S / T / U / A / B

English Literacy Development in Japanese and Korean Grade Schools
David Coulson, University of Niigata Prefecture
Room B164

This presentation will report on the development of English word-reading skill (literacy) in junior and senior high schools, and their comparison in Korea and Japan. Speedy, accurate reading of basic words (e.g. "work", "say" etc.) is essential for comprehending texts because they cover a high proportion of English vocabulary (Grabe, 2009). Both Korean and Japanese use a different writing system to English, and this may have a deleterious effect on the ability to decode English rapidly (Koda, 2005). In response, a simple classroom-based test to assess this skill was devised. It involves students segmenting a list of word chains (e.g. gogirlmeet > go / girl / meet) as quickly as possible. An index of word-recognition skill is then calculated. The test was taken by 850 students in comparable Korean and Japanese grade schools. The results showed that the scores of Japanese and Koreans initially develop quickly. However, in senior high school, there is a marked slow-down and, in particular, the decoding skill of Japanese actually starts regressing. This may partly explain the disfluent reading of English commonly seen among Japanese students. The pedagogic and linguistic reasons for this situation will be explored. They include factors such as insufficient exposure to extensive reading and cross-linguistic influences in foreign-language reading. Implications for early-years ESL literacy development will also be suggested. Additionally, the presenter will welcome comments from attendees who have experience of teaching Korean grade-school students and can share approaches to literacy training techniques.
[Research report / paper] S / T / U

Putting the 'multiple' in multiple choice
Matthew Coomber, Ritsumeikan University
Room M101

Multiple choice questions are used widely in both tests and textbook exercises. When employed for the former purpose, question design is crucial in ensuring a valid and reliable test item, with the most fundamental principle being that each question must offer one, and only one, answer which is unambiguously the correct one. Multiple choice questions used in conjunction with reading or listening passages in ELT textbooks also tend to be constructed along similar principles; however, there is no *a priori* reason why this should be the case. By writing questions which deliberately break the rules of test item design, teachers can challenge students' explicit and implicit assumptions about how a specific exercise is likely to operate, and by doing so encourage them to think more deeply about the range of possibilities the question presents. The introduction of an element of ambiguity into either question or answers can thus stimulate learners to engage more fully with the text, and, when such exercises are constituted as group work, with their peers. This presentation views multiple choice exercises as multi-faceted tasks that do not merely test students' comprehension but can also promote learner interaction and the development of critical thinking skills. Materials used in class will be presented, and the results of a survey of students' opinions on these exercises discussed.

[Classroom application of research] S / T / U / A / B

Using the Moodle Quiz Module to Develop and Analyze Tests

Andrew Gorringe & John Anderson, Kwassui Women's University

Room S105

In recent years the open source, online, Learning Management System called Moodle has been increasingly used in many schools, colleges and universities throughout the world. In addition to the many module activities that encourage student learning, Moodle's popularity among educators is also due to the ease with which it can be used for assessment. The quiz module, one part of this software, enables teachers to design and develop various test items and tests specifically tailored to their and their students' needs. The object of this presentation, therefore, is to describe how to develop valid and reliable tests using the quiz module of the Moodle software. The first part of the paper will introduce the Moodle software and describe how Moodle, and specifically the quiz module, is being used at the University where the presenters work. Next the presenters will show the kinds of test items that can be created in the quiz module, and how these items can be used to generate tests. Finally the paper will describe how the items and tests can be analysed and validated. By using the quiz module of Moodle, educators can create their own in-house tests specifically geared to meeting their own unique learning and assessment objectives.

[Research report / paper] S / T / U

Call for Papers

The 2011 Kotesol Proceedings team invites submissions from all presenters at the 2011 Kotesol International Conference.

Information about *Proceedings* submission guidelines can be found at:
http://www.koreatesol.org/proceedings

Please direct submissions and/or queries to:
2011proceedings@gmail.com

Submissions deadline: 31 January 2012

11.00a.m. - Opening ceremony

The opening ceremony will be held in the Samsung Hall, in the Centennial Building, and will be simulcast in M608, in the Music Building.

11.30a.m. - Plenary session

About the presentation

Seeking a Justification for Direct Instruction
Dr Stephen Krashen
University of Southern California
Saturday 11:30-12:15
Room: Samsung Hall, Centennial building (simulcast in M608)

Powerful arguments against direct instruction emerged in the 1970s, 80s, and 90s, but the empire has struck back. I will argue that this "new" movement is seriously flawed, that a look at ALL the evidence reveals strong support for the Comprehension Hypothesis.

The case against direct instruction and skills is similar in all areas: phonemic awareness, phonics, grammar teaching, vocabulary teaching, and the teaching of text structure. In all cases, the effects of instruction are very modest and fragile. And in all cases, there are excellent arguments supporting the claim that development of the complex aspects of phonemic awareness, phonics, grammar, text structure, and much of our vocabulary knowledge are the result of comprehensible input.

Scholars are free to disagree with these arguments, but they are not free to ignore them.

About the speaker

Stephen Krashen is best known for developing the first comprehensive theory of second language acquisition, introducing the concept of sheltered subject matter teaching, and as the co-inventor of the Natural Approach to second and foreign language teaching. Dr. Krashen has also contributed to theory and application in the areas of bilingual education and reading. He was the 1977 Incline Bench Press champion of Venice Beach (California) and holds a black belt in Tae Kwon Do. His current books are *Summer Reading: Program and Evidence* (with Fay Shin, published by Allyn and Bacon), *English Learners in American Classrooms* (with Jim Crawford, published by Scholastic), and *Free Voluntary Reading* (Libraries Unlimited, 2011).

12.15p.m. - 1.15p.m.: Meet the chapters and SIGs

Room	Chapter or SIG
B167	**Gwangju-Chonnam Chapter:** *Meet-and-Greet*
B168	**Suwon Chapter:** *Meet-and-Greet*
C601	**Extensive Reading SIG / KEERA** *Meet-and-Greet*
M103	**Seoul Chapter:** *Meet the Seoul Chapter President*
M104	**Christian Teachers' SIG** *Meet-and-Greet*
M105	**Reflective Practice SIG** *Meet-and-Greet*

Meet your Chapter and SIG members

Looking for somewhere to get away from the crowds?
Want to meet other members of your chapter?
Looking to make SIGnificant* connections or talk to the people you only see online?

Why not join one of the following groups for lunch?

Chapters:
Gwangju-Chonnam Chapter
Seoul Chapter
Suwon Chapter

Special Interest Groups (SIGs)*:
Christian Teachers' SIG
Extensive Reading SIG / KEERA
Reflective Practice SIG.

See you there!

Saturday 1.30-3.15 P.M.

Concurrent sessions – Basement Level

Room	Starting at 1:30	Starting at 1:55	Starting at 2:30	Starting at 2:55
B107	**Groom, Nicholas** *Using Learner Corpora to Connect with Students' Cultures* Invited Talk **YL / S / T / U / A / B**		**Folse, Keith** *Grammar Hot Seat Questions: What If You Don't Know the Answer?* Workshop **YL / S / T / U / A / B**	
B109	**Shaffer, David** *Challenging Popular Opinions on Language Learning and Teaching* "101" Presentation **YL / S / T / U / A / B**		**Gladis, Karie** *Learning Out Loud! Repeated Practice and Authentic Settings Promote English Language Development* Workshop **YL / S / T**	
B111	**Toyama, Setsuko** *English Time 2nd Edition: A New Look and More Content!* Workshop **YL**		**Hwang, Julie** *Connect Your Students to the World through Graded Readers!* Workshop **YL**	
B121	**Fusselman, Roger** *Eliciting: Why, How, and How Not* Workshop **YL / S / T / U / A / B**		**Sandy, Chuck** *Critical Thinking 2.0: Thinking, Doing, Changing* Invited Talk **YL / S / T / U / A / B**	
B142	**Forrest, James** *The Cambridge TKT - the flexible teachers' exam* Workshop **YL / S / T / U / A**		**Dempster, Gilly** *Cross-curricular content ~ without the blood, sweat and tears.* Workshop **YL**	
B161	**Steyn, Melanie** *Use your own conversations to teach English Conversation.* Workshop **U / A**		**Brown, Clara Lee; Seo, Eun Sil** *Deep Scaffolding: Ways to Help EFL Learners Navigate in Content Reading* Classroom application **U / A**	
B164	**Park, Yeon-seong** *Creative Grammar Instruction Techniques* Workshop **U**		**Henneberry, Stephen** *The Teacher's Tablet: iPads on the Podium* Workshop **YL / S / T / U / A / B**	
B166	**Macias, Valentin; Kienzle, Robert** *Toastmasters: Using the Benefits of a Nonprofit Public Speaking Club to Improve Teaching* Workshop **YL / S / T / U / A / B**			**Breaux, Jake** *Korean university students' attitudes towards varieties of English* Research report **YL / S / T / U / A / B**
B167	**Allison, Gabriel** *Fun and Easy Ideas for Paragraph and Essay Writing* Workshop **YL / S / T**		**Thompson, Lewis** *Bringing History to Life in the English Classroom* Workshop **S / T**	
B168	**Hong, Chanmi** *Empower students with effective writing strategies: Strategies for Writers* Workshop **YL**		**Jones, David** *K.I.S.S. English for young English Learners' exploration and use of new speaking skills* Workshop **YL**	
B178	**Free, Michael** *101-K: Introduction to Korean 'Elementary School English' Textbook Activities* "101" Presentation **YL**			**Salimi, Asghar** *Teachers' Intentions and Learners' Perceptions about Recasts, Prompts, and Models* Research report **S / T / U / A**

Saturday 3.30-4.15 P.M.

Concurrent session – Basement Level

Room	Concurrent session starting at 3.30pm
B111	**Bayley, Oliver** *Successful English Lessons and How to Create Them!* Workshop **U / A**

Saturday Featured Speaker sessions from 3.30-4.15pm: Dr Thomas S.C. Farrell, Prof. Setsuko Toyama, Dr Muna Morris-Adams, Dr Gavin Dudeney

Saturday 1.30-3.15 P.M.

Concurrent sessions – Upper Level

Room	Starting at 1:30	Starting at 1:55	Starting at 2:30	Starting at 2:55
C505	**Deubelbeiss, David** *Using Video To Adapt Classroom Curriculum* Workshop **YL / S / T / U / A / B**		**Faulkner, Terry** *Teaching Younger Learners: What's the Secret?* "101" Presentation **YL**	
C601	**Colloquium:** *Extensive Reading* **Brooks-English, Greg,** *A Yonsei University Academic Reading and Writing Extensive Reading Program: A Model;* **Gillett, Simon,** *The Korean English Extensive Reading Association;* **Miles, Scott,** *Introduction to Extensive Reading;* **Nelson, Rocky,** *A Four Strands Approach to Developing an Extensive Reading Program;* **Shin, Eunsol,** *How can Graded Readers trigger inner motivation of learning?;* **Waring, Rob,** *Making Graded Readers - issues for authors and users* **S / T / U / A**			
M101	**Kim, Sarah** *Seven Steps for Bringing Grammar to Life* Workshop **YL / S / T**		**McCloskey, Mary Lou** *Teaching Language through Literature* Workshop **YL**	
M103	**Lee, Cheri** *The Debate as a Language Learning Tool: Insight into Versatile Roles* Workshop **YL / S / T / U / A**		**Lee, Cheri** *Designing a Leveled Debate Curriculum: An Alternative to Productive Skill Classes* *Workshop* **YL / S / T / U / A**	
M104	***Panel:*** *Teacher Training in Korea, Now and in the Future* **Dalby, Tim,** Moderator**; Griffin, Michael; LeBlanc, Josette; Sohn, Bora; Thompson, Tim** **S / T / U / A**			**Watson, Kevin; Agawa, Grant** *Instructor Knowledge of Student Shared-social-practices in an EFL Context* Classroom application **S / T / U / A**
M105	**Panel:** *Cultural Connections: Social Media's Perspective on Surviving and Thriving in Korea* **Lumsden, Stafford, Moderator;** 1:30 **VanVolkenburg, Matt;** 1: 50 **Hurt, Michael;** 2:10 **McPherson, Joe;** 2:30 **Stawski, Martina & Simon;** 2:55 **Revere, Stephen**			
S103	**Maeda, Joyce; Kawamura, Akemi** *Writing Tasks for International Graduate Students: What do Professors Expect?* Classroom application **U**	**Carter, Peter** *Essential concepts in academic writing* Workshop **U / A / B**	**Pollard, Andee** *Improving International Communication: A Proposal For Korea* Classroom application **U / A**	
S105	**McGaughey, John** *Pushing the paradigm: Native English speaking teachers using Korean to teach EFL* Research report **S / T / U / A / B**	**Yun, Jaewon** *Learning Strategies Based Instruction in Korean EFL College Classrooms* Research report **U**	**Tanghe, Shannon** *Incorporating a World Englishes Focus into a University Speaking Course* Classroom application **U**	
S106	**Hawkes, Martin** *An analysis of learner interaction in task-based oral proficiency assessment* Research report **S / T / U**	**Yogi, Minako** *Utilizing ICT Video Conferencing for Pre-service English Teacher Training and Cultural Learning* Classroom application **U**	**Han, Yeji** *Keywords from Academic Writing Corpora: NS-NNS Comparison* Research report **U / A**	**Mazloomi, Siamak** *The Impact of Genre-awareness Rising in the EFL Essay Writing Classes on Their First Language Writing* *Research report* **U / A**
Music Lobby	**Alam, Mohammad Rabiul** *Acquisition Second Language by the underprivileged students of rural area of Bangladesh* Poster **S / T**			
Music Lobby	**Boon, Andrew** *Instant Messenger Cooperative Development: Journeys of discovery* Poster **YL / S / T / U / A / B**			
Music Lobby	**Provenzano, Christie** *Blogging in the Language Classroom* Poster **S / T / U / A / B**			

SATURDAY - 13:30~13:50

Cultural Connections: Surviving and Thriving in Korea
Matt VanVolkenburg
Room M105

Life in Korea: joys, frustrations, challenges. Social media are adding new perspectives to life in Korea. In the first hour, we'll hear from three Korea-based bloggers and learn what issues and aspects of life they are digging into. The second hour will look at You-Tube and conclude with a conversation with the editor-in-chief of *Ten Magazine*. The conversations will be of interest to old-hands and new-comers alike as well as to Koreans who work or are friends with non-Koreans.
[Panel: Bloggers] YL / S / T / U / A / B

Writing Tasks for International Graduate Students: What do Professors Expect?
Joyce Maeda & Akemi Kawamura, Tokyo International University
Room S103

What types of academic writing tasks are international graduate students expected to complete for their classes? How can an instructor of an English academic writing course guide and support students to better understand and accomplish the tasks encountered in content courses? These are two of the questions that initiated the development of a questionnaire and follow-up interviews with faculty and students conducted by the presenters. However, the backdrop for this study is not a North American or English L1 university setting with multiple resources for international students to access; instead the presenters/instructors are working with international students in a Japanese university setting with a small, but vibrant English-language program in economics.
We begin this presentation with a short explanation of the course content of the program, the linguistic background of the students, and their Japanese instructors, all fluent speakers of English. We then introduce the kinds of writing tasks students are assigned and the expectations that course instructors have for these assignments. Data was gathered from interviews, a questionnaire, and examples of writing assignments. During interviews, subject course instructors were able to identify problems or gaps in students' writing and presentation skills. Finally, ways to apply the findings to actual practice in an EAP writing course at a Japanese university are suggested.
[Classroom application of research] U

Pushing the paradigm: Native English speaking teachers using Korean to teach EFL
John McGaughey, York University
Room S105

Research is increasingly recognizing the role of the learners' first languages (L1) and culture in the process of teaching a second or foreign language (see Ferguson, 2003; Liu, Ahn, Baek, & Han, 2004; Turnbull & Dailey-O'Cain, 2009). However, research investigating teachers who use their students L1, which is the teachers' foreign language and culture, is scarce. This presentation reports on a study which attempts to fill this gap.
The study investigates how five native English speaking teachers (NESTs) of varying Korean proficiencies use Korean in the activity of teaching freshman English conversation to their Korean students. Data for the study was obtained through classroom observations, background and stimulated recall interviews and student surveys.
The interview data reveals that the teachers hold an underlying assumption that English is best taught entirely through English. However, the majority of the teachers still used varying amounts of Korean. The classroom observations highlight how teachers used Korean to ensure that their lower proficiency students understood

the course content and would be prepared for the standardized final exam while also dealing with time constraints. The use of Korean is endorsed by the survey data which highlights how the students support the use of Korean for grammar and vocabulary teaching.
Implications of the study are that Korean should be recognized as a resource for teaching lower proficiency students and that teacher training for predominantly monolingual contexts such as Korea or Japan should attempt to incorporate the first language into their training programs.
[Research report / paper] S / T / U / A / B

An analysis of learner interaction in task-based oral proficiency assessment
Martin Hawkes, Ritsumeikan University
Room S106

Although a variety of possible methods for testing oral proficiency exist, the oral interview between teacher and student is perhaps still the most common. However, with increasing interest over the past few years in task-based learning, there has been a movement by some towards using assessment that reflects their changing classroom methodology. One obvious way to do this is to have learners perform a task similar to those done in the classroom. This leads to the question of who should be the interlocutor in such an assessed task. Should it be the teacher, or a peer with the teacher as only an observer? This paper will describe an ongoing investigation looking at task-based oral assessment with first year Japanese university students. These elementary level learners have two oral tests during a 15-week semester. The aim for this section of the study was to see which format, solo or pair testing, gave the learners the best opportunity to demonstrate their ability to successfully complete the tasks. Learners were divided into two groups with one doing their oral tests with the teacher as interlocutor and the other group having their tests conducted in pairs. Each oral test was audio recorded and the data were transcribed and analysed using a conversation analysis approach. The presenter will discuss the findings of the analysis and the implications for which format might be more appropriate for task-based contexts.
[Research report / paper] S / T / U

SATURDAY - 13:30~14:15

Using Learner Corpora to Connect with Students' Cultures
Nicholas Groom, University of Birmingham
Room B107

Learner corpora are computerized databases of written and/or spoken texts produced by second language learners from different first language backgrounds. In applied linguistics and language teaching research, learner corpora are most commonly used as a resource for identifying language features that learners tend to overuse or underuse compared to native speaker norms. In this talk, however, I want to explore the possibility that learner corpora can also be used non-normatively, as a resource for connecting with student cultures. In particular, I will show how learner corpora can be used to identify topic areas that students are particularly interested in talking or writing about, and observing what they are trying to say on these topics. As such, I will argue that learner corpora provide unique opportunities for improving learner motivation by making classroom input more relevant to the values and concerns of the learners themselves. My argument will be illustrated with practical examples drawn from a corpus of Korean EFL students' writing.
[Invited Talk] YL / S / T / U / A / B

Challenging Popular Opinions on Language Learning and Teaching
David Shaffer, Chosun University
Room B109

Over the years, numerous beliefs about how languages are learned and how they should be taught have coalesced among laymen and foreign language teachers alike, often without very much theoretical foundation or research as a basis. The aim of this presentation is to challenge about fifteen such popular opinions and show how they are not supported or poorly supported by present second language acquisition research and theory – debunking or qualifying them.

The popular opinions to be challenged include: (a) Languages are learned through imitation. (b) Parents correct their children's grammar mistakes. (c) Good language learners have high IQs. (d) L1 interference causes most L2 errors. (e) L2 errors should be corrected immediately to prevent fossilization. (f) Learner interaction in L2 causes errors to be copied. And (g) students learn what they are taught. Discussion of the above is based on the work of researchers such as Patsy Lightbown and Nina Spada.

By the end of this presentation, attendees are expected to have a clearer perception of how second languages are learned and of current thinking on best practices for teaching them, making it possible for the teacher to make immediate classroom instructional adjustments.

["101" Presentation] YL / S / T / U / A / B

English Time *2nd Edition: A New Look and More Content!*

Setsuko Toyama, Oxford University Press

Room B111

Children learn best when their natural curiosity and sense of fun are engaged. Additionally, in any language class there are students with different learning styles, so a variety of teaching methodologies needs to be employed. Setsuko Toyama, co-author of the best-selling primary series *English Time*, invites you to join this presentation to experience and enjoy fun, classroom-tested activities. The goal is for you to go back to the classroom happy and confident!

As teachers, it's very important to help children learn English naturally and to help accelerate their cognitive development. *English Time* 2nd edition can help you accomplish these goals. The new edition has retained what teachers and students love, acquired a new look, and added more content, including cross-curricular pages and "Project Time" sections. In addition, online practice is now included to reinforce learning outside the classroom.

[Workshop / demonstration] YL

Eliciting: Why, How, and How Not

Roger Fusselman, Seoul National University of Education

Room B121

Eliciting is the drawing out of information, ideas, and/or opinions from students in class. Experienced English instructors elicit for various reasons. First of all, eliciting promotes interaction between teacher and students by turning what could be a teacher's monologue into more of a whole-class dialogue. Second, it helps teachers to informally assess students' understanding of tasks or concepts. And finally, with an element of surprise and the right techniques, eliciting can liven up the classroom atmosphere. However, some techniques are not as well known, and some important aspects of eliciting are misunderstood. This presentation goes through the essentials of eliciting and the various techniques that adept elicitors use. For consideration here, aspects of teacher language, teacher body language, and the use of materials to prompt eliciting will be addressed. This presentation will also describe common errors in eliciting and how these errors can be avoided, based on the presenter's own observations of teachers in training. Attendees of this presentation will have the opportunity to try eliciting on each other in small groups, by taking part in games that hinge on and/or develop eliciting skill. Those new to the basics of eliciting will come away

with helpful techniques, and those proficient at it will get good reminders. Both groups will enjoy this presentation.
[Workshop / demonstration] YL / S / T / U / A / B

The Cambridge TKT - the flexible teachers' exam
James Forrest, Cambridge ESOL Korea
Room B142

The Cambridge ESOL Teaching Knowledge Test (TKT) is recognized worldwide as a flexible test of professional knowledge for English language teachers and is now catching on rapidly in Korea. The various TKT modules can be taken at any stage in a teacher's career and can be taken separately to fit in with your current timetable. They give you the opportunity to develop professionally and enable you to move onto higher level teaching qualifications.
This presentation will introduce you the some of the key choices available on this wide-ranging exam including Teaching Methodology, Young Learners and the Practical module, and you'll have the opportunity to try out some of the test questions themselves.
[Workshop / demonstration] YL / S / T / U / A

Use your own conversations to teach English Conversation
Melanie Steyn, Sunchon National University
Room B161

Second language learners are interested in learning authentic, everyday English in their conversation classes. They also lap up whatever teachers can tell them about Western culture. This presentation will show how teachers can use their ordinary conversations as a basis for teaching. In the course of many years, I have developed a format that works and that I will share during this presentation. There will also be as much workshop participation as time allows.
[Workshop / demonstration] U / A

Creative Grammar Instruction Techniques
Yeon-seong Park, Chonnam National University
Room B164

Grammar is considered boring to learn and hard to teach - that has been a norm in an EFL class. However if we combine the fun element of stories with grammar, we can expect an innovative way to break through the dense bush of instructing English grammar quite interestingly. A fun story that utilizes grammar rules can help students learn grammar points with less stress and effort. Since 2004 I started writing grammar stories and before and after these, I added activities where students could activate both sides of brain. According to Kallenbach and Viens multiple intelligence inspired teaching 1) increases student control and initiative, 2) it increases the relevance and meaning of lessons, 3) it reduced teacher directedness, and etc. Through my experiences of using grammar stories in English course I taught for these 7 years I confirmed they are correct by noting students' satisfaction about the course I've taught.
In this workshop I will demonstrate how to teach grammar in a creative way revolving such grammar points as intransitive verbs, linking verbs, verbs using the gerund as their object, present time, collective nouns, and etc.
[Workshop / demonstration] U

Fun and Easy Ideas for Paragraph and Essay Writing
Gabriel Allison, e-future
Room B167

Writing a cohesive paragraph or essay can be a difficult task for many young EFL learners. In this workshop, the presenter will discuss how to guide young learners step-by-step while organizing their paragraphs or essays so that they can overcome the fear of writing and build up confidence. Using the e-future texts *My First Writing* and *My Next Writing*, the

presenter will show two important strategies on how to develop writing fluency. One strategy is to help students write sentences of various length and structure, and the other is to help them write details about their ideas to make their writing more interesting and worth reading.
[Workshop / demonstration] YL / S / T

Empower students with effective writing strategies: **Strategies for Writers**
Chanmi Hong, Bridge Learning
Room B168

Empower students to become confident, accomplished writers! In this session, you will meet the 6 traits of writing that is used as a common language within the process of writing. Explore how Zaner-Bloser's *Strategies for Writer s*prepare students to gain more comprehensive knowledge in order to perform effective writing. This program guides students with the tools for developing lifelong skills and success in all areas of writing.
[Workshop / demonstration] YL

Using Video To Adapt Classroom Curriculum
David Deubelbeiss, Educational Consultant - School of TEFL
Room C505

Video is revolutionizing learning and equates to another "Gutenberg type" revolution (Chris Anderson, TED, 2010). This powerful medium has a huge potential for bringing context and enhancing instruction into our classrooms. However, there are many pitfalls to be avoided and issues to be resolved, so the focus will remain on language and not just "the sensory experience".
This presentation will outline for new teachers: 1. Tips for using video effectively in the classroom, 2. Examples of how to blend video into existing curriculum/lessons, 3. Highlight important websites for video content and how to access it. 4. Discuss the emerging role of both synchronous video (Skype) and teacher-recorded content (the "Flipped" classroom.) There will be valuable and practical examples shown in an interactive way. As well, online tutorials will be available after the lecture, for teacher professional development.
[Workshop / demonstration] YL / S / T / U / A / B

Seven Steps for Bringing Grammar to Life
Sarah Kim, Language World Co., Ltd.
Room M101

Do you like teaching grammar? How can you make grammar come alive? This workshop begins with a brief overview of the research on teaching grammar. Participants will explore different aspects of grammar and identify seven steps for effective grammar instruction using *Grammar Cue Plus*. Leave this session with fresh ideas and techniques for creating engaging and meaningful grammar lessons.
[Workshop / demonstration] YL / S / T

The Debate as a Language Learning Tool: Insight into Versatile Roles
Cheri Lee, Larrabee Learning
Room M103

[PART I. Larrabee Debate Workshop: Theory Session]
In the era of CLT (communicative language teaching), we, EFL teachers have an obligation to help learners equip themselves with foreign language competency to fully engage in debate. We all know debate itself is a highly fascinating form of interactive communication. Research shows that exposure to L2 debate raises the percentage of learners with confidence to express ideas from 30.8% to 56.7%. Despite debate's inherent beneficial properties, most EFL teachers feel debate classes are burdensome or inaccessible and do not fit into the East Asian cultural context.
However, there is a feasible way to make approachable L2 debate classes. This first

session of the Larrabee Debate Workshop provides EFL teachers with a meaningful learning opportunity to explore debate and the best approaches to running L2 debate classes, which will be applied to debate curriculum design in the second session. This theory session deals with five major topics. First, common beliefs, definitions, concept distinctions and key features of debate are covered; the second is about ideal approaches to teaching debate in the EFL context; the third topic is ten misconceptions about L2 debate classes; the fourth discusses beneficial roles of debate for learning generally and in the EFL/ESL classroom in particular; and the last leads to common debate formats useful for EFL teachers and learners. Covering the most instrumental knowledge and theories that EFL teachers should be aware of when teaching debate classes, this session will help teachers have a global perspective on English debate as a new language skill.

[Workshop / demonstration] YL / S / T / U / A

SATURDAY - 13:30~14:50

Toastmasters: Using the Benefits of a Nonprofit Public Speaking Club to Improve Teaching

Robert Kienzle & Valentin Macias, Sungkyunkwan University

Room B166

Toastmasters International is an 87-year-old non-profit organization that has over 12,500 clubs in 113 countries. People attend Toastmasters all around the world to improve communication skills through giving speeches and receiving feedback, to improve leadership skills through organizing events and leading teams, and to network with other people in a variety of industries. In South Korea, there are over 30 Toastmasters clubs. These clubs are excellent low-cost opportunities for teachers and other professionals to hone their teaching, presentation, organizational, and lesson planning skills. In this workshop, the presenters will first introduce Toastmasters and how it can benefit teachers. Then, the presenters and their fellow Toastmasters members will conduct an example Toastmasters meeting that includes a master of ceremonies, prepared speeches, spoken evaluations, other minor role-takers, and a chance for the audience to participate in an impromptu speech session. Finally, the workshop will conclude with information about visiting Toastmasters clubs in Korea, additional resources, and a question and answer session.

[Workshop / demonstration] YL / S / T / U / A / B

101-K: Introduction to Korean **Elementary School English** ***Textbook Activities***

Michael Free, Duchon Middle School

Room B178

The revised versions of *Elementary School English* (Grades 3-6) include a set of CD-ROMs, a student textbook, and a Teacher's Guide. The last of these contains a wealth of valuable information that may be inaccessible to many teachers, as the current edition does not have an English translation. For teachers new to these textbooks, and most especially those who are new to Korea or the field of TESOL, this leaves a void to be filled. This workshop is designed to help teachers working in Korean elementary schools who use these textbooks fill that void, moreover provide them with supplemental, creative ways in which to employ the activities the books contain. It will also be of use to ESL teachers in Korea who don't use these specific texts, as well as those interested in the general question of how we ESL teachers can 'find our feet' with textbooks whose support material is in a language other than English.

Taking each type of activity in turn, facilitated by the presenter, participants will work in small groups to explore the activities' possibilities and potentialities. Following each

exploration, there will be a summary of each group's findings and a brief discussion / question and answer period. There will also be a summary of the authors' rationale for each activity; this, while necessarily broaching some theoretical issues, is included because there are no plans for an English version of the Teacher's Guide.
["101" Presentation] YL

Teacher Training in Korea, Now and in the Future
Tim Dalby, Korea University, Seoul, Bora Sohn, Gyeonggi English Village, Josette LeBlanc, Keimyung University, Tim Thompson, Korea Advanced Institute of Science and Technology & Michael Griffin, Chung-Ang University
Room M104

What are the roles of teacher trainers in Korea? What advice would you give to people who are new to teacher training in Korea or who are interested in getting involved? Where do you see teacher training in Korea going in the future? The recent boom in teacher training, especially in the public sector, has thrown the role of teacher trainers into sharp relief. If you are interested in teacher training, or becoming a teacher trainer, this session is for you. Four teacher trainers with experience covering public and private sector teachers, teachers of university students, adults and children, as well as pre-service and in-service teachers will answer questions about the role of teacher trainers in Korea, how to become involved in teacher training, and how it might develop in the future. Audience members will then be able to question the panel on topics of personal interest and thus walk away from this session with a better idea of what teacher training is, and how to become more involved.
[Panel: Teacher Training] S / T / U / A

SATURDAY - 13:30~15:15

Introduction to Extensive Reading
Scott Miles, Daegu Haany University
Room C601

Extensive reading practices have grown in popularity in recent years following decades of research detailing their powerful effects on language acquisition, particularly in an EFL environment such as Korea. This presentation will briefly introduce the practice of extensive reading and why nearly all EFL reading scholars view it as 'must have' component in any L2 reading program. The presenter will then go over practical steps on how to set up and run an extensive reading program, both for young learners and for young adults.
[Colloquium: ER] S / T / U / A

Making Graded Readers - issues for authors and users
Rob Waring, Notre Dame Seishin University
Room C601

This presentation will focus on the process of writing a graded reader. It will look at the story formation stage by identifying story plot and development and showing key elements that should or should not be in place for a good story to be told. Then it will look at how a graded reader syllabus is created by investigating in detail how words are selected and grammar syllabuses selected. Following this, the presentation will show how to put it together to write motivating graded reading materials.
[Colloquium: ER] YL / S / T / U / A / B

A Four Strands Approach to Developing an Extensive Reading Program
Rocky Nelson, Pusan University of Foreign Studies
Room C601

Dr. Paul Nation describes the main types of activity that should make up a balanced language course. These can be classified into the four strands of meaning-focused input, meaning-focused output, language-focused learning and fluency development. Anyone wishing to develop an ER course that teaches a student to be truly fluent in using what English they know, can profit from this guidance. This presentation describes a successful Korean ER course built around these strands.
[Colloquium: ER] U / A

The Korean English Extensive Reading Association
Simon Gillett, Sookmyung University and the University of Exeter
Room C601

The presentation is an introduction to the Korean English Extensive Reading Association - or KEERA.
KEERA's mission is to further education about and promote Extensive Reading in Korea. We focus on promoting best practices in implementing, administering and evaluating Extensive Reading programs, and educating the public about the benefits. Additionally, we provide high quality assistance and support to teachers and parents that wish to adopt Extensive Reading approaches. Finally, we support further research into Extensive Reading – with an equal focus on extensive listening and reading.
KEERA is to serve as a development tool for members, institutional and individual, working to fill their overall need for English education through contributing knowledge and information to members, institution and individual.
KEERA fosters learning and academic excellence by working with members, institutions, and individuals to create a safe, fulfilling, and academically enriching environment for Extensive English reading education in Korea.
[Colloquium: ER] YL / S / T / U / A / B

How can Graded Readers trigger inner motivation of learning?
Eunsol Shin, Sogang Graduate School of Education
Room C601

I am going to share my personal experience about motivation caused by reading decent amount of Graded Readers when I was a teenager without going abroad. Now that I had struggled for finding out inner motivation especially when it comes to studying English, I totally understand what studying without motivation would be like from the viewpoint of desperate students in Korea. So from what I experienced, introducing my teaching strategies for Graded Readers currently will be the next step I am going to proceed for presentation. In addition to showing them, I will also introduce my own students who have been changing their attitude toward studying English.
[Colloquium: ER] S / T / U / A

A Yonsei University Academic Reading and Writing Extensive Reading Program: A Model
Greg Brooks-English, Yonsei University
Room C601

Do you want to build an extensive reading program that is an integral part of an academic reading and writing program at your university? If so, you might enjoy learning more about extensive reading strategies to develop a graded reader library, which books to buy, how to measure student progress using the free open-source graded reader quiz tracking software at www.MoodleReader.org, and what students think about it all? In this short twenty minute presentation, you will learn how to build a program from the ground up and how it can increase your students' motivation for, enjoyment of and skill for learning English in an academic setting.
[Colloquium: ER] S / T / U / A

SATURDAY - 13:30~15:15

Cultural Connections: Social Media's Perspective on Surviving and Thriving in Korea
Stafford Lumsden
Room M105

Life in Korea: joys, frustrations, challenges. Social media are adding new perspectives to life in Korea. In the first hour, we'll hear from three Korea-based bloggers and learn what issues and aspects of life they are digging into. The second hour will look at You-Tube and conclude with a conversation with the editor-in-chief of *Ten Magazine*. The conversations will be of interest to old-hands and new-comers alike as well as to Koreans who work or are friends with non-Koreans.
[Panel: Bloggers] YL / S / T / U / A / B

Acquisition Second Language by the underprivileged students of rural area of Bangladesh
Mohammad Rabiul Alam, Royal Rangers Public School & College
Room Music Lobby

About 200 students enrolled in a charity school named Royal Rangers School situated in a remote rural area of Northern part of Bangladesh. The 70% of total population are farmers and day laborers. So they can hardly manage their daily lives and education is still a dream for them. The RRS set up a charity school here for providing modern education up to secondary level with modern facilities i.e. computers, projectors, lab and library etc. We divided students into different age group and they are given task based activities in the classroom. Curriculum has been designed to match their daily family life as they also are to involve in works with their parents for household chores. Selected vocabulary helps them to recognize and building sentences in all context. They enjoy peer learning, sentence formation, read aloud, picture description, story telling, short Questions & Answers, recitation, conversation, computer learning and many games activities. Students are being assessed through their learning process and develop their skills rapidly in acquisition English language. After each activities they share their progress each other or in groups. In this poster you will view both theoretical and visual feature of the pedagogy of teaching ESL what we bring out students ability through a better learning environment to achieve our objective as well.
[Poster presentation] S / T

Instant Messenger Cooperative Development: Journeys of discovery
Andrew Boon, Toyo Gakuen University
Room Music Lobby

When conducting research alone, it may be easy to become lost, take a wrong turn and be uncertain of how best to proceed with our individual projects. And yet, if provided with opportunities to articulate our jumbled thoughts and thus give them shape, clarity, and meaning in a supportive and non-judgmental environment to a fellow peer who is willing to listen and understand them, we may begin to see things more clearly, discover new perspectives on our research, and find a direction forward. This poster presentation will describe how a number of post-graduate TESOL students have made use of Instant Messenger Cooperative Development (IMCD); an online tool which utilizes the Skype text chat function and Cooperative Development discourse framework for professional development (Edge, 1992, 2002). It will describe the textual journeys these participants have made in IMCD sessions to reach a eureka moment which helps them to 'push' their thinking and research along.
[Poster presentation] YL / S / T / U / A / B

Blogging in the Language Classroom
Christie Provenzano, Fukuoka Women's University
Room Music Lobby

Computer and internet literacy have become necessities in academic and working life around the world in recent years. Students with little computer experience are often handicapped when it comes to navigating the internet or even managing basic skills such as typing. To help students become better equipped to make use of technology in their language learning as well as their wider academic life, the presenter promotes the use of weblogs (blogs) in the language classroom. This presentation introduces 3 different ways to integrate the use of blogs in second language instruction. The first is a class blog that is maintained by the teacher and used by the class as a bulletin board for the exchange of information and the submission of assignments. The second is a group blog project where groups of students make and maintain their own blogs as a way to develop computer and internet literacy and, often, to share their own work. The third is an individual blog project wherein students make and maintain their own blogs as a way to reflect on reading material or to publish their own written work for review by the teacher and other students. Visitors to this presentation will learn the advantages (to both teacher and students) of implementing these projects in a wide variety of class types. Visitors can learn more about the blogging website favored by the presenter and can examine sample screen shots of all the blog types.
[Poster presentation] S / T / U / A / B

SATURDAY - 13:50~14:10

Cultural Connections: Surviving and Thriving in Korea
Michael Hurt,
Room M105

Life in Korea: joys, frustrations, challenges. Social media are adding new perspectives to life in Korea. In the first hour, we'll hear from three Korea-based bloggers and learn what issues and aspects of life they are digging into. The second hour will look at You-Tube and conclude with a conversation with the editor-in-chief of *Ten Magazine*. The conversations will be of interest to old-hands and new-comers alike as well as to Koreans who work or are friends with non-Koreans.
[Panel: Bloggers] YL / S / T / U / A / B

SATURDAY - 13:55~14:20

Essential concepts in academic writing
Peter Carter, Kyushu Sangyo University
Room S103

Although academic writing instructors frequently have excellent skills honed over a number of years, how to effectively pass these skills on to learners in the limited time available is an issue that the teacher's writing ability alone cannot solve. As such, a solid background in the underlying concepts of academic writing is often helpful to classroom practitioners. This workshop draws on three fields - academic writing research, reader expectation, and content-based writing instruction - in order to provide teachers with a working knowledge of essential ideas such as positioning and movement that are believed to be instrumental in developing students' academic writing skills. The workshop will cover the basics of each of the three fields, and will offer classroom activities aimed at teachers looking to broaden their range of skills. At every stage of the workshop, discussion and questions will be welcomed.
[Workshop / demonstration] U / A / B

Learning Strategies Based Instruction in Korean EFL College Classrooms
Jaewon Yun, Hankuk University of Foreign Studies
Room S105

Though much research has been devoted to

the study of learning strategies based instruction, the extent to which learning SBI (Strategies Based Instruction) has benefited Korean college students has not been adequately studied so far. The primary aim of this study is to see how SBI following the metacognition instruction framework might be pertinent to the improvement of English reading and listening performance in the Korean EFL college classrooms. To test whether appropriate teaching strategies could improve their listening and reading comprehension, this study analyzed one SBI treated class and one control class over five one hundred-minute classes. The participants are 89 first-year female college students who are of the lower-intermediate level. In the current study, the SILL, TOEIC Bridge test, written diaries and background questionnaires were employed as instrument, and the T-test was adopted. The results suggest that students who are SBI instructed exhibit more frequent use of all 12 strategies and more ready improvement in reading performance. However, a higher frequency does not necessarily guarantee improvement in listening performance.
[Research report / paper] U

Utilizing ICT Video Conferencing for Pre-service English Teacher Training and Cultural Learning

Minako Yogi, University of the Ryukyus, College of Education

Room S106

The enhancement of globalization and information technology has opened up new horizons for teacher training. This pilot study investigates how video conferencing can be effectively implemented in a teaching methodology class to strengthen pre-service teachers' language and teaching skills. The aim of this course was to expose the students to a variety of teaching materials and activities, provide models for utilizing textbooks for specific teaching techniques, and to share insights for innovative material development, and to actually produce and present creative teaching materials. Along this line, a video conferencing event was incorporated into this teacher training class. A total of twelve collaborations were realized with four institutions; Wien and Budapest Japanese Schools, Budapest Public High School, and University of Hawaii. Student teachers gathered information on a topic related to Okinawa, created power point slides, and prepared for the live Show & Tell and Q&A session.

The results from the questionnaires indicate that the pre-service teachers considered this interactive experience extremely stimulating, motivating, and enriching since they had the precious opportunity to present in front of a live overseas audience and obtain instant feedback from them. They view this synchronous interaction valuable for improving their language and communication skills, teaching and presentation techniques, material development, and cultural awareness. Consequently, implementation of an innovative approach in teacher training may have potentials to facilitate unique learning opportunities and heighten professional growth which may lead to producing competent language teachers.

[Classroom application of research] U

SATURDAY - 14:10~14:30

Cultural Connections: Surviving and Thriving in Korea

Joe McPherson

Room M105

Life in Korea: joys, frustrations, challenges. Social media are adding new perspectives to life in Korea. In the first hour, we'll hear from three Korea-based bloggers and learn what issues and aspects of life they are digging into. The second hour will look at You-Tube and conclude with a conversation with the editor-in-chief of *Ten Magazine*. The

conversations will be of interest to old-hands and new-comers alike as well as to Koreans who work or are friends with non-Koreans.
[Panel: Bloggers] YL / S / T / U / A / B

SATURDAY - 14:30~14:55

Cultural Connections: Surviving and Thriving in Korea
Martina Stawski
Room M105

Life in Korea: joys, frustrations, challenges. Social media are adding new perspectives to life in Korea. In the first hour, we'll hear from three Korea-based bloggers and learn what issues and aspects of life they are digging into. The second hour will look at You-Tube and conclude with a conversation with the editor-in-chief of *Ten Magazine*. The conversations will be of interest to old-hands and new-comers alike as well as to Koreans who work or are friends with non-Koreans.
[Panel: Bloggers] YL / S / T / U / A / B

Cultural Connections: Surviving and Thriving in Korea
Simon Stawski
Room M105

Life in Korea: joys, frustrations, challenges. Social media are adding new perspectives to life in Korea. In the first hour, we'll hear from three Korea-based bloggers and learn what issues and aspects of life they are digging into. The second hour will look at You-Tube and conclude with a conversation with the editor-in-chief of *Ten Magazine*. The conversations will be of interest to old-hands and new-comers alike as well as to Koreans who work or are friends with non-Koreans.
[Panel: Bloggers] YL / S / T / U / A / B

Keywords from Academic Writing Corpora: NS-NNS Comparison
Yeji Han, Georgia State University
Room S106

The purpose of the study is to explore whether L1 influence or grade contributes more on distinctive lexical features of texts from NS essays. Key words technique was used to explore this topic. A key word is defined as a word which occurs with unusual frequency in a given text (Scott, 1997). Thus, key words technique show "overuse" and "underuse" of words in texts in comparison with reference text. Key word technique has been widely used to explore academic writing (Lee & Chen, 2009), however, there has been very few research on keywords based on controlled corpora in L2 writing.
This study is based on large learner corpus, consisting of argumentative essays written by 144 Chinese, 43 Korean, 41 Romance learners of English and 131 English native speakers. In this study, English native speakers' essays were taken as "default" corpora, because essays written by non-native speakers were compared to texts from native speakers. The corpora is highly comparable in terms of topic and writing condition. The results have shown that NNS groups overuse vague words such as pronouns and copular verbs while NS group tend to use content words. As for grade, low grade groups distinctively overuse vague words compared to NS. Also, the overuse of "I" and "we" are found in all NNS groups, while "you" is found in NS group. The findings imply that NNSs rely on personal example as a strategy of writing an essay. Pedagogical aspects of academic writing will be discussed based on the findings.
[Research report / paper] U / A

SATURDAY - 14:30~15:15

Grammar Hot Seat Questions: What If You Don't Know the Answer?

Keith Folse, University of Central Florida
Room B107

Teachers love the "teachable moment" when students ask a great question and we are able to lead them down the path of learning. However, what happens when the teacher has no clue about the answer? How can teachers handle the hot seat questions? In this workshop, we will look at five ways to handle these questions based on whether they do or do not know the answer to the question. Though all teachers can benefit from this workshop, the information is especially useful to novice teachers who lack confidence in dealing with grammar questions.
[Workshop / demonstration] YL / S / T / U / A / B

Learning Out Loud! Repeated Practice and Authentic Settings Promote English Language Development
Karie Gladis, Teacher Created Materials
Room B109

It takes more than just decoding and translating words to acheive fluencey and true comprehension. Students need to use appropriate phrasing, understand intonation, and internalize the meaning of what they read. This session will show teachers how to use Reader's Theater, a fluency program for grades K-8, to engage students in repeated practice in order to build prosody.
[Workshop / demonstration] YL / S / T

Connect Your Students to the World through Graded Readers!
Julie Hwang, Oxford University Press
Room B111

Many primary teachers would like to expand their English language teaching to include cross-curricular subjects. Using graded readers is a great way to develop students'English language skills while reinforcing their knowledge of specific school topics. As part of an extensive reading program, graded readers can also spark students' interest in a wide range of areas. Verissimo Toste, an Oxford teacher trainer, said in a recent talk: "Reading is also a great motivator to learn English. It exposes students to different worlds and different experiences, and it allows them to share these experiences with each other." This interactive workshop will engage participants in reading activities that develop language and critical thinking skills. Participants will learn how to give their students opportunities to practice organizing and expressing their ideas and opinions about a wide range of topics. Examples will be taken from Oxford University Press' readers series including Read and Discover, Classic Tales, Dominoes, and Oxford Bookworms Library.
[Workshop / demonstration] YL

Critical Thinking 2.0: Thinking, Doing, Changing
Chuck Sandy, Chuba University
Room B121

What's wrong with traditional models of critical thinking? How can we take critical thinking to the next level so it deepens learning and leads to real-world action and changes in behavior? We'll explore these questions before looking at some projects designed not only to encourage critical-thinking but also to break down the classroom walls while creating real change in the lives of our learners and making the world a little bit better in the process.
[Invited Talk] YL / S / T / U / A / B

Cross-curricular content ~ without the blood, sweat and tears.
Gilly Dempster, Macmillan Korea Publishers Limited
Room B142

CLIL ~ all teachers nowadays have at some

point come across this acronym. To teach English to children through different subjects is no laughing matter. Finding the time in our teaching schedules to cover the four skills can be a daunting enough task. Working on cross-curricular projects or themes however can help the learning process. Children can associate words, functions, structures and situations with a particular topic. Association helps memory and learning in context clearly helps both understanding and memory. Another bonus to cross-curricular materials in class is that there's more variety ~ and this is the spice of life, right? Something to tickle everyone's fancy or put another way something that connects to their specific type of intelligence. This session will look at how, by either using a text or a more interactive fashion, subject linked content can easily become part and parcel of your weekly plan. Let's face it there's definitely no class time to mop up any blood, sweat or tears! Examples will be taken from *Bounce Now*, a new edition from Macmillan publishers.

[Workshop / demonstration] YL

Deep Scaffolding: Ways to Help EFL Learners Navigate in Content Reading

Clara Lee Brown & Eun Sil Seo, The University of Tennessee

Room B161

Reading in general is challenging for all learners, yet content reading in particular is even more difficult for English as a foreign language (EFL) learners. There are several reasons why content reading is a challenge for them. First, a lack of vocabulary, technical vocabulary in particular, both in volume and in the dimensions of word meanings, poses one of the biggest barriers to successful reading. Second, EFL learners often demonstrate a serious lack of effective, bottom-up, linguistic-processing skills—English syntactic rules often differ greatly from those of their native language. As a result, these students are often not only slower readers, but also have less accurate comprehension. Third, EFL learners are less likely to utilize reading strategies that are critical to successful comprehension of the text. Finally, these students, operating under their own cultural references and schemata, lack the background knowledge assumed by text authors. Thus, the top-down processing knowledge they bring from their homes becomes inappropriate. How, then, can EFL teachers make decontextualized texts more accessible for EFL learners and help them successfully navigate the text? Over the long term, the real solution to these problems is extensive reading. Extensive reading builds background knowledge, results in the acquisition of efficient strategies and vocabulary. A short-term solution to solve immediate problem is Deep Scaffolding, which is defined as purposeful, meaningful, and well-planned scaffolding that consistently removes roadblocks to comprehension throughout the entire reading process. This session discusses what Deep Scaffolding entails and illustrates ways to implement it in content area reading.

[Classroom application of research] U / A

The Teacher's Tablet: iPads on the Podium

Stephen Henneberry, The University of Shimane

Room B164

The portability and power of Apple's iPad make it an excellent tool for teachers. This presentation will cover the use of an iPad in the language classroom for student assessment and course management. The discussion is based on one teacher's use of an iPad for one year as a portable device in a university English conversation course. The teacher used the iPad in many ways, ranging from student assessment to presentation of course content. The use of the iPad as an assessment device allowed the teacher to input student data and grades while students were on task and the teacher monitored classroom activities. The portable nature of the iPad allowed the teacher

to input data while walking amongst the students, and also allowed for its use as a reference tool in one-to-one discussions with students. The iPad was also used in conjunction with both projectors and overhead document cameras for presenting slides, websites, and notes to the class. The discussion will include information about setting up your iPad for use in the classroom, applications used in the process, and lessons learned.

[Workshop / demonstration] YL / S / T / U / A / B

Bringing History to Life in the English Classroom

Lewis Thompson, e-future

Room B167

Catering to learners who have a good grasp of English can be a difficult task. Content-based instruction is one approach that educators take to overcome it. However, selecting content that is stimulating and beneficial to learners is imperative. Educators want learners to immerse themselves within the content, and they want them to find it interesting and enjoyable enough to pursue it further.

Generally, in order to deliver content-based instruction, EFL versions of American textbooks are used in the English classroom. However, even though those textbooks are EFL versions, they are still proven to be difficult to use in an EFL environment. To solve this problem, e-future has launched the Hands on textbook project to make EFL versions of different subject textbooks. The unique structure and review methods of these textbooks create a simple way for learners to internalize and retain information.

Find out how the first series of Hands on textbooks, *Hands on History*, provides all the joy of a conventional reading series along with coherent, reinforcing lessons by exploring history as one continuing story, rather than a series of segments and divides.

[Workshop / demonstration] S / T

K.I.S.S. English for young English Learners' exploration and use of new speaking skills

David Jones, Compass Media

Room B168

K.I.S.S. stands for Keep It Simple and Stimulating for young English learners. This presentation suggests practical ideas for working with the strengths of young learners and their yearning for approval also their desire to be entertained. This idea of "edutaining" students is focused on presenting bite-sized, kid-friendly chunks of new knowledge that stimulates speaking and participation during the lesson. An English class that focuses on speaking and uses K.I.S.S. is enjoyable for both the teacher and students.

[Workshop / demonstration] YL

Teaching Younger Learners: What's the Secret?

Terry Faulkner, Birmingham

Room C505

Teaching younger English Language Learners (YELLs) in South Korea requires a special skill set, patience, intuition, a sense of humor and a willingness to adapt when necessary. Korean YELLs are often placed into private language programs because their parents wish it because the view for most parents is that English proficiency and good test results are indicative of future success in South Korea. The teacher, in accommodating the wishes of the parents, administration, and/or the Board of Education may be asked to teach in ways that conflict with what might be beneficial to the younger learners' linguistic development. A teacher's job might involve a frustrating mix of entertaining students, controlling behavior and/or simply increasing test scores all while attempting to preserve a sense of wellbeing. Often the responsibility for successful language acquisition lies on the shoulders of the teacher. An open-minded and well-informed teacher can however find alternatives to accommodate both the learners

and the institutions in which learning occurs. This presentation will identify the pertinent differences between young and adult learners then shift to provide examples of ways to help teachers react to the increasing demands of the ELT profession in Korea by highlighting ways in which the classroom, the text book(s) and the teaching of grammar and vocabulary can be adapted to suit the needs of young Korean learners. If time permits, I will include a demonstration about how to make music videos with students as a long-term project.
["101" Presentation] YL / S / T / U / A / B

Teaching Language through Literature
Mary Lou McCloskey, Houghton Mifflin Harcourt
Room M101

This session will provide compelling rationale and strategies for using literature in the language classroom utilizing many examples of authentic children's literature included in the *Journeys* reading program from Houghton Mifflin Harcourt.
[Workshop / demonstration] YL

Designing a Leveled Debate Curriculum: An Alternative to Productive Skill Classes
Cheri Lee, Larrabee Learning
Room M103

[PART II. Larrabee Debate Workshop: Practice Session]
A majority of in-service teachers strongly believe that debate classes should target only linguistically advanced learners, yet they forget that debate is a part of young children's daily lives. They debate with their family, friends and peers whenever they want to communicate more strongly and powerfully to achieve their ends. Debate is not, by nature, only for proficient speakers. Rather than language proficiency, setting out logical arguments is the key to the debate process, and logical arguments do not always involve highly-advanced language structures.
Then, is there any realistic way to make debate classes approachable for linguistically less proficient learners? Developing a leveled L2 debate curriculum is attainable since debate engages learners in a variety of cognitive and linguistic ways. Just as, in teaching phonics, learners begin by studying the most basic and fundamental elements of literacy, L2 learners can easily approach debate through core elements. By approaching a debate curriculum from learners' existing level, it is possible to build crucial debate skills step by step, leading to a full knowledge of and competency with debate and communication skills. Continuing the first Larrabee Debate Workshop session, this presentation will reach the heart of L2 debate curriculum design. This session will mainly cover two practical issues: what to teach in debate classes and how to teach these classes. Explicit modeling will be given through the ten levels of the eminent L2 debate series from Larrabee Learning.
[Workshop / demonstration] YL / S / T / U / A

Improving International Communication: A Proposal For Korea
Andee Pollard, Kangwon National University
Room S103

It is acknowledged that as English has grown to become the vehicle of international communication, it has also become a language with countless varieties and variations. While we, as English users, need not be functional in all of these varieties, we do need to have a basic understanding and familiarity with the issues at play. Through this qualitative study that assessed a number of English varieties across Kachru's Circles – namely American English, Australian English, British English, Korean English and Singaporean English – certain areas came to light that are in need of address across the educational paradigm. These areas revolve around issues of pronunciation, perceived intelligibility and their relationship with familiarity, or lack thereof. Through

surveying the responses of the participants we will see where the samples tested pose problems on the communicative level and suggest possible remedies that may alleviate the problems alluded to. Further to this, this paper will attempt to offer a proposal that while practical irrespective of location is one in particular need of address in the Korean context. It is therefore a primary objective throughout this presentation to attempt to address and discuss these issues and offer suggestions that can be implemented at the classroom level for the purposes of improving international communicative competence.
[Classroom application of research] U / A

Incorporating a World Englishes Focus into a University Speaking Course
Shannon Tanghe, Dankook University
Room S105

The recognition and acceptance of World Englishes has been gathering worldwide momentum in past decades. Although not yet universally accepted in Korea, momentum is also growing through raised awareness and the challenging of past commonly accepted "norms" such as the native speaker myth and "Standard English". This presentation focuses on a University-level semester-long English conversational class. Recognizing the value of incorporating a content-based approach alongside language instruction, this session describes a conversational English class infused with a World Englishes focus. Inaddition to including target structures and language designed to facilitate conversational practice between students, each day there was an element of World Englishes incorporated into the class in various ways, including debate topics, partner discussions, voice blogs, and video projects.
The presentation will describe specifically how the World Englishes theme was integrated into the course, both in daily lessons and the semester curriculum. Resources and specific activities utilized in the course, as well as results from student feedback and teacher and student perspectives will be discussed. Data was collected from the course via student blogs (both voice and written), student reflections, teacher observations and reflections, student surveys and course assignments. Presentation attendees will gain a greater understanding of how to integrate the concepts of World Englishes into a University-level English speaking class and and my own experiences with the effects of doing so.
[Classroom application of research] U

SATURDAY - 14:55~15:15

Cultural Connections: Surviving and Thriving in Korea
Stephen Revere, 10 Magazine
Room M105

Life in Korea: joys, frustrations, challenges. Social media are adding new perspectives to life in Korea. In the first hour, we'll hearfrom three Korea-based bloggers and learn what issues and aspects of life they are digging into. The second hour will look at You-Tube and conclude with a conversation with the editor-in-chief of *Ten Magazine*. The conversations will be of interest to old-hands and new-comers alike as well as to Koreans who work or are friends with non-Koreans.
[Panel: Bloggers] YL / S / T / U / A / B

SATURDAY - 14:55~15:20

Korean university students' attitudes towards varieties of English
Jake Breaux, Kanda University of International Studies
Room B166

The importance of English in education and the workplace have created a demand driven market in South Korea with high stakes for

learners, educators, and the nation's future. 'American' and 'British' models have culturally and linguistically dominated this market throughout its growth. Recently, however, researchers have claimed that there has been a paradigm shift in the attitudes of Korean language learners to World Englishes and, consequently, a greater appreciation of the role of EIL. This study investigated the attitudes of 50 Korean university students towards varieties of English in a World Englishes context, their ability to identify varieties, feelings of 'connectedness' with other countries, and the implications for EIL in Korea. A cognitive mentalist approach was utilised in the measurement of attitudes, followed by a positivist quantitative data analyses. Results indicate that change may not be as forthcoming as some would have us believe, and that the status quo remains, with potentially troubling implications for policy and pedagogy in English education in Korea.
[Research report / paper] YL / S / T / U / A / B

Teachers' Intentions and Learners' Perceptions about Recasts, Prompts, and Models
Asghar Salimi, University of Science and Research Urmia
Room B178

Long's Interaction Hypothesis (1996) suggests that interaction facilitates second language development because during interaction learners may receive feedback or the reactive information that they receive regarding the linguistic and communicative success or failure of their utterances. A number of SLA researchers have investigated the effectiveness of recasts, models, and prompts as widely used types of corrective feedbacks in second language classrooms ignoring the roles of teachers' intentions and learners' perceptions. Some researchers in the field argue the ambiguity of such interactional feedbacks to the learners. The main purpose of this experimental study is to investigate teachers' intentions materialized in prosodic features on diminishing the ambiguity of linguistic recasts, prompts, and models when they are used frequently as focus on form techniques. For this purpose 45 learners of English with intermediate level of proficiency were randomly assigned into three groups as the participants of the study. The data were collected using 12 sessions of video tape of task-based interactions in teacher initiated focus on form episodes. Chi-square was employed as the statistical means of analysis. The results proved significant relationship between teachers' intentions and learners' perceptions in recasts and prompts but not in models. The study carries significant implications for SLA researchers and language teachers in EFL contexts.
[Research report / paper] S / T / U / A

Instructor Knowledge of Student Shared-social-practices in an EFL Context
Kevin Watson & Grant Agawa, Nagoya University of Commerce and Business
Room M104

Moran (2001) contends that the process of cultural and language learning "features a constant back-and-forth between the learner's culture and the culture they are learning" and believes that this relationship is "critical" (p. 125). As a result, tacit and explicit cultural understanding can have a distinct effect on language learning in the EFL classroom. In this presentation, we propose that knowledge of both sociocultural theory (SCT) in an EFL context combined with Moran's (2001) cultural knowings framework allows teachers to have a better understanding of student actions, thought processes, and general classroom challenges. We purport that it is essential for foreign teachers to model effective learning strategies that are appropriate to both the target language and culture while also showing a certain amount of knowledge, sensitivity, and acumen toward the students' L1 culture.

While this teacher knowledge can influence several components of the teaching process, we have decided to investigate student group formation behaviour. Within foreign classroom settings, suggestions on group formation techniques have been widely researched. The impact that instructor knowledge or knowledge limitations of student shared-social-practices is significant toward group formation decisions made by foreign teachers. This knowledge or lack thereof and the implications for language teachers have yet to be explored in depth. In a Japanese university EFL program, three foreign language teachers were observed in regard to group formation. Moran's (2001) framework, SCT, and Japanese cultural concepts are then referenced to explicate classroom issues that arise in addition to instructional decisions made by teachers.
[Classroom application of research] S / T / U / A

The Impact of Genre-awareness Rising in the EFL Essay Writing Classes on Their First Language Writing
Siamak Mazloomi, Islamic Azad University - Islamshahr Branch
Room S106

The current study tends to investigate whether the genre-awareness raising in the EFL essay writing classes will affect the EFL learner's L1 essay writings. There have been 40 undergraduate junior students in two EFL classes who have been all passing a course in Essay Writing at the Islamshahr Azad University. They have been homogenized by performing a TOEFL proficiency test and have been asked to write a composition both in English and Persian on a specified topic at the beginning of the class as a pretest. They have all attended 8 sessions of treatment to raise their awareness of the genre structure of a 5-paragraph essay in English. Then, a post-test similar to the pre-test has been conducted. The T-test run between the pretests and post-tests in English and Persian indicates the fact that the EFL learners' essay writing has improved regarding the genre structure of their 5-paragraph essays (sig. = .006, $p < .01$ & sig. = .032, $p < .05$). The correlation between the English and Persian post-tests (.85), on the other hand, demonstrates a high relationship between the two variables. Since there has been no other variable involved in the improvement of the EFL learners' use of genre structures in their Persian essays, we can conclude that the genre-awareness writing process in English essay writing has significantly influenced the EFL learners' Persian essay writing. That is, the genre structures as a sort of IDFs are transferable from one language to another through awareness raising.
[Research report / paper] U / A

SATURDAY - 15:30~16:15

Successful English Lessons and How to Create Them!
Oliver Bayley, Oxford University Press
Room B111

What is a "Successful" English lesson? What are the most important ingredients for having one? (Motivated teachers and students? Clearly defined goals? Interesting content? Multimedia and technology? Or all of the above!?)
In this presentation, participants will discuss what a successful lesson looks like for themselves and their students and share their answers to the questions above. We will reflect on what these ingredients are and why we think they are important (and whether we currently have them in our lessons or not!)
Finally, the presenter will give concrete examples of how teachers can use the brand new Smart Choice Second Edition to more easily create a successful English class. This will cover a variety of teaching and learning situations, whether in the traditional classroom or online using the integrated online practice and Learning Management System (LMS) that accompanies the course.
[Workshop / demonstration] U / A

3.30p.m. - Featured sessions

About the workshop

Reflective Practice: Looking at the Teacher
Dr. Thomas S.C. Farrell, Brock University
Saturday 3.30-4.15p.m., Room B107

Good teaching requires self-knowledge; it is a secret hidden in plain sight. This workshop seeks to unlock English language teachers' underlying and tacitly held assumptions and beliefs about teaching and learning English as well as the metaphors they use that describe their teaching.

About the speaker

Thomas S.C. Farrell is Professor of Applied Linguistics at Brock University, Canada. His professional interests include Reflective Practice, and Language Teacher Education and Development. He has been a language teacher and language teacher educator since 1978 and has worked in Korea, Singapore, and Canada. Dr. Farrell is series editor for TESOL's (USA) *Language Teacher Research* six volume series. His recent books include *Reflective Language Teaching: From Research to Practice* (2008, Continuum Press); *Teaching Reading to English Language Learners: A Reflective Approach* (2008, Corwin Press); *Talking, Listening and Teaching. A Guide to Classroom Communication* (2009, Corwin Press); *Essentials in Language Teaching* (2010, Continuum Press – with George Jacobs); *Teaching Practice: A Reflective Approach* (2011, Cambridge University Press – with Jack Richards).

3.30p.m. - Featured sessions

About the presentation

New Literacies: Teachers & Learners
Gavin Dudeney, The Consultants-E
Saturday 3:30-4:15p.m., Room B178

This talk examines how the traditional "three Rs" (reading, writing and arithmetic), long considered the cornerstones of basic literacy/numeracy, have changed as we advance into the digital age. We will discover what it means to be digitally literate, explore the new types of literacy that have emerged alongside the advent of Web 2.0, and analyze why it is important to work with these literacies on a daily basis in our teaching.

About the speaker

Gavin Dudeney has worked in education for the past 23 years, as a teacher, materials developer, IT manager, and web-user interface designer. In 2003, he set up The Consultants-E with Nicky Hockly. He is a past coordinator of the IATEFL Learning Technologies Special Interest Group and also past editor of the SIG newsletter. In 2007, he was elected Honorary Secretary of IATEFL, and in 2011, Chair of the Electronic Committee (ElCom).

Gavin's publications include: *The Internet & the Language Classroom* (CUP 2000, 2007) and *How to Teach English with Technology* (Longman 2007, with Nicky Hockly, winner of the International House Ben Warren Award 2008). He is currently writing a book on digital literacies with Nicky Hockly and Dr. Mark Pegrum, to be published by Longman in 2012.

His company (www.theconsultants-e.com) works primarily in online teacher development and training, and their Cert ICT course won a British Council ELTON award in 2007. Among their other courses, they offer the only online Cert IBET course. Their Second Life project EduCation@EduNation was shortlisted for a second British Council ELTON award in 2009. You can follow Gavin's blog at: http://slife.dudeney.com

3.30p.m. - Featured sessions

About the presentation

It's Good to Talk: Understanding and (Mis)understanding in Intercultural Communication

Dr Muna Morris-Adams, Aston University

Saturday 3:30-4:15p.m., Room B121

Much research into intercultural interactions still tends to focus on the communicative difficulties which can arise in such encounters. This talk will attempt to redress the balance by focusing on *successful* aspects of informal conversations between native and non-native speakers of English. I will demonstrate that such conversations are not inevitably problematic, that non-native speakers are able to contribute effectively to the creation of understanding, and that many instances of (mis)understanding are, in fact, normal aspects of spoken interaction, and not limited to intercultural talk.

Using authentic data, I will start by illustrating some of the successful strategies which non-native speakers employ in the conversations to ensure understanding, both as listeners and speakers. I will then move on to give examples of apparent (mis)communication, and how these are jointly and effectively resolved. I will conclude by discussing teaching implications and suggest ways in which more practice and awareness of conversational features can be incorporated into classroom activities.

About the speaker

Muna Morris-Adams has extensive experience of teaching both foreign languages and EFL in a wide range of contexts. She is a lecturer at Aston University, Birmingham, UK, where she teaches on both undergraduate and postgraduate programmes, both on-campus and by distance learning, as well as supervising PhD students. Dr. Morris-Adams' main research interests are language teaching methodology, classroom interaction, spoken discourse analysis, and intercultural communication. She holds a PhD in Applied Linguistics from Aston University.

3.30p.m. - Featured sessions

About the presentation

Connecting Culture to Class: Problems, Pitfalls and Practical Approaches for Elementary Teachers
Prof. Setsuko Toyama, Keiwa College
Saturday 3:30-4:15p.m, Room B142

In April 2011, English became a part of elementary education in Japan. It is not, however, English as a subject. The Ministry of Education and Science (MEXT) terms it as "Foreign Language Activities" in the 5th and 6th grades, and the objective is:

To form the foundation of pupils' communication abilities through foreign languages while developing the understanding of languages and cultures through various experiences, fostering a positive attitude toward communication, and familiarizing pupils with the sounds and basic expressions of foreign languages. (http://www.mext.go.jp)

In 2002, I started training elementary teachers, observing classes as advisor, and team-teaching elementary classes. I hoped to help prepare the Japanese homeroom teachers for the upcoming official implementation of English into the curriculum and that my expertise and experiences as an EFL teacher and material author would serve the purpose. They did not, at least in the beginning.

I encountered unexpected difficulties and had to assimilate myself in a different culture of elementary classroom. Only then could I utilize the theories and practice of EFL.

In this presentation, I will share my trials and successes, illustrating what the EFL teachers might expect to encounter in the Japanese elementary classroom of Foreign Language Activities. A number of classroom-tested activities will be presented.

About the speaker

Setsuko Toyama has worked in the field of English Language Teaching for more than twenty years. She is currently a visiting professor at Keiwa College in Niigata, Japan, where she has been holding classes on Principles and Practice in Teaching Children English, Storytelling in Children's Classroom, and Teaching Children English through Music for teacher-training course students.

In addition to teaching English to students of all ages and team-teaching in special-needs classes, Setsuko also conducts teacher training seminars at Tsuda College Open School and works closely with elementary school teachers of PEN (Primary English in Niigata) in developing English language teaching content and improving teaching practices. Her most recent academic focus is on helping teachers prepare for the implementation of English classes into the elementary school curriculum in Japan.

A well-known author and teacher trainer, Setsuko is the co-author of *English Time* (Oxford University Press) and *Journeys* (Pearson). Other publications that she has authored or contributed to include picture dictionaries (PIE Intl.), teacher resources (Oxford University Press, Obunsha, STEP, ALC), storytelling guidebooks and resource packs for elementary schools (CosmoPier).

Pecha Kucha

What?

Saturday: 18:15 – 19:15

immediately following Dr. Kumaravadivelu's plenary in Samsung Hall

Chuck Sandy:	It's Inside You
Gavin Dudeney:	A Personal Reading List
Julien McNulty:	The History of English in Verse
Keith Folse:	Perhaps the Strangest Example of Culture
Ken Beatty:	Making Use of Schema Theory: A Snowy Example
Nicholas Groom:	General Arguments for Specific Corpora in the EFL Classroom
Robert J. Dickey:	KOTESOL: 19 Years in 20 Slides

(in alphabetical order)

Hosted by Tim Dalby

What's a Pecha Kucha?

Ever fallen asleep during a 45-minute presentation? Have you watched on helplessly as the presenter spoke solely to the screen? Ever wondered how many more bullet points were still to come?

Pecha Kucha is the answer to death by PowerPoint.

20 slides : 20 seconds each. Get a full presentation in a fast-paced and fun format.

Come and see what it's all about.

Saturday 4.30-5.15 P.M.

Concurrent sessions – Basement Level

Room	Starting at 4:30	Starting at 4:55
B107	**Sanchez, Edward** *Digital Storytelling: A Modern Expression of an Ancient Art* Workshop **S / T / U**	
B109	**Dickey, Robert, J.; Kimball, Jake** *Training Teachers of English to Very Young Learners (TEVYL) 2-10* Invited Talk **YL**	
B111	(Oxford University Press Dedicated Room)	
B121	**Beatty, Ken** *A University in Your Hand: The Online Learning Paradigm* Invited Talk **YL / S / T / U / A / B**	
B142	**Hong, Channi** *Maximize English language and content learning with Language Central!* Workshop **YL**	
B161	**Anderson, Charles J.** *Closing the loop: Techniques to provide and generate classroom feedback.* Workshop **S / T / U / A**	
B164	**Prosser, Andrew** *Creating a Homemade Corpus of Spoken English for the Language Classroom* Classroom application **U / A**	**Masson, Marie-Emilie** *Student interaction with teacher feedback through online videos* Research report **U**
B166	**Restuningrum, Novi Rahayu; Diyantari, Diyantari** *Reading: Take Away the 10-question Syndrome from Your Students* Workshop **S / T / U / A / B**	
B167	**Kaley, Justin** *Improving Academic Reading: Preparing Students for Collegiate-level Study in English* Workshop **S / T / U**	
B168	**Kang, Jia** *Writing as Structure and Process* Workshop **S / T**	
B178	**Davila, Sara** *Classroom Management: Supportive, Corrective and Preventative Measures* Workshop **YL / S / T**	

Saturday 4.30-5.15 P.M.

Concurrent sessions – Upper Level

Room	Starting at 4:30	Starting at 4:55
C505	**Bill, Allison** *Guidelines for Preparing and Teaching an English Conversation Class* "101" Presentation **S / T / U / A**	
C601	**Sewell, Douglas, et al.** *First Year English - Grading Fairness in Mixed Level Classes* Classroom application **S / T / U / A**	
M101	**Yoo, So-Jung** *How to Promote Multiple Intelligences of Young Learners in the EFL Classroom?* Workshop **YL**	
M103	**Adamson, Calum** *Model United Nations for EFL students: preparation and outcomes* Workshop **S / T / U**	
M104	**Chai, Janet** *Understanding Culture: Interactive Pre-writing Activities* Workshop **S / T / U**	
M105	***Jolly, Aaron*** *21st Century Young Learner ELT: Tools and Techniques for Motivation, Materials and Practice* Workshop **YL**	
S103	**Sermsongswad, Unchalee** *An Effective Writing Skill Teaching Model for Young Learners* Research report **YL**	**Aubrey, Scott; Nowlan, Andrew** *The effect of environment and intercultural contact on L2 motivation* Research report **U**
S105	**Miller, Richard, et al.** *An application of CBI in Japanese universities teaching geopolitical challenges of energy.* Classroom application **U / A / B**	
S106	**Pinto, Maria** *Who we are, what we think: teachers talking about themselves and teaching* Research report **YL / S / T / U / A / B**	**Barrs, Keith** *L2 Vocabulary in the L1 Environment: A Digital Photography Action Research Project* Classroom application **S / T / U / A**

SATURDAY - 16:30~16:55

Creating a Homemade Corpus of Spoken English for the Language Classroom

Andrew Prosser, Hankuk University of Foreign Studies

Room B164

Offering your students use of a corpus and concordance software in the language classroom offers them both access to a large amount of authentic language data and with the means to organize and sort that data. Through its 'key word in context' (KWIC) facility, for example, the concordancer can show how particular words behave in context, help highlight underlying grammatical patterns, and help develop a learner's language awareness or else check existing misconceptions. This approach clearly involves a more student-centered and autonomous type of learning, and it is also clear that learners will need support in terms of a short period of instruction in using concordance software to learn how to make more informed and effective searches. This presentation includes an idea for providing learners with basic training in using this software, as well as a practical classroom application: feedback to language error following a speaking activity. This presentation is also concerned with developing a smaller, homemade corpus. Commercial online corpora may tend to drown learners in data and creating your own corpus may offer learners a bank of data which is more manageable and also more finely-tuned to their specific needs. The corpus in question was created using short sections from television show scripts to create a short corpus of interactional, spoken American English. Finally, the presentation includes some small-scale data involving a student successfully being able to correct their own errors using the corpus in combination with the concordance software.

[Classroom application of research] U / A

An Effective Writing Skill Teaching Model for Young Learners

Unchalee Sermsongswad, Chiang Mai University - Thailand TESOL

Room S103

Writing is an important skill for communication. However, in ELT in Thailand, many teachers see teaching writing as both challenging and demanding. Students' reluctance to cooperate in writing class, shortage of suitable and relevant materials, and lack of confidence in teaching this proficiency are what teachers in Thailand have confronted. Thus, writing skill is frequently ignored in a number of schools' programs. Based on this dilemma one writing skill teaching model was developed in a research project to provide teachers with a viable alternative writing technique and to support the improvement of students' writing ability. In this study teachers from three different schools in Thailand were trained to implement the process-writing teaching model. The achievement of the model was determined by classroom observation, questionnaires , interviews, and comparison of pre-test and post-test scores. The findings indicate that the process-writing teaching model could effectively enhance three things: 1) students' writing ability, 2) students' more involvements in writing class, and 3) great satisfaction of both teachers and students. It is, therefore, recommended that this model be practiced in writing classes to assist teachers to provide interactive writing atmosphere in a school so that students would enjoy class and develop their writing ability after all.

[Research report / paper] YL

Who we are, what we think: teachers talking about themselves and teaching

Maria Pinto

Room S106

The presenter is currently midway through a doctoral dissertation titled 'Constructing the self: Teacher's narratives of teaching EFL'.

The project aims to look at the lived experiences of long term native English speaking teachers of EFL living and working in non-English-speaking countries – at their changing perceptions of self, culture, and teaching.

As part of the dissertation, a survey of English language teachers in Korea and Japan was conducted in February and March 2011. Respondents were recruited via Facebook and email, and followed a link to the survey, which was on Survey Monkey. Questions the respondents answered included: the length of time they had been teaching, the countries they had worked in, what they thought constituted a good language teacher, and the characteristics of a good student.

The presentation will be divided into two sections: first, the results of the survey, and what these reveal, and second, lessons learned from the experience of advertising the survey through Facebook and email, and tricks the presenter used to deal with data downloaded from Survey Monkey.

[Research report / paper] YL / S / T / U / A / B

SATURDAY - 16:30~17:15

Digital Storytelling: A Modern Expression of an Ancient Art

Edward Sanchez, Teachers College, Columbia University

Room B107

From an on-going study, this presentation examines the challenges and effectiveness of digital storytelling in a public junior high / high school setting and university classes, and provides examples of digital stories. Modern foreign and second language classrooms should encourage active engagement, creativity, and critical thinking. One means of addressing these issues is through digital storytelling. Digital storytelling involves combining the art of storytelling with digital multimedia. Poor stories plus great digital media result in poor digital stories. Therefore, digital stories must be grounded on elements of good storytelling, such as vivid characters, dynamic settings, and a rich back story. Coupled with digital elements, which include a soundtrack, narrative and cinematic pacing, and the power of the writer's voice, students become creators of stories rather than just passive readers.

This presentation will highlight challenges and benefits of digital storytelling. I will discuss types of digital stories. I will demonstrate briefly how to write narrative paragraphs and essays, how to edit through drafting, and how to publish work. I will then demonstrate how to combine these narrative paragraphs and essays with freeware, such as Photo Story 3, to make digital stories using pictures and simple techniques, such as panning and zooming. Examples of students' work will be included.

[Workshop / demonstration] S / T / U

Training Teachers of English to Very Young Learners (TEVYL) 2-10

Robert J. Dickey, JD, Keimyung University & Jake Kimball, ILE Academy

Room B109

Since TESOL certification, in whatever name, started becoming fashionable in the early 1970s, the field has continued to evolve. Duration, method of instruction, and contents were obvious areas for development in the early years. Since the late 1990s, we have seen specialization arise – first "Young Learners," then language areas such as "Business English" have spun off from the generic TESOL model. In very recent years, particularly in Korea for non-native speakers of English, the Very Young Learners field has emerged. Whether we like it or not, kids from toddlers to early elementary school are undergoing English instruction. If we are going to recognize a specialization in teaching qualifications for this group of learners, what should we be looking for? This session will

explore some of the issues and invite input from attendees. New teachers of very young learners, and experienced teachers of children, may find the session insightful on practical as well as theoretical levels.
[Invited Talk] YL

A University in Your Hand: The Online Learning Paradigm
Ken Beatty, Anaheim Univeristy
Room B121

Over the last century, attitudes toward higher education have undergone a radical shift from the idea that universities are a privilege for a wealthy chosen few to the concept that anyone who is able should be given opportunities to learn to the best of his or her ability. The shift is partly due to the realization that the wealth of nations is increasingly based not on a country's natural resources or the number of its factories, but on economies based on knowledge. In searching for ways to provide students with this knowledge, many universities have introduced virtual campuses to offer a wide variety of subjects, including teacher education.
Using examples from TESOL programs developed by David Nunan and others at Anaheim University, this presentation outlines the ways in which the online university experience revises the expectations of both students and teachers in an academic environment, enhances opportunities for learning and sharing information, and extends the reach of the university experience to those who, only a few years ago, could never have hoped to experience it.
[Invited Talk] YL / S / T / U / A / B

Maximize English language and content learning with* Language Central*!
Chanmi Hong, Bridge Learning
Room B142

How can we maximize opportunities for language learning of today's English Language Learners. Teachers continuously promote literacy instruction by using scaffolds and make input more comprehensible. Join this session to learn how *Language Central* gives students opportunities to produce language in real-life meaningful situations. Each lesson gives explicit instruction developing concepts, scaffolds vocabulary application and Forms and Functions of language. Explore how the program extends language learning through daily table talk and interactive writing activities.
[Workshop / demonstration] YL

Closing the loop: Techniques to provide and generate classroom feedback
Charles J. Anderson, Kyushu Sangyo University & Kumamoto University
Room B161

Providing effective feedback is a common concern for educators, however research indicates that this is often restricted to informing students about errors they make and advice on how to correct them. While this can be effective, research indicates other forms may provide better learning outcomes. The goal of this workshop is to encourage teachers to reflect on what effective feedback consists of, and how it may serve to improve learning for students, and their teachers. A brief review of research in SLA and education will provide the justification for a deeper exploration of what feedback is. It will also present empirical evidence that feedback, in its many forms, is one of the most important contributors to positive learning outcomes. In doing so it will argue that feedback is more than what teachers provide to students, but also that which teachers receive and utilize to improve their instruction. This closing of the feedback loop allows teacher and student beliefs to become more aligned, and help improve learning outcomes.
This workshop will ask participants to re-examine their beliefs about feedback

including what it entails, who should provide it, and how it should be utilized. Practical advice on maximizing the effectiveness of classroom interactions will be presented and practiced. Techniques to close the teacher-student feedback loop will also be introduced, and evidence from informal teacher observations and interviews will be discussed. All educators interested in expanding their teaching skill set should find this workshop of interest.

[Workshop / demonstration] S / T / U / A

Reading: Take Away the 10-question Syndrome from Your Students

Diyantari Diyantari, Jakarta State University & Novi Rahayu Restuningrum, Yarsi University, Jakarta

Room B166

Reading lesson, to some students, becomes a difficult activity because of some obstacles they find while reading, such as the feeling of must-know-every-word. Moreover, teachers have widely used after-reading-question method to check students' comprehension, that leads to monotonous activity in reading lesson. Giving more attractive activity (rather than question-and-answer) after reading will give students better opportunity to be more analytical; thus, assumed to increase students' level of competence in the skill. To support the above statement, three aspects are pointed out: 1) It's closer to real-life. Comprehension questions after reading text will check students' understanding on the reading. However, this does not closely relate students real life into the activity. Why? Because in real life, after reading, people will take appropriate action based on the reading, instead of being asked about what they have just read. 2) Doing activities that involve students' analytical thinking on the reading will bring students to a more engaging learning. 3) Double-text reading is proposed to be the most engaging and motivating activity. Compared to single-text reading, double-text reading will become a more demanding activity, due to what students do while and after the reading, which imply that students make the most use of their brain to analyze and relate the two texts. The presentation will demonstrate the types of activities that teachers can do with their students to engage students in a more pleasing reading lesson.

[Workshop / demonstration] S / T / U / A / B

Improving Academic Reading: Preparing Students for Collegiate-level Study in English

Justin Kaley, Cengage Learning

Room B167

Today, as an increasing number of students pursue studies in English, the need for academic reading practice before arriving at a university or graduate program is becoming ever more acute. Many college bound students are finding themselves vastly underprepared to handle the scholastic vocabulary and technical reading load. The EAP teacher is tasked with designing a course that not only helps students improve their reading skills, but also reinforces vocabulary, encourages interest in the topics examined, and develops students' confidence as they work through a text. This workshop will offer various suggestions for teachers as they prepare their EAP classes, from selecting appropriate and motivating material, teaching essential reading strategies, and encouraging student interaction through both written and oral work.

[Workshop / demonstration] S / T / U

Writing as Structure and Process

Jia Kang, Build&Grow

Room B168

Students often find writing to be a daunting task because they think they need to produce a piece of writing that is perfect from the get-go. However, teachers can instill the notion that the process of writing is more important than the final product and ultimately

improves it. The foundation of the *Write Right: Paragraph to Essay* series is that the writing process aids in the development of paragraph (or essay) organization and different types of writing. As each unit focuses on structure and a specific way to write, students brainstorm, outline, draft, revise, and edit their writing to fit these two aspects. The overall goal of the series is for students to be able to do each step independently, so that in the revising step, for example, students will be able to tell if a detail doesn't support the topic sentence (or thesis) or does not fit with the type of writing they are doing. The idea is not to produce perfect writing from the beginning, but to guide in the emergence of a well-organized, cohesive final product.
[Workshop / demonstration] S / T

Classroom Management: Supportive, Corrective and Preventative Measures
Sara Davila, World Learning/SIT TESOL
Room B178

A language classroom is a busy, bustling place. The modern language teacher is working in a bustling and diverse classroom. Learners who have mixed levels of ability, all working together to learn English in a small classroom, often with only one teacher to provide both instruction and management. To add to the complications of language teaching the system and structure for managing students in Korea is quickly changing and adapting. As we continue to develop and grow as language teachers in a modern Korea, new strategies are required to support and maintain high functioning classroom environments.
In this workshop, designed for beginning teachers and teachers looking for further strategies, we will look at ways in which to organize classroom management into supportive measures, corrective measures and preventative measures. By incorporating this set of strategies into the classroom in a comprehensive way, teachers will reduce personal stress and fatigue in classes, while improving the overall functionality of the learning environment.
As Korea changes it is important that teachers find ways to continue to provide students with an interesting and engaging learning experience without giving up a well maintained and high functioning classroom.
[Workshop / demonstration] YL / S / T

Guidelines for Preparing and Teaching an English Conversation Class
Allison Bill, Jeonju University
Room C505

As part of the '101' Workshops, this session will include some guidelines to consider when planning a conversation course, as well as some tips on how to handle the hiccups which come with teaching conversation in Korea. We will talk about basics such as Teacher Talking Time vs. Student Talking Time, how to encourage participation, how to prevent some classroom management problems, how to group students, etc. We will also plan a basic conversation lesson together in the workshop. Participants will leave the workshop with one or two individual goals for improving their teaching in their particular teaching/learning context.
["101" Presentation] S / T / U / A

First Year English - Grading Fairness in Mixed Level Classes
Douglas Sewell, Dankook University / University of Birmingham, Shelley Lawson, Shinheung University / University of Birmingham, & Adam Arra, Shinheung University / University of Birmingham
Room C601

Almost universally first year university students in Korea must take English courses. While students in these courses may occasionally be level tested, in the majority of cases, students either sign up to a mixed level course or are placed in a course with other

students studying the same major. Such mixed level classes raise the question of how to fairly evaluate students. Grading based on actual English ability at the end of the course effectively discriminates against students who started the course with lower abilities. Grading based on improvement requires a reliable base line to measure such improvement from. Indeed one argument for grammar teaching in the Korean context is that it allows even the less proficient students in mixed level classes to 'master' the material and achieve high grades - though perhaps at the expense of actually developing their ability to use English communicatively.

This presentation will begin with a more in-depth discussion of such grading issues at the first year university level, and then consider data collected from over 350 first year college students to evaluate the actual correlations between first day English ability and final course grades. This presentation will then finish with suggestions on how teachers faced with giving grades to classes with mixed abilities can structure their classes and grading to promote communicative development while at the same time minimizing unfairness to students who enter such English classes with lower English abilities.

[Classroom application of research] S / T / U / A

How to Promote Multiple Intelligences of Young Learners in the EFL Classroom?

So-Jung Yoo, YBM Si-sa

Room M101

Designing EFL early childhood curriculum demands more than teaching English; teaching EFL young learners involves child development including intellectual, physical, social and emotional development. In the perspective of boosting young learner's linguistic ability as well as child development, the theory of multiple intelligences can be extensively incorporated in the EFL classroom. This presentation will demonstrate how multiple intelligences in young learners can be developed and activated through the classroom activities elicited from *Pandy the Panda*, English course book series for very young learners. Practicing and utilizing linguistic and non-linguistic resources of this book, participants for this presentation will study the classroom strategies to stimulate children's active and whole learning, thus, effectively leading to the development of children's multiple intelligences.

[Workshop / demonstration] YL

Model United Nations for EFL students: preparation and outcomes

Calum Adamson, Kyoto Gaidai Nishi High School

Room M103

Teachers at Kyoto Gaidai Nishi High School established the Kyoto High School Model United Nations (MUN) in 1990. In 2011, this three-day meeting, held at the Kokusaikaikan Conference Centre in Kyoto, attracted over 220 high school delegates representing 70 countries in two commissions. Delegates discussed, in English, the issue of food security following the meeting protocols of the United Nations. Participating in a meeting such as this demands extensive preparation on the part of the students who must first immerse themselves in the culture of their chosen nation and then seek to devise and discuss possible solutions to real world problems with students from other schools. Though our experience has shown this to be a hugely energizing and motivating activity, even for low-level learners, in terms of cultural awareness, critical thinking and language development, it can be a demanding process for teachers and students alike. Situated largely in the field of Content/ Language Integrated Instruction, this presentation seeks to outline how students might be prepared for participation in a MUN in a class or club setting and what language outcomes might be expected. Practical lesson materials and student responses will be introduced and

may be discussed in the workshop setting. Though the Kyoto MUN has grown to a significant size, ideas presented on curriculum-planning, activities and materials may easily be scaled down to suit different teaching contexts.

[Workshop / demonstration] S / T / U

Understanding Culture: Interactive Pre-writing Activities

Janet Chai, Pusan National University

Room M104

Writing styles in eastern and western cultures vary; therefore, it is vital that teachers choose appropriate pre-writing activities to build and activate schema in formal academic settings, particularly in an English composition class. Most students in Asia learn English grammar at a young age, but have difficulty grasping and applying the rhetorical structure of western cultures into their writing. With the implementation of carefully selected journal topics and paragraph development activities, such as "Asking Natural Questions" and "FRIEDs", students can store these tools in their schema, call on skills that were previously acquired, and enhance their writing at all stages in the university. When instructors understand how students learn, they can create lessons/activities that target students'learning needs. Using these pre-writing activities, teachers are able to provide students with a learning-conducive environment where students can begin to break down learned barriers and communicate freely. Students often wait to be filled with knowledge and listen intently to what teachers have to say. The goal would be to empower students and have them become independent thinkers who take ownership of their ideas when writing. All of these interactive activities are applicable to writing assignments across the curriculum.

[Workshop / demonstration] S / T / U

21st Century Young Learner ELT: Tools and Techniques for Motivation, Materials and Practice

Aaron Jolly, Pearson Korea

Room M105

Full of inspiration and active audience participation, author Aaron Jolly will deliver a hands-on 21st Century Learning workshop designed for primary teachers of English, with *Our Discovery Island*. Aaron Jolly will provide an overview of the key tools and techniques for best practice in Young Learner ELT today under the headings of Motivation, Materials & Practice. In the area of "Motivation", we will look at both the role of the teacher and the learner. Under "Materials" we will turn to the context of story-based, cross-curricular and task-based approaches. Finally, in the "Practice" section we will look at how teachers can help students improve their receptive and productive skills through vocabulary & grammar teaching. Professor Jolly will inspire everyone with a unit overview of *Our Discovery Island*, the new primary series from Pearson. Exploring the pedagogy underpinning the series, pilot classroom videos will be shown and simple techniques for successful integration of traditional and digital materials will be demonstrated, to illustrate for you how learning really can be an adventure.

[Workshop / demonstration] YL

An application of CBI in Japanese universities teaching geopolitical challenges of energy

Richard Miller, Kansai University, Michael Parrish, Kwansei University, & Zane Ritchie, Aichi University

Room S105

In today's globalized world, the scope of instruction for tertiary English as a Foreign Language (EFL) courses no longer focus on grammatical accuracy and vocabulary but has expanded to include broader elements of communication, including intercultural

communication and critical thinking. There is also a need to integrate language skills with professional information and this presents EFL instructors with some unique challenges. As language instructors, how do we teach language and yet engage students through content appropriate to their cognitive level? In an attempt to address this dilemma, Content-Based Instruction (CBI), as proposed by Brinton, Snow and Wesche (1989), expands on Krashen's (1981,1995) assertion that learners benefit linguistically and cognitively from exposure to meaningful comprehensible input at a level slightly above their current linguistic level (i+1). This presentation will offer examples of how CBI can be applied in college classrooms of varying levels of expertise and ability to teach concepts as familiar as family relations and as complex as the geopolitics of oil and energy policy. The presenters will outline the rationale behind the two courses; what was taught, and how it was taught, and finally examine how the instructors promoted critical thinking among the students on and what students learned from the courses. Finally, encouraging learners to think deeply and critically about these kinds of issues is particularly relevant in Japan and Korea in the wake of the nuclear accident in Fukushima, and the rise in the price of oil which has ended an era of cheap abundant energy.
[Classroom application of research] U / A / B

SATURDAY - 16:55~17:20

Student interaction with teacher feedback through online videos
Marie-Emilie Masson, Kyushu Sangyo University
Room B164

Research has shown that feedback is one of the most powerful influences on positive learning outcomes. Yet to date, little has been done on students' preferences for feedback in the SLA classroom, particular with regards to feedback given orally in videos, allowing the unique opportunity for the feedback to be reviewed and reflected upon. The presentation will start with an overview of the use of CALL and feedback in the language classroom. Next, the presenter will outline the background and the methodology for an action research project which involved weekly one-on-one video diaries between teacher and students. The research involves university level students from a private Japanese institution. Students were asked to interact with the teacher feedback given in the video exchanges in various ways (transcribing in English, translating into Japanese, reflecting and responding). Qualitative data collected through interviews in students' L1 pertaining to their preferences for teacher feedback and this particular mode of delivery will be examined and the floor will be opened for discussion.
[Research report / paper] U

The effect of environment and intercultural contact on L2 motivation
Scott Aubrey, Ritsumeikan Asia Pacific University & Andrew Nowlan, Kwansei Gakuin University
Room S103

For over 50 years, having an understanding or personal interest in a language's people and culture has been a key concept in L2 motivation (Gardner and Lambert, 1972). However, in the Japanese and Korean context, learners of English rarely have the opportunity to interact with speakers of English outside of their language classrooms. Without this contact, many L2 learners cannot identify with people or cultures associated with English. Yashima (2008) showed that Japanese EFL students' international posture, or connectedness to the international community, can strengthen over time and this change in attitude can positively affect L2 motivation. This presentation will report on the preliminary results of an ongoing longitudinal, comparative study, funded by JSPS (Japan

Society for the Promotion of Science) on the effect of intercultural contact on L2 motivation at two different university environments in Japan. Specifically, this project addresses the question of how motivational and attitudinal dispositions of first-year Japanese university EFL learners differ in an 'international university' environment and a 'non-international university' environment. 502 students participated in the quantitative aspect of this study, and through questionnaire responses, the variable of intercultural contact was shown to positively affect students' international posture and motivated learning behavior. 20 students participated in the qualitative aspect of this study, which involved students keeping daily voice recorded diaries documenting their intercultural interactions on campus. Presenters from each university involved in the study will contrast two motivational models based on data collected and share their points of view of what influences motivated learning behavior.

[Research report / paper] U

L2 Vocabulary in the L1 Environment: A Digital Photography Action Research Project

Keith Barrs, Kanda University of International Studies, Chiba

Room S106

Language contact and transfer situations invariably lead to the absorption and integration of linguistic elements from one language into the other. This is often most outwardly visible in the country's linguistic landscape, incorporating a vibrant and dynamic admixture of scripts and vocabulary items. In Japan in particular, extensive language contact with Chinese, English and various European languages has resulted not only in the modern Japanese orthographic system consisting of an interplay of 5 scripts, but also in a lexicon consisting of words incorporated from many different countries.

Where L2 interactional opportunities outside of the classroom are restricted by the L1 environment, students can be made aware of the value in examining the linguistic landscape around them. They can be guided to record instances of English use outside of the classroom, and to bring these recordings into class for group analysis and discussion. Attention can be focused on semantic, phonological, morphological and syntactic similarities and differences between the words in their L1 and English, potentially assisting students in their vocabulary development.

This presentation will report on the findings from an action research project implemented in a Japanese university to encourage students to interact with the linguistic landscape around them. They were asked to photograph particular instances of English use in Japanese society and to upload the photos to an online photo-sharing website. These photographs then became the data source for classroom analyses and discussion, with students displaying a developing linguistic awareness of this L2 resource in their L1 environment.

[Classroom application of research] S / T / U / A

5.30p.m. - Plenary session

About the presentation

Connecting Global Cultures and Local Identities in the English Language Classroom
Dr. B. Kumaravadivelu
San Jose State University
Saturday 5:30-6:15pm
Room: Samsung Hall, Centennial building (simulcast in M608)

It is evident that the on-going process of cultural globalization with its incessant and increased flow of peoples, goods, and ideas across the world is creating a novel "web of interlocution" that is effectively challenging the traditional notions of identity formation of an individual or of a nation. In this talk, I briefly outline the two narratives of identity formation – modernism and postmodernism – and argue that a third, globalism, is fast emerging as a crucial factor in identity formation.

The narrative of globalism presents a picture where most linguistic and cultural communities around the world are faced with real or perceived threats to their identities from the forces of cultural globalization, and are engaged in preserving and protecting their local identities. In such a globalizing/tribalizing environment, the teaching of languages and cultures are faced with unprecedented challenges and opportunities. This is particularly true of English language teaching because it happens to be a language of globality as well as coloniality.

The unfolding and the unfailing impact of cultural globalization warrants a re-view and re-vision of the teaching of English as second/foreign language. A major challenge facing the teachers of English as a second/foreign language is how to create global cultural consciousness among their learners while at the same time take into account local cultural sensitivities unleashed by the forces of cultural globalization. Responding to this challenge, I present a set of pedagogic priorities which I believe have the potential to function as organizing principles governing various aspects of English language teaching.

About the speaker

B. Kumaravadivelu was educated at the Universities of Madras in India, Lancaster in England, and Michigan in the USA. He is currently Professor of Applied Linguistics and TESOL at San Jose State University, California. His areas of research include language teaching methods, teacher education, classroom discourse analysis, postmethod pedagogy, and cultural globalization. Dr. Kumaravadivelu is the author of *Beyond Methods: Macrostrategies for Language Teaching*, (Yale University Press, 2003), *Understanding Language Teaching: From Method to Postmethod* (Lawrence Erlbaum, 2006), and *Cultural Globalization and Language Education* (Yale University Press, 2008). He is currently working on a book titled *Language Teacher Education for a Global Society* (Routledge).

In addition to books, Professor Kumaravadivelu has published several research articles in journals such as *TESOL Quarterly*, *Modern Language Journal, English Language Teaching Journal*, *International Review of Applied Linguistics*, *Applied Language Learning*, *RELC Journal*, and *ITL Review*. He has also served as a member of the Editorial Board of several internationally reputed journals such as *TESOL Quarterly*. He has delivered invited keynote/plenary addresses in international conferences held in Australia, Brazil, Colombia, England, Finland, Hong Kong, Mexico, Singapore and the USA. His book *Cultural Globalization and Language Education* was awarded the Kenneth W. Mildenberger Prize (2008) for Outstanding Research Publication by Modern Language Association, New York.

6.20p.m.-7.20p.m.: Pecha Kucha sessions

Dalby, Tim, MC.
Sandy, Chuck *It's Inside You*
Folse, Keith *Perhaps the Strangest Example of Culture*
Beatty, Ken *Making Use of Schema Theory: A Snowy Example*
Dudeney, Gavin *A Personal Reading List*
McNulty, Julien *The History of English in Verse*
Groom, Nicholas *General Arguments for Specific Corpora in the EFL Classroom*
Dickey, Robert J. *KOTESOL: 19 Years in 20 Slides*

7.00p.m.-8.00p.m.: Cambridge University Press reception

8.00p.m.-10.00p.m.: Banquet (invitation only)

Saturday Evening Reception

We at Cambridge University Press are pleased to host the Saturday Evening Reception for the 2011 KOTESOL Conference at Sookmyung Women's University. CUP's mission is "To further, through publication and printing, the University's objective of advancing learning, knowledge, and research worldwide." Cambridge University Press has been a leader in the publishing world for the past 426 years, and we are looking forward to serving your ELT needs in the future. We hope you enjoy the party and thank you again for your continual support.

Who: Open to all Conference attendees
When: 7:20 – 8:00 p.m., Saturday
What: Soft drinks, Beer and Snacks
Where: Centennial Hall Lobby

Call for Presenters

KOTESOL Seoul Chapter is seeking workshop type presentations for the

KOTESOL Seoul Chapter Conference, 31 March 2012
Sookmyung Women's University, Seoul

Students Finding Their Voices

Proposals should try to answer one of the following questions:

How do you help your students talk or find their English voices inside the classroom?

How do you help your students exercise their English voices outside the classroom?

How do you help your students find their voices in writing assignments?

How do you help your students to work together?

What practice tips for project work and use of technology could you share?

What are public school teachers doing to include more speaking and writing into their lessons?

How do you get your young learners to listen, speak and have fun?

The deadline for workshop proposals is **5pm January 6th, 2012.**

Send your proposal and a short biographical brief to seoulkotesol2012@gmail.com.

Information for Presenters:

We welcome first time and experienced presenters!

- ✓ Your presentation should address students at the University OR K-12 level.
- ✓ Presentations will be one of three types:
  - **Regular Workshops(50 min. in length)** – These address one of the questions above.
  - **Pecha-Kucha (6 min. 40 sec. in length**) – Presenters show 20 images in total and has only 20 seconds to describe each image for a total presentation time of 6:40.
  - **Poster presentations** – These may address the conference theme or questions.
- ✓ Presentation proposals should have a snappy title, be written in descriptive paragraph style, be at least 200 words in length, include biographical information with your most recent workplace and up-to-date cell number, email address and fit together on ONE A4 page and be in *.doc format.

Sunday 9.00-11.00 A.M.

Concurrent sessions – Basement Level

Room	Starting at 9:00	Starting at 10:00	Starting at 10:25
B107	**Kim, Ye-Kyoung; Seo, Il Young** *Interactive language activities with multimedia technology applications for classroom teachers and students* Workshop **S / T**	**Dudeney, Gavin** *New Literacies: From Theory to Practice* Workshop **YL / S / T / U / A / B**	
B109	**Conway, Clare; Richards, Heather** *Delivering successful learner interaction in the language classroom: Applying basic guidelines* "101" Presentation **S / T / A / B**		**English, Brian** *Paint it Green* Workshop **S / T / U / A**
B111	**Fletcher, Rebecca** *Step by Step to Grammar Success!* Workshop **S / T / U / A**	**Hwang, Julie** *Bring Your Classroom to Life with the New Let's Go 4th Edition!* Workshop YL	
B121	**Callaghan, Peadar** *Active Listening (moving beyond fill in the blanks)* Workshop **YL / S / T / U / A**	**Morris-Adams, Muna** *Beauty Contests and Murder: Topics in Intercultural Conversations* Workshop **YL / S / T / U / A / B**	
B142	**Vitta, Joseph** *Making Valid and Reliable Speaking Tests* Workshop **YL / S / T / U / A**	**Folse, Keith** *Five Practical Activities for a Great Writing Class* Workshop **S / T / U / A**	
B161	**Graham-Marr, Alastair** *Introducing Strategies for Communicative Competence* Workshop **S / T / U / A / B**	**Rahman, Ohee** *Implementing the Lexical Approach for Korean Learners* Classroom application **S / T / U / A / B**	**Waring, Robert** *The One Correct Answer - its Implications* Classroom application **S / T**
B164	**Wolfe, Hillary** *Learning Out Loud! Repeated Practice and Authentic Settings Promote English Language Development* Workshop **YL / S / T**	**Provenzano, Christie; Yue, Sorrell** *Revising a Conversation –A Unique Opportunity* Classroom application **U**	**Vye, Stacey** *Autonomous Language Learning: A Paradigm Shift from Teacher to Learner Control* Research report **S / T / U / A / B**
B166	**Tanghe, Shannon** *Pushing Toward Higher Teacher Competency: Professional Development for TESOL Educators* Workshop **YL / S / T / U / A / B**	**Packard, William** *Science Fusion – Interactivity in the Classroom* Workshop **YL / S / T**	
B167	**Burkhart, Markus; Sewell, Douglas** *English Medium Content Instruction - Change and Challenge for Korean Universities* Research report **U / A**	**So, Lisa** *Using the Interactive Whiteboard effectively with diverse online contents!* Workshop **YL / S / T**	
B168	**Jones, David** *Effective way of approaching speaking classes for children.* Workshop **YL / S / T**	**Gladis, Karie** *Academic Vocabulary: Strategies for Success* Workshop **YL / S / T**	
B178		**Miller, Richard** *An interview with Charles Jenkins about teaching in North Korea* Research report **S / T / U / A / B**	

Sunday Featured Speaker sessions from 11.00-11.45a.m.: Dr Thomas S.C. Farrell, Dr Nicholas Groom, Dr Ken Beatty, Chuck Sandy, Robert Dickey

Sunday 9.00-11.00 A.M.

Concurrent sessions – Upper Level

Room	Starting at 9:00	Starting at 10:00	Starting at 10:25
C505	**Bolen, Jackie** *Motivation: Reward Systems that Actually Work* Workshop **S / T / U**	**Shaffer, David** *Content-Based Instruction Considerations for Tertiary-Level Instruction* Classroom application **U / A / B**	
C601	**Colloquium:** *Practical classroom approaches to vocabulary instruction: a longitudinal experiment.* **Anderson, Charles J.** *Effective feedback: Drawing on students' ability to acquire vocabulary;* **Fryer, Luke** *Sentenced to acquisition* **Gibson, Aaron** *Practical classroom approaches to vocabulary instruction: a longitudinal experiment;* **Howarth, Mark** *The effect of auditory support on high frequency vocabulary acquisition;* **Pritchard, Tim** *Practical classroom approaches to vocabulary instruction: a longitudinal experiment;* **Wilkins, Simon** *Practical classroom approaches to vocabulary instruction: a longitudinal experimen;* **Williams, Alonzo** *Effective Instruction of the Top 2000 Words* **U**		
M101	**Kaley, Justin** *"Big Questions" for Little Students: Introducing Authentic Reading at the Primary Level* Workshop **YL**	**Hafenstein, Patrick** *The Art of Communication* Workshop **U / A**	
M103	**Kim, Joohee** *Effective Activities thru On-off Blended Intensive Reading* Workshop **S / T**	**Jung, Miji** *Teaching English Speaking with Four Principles (Back To the Basics)* Workshop **YL**	
M104	**Zimmerman, Larry** Academic Success through Content-Area Literacy Workshop **YL / S / T / U / A**	**Coomber, Matthew** *Integrating skills through survey-based project work* Workshop **S / T / U**	
M105	**Kim, Jean, et al.** *Creating Positive "Imagined Communities": A University English Volunteer Club's Community Outreach* Classroom application **U**	**Scholz, George; Opp-Beckman, Leslie** *'American English Online' Opens Doors* Workshop **YL / S / T / U / A / B**	
S103		**Kim, Yeosun** *Writing through micro-project for young learners* Workshop **YL**	**Meyer, Douglas** *Language Proficiency Exams: Comparing the IELTS, BULATS, and STEP Eiken exams* Classroom application **S / T / U / A / B**
S105	**Lee, Nancy Shzh-Chen** *Improving interactive communication in oral presentation through collaborative web publishing* Workshop **S / T / U**		**Adamson, Calum** *Scaffolding authentic materials for motivation and acquisition in immersion classes* Classroom application **S / T / U**
S106	**Black, Grant** *Identity and values with "This I Believe"* Workshop **S / T / U / A**	**Brown, Howard; Adamson, John** *Connecting disciplines at Japanese university: Adapting EAP to local academic culture* Research report **U**	**Herath, Sreemali** *Impact of Language Learning Experiences on EFL Teachers' Professional Practices* Research report **YL/S/T/U/A**
Music Lobby	**Green, Amanda; Christian, Sarah** *Effective Strategies and Methods for Teaching English Without a Common Language* Poster **YL / S / T / A**		
Music Lobby	**Peloghitis, John** *A Review and Guide for Self-assessment in Second Language Writing* Poster **U**		

SUNDAY - 09:00~09:45

Interactive language activities with multimedia technology applications for classroom teachers and students

Ye-Kyoung Kim & Il Young Seo, Sung Kyun Kwan University

Room B107

This presentation is a class multimedia technology project that was developed by a TESOL faculty and a group of graduate students throughout one academic semester. The class project, first, built a wide range of interactive language activities that are consistent with the current perspectives of second language experts on teaching communicative language skills. The project advocates identifying and developing the building blocks of language knowledge and strategies, such as teaching and practicing communicative vocabulary, grammar. Then, the course project further extended the range of building blocks of interactive language activities by incorporating multimedia technology components and features in the form of text, audio, and video files. Those multimedia technology components and features were not only adopted, but also created by a group of graduate students using diverse digital technology hardware and software. Those multimedia applications were also adopted and applied to popular social media platforms, such as Facebook, Twitter, Skype, Blogger, and Google Groups.The tasks in the class project are identified as Computer-Assisted Communicative Language Teaching (CACLT) methods as well as Multimedia-Based Communicative Language Teaching (MBCLT) methods. At the presentation, a group of presenters will show the process and products of their project that they developed in a step-by-step procedural mode. The audience will see and explore how English teacher creativity of and teacher interest in multimedia technology develop and produce engaging, interactive, and fun interactive language activities for students and teachers in the classroom.

[Workshop / demonstration] S / T

Step by Step to Grammar Success!

Rebecca Fletcher, Oxford University Press

Room B111

It's been said that grammar is the skeleton of language and the foundation of communication. While teachers and students alike understand the importance of grammar, teaching grammar can be challenging. It's important for students to have a clear "road map" to show them exactly where they are, grammatically speaking, and how to get to the next "location" or level. The new *Oxford English Grammar Course* offers students a solid path from the basic to the advanced level and beyond. Developed by grammar experts Michael Swan and Catherine Walter, this new series is based on the following principles: 1) Grammar needs to be explained and practiced in "bite-sized" chunks. 2) Explanations must be clear and simple. 3) Examples must be realistic and checked against corpus data. 4) Plenty of practice is needed for each point explained.

Participants will have the opportunity to learn how to teach grammar effectively with the *Oxford English Grammar Course* through a variety of activities, including online exercises and a combination of listening and speaking practice of different grammar structures.

[Workshop / demonstration] S / T / U / A

Active Listening (moving beyond fill in the blanks)

Peadar Callaghan, Kyungpook National University

Room B121

Student centered and task based learning have proved again and again to be better teaching methodologies than the traditional teacher centered classroom. However when it comes

to teaching listening, too often the teacher-centered classroom is the norm. Teachers are unsure of how to teach listening using the principles of task based learning or how to give students the ability to take control of their learning with listening. This leaves the teacher with the sensation of only being responsible for pressing the button on the cd player and often bores both the students and the teacher with endless repetition.
This workshop will discuss the basic principles behind good listening instruction. The workshop will then go on to showcase several different approaches to listening tasks applicable to all levels and ages of students.
[Workshop / demonstration] YL / S / T / U / A

Making Valid and Reliable Speaking Tests
Joseph Vitta, Sookmyung Women's University
Room B142

This workshop is designed to teach EFL teachers how to efficiently design speaking test tasks and corresponding scoring procedures which are valid in terms of correlation to the stated aims and objectives of one's class and reliable in terms producing 'consistent' scores. The workshop has three parts.
Part 1 - Explanation of Validity and Reliability in Relation to Testing: The presenter will explain what these two principles of testing are and how they are the most important considerations when making a traditional speaking test task. Via this explanation, the other three principles of testing outlined by Brown (2004): washback, authenticity and practicality. Part 2 - Model Presentation: The presenter will present two speaking test tasks: 1) from the elementary setting and 2) from the high school setting. These model tasks will be both highly reliable and valid and the presenter will explain why. Part 3 - Group Speaking Test Task Creation: Attendees will break off into groups and be given two objectives of different context and settings to create test tasks' and corresponding scoring procedures. Groups will then share out their work and workshop will consider each presentation in terms of validity and reliability.
[Workshop / demonstration] YL / S / T / U / A

Introducing Strategies for Communicative Competence
Alastair Graham-Marr, Tokyo University of Science
Room B161

Communicative competence consists of a student's grammatical competence, sociolinguistic competence, discourse competence and strategic competence. While most communicative classes work to enhance the grammatical and sociolinguistic competence of their students, often left unattended are the skills associated with strategic competence. Recent research suggests that communication strategies need to be actively taught in our language classes, especially so in Asian contexts, where cultural foundations of communication differ somewhat from European traditions. Strategic competence describes the strategies used to overcome a lack of linguistic knowledge, or some sort of linguistic deficit, and communicate meaning in communicative events that lie beyond the learners' current language ability. All too often strategies are left to develop on their own as a felicitous by-product of overall language proficiency. We often observe that, all other factors being equal, some people are more communicative than others. Communication strategies are often the difference. Presented will be a brief background on why we need to teach strategies together with ideas for many classroom activities that lend themselves to the use of these strategies. Strategies give students great control in communicative situations, allowing them to manage conversations more smoothly and fluently. Although primarily aimed at the starting teacher, more experienced teachers might find some food for thought in some of the ideas presented.
[Workshop / demonstration] S / T / U / A / B

Learning Out Loud! Repeated Practice and Authentic Settings Promote English Language Development

Hillary Wolfe, Teacher Created Materials

Room B164

It takes more than just decoding and translating words to achieve fluency and true comprehension. Students need to use appropriate phrasing, understand intonation, and internalize the meaning of what they read. This session will show teachers how to use Reader's Theater, a fluency program for grades K–8, to engage students in repeated practice in order to build prosody.

"Reader's Theater provides readers with legitimate reason to reread text and to practice fluency. Reader's theater also promotes cooperative interaction with peers and makes the reading task appealing" (*Put Reading First: The Research Building Blocks for Teaching Children to Read*, U.S. Department of Education 2001). Participants in this session will learn how to seamlessly integrate Reader's Theater into their daily and weekly routines, including strategies to link the program to cultural references from social studies, mathematics, and science, as well as literature. The session will engage participants in activities that support English language learners, and will allow time to interact with scripts, songs, and classroom management strategies. Discover a wealth of practice and performance opportunities based on diverse topics. Participants will leave with a CD filled with sample scripts and lessons and an easy-to-implement plan they can put in place right away. "Fluency is the crucial bridge between word recognition and comprehension. And repeated oral readings are a key method for building fluency in all students" (*Report of the National Reading Panel: Teaching Children to Read*, April 2000).

[Workshop / demonstration] YL / S / T

Pushing Toward Higher Teacher Competency: Professional Development for TESOL Educators

Shannon Tanghe, Dankook University

Room B166

Educators' lives are often filled with ongoing activities, both inside and outside the classroom. In this busy environment, it can be a challenge for educators to focus on enhancing their own professional teaching and reflecting skills. However, the proven effects of professional development for teachers and their students is simply too valuable to ignore. This workshop, focusing on improving teaching through professionally developing oneself as an educator, is designed to encourage TESOL educators to replace teacher complacency with teacher action.

The workshop will be conducted in an interactive manner, inviting participants to discuss, share experiences, and to reflect upon particular contexts, specifically their own current effective practices and areas that could be improved. Recommended practical strategies for developing as a reflective practitioner will be presented. The workshop is structured to facilitate a critical reflection of one's own teaching and to raise awareness of opportunities for professional development. In addition to reflecting on personal teaching and learning experiences, participants will cooperate to re-construct the concept of teacher as learner. This workshop offers teaching development skills designed to extend beyond the language classroom and into re-energizing themselves to develop and utilize various forms of professional development. Participants will leave the workshop with an individualized plan of action to focus on at least one self-identified area in order to improve their own teaching through their own professional development.

[Workshop / demonstration] YL / S / T / U / A / B

English Medium Content Instruction - Change and Challenge for Korean Universities

Markus Burkhart, Sung Kyun Kwan University & Douglas Sewell, Dankook University / University of Leeds

Room B167

As Korea strives to become a more globalized nation, Korean universities are responding by increasing the number of courses taught in English. At some universities and in some majors students can now expect to have their entire academic year taught in English. The teaching of such content courses in English however raises the question of how much of students' actual learning of the content is being influenced by the potential limitations of their English ability.

This presentation will first outline the current state of English medium content instruction in Korean universities and in doing so, highlight some of the key issues currently being discussed with respect to such instruction. Next this presentation will describe a specific instance of the teaching of first year Chemistry courses in English at a top Korean university and some of the challenges faced while teaching in this context. Within this description, empirical data from over 200 students will be presented to highlight the relationships between these students' English ability and their overall achievement in their Chemistry course. This presentation will then end with a look to the future challenges of English medium instruction in Korean universities.

[Research report / paper] U / A

Effective way of approaching speaking classes for children

David Jones, Compass Media

Room B168

It has been witnessed that speaking skills are becoming more important than ever as these skills are going to be needed in many different assessments. However, most of speaking classes for children tend to focus on daily conversation. Teachers seem to have good excuses: my children are not ready to speak. However, they are never interested in what they want to say. This workshop will cover how to approach teaching to make children speak and improve fluency even for children at a lower level, thus helping field teachers better design speaking curricula.

[Workshop / demonstration] YL / S / T

Motivation: Reward Systems that Actually Work

Jackie Bolen, Hoseo University

Room C505

In Korea, freshman university students are often required to take a "practical English" course. This class can be very difficult to teach because many students, especially in lower-mid level universities, are not motivated to learn English. However, by setting up a reward system that is tied to final grades, motivation and class participation can be greatly enhanced. This presentation will demonstrate a reward system that uses positive reinforcement to achieve some language learning goals and that actually works in this context. The ultimate aim of the presentation is to equip teachers with practical strategies that they can use in their classrooms. While it is focused mainly on university students, there will be some application to younger learners in public schools and hagwons as well.

[Workshop / demonstration] S / T / U

"Big Questions" for Little Students: Introducing Authentic Reading at the Primary Level

Justin Kaley, Cengage Learning

Room M101

It's no mystery that young English learners can greatly benefit from having early access to content-rich, authentic material; not only are they exposed to a broader range of vocabulary and text types, but also academic knowledge

which will prove useful down the road in their future studies in other content areas. However, many primary educators have struggled to introduce genuine or academically-focused reading into an ELT course. Often times, teaching using academic topics proves to be too difficult to be feasible, usually due to mixed abilities of the students, a large new vocabulary load and students' unfamiliarity with the subject. How can a Primary teacher provide authenticity without sacrificing student comprehension? The answer lies in creating a more active and flexible classroom. This workshop will look at ways teachers can 'prime' students by asking "big questions" to start each lesson, as well as ways to provide structured and differentiated support in a mixed level class. Through increased interaction, songs, and mixed-mediums, teachers can appropriately scaffold an academic reading class and shift responsibility for using new skills and strategies away from themselves and onto their students.

[Workshop / demonstration] YL

Effective Activities thru On-off Blended Intensive Reading

Joohee Kim, Language World Co. Ltd.

Room M103

Do you agree about the power of literature? I am sure all teachers agree that Literature enhances the ability of language.

Learning Castle is a literature-based reading program designed to boost critical thinking, creativity and comprehension.

This workshop will teach English learners the skills necessary to become critical, fluent, and self-motivated readers and writers.

Blended on-and offline writing and reading activities are specially designed to teach English learners reading comprehension strategies. Those strategies are to make predictions and inferences, interactive with the text, understand themes and main ideas. And reading and writing activities reflect critically and creatively on story elements, and imbue students with the passion to become self-motivated, independent readers and writers.

[Workshop / demonstration] S / T

Academic Success through Content-Area Literacy

Larry Zimmerman, Teacher Created Materials

Room M104

"Reading is a different task when we read literature, science texts, historical analyses, newspapers, tax forms. This is why teaching students how to read the texts of academic disciplines is a key part of teaching them these disciplines." (*Key Ideas of the Strategic Literacy Initiative*, 2001). We know that enhancing literacy skills will improve learning in the content areas (*NRP Report*, 2000) but despite this knowledge, there is a lack of implementation of known strategies and an "ever-deepening crisis in adolescent literacy" (*IRA*, 1999). During this session, experience how to confront this crisis by using a variety of engaging content-area nonfiction texts to teach key literacy skills.

In today's schools, students are required to understand content at deeper and more complex levels. Yet, many of these students struggle to comprehend the content that is presented to them. The research clearly supports the use of a variety of comprehension strategies to enhance learning in the content areas (Haller et. al., 1988; *NRP Report*, 2000) and that reading and writing play a crucial role in the ability to "learn for understanding" (Graves, 1999; Graves, 2000). To better prepare students to comprehend the content and to be able to "learn for understanding", a variety of easy-to-implement strategies for improving content-area literacy will be demonstrated. Attendees will participate in activities that will bolster their students' literacy skills while improving content knowledge and comprehension. Attendees will receive a CD handout with texts, lessons, activities, and templates demonstrated throughout the presentation.

[Workshop / demonstration] YL / S / T / U / A

Creating Positive "Imagined Communities": A University English Volunteer Club's Community Outreach

Jean Kim, Jou Hwi Jung & Yoo Jeong Lee, The Catholic University of Korea

Room M105

In recent years, the notion of imagined communities (Anderson, 1991, Wenger, 1998) has been applied to an increasing number of studies in language education (e.g. Kanno, 2003; Pavlenko & Norton, 2007; Kim, 2008). Within this framework of imagined communities, the creation of a future imagined identity can influence current investments (Norton, 2000) in the educational practices of individuals and institutions. This presentation introduces the activities of an English volunteer club in the School of English at The Catholic University in Korea, where undergraduate students work with over 50 underprivileged children and adolescents in the community. While English teaching is one of the club's main activities, the more fundamental goal is to help the less fortunate youth to pursue a more empowering future imagined community for themselves. To do so, a 1:1 mentoring system between a child/teen and university student was implemented, through which the child/teen receives much-needed individual care and attention and is engaged in educational and social activities that match his/her interests and needs. In addition to a detailed discussion of our activities, in this presentation we also discuss how the volunteer club has been able to earn cooperation and unprecedented funding from the University to support its activities. In conclusion, we invite professors and students from other university English departments across Korea to join us in our efforts to help create brighter imagined communities for the underprivileged youth in our society.

[Classroom application of research] U

Improving interactive communication in oral presentation through collaborative web publishing

Nancy Shzh-Chen Lee, Kyoto University

Room S105

The number of presentation activities in the EFL university English class has increased over the past years due to the increasing demand for English oral ability at the higher education. However, unlike L1 presenters who try to interact and involve the audience in the presentations, L2 presenters generally over concentrate on the accuracy of the target language, frequently to the extent of excluding the audience from the communicative nature of information negotiation in presentations. In order to provide students with more interactive presentation experiences, teachers in the past have concentrated on developing surface presentation skills such as keeping eye contact, active hand gesture, varied intonation, appropriate tempo and palm cards instead of direct reading from script. However, effective presentation is more than just the accurate transmission of information; it also involves interacting with the audience. This workshop examines the important role of interaction in oral presentations and how it is often neglected by EFL presenters. It introduces an advanced presentation class at a Japanese university and how communication among students before, during and after presentation was enhanced by using a software called Wikispaces. Wikispaces is a collaborative software which enables students to upload, share and edit information on-line. The implementation and effects of Wikispaces in the presentation class as well as students' learning outcomes will be discussed in this workshop.

[Workshop / demonstration] S / T / U

Identity and values with "This I Believe"

Grant Black, Nagoya University of Commerce and Business

Room S106

This workshop explains and provides materials

for a values and identity course for high-elementary or intermediate EFL language learners based on the US National Public Radio program 'This I Believe.'

'This I Believe' was started in the 1950's by media great Edward R. Murrow and featured short speeches from celebrity and ordinary-citizen contributors alike. The program was revived for a period in the 1990's. Today it continues on-line and in books as an educational non-profit organization. The course is writing based but engages all skills in the process. The main production outcomes are a dream-board presentation, a 350-500 word written belief statement in the essay style of 'This I Believe,' and a three-minute oral recording of the belief statement.

Through a series of planned exercises and projects, students explore their own values and identity, consider episodes from their own lives that have shaped and informed their views, then identify and explain those values that are most important to their own sense of identity.

Using original materials and EFL-oriented adaptations of parts of the 'This I Believe' curriculum, the workshop will give a step-by-step guide for planning and teaching a semester long or one-week intensive course. The curriculum materials will be available to participants for their own use and adaptation. Technical possibilities for the course will also be demonstrated with simple guides for optional use of computers, software, recording devices and printing.

[Workshop / demonstration] S / T / U / A

SUNDAY - 09:00~10:20

Delivering successful learner interaction in the language classroom: Applying basic guidelines

Clare Conway & Heather Richards, Auckland University of Technology

Room B109

A basic concept in English Language Teaching (ELT) in New Zealand is the focus on learners using English in the classroom to develop their language knowledge and skills. One of the requirements for effective teaching is the teacher's ability to plan, set up and deliver activities that enable learners to practise their language through interaction. We present a workshop for new language teachers to consider the focus on learner interaction in their own classrooms. Drawing on work from Edge and Garton, 2009; Ellis, 2005; Moore, 2005; Rowe, 1974; Scrivener, 2005; Ur, 1996; and Watkins 2005, we present four key guidelines for setting up interactions to maximise language learning: establishing engagement; ensuring learners can complete the task; sustaining engagement and reflecting on learning (EESR). The EESR guidelines will be used in the workshop to raise awareness of a foreign language teacher's level of effectiveness in providing an interactive component in her lesson. The case study language teacher took part in an in-service professional development programme for language teachers in schools that we evaluated for the New Zealand Ministry of Education (Harvey, Conway, Richards & Roskvist, 2009). Workshop participants will examine the EESR guidelines in detail through viewing a DVD of English language teaching in the New Zealand context. They will complete a task to reveal the essential stages in setting up and delivering successful oral interaction, and will have the opportunity to discuss and reflect on the application of the guidelines to their own context.

["101" Presentation] S / T / A / B

SUNDAY - 09:00~10:45

Effective feedback: Drawing on students' ability to acquire vocabulary

Charles J. Anderson, Kyushu Sangyo University & Kumamoto University

Room C601

Many researchers now acknowledge that second language learners need some form of vocabulary instruction. This is especially true for beginners or those of low proficiency. However there is little agreement on what form this instruction should take. Flashcards are regularly used with young beginners. The keyword method has been shown to be useful for the most highly motivated. However for older, less proficient, poorly motivated students there is less consensus. One approach that captures the best features of flashcards and keywords, but may be more suitable for less motivated students is the drawing of "keyword illustrations", a meaningful picture that elicits the L1 and L2 meaning, for targeted words. This approach is both more concrete in form and creation than a keyword, and more personal, and engaging than a flashcard. However, in order to create effective keyword illustrations learners require clear feedback on what to do, and how to evaluate their production.

This presentation will explore the theoretical justification for why drawing pictures may improve vocabulary acquisition by examining research in SLA and cognitive psychology. Education research, classroom observation, and interviews will also be used to illustrate how teachers use feedback to provide students with the skills needed to utilize keyword illustrations in support of vocabulary learning. Interm results from a longitudinal study will also be presented. All educators that are interested in increase their students' vocabulary learning ability through drawing, and effective feedback, should find this presentation of interest.

[Colloquium: Vocabulary] U

Sentenced to acquisition

Luke Fryer, Kyushu Sangyo University

Room C601

Vocabulary acquisition is both the essential foundation of, and never ending journey that is language learning. Foreign language learners in many Asian countries have already experienced 6 years of English education before entering university. During this time, they have generally acquired basic L1 to L2/L2 to L1 comprehension of most high frequency vocabulary. However, students often lack use-level knowledge of the vocabulary and may not comprehend many of these high frequency words when they are embedded in a meaningful context. Employing a constructivist approach to teaching and learning, students were taught how to write original, meaningful sentences. Students were then asked to write 30 original, personally relevant sentences, one for each of the 30 words on the common wordlist. The hypothesis tested was that original sentence construction would lead to enhanced use-level vocabulary knowledge. Results from an ongoing longitudinal, ecologically valid experiment, which includes four different instructors will be reported. Qualitative results will both integrate the theoretical background of the approach and the process of instructing students for this treatment. Quantitative results will include longitudinal achievement of treatment vs. control students on both weekly and term pre/post vocabulary examinations.

[Colloquium: Vocabulary] U

The effect of auditory support on high frequency vocabulary acquisition

Mark Howarth, Kyushu Sangyo University

Room C601

Research in the area of vocabulary acquisition shows that mastery of the top 2000 words in English is essential for even the most basic forms of communication. A major obstacle educators face when teaching low proficiency learners is the insufficient command students have over these words. Various teaching techniques have been investigated, including memorization techniques, word cards, and the keyword method. These techniques, among others, draw on the visual input channel and emphasize knowledge of the orthographic form

of words. Less attention has been paid, however, to the effect that the aural input channel has on vocabulary retention. In other words, does listening to words have any effect on students' ability to retain high frequency vocabulary items?

This presentation will report on the design and results of an experimental intervention which aimed to improve retention of 400 high frequency words through the use of auditory support over the course of one semester. The treatment group (n~65) participated in activities which focused on listening to words (auditory support), while the control group (n~70) completed paper-based tasks (non-auditory). Factors such as time-on-task, teacher effect, motivation and student level were carefully controlled for. To assess the effect of the intervention on vocabulary acquisition a pre-test, post-test, and weekly vocabulary tests were administered.

[Colloquium: Vocabulary] U

Practical classroom approaches to vocabulary instruction: a longitudinal experiment

Simon Wilkins, Kyushu Sangyo University

Room C601

This study investigates an activity that employs word association and grouping and tries to measure its affect on vocabulary acquisition. Beck et al. (1987) state, "Students should be required to manipulate words in varied and rich ways, for example, by describing how they relate to other words and to their own familiar experiences" (p.149). This notion of word relations is the focus of this intervention. We asked students to associate and collocate pre-defined words in specific lists based on their own feelings and experiences. Craik and Lockhart (1972) developed a "depth or processing theory" suggesting that retention of certain vocabulary is dependent on the level at which information is processed, so that as a student tries to achieve a deeper level of processing beyond that of the sensory level vocabulary memory becomes more permanent. The key in our intervention is to develop these associations in their own thinking and thus encourage deeper semantic processing. We are not solely interested in word association through meaning however. Craik and Tulving (1975) expanded the theory of depth processing to suggest that retrieval is also enhanced by elaboration whereby additional acoustical or visual processing must occur. For example, this elaboration might occur when several phonetic features of a word, such as both its vowels and consonants, are given special attention. In this regard we will also require students to associate words through elaborated sensory input such as sound and visual cues and associate words on a basis that may at times not require associations of meaning. Activities that explore these theoretical notions were employed in class and preliminary results of their affect on vocabulary acquisition will be reported.

[Colloquium: Vocabulary] U

Effective Instruction of the Top 2000 Words

Alonzo Williams, Kyushu Sangyo University

Room C601

Knowledge of the Top 2000 words of English ensures approximately 80% coverage of all spoken and written materials. Many low level students in Japan in tertiary education have insufficient knowledge of these high frequency words. The majority of research in this area has focused on measuring student's knowledge rather than developing coherent effective devices for vocabulary instruction and knowledge. This presentation will report on and compare four experimental empirical interventions, which aim to aid students in the acquisition and deepening their knowledge of high frequency words. Over a four month period 9 teachers instructed 800 first and second year students of mixed majors at the tertiary level with TOEIC Bridge scores between 110 and 125. Interventions were 15 minutes of in class tasks, and 25 minutes of

outside class homework for the treatment groups. Controls group received a range of activities for the same amount of time. Pre and post as well as weekly tests were used to compare achievement outcomes between learners. Controlling for motivation and general vocabulary interventions were randomly assigned. Student's initial vocabulary knowledge and motivation was tested before interventions. Comparison of achievement on pre and post vocabulary tests and a comparison between each intervention were analyzed.

[Colloquium: Vocabulary] U

Practical classroom approaches to vocabulary instruction: a longitudinal experiment

Tim Pritchard & Aaron Gibson, Kyushu Sangyo University

Room C601

Research into L2 vocabulary acquisition, which has continued to receive much attention in SLA the past few decades, generally accepts that some form of intentional vocabulary learning is necessary in order to develop students' L2 vocabulary. However, there is little consensus on the best methods for teachers to use for vocabulary instruction in the classroom, especially when faced with large numbers of poorly motivated students with low English proficiency. Possible reasons for this lack of consensus are the difficulty in performing experiments that instruct large numbers of students as well as control for external factors such as the teacher, time on task and student motivation.

This presentation briefly describes a longitudinal experiment over the course of one semester with 900 students and nine teachers at a large Japanese four-year tertiary institution. The experiment used four different methods of vocabulary instruction amongst approximately 500 students, and a control group of 400 students. The presentation concentrates on the control group and details unexpected implications for classroom teaching.

[Colloquium: Vocabulary] S / T / U

Effective Strategies and Methods for Teaching English Without a Common Language

Amanda Green & Sarah Christian, Daegu Gyeongbuk English Village

Room Music Lobby

This poster presentation focuses on the most effective strategies and methods a teacher can use when teaching beginner English language learners without a common language. Some teaching methods that will be examined are the Direct Method, which focuses only on English without making use of the first language, and Total Physical Response (TPR), a method in which students listen and physically respond to commands in English. Interviews, observations, and a review of the literature will explore the possibilities for language learning and teaching when the teacher and students come from different linguistic and cultural backgrounds. Interviews were conducted with teachers who have years of first-hand experience teaching English as a foreign language (EFL) in Korea. Additionally, observations were conducted around the Daegu-Gyeongbuk area, connecting the literature with the pedagogical methods of experienced teachers. This poster presentation will give conference attendees fresh new ideas and strategies for the continual question: How do you teach learners that do not comprehend your input? Whether you are teaching kindergarteners, middle school students, or adults in the business world, the answer lies in the previous trial-and-error of experienced teachers, the detailed observations conducted of beginner English language learners, and a review the literature that has covered this troublesome topic to date.

[Poster presentation] YL / S / T / A

A Review and Guide for Self-assessment in Second Language Writing

John Peloghitis, Tokai University

Room Music Lobby

During the past decade, a number of scholars have recognized the importance of using self-assessment in second and foreign language writing contexts. Supporters claim that self-assessment, if implemented correctly, increases student motivation and promotes autonomy and critical self-awareness. Critics, however, contend that its effectiveness is undermined when students lack skills or experience to make accurate and valid judgments. The following presentation gives an overview of self-assessment. The presentation has two goals: the first is to provide information regarding the major pedagogical issues surrounding self-assessment in second language writing and the second is to report on action research analyzing the effectiveness of several methods of self-assessment that were incorporated into a writing course. Material is shown that outlines the principles of self-assessment and its advantages and disadvantages. In addition, clear guidelines are offered for how to help students to train and develop skills in self-assessment which will ultimately lead them to become better writers. Several samples of different types of self-assessment are provided to give teachers concrete examples for implementing self-assessment in their writing classrooms. In addition, data collected from a survey concerning attitudes about self-assessment and its effectiveness are presented to provide a glimpse at how students perceive the value of self-assessment in writing.
[Poster presentation] U

SUNDAY - 10:00~10:25

Implementing the Lexical Approach for Korean Learners
Ohee Rahman, British Council
Room B161

Korean learners of English focus more on grammar than they do on lexis in both junior and high schools. Students are taught the bottom-up approach to language learning and consequently they struggle with communication skills. Learners need to focus away from grammar and concentrate more on vocabulary. The Lexical Approach deals with the importance of lexis in language learning. Lexis is as important as grammar in developing communication skills. Learners need to focus more on lexis that will help them learn better and retain language. These important factors will help students perform better in discussions and in one-to-one interaction. The purpose of my paper is to demonstrate and prove how the Lexical Approach can help Korean students learn vocabulary more effectively. Learners will also appreciate the use of fixed and non-fixed expressions in real English. I am currently doing action research on a group of intermediate level students. This investigation will help me to prove the Lexical Approach is beneficial for Korean learners of English.
[Classroom application of research] S / T / U / A / B

Revising a Conversation – A Unique Opportunity
Christie Provenzano, Fukuoka Women's University & Sorrell Yue, Fukuoka University
Room B164

While many EFL students of writing learn that revision is a vital step in crafting a polished product, students in oral English classes are not usually afforded the same luxury. The presenters, TESOL practitioners in Japan, will describe a speaking homework program that provides just such an opportunity for their first year non-English major university students, in addition to featuring valuable out-of-class speaking time. To provide a context for the focal point of the presentation, the entire activity will be briefly outlined; after that, the presenters will discuss the featured tasks of transcription and in-class transcript revision in detail. These tasks require students to transcribe their own recorded conversations and then to evaluate and revise their use of target strategies and language in the dialogues.

Presenters will outline support from current language acquisition research referencing the explicit instruction of communication strategies, motivation, learner autonomy, and prior research in the use of transcription in oral skills classes as well as discussing practical tips for implementing the homework and classroom activities. Furthermore, the results of an end-of-term survey gauging student perceptions of the efficacy of the activities will be discussed. This presentation of action research in the language classroom will be of interest to instructors of oral skills classes at many different levels and of any cultural background. It may also be useful to researchers interested in motivation, learner autonomy, communication strategies, and/or oral fluency.
[Classroom application of research] U

An interview with Charles Jenkins about teaching in North Korea
Richard Miller, Kansai University
Room B178

Charles Jenkins first crossed the DMZ line to defect to North Korea in 1965, and during the almost 40 years he spent living there was forced to teach English at post secondary institutions. This presentation will explain the results of research as well as of an interview that the presenter had (on Sado Island, Japan) with the American Defector to North Korea (who lived in the DKRP for 39 years, and now lives in Japan), Charles Jenkins, and his experiences teaching English at two North Korean military colleges. The issues of both student and instructor motivation over years of forced lessons are explored through the ordeals of the interviewee. While classroom motivation has been attributed to a variety of varying factors, including the student's background and expectations (Garcia & Pintrich 1994; Pintrich & Degroot, 1994), what happens if all parties involved are forced into participating in the learning process? While this type of situation may exist in the short term, usually at least one side of the equation has the opportunity to remove themselves from the scene. However, this interesting conundrum can be viewed through the coerced teaching of Mr. Jenkins. In addition, his lesson plans, teaching style and methodology are all explained.
[Korea] S / T / U / A / B

Writing through micro-project for young learners
Yeosun Kim, Insu Elementary School / Hankook University of Foreign Studies
Room S103

Writing is another powerful strategy that promotes discovery, comprehension, and retention of information (Calkins, 1994). However, it can not be easy to successfully teach writing activities in the elementary school classroom. Young learners perceive English writing as hard work involving the memorization of the spelling of words, or completing sentence structures exercise. Recent research has supported the use of writing in contents area by showing that students tend to understand more and remember more by writing (Suzanne & Owen, 2007). This workshop will look at how writing activities can be used in the elementary school classroom. It will suggest some ideas of writing activities, micro-projects focused on contents which have been conducted at a public elementary school classroom. To be more specific, micro-projects can be core of interests, small project, or task-based and learner-centered methodology for writing. This workshop will take a look at some ways of writing which can be used to teach across the curriculum. It is able to encourage students to practice writing from words to sentences by doing micro-projects, such as bookmaking, brainstorming, mapping, cartoons, arts and crafts, poems and more. It will be useful to the teachers looking for writing activities which can be used in the classroom, which will also help the students to enjoy the writing process.
[Workshop / demonstration] YL

Connecting disciplines at Japanese university: Adapting EAP to local academic culture
Howard Brown & John Adamson, University of Niigata Prefecture
Room S106

As English medium content instruction becomes more common at universities in non-English speaking countries, including Japan, assumptions about student needs in English for Academic Purposes (EAP) classes may need to be reexamined. Particularly, EAP programs based on the assumption, often unconscious, that students are preparing to study abroad, in a presumably western context, may not serve actual student needs. This presentation profiles a small case study investigating the interaction between international EAP and Japanese content faculty which has helped the EAP program localize. This has entailed a shift in focus in two progressive steps. Initially we wanted to inform EAP syllabus planning by gathering information from local Japanese faculty about their general academic expectations for student learning in L1. We called this approach English for Local Academic Purposes (ELAP). Our cross-disciplinary findings suggested some important similarities and differences between our initial, western focused EAP aims, and the expectations of Japanese faculty. However, we noticed that we were lacking specific insights into L2 medium content classes and so decided to go to the next step of attempting to collaborate more closely with content faculty who were actually teaching in English. This interdisciplinary interaction allowed us to develop a more focused English for Specific Local Academic Purposes (ESLAP) approach which informed our understanding of local content realities in a more insightful and practical manner. These two steps have connected EAP practitioners and content faculty leading to a cross-fertilization of ideas with implications for syllabus planning and classroom practice for both fields.
[Research report / paper] U

SUNDAY - 10:00~10:45

New Literacies: From Theory to Practice
Gavin Dudeney, The Consultants-E
Room B107

In this practical workshop, I will be taking the theoretical framework from my featured session and looking at how teachers can put it into practice in the classroom. Taking real-world examples of classroom techniques and mapping them onto easy-to-use technologies, I will show how teachers can easily address the new literacies of the younger generation without relying too heavily on technologies themselves, or significantly changing their current methodologies or teaching approach.
[Workshop / demonstration] YL / S / T / U / A / B

Bring Your Classroom to Life with the New* Let's Go *4th Edition!
Julie Hwang, Oxford University Press
Room B111

While primary students love variety and having fun, it can sometimes be challenging to get them fully engaged in class. This hands-on workshop will introduce activities to get students involved and communicating with each other. Throughout the session, participants will have the chance to experience a wide range of communication games and activities from the new *Let's Go* 4th Edition. Come and experience an hour of fun and excitement at the Oxford University Press room!
With new phonics lessons and fun chants, as well as new communication games and reading activities, *Let's Go* 4th Edition provides primary students with many opportunities to use English with confidence. Additionally, engaging conversation tasks and question- and-answer activities will have children talking from the very beginning. New digital tools are also available to extend the

lesson beyond the classroom.
[Workshop / demonstration] YL

Beauty Contests and Murder: Topics in Intercultural Conversations
Muna Morris-Adams, Aston University
Room B121

In this interactive session we will take a close look at topics of conversation from both classrooms and "real life" conversations between people from different cultures.
Using extracts from course books, classroom interactions, and informal conversations, we will discuss what may constitute appropriate or sensitive topics in intercultural and classroom contexts. We will also examine how L2 users and learners start conversations and how they initiate and change topics. Finally, we will consider how teaching activities and materials can help our learners to develop inter-culturally relevant and useful conversation skills, in particular those which relate to topic management.
[Workshop / demonstration] YL / S / T / U / A / B

Five Practical Activities for a Great Writing Class
Keith Folse, Cengage Learning
Room B142

Ideally, teachers could focus on developing students' composition skills, but a huge problem in ESL writing involves weaknesses in grammar and vocabulary. Teachers have limited time -- both in and out of class – so what are practical activities for dealing with grammar and vocabulary in student writing? Everyone agrees that students need to write a lot to improve their writing, but is collecting and marking all those papers really the only way to teach a writing class? In this session, the presenter will demonstrate five classroom activities and teacher techniques that reduce teacher grading time while maximizing student writing time.
[Workshop / demonstration] S / T / U / A

Science Fusion –Interactivity in the Classroom
William Packard, Houghton Mifflin Harcourt
Room B166

Science textbooks have become a mainstay in many Korean language classrooms. The non-fiction reading, interesting concepts, and content-area vocabulary instruction provide a compelling reason for teachers to include science instruction as part of their core curriculum. This presentation will discuss why teaching science can be beneficial to ELL learners as well as show off Science Fusion – a brand new program from Houghton Mifflin Harcourt that combines print + digital learning to create a truly interactive learning environment.
[Workshop / demonstration] YL / S / T

Using the Interactive Whiteboard effectively with diverse online contents!
Lisa So, Bridge Learning
Room B167

As schools move progressively into a digital learning environment, interactive whiteboards (IWB) are being widely adopted in primary and secondary classrooms. IWB is a large presentation tool that works with a projector and a computer to allow educators to create dynamic lessons. However teachers are having challenges with this tool asking "How can we get the most out of this powerful technology?". In this session, there will be a demonstration of a digital class utilizing an IWB with various online contents to develop a generic progressive framework and developmental model for schools using the IWB.
[Workshop / demonstration] YL / S / T

Academic Vocabulary: Strategies for Success
Karie Gladis, Teacher Created Materials
Room B168

Quite often, students are briefly exposed to new vocabulary terms without being provided with the opportunity to use the word, or to

make connections to real-life experiences or their prior knowledge. The goal of this session is to assist teachers in helping students develop effective strategies that support true vocabulary knowledge and conceptual understanding of academic content. Vocabulary knowledge has been proven to be a key component of reading comprehension, as well as being strongly related to general academic achievement (Feldman and Kinsella 2005.)
[Workshop / demonstration] YL / S / T

Content-Based Instruction Considerations for Tertiary-Level Instruction
David Shaffer, Chosun University
Room C505

The need and desire for the Korean education system to produce graduates with high English proficiency has been growing exponentially with the increase in globalization of the economy, finances, and other areas. As present needs have yet to be met, new approaches are being sought and tried out. At the tertiary level, one approach that has recently been eyed as having promise is content-based English language instruction.
In this presentation, the different models of content-based instruction (CBI) are presented, with particular interest on the sheltered model, which is shown to have promise for implementation at the tertiary level. The rationale for CBI and its benefits are presented with empirical evidence and both theoretical and pedagogical reasons. Next, considerations in planning a CBI program are offered, including course design, student needs assessment, program coordinator, course instructors, and support services. The requirements of CBI course instructors are described: content knowledge, content pedagogy, understanding language acquisition, language pedagogy, knowledge of materials development and selection, and understanding student assessment. In the planning of language outcomes in CBI programs, the use of explicit language instruction and the option of assessing student language progress are considered.
How the content material can be presented in the classroom in the second language to make it as easily comprehensible as possible is discussed. The oral presentation of material, audio-visual presentation, and presentation of material in graphic and written form are all discussed along with suggestions for their enhancement. The attendees will gain a better understanding of how content material can be presented to university students, especially with consideration of the L2 being presented by a native L1 instructor.
[Classroom application of research] U / A / B

The Art of Communication
Patrick Hafenstein, Macmillan Korea Publishers Limited
Room M101

The goal of language learners is to be able to communicate effectively on the global stage. *New Inside Out* focuses on the 'art' of communication and this is what has made this series such a success around the world. This presentation will look at what it takes to be an effective communicator in English and the ingredients required for preparing and running a successful speaking lesson. In particular, teachers will learn how to get their students speaking fluently for an extended period of time (or a long turn) while at the same time using more complex grammatical structures and sophisticated vocabulary. Teachers will see a sample lesson and be asked to participate to demonstrate the effectiveness of these lessons.
[Workshop / demonstration] U / A

Teaching English Speaking with Four Principles (Back To the Basic)
Miji Jung, e-future
Room M103

Teaching English speaking has been getting more important in Korea. Students learn to

speak English in EFL environments, but they usually depend on native speakers in class. It's time to prepare Korean teachers to teach English speaking effectively. Miji will give a presentation on teaching English speaking with four principles. She will provide some advice to help teachers make classes more fun and students more excited. In addition, she will demonstrate some sample model classes for teachers to use in the classroom. She will also talk about the basic methodology and easy approach to the theory with e-future's books, *Easy Talking Trinity* and *Talking Trinity*. Finally she will mention the useful ways to prepare for the speaking section of the National English Ability Test in Korea.
[Workshop / demonstration] YL

Integrating skills through survey-based project work
Matthew Coomber, Ritsumeikan University
Room M104

Teaching lower-level learners at university level poses a variety of challenges: not least the dilemma of how to integrate students' need to work on basic language skills with the requirement to include a degree of focus on the academic skills appropriate to tertiary education. This presentation demonstrates how a five-week in-class survey project enabled students to simultaneously work on a variety of skills. Students worked in small groups to plan, compose, implement, analyze and present the results of surveys of the attitudes and experiences of their classmates. In order to carry out the survey, each student was required to interview every other class member, transforming the project from a small-group to a whole class activity. Finally, students reported their results to their group members, worked together to analyze these results, and prepared a presentation to give before the whole class. By focusing on the learners themselves as the subject of the projects it was possible to ensure that the majority of the research necessary for the project's completion was carried out in L2 in a communicative classroom environment, rather than in L1 by a solitary student researching a topic online. Moreover, giving students extensive opportunity to share a variety of personal experiences and opinions with their classmates encouraged greater in-class interaction and helped to build a strong classroom rapport. After looking in detail at the process the projects followed, this workshop will close by examining some examples of students' presentations of their survey results.
[Workshop / demonstration] S / T / U

'American English Online' Opens Doors
George Scholz, U.S. Embassy - Seoul & Leslie Opp-Beckman, University of Oregon
Room M105

The U.S. State Department Office of English Language Programs (OELP), working together with national institutions such as Ministries of Education and universities, creates and implements English language programs in many regions and countries of the world. All programs are administered and supported in part by Regional English Language Officers (RELOs) and Program Specialists. Together with the local host institutions, RELOs and Program Specialists plan, conduct, and promote English Language programs supporting national needs and initiatives.
This presentation will discuss programs and websites which include the development of English teaching curricula, textbooks, and teacher training workshops. Highlighted will be "American English Online" (AEO), a new web portal from the U.S. State Department Office of English Language Programs, offering a one-stop shop for teaching and learning English and discovering American culture.
[Workshop / demonstration] YL / S / T / U / A / B

SUNDAY - 10:25~10:50

Paint it Green
Brian English, Tama University School of Global Studies
Room B109

In his book *The Lorax*, Dr. Seuss ingeniously communicates a message about environmental stewardship through witty rhymes from his colorful cartoon characters that are so loved by children. The message is obvious, but delivered to children via his unique brand of edu-tainment. In the same way, language teachers can incorporate environmental themes into the materials they use. Environmental awareness is a topic that can be easily woven into the content of language courses. The major goals of introducing "green" topics into language lessons are to raise consciousness about environmental conditions and to promote environmentally appropriate behavior. Since environmental attitudes are formed by many influences over a long period of time, it is fitting for language teachers to integrate content relevant to global or local environmental challenges into lessons and curriculum. Furthermore, since the commitment to learning a language is an affirmation to global citizenship, it naturally follows that a language learner's worldview should include a knowledge and interest in global issuessuch as environmental stewardship. Therefore, this presentation will discuss how a didactic approach of combining green themes with linguistic skill building can help students form an environmental ethic and develop critical thinking skills while acquiring relevant vocabulary and grammatical structures.
[Workshop / demonstration] S / T / U / A

The One Correct Answer - its Implications
Robert Waring, Notre Dame Seishin University
Room B161

This presentation first reviews how much of our education systems, and particularly those in Asia work on the principle that there is 'one correct answer' which the students have to find or 'solve'. This is best illustrated by the way course books are written, and how English is assessed. Typically students are taught things one by one and tested on each item individually and without a discourse-level context.
The problem with this dominant 'culture of the one correct answer' is that it doesn't reflect how languages are learnt, and underrepresents the dynamic nature of language acquisition. Specifically, it focuses on 'learnt' knowledge at the expense of 'experienced' knowledge and explicit versus implicit knowledge. This culture can have serious negative effects on the students. It creates students who are unwilling to take risks, fear failure, and therefore tend to be passive and learn not to be creative. It also creates in the minds of learners a dissociation from the language as it is studied as an object rather than as a creative, dynamic system.
The presentation will close by suggesting that learners should be engaged in content instruction involving both receptive and productive skills and a balance of form-focused instruction and communication focused instruction. One easy way to ensure that students get enough exposure to meaningful discourse-level text is through extensive reading and listening.
[Classroom application of research] S / T

Autonomous Language Learning: A Paradigm Shift from Teacher to Learner Control
Stacey Vye, Saitama University
Room B164

Autonomy researchers in language education rigorously research theory, with fewer studies available that measure language learning gains. When a learner has control of their own learning, the process increases with consequential engagement in the language and

helps the teacher to step back shifting the focus on each student, so they can discover their own learning capabilities and English identity. The design of this research study was made possible by a grant provided by The Ministry of Education and Technology of Japan that compares pre and post tests of the International English Language Testing System (IELTS) of 20 University students from Japan and abroad who visit a resource center that measure language improvement during a one year period. The test scores are correlated with an illuminative evaluation that will reveal data about what study plans the students carry out by analyzing what English courses they have studied to date, what they study on their own, where and with whom if applicable, in addition the amount of time they invested in this English study, and what learning resources they may have chosen. Participants of the presentation can see how English language gains can be made through autonomous language learning practices that are designed by the students themselves to expose a paradigm shift from the focus on the teacher lecturing to that of the student who continually connects with a foreign language. Suggestions for autonomous language learning design that can be adapted to the teacher's own English teaching contexts will be made.

[Research report / paper] S / T / U / A / B

Language Proficiency Exams: Comparing the IELTS, BULATS, and STEP Eiken exams

Douglas Meyer, Kwansei Gakuin University

Room S103

This presentation will compare three major language proficiency exams and suggest ways in which teachers might help students strategically prepare for such tests. First, the exams will be compared in terms of scoring, format, target candidates, and future applications of test results. Secondly, we will suggest ways to prepare our students for a proficiency exam. Finally, we will look at how becoming a test examiner will improve both your teaching style and career.

The IELTS exam (International English Language Teaching System) is taken by about 1.4 million candidate every year, and is sponsored by Cambridge University and the British Council. With test centers in over 100 countries, this exam is taken by students preparing to study abroad and need the language proficiency requirement as part of their application process. The BULATS exam (Business Language Testing Service) targets working adults who want or need English skills as a professional. This test is becoming more popular in Asia as a benchmark of communication in the workplace. It differs in that the focus is English for specific purposes (business) rather than general overall proficiency. The STEP Eiken exam is recognized for international admissions at 350 U.S. colleges and universities. While around a million candidates take the exam every year, it is largely aimed at Japanese junior and senior high school students.

The presenter is a test examiner for all three exams, and has ideas on how you can help your students prepare for all of these high-stakes exams.

[Classroom application of research] S / T / U / A / B

Scaffolding authentic materials for motivation and acquisition in immersion classes

Calum Adamson, Kyoto Gaidai Nishi High School

Room S105

Content Language Integrated Learning (CLIL) is an instructional system committed to integrating the dual goals of content learning and language learning. CLIL differs from other content-based learning in that the field has grown out of an EFL context and direct language teaching is typically more explicit than in environments in which the target language is widely spoken. Given that students in this context may be of lower ability, offering students the benefits of a dual-goal

approach presents certain questions regarding the best presentation of academic material to facilitate language acquisition.

This presentation will report findings made during an action research study carried out among senior high school students studying Media. This school provides a limited-immersion, content-based curriculum organized thematically around academic issues whereby English is both the means and object of study. As a part of the Media course, students are expected to read newspaper articles to provide input for language learning, improve critical reading skills and broaden their knowledge of news and culture. The study compared student responses to two means of scaffolding materials: either by simplifying articles according to a vocabulary size test and an online concordance tool, or by leaving the articles unmodified but providing an accompanying gloss. Learner motivation and performance was measured through interviews, a learner questionnaire and a teacher questionnaire. Results suggested that text simplification is not the primary driver of motivation for low-level learners; rather the importance of effective text selections, use of graphic organizers and schema activation was highlighted.

[Classroom application of research] S / T / U

SUNDAY - 10:25~10:55

Impact of Language Learning Experiences on EFL Teachers' Professional Practices

Sreemali Herath, University of Toronto

Room S106

This presentation discusses how non-native ESL/EFL teachers' prior language learning experiences shape their professional theories and practices. There is a growing consensus in the field of second language teacher education (SLTE) that in order to know how teachers learn to teach, it is important to understand their previous learning experiences, and most importantly the contexts in which those experiences took place. Despite this call to explore teachers' prior experiences, little attention has been given to the role of prior language learning experiences on the formation of teachers' professional theories. This presentation responds to this call by drawing on two EFL teachers' language learning biographies. Particularly it explores, a) the nature of a non-native teacher's language learning experiences b) the insights about language learning that arise from these experiences, c) how these insights inform their professional practices, and d) the impact of language autobiographies and narrative inquiry in understanding teacher experiences. The study revealed how teachers' own formal and experiential language learning experiences function as a powerful contributor to teacher knowledge, and the strength of narrative inquiry in understanding the link between teachers' prior experiences and their practices. In conclusion the presenter discusses how teachers can use their own language biographies to better understand their language learning journeys and how their experiences affected their teaching theories and practices. The participants will leave the presentation equipped with ideas that can be used in their own professional development.

[Research report / paper] YL / S / T / U / A

11.00a.m. - Featured sessions

About the workshop

Reflective Practice: Looking at the Classroom
Dr. Thomas S.C. Farrell, Brock University
Sunday 11.00-11.45a.m., Room B107

After starting with the self as teacher in the first featured workshop, we move into the classroom and demonstrate how teachers can look at classroom communication in terms of underlying classroom communication structure, classroom interaction patterns, and general lesson analysis from a language perspective that includes analysis of the effectiveness of different types of teachers' questions.

About the speaker

Thomas S.C. Farrell is Professor of Applied Linguistics at Brock University, Canada. His professional interests include Reflective Practice, and Language Teacher Education and Development. He has been a language teacher and language teacher educator since 1978 and has worked in Korea, Singapore, and Canada. Dr. Farrell is series editor for TESOL's (USA) *Language Teacher Research* six volume series. His recent books include *Reflective Language Teaching: From Research to Practice* (2008, Continuum Press); *Teaching Reading to English Language Learners: A Reflective Approach* (2008, Corwin Press); *Talking, Listening and Teaching. A Guide to Classroom Communication* (2009, Corwin Press); *Essentials in Language Teaching* (2010, Continuum Press – with George Jacobs); *Teaching Practice: A Reflective Approach* (2011, Cambridge University Press – with Jack Richards).

11.00a.m. - Featured sessions

About the presentation

DIY Corpora for EFL Teachers
Dr. Nicholas Groom, University of Birmingham
Sun 11:00-11:45a.m., Room B142

This workshop focuses on two kinds of computerized language corpora that are of particular relevance to EFL teachers: *pedagogic corpora* and *learner corpora*. Pedagogic corpora are corpora consisting exclusively of the texts that learners will encounter in a particular course of study, and learner corpora are corpora consisting of written and/or spoken texts produced by learners in response to a particular task or set of tasks. In this workshop, you will learn how to build, annotate, analyse, and exploit your own pedagogic corpora and learner corpora, using computer software that can be freely downloaded from the Internet. Drawing on real-life case study examples from EFL classrooms in Korea, Turkey, and the UK, I will show how you can use these DIY resources to do the following things (and much more besides):

- Diagnose students' current language learning needs and difficulties
- Design relevant course materials
- Evaluate aspects of your current syllabus/curriculum content
- Investigate whether your teaching is actually having any effect on your students' spoken or written language production

The workshop will conclude with an "open floor" discussion in which participants will be encouraged to share their experiences and ask any questions that they may have about using corpora in the EFL classroom.

About the speaker

Dr. Nicholas Groom works at the Centre for English Language Studies (CELS), University of Birmingham, UK. He is the Academic Coordinator of the Birmingham distance MA programs in TEFL/TESL, Applied Linguistics and Translation Studies. His research interests focus on applications of corpus linguistics to issues in EFL teaching, second language acquisition research, and discourse analysis. His most recent publication is a book, *Doing Applied Linguistics* (Routledge, 2011), which he co-authored with his CELS colleague Jeannette Littlemore.

11.00a.m. - Featured sessions

About the presentation

From Printed Page to Immersive Experience: Making CALL Work in the Classroom
Dr. Ken Beatty, Anaheim University, USA
Sunday 11.00-11.45a.m., Room B121

Imagine if the computer had been developed *before* the book. How likely would it be that people would have embraced the book's paper-based technology with its limited storage, poor search capabilities, little interactivity, difficult cutting and pasting options, non-existent editing features, purely linear organization, and single media interface? The question seems absurd, yet we live in a world in which young children are being drawn to an *iPad* or other computer experience at the same time, if not before, they are encountering books. For those of us raised on books, this will seem unsettling, yet as teachers of Computer-assisted Language Learning (CALL), it is good news.

CALL has been in use in the classroom in one form or another since the 1950s. But recently, inexpensive options for powerful computers to become a replacement for books and enhance opportunities for reading, writing, speaking, listening, and assessment have grown. This presentation explores the future of CALL in the classroom and identifies ten key trends that will change the ways in which we teach and learn.

About the speaker

Ken Beatty is author/co-author of over 130 textbooks used worldwide from the primary to tertiary levels. Most of his publications focus on various aspects of English as a Second Language (ESL) but also include the graduate-level textbook, *Teaching and Researching Computer Assisted Language Learning*, now in its second edition. He has given more than 100 teacher training presentations throughout Asia, Canada, and the Middle East, and was the recipient of a 2007 Canadian Association of Community Educators Award. Dr. Beatty has worked at colleges and universities in Canada, China, Hong Kong, and the United Arab Emirates, and is currently TESOL Professor at Anaheim University.

11.00a.m. - Featured sessions

About the presentation

Building a Community of Leaders in ELT
Chuck Sandy, Chubu University, Japan
Sunday 11.00-11.45a.m., Room B178

Your community is full of leaders waiting to be asked to step forward. Why aren't they doing so? Leadership in education isn't about one person leading. It's about a transformational community of teachers who willingly roll up their sleeves to collaborate, learn, and grow together. Once such a community is built, leadership is created and happens in new and dynamic ways. Who are the members of such a community, how can one be built, and why is it essential that each of us works to make this happen? These are the questions we will explore in the community we create by coming together for this session.

About the speaker

Chuck Sandy is an internationally known ELT author, teacher trainer, motivational speaker, and educational activist who believes that positive change in education occurs one student, one classroom, one school at a time. He has recently coauthored the *Active Skills for Communication* coursebook series. He has also authored the popular coursebook series *Passages* and coauthored the *Connect* coursebook series. Prof. Sandy is based in Japan at Chubu University but is a frequent presenter at conferences and schools around the world, where he often speaks about the joys of project work and the need for materials and practices that promote critical thinking.

11.00a.m. - Featured sessions

About the presentation

Beyond Words: Reflecting on Classes and the State of Korean ELT
Robert J. Dickey, JD Keimyung University
Sunday 11.00-11.45a.m., Room B161

One day last fall I viewed a recording of one of my lessons. And saw something scary. It reminded me of the questions:

- Do you ever "sit on the other side of the teacher's desk"?
- Are you surprised by what you find?

Continuing professional development can take many forms, which include reading the professional and scholarly literature, discussing our classes with colleagues, or reflecting on teaching, perhaps through diaries or journals. Another approach is to watch other teachers' classes. We can attend seminars, or re-analyze our teaching aims, ideals, and beliefs.

These generally accepted models of teacher development seem inadequate. Not bad, but incomplete. After all, we are TEACHERS, not mere scholars. We shouldn't be measured by what we know, but by how well our students learn. This requires a completely different perspective. How do we know what we do and how well we do?

Lewis Carroll's approach may help us. By stepping "through the looking glass," we see things not as we suppose them to be. Here we find that words, and ideas, may be interpreted in ways other than what have been supposed. I want to suggest that "the other side of the teacher's desk" has many of the same magical properties.

How often do we examine our own classes from the learner perspective? What can a recording tell us? And what do we extrapolate from a viewing? How do Teacher Talking Time and Student Thinking Time fit in the Korean classroom? Are your learners comfortable with silence in the language learning classroom? Are you?

We can share insights, and we will. We can also try moving beyond words... by considering a bit of video, and sharing thoughts with our peers, we will reconsider our teaching, and the teaching approaches espoused in Korea, from the perspective of learners. Perhaps you too will begin to question some of the fundamental assumptions of modern ELT principles, particularly as they impact teaching and learning English in Korea.

About the speaker

Robert J. Dickey has been learning foreign languages from his earliest childhood, and still looks to find creative ways to encourage learning in all ages. Prof. Dickey has been teaching in Korea since 1994 and is currently tenure-track at Keimyung University in Daegu, teaching combined courses of English and Public Administration, among others. He holds the RSA-CTEFLA as well as Juris Doctor and Master of Public Administration degrees, and has completed the coursework for a master's degree in English Education. Prof. Dickey teaches short courses in TESOL and presents workshops and seminars across East Asia, in addition to participating in KOTESOL Teacher Trainers (KTT). He is a past-president of Korea TESOL (2001-2002) and has served a number of other academic societies in a variety of posts. His research interests include content-based instruction, oral proficiency testing, continuing professional development, ethics, leadership, community service, and administration in nonprofit organizations. His published books include *English for Public Managers* and *Classroom Newsletters for TESOL*.

Sunday 12.00-1.00 P.M.

Concuurent sessions – Basement Level

Room	Starting at 12:00	Starting at 12:25
B107	**McKibben, Justin** *Getting more Conversation into Conversation Classes* Workshop **S / T / U / A / B**	
B109	**Jinks, Stephen-Peter** *Integrating the four strands* "101" Presentation **YL / S / T / U / A**	
B111	**(Oxford University Press, Dedicated Room)**	
B121	**Ludwiczak, Robert** *Writing Rubric Promotes Consistent and Fair Evaluations* Workshop **U / A**	
B142		
B161	**Ahmed, Pir Suhail** *M-learning: Using Mobile Phones in a Language Class Effectively* Classroom application **YL / S / T / U / A / B**	
B164	**Chirciu, Alina** *Student peer teaching - a strategy for exploiting learner's autonomy* Classroom application **S / T / U**	**Rahman, Ohee** *Developing learner autonomy for Korean learners* Workshop **S / T / U / A / B**
B166	**Myhre, Duane** *Educators Adapting to Social Changes in the Classroom: Teaching with Technology* Workshop **U**	
B167		
B168	**Kim, Sarah** *Content Vocabulary: From Research to Best Practice* Workshop **YL / S / T**	
B178	**Arthur, Phillipa** *Basic Concepts in Thinking About Teaching: The Importance of Lesson Objectives* Workshop **S / T / U / A**	

Sunday Plenary session from 12.00-1.00p.m.: Dr Keith Folse

Sunday 12.00-1.00 P.M.

Concuurent sessions – Upper Level

Room	Starting at 12:00	Starting at 12:25
C505	**Walther, Joe** *The Effect of Affect in Collaborative Writing* Classroom application **S / T / U**	
C601		
M101	**Lee, Sam** *English in Common: A Clear Path to Success with the CEF* Workshop **U / A**	
M103	**Dempster, Gilly** *The Making of a Child Ambassador* Workshop **YL**	
M104	**Stubbs, Rodney** *Post-modernism and the Learning Environment* Workshop **S / T / U**	
M105	**Maitland el Amri, Amanda** *Speaking of making Speeches, the how, the what and the why.* Workshop **YL / S / T / U / A / B**	
S103	**Arra, Adam** *Initial Investigations into EFL Teacher Beliefs at the Korean University Level* Research report **S / T / U**	**Hiver, Philip** *The Interplay of Possible Language Teacher Selves in Professional Development Choices* Research report **A**
S105	**Song, HeeJin** *Culture of EIL: A critical discourse analysis of an EBS English program* Research report **S / T**	
S106	**McGaughey, John** *Embracing technology, culture, and language learning through multilingual wiki creation* Research report **S / T / U / A**	**Edwards, Tom** *Teaching English in 140 Characters: Twitter in the Classroom* Workshop **U**

SUNDAY - 12:00~12:25

Student peer teaching - a strategy for exploiting learner's autonomy

Alina Chirciu, Majan College (University College)

Room B164

Empowering students with knowledge and responsibility is the most challenging role of lecturers. Peer teaching provides a powerful learning experience since students of the same age group relate to each other. The absence of direct participation in the traditional method of learning paved the way for an extensive research on student centered learning as the learner population has become more diverse in terms of needs and expectations. Furthermore, a wider availability of higher education programs has opened the doors for learners coming from different learning and cultural backgrounds. It is therefore, our belief that the teaching methodology should include different practices based on the students' diverse background. Considering that our students' culture encourages mutual interdependence, the basic assumption of our study is that students teaching students could be an effective teaching and learning method. This strategy focuses on constructing knowledge and integrating it with the general skills of critical thinking and problem solving through student motivation and self-involvement. It hence facilitates the acquisition of a number of language skills such as editing, proof-reading, communicative as well as creative skills. The present study is an enquiry into the effectiveness of student peer-teaching methodology for English language teaching, as an innovative instruction strategy for pre-intermediate level learners. The findings showed that high-achievers developed a sense of responsibility and self-confidence while low-performers got motivated and inspired to perform. The students were far more interactive due to their high level of comfort. The method promoted positive interdependence and individual responsibility, enhancing autonomous learning skills.

[Classroom application of research] S / T / U

Initial Investigations into EFL Teacher Beliefs at the Korean University Level

Adam Arra, Shin Heung College University

Room S103

This research report explores people one side of the "Big Desk" in classroom culture, the EFL teacher, and their beliefs regarding second language acquisition. The nature of this action research project was to investigate the second language acquisition beliefs of a multicultural group of college/university instructors in South Korea. The methodology of the project centered around using a loosely structured interview technique and a modified version of Horwitz's BALLI survey to generate data from a group of thirty respondents. While the study sought to identify which SLA language theories instructors adhered to, it also provided insight into who these people are, where they come from, and the abilities they bring with them.

Cross cultural research issues which arose during the undertaking of this project will also be discussed, specifically varying reactions from one Korean and one Western participant regarding the collection of biographical data. Finally, issues concerning future research, regarding how much the instructors know or understand about their students motivations, needs and abilities, and how this may impact the choices they make in the classroom, will be discussed.

[Research report / paper] S / T / U

Culture of EIL: A critical discourse analysis of an EBS English program

HeeJin Song, University of Toronto

Room S105

The paper addresses how the notion of English as an international language (EIL) is reflected

and how the culture of EIL is represented in an English education television program in South Korea. The English education channel that the program is broadcasted on is run by the Korean government and is established to support public English education. The paper examines the cultural representations of EIL embedded in the TV program through the lens of critical discourse analysis. The analysis of 26 episodes reveals that the program attempts to incorporate learners' voices, culture, interests, and current global issues in various forms. The program also reflects the notion of multiliteracies through the use of various genres, texts, technological tools, two different languages, and various linguistic varieties. However, the dominance in the cultural and linguistic representations and intercultural interactions tend to reproduce unequal power relations between languages and cultures with recurring references that the American English variety and Anglo centred culture is preferred as the norm of EIL. The findings lead to a discussion on the discourse of inequality embedded in EIL teaching and pedagogical suggestions for more critical intercultural English teaching practices.

[Research report / paper] S / T

Embracing technology, culture, and language learning through multilingual wiki creation

John McGaughey, York University

Room S106

Increasing linguistic and cultural diversity in today's classrooms creates a need for school projects that not only lead to language learning but also facilitate the acquisition and maintenance of the students' home languages as well as validate their home cultures. This has led to innovative projects such as Cummins, et al.'s (2005) *Identity Texts* where elementary school students created dual-language textbooks that showcased their home languages and cultures. These projects have been highly successful with young learners; however, there has been very little work done with adult language learners.

This presentation reports on a project which extends Cummins, et al.'s (2005) work to adult second language (L2) learners using Web 2.0. The project's objective, influenced by the concept of multiliteracies, was to have learners create a multimodal wiki that would facilitate second language learning and language maintenance while also fostering language and cultural awareness. To meet these goals seven graduate students representing eight different L2s at various levels of proficiency created multilingual and multimodal identity pages.

The analysis of the identity pages and data from participant interviews highlights the affordances of the wiki medium such as being able to incorporate video, images, and slideshows and how it facilitates language learning. Constraints such as the effect of a real or perceived audience on how some participants presented their identities are also discussed. The presentation concludes with suggestions on how identity pages can be used with different age groups and in less culturally linguistically diverse contexts.

[Research report / paper] S / T / U / A

SUNDAY - 12:00~12:45

Getting more Conversation into Conversation Classes

Justin McKibben, Woosong University

Room B107

Many of us teach conversation classes, but end up doing most of the talking ourselves. There are many reasons (and/or excuses) for this like time management, classroom management, lack of student motivation, etc.

This presentation will be part informative, part activity demonstration, and part workshop. Topics that will be dealt with include: getting shy students to talk; how to reduce teacher talk time; activities to increase student talk time; using more 'real' conversations in class; and conversation exams. TOEIC will be

mentioned, but the focus will be on getting students to communicate more, verbally, and in English during instruction.
Attendees of this presentation should be able to leave with ideas of how to improve conversation classes, and to make those classes more beneficial to students and more enjoyable to instructors.
[Workshop / demonstration] S / T / U / A / B

Integrating the four strands
Stephen-Peter Jinks, Hoseo University
Room B109

Many new teachers will be aware of the four skills (reading, writing, speaking and listening), but they may not be aware of the four strands. Drawing from work by Nation and Newton this workshop will discuss the four strands (meaning-focused input, meaning-focused output, language-focused learning and fluency development) and their implication in second language acquisition. Participants in this workshop are invited to reflect on the classroom activities that they use (or don't use), and to share their experiences with others. During the discussion, participants will be able to identify how different classroom activities are relevant to each of the four strands, as well as the four skills. Participants will also be able to link the four strands to the four skills. They will also understand how to choose classroom activities which create balanced lesson plans contributing to the students' development across the four strands and four skills over the period of the course.
["101" Presentation] YL / S / T / U / A

Writing Rubric Promotes Consistent and Fair Evaluations
Robert Ludwiczak, Yeungjin College (DGEV)
Room B121

One experienced IEP composition/writing instructor will demonstrate how a holistic/ analytical writing rubric is used to evaluate and score four levels of writing. The rubric is designed to evaluate the content, organization, vocabulary, language, and mechanics of a composition. Sample essays from basic, intermediate, advanced, and graduate level composition courses will be used for scoring and explaining how the rubric is used at each level for diagnosing strengths and weaknesses in the students' writing. Students can then concentrate on those areas for improvement in their writing courses and for present or future academic courses.
Audience members will receive instruction on scoring compositions using the rubric, and sample compositions from across the levels along with their respective scored rubrics will be provided. The audience will then participate by scoring a composition with the rubric provided in their handout, and also online. By adhering to the standards of the writing rubric, instructors will be able to assure students that their compositions will be scored consistently and fairly. Students will have a more concrete understanding of the writing process and gain a keener knowledge of what is expected from their writing.
[Workshop / demonstration] U / A

M-learning: Using Mobile Phones in a Language Class Effectively
Pir Suhail Ahmed, ELI, King Abdul Aziz University
Room B161

Mobile devices are ubiquitous, especially mobile phones, which are widely used in many developed and developing countries, and have become part and parcel of our lives. Recent investigations on mobile devices have increasingly focused on the importance of documenting the relationship between pedagogy and technology. As an English teacher, I have heard this common cry that our students have become addicted to their mobile phones and they should not be allowed to use these devices in our classes. Using a mobile phone is not appreciated in our classroom culture.

This paper describes the importance, use, meme and implementation of M-learning (Mobile learning) in general; with emphasis on mobile phones in particular; that encourages andsupports teaching and learning. This paper supported by a power point presentation (ppt) provides an introduction to M-learning and will explore its role in a classroom setting. It will exemplify using mobile phones as a learning tool and its relationship with the postmodern pedagogies of socially constructed learning. It will also provide guidance for language instructors who want to adopt a more productive teaching and learning process in their classes by implementing M-learning. The presentation will help us understand the impact of these devices on teaching and learning. In conclusion the author would like to make some recommendations on the effective use of this pervasive device in the language class.
[Classroom application of research] YL / S / T / U / A / B

Educators Adapting to Social Changes in the Classroom: Teaching with Technology
Duane Myhre, Hoseo University
Room B166

The social and communicative trends among students have changed dramatically in the last several years. The preferred method for communication amongst students has shifted from face-to-face communication to the utilization of modern technological devices. Recent research has shown that embracing these new technologies and utilizing them in the classroom setting increases the communication and educational impact within the class. Educators must adapt to the changing world and modify their teaching methods to match these shifting trends.
Together we are going to review the research and then examine the implementation of different methods of technology in the classroom with the goal of enhancing the educational experience for the students. Educators and researchers have been working with methods such as Digital stories and Photovoice, as well as other technologies, to overcome the social and technological divide that many educators face in their classrooms. Connecting with students in a way that is familiar and comfortable, allows the educator to promote dialogue in the classroom and make each lesson more relevant and meaningful to the student.
[Workshop / demonstration] U

Content Vocabulary: From Research to Best Practice
Sarah Kim, Language World Co., Ltd.
Room B168

To use nonfiction effectively, young readers must be taught the necessary skills. In this workshop, participants will have an opportunity to explore the practical, research-based instructional strategies and expand their knowledge of vocabulary instruction using Interactive Science Reading. Leave the session with a repertoire of teaching strategies that will help second language learners build an understanding of content-area material.
[Workshop / demonstration] YL / S / T

Basic Concepts in Thinking About Teaching: The Importance of Lesson Objectives
Phillipa Arthur, Yeungnam University Foreign Language Institute
Room B178

Brown (2007) defines a lesson as "a unified set of procedures that cover a period of classroom time, usually ranging from 45 to 120 minutes" (p. 164). Lessons are intended to help learners accomplish the objectives of a specific course and those of a program in general. Lesson objectives ensure that an instructor is contemplating student language outcomes and the congruency between course objectives and assessment. Although many ELT professionals are familiar with the overall language objectives of their programs and the

specific objectives of their courses, they lose sight of the objectives of individual lessons. It is very important to state explicitly what you want learners to gain from each lesson. Instructors should be able to distinguish between Terminal Objectives which specify the final learning outcomes which you will address; and Enabling Objectives which represent interim steps within a lesson. During this workshop, both new and seasoned ELT professionals will re-examine the distinction between Terminal and Enabling objectives and the importance of specifying lesson objectives. Additionally, participants will practice writing lesson objectives tailored to their individual lessons. Participants are encouraged to bring their student profiles and lesson objectives with them (or a desire to write them) to the workshop. The workshop will conclude with a brief Question & Answer session.
[Workshop / demonstration] S / T / U / A

The Effect of Affect in Collaborative Writing
Joe Walther, Sookmyung Women's University
Room C505

Much of the English courses taught in Korean universities have moved toward a task-based curriculum requiring students to produce both written and spoken output. These could be essays, discussions, and/or presentations carried out in small groups. Coming from a high school experience that rarely allows for such collaboration, many students struggle with this approach that is both new and foreign to them.
Krashen's affective filter hypothesis is generally associated with spoken discourse; in which emotions act as a filter between speaker and listener. It is my contention that these same filters also inhibit the writer, especially those who have very little experience writing and have strong feelings of embarrassment about making mistakes in front of their peers. The same anxieties that second-language learners feel when speaking are felt when writing as part of a collaborative writing project. These anxieties may lead to problems of content and accuracy, but more specifically to problems in fluency.
This presentation will be in two parts. First, I'll present findings of a small research project and look at what the students themselves say compared to what the experts tell us. In the second half, we will look at the implications for your teaching. This workshop portion will help give you the tools to create collaborative communities within the classroom that lead to low-anxiety groups producing high-quality output. Such communities give students positive experiences with writing and act to increase motivation.
[Classroom application of research] S / T / U

English in Common: A Clear Path to Success with the CEF
Sam Lee, Pearson Korea
Room M101

The Common European Framework (CEF) and its "Can do" objectives are swiftly becoming the global standard for measuring language proficiency, and an increasing number of programs in Korea are basing their curricula upon it. In this session, we will be discussing the advantages of teaching to the CEF and the benefits it brings to teachers and students. We will then take a look at *English in Common*, the new 6-level course from Pearson with the CEF at its center, including a "Can do" statement as a clear objective at the start of each lesson. Featuring a fresh and visually striking take on global topics, easy to plan lessons, and the latest digital resources, *English in Common* sets a new standard in English education. Come and see what it can do for you!
[Workshop / demonstration] U / A

The Making of a Child Ambassador
Gilly Dempster, e-future
Room M103

Ambassadors are important people. They not only act as go betweens but have many invaluable skills under their belts. So how can we help transfer these skills to our students easily? What does it take to become a child ambassador? Well, by being globally minded, by having values and being able to speak well we can start them on their journey. This session will show how *Next Stop* can open the door to the future. Child ambassadors here we come!
[Workshop / demonstration] YL

Post-modernism and the Learning Environment
Rodney Stubbs, Woosong University
Room M104

This presentation provides a simple, step-by-step introduction to one interpretation of postmodernism. This interpretation is based on the idea there are multiple world views, or multiple perspectives of the world. One practical application of this approach will be described to suggest how teachers might implement it in the classroom. The aim of this approach is to ask students to identify and then present their own perspective on any issue, by first encouraging teachers to provide students with only a basic outline of any issue. By encouraging students to interpret material rather than conform to a prescribed view of it, teachers encourage students to think critically and contribute independently in a student centred learning environment.
[Workshop / demonstration] S / T / U

Speaking of making Speeches, the how, the what and the why
Amanda Maitland el Amri, Chonbuk National University
Room M105

Speech Making is a very popular activity in Koreaand other Asian countries but how many teachers know how to teach speech making! How many students are aware of the many powerful speech making strategies that are available to turn bland speeches into persuasive, emotive, organized speeches where every word, every item of intonation, every piece of information, every phrase is an active tool leading to a successful speech. This workshop aims to demonstrate, what an inspirational speech looks like by analysing "Great Speeches", such as Hilary Clinton's inaugural speech, using Speech making theory. During the workshop we will spend time highlighting the language strategies that can be used to produce an "effective" speech. The speech making theory used in the workshop originates from psychological research based on the theory of persuasion and the theories of Max Atkinson, adapted from his book "Our Masters Voices" and general presentation skills theory.
[Workshop / demonstration] YL / S / T / U / A / B

SUNDAY - 12:25~12:50

Developing learner autonomy for Korean learners
Ohee Rahman, British Council
Room B164

Developing learner autonomy is important for Korean students. It is helping students become aware of their own strengths and weaknesses in language learning as well as providing them confidence in developing learning strategies outside the classroom. In addition, it is important for Koreans to discover what learning techniques work for them; they can show improvements in language learning through 'trial and error' process. Korean students can tend to be conformist learners which they rely on teacher's input. Students are taught to focus too much on accuracy and have the 'getting it right first time' mentality. Traditional approaches such as audio-linguistic method and rote learning are still being used in schools thus allowing less flexibility and

little creativity in the classroom; this greatly hinders learner autonomy. The purpose of this paper is to promote learner autonomy in classroom teaching. Developing self awareness can be promoted in a number of ways. For example, data-driven learning and concordance for higher level students which highlight how collocations and fixed expressions are used in spoken and written forms. I will also demonstrate different learning strategies since one approach will not suit all learners.
[Workshop / demonstration] S / T / U / A / B

The Interplay of Possible Language Teacher Selves in Professional Development Choices
Philip Hiver, International Graduate School of English
Room S103

Empirical research on possible selves proliferates in the literature on psychology, yet it is only in the latter half of this decade that possible selves have been exploited in applied linguistics fields. Kubanyiova's (2007; 2009) recent mixed methods study introduced the concept of possible language teacher selves as construct through which to explore language teacher development. Aiming to add to empirical findings in the area, this qualitative study was conducted to investigate the roles that possible language teacher selves play in the teacher development choices of seven in-service Korean English teachers. Findings highlighted clearly constructed actual and possible language teachers selves. Lack of language self-efficacy was found to be near synonymous to lack of teaching self-efficacy for these participants. While the negative affect surrounding this lack of language self-efficacy emerged as the primary drive to engage in teacher development in this context, two key motivational patterns of the participants' possible language teacher selves emerged: teachers were either guided by a central need to repair perceived inadequacies of the self, or to enhance the self. A third motive, adhering to normative obligations, was found to be the least significant in driving choices for teacher development.
[Research report / paper] A

Teaching English in 140 Characters: Twitter in the Classroom
Tom Edwards, Rikkyo University
Room S106

Twitter provides a way to extend the language classroom. This social media platform provides students with the opportunity to both produce language and interact with messages from a wide variety of language users, with varied backgrounds and interests. However, Twitter and similar types of sites also present a number of pitfalls--for both the instructor and students. In particular, privacy issues cause many teachers to be reticent to utilize social media sites as part of their curriculum. In this seminar, the presenter will describe how to use Twitter in the ESL/EFL classroom. The presentation will begin with an overview of potential problems, including privacy and security concerns, and how to address them. Next, the presenter will provide best practices for using Twitter in the language classroom. The primary focus of the presentation will be on university-level speaking and discussion classrooms, but time will also be spent showing how tasks can be adapted for other venues. The presenter will provide specific examples of activities that can be used to build vocabulary, provide writing practice, and guide classroom discussions.
[Workshop / demonstration] U

1.00p.m. - Plenary session

About the presentation

English Grammar Nightmares: The 3 P's
Dr. Keith Folse
University of Central Florida
Sunday 1:00-1:45pm
Room: Samsung Hall, Centennial building (simulcast in M608)

All languages have components that are extremely difficult for nonnative speakers to acquire. English grammar seems to have so many difficult aspects, but what would the top 3 grammar nightmares for English language learners be? In this talk, the speaker explains why the top honors should go to the 3 P's: present perfect, phrasal verbs, and prepositions. Using contrastive analysis as well as research findings from second language acquisition, we will see why these three categories merit this infamous award.

About the speaker

Keith Folse is professor of TESOL at the University of Central Florida, where he teaches in the MATESOL, PhD in TESOL, and undergraduate TEFL programs. He has taught languages for more than 30 years in the U.S., Japan, Malaysia, Saudi Arabia, and Kuwait. He is the author 55 textbooks, including the successful *GREATs* writing series by Cengage. His research interests are in types of written exercises, grammar, and vocabulary, and his most recent article dealing with teaching vocabulary appeared in the June 2011 issue of *TESOL Quarterly*. Dr. Folse has won many teaching and research awards, including Graduate Professor of the Year at his university as well as the 2007 Excellence in Teaching Award from International TESOL.

Sunday 2.00-4.00 P.M.

Concurrent sessions – Basement Level

Room	Starting at 2:00	Starting at 2:25	Starting at 3:00	Starting at 3:25
B107	**Kumaravadivelu, B.** *Raising Global Cultural Consciousness in the English Language Classroom* Workshop **YL / S / T / U / A / B**		**Krashen, Stephen** *Trends in Sustained Silent Reading* Invited Talk **YL / S / T / U / A / B**	
B109	**Bottiger, Wayne** *Maximizing Learner Participation while Reducing Teacher Talk Time* "101" Presentation **YL / S / T / U / A**		**Overbeek, Leonie** *Team Teaching in Korean Classrooms* "101" Presentation **S / T / U / A**	
B111	**Bayley, Oliver** *Empower Your Student with the Skills Needed to Achieve Academic Success* Workshop **U / A**		**Fletcher, Rebecca** *Building English Language Skills through Reading Fluency* Workshop **S / T / U / A**	
B121	**Brown, Clara Lee; Seo, Eun Sil** *Content-Based English Instruction and Curriculum for Korean Students* Classroom application **YL / S / T / U / A**		**Fusselman, Roger** *Middle-School Portfolios for Independent English Learning* Workshop **S / T**	
B142	**Groom, Nicholas** *University of Birmingham Distance MA and PhD Programs* Workshop **YL / S / T / U / A / B**		**Bosiak, Ian** *Engaging Students in Reading Comprehension* Workshop **S / T**	
B161	**Jolly, Aaron** *Building Video Courses: An Integrated Skills Approach to Personalized Language Immersion* Workshop **YL / S / T / U / A / B**		**Arthur, Phillipa** *Assessing oral ability: An overview of Elicitation Techniques* Workshop **S / T / U / A**	
B164	**Hott, Lyndon** *Evaluation of the Freshman Integrated Program at Dongguk University, Gyeongju* Research report **U / A / B**	**Simegn, Birhanu** *High School EFL Teachers' pedagogical Beliefs and Practices:* Research report **S / T / U / A**	**Snell, Robert; Serl, Brad** *How to Stay Hot: Motivation of Non-Native English Teachers* Research report **YL / S / T / U**	**Kim, Sang Kyung** *The Effectiveness of Cultural Content-Based English Teaching* Research report **U / A**
B166	**Cheng, Wanqing** *Overcoming the Culture Obstacle --Integrating Critical Thinking with College English Writing Education* Classroom application **A**		**Wang, Grace** *Turning EAP Classrooms of Schools and Universities into Cathedrals of Learning* Classroom application **YL / S / T / U / A / B**	
B167	**Packard, William** *Teaching Writing with Write Source – Back to Basics!* Workshop **YL / S / T**		**Hong, Chanmi** *Little Books for the little learners of English!* Workshop **YL**	
B168	**Roberts, Tim; Pinto, Maria** *Making peer editing work* Classroom application **U / A / B**		**Gladis, Karie** *Academic Success through Content-Area Literacy* Workshop **YL / S / T**	
B178	**Toyama, Setsuko** *Stories, Songs and Smiles in the EFL Classroom of Young Learners* Invited Talk **YL**		**Curtis, Andy** *Teaching with Video/Technology* Workshop **S / T / U / A**	

The KOTESOL Annual Business Meeting will be held from 4.00-6.00p.m. in Gemma Hall, B107. All members are encouraged to attend.

Sunday 2.00-4.00 P.M.

Concurrent sessions – Upper Level

Room	Starting at 2:00	Starting at 2:25	Starting at 3:00	Starting at 3:25
C505	**Min, Isabelle** *The Impact of Confucianism Across Korean Culture* **YL / S / T / U / A / B**			
C601	**Free, Michael** *101-K: Introduction to Korean 'Elementary School English' CD-ROMs* "101" Presentation **YL**			
M101	**Hafenstein, Patrick** *Writing Made Easy for Teachers and Fun for Students* Workshop **U / A**		**Bracey, David** *Professional Advancement through Online MA TESOL and Certification Programs* Workshop **YL / S / T / U / A / B**	
M103	**Choi, David** *Effective Way of Improving Writing Skills for Children* Workshop **YL / S / T**		**Walter, Jeffrey** *My Ten Favorite Role-Plays for University Students* Workshop **U / A**	
M104	**Goldman Shaffer, Melissa** *Blogging and Bravery: A Student-Centered Pedagogical Approach to Using CALL Materials* Classroom application **S / T / U / A**		**Kienzle, Robert** *Storytelling in Life, Lessons and Presentations* Classroom application **S / T / U / A / B**	
M105	**Yim, Soo Ha Sue** *Techniques to Testing Spoken Language* Workshop **S / T / U / A**		**Lander, Bruce; Carley, Harry** *A non-traditional approach to the TOEIC classroom, introducing student self-constructed TOEIC tests.* Research report **U / A**	
S103	**Lee, Hsiang-Ni; Mallinder, Mark** *A Native-English-Speaking teacher's journey in EFL context* Research report **YL / S / T / U / A**	**Park, Yunjeong** *Suggestions for effective teacher training program both NET and NNET* Research Report **A**	**Song, Heidi Louise** *Building A Website for Your Class With Joomla CMS* Workshop **U / A / B**	
S105	**Simpson, Monique** *Tourism@FB.com* Workshop **U / A / B**		**Clark, Mitchell** *A study of language interaction patterns in an overseas homestay environment* Research report **S / T / U**	
S106	**Greenier, Vincent; Massey, Michael** *'Critical' Transformation: Enhancing EFL Textbooks with Critical Thinking* Workshop **YL / S / T / U / A / B**		**Lawson, Shelley** *Love or Logic? A Cultural Guide for Westerners and Koreans Working Together.* Workshop **YL / S / T / U / A / B**	
Music Lobby	**Bozek, Christopher** *Spicing Up the ESL Classroom with Rhymes* Poster **U**			
Music Lobby	**Mills, Daniel** *The Language Matrix: Artificial Intelligent, Language Learning and the War on Terror* Poster **U / A**			

SUNDAY - 14:00~14:25

Evaluation of the Freshman Integrated Program at Dongguk University, Gyeongju

Lyndon Hott, Dongguk University, Gyeongju

Room B164

Reading and writing courses have traditionally only been taught by the Korean faculty while the native speaker faculty are relegated to conversation courses. This has resulted in little overlap between teachers of different courses and confusion amongst the students. The Freshman Integrated Program has sought to rectify this by having teachers teach the reading and writing courses in addition to conversation. The reading and writing courses are integrated with the conversation course and students are given an integrated syllabus for all three courses. Integrating the courses has made it possible to have overlying aims and objectives. The goal of the program is to improve the learners' reading, writing and conversation skills by giving them access to a large variety of authentic material with level-appropriate activities with practical weekly objectives. This presentation will present research on my evaluation of the program since its inception in March 2010. This evaluation examines teachers' and students' perception of the program and some possible changes they would like implemented. The methodology of my research will be illustrated along with a discussion of the results of the research. Hopefully, this presentation will inspire teachers to reflect on the way they teach so they can make beneficial changes to their curriculum.

[Research report / paper] U / A / B

Overcoming the Culture Obstacle --Integrating Critical Thinking with College English Writing Education

Wanqing Cheng, Honam University

Room B166

Critical thinking (hereafter CT) is that mode of thinking—about any subject, content, or problem—in which the thinker improves the quality of his or her thinking by skillfully analyzing, assessing, and reconstructing it (Paul & Elder, 2007). CT occupies a dominant position among the instruction objectives across curricula at all levels in the West. On the contrary, this long-established education notion has largely remained an ideal theoretical term specified in curricula in Asian countries. Teaching CT in the Asian contexts has elicited heated debates among researchers. Some argued that it is unwise because it conflicts with the Asian socio-cultural traditions; the others claimed that Asian students are no longer passive recipients, but tend to investigate knowledge themselves and achieve their own conclusions. The present study intends to target the dispute over the teachability of CT on Asian learners. In particular, the current study investigates the feasibility of incorporating CT with college English writing instruction in the Korean EFL context.

Data were collected from three natural intact EFL writing classes registered by 34 students of a national university in Seoul. The Ennis-Weir Critical Thinking Essay Test was delivered at the beginning and the end of the semester to track the students'CT performance. To investigate the students' and the teacher's perceptions on the CT pedagogy, student journals were analyzed and a teacher interview was given. Related samples T-test confirmed that gains on the posttest CT essay test scores were statistically significant. Detailed analysis on the journal entries revealed that the students agreed unanimously on the importance of acquiring CT while engaging in language learning. The teacher also highly embraced the CT-infused instruction during the interview. The findings are informative in that they convey crucial messages of the Korean EFL learners' perceptions on the teacher's CT initiatives. The need to teach English language skills along with CT is proposed. Pedagogical implications were

discussed together with practical concerns about embedding CT in the Korean EFL setting.
[Classroom application of research] A

A Native-English-Speaking teacher's journey in EFL context
Hsiang-Ni Lee, National Taitung University & Mark Mallinder, National Changhua University of Education
Room S103

Non-Native-English-speaking teachers (NNESTs) had been traditionally viewed as imperfect language models. With the seemingly inferior knowledge they possess, they often get less job opportunities as opposed to native-English-speaking teachers (NESTs). Accordingly, sizable research in recent years has attempted to give legitimacy to non-native teachers within the conceptual framework of world Englishes. For instance, NNESTs share the same linguistic/cultural backgrounds, tend to be more sympathetic to L2 students'learning difficulties and are more efficient speakers in global communications (Moussu & Llurda, 2008).
Very few studies, however, have focused on discussing how NESTs perceive themselves in EFL context. Therefore, this case study was aimed to investigate a foreign teacher's self-positioning at a Taiwanese university, i.e. general job satisfaction, perception of the new culture as well as relationships with students and co-workers. Data sources included 8 weekly reflective journals, 3 thought pieces in response to three multicultural picture books dealing exclusively with the theme of alienation, and 4 follow-up semi-structured interviews. The finding has suggested that while displaying great confidence in his knowledge of English language and culture, the NS teacher was constantly feeling the tension of being an "outsider" struggling to cope with 1) the local dynamic, 2) other NS teachers, 3) NNS teachers and 4) the students. Finally, we propose establishing a support and reward system for NS teachers so that EFL students can continue to benefit from both types of teachers.
[Research report / paper] YL / S / T / U / A

SUNDAY - 14:00~14:45

Raising Global Cultural Consciousness in the English Language Classroom
B. Kumaravadivelu, San Jose State University
Room B107

As a follow-up to my plenary talk (see Dr. Kumaravadivelu's plenary session abstract), I will lead a workshop in which a small group of participants will explore appropriate classroom strategies that are consistent with the pedagogic priorities presented in the plenary. Using Korean-based cultural texts in English, participants will formulate one or two reflective tasks that seek to raise global cultural consciousness in their learners. Based on this experience, participants should eventually be able to design, test, revise, and build a bank of tasks that they can use as source materials in their classrooms, if they so desire.
[Workshop / demonstration] YL / S / T / U / A / B

Maximizing Learner Participation while Reducing Teacher Talk Time
Wayne Bottiger, Kangwon National University
Room B109

There are "hot topics" in English education today and perhaps none is more important than the issue of student participation and teacher talk time. Also, a great amount of study has been devoted to the maximization of student participation in the English language classroom. Teachers new to the field of ESL/EFL instruction as well as those with years of experience occasionally struggle with the issue of active student participation vs. teacher talk time (TTT). This session will

address some of the most common and not so common roadblocks to successful language acquisition resulting from limited opportunities for student participation along with an over abundance of teacher involvement. Some of the issues covered include: How to get the most out of small group activities; When and how to use questions to increase student participation; Understanding what it means to be a language learning "facilitator" rather than a "dictator"; Working with a multicultural mindset; and Knowing how to talk less and achieve maximum results from students. This session is sure to have English teacher asking themselves, "Why didn't I think of this before?" The session is fast paced and will include a series of questions and answers that are sure to provide participants with a wealth of useful information they can take with them.
["101" Presentation] YL / S / T / U / A

Empower Your Students with the Skills Needed to Achieve Academic Success
Oliver Bayley, Oxford University Press
Room B111

What is academic success? In this interactive session, the presenter and participants will consider the questions above. We will also consider not only what skills students need but also what activities best help students develop these skills so that they can succeed academically in a university or college environment abroad. (The audience will also be given an opportunity to reflect on whether we, as teachers, are ourselves teaching these skills effectively in class.) Finally, the presenter will offer practical, easy to implement ideas and techniques for classrooms that will help students develop the skills discussed.
Example activities will be provided from *Q: Skills for Success*, a textbook by Oxford University Press specifically designed to help students achieve academic success.
[Workshop / demonstration] U / A

Content-Based English Instruction and Curriculum for Korean Students
Clara Lee Brown & Eun Sil Seo, The University of Tennessee
Room B121

For English as a foreign language (EFL) in Korea, the major focus of instruction has been conversational fluency and grammatical competence. This approach is neither enriching nor stimulating for young children whose needs include satisfying their curiosity, and grammar is still the mainstay of instruction, despite the use of terminology such as "Communicative" Language Teaching. Research has shown that form-focused instruction does not help children acquire English and retention of it is short-lived. This paper argues that content-based language instruction can not only help EFL students acquire conversational English, but will also help them acquire academic English, which is a long-term goal for EFL students. Content-Based English Instruction and Curriculum (CBEIC), based on the Comprehension Hypothesis, exposes children to a great deal of comprehensible input in the form of interesting and useful thematic topics. In CBEIC, children engage in discussion of topics of interest, as well as problem-solving, which stimulates cognitive development and the acquisition of a wide range of vocabulary and grammar crucial to understanding academic content. An added bonus of CBEIC is that children acquire a great deal of background knowledge, which helps them sustain conversation as well as understand more of what they read and hear. The discussion will include specific ways to implement CBEIC in Korean English classrooms.
[Classroom application of research] U / A

University of Birmingham Distance MA and PhD Programs
Nicholas Groom, University of Birmingham
Room B142

In this presentation, Dr. Nicholas Groom will talk about the University of Birmingham's popular distance MA and PhD programs in Applied Linguistics, TEFL/TESL and Translation Studies, and answer participants' questions about these programs.
[Workshop / demonstration] YL / S / T / U / A / B

Building Video Courses: An Integrated Skills Approach to Personalized Language Immersion
Aaron Jolly, EnglishCentral
Room B161

Would you like to build your own course syllabus around awesome video content but don't know where to start? Would you like to combine elements of extensive watching (and listening) with intensive listening, speaking and vocabulary practice, in an online-offline blended learning program? At EnglishCentral students can dive into our ocean of videos and enjoy them in an online platform with unique functionality. Our learning system allows language learners to study the language they are exposed to in detail, at their own level and pace. Teachers can choose topics and videos, track progress, and create learning paths for their students. The EnglishCentral platform uses a research proven, graded, spaced-repetition approach to vocabulary, as well as state-of-the-art speech recognition technology. This allows students to watch great content, learn vocabulary and practice fluent speech while receiving detailed feedback and progress tracking. After demonstrating EnglishCentral's video based language learning platform, this presentation will then look at several in-progress, for-credit classes at the university level in Korea. Finally, curriculum designed around video-based learning paths with downloadable resources will be shown. EnglishCentral is leading the way forward – creating an innovative way to learn and teach English through exciting, authentic video.
[Workshop / demonstration] YL / S / T / U / A / B

***Teaching Writing with* Write Source – Back to Basics!**
William Packard, Houghton Mifflin Harcourt
Room B167

With the time and schedule demands placed on both students and teachers these days it's no wonder that quality writing instruction is often the first thing that gets forgotten in ELL classrooms. This session will discuss the basics of teaching writing and why it's important, as well as show how students can benefit from using the Six Traits of Writing to improve their writing beyond simple mechanics.
[Workshop / demonstration] YL / S / T

Making peer editing work
Tim Roberts, Dongguk University, Gyeongju & Maria Pinto
Room B168

When teaching process writing, most teachers choose to have students peer edit their partners' drafts, to help them notice errors, and to teach them to correct these errors and improve their writing. However, peer editing of ten does not work because students (1) don't notice the errors or see them as common usage, or (2) don't or can't do what is expected ofthem. The presenters will share instruction-giving techniques they developed to help their students work through the peer editing process successfully. The main focus of the presentation will be on process writing, but the presenters will also briefly present ways to use peer editing in product writing classes.
The presentation will cover: defining parameters and planning the teaching semester/year, choosing and determining how to use editing tools, time to spend on editing in class, how to structure process and product writing classes, how to structure peer editing in class, how to structure the giving of peer feedback in class, and ways to assess work that has passed through the peer editing process.
[Classroom application of research] U / A / B

Stories, Songs and Smiles in the EFL Classroom of Young Learners
Setsuko Toyama, Keiwa College
Room B178

In Japanese elementary schools, 5th and 6th graders have 35 hours per year of "Foreign Language Activities" but 1st to 4th graders are not allocated any class hours of foreign language learning. The presenter has been conducting teacher-training seminars in elementary schools and demonstrated team-teaching 1st to 4th grade classes, to persuade the teachers that exposure to foreign languages at the early stage of elementary education is beneficial to children.
Picture books can be a strong tool for teachers. This presentation will show how picture books can be used as successful elementary school teaching materials.
The presenter will demonstrate mind-mapping in order to design short activities that teach and review the language and topics in one picture book. The activities will cover three stages: (1) Before Reading, (2) Reading Together, (3) After Reading.
Consideration on the types of activities that accept and activate different intelligences that children bring to the classroom will be discussed. The presenter has found that the text of the picture books, used with simple melodies, helps children learn more easily due to the inherent musical intelligence of the student.
The participants are invited to join as children, experience the activities, sing, move, and smile.
[Invited Talk] YL

Writing Made Easy for Teachers and Fun for Students
Patrick Hafenstein, Macmillan Korea Publishers Limited
Room M101

Do you get writing assignments from students with mistakes in every sentence? While we often teach students how to write good paragraphs or essays, the fundamental importance of accurate, coherent and sophisticated sentence writing is often overlooked. This presentation will look at common sentence patterns and the process approach to writing including tips and advice on how students can be more independent learners and how teachers can lessen their writing correction workload. Examples will be taken from Macmillan Education's *Writing* Series which takes students from sentence writing to writing papers.
[Workshop / demonstration] U / A

Effective Way of Improving Writing Skills for Children
David Choi, Compass Media
Room M103

It has been witnessed that writing skills are becoming more important than ever as these skills are going to be needed in many different assessments. However, many books available on the market are focused on grammar and even academic essay writing. Such an approach can be misleading and make it boring and difficult for children to study writing. This makes it even harder for teachers to deal with writing classes. This workshop will cover how to approach teaching writing skills in class at a different level, thus helping field teachers better design writing curricula. It will also discuss the benefit of adopting e-learning into writing classes in a way of having children more exposed to writing exercises.
[Workshop / demonstration] YL / S / T

Blogging and Bravery: A Student-Centered Pedagogical Approach to Using CALL Materials
Melissa Goldman Shaffer, Sangji University, Wonju
Room M104

This presentation highlights a class of sophomore English majors who took part in a long-term blogging assignment in an intermediate-level English conversation and writing class during the Fall 2010 semester. The author was especially interested in gauging the students' level of confidence during their semester of weekly blogging and their reflective learning at the semester's end. This presentation also includes updates from the Spring 2011 semester, including blogging experiences with freshmen English majors, and with the development of the author's first class website. Participants will be able to look at the website, and how to sign up if there is an interest. Pedagogical and cultural differences in approaches to writing from a Western and Korean perspective are also examined.
[Classroom application of research] S / T / U / A

Techniques to Testing Spoken Language
Soo Ha Sue Yim, Samsung Art and Design Institute
Room M105

Whether the purpose of oral tests are to measure general level of language proficiency (proficiency test), place students in the correct level (placement test), diagnose their particular strengths and weaknesses (diagnosis test), or measure how much they have learned from a course (achievement test), a set of criteria and marking techniques are desirable. This presentation is designed to assist teachers in grading spoken language. Teachers who teach English test preparation courses such as IELTS and TOEFL will also benefit from the presentation as will non-native speakers preparing for such tests.
The presentation is divided into three sections. First, I will introduce the components of language. This includes grammar, vocabulary, pronunciation, discourse management and interactive communication. I will cover how to examine spoken language and grade it according to specific criterion. In the second section, I will cover different test formats and the use of elicitation techniques to bring forth desired language. In this section, I will outline how to set tasks and choose appropriate techniques, such as interviews, narration with pictures, role plays, prepared monologues, and simulated conversations. In the final section I will introduce rating scales for scoring and how to help ensure validity and reliability on oral tests.
[Workshop / demonstration] S / T / U / A

Tourism@FB.com
Monique Simpson, NamSeoul University
Room S105

Ever catch your students on Facebook during class? Well, why not use your students' interests to propel your class to the next level? This popular online social network can help improve students' English abilities while allowing them to thinking creatively and internationally. Sounds too unconventional or lacking a high academic caliber? In this workshop, participants explore designing a course/assignment for creating a tourism page on Facebook. The model example that will be used is "Loja Lost Paradise," a Facebook page that was created last fall by the English tourism class at a university in Loja, Ecuador. The Ecuadorian students worked as a class to tell the world about their small city and its culture. The students gained practical experience that related directly to their future professions.
Participants in the workshop will examine various elements that can be included in a tourism Facebook page. First, they will develop a clear connection between a tourism Facebook page and English tourism textbooks. Second, they will brainstorm in-class activities that relate to the online page. Third, participants will look at various Facebook features (i.e., discussion boards, notes, music). Lastly, they will see how to connect a single online page to multiple classes.
[Workshop / demonstration] U / A / B

'Critical' Transformation: Enhancing EFL Textbooks with Critical Thinking

Vincent Greenier, Kyungpook National University & Michael Massey, Daegu Science University

Room S106

The aspiration of "pushing our paradigms" faces skepticism by many EFL instructors who are constrained by curricular and institutional factors "beyond their control." In the area of course materials this often means textbooks that are heavy on vocabulary, grammar, reading comprehension and inauthentic scripts for speaking and listening, and short on meaningful discussion and critical thinking (CT) activities. Therefore, CT opportunities need to be created from the materials provided.

The goal of this workshop is to offer approaches and examples to enhance and supplement course materials in order to cultivate CT skills. The workshop will begin with some essential steps to activate higher order thinking. We then provide several 'critical' approaches to language learning and tips for their implementation. We will present a few sample exercises then attendees will work cooperatively to create activities that evince CT skills. Finally, we will reflect on the challenges and benefits of this approach in the EFL classroom.

As attendees create the activities, they will recognize ways to provide a learning environment that is engaging, relevant, interactive and thought-provoking. We believe the last to be the most important because analytical thinking will act as a catalyst to the others and deepen awareness of language "in-use." We agree with Socrates who asserted, "I cannot teach anybody anything, I can only make them think. "This maxim is often lost in EFL. Ultimately, we hope to show how a critical approach can enhance the students' and teachers' experience with the discourse and the learning process itself.

[Workshop / demonstration] YL / S / T / U / A / B

SUNDAY - 14:00~15:20

The Impact of Confucianism Across Korean Culture

Isabelle Min, Sungkyunkwan University

Room C505

Our values and languages shape the way we see the world. Just as most western views of the world were shaped by the Greek philosophies, Confucianism dictates Asians' perspectives (Richard Nisbet, *The Geography of Thought*). Confucianism, among other things, is a highly hierarchical, relationship-based perspective of the world. Within the many Asian nations, Confucianism still holds a strong grip in Korea, where there still exist 7 levels of honorifics in the language. This session uses real-life examples to illustrate how Confucianism still thrives in Korean life and business, and offers practical solutions for smooth transition into such an Asian mindset. By the end of the session, the attendees will able to understand Confucianism, its subtle, subconscious impact on everyday life and business transactions with most Asians, Koreans in particular, and how one can detect and work around its influence to reap major benefit during their stay or work in Asia. Practical, real-life cases will be illustrated to ease understanding even among those who have not been exposed to Confucianism or Asia.

[Korea] YL / S / T / U / A / B

101-K: Introduction to Korean* 'Elementary School English' *CD-ROMs

Michael Free, Duchon Middle School

Room C601

The revised versions of *Elementary School English* (Grades 3-6), include a set of CD-ROMs, a student textbook, and a Teacher's Guide. Given the CD-ROMs are an integral part of classroom instruction a thorough

familiarity with them is indispensable. However, for the teacher whose first language is not Korean, notwithstanding the intuitive nature of the software, gaining such a level of familiarity is a difficult task.
This workshop is designed to help teachers working in Korean elementary schools develop their skills with these CD-ROMs. Attendees will learn about the basic interface, the various activities common to each chapter, as well as the substantial resources available to them within each CD-ROM. ESL teachers in Korea who don't use these specific CD-ROMs will also find it useful as there is common ground to be found between these CD-ROMs and others that are currently available. Due to the nature of the workshop, teachers who face similar challenges but in a language other than Korean will also benefit from attending.
The workshop will include some demonstration (e.g., installation, basic navigation). Wherever possible, attendees, working in pairs, will also have the opportunity to explore and learn in a 'hands-on' fashion. There will be ample time allotted for questions and discussion. Handouts will include a bilingual glossary of useful terms and a 'how-to' guide for the attendees to take away.
["101" Presentation] YL

SUNDAY - 14:00~15:45

Spicing Up the ESL Classroom with Rhymes
Christopher Bozek, Kitami Institute of Technology
Room Music Lobby

Children in English-speaking countries learn many rhymes while they are growing up. Children enjoy saying rhymes and often memorize them with little trouble. Japanese do not use rhyming words in their language, so I introduce rhymes to my college students. I show students what rhymes are, where they are located in poems and how to write their own. This poster presents this process and also gives many examples of students rhymes. It is an interactive poster presentation which encourages participants to look, touch, and think of rhyming words.
[Poster presentation] U

The Language Matrix: Artificial Intelligent, Language Learning and the War on Terror
Daniel Mills, Ritsumeikan University
Room Music Lobby

Computer Assisted Language Learning (CALL) media seems to have evolved from a concentration on content delivery systems to collaborative mediums, which facilitate communicative language learning practice between human partners either through or around technology. Recently, developments in the field of artificial intelligence may foreshadow a further evolution that could provide learners with similar communicative opportunities without the need of a human partner. Tactical Iraqi is one product which is attempting to accomplish this goal for a military audience. Current research appears to find merit in Tactical Iraqi, but still sees it as "a supplement to a structured language training program." (2007). Yet, as the field of AI advances, researchers will need to acknowledge the impact of this discipline in respect to second language acquisition and the changing role of language teachers. This poster presentation will introduce attendees to the use of 3-D, artificially intelligent, serious games used by the United States military to train personnel in necessary language and cultural skills. In addition, this presentation will address the future of artificial intelligence in the design of CALL media and how these advances may affect the role of language teachers in the classroom.
[Poster presentation] U / A

SUNDAY - 14:25~14:50

High School EFL Teachers' pedagogical Beliefs and Practices

Birhanu Simegn, Addis Ababa University

Room B164

This study mainly attempted to explore beliefs English as a Foreign Language (EFL) teachers developed as a result of their academic and work experiences. It also examined whether the pedagogical beliefs teachers hold could exert impact on their instructional practices. To this effect, this study employed both a survey (questionnaire for pedagogical beliefs and instructional practices) and qualitative (semi-structure interviews, classroom observation and lesson plan analysis) methods of data collection. The survey result indicated that the teachers' pedagogical beliefs and instructional practices seemed to reflect communicative oriented pedagogy. However, data of the classroom observation and the lesson plan analysis were unable to confirm such claims (in both theoretical and practical terms) of the teachers' communicative oriented pedagogy. Thus, the teachers might fail to perceive their own pedagogical beliefs (communicative oriented pedagogy) in the way it could be employed in actual classrooms; and reflective teaching practice may be needed.

[Research report / paper] S / T / U / A

Suggestions for effective teacher training program both NET and NNET

Yunjeong Park, Dankook University Graduate School

Room S103

Teacher training is a very important issue for both NET and NNET. In EPIK some NETs just start as a teacher for the first time of his/her life. They must have some difficulties to teach and manage their classroom and also NNETs should know how to collaborate together successfully in own classroom as efficient co-worker. Both of them have to be qualified not as document things, they should know for theoretical and practical things about English classroom and collaboration. Then they could make effective English classroom as a good team. But in field of teacher training, we can see some problems such as the lack of contents, untimely training, no training for NNETs, etc. So I want to examine current programs in detail and find advantages and disadvantes. And then I will use some result from other teacher's survery of opinion from NETs & NNETs. And I'll listen to some NETs and NNETs opinion to know about teacher training minutely. I'd like to show you new teacher training program which has both NETs & NNETs voice and their needs and is very practical and helpful to them. It will contain various type of teacher training and it's not just one time teacher training. It is on-going process to give them being better English teachers.

[Research report / paper] A

SUNDAY - 15:00~15:25

How to Stay Hot: Motivation of Non-Native English Teachers

Robert Snell & Brad Serl, Pusan University of Foreign Studies

Room B164

Teaching is not an easy field, and teaching English as a non-native language is a significant challenge. Many native Korean English teachers face considerable difficulties as they teach, on both the primary and secondary levels. The goal of this research was to determine the main areas of concern for Korean teachers of English, and to specifically focus on how they stay motivated and effective teachers. Using 62 Korean school teachers participating in an intensive teacher training program, data was triangulated from surveys, written essays and interviews.

Attention was given to teacher levels of happiness, satisfaction and feelings of effectiveness, as well as particular problems they felt they faced. Particular focus was made on what teachers felt made them effective as English educators. General results showed many Korean teachers did not feel comfortable with their own level of English and were ambivalent about their effectiveness in the classroom. Other significant areas of interest were the need for continuing professional training, opportunities to develop their personal language skills, a sense of empowerment in the classroom, and the ability (or non-ability) to share problems with other teachers. Results from this study can aid significantly in helping all teachers of English improve their teaching, and can particularly assist in co-teaching efforts between native and non-native teachers. Suggestions will be made for how all Korean English teachers can work together for a stronger, more vibrant teaching community.

[Research report / paper] YL / S / T / U

SUNDAY - 15:00~15:45

Trends in Sustained Silent Reading

Stephen Krashen, University of Southern California

Room B107

The common sense idea of allowing students to spend a little time each day in school reading for pleasure has met with surprising resistance. The questions (and answers) are these: (1) Does sustained silent reading (SSR) work? (Yes!) (2) Does SSR work for second language acquisition? (Yes!) (3) Do students really read during SSR? (Yes, if conditions are right.) (4) Should we be concerned about access to books and libraries? (Yes!)

[Invited Talk] YL / S / T / U / A / B

Team Teaching in Korean Classrooms

Leonie Overbeek, Seosin Middle School

Room B109

Based on the work of Peter Drucker as it relates to teams in organizations, this paper examines several models for effective team teaching in the Korean classroom. Assumptions regarding the roles of the co-teachers and difficulties regarding the culture and teaching styles are examined and discussed, and solutions for many of the common problems encountered are offered. The findings of a short survey among Korean teachers of English and Native Speakers is also presented, and the participants in the workshop will be invited to participate in the discussions. The ideal model for effective co-teaching as experienced by the author during 4 years in Korea, the tennis doubles model, will demonstrated.

["101" Presentation] S / T / U / A

Building English Language Skills through Reading Fluency

Rebecca Fletcher, Oxford University Press

Room B111

Do your students enjoy reading? Our research has shown that high-interest, authentic reading passages can serve as springboards for reading skills development, vocabulary building, and thought-provoking discussions and writing. Additionally, exposing students to a variety of text types and genres helps them develop more effective reading skills. This workshop will demonstrate how *Select Readings* Second Edition can help your students develop important language and critical thinking skills as well as prepare for international standardized tests. The new edition of this series features dynamic, carefully-selected readings chosen by experienced teachers to meet the needs of today's global learners.

[Workshop / demonstration] S / T / U / A

Middle-School Portfolios for Independent English Learning
Roger Fusselman, Seoul National University of Education
Room B121

As educators in Asia consider how assessment is done in their English programs, alternative forms of assessment become more promising. One technique by which assessment of students can occur is through students making portfolios, i.e., collections of student work that is relevant to a particular class. Portfolios can empower students by giving them a degree of independence at learning within a structure outlined by the instructor. They also have the potential of training learners in strategies to help them succeed in their acquisition of English. In this talk, we look at how portfolio learning can be applied to the learning of English by middle-schoolers in Korea, whose goals are often test-driven and therefore not as obviously in need of the alternative form of assessment that portfolios represent. The presenter draws from experience teaching middle schoolers using portfolios, and from experience using them for learners in TESOL-training programs, and combines his experience from both environments into best practices and ten suggested sections by which a portfolio can be organized. Included in the program are suggestions for supporting materials that cater to middle-schoolers' English needs, and practical considerations about portfolios beyond their educational use. Emerging from the talk will be an argument that portfolios will assist and encourage middle-schoolers, if they are properly designed and implemented.
[Workshop / demonstration] S / T

Engaging Students in Reading Comprehension
Ian Bosiak, e-future
Room B142

Engaging students can be a tough thing—particularly if you are teaching reading comprehension. This presentation/workshop aims to define what reading comprehension is and the different strategies that we, as teachers, can use to help our students succeed. It will also aim to give teachers some strategies to engage their students and liven up their reading comprehension classes in fun, memorable and meaningful ways.
[Workshop / demonstration] S / T

Assessing oral ability: An overview of Elicitation Techniques
Phillipa Arthur, Yeungnam University Foreign Language Institute
Room B161

Where there is teaching and learning, there is testing, with the relationship between the two having long been established to be an interdependent one. Backwash is the effect that testing has on teaching and learning and testing itself; it can have a negative or positive effect. A proficiency test aims to measure and produce results that allow us to formulate an idea of a learner's general English oral skills. Results from a placement test aim to offer a recommendation as to which class is most suitable for a particular learner. A diagnostic test sheds light on those areas in which a learner is strong and others where learning still needs to take place or remedial work done. An achievement test, usually administered at the end of the semester or the end of a language program, details which elements a learner has mastered. We can employ formative assessment at the half way point in a semester or language program, or summative assessment administered at the culmination of a semester or language program. Regardless of the reasons for testing our students' oral abilities, EL instructors have an array of speaking tasks/elicitation techniques which can be used to elicit speech samples. This hands-on workshop serves to reacquaint both new and seasoned EFL instructors with elicitation techniques which may be used during classroom assessment of learners' oral abilities.

The workshop will conclude with a brief Question & Answer session.
[Workshop / demonstration] S / T / U / A

Turning EAP Classrooms of Schools and Universities into Cathedrals of Learning
Grace Wang, Yonsei University
Room B166

In 2010, Doug Lemov, an educator published, *Teach Like a Champion: 49 Techniques that Put Students on the Path to College* (San Francisco: Jossey-Bass). In it he describes seven categories of concrete and practical classroom techniques that are used by great teachers, which set them apart from--not average or poor teachers--but teachers who are already good at what they do. Lemov was on a fight for educational equity. Studies of academic performance show that demographics is destiny: Students' academic performance correlates highly with the income bracket of the households they come from. However, Lemov identified those schools that defied predictions of student performance based on demographics, where students from low-income families were consistently scoring better, by several standard deviation points, on state tests compared with those from wealthier families. He sought out these schools, identified their champion teachers, and studied in minute detail what they did to turn their classrooms into cathedrals of learning which enabled their students to overcome their disadvantageous demographics. Students in English for Academic Purpose (EAP) classrooms also face an important disadvantage compared with their English-speaking peers: EAP students need to achieve the same academic successes as their English-speaking peers, and they must do so in English as a foreign or second language. English language pedagogy, however, while often informed by theories of language and learning, does not often draw on the education practices of non-EFL/ESL teachers for ideas and inspiration. In this presentation, ideas about how EAP teachers may help their students overcome the EFL/ESL disadvantage in academic study, ideas in terms of concrete classroom practices, will be presented based on Lemov's findings—findings that may help good EAP teachers turn their classrooms into cathedrals of learning, also, and become great.
[Classroom application of research] YL / S / T / U / A / B

Little Books for the little learners of English!
Chanmi Hong, Bridge Learning
Room B167

Looking for Little Books for the little learners of English? Engage our young learners with fun stories that feature high frequency words, repetition and rhymes enhancing phonics and phonemic awareness. Including a CD component which includes a fully dramatized animated version of the story for motivation, helpful interactive Kindergarten activities will be shared during this session. Explore the new *Little Books* reader series and experience the technology that can boost the learning process for our little ones.
[Workshop / demonstration] YL

Academic Success through Content-Area Literacy
Karie Gladis, Teacher Created Materials
Room B168

"Reading is a different task when we read literature, science texts, historical analyses, newspapers, tax forms. This is why teaching students how to read the texts of academic disciplines is a key part of teaching them these disciplines." (*Key Ideas of the Strategic Literacy Initiative*, 2001) We know that enhancing literacy skills will improve learning in the content areas (*NRP Report*, 2000) but despite this knowledge, there is a lack of implementation of known strategies and an "ever-deepening crisis in adolescent literacy" (*IRA*, 1999).
[Workshop / demonstration] YL / S / T

Teaching with Video/Technology
Andy Curtis, Cengage Learning
Room B178

Over the years, the use of video as a medium for language study has dramatically gained in popularity in Korea and across the world. Teachers understand and recognize video as an excellent tool to create an environment conducive to learning, while students find it to be a motivating and engaging method of study. Video is indeed a rich teaching resource which provides opportunity for natural language practice combined with visual support. However, while the value of using video in the language classroom is clear, the ways to use it effectively are widely varied and not always obvious. In fact, there are many different ways a teacher can implement video into a lesson. This workshop will present practical ideas for the language teacher to create multi-level, 'active viewing' exercises that will engage students in pre, while, and post-viewing activities which both support learning and stimulate interest.
[Workshop / demonstration] S / T / U / A

Professional Advancement through Online MA TESOL and Certification Programs
David Bracey, Anaheim University
Room M101

English is the world's most popular second language and has led to great demand for skilled teachers. Anaheim University is meeting this demand with programs from the certificate to the doctoral level in Teaching English to Speakers of Other Languages (TESOL). Courses are taught in small classes online and in residential sessions by a world-class international faculty of professors that includes David Nunan, Rod Ellis, Kathleen Bailey, Denise Murray, Jun Liu, Ken Beatty, Martha Cummings, and Fran Byrnes. The faculty guides both experienced and prospective teachers to grasp the latest approaches to curricula, methodology, and practical classroom pedagogy, as well as all the theoretical background necessary for success in the classroom. This session explains Anaheim University's online MA in TESOL, Graduate Diploma in TESOL, and 15-week online Certificate programs in both TESOL and Teaching English to Young Learners. The upcoming online Ed.D. (Doctorate in Education) in TESOL is also introduced.
[Workshop / demonstration] YL / S / T / U / A / B

My Ten Favorite Role-Plays for University Students
Jeffrey Walter, Sangji University
Room M103

Role-plays are an effective learning tool at Korean universities. They allow students to focus on communication while avoiding anxiety as they pretend to be someone or someplace different. Cultural elements are also often incorporated into role-plays, allowing students to encounter more than just the language. This practical presentation will describe ten specific role-play activities that have been used successfully in a Korean university classroom. Teachers will be provided with information on proven activities that they can immediately use in their classrooms. Ideas on how to introduce and facilitate role-play activities will also be briefly explained. Suggestions for adapting and extending the role-play activities for other skills will also be given.
[Workshop / demonstration] U / A

Storytelling in Life, Lessons and Presentations
Robert Kienzle, Sungkyunkwan University
Room M104

Storytelling is an effective and entertaining tool that can be used by any teacher in any classroom, public presentation, or workshop. Attendees will learn how to benefit from using stories in the classroom by using ideas from

researcher Joseph Campbell, the book *Made to Stick* by Chip and Dan Heath, the book *Resonate* by Nancy Duarte, and from Robert Kienzle's experience with creating and using stories in public presentations and in the classroom. Attendees will learn how to use storytelling in the following ways: To make entertaining and engaging lesson openings that stick with the students and can be referred to later as references and models; to make great fillers and backup activities for their teaching arsenal; to teach students how to write or tell stories and utilize many components of the English language such as specific nouns, action verbs, adjectives, adverbs, and structuring of messages; and to utilize stories in workshops, presentations, and communications with colleagues and professional networks for persuasive and entertainment value.

[Classroom application of research] S / T / U / A / B

A non-traditional approach to the TOEIC classroom, introducing student self-constructed TOEIC tests.

Bruce Lander, Kurume University & Harry Carley, Matsuyama University

Room M105

Preparing for tests has always been a daunting task regardless of subject matter. This level of difficulty is especially true for those preparing for the TOEIC or TOEIC bridge test; an internationally recognized test that has great significance for university students. Traditional preparation methods have not shown desirable results. A stimulus for success is lacking. New innovative approaches are essential. In the past many TOEIC based classes have past papers as the core of student learning. Repetition, drills and constant drab short talks were the norm. In this paper presentation we would like to introduce the value of having students construct their own TOEIC tests, through the use of wikis. Having students individually construct their own tests provides a perfect chance for learner autonomy and makes learners think more about their learning. In the process students also learn more about the test, increase motivation, ability and overall TOEIC test taking skills.

Advancing the application of wikis one step further can garner even superior solutions. The instituting of wikis on an individual basis can synergize knowledge in the areas of motivation, grammar development and retention, and ownership of learning. These two components, the use of wikis blended with ICT (Information Technology Tools) can augment learners in a whole new way as technology and how teachers expand knowledge continues to advance. The Action Research comprising 100 students, conducted over the span of an academic year by instructors at two universities in Japan, confirm these findings.

[Research report / paper] U / A

Building A Website for Your Class With Joomla CMS

Heidi Louise Song, Hongik University

Room S103

This friendly but fast-paced introductory workshop is intended for EFL practictioners in further education contexts who are interested in learning how the power of a Content Management System (CMS) can be harnessed to create an effective online class presence, in the form of a feature-rich, dynamically-editable website. We will be focusing on the implementation of Joomla but you will find that the approach used here is transferrable to other content management systems such as Moodle.

Most of our work as EFL practictioners centers around delivering and responding to dynamically changing content. We encourage interaction, provide feedback, present material, respond to queries and update schedules. Yet very often, if we have any online presence at all for our classes, it is in the form of a static, one-time created 'website', via Yahoo Groups or a university web portal. The advantage of

creating a CMS-based class website is that it can be customized and updated from any internet-connected computer at any time, without having to manipulate html or re-upload web pages.
The workshop will begin by exploring some of the benefits of using a CMS to build your online classroom presence and then moves into a practical demonstration of how to set up a joomla website. We will then discuss how to use joomla add-ons to create chat rooms, blogs, grade books and more to maximize learning outside the classroom. This workshop presupposes a basic level of IT competence and familiarity with working online but no html or programming experience is required.
[Workshop / demonstration] U / A / B

A study of language interaction patterns in an overseas homestay environment
Mitchell Clark, Hyogo University of Teacher Education
Room S105

This presentation will focus on a study of language interaction in an overseas homestay environment. The study is based on a one-month language, intercultural and homestay overseas study program in Canada. The cohort for this program was a group of female second and third year English Department students from a university in Japan. The presenter acted as the teacher during a semester length pre-departure course and the coordinator of the group during the program. A survey was administered to the program participants at the completion of the sojourn. The survey included five parts to collect a range of data about the homestay environment for each student. This data focused on the homestay family structure, interaction with homestay family members and the learners' perceptions of their language development in the homestay environment. The presentation will outline the homestay survey results in detail and convey some reflections on the findings. The session will conclude with a discussion of the implications of the study in relation to relevant research in this specific context of language acquisition. Audience members are encouraged to ask questions about the study and share their own educational experiences with language interaction in homestay environments.
[Research report / paper] S / T / U

Love or Logic? A Cultural Guide for Westerners and Koreans Working Together.
Shelley Lawson, Shinheung College University Study, University of Birmingham
Room S106

Aristotlean causality dictates that if A+B=C, then asking "Why C?" presupposes a cause, leading to a logical answer like: "Because A and B were combined. "However, Korea and the west have had differing degrees of exposure to Greek logic. Korea, for example, appears to place less importance on rule-based decision making, contributing to the irrelevance of such "why" questions which are deeply rooted in western philosophy. Rather than limiting themselves to the single correct answer that rational deduction provides then, Koreans seem to take a holistic approach, basing their actions instead on instinct, intuition, emotion and relationships. Unfortunately, western business conventions may lead people to dismiss these approaches as illogical or unprofessional without due consideration of their validity. These differences in accepted mental procedures and fundamental values can thus lead to misunderstandings or tension in the business environment.
This workshop attempts to promote cultural awareness and tolerance by examining a selection of idiosyncrasies in western and Korean thought, and by proposing ways of overcoming differences in order to work together both harmoniously and effectively. It is crucial to acknowledge "the two operations of our understanding, intuition and deduction" (Descartes, 1619) if we are to progress and

flourish in our mutual pursuits.
[Workshop / demonstration] YL / S / T / U / A / B

SUNDAY - 15:25~15:50

The Effectiveness of Cultural Content-Based English Teaching
Sang Kyung Kim, Seoul Women's University
Room B164

Language and culture are "symbiotic" lacking the cultural knowledge that underlies language results in failing to communicate accurately. English language learners in Korea, an ethnically homogeneous environment, tend to acquire little cultural knowledge and seldom interact socially with people from different cultures. Teachers and students focus narrowly on linguistic knowledge, aiming for high marks on official tests. This practice omits a valuable motivational component in learning language and promotes Koreans' lack of global literacy. The study examined the impact of cultural content-based learning on Korean students at one online university. The researcher developed a textbook with 13 themes including greeting customs and religious traditions from around the world. Lectures concentrated on raising cultural awareness while improving grammar skills, writing, and conversing. Four online discussions and two reports were on culture-related topics. Analysis of posts and reports reveals three advantages of this course. Students reported the content had synergistic effects on learning English and about world cultures. They expressed awareness that English as an International Language (Chlopek, 2008) can function as a window to the world, facilitating their learning about other cultures. Emerging from the first two advantages, the third benefit was greatly stimulated class engagement: 158 students and the researcher posted 1385 posts in four threaded online discussions that shared various intercultural knowledge. Some students, however, were confused whether the main focus was language or culture, while others complained the depth of each discussion was not satisfactory. This study suggests how to design language instruction using culture as a motivational element.
[Research report / paper] U / A

Presenters' Biographical Statements

Adamson, Callum is a high school English teacher working for Kyoto Gaidai Nishi High School in Kyoto, Japan. Since obtaining a CELTA teaching certificate in 1995, he has taught English in the U.K. and Australia before arriving in Japan in 1999. He has been working in high school for six years, working with Japan-educated and returnee students and currently works in a limited immersion program where learners study in English for three classes each day. Since completing an MA in Applied Linguistics in 2008, he has been most involved with research in content-based studies and the related field of content/language integrated learning since this area best reflects his current environment. However, he also has interest in effective learner assessment and feels an eclectic approach to methodology and classroom practice best supports his students in their learning He has presented at several workshops and teaching conferences such those held by the Japan Association for Language Teaching (JALT) and has been published in the *JALT Journal*. He may be contacted at adamson_calum@yahoo.com.

Adamson, John teaches EAP in Japan and has previously worked in the U.K., Germany and Thailand. He is active in journal editing and is interested in interdisciplinary collaboration and discourse analysis.

Agawa, Grant holds an MA in TESL from Hawai'i Pacific University. He has taught in American college EAP programs and has a range of experience in EFL environments in Japan. A lecturer at NUCB, his interests are in assessment and materials development.

Ahmed, Pir Suhai lis a lecturer at English Language Institute, King Abdul Aziz University, Saudi Arabia. He has obtained an M.A in English Literature and an M.A in Linguistics from his home country, Pakistan. He has taught English as a Second/Foreign language in Pakistan, Oman and Saudi Arabia for the last eight years. He has conducted various teaching workshops nationally and internationally. His research interests include Testing, Language Teaching Approaches and Methods, English Grammar and M-learning (Mobile Learning). He can be reached via email at ssarhandi @yahoo.com.

Alam, Mohammad Rabiul is working with a charity school named Royal Rangers Public School & College, Bogra-a remote area in Bangladesh. He has been teaching English to primary and secondary level students since 1999. Mohammad Rabiul Alam obtained Masters of Arts in English Language Teaching (ELT) and has participated many national and international seminars, workshops & Symposiums. Currently he is the head of the department of English in the above mentioned school in Bangladesh. His email address is eltabbd@yahoo.com, fax :008829557433.

Allison, Gabriel has worked as a teacher, writer, and curriculum developer in Spain, S. Korea, and Argentina. He is certified in TESOL from EBC International in Madrid, Spain and holds a Bachelor of Arts from High Point University. Among his other accomplishments, he has been a contributing author and editor on the EFL titles *Talking Trinity*, *Easy Talking Trinity*, *More Step By Step Listening*, *Reading Town*, *Reading World*, and *Reading Planet*. He was also a contributing writer on an Internet-based EFL learning program entitled Online Content: Speaking E-tutor and Writing E-tutor. Gabriel is currently working towards a Master's degree

from West Virginia University.

Anderson, Charles J. is currently a full time lecturer at Kyushu Sangyo University in Japan. He also currently enrolled in the Doctoral program at Kumamoto University. His research interests center on the role of feedback in learning, vocabulary acquisition, and the use of technology in educational contexts.

Anderson, John has been teaching at Kwassui Women's University for 20 years. His research interests include learner development, testing and evaluation and global issues in language education. Contact Information: Kwassui Women's University, Higashi Yamate Machi 1-50, Nagasaki-shi, Nagasaki-ken, Japan 850-8515; anderson@kwassui.ac.jp.

Arra, Adam. While working on his Masters at the University of Birmingham, Adam is currently teaching at Shin Heung College/ University in Uijeongbu, South Korea. He has been teaching in Korea for ten years, having spent time teaching pronunciation, conversation, writing and listening comprehension in Kyungsan, Kangwon and Gyunggi provinces. Adam is interested in research regarding teacher strategies and beliefs, student motivation, and learning strategies.

Arthur, Phillipa is a native of Trinidad and Tobago but considers herself a citizen of the world. Ms. Arthur has a BA from City College of CUNY and an MA in TESOL from New York University. She has resided in and taught an array of ELLs in a multitude of programs in the United States, China and Korea. Currently, she is a full-time Language Lecturer at Yeungnam University's Foreign Language Institute in Gyeongsan, Korea. Ms. Arthur enjoys all aspects of English language instruction.

Aubrey, Scott is an English language lecturer at Ritsumeikan Asia Pacific University in Kyushu, Japan. He has a M.Ed (Studies of Asia) and a M.TESOL from the University of Auckland. Scott has taught EFL for over 8 years, which include teaching posts in both Korea and Japan. Scott's main research interest is in the field of L2 motivation, specifically the psychology of second language/culture acquisition. His past research projects have been concerned with how learners use their second language to establish relationships with people from different cultural backgrounds, and how an international outlook can influences L2 motivation. Scott has recently been awarded a grant by JSPS (Japan Society for the Promotion of Science) to lead a research project investigating the effect of intercultural contact on L2 motivation in Japanese university environments. Scott has presented at conferences across Asia and has been published in several academic journals. Scott Aubrey may be contacted by email at scaubrey@apu.ac.jp.

Barbaree, Justin is an American whose wanderlust led him into the EFL field and brought him to Korea in 2004. He holds an MATESOL from The School for International Training and is always trying to find new approaches and methods to motivate Korean university students. He currently resides in Chuncheon where he works at Hallym University teaching freshman English and TESOL Methodology. Phone: 82-10-2728-1013; e-mail: jbarbaree@gmail.com

Barron, Jody currently instructs classes in writing, presentation, and international culture at Sungkyunkwan University, and designs classes in current events and social business theories among other subjects. He has taught every possible age category at one point or another in Canada, Germany, or South Korea. He has worked in many teaching relevant capacities including teacher trainer, martial arts instructor, personal trainer, and ESL textbook editor.

Barrs, Keith is currently an English instructor at Kanda University of International Studies in

Chiba, Japan. His primary research interests are in the field of sociolinguistics and World Englishes, with a particular focus on the English-based vocabulary integrated into the Japanese lexicon. He is also interested in the application of technology to classroom practices and is currently exploring pedagogical practices which involve encouraging the analysis of the Japanese linguistic landscape through the use of student-owned mobile devices. His contact details are: keith-b@kanda.kuis.ac.jp

Bayley, Oliver is the Asia Product Manager at Oxford University Press. A graduate of the University of Birmingham (England) he has taught a wide variety of students including kindergarten, primary, secondary and adults. In his current role he travels widely in Asia giving presentations to teachers. Most recently, his work has taken him to Vietnam, Cambodia, Thailand, Korea, Taiwan and Indonesia. His interests include Critical Thinking, using movement and song in class, Extensive Reading and e-learning.

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

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

Black, Grant is an assistant professor in the Faculty of Communication at Nagoya University of Commerce and Business. He has an MA in East Asian Languages and Cultures from the University of California, Los Angeles. Prior to joining NUCB he worked in international operations for small and medium-sized enterprises (SMEs) and in intercultural training. His current research interests are language acquisition strategies, intercultural competence and global management skills. <black@nucba.ac.jp>

Bolen, Jackie has been teaching English in Korea for 6 years, four of which have been at Hoseo University in Cheonan/Asan. The other 2 years were at private language institutes, teaching kindergarten kids to adults. She is the creator of the blog, "My Life! Teaching in a Korean University." It covers a wide range of topics having to do with the practicalities of teaching English in a Korean University. It also offers some observations and commentary on the ESL industry in Korea as a whole. Feel free to visit the site at: www.eslteacherinkorea.blogspot.com. She can also be contacted by email at: jlbolen@gmail.com.

Boon, Andrew is an associate professor at Toyo Gakuen University, Japan and an Aston University PhD student. He is also program chair for JALT West Tokyo chapter. He has published articles on teacher development, motivation, and methodology. He can be contacted at andrew.boon@tyg.

Bosiak, Ian is an EFL instructor, teacher trainer and ELT material writer. He has spent

eight years in second language classrooms in South Korea, Germany and Canada as both a teacher and a student. He holds a CELTA and is working toward his MA in TESOL. He is currently working at e-future, one of Asia's fastest growing ELT publishers where he is involved in research and development as well as teacher training.

Bottiger, Wayne has been a professional educator for more than 34 years. He has held a number of teaching positions in virtually every area of the academic spectrum from Elementary to University classrooms. During the last 14 years he has specialized in two specific areas of second language acquisition. He was an instructor of American Sign Language as a world language for 7 years at the secondary and university level in the United States. He moved to South Korea in 2004 and began teaching English at the secondary level. He now works as a visiting professor of English at Kangwon National University where he teaches English composition and speaking classes. His specific areas of interest have to do with the training of TESOL/TEFL instruction and research in the area of linguistics. His interest in the field of second language acquisition has led him to develop a better sense of what is needed to help those who are learning English as a Second Language.

Boustany, Michael has a BA from York University, a TESL Certificate from the University of Toronto, and an MA in Applied Linguistics from the University of Birmingham. Michael currently teaches in the Department of Literature and Culture in English at Tokyo Woman's Christian University. Michael also taught at the University of Toronto for six years. Michael's research interests involve the prosodic elements of spoken English: specifically, how the rhythmic patterns present in spoken English can be combined with movement to increase awareness of the suprasegmental features of the language and ultimately improve the spontaneous speech of L2 learners. Michael can be reached at: sing4u@rogers.com

Bozek, Chrisopher has taught English for more than 20 years. He has taught in China, the USA and Japan. He currently teaches English to Japanese university students where he is interested in vocabulary acquisition and student motivation. He enjoys wearing Japanese traditional clothing and encourages his students to do the same.

Bracey, David. As Chief Communications Officer and Managing Director of Development at Anaheim University, David Bracey works to promote the University's programs worldwide and to ensure that students of Anaheim University receive quality care and attention. A graduate of the University of Western Ontario, majoring in Psychology, Mr. Bracey has over 18 years of experience working in Japan and has held various administrative positions at Anaheim University including Director of Student Services since the University's founding in 1996.

Breaux, Jake is a lecturer at Kanda University of International Studies in Chiba, Japan, where his research interests include technology and language learning (CALL), trilingualism and language identity, and sociolinguistics. He holds a Masters of Applied Linguistics (Hons) from the University of Melbourne, and has been working in the field for the last four years. Contact him via email at jacob-b@ kanda.kuis.ac.jp.

Brooks-English, Gregory W., MS in Education/TESOL, began teaching English in 1997 in Beijing, but, after master's level work in psychology and living in Buddhist monasteries studying with some of the world's greatest teachers, came to Korea in 2004. He taught at DAEIL Foreign Language School for one year, Dongguk University for nearly 5 years, and now is an Assistant Professor at

Yonsei University in the College of English. He has been a member of KOTESOL since he came to Korea and founded the KOTESOL Science and Spirituality Special Interest Group. Some of his interests in EFL include Nonviolent Communication, cooperative economics, and mindfulness practice.

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. She teaches courses on Content-Based English Instruction and Curriculum (CBEIC) methods, portfolio assessment, multilingualism / multiculturalism, and action research to graduate students. Her research interests include enhancing ELLs' academic language proficiency through CBEIC, equity issues in large-scale statewide testing programs, and bilingual identity. She has published articles and book chapters in bilingual education, multicultural education, reading, math, and social studies, been invited as Keynote Speaker regionally and locally, and served on the editorial board of the *TNTESOL Journal* and as an elected executive board member of TNTESOL. She was invited as Visiting Scholar at the University of Guam in 2004. Since 2007 she has been invited to educate elementary school teachers in CBEIC methods in Busan Metropolitan City Schools in Korea. An instructional team of three graduate students accompanies her twice a year to Busan. She is active in presenting at the annual meetings of National Association for Bilingual Education (NABE), National Council of Teachers of English (NCTE), National Council of Teachers of Mathematics (NCTM), and American Educational Research Association (AERA). She provides numerous workshops to local schools.

Brown, Howard teaches EAP in Japan and has previously worked in Canada and Turkey. He is interested in CLIL & other forms of L2 medium content instruction and faculty development.

Brown, Kathleen has been active in the field of education in Japan for over 25 years. Starting her connection to Japan while in university, she graduated from the Jackson School of International Studies at the University of Washington (Seattle, WA), majoring in Japanese Studies with a focus on Japanese Education. She completed both her MEd and EdD at Temple University, Japan. She is currently an associate professor in the Institute of Foreign Language Education at Kurume University in Fukuoka, Japan. Her research interests include needs assessment and evaluation in language programs, and also include an undying fascination with language testing. As a faculty member at Kurume University, she has had the opportunity to incorporate her research interests into her work environment, and plays an active role in university committees dealing with curriculum and evaluation. Through conference presentations, academic publications, and further communication with the ELT community, she hopes to generate increasing interest in needs assessment and evaluation at educational institutions and can be reached via e-mail at: kathleen_brown@kurume-u.ac.jp.

Burkhart, Markus has been as an assistant professor teaching chemistry to freshman classes since coming to Korea as a post-doc at Korea's chemical research institute. In the past two years, almost 3000 students have had the chance to take his classes using power teaching as well as problem-based approaches. Before he came to Korea he taught numerous chemistry teacher education courses and held seminars in inorganic chemistry in his home country Germany. In parallel with his research into solar-cell materials, nanotechnology and materials research projects over the past few years, Markus has further developed his interest chemistry education, and in particular the teaching of sciences in English. Markus likes to work with computers and enjoys the countryside and mountains of Korea in

particular from the seat of his motorcycle.

Callaghan, Peadar graduated from the University of Limerick with an MA in ELT. He has been working in Korea for over five years. During which time he taught many conventional listening classes. The classroom techniques in this presentation are a distillation of his attempts to move away from the teacher led listening classroom. Peadar is best known for his presentation on the use of comic books in the classroom. This presentation brings the same practical and imaginative approach to the teaching of listening.

Carley, Harry is an English instructor at Matsuyama University, Ehime Japan. Harry has been teaching for 23 years to all levels and age groups. Having recently made the transition to university level he enjoys his teaching immensely incorporating all forms of modern approaches to learning in the EFL classroom. With an MA in TEFL he is currently studying towards an MA in Education Technology. Harry's main area of interest is elementary education and more recently CALL in the language classroom. Harry can be contacted by email.

Carter, Peter is a lecturer in English Communication at Kyushu Sangyo University in Japan. His research interests include small-group learning and academic writing development.

Chai, Janet is currently a visiting professor at Pusan National University in Busan, South Korea. She was born and raised in Los Angeles, California and graduated in 2009 from California State Polytechnic University, Pomona with a Masters in Teaching English as a Second Language & Rhetoric and Composition. Her interests include research on classroom pedagogy, second language acquisition, and generation 1.5 students. She has traveled to several Asian countries including Cambodia, China, and Japan. She is a perpetual student who loves to learn about culture and language. Janet is also trilingual and hopes to be able to learn Korean during her stay here. Her workshop presentation is based on her personal experiences with teaching multilingual speakers of English in the United States and teaching English as a foreign language in China and South Korea. If there are any questions regarding her presentation, she may be reached at janetchai21@yahoo.com.

Cheng, Wanqing comes from China. Born in 1970, she finished her undergraduate study in 1992. Realizing the need for updating her knowledge in English Education, she decided to further her study at Seoul National University in Korea. She graduated in 2006 with a master's degree and was conferred a doctoral degree in English Education in 2011. She is especially interested in curriculum and material development, corpus-based research, teaching methodologies and classroom assessment. She is now working as a full-time English teacher at Honam University in Gwangju, Korea. She can be contacted at nancychengwq@hotmail.com.

Chirciu, Alina is an MA graduate and has been practicing ELT for seven years. She is currently undertaking an EdD in TESOL. Throughout her studies she explored the connection between language, communication and culture by writing her BA Dissertation in Intercultural Communication and taking up an MA degree in Communication and Public Relations. Her MA degree shaped her career as a language teacher as it provided her with an insight in different related disciplines such as discourse, philosophy of culture and mass-media. She strongly believes that society, culture, the media and language teaching are very much interdependent and the underlying factors that shape their respective fields today have an impact on one another. Her international experience in academic institutions offered her the opportunity to experiment with methodology and be creative in her teaching. She is currently an English

Language Lecturer at Majan College (University College), Sultanate of Oman and her primary interests are promoting language skills through cognitive activities and independent learning techniques. She is also interested in use of literature to promote creativity in language teaching. Email address: alina.chirciu@gmail.com.

Choi, David: Education: MA's degree at State University of New York; Career: R&D director of Compass Media. Former editor-in-chief of Compass Media. Former president of PLI School. Representative teacher at various English schools.

Christian, Sarah has a M.A. degree in TESOL. She currently works at Yeungjin College and Daegu Gyeongbuk English Village. Email: christian.sarah@gmail.com.

Ciancio, Julie is the director of the TESOL programs in the College of Extended Learning, California State University, San Bernardino, where she manages the TESOL certificate and International Extension TESOL teacher training programs. Dr. Ciancio serves as advisor and adjunct faculty to over 70 students in the M. A. in Education, TESOL program who are enrolled in the CSUSB online program, coordinated in Seoul by KORUS. She is adjunct faculty in the CSUSB College of Education. Her research interests include discourse analysis and conversational analysis in intercultural contexts.

Clark, Mitchell has a Diploma in Education and a Master of Education in TESOL from The University of Sydney. He has over 20 years of English language teaching experience in Australia and Japan. In Australia, Mitchell taught university entry, academic, business and language test programs to international students at The University of Sydney Centre for English Teaching. In Japan, he has worked in various regions at a senior high school, a junior college and four universities. Since April 2009, Mitchell has been working as a lecturer at Hyogo University of Teacher Education. He is currently teaching academic writing and phonetics courses to postgraduate students in the Department of Language Studies, including prospective and experienced high school English teachers. Mitchell has completed research on the management of university language programs and case studies of language learners at Japanese universities. He can be contacted by e-mail at: mitchellclark@ hotmail.com.

Conway, Clare is a Senior Lecturer in the School of Languages at Auckland University of Technology, New Zealand. She is Programme Coordinator for the Professional Masters of Applied Language Studies in Language Teaching and also teaches computer-mediated communication at undergraduate level. Her interests are in language teacher education and reflective practice as a form of professional development.clare.conway@aut.ac.nz. She has been involved in the evaluation of professional development programmes for in-service teachers for the New Zealand Ministry of Education, and has published and presented findings from these studies locally and internationally.

Coomber, Matthew has been teaching English in Japan since 2001, having spent his twenties in a variety of unfulfilling jobs in his native United Kingdom. He holds a BA degree in Geography from the University of Exeter, and a MLitt in International Security Studies from the University of St Andrews. Despite initially planning on spending only a year in Japan, he was sufficiently impressed by both the country and his new career that one year has now become ten. After teaching for a thoroughly enjoyable five years at a private conversation school, he moved on to new pastures in 2006, and now teaches at Ritsumeikan University in Shiga. During his time there, he has taught in the Faculties of Science and Engineering, Business Administration, and Economics, with his current classes mainly in the latter. In the

past few years, Matthew has presented at international conferences in Japan, Korea and Vietnam on topics including peer review, materials development and group dynamics in the classroom. He is presently studying towards a second Master's degree from the University of Leicester.

Coulson, David works in Niigata in North East Japan teaching ESL and academic English to university students. He has a PhD in ESL reading development, with a particular interest in vocabulary skills. He would welcome comments from anybody interested in his presentation topic. Please email questions or comments to coulson@unii.ac.jp

Curtis, Andy (MA, PhD, University of York, England) was until recently the director of the English Language Teaching Unit and a professor in the Faculty of Education at the Chinese University of Hong Kong (2007-2011) and he is now a professor in the Graduate School of Education at Anaheim University, California. Over the last 20 years, he has published in a wide range of journals and books on English language education, language teacher professional development and language program development, and he has worked with English teachers and learners in Europe, Asia and the Middle East, as well as North, South and Central America. His current interests include teacher professional development, leadership in language education and change management in tertiary education contexts.

Dalby, Kristin holds an MA in Applied Linguistics and TESOL from the University of Leicester in the UK. She has been teaching English since the summer of 2000 and has taught in Korea, New Zealand and the Czech Republic in a variety of contexts including business English, general English, EAP, FCE, CAE and IELTS. She has been a head teacher as well as a teacher trainer. Her professional interests include motivating students in mandatory classes, curriculum development, syllabus design and teaching spoken English. She currently teaches at Korea University and is available on email at kristin_dalby@yahoo.com.

Dalby, Tim holds an M.A. (with distinction) in English Language Teaching from The University of Reading in the UK. Originally from Portsmouth, England, Tim has been teaching English since the summer of 2000. He has taught in Korea, New Zealand and the Czech Republic in a variety of contexts including business English, general English, EAP, FCE, CAE, IELTS, TOEIC and TOEFL. He has been a head teacher and a teacher trainer and was Korea TESOL's National 1st Vice-President in 2008-9. He currently teaches at Korea University in Seoul. Contact: professor.tim.dalby@gmail.com.

Davila, Sara (M. Ed) has been teaching and training teachers for over ten years. In Korea Sara has done extensive research on performance assessment and task-based learning. As a teacher she has worked with students from primary years through University. Sara has worked with the Korean Ministry of Education, Science and Technology (MEST) to train over 3,000 teachers in South Korea. Her personal interests include music, art, reading, writing, traveling and making her own clothes, updated as fashion trends dictate. She is currently training with the School of International Training (SIT) in Daegu. More information and free materials for the classroom can be found on her personal website at http://www.saradavila.com

Dempster, Gilly is an ELT consultant/trainer working part-time for Macmillan based in Korea and has experience as a teacher here and in Scotland. She holds a degree in English/Sociology from Aberdeen University, a Montessori diploma, a TESOL certificate and has developed, and is indeed still developing, resources to aid learning. She has written six workbooks for a children's reading anthology, test material for a six level

children's course, was involved in writing and editing for NSE in China, has presented in different Asian contexts, and has lectured at numerous Korean universities on their Y-TESOL programs. When not involved in ELT she is involved in doggie things as she has two wonderful canine companions.

Deubelbeiss, David is a professor, educational consultant and teacher trainer in TESOL, currently in North Bay, Ontario. He is a leader in promoting the use of technology in language teaching and the use of social media. He has taught at Ewha Graduate School of TESOL and the Seoul Education Training Institute in Korea. Find him online at EFL Classroom 2.0 or through his google profile. He espouses the simple teaching philosophy of "When one teaches, two learn."

Díaz-Rico, Lynne is Professor of Education at California State University, San Bernardino where she coordinates the M. A. in Education, Teaching English to Speakers of Other Languages (TESOL) program. Dr. Diaz-Rico is past president of California TESOL. She is the author of *Strategies for Teaching English Learners* and *Crosscultural, Language, and Academic Development Handbook*. Her research interests include innovation in teacher education, equity in education, and intercultural education.

Dickey, Robert J. has been learning foreign languages from his earliest childhood, and still looks to find creative ways to encourage learning in all ages. Prof. Dickey has been teaching in Korea since 1994 and is currently tenure-track at Keimyung University in Daegu, teaching combined courses of English and Public Administration, among others. He holds the RSA-CTEFLA as well as Juris Doctor and Master of Public Administration degrees, and has completed the coursework for a master's degree in English Education. Prof. Dickey teaches short courses in TESOL and presents workshops and seminars across East Asia, in addition to participating in KOTESOL Teacher Trainers (KTT). He is a past-president of Korea TESOL (2001-2002) and has served a number of other academic societies in a variety of posts. His research interests include content-based instruction, oral proficiency testing, continuing professional development, ethics, leadership, community service, and administration in nonprofit organizations. His published books include *English for Public Managers and Classroom Newsletters for TESOL*.

Diyantari is a lecturer at Jakarta State University and currently is studying at La Trobe University, Melbourne, Australia, majoring Applied Linguistics. She has been teaching for more than 5 years now.

Dudeney, Gavin has worked in education for the past 23 years, as a teacher, materials developer, IT manager, and web-user interface designer. In 2003, he set up The Consultants-E with Nicky Hockly. He is a past coordinator of the IATEFL Learning Technologies Special Interest Group and also past editor of the SIG newsletter. In 2007, he was elected Honorary Secretary of IATEFL, and in 2011, Chair of the Electronic Committee (ElCom). Gavin's publications include: *The Internet & the Language Classroom* (CUP 2000, 2007) and *How to Teach English with Technology* (Longman 2007, with Nicky Hockly, winner of the International House Ben Warren Award 2008). He is currently writing a book on digital literacies with Nicky Hockly and Dr. Mark Pegrum, to be published by Longman in 2012. His company (www.theconsultants-e.com) works primarily in online teacher development and training, and their Cert ICT course won a British Council ELTON award in 2007. Among their other courses, they offer the only online Cert IBET course. Their Second Life project EduCation@EduNation was shortlisted for a second British Council ELTON award in 2009. You can follow Gavin's blog at: http://slife.dudeney.com

Edwards, Tom is an instructor at Rikkyo

University in Tokyo, Japan. He is the author or editor of a number of English language textbooks, including *Focus Point* and *Checkpoint*, as well as titles in the *Mobile English* series. His primary academic interests are in computer assisted language learning and assessment.

English, Brian J. is an associate professor at Tama University's School of Global Studies in Japan. He holds a doctoral degree in International/Intercultural Education from the University of Southern California. Dr. English has conducted qualitative research on the dissemination of environmental knowledge in small island communities in the Philippines. He has published several papers and book chapters on coastal resource management. His writing is mostly academic and related to either education or environmental issues. However, he enjoys writing short fiction and poems in his spare time. Much of his writing is relevant to the issues and concerns of people living in the Philippines. He has recently finished his first novel in which the central theme addresses issues of coastal resource management with a secondary theme that considers eco-feminist views on the relationship between environmental destruction and patriarchal practices.

Farrell, Thomas S.C. is Professor of Applied Linguistics at Brock University, Canada. His professional interests include Reflective Practice, and Language Teacher Education and Development. He has been a language teacher and language teacher educator since 1978 and has worked in Korea, Singapore, and Canada. Dr. Farrell is series editor for TESOL's (USA) Language Teacher Research six volume series. His recent books include *Reflective Language Teaching: From Research to Practice* (2008, Continuum Press); *Teaching Reading to English Language Learners: A Reflective Approach* (2008, Corwin Press); *Talking, Listening and Teaching. A Guide to Classroom Communication* (2009, Corwin Press); *Essentials in Language Teaching* (2010, Continuum Press – with George Jacobs); *Teaching Practice: A Reflective Approach* (2011, Cambridge University Press – with Jack Richards).

Faulkner, Terry is a native of Denver Colorado with nine years combined EFL experience in China and South Korea and a summer ESL music program in the US. He was a university English instructor in China and South Korea as well as being a teacher-trainer with high, middle and elementary school experience in Korea. He specialises in student motivation and removing the affective filter. He is currently a freelance EFL teacher in Changwon, Korea with both adult students and younger learners. He recently received his Masters Degree in TESL/TEFL from the University of Birmingham U.K.

Fletcher, Rebecca. Korea Product Manager for Oxford University Press Korea, has been an educator since 1995, with experience teaching in the US and Korea. Her extensive experience includes teaching young learners, university students, and adults. She has a Master of Arts in English and has completed education courses on the graduate level. She is also a certified Oxford Teachers' Academy Trainer and has experience conducting teacher training workshops for Korean public school teachers. Her areas of interest include Content and Language Integrated Learning (CLIL), developing intensive and extensive reading skills, and student-centered learning.

Folse, Keith Dr., is Professor of TESOL at the University of Central Florida where he teaches in the MA, PhD, and undergraduate certificate programs. He has taught ESL/EFL for thirty years in the U.S., Saudi Arabia, Malaysia, Japan, and Kuwait. In addition, he has taught French in the US and Spanish in Japan. He is the author of more than 55 textbooks on a variety of subjects from writing to grammar to vocabulary. Dr. Folse is a frequent presenter at conferences worldwide, especially on the topic

of best teaching practices for vocabulary and grammar.

Forrest, James is an Assistant Professor at the International Graduate School of English here in Seoul, where he lectures on the MA TEFL programme and directs the Cambridge CELTA courses at the Teacher Training Institute. He was formerly Head of Teacher Training Services at the British council in Seoul, and before that ran Teacher Training at the English Department of Yonsei University's Foreign Language Institute. He has taught English and trained teachers in the UK, Germany, Poland, China and Thailand as well as Korea. He first came to Korea in 1985 as Visiting Professor of English at Seoul National University. He is also a CELTA and DELTA Assessor and Regional Team Leader for Cambridge ESOL examinations in Korea.

Free, Michael, before coming to Korea, was a teacher of music history and theory, writer and editor, as well as a practicing musician in Canada. During his five years teaching ESL in Korea he has worked in rural schools in Geoseong County, Sokcho, and, most recently, Hongcheon County as a teacher in EPIK (English Program in Korea). He is presently the Hongcheon Area Coordinator for that program. In Hongcheon he divides his time between three schools: Duchon Elementary School, Cheoljeong Elementary School, and Duchon Middle School. In the present academic semester he is teaching classes at every grade level, and occasionally kindergarten. He has been an active member of KOTESOL for four years and is a past vice-president of the Gangwon Chapter. His interests include humanist education, skills development in 'conversational English,' issues in team teaching, and the development of learning-centered creative materials. He can be reached at michaelfree63@gmail.com.

Fryer, Luke, is a teacher. He teaches English. He lives in Japan.

Fusselman, Roger is a TESOL trainer at the Institute of TESOL at Seoul National University of Education, where he currently works as the program's senior trainer. He holds an MA in teaching English as a second language from the University of Central Missouri, a Postgraduate Certificate in TEFL/TESL from the University of Birmingham, a Missouri English teacher's license, and a BA in English and philosophy from the University of Missouri, Kansas City. He has over a decade of experience as a teacher in Korea, having taught at Ulsan University, Lee Sang Hee Preparatory School, and in other locations in Seoul, Daejeon, and Nonsan. He has taught at SLP Seocho and later worked as a curriculum developer at SLP's main office on the Sogang University campus. Outside of Korea, Mr. Fusselman has taught at the Intensive English Program at the University of Central Missouri and worked at that university's Writing Center, and has given presentations on TESOL in the USA and Japan. He can be reached at mrfusselman@gmail.com.

Gagne, Nicholas is currently a freelance English instructor teaching both adults and children in an in stitution and after-school English program. He is currently pursuing a Master's degree in Applied Linguistics and TESOL through the University of Leicester. He has been working in Seoul, South Korea for the past five years and during that time has taught all levels of Korean learners of English, as well as written textbooks for practicing multiple standardized tests used in South Korea.

Gibson, Aaron has a M.S.Ed. from Temple University Japan and teaches English conversation at Kyushu Sangyo University in Japan. His research interests include vocabulary and computer assisted language learning.

Gillett, Simon G. is an English language teacher with language teaching experience in

England, Scotland, China and Australia and Korea. Prior to coming to Korea, he studied education at Cambridge University, specialising in modern foreign language education. He has taught English, French and German at primary and secondary levels. Currently teaching at Sookmyung Women's University and a doctoral candidate (for a Doctor of Education) at Exeter University, he is interested in researching and teaching TESOL and reading International Relations. He is a keen learner of languages, having knowledge of most modern European languages, fluency in five and sympathy for many more that are not European. Office Phone: +82 2 710 9356; Email: sgg206@ex.ac.uk.

Gladis, Karie M.S.Ed –Karie Gladis has been employed by TCM for 5 years and is based in their Southern California headquarters. She began her career with TCM in editorial, developing, writing and editing key supplemental resources in the areas of mathematics and technology. In 2008, Karie assumed the role of Director of Education and in that role has been responsible for designing and implementing a variety of professional development services for districts throughout the country. Prior to joining TCM, Karie taught in Miami, FL, primarily working with second language students.

Goldman Shaffer, Melissa came to Korea in 2006 after earning a master's degrees in English (specializing in American Literature). Her teaching experiences range from hogwans, public middle schools, to a momentous year at Sookmyung Women's University - where she not only met her husband, but also obtained a CELTA and found the college setting to be her "CALLing" in the EFL profession. She briefly returned to the States and taught college courses in public speaking, English composition, and American literature. Professor Goldman Shaffer currently teaches conversation and writing courses at Sangji University in Wonju, South Korea. She may be reached by email (mgoldmancdi@yahoo.com) or through her class website (http://tesolmelissa.edublogs.org). Ms. Goldman Shaffer's research interests include pedagogical approaches to using CALL/MALL in the classroom and project-based learning. She hopes to use all her experiences as a future applicant for a Ph.D program in TESOL.

Gorringe, Andrew has been teaching at Kwassui Women's University for the past 15 years. His research interests include Testing, evaluation and CALL.

Graham-Marr, Alastair, M. Appl. Ling., has been teaching in Japan for 21 years. He is an Associate Professor at the Tokyo University of Science. He is an avid conference participant and over the years has presented at many events around the world including: Thai TESOL, KOTESOL, TESOL Arabia in the UAE, TESOL in the US and Canada, ETAROC in Taiwan, BrazTESOL and LAURELS in Brazil, IATEFL in the UK and others. His research interests are varied and include the effect of student language output on overall language accuracy; the effect of explicit instruction on overall listening proficiency; the effect of explicitly teaching communication strategies on overall communicative competence and the effect of communicative teaching methods on intrinsic student motivation. He has also worked over the years in publishing and has authored and edited a number of successful course books that are used in many markets around the world. He is an optimist who believes more often than not, the profession is on the right track.

Green, Amanda L. completed her MA in TESOL (University of Northern Iowa, 2010), and received her undergraduate degree in Interpersonal Communications (Eastern Washington University, 2005). Ms. Green presented at the 2010 TESOL Arabia Conference ("Increasing Learner Motivation Through the Ideal L2 Self"), the 2010 and 2009 University of Northern Iowa Graduate

Student Research Symposium ("The Ideal L2 Self," and "Effective Strategies for TESOL Teachers," respectively). Her research interests include the following: 'Self' and visualization research; motivation; foreign language anxiety; language and identity; and content-based instruction. Ms. Green is an English Language Teacher at the Daegu Gyeongbuk English Village (associated with the University of Colorado at Colorado Springs, USA and Yeungjin College, Daegu, Korea) and plans to continue her education by pursuing a PhD (Applied Linguistics) in the future. agreen919@gmail.com.

Greenberg, Michael holds an M.A. in Applied Linguistics, Certificate in TESL, and B. Comm in Management; all from Canadian universities. He is currently teaching full-time at Wayo Women's University in Chiba, Japan. Michael's research interests include cross-cultural communication and English for Business Purposes, while his teaching interests include spoken communication and pronunciation. Michael has several publications, which focus mostly on cross-cultural business communication. He can be reached at global_citizen71@yahoo.com.

Greenier, Vincent is a Visiting Professor of English in the young learners program at Kyungpook National University in Daegu, South Korea. He has been an EFL instructor in Korea for 7 years and holds a B.S. in Psychology from Eastern Michigan University and is currently completing his MA in TEFL/TESL from the University of Birmingham. He has presented at several conferences related to critical thinking in the EFL classroom and wishes to continue his research and contributions to the EFL field through his desire to better understand, facilitate and develop the practice of critical thinking skills in his students (and himself). His primary interests are Critical Pedagogy, Dialogic Learning, social linguistics, and reflective practice. Please contact him at vtgreenier@yahoo.com.

Gregg, Heather began teaching English in a hogwan in Mokpo, South Korea, just after completing her BA. in journalism. Though still not planning to make a career of teaching, she followed that experience with a one-year stint as an English instructor at Mokpo University and then two years of service in the Peace Corps, serving as a teacher/teacher-trainer in the Republic of Armenia. As her Peace Corps service came to an end, she decided that with her interest in studying foreign languages and her love of teaching, it made sense to pursue a TESOL career. While working on her MA in TESOL at the University of Minnesota, she spent two summers in China, teaching in the Wuhan University Summer Intensive English Program. She completed her MA in 2006 and has been working as a full-time instructor in the College English Program at Seoul National University since March, 2007. She has a special interest in writing instruction and serves as Course Coordinator for the College English Program's intermediate writing course.

Griffin, Mike has been in the ELT field in Northeast Asia for over 10 years and has worked as an instructor, editor, curriculum designer, English camp teacher, writer, assistant director, substitute teacher, trainer, and trainer trainer during this time. Currently Assistant Professor in the Graduate School of International Studies at Chung-Ang University, he sees teacher training and development as something of a hobby these days. Mike is a licensed Best Practices in TESOL trainer and affiliated faculty with World Learning/SIT. Mike received his MATESOL from the New School and has co-taught "Curriculum Development" for the New School MATESOL program the past two summers. In KOTESOL, Mike is Associate Editor for *The English Connection* Magazine, Co-Facilitator of the Reflective Practice Special Interest Group, and a member of the KTT team of presenters. Mike's teacher training interests include reflective practice, curriculum development, materials-light teaching/training, breaking "rules," observation and feedback. Mike loves

talking and writing about teaching so please feel free to get in touch with him at michaelegriffin@gmail.com.

Groom, Nicholas works at the Centre for English Language Studies (CELS), University of Birmingham, UK. He is the Academic Coordinator of the Birmingham distance MA programs in TEFL/TESL, Applied Linguistics and Translation Studies. His research interests focus on applications of corpus linguistics to issues in EFL teaching, second language acquisition research, and discourse analysis. His most recent publication is a book, *Doing Applied Linguistics* (Routledge, 2011), which he co-authored with his CELS colleague Jeannette Littlemore.

Hafenstein, Patrick has over 15 years experience in ELT. His extensive experience spans; teaching, training, management, examining, editing, writing and consultancy. He is currently employed by Macmillan Publishers as an Education Consultant for the East Asia.

Han, Yeji graduated MA program in Applied Linguistic at Georgia State University in May 2011. She studied music and English education at Korea National University of Education during undergrad. After graduating from an Ma program, she has been teaching English. Email: eslyjhx@langate.gsu.edu

Hawkes, Martin has been an English language teacher in Japan since 2003. In that time he has taught mainly in secondary education and university contexts. Originally from the United Kingdom he graduated from the University of Leeds with a bachelor's degree in pharmacology. In 2005 he completed a Cambridge CELTA, and then in 2006 he began an MSc in TESOL with Aston University in the United Kingdom. During the time studying his master's degree he developed a keen interest in task-based approaches to teaching and learning. After graduating in June 2009 he presented the findings from his dissertation study 'Using task repetition to direct learner attention' at the 2009 JALT international conference in Shizuoka, Japan. Since 2010 he has been teaching in the Department of Science and Engineering at Ritsumeikan University in Shiga, Japan. His current research interests include task-based interaction, task-based assessment, and the simplification of authentic materials. martin_hawkes@hotmail.com.

Heiman, Trudie affiliated with University of Birmingham CELS MA Distance Education Program as in country tutor; Lexicalport.com as founder/ president; Tokushima Bunri University, Kagawa Campus, Japan: Faculty of British and American Language and Culture as professor from 1993 until recently. An ESL/EFL specialist professor/ teacher, program developer /manager, materials developer and as consultant for language/ literacy/ immigrant workers programs, and fine arts programs with extensive and broad experience in the ESL/ EFL communities in colleges and universities in Canada and Japan. Member of JALT: CALL; KOTESL Graduate degrees/diplomas from University of Birmingham, (UK) MA TESL University of Alberta (Canada,) Graduate Diploma in Adult Ed. ESL with undergraduate/ graduate studies in Fine Arts. University of Manitoba (Canada) and Pennsylvania State University (USA). Key areas of interest are: Corpus-based learning, Vocabulary Acquisition; ESL/EFL Writing using corpus-based/content-based strategies for Pre-EAP language learners especially serving low-intermediate level students, CALL, Content- based learning using authentic text. Publications include: *The Song of Myself*, a writing textbook for pre-EAP learners, now in digital version: *The Lexical Portfolio Course*: a 4-skills lexical; approach to language learning: fully online in the cloud.

Henneberry, Stephen holds an MA in Educational Technology & TESOL from the University of Manchester and is currently a lecturer at the University of Shimane in

western Japan. His primary areas of interest are Computer Assisted Language Learning, cross-cultural exchange in the language classroom, and mobile technology. He never leaves home without his iPad(s) and iPhone, so he has found many ways to make practical use of them in the classroom. You can read some of his thoughts on Educational Technology and Language Learning on his EdTechTESOL blog (www.edtechtesol.org), or follow him on Twitter @swh_japan. You can also contact him at his Gmail address 'steve.henneberry'.

Herath, Sreemali is a doctoral student in Second Language Education (SLE) at OISE University of Toronto. She is currently conducting her doctoral research with pre-service English language teacher candidates in Sri Lanka. Prior to starting her academic career at OISE she taught at the York University English Language Institute (YUELI). She is a certified ESL teacher with experience teaching and coordinating programs in different contexts. Her research interests include second language teaching and learning, second language teacher education and critical discourse analysis.

Hiver, Philip is an instructor at the International Graduate School of English in Seoul. He has been involved in in-service teacher-training in Seoul since 2007. He holds an MA in Applied Linguistics from the University of Nottingham and his doctoral research is being conducted on the issues of motivation and cognition surrounding teacher development in the EFL context.

Hong, Chanmi is currently an Educational Consultant and Researcher at Bridge Learning Ltd. based in Seoul. With prior experience in teaching and researching US based School textbooks including Houghton Mifflin Harcourt products, she had been working as an educational sales consultant and teacher-trainer for South Asia supporting teachers and curriculum coordinators with K-12 school products in local and international schools. Her passion and vision in teaching and English education lead to continue her research for efficient instructional strategies after completing the SMU-TESOL certificate program and her Masters Degree in MA-TESOL program at Sookmyung Women's University.

Hott, Lyndon has been an English Instructor in Korea since 2007 where he has taught high school, middle school and university students. He is currently working at Dongguk University as leader of the Freshman Integrated Program in Gyeongju and is doing a M.A. in TEFL/TESL through the University of Birmingham, England. Lyndon is also the Vice President of the Busan-Gyeongnam Chapter of KOTESOL. Lyndon can be contacted via email at battousai321@yahoo.com.

Howarth, Mark has been teaching English in various contexts in Japan for more than ten years. He holds a Masters degree in Applied Linguistics from the University of Southern Queensland, Australia. He is currently a full time lecturer at Kyushu Sangyo University in Fukuoka, Japan. His research interests include speaking assessment, affective factors in language learning, and vocabulary acquisition. He can be contacted at markwhowarth@gmail.com.

Hwang, Julie is a children's author and an ELT consultant. Her diverse experience includes teaching English at various levels ranging from preschool to elementary school students to adults, and developing textbooks for young English learners. Julie studied TESOL at the graduate level and her recently published titles include songbooks for preschool students. One of the most exciting things she finds about her work is meeting new teachers and sharing new ideas and creative teaching methods!

Jinks, Stephen-Peter is originally from New Zealand, and he has been working in Korea

since 2005; he is currently teaching EFL and TESOL at Hoseo University in Cheonan. His previous conference presentations (Manila, Taipei and Chiang Mai) have covered syntax through content-based learning, group work in an East Asian context and strategies-based learning. As well as presenting at conferences overseas, Jinks has also been involved in the organisation of KOTESOL's International Conference since 2006 as Technical Director, Programme Manager, Student Volunteer Manager and 2010 Conference Chair. He has an MATESOL from Victoria University, Wellington (NZ). For further information please email proven.method@gmail.com

Jolly, Aaron D. is Director of EnglishCentral in Korea and one of the authors of the new Pearson Education series for Young Learners called *Our Discovery Island*. He is an English teacher, a curriculum designer and a teacher trainer. He has taught students of all ages in Korea, including work at private institutes for kindergarten, elementary and teenage children. He has also been a middle school teacher as well as a university lecturer and program coordinator. At present he is the National 2nd Vice President of Korea TESOL, and an official KOTESOL teacher trainer. He gives teacher training workshops & presentations all over Korea and in Asia. He is also the co-Founder and co-Facilitator of the KOTESOL Extensive Reading Special Interest Group. From 2004-6 he was President of KOTESOL in Daejeon-Chungcheong.

Janes, David is currently an English Instructor at Hansei University in Gunpo. He has over 9 years of experience teaching, training and encouraging Early and Young English learners in Korea. He has also helped train business professionals to hone their professional and personal English skills over the same time. Prior to his work in Korea, David accrued over 6 years as a corporate information technology training while working in Denver, Colorado. David is currently completing his Masters of Education with TESOL from Simpson University in Redding, California. He also holds undergraduate degrees in Computer Information Systems from Regis University in Denver, Colorado and International Marketing from The George Washington University in Washington D.C.

Jung, Jou Hwi is currently a fourth year undergraduate student at The Catholic University of Korea (CUK). She is double majoring in French Language and Literature and English Language and Culture. Since December 2011, she has been an active member of "SHARE", which is as tudent volunteer club at CUK's School of English that works with underprivileged youth in the community. She has been serving as an officer of the club since March 2011. E-mail: jh641431@hanmail.net.

Jung, Miji is an editor and a presenter for English Language Teaching at e-future. She has worked as a teacher and curriculum coordinator for several years and also has experience as a judge of presentation and debate competitions for elementary students. Miji holds a Bachelor's degree in Portuguese and Business Administration from Hankuk University of Foreign Studies. Due to her college education in the United States, she has more effective and useful knowledge of teaching English speaking. She has been contributing to e-future's publications and giving practical advice at seminars.

Kaley, Justin (MA, Teachers College, Columbia University) has actively aided schools in curriculum development, instructed language learners of various levels, and conducted dozens of teacher training sessions around Asia. His professional experience includes work at the British Council, ESL Instructor at the Columbia University Community Language Program in New York, and EFL Lecturer at the National Taiwan University of Science and Technology. He is currently a Teacher Trainer in Cengage Learning's Beijing representative office.

Kang, Gemma was an English teacher for 16 years and currently has worked as an ELT consultant and a teacher trainer for 7 years and has reviewed various ELT books such as for Oxford, McGraw Hills, Person, Cengage (Thomson Heinle), and Longman. Her presentations and seminars are well-known with sharing practical teaching ideas for American textbooks, reading, writing, speaking, phonics, and grammar. She also has been a specialist on American school text books and critical thinking skills based on her sixteen-year teaching experience from young learners to adults. Her teaching experience provides a differentiated seminar from the point of view of teachers. She suggests not only new visions and methods of teaching English but also practical, fun, and more easily applicable teaching skills.

Kang, Jia is a native of Baltimore, Maryland in the United States. She is a 2008 graduate of Duke University, where she graduated with a B.A. in English and Cultural Anthropology and a certificate in Film/Video/Digital Studies. She has taught Korean ESL students from elementary to high school in reading, writing, TOEFL, and the SAT. She currently works for Neungyule Education's Build&Grow department as a writer and editor for elementary-level ESL textbooks

Kawamura, Akemi has taught English in Japan for 30 years at a business school and the university level. She is currently teaching at Tokyo International University in Kawagoe, Japan. She has an MEd. in TESOL from Temple University, Japan. Her professional interests include language acquisition of hearing impaired children and the development of CALL resources in the classroom. akemik@tiu.ac.jp

Kienzle, Robert (Bob) has a B.A and M.A. in Communication from the University of Arkansas with minors in Anthropology and Religious Studies. His Masters research focused on political speech and rhetoric as well as cross-cultural communication. Robert also taught Fundamentals of Communication, communication theory and public speaking course, at the University of Arkansas. He was a visiting scholar at Oxford and Cambridge universities in 2005. In Korea, Robert has taught at a middle school, a high school, and has conducted teacher training courses for Korean English teachers. He currently teaches classes at Sungkyunkwan University including presentation, writing, global culture, and specialized courses for Korean professors who teach in the English language. In addition to teaching, Robert has created two new courses at Sungkyunkwan University and is currently creating a third focusing on advanced presentation techniques. Robert is a Distinguished Toastmaster, Club Founder, and Club President in Toastmasters International and is a member of multiple clubs around Seoul. Robert can be reached at bob.kienzle@gmail.com.

Kim, Eun-Jeong is Professor of English Education at Gyeongsang National University in Jinju, S. Korea. Dr. Kim received her PhD at the State University of New York at Buffalo. Her research interests include discourse analysis, critical literacy, and teacher education in secondary schools.

Kim, Geo has worked in English education for over 10 years. She has worked as a teacher, trainer, curriculum developer, and educational consultant. Currently, she travels extensively around Korea conducting educational seminars for teachers and parents. Her areas of focus include phonics, reading skills, communicative language teaching, listening, discussion, debate, writing for EFL students, and the direction of English education in Korea.

Kim, Hye Jeong is a visiting professor at Busan National University of Education. She is also on Animation Division Committee in STEM (The Society of Teaching English through Media). She has published various English books using some movies such as

'Movie Buffet', 'TOEIC with Movie', 'Movie English for Jock', 'Back to the future', 'Shakespeare in Love', 'Titanic', 'Thelma and Louise' etc. She has been giving a lecture on 'Movie English for Listening' for years. She also has been giving many presentations in many conferences with various themes such as 'A pragmatic approach of the conversation in a movie', 'Coherence and cohesion in sitcom discourse', 'A study on a comparison between movie and sitcom for English listening', 'A study on how to teach academic English in College', 'Learning grammar using routine' etc. She is interested in authentic materials, a pragmatic approach and a discourse analysis. E-mail na4907@yahoo.co.kr; mobile phone: 010-5366-4907.

Kim, Jean holds a Ph.D in Language Education from the University of British Columbia and a MA in English as a Second Language from the University of Hawaii at Manoa. Since 2009, she has been teaching as a visiting professor in the Department of English Language and Literature at The Catholic University of Korea. She has extensive experience teaching ESL/EFL and language education-related courses at universities in the U.S, Canada and Korea. Her research interests include language socialization, language and identity, and the education of immigrant youth in multicultural societies. In addition to her teaching and research activities, in September 2010, she created and has since been the advisor to a student English volunteer club, "SHARE", at the Catholic University of Korea. E-mail: jeankim@catholic.ac.kr.

Kim, Joohee is an education consultant / presenter at Language World. She has obtained a TESOL certificate from SMU-TESOL and a TEFL certificate from THE TEFL INSTITUTE in Bangkok. She has many years of teaching experience and specializes in teaching young learners, including curriculum developing and teacher training. She always seeks the new ways EFL students to motivate to learn foreign languages.

Kim, Sang Kyung received her Ed.D. from Teachers College, Columbia University. In her dissertation research, she developed a web-based English composition instruction model grounded in contrasting theory, which led ESL students to acquire extensive knowledge beyond linguistic knowledge. While working as a Computer Assisted Language Learning Coordinator at the Intensive English Program of Pratt Institute, she explored many ways to bridge theory and practice. For example, electronic portfolios were adopted for the first time in the Program. After returning to Korea, she developed three online English courses and concentrated on increasing cultural awareness while learning English. Currently she serves as a professor in the English Department of Seoul Women's University. Her research interests include teacher education, English writing curriculum using social network systems, and cultural content-based teaching. Sang Kyung's contact numbers are 02-711-7918/010-8806-7918 or e-mail: sang06kim@gmail.com.

Kim, Sarah is an ELT consultant and teacher trainer at Language World. She worked with ESL learners at Storefront Orientation Services and Brentwood Nursery School in Vancouver, Canada. Prior to joining Language World, she worked as an assistant director at a language school in Korea. She has degrees in Early Childhood Education and TESOL. She is currently involved in on-line teacher training programs as well as off-site workshops.

Kim, Ye-Kyoung teaches in the TESOL graduate program at Sung Kyun Kwan University (SKKU) as an adjunct instructor, where she teaches Multimedia English Teaching Methodology, English Language Testing and Assessment, and Sociolinguistics. Before joining SKKU, she was an Assistant Professor of TESOL/Instructional Technology graduate program at University of Guam (UOG), where she was recognized as "the first

Korean Female Professor at UOG." During her tenure at UOG, she taught both undergraduate and graduate students from U.S., Asia, and Micronesian Islands. While teaching in the Pacific Island being close to her homeland, Korea, she determined to return to her homeland to educate Korean teachers, students and work for the community. Coming from Guam through U.S.A. to Korea, she identified those more than a decade of professional career abroad as her formative years in understanding and making meaningful connections among teaching, research, and public relations in her academic, professional career. She will be reached at her email at yekyoung_kim@yahoo.com.

Kim, Yeo Sun graduated with a Bachelors degree in elementary education from Pusan National University of education. Upon graduating, she has taught English at a public elementary school in Seoul for five years. She is currently studying TESOL at Hankuk University of Foreign Studies in Seoul. She presented a paper entitled "working language" during 7th CamTESOL conference in 2011. Her currently research interests include material development, teaching underachieved learners, and teacher language and language use.

Kimball, Jake has been teaching children in Korea for fifteen years, logging well over 20,000 classroom hours as a practicing teacher. As Director of Studies at ILE Academy in Daegu, the most challenging, yet satisfying, aspect of his workday is balancing educational ideals with classroom realities. His professional interests include literacy development, program evaluation, and curriculum issues. Jake facilitates the KOTESOL Young Learners & Teens Special Interest Group.

Krashen, Stephen is best known for developing the first comprehensive theory of second language acquisition, introducing the concept of sheltered subject matter teaching, and as the co-inventor of the Natural Approach to second and foreign language teaching. Dr. Krashen has also contributed to theory and application in the areas of bilingual education and reading. He was the 1977 Incline Bench Press champion of Venice Beach (California) and holds a black belt in Tae Kwon Do. His current books are *Summer Reading: Program and Evidence* (with Fay Shin, published by Allyn and Bacon), *English Learners in American Classrooms* (with Jim Crawford, published by Scholastic), and *Free Voluntary Reading* (Libraries Unlimited, 2011).

Krug, Nathan P. is an Assistant Professor at Saitama University, Japan. He has research interests spanning the fields of conversation analysis, discourse analysis and CALL. Nathan is interested in the development of tasks and approaches which make use of the computer-mediated environment, particularly in terms of guiding students to use language productively, to negotiate meaning, and to extend critical reasoning skills.

Kumaravadivelu, B. was educated at the Universities of Madras in India, Lancaster in England, and Michigan in the USA. He is currently Professor of Applied Linguistics and TESOL at San Jose State University, California. His areas of research include language teaching methods, teacher education, classroom discourse analysis, postmethod pedagogy, and cultural globalization. Dr. Kumaravadivelu is the author of *Beyond Methods: Macrostrategies for Language Teaching*, (Yale University Press, 2003), *Understanding Language Teaching: From Method to Postmethod* (Lawrence Erlbaum, 2006), and *Cultural Globalization and Language Education* (Yale University Press, 2008). He is currently working on a book titled *Language Teacher Education for a Global Society* (Routledge). In addition to books, Professor Kumaravadivelu has published several research articles in journals such as *TESOL Quarterly*, *Modern Language*

Journal, *English Language Teaching Journal, International Review of Applied Linguistics, Applied Language Learning, RELC Journal*, and *ITL Review*. He has also served as a member of the Editorial Board of several internationally reputed journals such as *TESOL Quarterly*. He has delivered invited keynote/plenary addresses in international conferences held in Australia, Brazil, Colombia, England, Finland, Hong Kong, Mexico, Singapore and the USA. His book *Cultural Globalization and Language Education* was awarded the Kenneth W. Mildenberger Prize (2008) for Outstanding Research Publication by Modern Language Association, New York.

Lander, Bruce is an English instructor at Kurume University, Fukuoka Japan, He has been teaching at the university level for 7 years and in Japan for 13. Bruce's main area of interest is Learner Autonomy and the designing of innovative projects that involve learners more in their learning. His main philosophy of teaching runs on the premise that Teachers should not teach facts and knowledge rather they should simply teach how to learn. Bruce can be contacted by email.

Lawson, Shelley has been teaching English in Germany and Korea for more than a decade. She has worked at private institutions, the University of the Federal Armed Forces in Hamburg and Munich, and currently teaches at Shinheung College University in Korea. She has taught students of all ages a range of subjects, including the British National Curriculumand preparation for German Abitur, Cambridge, BEC, TOEIC and NATO examinations. She is completing an MA in Applied Linguistics at the University of Birmingham and her areas of interest include discourse analysis and sociolinguistics, in particular matters of cultural significance which affect the learning environment.

LeBlanc, Josette (MA TESOL from The SIT Graduate Institute) is a teacher trainer in the Intensive English Teacher Training Program at Keimyung University in Daegu, which is provided for Korean private and public school EFL teachers. Here she has developed, and also teaches, the Writing Skills and Methods course, as well as Practices in Teaching. Each semester she supports, observes and gives feedback on lessons designed by her participants. She has also co-designed and taught curriculum for the month long TEE (Teaching English in English) Specialist program provided at Keimyung. The courses included in this program are Advising and Supporting Teachers, Classroom Management, and Microteaching. In her spare time, Josette facilitates and organizes a practice group focused on the conflict resolution process of Nonviolent Communication. Josette's teaching philosophy revolves around experiential learning, and the reflective process. She sees teaching as an ever-evolving practice of building and breaking down beliefs around learning and teaching. You can join the discussion about such beliefs at her reflective teaching blog, www.throwingbacktokens.com.

Lee, Anna S Y is a researcher at ELT R&D department of Kyobo Book Centre. She has managed the development of ENation's new intermediate listening series, *Listening CHEST* designed for upper elementary school students. She has been in ELT education field for over 5 years and received TESOL certification in 2008.

Lee, Cheri has worked in the field of ELT for over 14 years, working as an EFL teacher, curriculum developer, lecturer, presenter, teacher trainer, writer, editor and columnist. She is devoted to developing quality ELT materials for EFL teachers and learners. She currently runs CETL KOREA (Center for English Teaching and Learning, Korea), the sole independent ELT materials development company in Korea. CETL is unique in that it is not a subsidiary of a publisher or private language institute. In her role at CETL, Cheri

has developed diverse materials for prestigious private language schools and publishers. Her wide knowledge and abundant work experiences have allowed her to expand her professional expertise in this field. At Western Washington University, Cheri earned her undergraduate degree in General Studies with a focus in TESOL. She was also TESOL certified at WWU and earned her ESL teaching certificate in the state of Washington. She completed her Master's degree in English Education at Yonsei Graduate School of Education including an official secondary-school English teaching certificate. She is currently pursuing a Ph.D. in Cognitive Science at the Graduate School of Yonsei University in Seoul. Her research has focused on both immersion programs and EFL materials development.

Lee, Hsiang-Ni has a Ph.D. in Language Education. During her time teaching at several different institutes, she has noticed that many adult students express a great amount of frustration and disinterests in learning English. One reason, she argues, may be that Taiwan's examination-orientated curriculum has driven most language classrooms into grammar and drill practices. Similarly, she believes another reason for students' lack of interest in English learning may be caused by the often inappropriate selection of teaching materials in the language classrooms; in particular, the reading materials are sometimes either too difficult for students' current linguistic development or are made of unnatural, over-simplified language. Because it is suggested that one's literacy proficiency contributes to his/her overall language development, exposure to interesting and authentic texts is necessary for motivating L2 learners. Based upon her own observations of the difficulties Taiwanese students are facing, Hsiang-Ni Lee has focused her attention on researching and coming up with alternative instructional approaches and materials for EFL reading. Her current interests include children's literature, family literacy, critical literacy, literature-based reading instruction and material development. In the future, she also wishes to explore the multiple possibilities of utilizing technology in language education. hnl@nttu.edu.tw.

Lee, Nancy Shzh-chen is a new lecturer at Kyoto University, Japan. She teaches English academic writing and reading classes to university freshmen students. Nancy teaches predominantly engineering and science major students but also teaches students from other arts majors such as economics and law. She is interested in the English academic literacy of EFL students. Her research interests are EAP (English for Academic Purposes) and ESP (English for Specific Purposes) reading and writing, especially the usage of peer review in acaecmic writing. Nancy has published two papers about the usage of peer review in developing academic writing ability of Japanese university students. Her other research interests include student and teacher motivation, teaching methodology and material development. She is currently interested in integrating CALL components into her writing classes. Nancy was born in Taiwan, raised in Australia and completed her grdaute studies in Japan. She can be contacted on the following email: nancy.lee@at2.ecs.kyoto-u.ac.jp

Lee, Sam is an educational consultant and teacher trainer and works for Pearson Education, Asia Pacific. He has experience teaching students of all ages across a variety of contexts. As a trainer, he has worked with hundreds of teachers across Asia, giving workshops that offer a special blend of in-depth theoretical knowledge coupled with a focus on practical solutions for modern classrooms. He has given workshops on topics such as speaking instruction, self-guided professional development, technology and language instruction, and English as a global language. Sam received his MA in TESOL at Sookmyung University in Seoul, where his coursework focused on EFL methodology, reading instruction, and sociolinguistics. His

research interests include linguistic and cultural imperialism, linguistic resistance, and finding effective ways to utilize language teaching methods in Asian classrooms.

Lee, Yoo Jeong is a fourth year undergraduate student at The Catholic University of Korea (CUK). She is studying Japanese Language and Literature as her first major and English Language and Culture as her second major. She has been an active member of "SHARE" since January 2011, which is a student volunteer club at CUK's School of English that works with underprivileged youth in the community. She has been serving as an officer of the club since March 2011. E-mail:great1920@naver.com.

Ludwiczak, Robert has an MA in Applied Linguistics, TESL from Ohio University and over 17 years of ESL teaching experience in the US and abroad Since January 2011, he has been teaching for a Yeungjin college program at DGEV near Daegu, Korea. From August 2001 until November 2009, he was a full-time faculty member at Texas A&M University in the English Language Institute. Also, he taught at Rochester Institute of Technology's English Language Institute in Rochester N.Y. (7/98-7/2001), in Japan for Southern Illinois University's IEP (6/95-6/98), and in Korea for the Samsung Corporation's IEP (3/88-8/93). All programs prepared pre-academic learners of English for university studies, as well as other career goals. He has taught all skills and levels of pre-academic English preparation, which include elementary through advanced reading, grammar, composition, listening, oral skills, and a computer workshop.

Marcias, Valentin (Val) has a B.A. in Literature and an M.A. in Education (with English subject emphasis) from the University of California at Santa Cruz. Valentin is also a California Clear Teaching credential holder in English as a subject in secondary schools as well as being CLAD certified (Cross-Cultural Language and Academic Development) to teach ESL learners in the state of California. Val has taught in several public high schools in the U.S. and in Korea as well as having taught a variety of courses at the university level. Some of his university – level teaching includes teaching course sections in Diversity in Education and Multicultural Education at the University of California at Santa Cruz and has also taught at Kyunpook National University in Daegu as well as at Sungkyunkwan University in Suwon and Seoul, where he currently teaches presentation, academic writing, and literature (since 2007.) Val has also been an active member of the Korean Hyewha Toastmasters (KHTM) group since 2010, where he is currently serving as member of its Executive Council as Sergeant of Arms. Val has been living in Korea since 2003 and he can be reached at merkurix@yahoo.com

Maeda, Joyce has taught ESL/EFL at various levels in the United States and Japan for 30 years. She is currently teaching at Tokyo International University in Kawagoe, Japan. She has a M. A. in linguistics from the University of Hiroshima. Her professional interests include pragmatic development in study abroad programs, vocabulary acquisition, and EAP writing. (Contact at: joymaeda@ tiu.ac.jp)

Maitland el Amri, Amanda, MA ELT, Nottingham University, UK; BA Applied linguistics 1.1, University of East London, PGCE in teaching post compulsory level , UK. University of London, UK. Diploma in Counseling and Therapy, UK Diploma in Criminology. Amanda is currently teaching at Chonbuk National University, Jeonju Jellabukdo South Korea after moving from the University of East London in the K. Amanda has experience of teacher training in Universities in both the UK and Korea and has ESL experience in the UK and in the Middle East, Turkey and Korea. She has several publications in the field of reading and computer talking books. In addition to this she

has been published in the field of reflective diary writing for teachers. Amanda also participated in the development and design of the national literacy test for teachers developed by the teacher training agency in the UK. She has worked also writing articles for the *Times Educational Supplement* a news paper for teachers based in the UK. Amanda also worked recording and transcribing for the corpus of Natural Spoken Grammar created by Cambridge University Press for the use of ESL/EFL teachers and students.

Mallinder, Mark has a master's degree in TESOL and has been teaching a variety of college-level courses to Taiwanese EFL learners. He frequently incorporates music in his curriculum design hoping that students can gain a deeper appreciation for, and understanding of, English language. Additionally, reviewing current studies done in the field, he takes the position that language and culture are so closely connected that they must be taught together if educators want to ensure that EFL students receive the most effective language instruction. He also proposes that teachers can effectively bring cultural information into the classroom by using the Internet, mass media, guest speakers and culture oriented games in order to create a more enjoyable language learning experience for EFL students. Mark Mallinder is currently a full-time instructor at National Changhua University of Education, Taiwan. His current interests include teaching culture, alternative reading instruction and using multimedia in language classrooms. He is particularly interested in investigating the effectiveness of using Youtube as an instructional tool for EFL listening and speaking courses.

Massey, Michael is an university teacher who has been working in Korea for almost 10 years. He did his masters degree in applied linguistics at the University of Birmingham with a concentration in discourse analysis and functional grammar. He is interested in developing a critical awareness of language in students that emancipate learners to think for themselves and resist predatory discourse through critical thinking skills. He can be reached at daegukorea@hotmail.com.

Masson, Marie-Emilie is a lecturer at Kyushu Sangyo University in Fukuoka, Japan. Her research interests include learner beliefs, feedback, CALL and phonology. emilie. english@gmail.com.

Mazloomi, Siamak is a faculty member at Islamic Azad University –Islamshahr, Tehran. He is currently a Ph.D. candidate in Science and Research Branch, Islamic Azad University, Tehran. He has published several books and textbooks on English reading, grammar, idioms, games and activities for Iranian EFL learners.

McCloskey, Mary Lou, PhD is a former TESOL President and currently serves as the Director of Teacher Education and Curriculum Development for Educo in Atlanta. As a consultant, author, and teacher educator in the field of English language education she has worked in 32 countries and in 34 US States. Having taught at Emory, Georgia State, and the University of Memphis she has also collaborated in developing eight programs for English Learners, including On Our Way to English, Visions, and Making Connections as well as many professional texts. She also served on the TESOL Task Force to develop TESOL/NCTE Teacher Standards.

McGaughey, John MA (Applied Linguistics), is a PhD Candidate in linguistics and applied linguistics at York University, Canada. Prior to beginning his doctoral studies, he taught English at the university level in South Korea for five years. His research interests include: sociocultural theory/activity theory as applied to second/foreign language acquisition, teaching and learning; the role of the first language in second/foreign language education; bilingual/ multilingual pedagogy; classroom based research focusing on classroom interaction;

and computer-mediated language learning. E-mail: johnmc@yorku.ca

McKay, Shawn is an educator from Canada. He has been passionate about getting students interested in English for over 4 years through a variety of methods, including media, games, and film-making. He is currently living and residing in Chuncheon where he works at Hallym University.

McKibben, Justin is a professor at Woosong University in Daejeon. He has a B.A. in English from The Ohio State University and a Master's in Educational Leadership from Antioch University- McGregor. Justin has worked with students of all ages and in multiple countries. He is also currently the Vice-President for the DC chapter of KOTESOL.

Meyer, Douglas has been teaching EFL since 1995. After a year cutting his teeth at hagwons in Ulsan and Seoul, he moved to Japan where he has been very active in the English teaching field. He completed his M.Sc.Ed. in TESOL and is a very active member of the Japan Association of Language Teachers (JALT), presenting on a number of topics of interest. Such topics include motivation and study abroad, CALL projects for high school students, the movement for educational change in Japan, as well as the overall working conditions for foreign language teachers. He was a columnist for the *Step Eiken* magazine, publishing articles primarily for the Japanese English-teacher community. Along the way, he became a test examiner for Eiken, IELTS, and BULATS. This created a solid grounding in testing and language evaluation, and supplemented his experience with speaking tests in general. Presently, Douglas is looking into PhD programs in Applied Linguistics and how he might spend the next forty years of his career. <dougmeyer32@hotmail.com>

Miles, Scott is an assistant professor at Daegu Haany University. Scott has an MA in TESOL and is currently working on a doctorate degree in Applied Linguistics in language acquisition. He is the Editor of the *TESOL Review* journal and has published a reading course book for Macmillan publishers (*Essential Reading*). He is the co-chair of the Extensive Reading SIG at KOTESOL, and is a board member of the Extensive Reading Foundation and the Korea English Extensive Reading Association. His research interests include extensive reading, grammar and vocabulary acquisition.

Miller, Richard has a Bachelor of Arts, Masters in Business, and a Masters in TESOL and is a doctoral candidate. He is a lecturer in the Foreign Languages Faculty at Kansai University in Osaka, and has lived in Japan for the past 16 years. In addition to teaching, he writes a column for *The Language Teacher*, a JALT publication, is active in the JALT CUE SIG and an organizer for the 2011 Peace as a Global Language conference to be held in Nishinomiya, Japan. He travelled to Sado Island in October, 2010 to interview Charles Jenkins about his teaching career in North Korea. His research areas include professional development, geopolitics, content-based instruction and monetary policy. richardmiller@temle.edu

Mills, Daniel J. works as a lecturer at Ritsumeikan University in Shiga, Japan where he instructs classes in the economics faculty. In addition, he works for several large Japanese corporation as a TOEIC and business English instructor. Daniel has worked for the past five years in Japan, in a variety of settings, teaching English as a foreign language, but started his teaching career as a martial arts instructor in Southern California. He holds a master's degree in education specializing in Teaching English as a Foreign Language from Shenandoah University. Currently he is working to complete a doctorate in education (Ed.D.) specializing in Instructional Technology. Daniel's research interest include computer mediated communication, foreign language anxiety, willingness to communicate

and the effect of culture on learning. In his free time he enjoys practicing karate and exploring new restaurants in Kyoto with his wife Megumi. Daniel can be reached via e-mail at eslteacherjapan@gmail.com or by mobile phone at 090-1138-2132 (Japan).

Min, Isabelle is a "cultural interpreter" specializing in cross-culture and communication. She spent her formative years living on five continents and speaks five languages. At TCK Institute, she combines her cross-cultural upbringing with a 25-year career that includes marketing, broadcasting, public relations, training, writing, simultaneous interpreting, and coaching. Since 1999, Isabelle has developed and facilitated interactive workshop programs for Koreans and non-Koreans both in and out of Korea. Her cross-cultural programs are specifically tailored for Koreans working with non-Koreans and non-Koreans working with Koreans in Korea and abroad. She was invited to train and speak at the Korea Trade Association's (KOTRA) Invest Korea Foreign CEO Forums for three consecutive years, as well as the Overseas Korean Foundation (OKF), the Australian Embassy, and many of the Fortune 500 corporations, including GM, Citibank, Volvo, Samsung, Battelle, and BAT. Her ability to interpret Korean and non-Korean cultures combined with her persuasive communication skills earned from seven years of national TV broadcasting and coach training helped her win clients' trust, which led her into several interesting long-range projects mediating and coaching through organizational conflicts in multinational corporations. Since 2006, Isabelle has been teaching as Adjunct Professor at Seoul's Sungkyunkwan University, and in 2010, she founded the Korea Chapter of Families in Global Transition. She was a columnist for *Seoul Selection*'s weekly e-newsletter for over a year and has published *Riding in Seoul* in English.

Morris-Adams, Muna has extensive experience of teaching both foreign languages and EFL in a wide range of contexts. She is a lecturer at Aston University, Birmingham, UK, where she teaches on both undergraduate and postgraduate programmes, both on-campus and by distance learning, as well as supervising PhD students. Dr. Morris-Adams' main research interests are language teaching methodology, classroom interaction, spoken discourse analysis, and intercultural communication. She holds a PhD in Applied Linguistics from Aston University.

Morrison, Ken is an Assistant Professor of New Media & Cultural Communications at Linton Global College (Hannam University). Ken earned his Masters Degree in Instructional Design & Technology from Emporia State University in 2008 and has been teaching, living, and learning in Korea since February of 2009. He recently completed a course on participatory learning from leading technology author and Stanford professor, Howard Rheingold in April, 2011. Ken focuses his research on finding new ways to use technology to help students personalize their learning while building a more participatory classroom environment. Before his career in education, Ken was a television commercial producer and news reporter for both television and print media. He comes from a long line of teachers up and down both branches of his family tree. Ken's most rewarding teaching moments include teaching the poor children in the hill tribes of northern Thailand near the Burma border. This was part of a a Royal Project sponsored by the Queen of Thailand. You can reach Ken at kenmorrison30@yahoo.com, on Twitter: @kenmorriosn30, or at http://www.scoop.it/t/new-media-technology.

Myhre, Duane A., MEd. lectures at Hoseo University in South Korea. He teaches undergraduate EFL communicative courses as well as English composition. Duane also dedicates a large amount of his time teaching Hi-TESOL and teacher training programs to graduate students and other academic professionals. He is currently the head lecturer

for the Hoseo University gifted children program and took part in the curriculum development. Duane also coauthored the current textbook, *Social Issues: International Education for the Gifted*, published by Chungnam Province Ministry of Education and Hoseo University. Duane has a Masters of Education in Language and Literacy from Deakin University and specializes in the integration of language learning and new technologies. Duane has been a member of KOTESOL for four years and a technical manager for the international conference committee for the past three years and has close ties with the KOTESOL community. He has most recently served as the technical manager for the KOTESOL national conference. Most recently, Duane has been chosen to represent KOTESOL at the JALT International Conference in Japan this coming November.

Nam, Heidi Vande Voort set forth from the US to teach children in Korea 1997, planning to stay only one year. The more she taught, the more she enjoyed it, and the longer she stayed. Heidi currently teaches in the Department of English Education at Chongshin University, where she coaches English education majors in classroom English and essay writing as they prepare for student teaching and the national English teachers' exam. Heidi also teaches pronunciation and general English courses for non-English majors. She is a contributing author to *Elementary School English 3, 4, 5,* and *6* (Kyohaksa) and several secondary school English textbooks. Within KOTESOL, Heidi serves as a roving presenter for Korea Teacher Trainers (KTT) and facilitates KOTESOL's Christian Teachers Special Interest Group (CT SIG), a group that organizes events and on-line discussions for Christian English teachers. Heidi holds an MA TESL/TEFL from the University of Birmingham. She lives in Seoul with her husband Taek-Hyeon and their two children. Heidi may be contacted at heidinam@gmail.com.

Nelson, Rocky was invited by Yeungnam University in 1996, He taught 3 years at the Department of English and was 1st VP, Taegu chapter, KoTesol in 1999. He moved to Andong National University, 1999 to 2001, and was the Academic Coordinator during his final year there. Now teaching at Pusan University of Foreign Studies, he is the developer of several popular "intensive fluency" courses now used on campus, as well as Extensive Reading courses. His ER course has been taught continually for the College of English since 2002, and is a popular elective choice among content courses given by the International Language Experts program/ILEC department. Since 2007, Extensive Reading has been a core course for the In-service Teacher Training program (Ministry of Education) at PUFS.

Nowlan, Andrew has been an EFL instructor at Kwansei Gakuin University near Osaka, Japan for nearly 3 years. He has several years EFL teaching experience, which include positions in Korea, Taiwan, and Japan. Andrew is interested in educational issues that fall under the umbrella of cross-cultural communication. Being passionate about preparing students to play a role in the international community, he believes that through autonomous learning and a heightened interest in international issues, students can increase their intercultural competence and have a better chance of succeeding on the world stage. He has recently been involved in projects which attempt to investigate how domestic Japanese university students benefit from contact with international students. He is currently a collaborator on a JSPS (Japan Society for Promotion of Science) funded research project concerned with this field. In the past year, Andrew has spoken at language teaching conferences in Vietnam, Cambodia, and Uruguay. Among his several publications, Andrew's approach to language teaching is best outlined in "Creating a More Globally Conscious Classroom", *Language Education in Asia*, Volume 1, 2010. Andew Nowlan can be

contacted at nowlan1979@yahoo.com.

Opp-Beckman, Leslie, Dr. is on faculty in the University of Oregon's Linguistics Department and American English Institute (UO AEI). As UO AEI's Director of Distance Education, she develops, teaches, and coordinates a combination of face-to-face and online distance education courses and programs, primarily in the area of professional development for in-service and pre-service English as a Foreign Language (EFL) educators, trainers, and administrators. She has published, lectured and conducted workshops in Educational Technology and Computer-Assisted language Learning (CALL) across the USA and internationally in more than 50 countries. She is the author and producer of the original *Shaping the Way We Teach English* video-based EFL teacher training materials, and the UO coordinator for the "E-Teacher Scholarship Program" which serves more than 100 countries worldwide.

Otsu, Tomomi is a senior lecturer in the Japanese Language Center for International Students at Tokyo University of Foreign Studies. Her research interests include ordinary conversation, conversation analysis, and their implications for language teaching and learning. She is currently interested in the study of second language conversation in Japanese.

Overbeek, Leonie has worked in the fields of mineral extraction research, business startups, and departmental administrator at Stellenbosch University, before turning to languages. She holds a Masters degree in Value and Policy Studies (Communication) from Stellenbosch, and taught TEFL and TEYL courses in Cape Town, South Africa, before moving to Korea and entering the public school teaching system. She can be contacted at lionafrica@gmail.com

Packard, William serves as an educational consultant and international school sales representative for Houghton Mifflin Harcourt International Publishers in Asia. Having originally moved to Korea in 2002, his teaching career with elementary, adult, business, and aviation English students eventually led him into the educational publishing industry where he has worked with teachers and schools all over Asia. A native of the United States and a graduate of The Ohio State University in Columbus, Ohio, his focus is currently on developing the use of HMH school materials in markets around Asia as well as adapting new educational products and technologies to the ever-changing battleground of education in Korea.

Park, Kyungnan is currently a full-time English Instructor and the coordinator of Shadowing English at the Language Center, Ewha Womans University. She taught English in universities in Hong Kong and Korea for more than 13 years while she was also actively involved in teacher training. She was a full-time English lecturer in Hong Kong University of Science and Technology. As a chief of Education Department in TOSS English Franchise headquarters for 5 years, she was also at the center of developing shadowing programs which attracted more than 35,000 elementary and middle school students nationwide. Kyungnan Park obtained BA in English Language and Literature in Ewha Womans University and M.Ed in TESOL in University of Pittsburg. She has been active in giving presentations in KOTESOL workshops and conferences. Among her publications is included the article 'Using Videos to Promote Speaking Fluency' in *The English Connection*, the KOTESOL magazine, in 2007. (email : knpark727@naver.com)

Park, Yeon-seong has been teaching English at Chonnam National University. She majored in English literature and holds a PH.D. for a thesis on W. H. Auden. She is a lifetime member of KOTESOL and served as a Gwangju-Jeonnam chapter membership coordinator, treasurer and president. She was

awarded excellent teaching in 2007 and her co-authored book, *Studies on Modern British/American War Poetry* received an award from Ministry of Culture and Tourism in 2011. Contact: pyspark@yahoo.com; Cell-phone: 010-9601-9804.

Park, Yunjeong was born in September 23rd, 1972 in Deagu, Korea. She had lived in Daegu until she graduated high school. She didn't have many friends when she was in her puberty. She used to stay at home and prefer reading books to enjoying with friends. After graduation she moved to Seoul and apply to HUFS, Italy for major but after 2 years she quit the school and moved to Kyeongin National University of Education and after 4 years finally she became a elementary school teacher usually as a homeroom teacher that means could teach various subjects. She really enjoyed her job and loved children for several years but she realized that she acted in habitual behavior so she got the intensive 5 months course for becoming English teachers which changed a lot her life. Now she is an English teacher in her school and attending at Dankook graduate school. She is excited about her new life at new field. Teaching English is very interesting and exciting now she really want to let her students know the fun of English.

Parrish, Michael has a Bachelor of Arts in English, a Master of Arts in Latin American Studies, and a graduate diploma in TESOL. His research interests include literacy, English for Professional Purposes, and student autonomy. He currently lives in Kyoto Japan.

Peloghitis, John is presently teaching as a Junior Assistant Professor in the Foreign Language Center at Tokai University in Japan. He serves on several committees that design course materials and evaluative measurements. He has been living in Japan for over nine years and plans to stay another ten. He is married and has a two-year-old daughter. He is an active member of Japan Association of Language Teachers and Japan Association of College English Teachers, and is interested second language writing, learner strategies, syllabus design, and discourse analysis. In the near future he would like to pursue a PhD in Applied Linguistics. Email: jpeloghitis@hotmail.com

Pinto, Maria taught English at Dongguk University, in Gyeongju, from 2006 to mid-2011. She worked at Woosuk University in Jeonju for a year before that, and has also taught English in Mexico, El Salvador and Australia. Within Kotesol, she is an editor of *The English Connection*, and has also edited the Proceedings of the last three Kotesol International Conferences. She is currently working on her Doctor of Education degree, through the University of Southern Queensland. She can be contacted via email at: maevid@hotmail.com.

Pollard, Andee is an alumnus of Yonsei University currently lecturing at Kangwon National University, Korea. He is the recent recipient of the Palgrave Macmillan (Australia) Award for Applied Linguistics and holds a MA (Applied Linguistics) with Distinction from Curtin University. Andee's research interests have an emphasis on the East Asian context and primarily lay in English as a Lingua Franca, second language acquisition and multilingual education. He has published articles and presented at numerous international and regional conferences on issues relating to ELF and World Englishes in the East Asian Context, as well as currently exploring Korean phonetics and Romanization. Andee is currently pursuing his PhD and may be contacted at: andeepollard@gmail.com.

Pritchard, Tim is a lecturer at Kyushu Sangyo University in Western Japan and gained a Masters degree in TEFL from the University of Birmingham in the UK. As well as Vocabulary Acquisition, his interests also include Student Motivation, in particular how motivation is affected by students' attributions

for success and failure. He can be contacted at timothy@ip.kyusan-u.ac.jp

Prosser, Andrew is an Assistant Professor at Hankuk University of Foreign Studies, where he works in the Department of English Education. Mr Prosser has been working in English language education for over 15 years and holds a Masters degree in Educational Technology and TESOL from the University of Manchester (UK), as well as the Trinity College Licentiate Diploma in TESOL. In addition, Mr Prosser is a qualified Cambridge CELTA Teacher Trainer. His research interests include corpus research and its application to the classroom, the issues surrounding the use of synchronous computer chat tools in language learning, and developing LMS platforms. Contact Information: Department of English Education, Hankuk University of Foreign Studies, 270 Imun-dong, Dongdaemun-gu, Seoul 130-791; prosserandrew@hotmail.com.

Provenzano, Christie (B.A., M.Ed.) is a Canadian TESOL practitioner living and working in Fukuoka, Japan. She is employed as one of the team members in the newly-established AEP program at Fukuoka Women's University (where the campus-wide wireless network and the requirement that all students possess a laptop computer make blogging on campus a breeze!). Christie's research interests include blogging in TESOL, extensive reading, oral communication strategies instruction and learner autonomy. You can contact her at pcprov@mac.com.

Pryor, Susan is currently at Waiariki Institute in Aotearoa New Zealand, Susan Pryor is a Literacy Consultant and Advisor. Her role is to coach and mentor lecturers, tutors and course faciliators or teachers in embedding literacy into their practice; and design DATs for embedding literacy into tertiary education programs. Susan is also a Speech Communication Teacher with Speech New Zealand and works primarily with Korean ESOL students of all ages. Susan worked for approximately a decade in South Korea in academies, public schools and Universities - she is currently involved in a research proposal on 'Glocalisation of Indigenous Cultures and Westernisation Through English as the Lingua Franca'. A past international conference presenter and published academic writer, her credentials and affiliations include; B.Tch/Lng (NZ), NZ Teacher Reg, NZ Speech Comm. Teacher Reg, Cert TESOL (USA) Cert TESOL Young Learners (Oxford Korea), Professor Emeritus (Korea), Member of Cambridge Professor's Club (Korea).

Rahman, Ohee is currently a co-ordinator and a teacher with the British Council in Seoul. He was a teacher in Japan for almost four years before moving to Seoul. He is currently studying M.A. in TESOL with Sunderland University; his interests include current approaches and methodologies in TESOL; developing learner autonomy and understanding technologies to enhance language learning. Email: oheekalam78@hotmail.com .

Restuningrum, Novi Rahayu is a lecturer at YARSI University and has been teaching young children, young adults, and adults. She obtained her diploma in TESOL in 2007 and joined several short courses in TEYL and others. Contact: opisuhery@yahoo.com

Rho, Yoon-ah has been teaching English for 9 years in Korea. She's especially interested in teaching English and cultures though media, such as movies and American TV dramas. In addition, she has given presentations at international and national conferences with the related theme. (e.g. The Association of Teaching English through Movies, The Society of Teaching English through Media etc.)

Richards, Heather is a Senior Lecturer in the School of Languages at Auckland University of Technology, New Zealand. She is Programme Coordinator for the Certificate in Language Teaching to Adults (CLTA) which forms a core part of an undergraduate TESOL

Minor. Her interests are in language teacher education and the practical application of research findings for teacher professional development. heather.richards@aut.ac.nz.

Ritchie, Zane has a Bachelor of Arts, a Masters in Japanese history as well as a Masters in TESOL. His research interests are Content-Based Instruction, Computer Assisted Language Learning, Task-Based & Project Based Instruction and learner autonomy as well as the geopolitics of oil. He currently lives in Japan.

Roberts, Tim joined the faculty of Dongguk University Gyeongju in 2010. He has taught at universities in South Korea a total of nine years, as well as teaching in Japan, Russia and Thailand. He holds an MA in English Literature from the University of Alaska Anchorage. He can be contacted by email at novo97@yahoo.com.

Salimi, Asgahr is a PhD in TEFl teaching at Science and Research University in Urmia, Iran. His main areas of interest are Second Language Acquisition, Syllabus Design, and specifically Focus on Form and Corrective Feedback. He has participated in several international conferences in different countries.

Sanchez, Eddie taught English in Korea for three and a half years and is currently working as assistant director of the international program at Sakae Higashi Junior / Senior High School in Saitama, Japan. He is completing his MA in TESOL at Teachers College, Columbia University. His research interests in language teaching include improvements in educational language policy and foreign / second language instruction using technology. Eddie specializes in teaching second language speaking, reading, and writing. He has taught students as young as four and as old as eighty-seven. His students have included those from China, Japan, Korea, and Taiwan. His immediate goal is to finish his MA in TESOL. After receiving his MA, he will enroll in a doctoral program. Also, he is looking forward to returning to the land where he got his start in language teaching: Korea. His contact information is: Email: sanchez.edward@gmail.com; Skype ID: skyzeero; Cell: 81-80-4070-6564.

Sandy, Chuck is an internationally known ELT author, teacher trainer, motivational speaker, and educational activist who believes that positive change in education occurs one student, one classroom, one school at a time. He has recently coauthored the Active Skills for Communication coursebook series. He has also authored the popular coursebook series *Passages* and coauthored the *Connect* coursebook series. Prof. Sandy is based in Japan at Chubu University but is a frequent presenter at conferences and schools around the world, where he often speaks about the joys of project work and the need for materials and practices that promote critical thinking.

Schadler, Claire is a Visiting Lecturer at Nagoya University of Foreign Studies (NUFS) in Japan. She is currently in her second year of teaching at NUFS. She is responsible for teaching English to first and second-year students in the Japanese Department. Prior to working in Japan she taught in the Intensive English Program at the Monterey Institute of International Studies in Monterey California where she also received her MA in Teaching English to Speakers of Other Languages. She has also taught English in San Francisco, New York, Spain, and China. She received her undergraduate degree in Asian Studies from Bard College in Annandale, New York. Her main research interests include second language writing, vocabulary, and teacher education. Her contact information is claireschadler@gmail.com.

Scholz, George is currently the U.S. Embassy Public Affairs Regional English Language Officer (RELO) in Seoul, Korea. He has served as the Public Affairs-RELO in the

Middle East, southern Africa, and Southeast Asia. Before becoming a RELO, George was a teacher-trainer in Algeria, a director of courses in Portugal, a visiting lecturer/Chief of Party with UCLA in China, and a program analyst/advanced instructor with the ARAMCO, the Saudi Arabia national oil company. George enjoys all aspects of English language education. His current professional interests include distance learning, Internet applications and print materials development.

Seilhamer, Mark Fifer has taught English and linguistics courses at the tertiary level in Hawaii, Guam, San Francisco, Taiwan, Singapore, and Japan. He recently earned a Ph.D. from National University of Singapore with a dissertation focusing on the intersections of language, identity, and globalization in Taiwan. In addition to L2 personas and other language & identity issues, his research interests include the politics of English as a global language, language policy & planning, L2 idiom processing, construction grammar, and linguistic landscapes.

Seo, Eun Sil is an elementary school teacher in Seoul, Korea and has taught over fifteen years in EFL and ESL settings. She received a master's degree in Elementary English Education from Seoul National University of Education. In 2011 she graduated with her master's degree in Teacher Education with an ESL concentration from the University of Tennessee, Knoxville. She also has both TESLand TESOL certificates. In recognition of her achievements in teaching children and in supervising early career teachers, she was selected to receive fellowships for pursuing her second master degree in the U.S. by the Korea Ministry of Education and Seoul Metropolitan Office of Education. In addition to her teaching in Korea, she taught in Canada, New Zealand and the U.S. Her current research interests include language teacher education and Content-Based English Instruction and Curriculum (CBEIC).

Seo, Il Young is a Master's degree candidate in the TESOL graduate program at Sung Kyun Kwan University (SKKU). He studied English and experienced a foreign culture in Canada for one year. From these educational and cultural experiences, he could immerse himself into another culture and broaden his knowledge of the world. While studying in Canada, Mr. Seo also achieved his TESOL certificate and made up his mind to continue studying the pedagogy of English in Korea. So he had joined the SKKU TESOL graduate program in Seoul, Korea and this spring semester is his last semester for his master's degree. Currently, Mr. Seo is a high school English teacher and has been teaching English for four years now. He is interested in multimedia applications and is eager to figure out how to use multimedia knowledge in teaching English to his high school students. You can contact him by sending an email at 995049@hanmali.net or by calling his school office at:02-798-3641.

Serl, Brad came to South Korea in 2002. Since that time he has worked with students as young as six and as old as seventy-five. His undergraduate major is in Rhetoric and Composition from Thompson Rivers University. His M.A. is in Applied Linguistics from the University of Birmingham, and was completed in September 2010. He is currently President of the Busan-Gyeongnam chapter of KOTESOL and is a teacher trainer at Pusan University of Foreign Studies. Email: bradleyserl@gmail.com.

Sermsongswad, Unchalee is an Associate Professor in the English Division and the Head of the Western Languages Department, Faculty of Humanities, Chiang Mai University, Thailand. She worked for Thailand TESOL as the chair of Northern Affiliate for six years before serving as the First Vice President of the organization currently. Her areas of interest include teaching English writing, teaching Thai language to foreign students, English for Tourism, English in Business, and

teacher training.

Sewell, Douglas has been a language teacher and teacher trainer for over 10 years in both South Korea and P.R. China. Currently he enjoys teaching in the MA TESOL programme at Dankook University in Seoul, as well as being a programme tutor for the University of Birmingham's ODL MA programs. He also examines for a number of Cambridge exams including IELTS, and the TKT Practical Exam. Douglas' areas of interest are focused on teacher training, language testing issues, and the process of self- regulation of language learning among ESL/EFL learners. Self-regulation of language learning within the Korean context is indeed central to his own current Ph.D. studies through the University of Leeds. Outside of the class and office, Douglas particularly enjoys being in the mountains as well as travelling and exploring new places.

Shaffer, David E. (PhD Linguistics) has been an educator in Korea for over three decades and is a long-time KOTESOL member. He is a professor at Chosun University teaching linguistics, teaching methodology, and skills courses in the graduate and undergraduate programs. In addition, he is a teacher trainer, graduate dissertation advisor, materials designer, and program developer. Dr. Shaffer is the author of books on learning English as well as Korean language, customs, and poetry. His present academic interests, aside from professional development, include loanwords and cognitive linguistic constructs for effective teaching techniques. Dr. Shaffer is active in numerous ELT associations in Korea and regularly presents at their conferences. As well, he is a founding member and executive officer of Asia TEFL. Within KOTESOL, he is presently Gwangju-Jeonnam Chapter President, an editor of KOTESOL's various publications, and an International Conference committee member.

Shin, Eunsol is an English education MA student at Sogang graduate school of education and a general officer of KEERA (Korean English Extensive Reading Association). She has been teaching many students English and ER for about 7 years as an English tutor and organizing a study group for ER which includes adult members in Ansan. Email:dizzyrain@naver.com; Phone:010-6656-5254.

Simegn, Bitrhanu is 34 years old. He got an MA degree in TEFL from Addis Ababa University, the oldest and well known institute in the country, five years ago. Since then, he has been serving as a lecturer of English as a Foreign Language (EFL) in one of the country's universities, Bahir Dar University. Now he is working on his PhD in EFL teacher education in Addis Ababa University. P.O.Box 2305, Bahir Dar, Ethiopia; email - brshgnsh@gmail.com

Simpson, Monique is a Los Angeles native who always been intrigued by writing and diversity. She received her Bachelor of Arts in Sociology in Los Angeles. After receiving her Master of Professional Writing in Nonfiction, Ms. Simpson left her hometown to explore the world and write about it. She has taught English in Japan, Chile, Nicaragua, Costa Rica, and Ecuador. She specializes in teaching writing and has taught writing workshops at universities in Costa Rica and Ecuador. She gave "Writing Made Simple for Teachers" workshops in Ecuador to help familiarize local ESL teachers with the standard English writing format. Ms. Simpson has presented at ESL conferences in Ecuador, Peru and the U.S.A. Presently, she is teaching at NamSeoul University in Seonghwan and is active in the English theatre community in South Korea. Her future plans include publishing a teacher's writing guide and earning a MA in TESOL & Creative Writing in London.

Snell, Robert has both a BA and MA in History. He has a PhD in Education, with an emphasis in TESOL, awarded by Berne University in 2001. He has taught in Korea

since 1995, and is currently an Assistant Professor at Pusan University of Foreign Studies. He teaches classes in the College of English, the Dual Global Degree, Teacher Training Program and MA TESOL program. His academic interests are teacher development, content-based teaching and the use of technology in the classroom (with a special interest in Second Life). He also has a strong commitment to furthering student awareness of global issues in the classroom, and is the facilitator of the Global Issues SIG. Email: bsnell2@yahoo.com

So, Lisa currently works at Bridge Learning (an education solution company that provides unlimited support for teachers, students and parents) as a marketing associate. She enjoys her career by supporting educators and learners to fulfill their goals with the best educational contents and materials available. She is a MEd candidate at Hankuk University of Foreign Studies studying English education, and has studied in San Diego State University for TESL/TEFL in 2009. In the past she has experienced working with a variety of people in the field of ELT as a teacher and a curriculum coordinator.

Sohn, Bora received her MA in Applied Linguistics from Teachers College, Columbia University. A variety of language learning experiences including her childhood in Germany and her major in Chinese motivated her to pursue the profession of teaching. She has been teaching English to elementary and secondary level students at Ansan and Paju English Villages. She is also the co-author and co-editor of several *Juice* series (*Reading Juice for Kids*, *Speaking Juice for Kids*, and *Grammar Juice for Kids*) published by E-public, Korea. She is currently working as a teacher trainer and curriculum developer in Gyeonggi English Village, delivering workshops to Gyeonggi province public school teachers and teachers college students on teaching English in English. Her professional interests include teacher training, reflective practice, and extensive reading. She is a member of the KOTESOL Reflective Practice SIG and recently joined the KOTESOL magazine, *The English Connection* editorial team as assistant editor. In her free time, she enjoys reading children's and young adult literature. Email: bs2381@columbia.edu.

Song, Heejin MA (Applied Linguistics), is a PhD student in Second Language Education at OISE, University of Toronto, Canada. Her research interests include language policy and curriculum development, intercultural language education, critical pedagogy, and language teacher education. She can be reached at hjsong09@gmail.com.

Song, Heidi is an EFL lecturer originally from London, England. She completed her Bachelors and Masters at Cambridge University in mathematics and theoretical linguistics, and her CELTA and DELTA certificates in London, at International House. She has been working as an EFL lecturer for over ten years, most of which have been in a university setting. She taught on the undergraduate EFL programme at Korea University from 2005 to 2009, and has worked at Hongik University from 2009 to the present. She is not a computer expert, but the maths and the small amount of programming that she did in her first degree gave her the confidence to start exploring the world of web design and web-based content delivery. She has been creating Joomla websites for her classes since 2007. She is passionate about helping teachers get up to speed in our media-orientated culture, and hopes that as a non-geek herself, she can help to bridge the gulf that sometimes exists between technology and EFL. Heidi lives with her husband and daughter in Jochiwon. You can see a sample of one of Heidi's Joomla-based sites at http://practicalenglish2.heidisong.net. Contact: heidisong99 @gmail.com; A408 Hongik University, Jochiwon, South Korea 339700.

Steyn, Melanie teaches in the English

Education Department of Sunchon National University. She has a few decades of experience teaching ESL in South Africa and South Korea and is also the author of *Once Around the Sun*, a novel set in South Korea.

Stubbs, Rodney is from New Zealand where he studied for his B.A. in Sociology at Massey University. He has been teaching ESL in Korea for 9 years. Rodney is presently studying for his M.A. in TESOL-MALL at Woosong University where he currently teaches.

Tanghe, Shannon is a Visiting Professor at Dankook University Graduate School's MA—TESOL program, located in Jukjeon, South Korea. She teaches graduate courses related to Teaching Speaking, World Englishes, Collaborative Teaching, Children's Literature, and Reflective Teaching through Practicum. Originally from a small town in Minnesota in the United States, Shannon Tanghe has been living and teaching in Korea for more than eleven years. She is also an ABD doctoral candidate at Indiana University of Pennsylvania's TESOL & Composition program. She is currently working on her dissertation, in the data collection stage, focusing on collaborative teaching at public schools in Korea. Shannon is interested in a growing number of research interests, with current research interests closely related to collaborative teaching, teacher education, reflective teaching, and World Englishes fields. She has been published in various journals, including *TESOL Journal, International Journal of Innovation in English Language Teaching and Research*, and *STEM Journal* and has presented at several international conferences in Korea, the United States and Cambodia. If you have any questions or would like more information on the material presented today, Shannon Tanghe may be contacted via e-mail at tanghe@dankook.ac.kr.

Thompson, Lewis has worked as a teacher, curriculum developer, writer and editor in England, Spain and South Korea. He holds a Bachelor in TESOL and a Post Graduate Certificate of Education (PGCE). He was the main editor of e-future's four volume textbook series *Hands on History* and he has been a contributing editor on e-future's *TOEFL Junior* and *NEAT* series.

Thompson, Tim (MA TESOL) has been teaching in universities in Korea for more than ten years. He is currently a Visiting Professor at the Korea Advanced Institute of Science and Technology (KAIST). Tim is a lifetime member of KOTESOL and serves at the coordinator for KOTESOL Teacher Trainers (KTT) and the Editor-in-chief of *The English Connection* magazine. Tim is the CEO and co-founder of Education Anyware, an e-learning design and consulting company which creates and records simulations for language practice and testing. He is also the creator of the Teaching English at KAIST (TEAK) Podcast and the *Blagonwight Twins* book series which can be read for free in many languages at www.blagonwights.com. Visit Tim's professional website at www.timothyoday.com or send him an email at thompson@kaist.ac.kr.

Thorkelson, Tory S. (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 Immediate Past-President of KOTESOL (2008-2009) as well as an active KTT member. His 9-5 job is as an Associate Professor for Hanyang University's English Language and Literature Program. He has co-authored research studies (see *ALAK Journal*, December 2001 & June, 2003 as well as *Education International* September 2004 V1-2) and a University level textbook, *World Class English*, with a team of fellow KOTESOL members. Currently, he is a Doctoral student in the Doctorate of Professional Studies program at Middlesex

University in the UK. On a personal note, he married his Korean wife on July 6th, 2002 and has acted in local Drama Productions like "I Do Not Like Thee. Dr. Fell" and "A Christmas Carol – the Comedy" for The Seoul Players – a group he helped found in Seoul. Email: thorkor@hotmail.com

Toyama, Setsuko has worked in the field of English Language Teaching for more than twenty years. She is currently a visiting professor at Keiwa College in Niigata, Japan, where she has been holding classes on Principles and Practice in Teaching Children English, Storytelling in Children's Classroom, and Teaching Children English through Music for teacher-training course students. In addition to teaching English to students of all ages and team-teaching in special-needs classes, Setsuko also conducts teacher training seminars at Tsuda College Open School and works closely with elementary school teachers of PEN (Primary English in Niigata) in developing English language teaching content and improving teaching practices. Her most recent academic focus is on helping teachers prepare for the implementation of English classes into the elementary school curriculum in Japan. A well-known author and teacher trainer, Setsuko is the co-author of *English Time* (Oxford University Press) and *Journeys* (Pearson). Other publications that she has authored or contributed to include picture dictionaries (PIE Intl.), teacher resources (Oxford University Press, Obunsha, STEP, ALC), storytelling guidebooks and resource packs for elementary schools (CosmoPier).

Vispo, Froilan is from Toronto, Canada and has taught specialties ranging from health and fitness, visual arts and information technology. He has taught English in Japan, India and Thailand. He is currently working at the Seoul Metropolitan Office of Education. He can be reached at froilanvispo (at) gmail.com.

Vitta, Joseph has been an ESL/EFL teacher since March of 2004. He has taught in Tokyo and New York City. While in New York, Joe was a fellow in the New York City Teaching Fellows program. Since August 2007, he has been an elementary school EFL teacher in the Seoul public school system. As of September 2011, he will be an English Instructor at Sookmyung Women's University. Joe is working towards completing his MA in TESOL from Sookmyung Women's University - Graduate School of TESOL. His academic interests include incorporating internet-based technologies into the classroom and the application of theoretical backgrounds to lesson development and implementation.

Vye, Stacey is currently an Assistant Professor at the Saitama University Center for English Education and Development (CEED), which is a public university just north of Tokyo and has been teaching English in Japan for 22 years. She has been told numerous times by people of various cultures, faiths, and backgrounds that she is a true people person. She enjoys coordinating the English Resource Center at the CEED at Saitama University with her students, colleagues, and the administration. Her classroom practices are influenced by English as a second or other language, early childhood education, socio-political and economic equality, and language gains through empowerment, tutorials, and literacy. Her research interests include how it is never wrong to be oneself, have compassion for others, and how reflection and learner and teacher autonomy contribute refreshing ways of learning and getting closer to one's own identity in language education, including the connections between both. She can be contacted at <stacey.vye@gmail.com>.

Walter, Jeffrey is a professor at Sangji University (Wonju, Gangwon Province) and Vice-President of the Gangwon Chapter of KOTESOL. He has taught English in Korea since 2004 and has also taught EFL/ESL in the United States and Japan. He holds a Masters Degree in Applied Linguistics. His

areas of interest include conversation strategy, intercultural communication, and group dynamics. He can be contacted at jeffwalter@gmail.com.

Walther, Joe began his teaching career in Oregon high schools before he moved to Korea in 2001. He earned an MA in teaching from Lewis and Clark College in 1996, and is currently a doctoral candidate at the University of Exeter in the UK. He is concentrating his studies in the areas of writing in English as a Foreign Language. From 2005 to early 2011, he was the curriculum coordinator for the General English Program at Sookmyung Women's University. Currently he is teaching in Sookmyung's English Language and Literature department. During his time in Korea, he has taught at a hogwon, in a hospital, at the Federation of Korean Industries, at Chung Ang University, as well as courses in the YL-TESOL, the IITTP, iTESOL at Sookmyung Women's University. If you have any questions related to the presentation, or are interested in collaborating on a research project related to writing, feel free to contact him at joe.walther@gmail.com.

Wang, Grace H. is a professor of college English at Yonsei University, Seoul. She holds an MA TEFL/TESL from the University of Birmingham, U.K. and has taught at the United Nations and top universities in Korea and Thailand. She is the author of the *iEnglish*®series of task-based textbooks and online tutorials (http://ienglishr.org), as well as the *iEnglish® 200s* series of grammar workbooks (http://ienglishr.com), both written for English for Academic Purpose learners and teachers. She may be reached at ghwang97@yonsei.ac.kr.

Waring, Rob is Associate Professor at Notre Dame Seishin University in Okayama, Japan. He is an acknowledged expert in Extensive Reading and second language vocabulary acquisition. He has published over 40 articles and has lectured in 17 countries on foreign and second language acquisition. He has just published a set of graded readers for teenagers and a set of non-fiction graded readers with Heinle Cengage. He is a board member of the Extensive Reading Foundation. He was Co-Chair of JALT 2005.

Watson, Kevin holds an MSc in Educational Science with a specialization in Lifelong Learning from the University of Surrey in the UK. He holds teaching qualifications in ESL, English, and Physical Education from the University of British Columbia in Canada. He has taught at the elementary, secondary, and tertiary levels in a wide variety of areas. His areas of interest are teaching methods, student motivation, and instructional material design. He is currently an assistant professor at the Nagoya University of Commerce and Business in Japan.

Wilkins, Simon is currently a full time lecturer at Kyushu Sangyo University in Japan. He also currently enrolled in the Doctoral program at Aston University. His research interests include the measurement and teaching of speaking and the use of technology in educational contexts.

Williams, Alonzo in an English Lecturer at Kyushu Sangyo University in Japan. He has over 15 years teaching experience in Japan and the United States. He has a Master's degree in Curriculum and Instruction. Currently his research interest surround classroom feedback, vocabulary, SLA and teacher talk.

Wolfe, Hillary is a licensed administrator who has worked with students from grades K through 12, and has served as an instructional coach, intervention coordinator, and media specialist. As a classroom teacher, she created a writing curriculum for middle- and high school literacy students reading two or more years below grade level, helping her students achieve substantial gains on state exams. As an intervention coordinator, she created a

peer-tutoring program that served over 1,000 students, and resulted in average weekly score improvements of 21 grade points. Ms. Wolfe also brings 10 years as a journalist covering educational issues and two years as an educational columnist to her understanding of instruction and best practices. She has written articles and made presentations for national organizations, and has served as an editor at Teacher Created Materials and Shell Education, helping to create over 40 professional development books and application products. Ms. Wolfe is currently an Academic Officer at Teacher Created Materials, where she is proud to provide professional development workshops and web-based trainings for school districts and at conferences across the United States. She can be contacted at hwolfe@tcmpub.com.

Yim, Soo Ha Sue is the Coordinator of the English Program at Samsung Art and Design Institute and an Oral Examiner for most of the Cambridge ESOL examinations. Sue has been teaching university, corporate, and teacher training classes in Korea for over a decade and has presented at several domestic and international TESOL conferences.

Yogi, Minako is presently an associate professor, at the University of the Ryukyus, Faculty of Education in Okinawa, Japan. She has been involved in pre-service and in-service teacher training, and course development for around 14 years. Her recent research interests are focused on teacher training and CALL. She has written and presented articles in the field of Education and Applied linguistics. In the past, she served as an assistant director of a USJF project on collaborations of English and Social Studies teachers and hosted study tours for 3 years. In addition, she was a fellow at the EWC Hawaii for a year working on research topics related to immersion and elementary English education. She also has experience working as a part-time ESL instructor in Michigan school district. Email: minayogi@edu.u-ryukyu.ac.jp

Yoo, So-Jung is currently an ELT consultant for YBM Si-sa. She previously worked as an ELT curriculum designer developing reading program for young learners, YL-TESOL course and ESP course book for librarians. She also taught business English at several colleges in Seoul. She holds masters degrees in ELT materials development and specializes in ELT material analysis and curriculum design particularly with interests in ESP for business purposes.

Yue, Sorrell (B.A., M.A.) is a British TESOL instructor in Fukuoka, Japan. She is a full-time instructor at Fukuoka University. Her research focuses on oral communication strategies, the use of loanwords in Japanese, second language learning styles and error analysis. Sorrell can be contacted at syue@fukuoka-u.ac.jp.

Yun, Jaewon is a lecturer in the department of English at Hankuk University of Foreign Studies. She completed Ph.D. course requirements of the TESOL department at Hankuk University of Foreign Studies. She has been teaching English as a foreign language for nine years in Korea. She has a BA in French Education and an MA in English Linguistics. Her major research interests are learning strategies, SBI, and English reading,

Zimmerman, Larry has spent his entire career in education. As a former classroom teacher, Mr. Zimmerman taught at the elementary level for many years. While a classroom teacher, he wrote an environmentally friendly curriculum as part of the Education for a Sustainable Future federal grant. For the past 9 years he has been with Teacher Created Materials where he currently serves as an Academic Officer. Mr. Zimmerman is responsible for the development and implementation of both near- and long-term strategies for the educational market. In his current position, he researches and identifies educational needs in order to provide viable options and help to establish programs and professional development plans for school districts around the world.

Foremost, he is a skilled presenter who provides professional development workshops and web-based trainings for school districts and conferences across the United States. Additionally, Mr. Zimmerman is a skilled grant writer who has written and developed grants and school improvement programs that have earned districts millions of dollars in additional funding.

Topic Index

Assessment / Testing

Saturday 09:00-10:20	B109	*Developing and Managing Basic Speaking Assessment for Large Classes*, Sara Davila & Peadar Callaghan
Saturday 10:25-10:50	S105	*Using the Moodle Quiz Module to Develop and Analyze Tests*, Andrew Gorringe & John Anderson
Saturday 13:30-13:55	S106	*An analysis of learner interaction in task-based oral proficiency assessment*, Martin Hawkes
Saturday 16:30-17:15	C601	*First Year English - Grading Fairness in Mixed Level Classes*, Douglas Sewell, Shelley Lawson & Adam Arra
Sunday 09:00-09:45	B142	*Making Valid and Reliable Speaking Tests*, Joseph Vitta
Sunday 10:25-10:50	S103	*Language Proficiency Exams: Comparing the IELTS, BULATS, and STEP Eiken exams*, Douglas Meyer
Sunday 14:00-14:45	M105	*Techniques to Testing Spoken Language*, Soo Ha Sue Yim
Sunday 15:00-15:45	M105	*A non-traditional approach to the TOEIC classroom, introducing student self-constructed TOEIC tests*, Bruce Lander & Harry Carley
Sunday 15:00-15:45	B161	*Assessing oral ability: An overview of Elicitation Techniques*, Phillipa Arthur

Classroom Management

Saturday 09:00-09:45	C505	*Create a win-win syllabus for your university students through classroom negotiation*, Kristin Dalby & Tim Dalby
Saturday 09:00-09:45	B121	*Do they get it?: Six techniques for monitoring students' comprehension in class*, Heidi Vande Voort Nam
Saturday 10:00-10:45	M104	*From Politeness to Participation: Changing Asian Classrooms' Atmosphere Without Changing Students' Culture*, Ken Morrison
Saturday 13:30-15:15	Music Lobby	*Acquisition Second Language by the underprivileged students of rural area of Bangladesh*, Mohammad Rabiul Alam
Saturday 14:30-15:15	C505	*Teaching Younger Learners: What's the Secret?*, Terry Faulkner
Saturday 15:30-16:15	B111	*Successful English Lessons and How to Create Them!*, Oliver Bayley
Saturday 16:30-17:15	B178	*Classroom Management: Supportive, Corrective and Preventative Measures*, Sara Davila
Sunday 09:00-09:45	C505	*Motivation: Reward Systems that Actually Work*, Jackie Bolen
Sunday 09:00-10:20	B109	*Delivering successful learner interaction in the language classroom: Applying basic guidelines*, Clare Conway & Heather Richards
Sunday 12:00-12:45	C505	*The Effect of Affect in Collaborative Writing*, Joe Walther
Sunday 14:00-14:45	B109	*Maximizing Learner Participation while Reducing Teacher Talk Time*, Wayne Bottiger
Sunday 15:00-15:45	B109	*Team Teaching in Korean Classrooms*, Leonie Overbeek

Content-based Instruction

Saturday	14:30-15:15	B161	*Deep Scaffolding: Ways to Help EFL Learners Navigate in Content Reading*, Clara Lee Brown & Eun Sil Seo
Saturday	16:30-17:15	S105	*An application of CBI in Japanese universities teaching geopolitical challenges of energy.*, Richard Miller, Michael Parrish & Zane Ritchie
Saturday	16:30-17:15	B142	*Maximize English language and content learning with Language Central!*, Chanmi Hong
Sunday	09:00-09:45	B167	*English Medium Content Instruction - Change and Challenge for Korean Universities*, Markus Burkhart & Douglas Sewell
Sunday	10:00-10:45	C505	*Content-Based Instruction Considerations for Tertiary-Level Instruction*, David Shaffer
Sunday	10:00-10:45	B166	*Science Fusion – Interactivity in the Classroom*, William Packard
Sunday	10:25-10:50	S105	*Scaffolding authentic materials for motivation and acquisition in immersion classes*, Calum Adamson
Sunday	12:00-12:45	M104	*Post-modernism and the Learning Environment*, Rodney Stubbs
Sunday	12:00-12:45	M104	*Content-Based English Instruction and Curriculum for Korean Students*, Clara Lee Brown & Eun Sil Seo

Conversation / Pronunciation

Saturday	09:00-09:45	M103	*Implementing Effective Shadowing English Program*, Kyungnan Park
Saturday	09:00-09:45	B161	*21st Century Skills for Today's College Students*, Patrick Hafenstein
Saturday	10:00-10:45	S103	*Learners' turn-taking strategies: A case study of conversation-room interaction*, Nathan Paul Krug & Tomomi Otsu
Saturday	10:00-10:45	B111	*Make Learning Fun and Memorable with* Everybody Up!, Julie Hwang
Saturday	14:30-15:15	B142	*Cross-curricular content ~ without the blood, sweat and tears.*, Gilly Dempster
Saturday	14:30-15:15	B168	*K.I.S.S. English for young English Learners' exploration and use of new speaking skills*, David Jones
Sunday	09:00-09:45	B161	*Introducing Strategies for Communicative Competence*, Alastair Graham-Marr
Sunday	09:00-09:45	B168	*Effective way of approaching speaking classes for children.*, David Jones
Sunday	10:00-10:25	B164	*Revising a Conversation – A Unique Opportunity*, Christie Provenzano & Sorrell Yue
Sunday	10:00-10:45	B111	*Bring Your Classroom to Life with the New Let's Go 4th Edition!*, Julie Hwang
Sunday	10:00-10:45	M101	*The Art of Communication*, Patrick Hafenstein
Sunday	10:00-10:45	M103	*Teaching English Speaking with Four Principles (Back To the Basic)*, Miji Jung
Sunday	12:00-12:45	B107	*Getting more Conversation into Conversation Classes*, Justin McKibben
Sunday	12:00-12:45	M103	*The Making of a Child Ambassador*, Gilly Dempster
Sunday	12:00-12:45	M105	*Speaking of making Speeches, the how, the what and the why.*, Amanda Maitland el Amri
Sunday	15:00-15:45	M103	*My Ten Favorite Role-Plays for University Students*, Jeffrey Walter

Corpus Linguistics

Saturday 13:30-14:15	B107	*Using Learner Corpora to Connect with Students' Cultures*, Nicholas Groom
Sunday 11:00-11:45	B142	*DIY Corpora for EFL Teachers*, Nicholas Groom

Critical Thinking

Saturday 14:30-15:15	B121	*Critical Thinking 2.0: Thinking, Doing, Changing*, Chuck Sandy

Cross-cultural / Intercultural communication

Saturday 09:00-10:45	Music Lobby	*Teaching Students About Culture Shock*, Claire Schadler
Saturday 09:25-10:20	C601	*Adapting to the Globalization of Language, Institutions, and Businesses*, Robert Kienzle, Jody Allan Barron & Nicholas Gagne
Saturday 10:00-10:45	B166	*Teachers Connecting Crossculturally: A New Paradigm for Intercultural Professional Mentoring*, Lynne Diaz-Rico, Julie Ciancio & Eun-Jeong Kim
Saturday 14:30-15:15	S103	*Improving International Communication: A Proposal For Korea*, Andee Pollard
Saturday 16:55-17:20	S103	*The effect of environment and intercultural contact on L2 motivation*, Scott Aubrey & Andrew Nowlan
Sunday 12:00-12:25	S105	*Culture of EIL: A critical discourse analysis of an EBS English program*, HeeJin Song
Sunday 15:00-15:45	S106	*Love or Logic? A Cultural Guide for Westerners and Koreans Working Together.*, Shelley Lawson

Culture and Language Learning

Saturday 09:00-09:45	S105	*Using Interactive Cross-Cultural Montage Presentations to Engage EFL Learners*, Michael Boustany & Michael Greenberg
Saturday 10:00-10:25	S105	*How to enhance cultural awareness of stereotypes*, Yoonah Rho
Saturday 10:25-10:50	B142	*Intercultural language learning: An observation framework for gaining insights into teachers' practice*, Heather Richards & Clare Conway
Saturday 14:55-15:20	M104	*Instructor Knowledge of Student Shared-social-practices in an EFL Context*, Kevin Watson & Grant Agawa
Saturday 15:30-16:15	B121	*It's Good to Talk: Understanding and (Mis)understanding in Intercultural Communication*, Muna Morris-Adams
Saturday 15:30-16:15	B142	*Connecting Culture to Class: Problems, Pitfalls and Practical Approaches for Elementary Teachers*, Setsuko Toyama
Saturday 17:30-18:15	Samsung Hall	*Connecting Global Cultures and Local Identities in the English Language Classroom*, B. Kumaravadivelu
Sunday 10:00-10:45	B121	*Beauty Contests and Murder: Topics in Intercultural Conversations*, Muna Morris-Adams
Sunday 14:00-14:45	B107	*Raising Global Cultural Consciousness in the English Language Classroom*, B. Kumaravadivelu
Sunday 15:25-15:50	B164	*The Effectiveness of Cultural Content-Based English Teaching*, Sang Kyung Kim

ESP / EAP

Saturday 14:30-15:15	B109	*Learning Out Loud! Repeated Practice and Authentic Settings Promote English Language Development*, Karie Gladis
Saturday 16:30-17:15	B167	*Improving Academic Reading: Preparing Students for Collegiate-level Study in English*, Justin Kaley
Saturday 14:30-14:55	S106	*Keywords from Academic Writing Corpora: NS-NNS Comparison*, Yeji Han
Sunday 09:00-09:45	S105	*Improving interactive communication in oral presentation through collaborative web publishing*, Nancy Shzh-Chen Lee
Sunday 10:00-10:25	S106	*Connecting disciplines at Japanese university: Adapting EAP to local academic culture*, Howard Brown & John Adamson
Sunday 14:00-14:45	S105	*Tourism@FB.com*, Monique Simpson
Sunday 15:00-15:45	B166	*Turning EAP Classrooms of Schools and Universities into Cathedrals of Learning*, Grace Wang

Genre Studies

Saturday 14:55-15:20	S106	*The Impact of Genre-awareness Rising in the EFL Essay Writing Classes on Their First Language Writing*, Siamak Mazloomi

Global Issues in the Classroom

Sunday 10:25-10:50	B109	*Paint it Green*, Brian English
Sunday 14:00-14:25	S103	*A Native-English-Speaking teacher's journey in EFL context*, Hsiang-Ni Lee & Mark Mallinder

Grammar

Saturday 13:30-14:15	B164	*Creative Grammar Instruction Techniques*, Yeon-seong Park
Saturday 13:30-14:15	M101	*Seven Steps for Bringing Grammar to Life*, Sarah Kim
Saturday 14:30-15:15	B107	*Grammar Hot Seat Questions: What If You Don't Know the Answer?*, Keith Folse
Sunday 09:00-09:45	B111	*Step by Step to Grammar Success!*, Rebecca Fletcher
Sunday 13:00-13:45	Samsung Hall	*English Grammar Nightmares: The 3 P's*, Keith Folse

Identity (Teacher or Learner)

Saturday 10:00-10:25	B164	*English L2 Personas and the Imagined Global Community of English Users*, Mark Fifer Seilhamer
Saturday 16:30-16:55	S106	*Who we are, what we think: teachers talking about themselves and teaching*, Maria Pinto
Sunday 10:25-10:50	B164	*Autonomous Language Learning: A Paradigm Shift from Teacher to Learner Control*, Stacey Vye
Sunday 12:25-12:50	S103	*The Interplay of Possible Language Teacher Selves in Professional Development Choices*, Philip Hiver

Korea

Saturday 13:30-15:15	M105	*Cultural Connections: Social Media's Perspective on Surviving and Thriving in Korea*, Stafford Lumsden, Matt VanVolkenburg, Michael Hurt, Joe McPherson, Simon Stawski, Martina Stawski & Stephen Revere
Sunday 10:00-10:25	B178	*An interview with Charles Jenkins about teaching in North Korea*, Richard Miller
Sunday 14:00-15:20	C505	*The Impact of Confucianism Across Korean Culture*, Isabelle Min

Learning Preferences / Styles

Saturday 13:30-13:55	S105	*Pushing the paradigm: Native English speaking teachers using Korean to teach EFL*, John McGaughey
Saturday 13:55-14:20	S105	*Learning Strategies Based Instruction in Korean EFL College Classrooms*, Jaewon Yun
Saturday 14:55-15:20	B178	*Teachers' Intentions and Learners' Perceptions about Recasts, Prompts, and Models*, Asghar Salimi
Saturday 16:55-17:20	B164	*Student interaction with teacher feedback through online videos*, Marie-Emilie Masson
Sunday 12:00-12:25	B164	*Student peer teaching - a strategy for exploiting learner's autonomy*, Alina Chirciu
Sunday 12:25-12:50	B164	*Developing learner autonomy for Korean learners*, Ohee Rahman

Listening

Saturday 09:00-09:45	B111	*Active and Engaged: Improving Students' Active Listening Skills*, Rebecca Fletcher
Saturday 09:00-09:45	B166	*Teaching Vital Listening Skills to Lower Level Learners*, Alastair Graham-Marr
Saturday 10:00-10:45	M105	*Developing Communication Skills though Effective Listening Practice*, Anna S Y Lee
Sunday 09:00-09:45	B121	*Active Listening (moving beyond fill in the blanks)*, Peadar Callaghan

Literacy / Reading

Saturday 09:00-09:45	B164	*Teaching Critical Literacy in EFL classrooms: Theory and Practice*, Hsiang-Ni Lee & Mark Mallinder
Saturday 10:00-10:45	B161	*From Vocabulary Acquisition to Confident Reading*, Justin Kaley
Saturday 10:00-10:45	B167	*Phonics Show, the Good Beginning for Fluent Reading and Writing*, Gemma Kang
Saturday 10:25-10:50	B164	*English Literacy Development in Japanese and Korean Grade Schools*, David Coulson
Saturday 11:30-12:15	Samsung Hall +	*Seeking a Justification for Direct Instruction*, Stephen Krashen
Saturday 13:30-15:15	C601	*Introduction to Extensive Reading*, Scott Miles
Saturday 13:30-15:15	C601	*Making Graded Readers - issues for authors and users*, Rob Waring
Saturday 13:30-15:15	C601	*A Four Strands Approach to Developing an Extensive Reading Program*, Rocky Nelson
Saturday 13:30-15:15	C601	*The Korean English Extensive Reading Association*, Simon Gillett

Saturday 13:30-15:15	C601	*How can Graded Readers trigger inner motivation of learning?*, Eunsol Shin
Saturday 13:30-15:15	C601	*A Yonsei University Academic Reading and Writing Extensive Reading Program: A Model*, Greg Brooks-English
Saturday 14:30-15:15	B111	*Connect Your Students to the World through Graded Readers!*, Julie Hwang
Saturday 14:30-15:15	B167	*Bringing History to Life in the English Classroom*, Lewis Thompson
Saturday 14:30-15:15	M101	*Teaching Language through Literature*, Mary Lou McCloskey
Saturday 16:30-17:15	B166	*Reading: Take Away the 10-question Syndrome from Your Students*, Novi Rahayu Restuningrum & Diyantari Diyantari
Sunday 09:00-09:45	B164	*Learning Out Loud! Repeated Practice and Authentic Settings Promote English Language Development*, Hillary Wolfe
Sunday 09:00-09:45	M101	*"Big Questions" for Little Students: Introducing Authentic Reading at the Primary Level*, Justin Kaley
Sunday 09:00-09:45	M103	*Effective Activities thru On-off Blended Intensive Reading*, Joohee Kim
Sunday 09:00-09:45	M104	*Academic Success through Content-Area Literacy*, Larry Zimmerman
Sunday 15:00-15:45	B107	*Trends in Sustained Silent Reading*, Stephen Krashen
Sunday 15:00-15:45	B111	*Building English Language Skills through Reading Fluency*, Rebecca Fletcher
Sunday 15:00-15:45	B142	*Engaging Students in Reading Comprehension*, Ian Bosiak
Sunday 15:00-15:45	B167	*Little Books for the little learners of English!*, Chanmi Hong
Sunday 15:00-15:45	B168	*Academic Success through Content-Area Literacy*, Karie Gladis

Materials / Course Design

Saturday 09:00-10:20	M101	*Role Play 101: Crafting Role Plays That Connect With Students*, Froilan Vispo
Saturday 10:25-10:50	M101	*Putting the 'multiple' in multiple choice*, Matthew Coomber
Saturday 10:25-10:50	B107	*Changing the Curriculum Paradigms: Implementing a New NA Model for University Language Programs*, Kathleen Brown
Saturday 13:30-14:15	B121	*Eliciting: Why, How, and How Not*, Roger Fusselman
Saturday 13:30-14:15	B161	*Use your own conversations to teach English Conversation.*, Melanie Steyn
Saturday 13:30-14:50	B178	*101-K: Introduction to Korean 'Elementary School English' Textbook Activities*, Michael Free
Saturday 16:30-17:15	C505	*Guidelines for Preparing and Teaching an English Conversation Class*, Allison Bill
Saturday 16:30-17:15	M103	*Model United Nations for EFL students: preparation and outcomes*, Calum Adamson
Sunday 12:00-12:45	B178	*Basic Concepts in Thinking About Teaching: The Importance of Lesson Objectives*, Phillipa Arthur
Sunday 15:00-15:45	M104	*Storytelling in Life, Lessons and Presentations*, Robert Kienzle

Multiple Skills

Saturday 09:00-10:20	B142	*Webgems: Resourcing your classroom on the internet:*, Tory Thorkelson
Saturday 09:00-10:20	B107	*What's Dat?*, Susan Pryor

Saturday 10:00-10:45	B121	*Movie Making: A Class Curriculum*, Justin Barbaree & Shawn McKay
Saturday 10:00-10:45	B168	*Moving Young Learners from Teacher Dependence to Independent Learning*, Ken Beatty
Saturday 13:30-14:15	B111	*English Time 2nd Edition: A New Look and More Content!*, Setsuko Toyama
Saturday 16:30-17:15	B107	*Digital Storytelling: A Modern Expression of an Ancient Art*, Edward Sanchez
Saturday 16:30-17:15	B161	*Closing the loop: Techniques to provide and generate classroom feedback.*, Charles J. Anderson
Saturday 16:30-17:15	M101	*How to Promote Multiple Intelligences of Young Learners in the EFL Classroom?*, So-Jung Yoo
Saturday 16:30-17:15	M105	*21st Century Young Learner ELT: Tools and Techniques for Motivation, Materials and Practice*, Aaron Jolly
Sunday 09:00-09:45	S106	*Identity and values with "This I Believe"*, Grant Black
Sunday 09:00-10:45	Music Lobby	*Effective Strategies and Methods for Teaching English Without a Common Language*, Amanda Green & Sarah Christian
Sunday 10:00-10:45	M104	*Integrating skills through survey-based project work*, Matthew Coomber
Sunday 10:25-10:50	B161	*The One Correct Answer - its Implications*, Robert Waring
Sunday 12:00-12:45	B109	*Integrating the four strands*, Stephen-Peter Jinks
Sunday 12:00-12:45	M101	*English in Common: A Clear Path to Success with the CEF*, Sam Lee
Sunday 14:00-14:45	B178	*Stories, Songs and Smiles in the EFL Classroom of Young Learners*, Setsuko Toyama
Sunday 14:00-14:45	B111	*Empower Your Students with the Skills Needed to Achieve Academic Success*, Oliver Bayley
Sunday 14:00-14:45	S106	*'Critical' Transformation: Enhancing EFL Textbooks with Critical Thinking*, Vincent Greenier & Michael Massey
Sunday 15:00-15:45	B121	*Middle-School Portfolios for Independent English Learning*, Roger Fusselman

Pecha Kucha

Saturday 18:00-19:00	Samsung Hall	*Making Use of Schema Theory: A Snowy Example*, Ken Beatty
Saturday 18:00-19:00	Samsung Hall	*KOTESOL: 19 Years in 20 Slides*, Rob Dickey
Saturday 18:00-19:00	Samsung Hall	*A Personal Reading List*, Gavin Dudeney
Saturday 18:00-19:00	Samsung Hall	*Perhaps the Strangest Example of Culture*, Keith Folse
Saturday 18:00-19:00	Samsung Hall	*General Arguments for Specific Corpora in the EFL Classroom*, Nicholas Groom
Saturday 18:00-19:00	Samsung Hall	*It's Inside You*, Chuck Sandy
Saturday 18:00-19:00	Samsung Hall	*The History of English in Verse*, Julien McNulty

Pragmatics

Saturday 09:25-09:50	M104	*A study on cross-cultural speech acts*, Hye Jeong Kim

Reflective Teaching Practice

Saturday 10:00-10:45	B178	*Reflecting on Reflective Practice: (Re)Visiting Dewey and Schön*, Thomas S. C. Farrell
Saturday 10:25-10:50	B109	*Paradigm Shifts in Korea - Sisyphus's Labour?*, Leonie Overbeek
Saturday 15:30-16:15	B107	*Reflective Practice: Looking at the Teacher*, Thomas S. C. Farrell
Sunday 09:00-09:45	B166	*Pushing Toward Higher Teacher Competency: Professional Development for TESOL Educators*, Shannon Tanghe
Sunday 10:25-10:55	S106	*Impact of Language Learning Experiences on EFL Teachers' Professional Practices*, Sreemali Herath
Sunday 11:00-11:45	B107	*Reflective Practice: Looking at the Classroom*, Thomas S. C. Farrell
Sunday 14:00-14:25	B166	*Overcoming the Culture Obstacle --Integrating Critical Thinking with College English Writing Education*, Wanqing Cheng
Sunday 14:00-14:25	B164	*Evaluation of the Freshman Integrated Program at Dongguk University, Gyeongju*, Lyndon Hott
Sunday 14:25-14:50	B164	*High School EFL Teachers' pedagogical Beliefs and Practices:*, Birhanu Simegn

Second Language Acquisition

Saturday 09:00-09:45	B178	*Principles for Second Language Acquisition in East Asia*, Douglas Meyer
Saturday 13:30-14:15	B109	*Challenging Popular Opinions on Language Learning and Teaching*, David Shaffer
Sunday 12:00-12:25	S103	*Initial Investigations into EFL Teacher Beliefs at the Korean University Level*, Adam Arra
Sunday 15:00-15:45	S105	*A study of language interaction patterns in an overseas homestay environment*, Mitchell Clark

Sociolinguistics / Language policy / World Englishes

Saturday 14:30-15:15	S105	*Incorporating a World Englishes Focus into a University Speaking Course*, Shannon Tanghe
Saturday 14:55-15:20	B166	*Korean university students' attitudes towards varieties of English*, Jake Breaux
Saturday 16:55-17:20	S106	*L2 Vocabulary in the L1 Environment: A Digital Photography Action Research Project*, Keith Barrs
Sunday 09:00-09:45	M105	*Creating Positive "Imagined Communities": A University English Volunteer Club's Community Outreach*, Jean Kim, Jou Hwi Jung & Yoo Jeong Lee

Teacher Development

Saturday 13:30-14:15	B142	*The Cambridge TKT - the flexible teachers' exam*, James Forrest
Saturday 13:30-14:15	M103	*The Debate as a Language Learning Tool: Insight into Versatile Roles*, Cheri Lee
Saturday 13:30-14:50	M104	*Teacher Training in Korea, Now and in the Future*, Tim Dalby, Bora Sohn, Josette LeBlanc, Tim Thompson & Michael Griffin

Saturday 13:30-14:50	B166	*Toastmasters: Using the Benefits of a Nonprofit Public Speaking Club to Improve Teaching*, Valentin Macias & Robert Kienzle
Saturday 13:55-14:20	S106	*Utilizing ICT Video Conferencing for Pre-service English Teacher Training and Cultural Learning*, Minako Yogi
Saturday 14:30-15:15	M103	*Designing a Leveled Debate Curriculum: An Alternative to Productive Skill Classes*, Cheri Lee
Saturday 16:30-17:15	B109	*Training Teachers of English to Very Young Learners (TEVYL) 2-10*, Robert, J. Dickey, JD & Jake Kimball
Sunday 10:00-10:45	M105	American English Online *Opens Doors*, George Scholz & Leslie Opp-Beckman
Sunday 11:00-11:45	B161	*Beyond Words: Reflecting on Classes and the State of Korean ELT*, Robert, J. Dickey, JD
Sunday 11:00-11:45	B178	*Building a Community of Leaders in ELT*, Chuck Sandy
Sunday 12:00-12:45	B167	*Aston University Programs*, Muna Morris-Adams
Sunday 14:00-14:45	B142	*University of Birmingham Distance MA and PhD Programs*, Nicholas Groom
Sunday 14:25-14:50	S103	*Suggestions for effective teacher training program both NET and NNET*, Yunjeong Park
Sunday 15:00-15:25	B164	*How to Stay Hot: Motivation of Non-Native English Teachers*, Robert Snell & Brad Serl
Sunday 15:00-15:45	M101	*Professional Advancement through Online MA TESOL and Certification Programs*, David Bracey

Technology-enhanced instruction / CALL / CMI

Saturday 09:00-09:45	M105	*Phonics in Digital Classroom Environment*, Geo Kim
Saturday 09:00-10:45	Music Lobby	*Connecting to Cloud Culture to Push Language Learning Paradigms*, Trudie Heiman
Saturday 10:00-10:45	B112	*Speaking Out: Online Resources for Oral-Aural Skills Development*, Leslie Opp-Beckman
Saturday 13:30-15:15	Music Lobby	*Instant Messenger Cooperative Development: Journeys of discovery*, Andrew Boon
Saturday 13:30-15:15	Music Lobby	*Blogging in the Language Classroom*, Christie Provenzano
Saturday 14:30-15:15	B164	*The Teacher's Tablet: iPads on the Podium*, Stephen Henneberry
Saturday 15:30-16:15	B178	*New Literacies: Teachers & Learners*, Gavin Dudeney
Saturday 16:30-16:55	B164	*Creating a Homemade Corpus of Spoken English for the Language Classroom*, Andrew Prosser
Saturday 16:30-17:15	B121	*A University in Your Hand: The Online Learning Paradigm*, Ken Beatty
Sunday 09:00-09:45	B107	*Interactive language activities with multimedia technology applications for classroom teachers and students*, Ye-Kyoung Kim & Il Young Seo
Sunday 10:00-10:45	B107	*New Literacies: From Theory to Practice*, Gavin Dudeney
Sunday 10:00-10:45	B167	*Using the Interactive Whiteboard effectively with diverse online contents!*, Lisa So
Sunday 11:00-11:45	B121	*From Printed Page to Immersive Experience: Making CALL Work in the Classroom*, Ken Beatty
Sunday 12:00-12:25	S106	*Embracing technology, culture, and language learning through multilingual wiki creation*, John McGaughey

Sunday 12:00-12:45	B161	*M-learning: Using Mobile Phones in a Language Class Effectively*, Pir Suhail Ahmed
Sunday 12:00-12:45	B166	*Educators Adapting to Social Changes in the Classroom: Teaching with Technology*, Duane Myhre
Sunday 12:25-12:50	S106	*Teaching English in 140 Characters: Twitter in the Classroom*, Tom Edwards
Sunday 14:00-14:45	M104	*Blogging and Bravery: A Student-Centered Pedagogical Approach to Using CALL Materials*, Melissa Goldman Shaffer
Sunday 14:00-15:20	C601	*101-K: Introduction to Korean 'Elementary School English' CD-ROMs*, Michael Free
Sunday 14:00-15:45	Music Lobby	*The Language Matrix: Artificial Intelligent, Language Learning and the War on Terror*, Daniel Mills
Sunday 15:00-15:45	S103	*Building A Website for Your Class With Joomla CMS*, Heidi Louise Song

Video in the Classroom

Saturday 10:00-10:45	C505	*Using Digital Storytelling as a Project for your Students*, Justin McKibben
Saturday 10:00-10:45	M103	*EnglishCentral - Personalized Language Immersion: A new way to use video in TESOL*, David Deubelbeiss
Saturday 13:30-14:15	C505	*Using Video To Adapt Classroom Curriculum*, David Deubelbeiss
Sunday 14:00-14:45	B161	*Building Video Courses: An Integrated Skills Approach to Personalized Language Immersion*, Aaron Jolly
Sunday 15:00-15:45	B178	*Teaching with Video/Technology*, Andy Curtis

Vocabulary

Saturday 09:00-09:45	B167	*Academic Vocabulary: Strategies for Success!*, Larry Zimmerman
Saturday 09:00-09:45	B168	*Vocabulary for your ELL Learners*, Mary Lou McCloskey
Sunday 09:00-10:45	C601	*Effective feedback: Drawing on students' ability to acquire vocabulary*, Charles J. Anderson
Sunday 09:00-10:45	C601	*Sentenced to acquisition*, Luke Fryer
Sunday 09:00-10:45	C601	*Practical classroom approaches to vocabulary instruction: a longitudinal experiment*, Aaron Gibson
Sunday 09:00-10:45	C601	*The effect of auditory support on high frequency vocabulary acquisition*, Mark Howarth
Sunday 09:00-10:45	C601	*Practical classroom approaches to vocabulary instruction: a longitudinal experiment*, Tim Pritchard
Sunday 09:00-10:45	C601	*Practical classroom approaches to vocabulary instruction: a longitudinal experiment*, Simon Wilkins
Sunday 09:00-10:45	C601	*Effective Instruction of the Top 2000 Words*, Alonzo Williams
Sunday 10:00-10:25	B161	*Implementing the Lexical Approach for Korean Learners*, Ohee Rahman
Sunday 10:00-10:45	B168	*Academic Vocabulary: Strategies for Success*, Karie Gladis
Sunday 12:00-12:45	B168	*Content Vocabulary: From Research to Best Practice*, Sarah Kim
Sunday 14:00-15:45	Music Lobby	*Spicing Up the ESL Classroom with Rhymes*, Christopher Bozek

Writing

Saturday 09:00-09:45	B112	*Integrating Online Materials to Facilitate the Writing Process*, Brian English
Saturday 09:00-09:45	S103	*Preventing Plagiarism: Korean College Students need our Help*, Heather Gregg
Saturday 13:30-13:55	S103	*Writing Tasks for International Graduate Students: What do Professors Expect?*, Joyce Maeda & Akemi Kawamura
Saturday 13:30-14:15	B167	*Fun and Easy Ideas for Paragraph and Essay Writing*, Gabriel Allison
Saturday 13:30-14:15	B168	*Empower students with effective writing strategies: Strategies for Writers*, Chanmi Hong
Saturday 13:55-14:20	S103	*Essential concepts in academic writing*, Peter Carter
Saturday 16:30-16:55	S103	*An Effective Writing Skill Teaching Model for Young Learners*, Unchalee Sermsongswad
Saturday 16:30-17:15	B168	*Writing as Structure and Process*, Jia Kang
Saturday 16:30-17:15	M104	*Understanding Culture: Interactive Pre-writing Activities*, Janet Chai
Sunday 09:00-10:45	Music Lobby	*A Review and Guide for Self-assessment in Second Language Writing*, John Peloghitis
Sunday 10:00-10:25	S103	*Writing through micro-project for young learners*, Yeosun Kim
Sunday 10:00-10:45	B142	*Five Practical Activities for a Great Writing Class*, Keith Folse
Sunday 12:00-12:45	B121	*Writing Rubric Promotes Consistent and Fair Evaluations*, Robert Ludwiczak
Sunday 14:00-14:45	B168	*Making peer editing work*, Tim Roberts & Maria Pinto
Sunday 14:00-14:45	B167	*Teaching Writing with Write Source – Back to Basics!*, William Packard
Sunday 14:00-14:45	M101	*Writing Made Easy for Teachers and Fun for Students*, Patrick Hafenstein
Sunday 14:00-14:45	M103	*Effective Way of Improving Writing Skills for Children*, David Choi

Presentation Style Index

Teaching 101

Day and Time	Room	Presenter	Presentation title
Sat 09:00-09:45	B178	Douglas Meyer	*Principles for Second Language Acquisition in East Asia*
Sat 09:00-10:20	B142	Tory Thorkelson	*Webgems: Resourcing your classroom on the internet:*
Sat 13:30-14:15	B109	David Shaffer	*Challenging Popular Opinions on Language Learning and Teaching*
Sat 13:30-14:50	B178	Michael Free	*101-K: Introduction to Korean 'Elementary School English'Textbook Activities*
Sat 14:30-15:15	C505	Terry Faulkner	*Teaching Younger Learners: What's the Secret?*
Sat 16:30-17:15	C505	Allison Bill	*Guidelines for Preparing and Teaching an English Conversation Class*
Sun 09:00-10:20	B109	Clare Conway & Heather Richards	*Delivering successful learner interaction in the language classroom: Applying basic guidelines*
Sun 12:00-12:45	B109	Stephen-Peter Jinks	*Integrating the four strands*
Sun 14:00-14:45	B109	Wayne Bottiger	*Maximizing Learner Participation while Reducing Teacher Talk Time*
Sun 14:00-15:20	C601	Michael Free	*101-K: Introduction to Korean 'Elementary School English' CD-ROMs*
Sun 15:00-15:45	B109	Leonie Overbeek	*Team Teaching in Korean Classrooms*

Classroom application of research

Day and Time	Room	Presenter	Presentation title
Sat 09:00-09:45	C505	Kristin Dalby & Tim Dalby	*Create a win-win syllabus for your university students through classroom negotiation*
Sat 09:00-09:45	M103	Kyungnan Park	*Implementing Effective Shadowing English Program*
Sat 09:00-09:45	B164	Hsiang-Ni Lee & Mark Mallinder	*Teaching Critical Literacy in EFL classrooms: Theory and Practice*
Sat 10:00-10:25	S105	Yoonah Rho	*How to enhance cultural awareness of stereotypes*
Sat 10:00-10:45	M104	Ken Morrison	*From Politeness to Participation: Changing Asian Classrooms' Atmosphere Without Changing Students' Culture*
Sat 10:00-10:45	B121	Justin Barbaree & Shawn McKay	*Movie Making: A Class Curriculum*
Sat 10:25-10:50	B142	Clare Conway & Heather Richards	*Intercultural language learning: An observation framework for gaining insights into teachers' practice*

Day and Time	Room	Presenter	Presentation title
Sat 10:25-10:50	M101	Matthew Coomber	*Putting the 'multiple' in multiple choice*
Sat 13:30-13:55	S103	Joyce Maeda & Akemi Kawamura	*Writing Tasks for International Graduate Students: What do Professors Expect?*
Sat 13:55-14:20	S106	Minako Yogi	*Utilizing ICT Video Conferencing for Pre-service English Teacher Training and Cultural Learning*
Sat 14:30-15:15	B161	Clara Lee Brown & Eun Sil Seo	*Deep Scaffolding: Ways to Help EFL Learners Navigate in Content Reading*
Sat 14:30-15:15	S103	Andee Pollard	*Improving International Communication: A Proposal For Korea*
Sat 14:30-15:15	S105	Shannon Tanghe	*Incorporating a World Englishes Focus into a University Speaking Course*
Sat 14:55-15:20	M104	Kevin Watson & Grant Agawa	*Instructor Knowledge of Student Shared-social-practices in an EFL Context*
Sat 16:30-16:55	B164	Andrew Prosser	*Creating a Homemade Corpus of Spoken English for the Language Classroom*
Sat 16:30-17:15	C601	Douglas Sewell, Shelley Lawson & Adam Arra	*First Year English - Grading Fairness in Mixed Level Classes*
Sat 16:30-17:15	S105	Richard Miller, Michael Parrish & Zane Ritchie	*An application of CBI in Japanese universities teaching geopolitical challenges of energy.*
Sat 16:55-17:20	S106	Keith Barrs	*L2 Vocabulary in the L1 Environment: A Digital Photography Action Research Project*
Sun 09:00-09:45	M105	Jean Kim, Jou Hwi Jung & Yoo Jeong Lee	*Creating Positive "Imagined Communities": A University English Volunteer Club's Community Outreach*
Sun 10:00-10:25	B164	Christie Provenzano & Sorrell Yue	*Revising a Conversation – A Unique Opportunity*
Sun 10:00-10:25	B161	Ohee Rahman	*Implementing the Lexical Approach for Korean Learners*
Sun 10:00-10:45	C505	David Shaffer	*Content-Based Instruction Considerations for Tertiary-Level Instruction*
Sun 10:25-10:50	S103	Douglas Meyer	*Language Proficiency Exams: Comparing the IELTS, BULATS, and STEP Eiken exams*
Sun 10:25-10:50	S105	Calum Adamson	*Scaffolding authentic materials for motivation and acquisition in immersion classes*
Sun 10:25-10:50	B161	Robert Waring	*The One Correct Answer - its Implications*
Sun 12:00-12:25	B164	Alina Chirciu	*Student peer teaching - a strategy for exploiting learner's autonomy*
Sun 12:00-12:45	C505	Joe Walther	*The Effect of Affect in Collaborative Writing*
Sun 12:00-12:45	B161	Pir Suhail Ahmed	*M-learning: Using Mobile Phones in a Language Class Effectively*
Sun 14:00-14:25	B166	Wanqing Cheng	*Overcoming the Culture Obstacle --Integrating Critical Thinking with College English Writing Education*

Day and Time	Room	Presenter	Presentation title
Sun 14:00-14:25	B166	Clara Lee Brown & Eun Sil Seo	*Content-Based English Instruction and Curriculum for Korean Students*
Sun 14:00-14:45	M104	Melissa Goldman Shaffer	*Blogging and Bravery: A Student-Centered Pedagogical Approach to Using CALL Materials*
Sun 14:00-14:45	B168	Tim Roberts & Maria Pinto	*Making peer editing work*
Sun 15:00-15:45	B166	Grace Wang	*Turning EAP Classrooms of Schools and Universities into Cathedrals of Learning*
Sun 15:00-15:45	M104	Robert Kienzle	*Storytelling in Life, Lessons and Presentations*

Colloquium: Extensive Reading

Day and Time	Room	Presenter	Colloquium Presentation titles
Sat 13:30-15:15	C601	Scott Miles	*Introduction to Extensive Reading*
Sat 13:30-15:15	C601	Rob Waring	*Making Graded Readers - issues for authors and users*
Sat 13:30-15:15	C601	Rocky Nelson	*A Four Strands Approach to Developing an Extensive Reading Program*
Sat 13:30-15:15	C601	Simon Gillett	*The Korean English Extensive Reading Association*
Sat 13:30-15:15	C601	Eunsol Shin	*How can Graded Readers trigger inner motivation of learning?*
Sat 13:30-15:15	C601	Greg Brooks-English	*A Yonsei University Academic Reading and Writing Extensive Reading Program: A Model*

Colloquium: Vocabulary

Day and Time	Room	Presenter	Colloquium Presentation titles
Sun 09:00-10:45	C601	Charles J. Anderson et al.	*Practical classroom approaches to vocabulary instruction: a longitudinal experiment.*
Sun 09:00-10:45	C601	Charles J. Anderson	*Effective feedback: Drawing on students' ability to acquire vocabulary*
Sun 09:00-10:45	C601	Luke Fryer	*Sentenced to acquisition*
Sun 09:00-10:45	C601	Mark Howarth	*The effect of auditory support on high frequency vocabulary acquisition*
Sun 09:00-10:45	C601	Simon Wilkins	*Practical classroom approaches to vocabulary instruction: a longitudinal experiment*
Sun 09:00-10:45	C601	Alonzo Williams	*Effective Instruction of the Top 2000 Words*
Sun 09:00-10:45	C601	Tim Pritchard	*Practical classroom approaches to vocabulary instruction: a longitudinal experiment*
Sun 09:00-10:45	C601	Aaron Gibson	*Practical classroom approaches to vocabulary instruction: a longitudinal experiment*

Korea

Day and Time	Room	Presenter	Presentation title
Sun 10:00-10:25	B178	Richard Miller	*An interview with Charles Jenkins about teaching in North Korea*
Sun 14:00-15:20	C505	Isabelle Min	*The Impact of Confucianism Across Korean Culture*

Invited Featured Speaker

Day and Time	Room	Presenter	Presentation title
Sat 15:30-16:15	B178	Gavin Dudeney	*New Literacies: Teachers & Learners*
Sat 15:30-16:15	B121	Muna Morris-Adams	*It's Good to Talk: Understanding and (Mis)understanding in Intercultural Communication*
Sat 15:30-16:15	B142	Setsuko Toyama	*Connecting Culture to Class: Problems, Pitfalls and Practical Approaches for Elementary Teachers*
Sat 15:30-16:15	B107	Thomas S. C. Farrell	*Reflective Practice: Looking at the Teacher*
Sun 11:00-11:45	B121	Ken Beatty	*From Printed Page to Immersive Experience: Making CALL Work in the Classroom*
Sun 11:00-11:45	B161	Robert, J. Dickey, JD	*Beyond Words: Reflecting on Classes and the State of Korean ELT*
Sun 11:00-11:45	B178	Chuck Sandy	*Building a Community of Leaders in ELT*
Sun 11:00-11:45	B142	Nicholas Groom	*DIY Corpora for EFL Teachers*
Sun 11:00-11:45	B107	Thomas S. C. Farrell	*Reflective Practice: Looking at the Classroom*

Invited Talks

Day and Time	Room	Presenter	Presentation title
Sat 10:00-10:45	B178	Thomas S. C. Farrell	*Reflecting on Reflective Practice: (Re)Visiting Dewey and Schön*
Sat 13:30-14:15	B107	Nicholas Groom	*Using Learner Corpora to Connect with Students' Cultures*
Sat 14:30-15:15	B121	Chuck Sandy	*Critical Thinking 2.0: Thinking, Doing, Changing*
Sat 16:30-17:15	B121	Ken Beatty	*A University in Your Hand: The Online Learning Paradigm*
Sat 16:30-17:15	B109	Robert, J. Dickey, JD & Jake Kimball	*Training Teachers of English to Very Young Learners (TEVYL) 2-10*
Sun 14:00-14:45	B178	Setsuko Toyama	*Stories, Songs and Smiles in the EFL Classroom of Young Learners*
Sun 15:00-15:45	B107	Stephen Krashen	*Trends in Sustained Silent Reading*

Invited Plenary

Day and Time	Room	Presenter	Presentation title
Sat 11:30-12:15	Samsung Hall	Stephen Krashen	*Seeking a Justification for Direct Instruction*
Sat 17:30-18:15	Samsung Hall	B. Kumaravadivelu	*Connecting Global Cultures and Local Identities in the English Language Classroom*
Sun 13:00-13:45	Samsung Hall	Keith Folse	*English Grammar Nightmares: The 3 P's*

Meet the Chapters

Day and Time	Room	Chapter Representative	Chapter or SIG Name
Sat 12:15-13:30	B167	David Shaffer	*Gwangju-Chonnam Chapter Meet-and-Greet*
Sat 12:15-13:30	B168	Suwon chapter	*Suwon Chapter Meet-and-Greet*
Sat 12:15-13:30	C601	Scott Miles	*ER Sig / KEERA Meet and Greet*
Sat 12:15-13:30	M103	Bruce Wakefield	*Meet the Seoul Chapter President*
Sat 12:15-13:30	M104	Heidi Vande Voort Nam	*Christian Teachers' SIG Meet-and-Greet*
Sat 12:15-13:30	M105	RP SIG	*Reflective Practice SIG*
Sat 15:30-16:15	C601	Scott Miles	*Korean English Extensive Reading Association Meeting and Awards Presentation*

Panel: Adapting to Globalization

Day and Time	Room	Presenter	Panel title
Sat 09:25-10:20	C601	Robert Kienzle	*Adapting to the Globalization of Language, Institutions, and Businesses*
Sat 09:25-10:20	C601	Jody Allan Barron	*Adapting to the Globalization of Language, Institutions, and Businesses*
Sat 09:25-10:20	C601	Nicholas Gagne	*Adapting to the Globalization of Language, Institutions, and Businesses*

Panel: Bloggers

Day and Time	Room	Presenter	Panel title
Sat 13:30-15:15	M105	Stafford Lumsden	*Cultural Connections: Social Media's Perspective on Surviving and Thriving in Korea*
Sat 13:30-13:50	M105	Matt VanVolkenburg	*Cultural Connections: Surviving and Thriving in Korea*
Sat 13:50-14:10	M105	Michael Hurt	*Cultural Connections: Surviving and Thriving in Korea*
Sat 14:10-14:30	M105	Joe McPherson	*Cultural Connections: Surviving and Thriving in Korea*
Sat 14:30-14:55	M105	Simon Stawski	*Cultural Connections: Surviving and Thriving in Korea*
Sat 14:30-14:55	M105	Martina Stawski	*Cultural Connections: Surviving and Thriving in Korea*
Sat 14:55-15:15	M105	Stephen Revere	*Cultural Connections: Surviving and Thriving in Korea*

Panel: Teacher Training

Day and Time	Room	Presenter	Panel title
Sat 13:30-14:50	M104	Tim Dalby	*Teacher Training in Korea, Now and in the Future*
Sat 13:30-14:50	M104	Bora Sohn	*Teacher Training in Korea, Now and in the Future*
Sat 13:30-14:50	M104	Josette LeBlanc	*Teacher Training in Korea, Now and in the Future*
Sat 13:30-14:50	M104	Tim Thompson	*Teacher Training in Korea, Now and in the Future*
Sat 13:30-14:50	M104	Michael Griffin	*Teacher Training in Korea, Now and in the Future*

Pecha Kucha

Day and Time	Room	Presenter	Pecha Kucha title
Sat 18:00-19:00	Samsung Hall	Tim Dalby, MC	*Pecha Kucha*
Sat 18:00-19:00	Samsung Hall	Ken Beatty	*Making Use of Schema Theory: A Snowy Example*
Sat 18:00-19:00	Samsung Hall	Rob Dickey	*KOTESOL: 19 Years in 20 Slides*
Sat 18:00-19:00	Samsung Hall	Gavin Dudeney	*A Personal Reading List*
Sat 18:00-19:00	Samsung Hall	Keith Folse	*Perhaps the Strangest Example of Culture*
Sat 18:00-19:00	Samsung Hall	Nicholas Groom	*General Arguments for Specific Corpora in the EFL Classroom*
Sat 18:00-19:00	Samsung Hall	Julien McNulty	*The History of English in Verse*
Sat 18:00-19:00	Samsung Hall	Chuck Sandy	*It's Inside You*

Poster presentations

Day and Time	Room	Presenter	Poster title
Sat 09:00-10:45	Music Lobby	Claire Schadler	*Teaching Students About Culture Shock*
Sat 09:00-10:45	Music Lobby	Trudie Heiman	*Connecting to Cloud Culture to Push Language Learning Paradigms*
Sat 13:30-15:15	Music Lobby	Mohammad Rabiul Alam	*Acquisition Second Language by the underprivileged students of rural area of Bangladesh*
Sat 13:30-15:15	Music Lobby	Andrew Boon	*Instant Messenger Cooperative Development: Journeys of discovery*
Sat 13:30-15:15	Music Lobby	Christie Provenzano	*Blogging in the Language Classroom*
Sun 09:00-10:45	Music Lobby	Amanda Green & Sarah Christian	*Effective Strategies and Methods for Teaching English Without a Common Language*

Day and Time	Room	Presenter	Poster title
Sun 09:00-10:45	Music Lobby	John Peloghitis	*A Review and Guide for Self-assessment in Second Language Writing*
Sun 14:00-15:45	Music Lobby	Daniel Mills	*The Language Matrix: Artificial Intelligent, Language Learning and the War on Terror*
Sun 14:00-15:45	Music Lobby	Christopher Bozek	*Spicing Up the ESL Classroom with Rhymes*

Research report / paper

Day and Time	Room	Presenter	Research report / paper title
Sat 09:25-09:50	M104	Hye Jeong Kim	*A study on cross-cultural speech acts*
Sat 10:00-10:25	B164	Mark Fifer Seilhamer	*English L2 Personas and the Imagined Global Community of English Users*
Sat 10:00-10:45	S103	Nathan Paul Krug & Tomomi Otsu	*Learners' turn-taking strategies: A case study of conversation-room interaction*
Sat 10:00-10:45	B166	Lynne Diaz-Rico, Julie Ciancio & Eun-Jeong Kim	*Teachers Connecting Crossculturally: A New Paradigm for Intercultural Professional Mentoring*
Sat 10:25-10:50	S105	Andrew Gorringe & John Anderson	*Using the Moodle Quiz Module to Develop and Analyze Tests*
Sat 10:25-10:50	B164	David Coulson	*English Literacy Development in Japanese and Korean Grade Schools*
Sat 10:25-10:50	B107	Kathleen Brown	*Changing the Curriculum Paradigms: Implementing a New NA Model for University Language Programs*
Sat 10:25-10:50	B109	Leonie Overbeek	*Paradigm Shifts in Korea - Sisyphus's Labour?*
Sat 13:30-13:55	S106	Martin Hawkes	*An analysis of learner interaction in task-based oral proficiency assessment*
Sat 13:30-13:55	S105	John McGaughey	*Pushing the paradigm: Native English speaking teachers using Korean to teach EFL*
Sat 13:55-14:20	S105	Jaewon Yun	*Learning Strategies Based Instruction in Korean EFL College Classrooms*
Sat 14:30-14:55	S106	Yeji Han	*Keywords from Academic Writing Corpora: NS-NNS Comparison*
Sat 14:55-15:20	S106	Siamak Mazloomi	*The Impact of Genre-awareness Rising in the EFL Essay Writing Classes on Their First Language Writing*
Sat 14:55-15:20	B178	Asghar Salimi	*Teachers' Intentions and Learners' Perceptions about Recasts, Prompts, and Models*
Sat 14:55-15:20	B166	Jake Breaux	*Korean university students' attitudes towards varieties of English*
Sat 16:30-16:55	S106	Maria Pinto	*Who we are, what we think: teachers talking about themselves and teaching*

Day and Time	Room	Presenter	Research report / paper title
Sat 16:30-16:55	S103	Unchalee Sermsongswad	*An Effective Writing Skill Teaching Model for Young Learners*
Sat 16:55-17:20	S103	Scott Aubrey & Andrew Nowlan	*The effect of environment and intercultural contact on L2 motivation*
Sat 16:55-17:20	B164	Marie-Emilie Masson	*Student interaction with teacher feedback through online videos*
Sun 09:00-09:45	B167	Markus Burkhart & Douglas Sewell	*English Medium Content Instruction - Change and Challenge for Korean Universities*
Sun 10:00-10:25	S106	Howard Brown & John Adamson	*Connecting disciplines at Japanese university: Adapting EAP to local academic culture*
Sun 10:25-10:50	B164	Stacey Vye	*Autonomous Language Learning: A Paradigm Shift from Teacher to Learner Control*
Sun 10:25-10:55	S106	Sreemali Herath	*Impact of Language Learning Experiences on EFL Teachers' Professional Practices*
Sun 12:00-12:25	S105	HeeJin Song	*Culture of EIL: A critical discourse analysis of an EBS English program*
Sun 12:00-12:25	S103	Adam Arra	*Initial Investigations into EFL Teacher Beliefs at the Korean University Level*
Sun 12:00-12:25	S106	John McGaughey	*Embracing technology, culture, and language learning through multilingual wiki creation*
Sun 12:25-12:50	S103	Philip Hiver	*The Interplay of Possible Language Teacher Selves in Professional Development Choices*
Sun 14:00-14:25	S103	Hsiang-Ni Lee & Mark Mallinder	*A Native-English-Speaking teacher's journey in EFL context*
Sun 14:00-14:25	B164	Lyndon Hott	*Evaluation of the Freshman Integrated Program at Dongguk University, Gyeongju*
Sun 14:25-14:50	B164	Birhanu Simegn	*High School EFL Teachers' pedagogical Beliefs and Practices:*
Sun 14:25-14:50	S103	Yunjeong Park	*Suggestions for effective teacher training program both NET and NNET*
Sun 15:00-15:25	B164	Robert Snell & Brad Serl	*How to Stay Hot: Motivation of Non-Native English Teachers*
Sun 15:00-15:45	M105	Bruce Lander & Harry Carley	*A non-traditional approach to the TOEIC classroom, introducing student self-constructed TOEIC tests.*
Sun 15:00-15:45	S105	Mitchell Clark	*A study of language interaction patterns in an overseas homestay environment*
Sun 15:25-15:50	B164	Sang Kyung Kim	*The Effectiveness of Cultural Content-Based English Teaching*

Workshop / demonstration

Day and Time	Room	Presenter	Workshop title
Sat 09:00-09:45	B121	Heidi Vande Voort Nam	*Do they get it?: Six techniques for monitoring students' comprehension in class*
Sat 09:00-09:45	B161	Patrick Hafenstein	*21st Century Skills for Today's College Students*
Sat 09:00-09:45	S105	Michael Boustany & Michael Greenberg	*Using Interactive Cross-Cultural Montage Presentations to Engage EFL Learners*
Sat 09:00-09:45	B111	Rebecca Fletcher	*Active and Engaged: Improving Students' Active Listening Skills*
Sat 09:00-09:45	B166	Alastair Graham-Marr	*Teaching Vital Listening Skills to Lower Level Learners*
Sat 09:00-09:45	M105	Geo Kim	*Phonics in Digital Classroom Environment*
Sat 09:00-09:45	B167	Larry Zimmerman	*Academic Vocabulary: Strategies for Success!*
Sat 09:00-09:45	B168	Mary Lou McCloskey	*Vocabulary for your ELL Learners*
Sat 09:00-09:45	B112	Brian English	*Integrating Online Materials to Facilitate the Writing Process*
Sat 09:00-09:45	S103	Heather Gregg	*Preventing Plagiarism: Korean College Students need our Help*
Sat 09:00-10:20	B109	Sara Davila & Peadar Callaghan	*Developing and Managing Basic Speaking Assessment for Large Classes*
Sat 09:00-10:20	M101	Froilan Vispo	*Role Play 101: Crafting Role Plays That Connect With Students*
Sat 09:00-10:20	B107	Susan Pryor	*What's Dat?*
Sat 10:00-10:45	B111	Julie Hwang	*Make Learning Fun and Memorable with* Everybody Up!
Sat 10:00-10:45	M105	Anna S Y Lee	*Developing Communication Skills though Effective Listening Practice*
Sat 10:00-10:45	B161	Justin Kaley	*From Vocabulary Acquisition to Confident Reading*
Sat 10:00-10:45	B167	Gemma Kang	*Phonics Show, the Good Beginning for Fluent Reading and Writing*
Sat 10:00-10:45	B168	Ken Beatty	*Moving Young Learners from Teacher Dependence to Independent Learning*
Sat 10:00-10:45	B112	Leslie Opp-Beckman	*Speaking Out: Online Resources for Oral-Aural Skills Development*
Sat 10:00-10:45	C505	Justin McKibben	*Using Digital Storytelling as a Project for your Students*
Sat 10:00-10:45	M103	David Deubelbeiss	*EnglishCentral - Personalized Language Immersion: A new way to use video in TESOL*
Sat 13:30-14:15	B164	Yeon-seong Park	*Creative Grammar Instruction Techniques*
Sat 13:30-14:15	M101	Sarah Kim	*Seven Steps for Bringing Grammar to Life*
Sat 13:30-14:15	B121	Roger Fusselman	*Eliciting: Why, How, and How Not*

Day and Time	Room	Presenter	Workshop title
Sat 13:30-14:15	B161	Melanie Steyn	*Use your own conversations to teach English Conversation.*
Sat 13:30-14:15	B111	Setsuko Toyama	*English Time 2nd Edition: A New Look and More Content!*
Sat 13:30-14:15	B142	James Forrest	*The Cambridge TKT - the flexible teachers' exam*
Sat 13:30-14:15	M103	Cheri Lee	*The Debate as a Language Learning Tool: Insight into Versatile Roles*
Sat 13:30-14:15	C505	David Deubelbeiss	*Using Video To Adapt Classroom Curriculum*
Sat 13:30-14:15	B167	Gabriel Allison	*Fun and Easy Ideas for Paragraph and Essay Writing*
Sat 13:30-14:15	B168	Chanmi Hong	*Empower students with effective writing strategies: Strategies for Writers*
Sat 13:30-14:50	B166	Valentin Macias & Robert Kienzle	*Toastmasters: Using the Benefits of a Nonprofit Public Speaking Club to Improve Teaching*
Sat 13:55-14:20	S103	Peter Carter	*Essential concepts in academic writing*
Sat 14:30-15:15	B142	Gilly Dempster	*Cross-curricular content ~ without the blood, sweat and tears.*
Sat 14:30-15:15	B168	David Jones	*K.I.S.S. English for young English Learners' exploration and use of new speaking skills*
Sat 14:30-15:15	B109	Karie Gladis	*Learning Out Loud! Repeated Practice and Authentic Settings Promote English Language Development*
Sat 14:30-15:15	B107	Keith Folse	*Grammar Hot Seat Questions: What If You Don't Know the Answer?*
Sat 14:30-15:15	B111	Julie Hwang	*Connect Your Students to the World through Graded Readers!*
Sat 14:30-15:15	B167	Lewis Thompson	*Bringing History to Life in the English Classroom*
Sat 14:30-15:15	M101	Mary Lou McCloskey	*Teaching Language through Literature*
Sat 14:30-15:15	M103	Cheri Lee	*Designing a Leveled Debate Curriculum: An Alternative to Productive Skill Classes*
Sat 14:30-15:15	B164	Stephen Henneberry	*The Teacher's Tablet: iPads on the Podium*
Sat 15:30-16:15	B111	Oliver Bayley	*Successful English Lessons and How to Create Them!*
Sat 16:30-17:15	B178	Sara Davila	*Classroom Management: Supportive, Corrective and Preventative Measures*
Sat 16:30-17:15	B142	Chanmi Hong	*Maximize English language and content learning with Language Central!*
Sat 16:30-17:15	B167	Justin Kaley	*Improving Academic Reading: Preparing Students for Collegiate-level Study in English*
Sat 16:30-17:15	B166	Novi Rahayu Restuningrum & Diyantari Diyantari	*Reading: Take Away the 10-question Syndrome from Your Students*

Day and Time	Room	Presenter	Workshop title
Sat 16:30-17:15	M103	Calum Adamson	*Model United Nations for EFL students: preparation and outcomes*
Sat 16:30-17:15	B107	Edward Sanchez	*Digital Storytelling: A Modern Expression of an Ancient Art*
Sat 16:30-17:15	B161	Charles J. Anderson	*Closing the loop: Techniques to provide and generate classroom feedback.*
Sat 16:30-17:15	M101	So-Jung Yoo	*How to Promote Multiple Intelligences of Young Learners in the EFL Classroom?*
Sat 16:30-17:15	M105	Aaron Jolly	*21st Century Young Learner ELT: Tools and Techniques for Motivation, Materials and Practice*
Sat 16:30-17:15	B168	Jia Kang	*Writing as Structure and Process*
Sat 16:30-17:15	M104	Janet Chai	*Understanding Culture: Interactive Pre-writing Activities*
Sun 09:00-09:45	B142	Joseph Vitta	*Making Valid and Reliable Speaking Tests*
Sun 09:00-09:45	C505	Jackie Bolen	*Motivation: Reward Systems that Actually Work*
Sun 09:00-09:45	B161	Alastair Graham-Marr	*Introducing Strategies for Communicative Competence*
Sun 09:00-09:45	B168	David Jones	*Effective way of approaching speaking classes for children.*
Sun 09:00-09:45	S105	Nancy Shzh-Chen Lee	*Improving interactive communication in oral presentation through collaborative web publishing*
Sun 09:00-09:45	B111	Rebecca Fletcher	*Step by Step to Grammar Success!*
Sun 09:00-09:45	B121	Peadar Callaghan	*Active Listening (moving beyond fill in the blanks)*
Sun 09:00-09:45	B164	Hillary Wolfe	*Learning Out Loud! Repeated Practice and Authentic Settings Promote English Language Development*
Sun 09:00-09:45	M101	Justin Kaley	*"Big Questions" for Little Students: Introducing Authentic Reading at the Primary Level*
Sun 09:00-09:45	M103	Joohee Kim	*Effective Activities thru On-off Blended Intensive Reading*
Sun 09:00-09:45	M104	Larry Zimmerman	*Academic Success through Content-Area Literacy*
Sun 09:00-09:45	S106	Grant Black	*Identity and values with "This I Believe"*
Sun 09:00-09:45	B166	Shannon Tanghe	*Pushing Toward Higher Teacher Competency: Professional Development for TESOL Educators*
Sun 09:00-09:45	B107	Ye-Kyoung Kim & Il Young Seo	*Interactive language activities with multimedia technology applications for classroom teachers and students*
Sun 10:00-10:25	S103	Yeosun Kim	*Writing through micro-project for young learners*
Sun 10:00-10:45	B166	William Packard	*Science Fusion – Interactivity in the Classroom*
Sun 10:00-10:45	B111	Julie Hwang	*Bring Your Classroom to Life with the New Let's Go 4th Edition!*
Sun 10:00-10:45	M101	Patrick Hafenstein	*The Art of Communication*

Day and Time	Room	Presenter	Workshop title
Sun 10:00-10:45	M103	Miji Jung	*Teaching English Speaking with Four Principles (Back To the Basic)*
Sun 10:00-10:45	B121	Muna Morris-Adams	*Beauty Contests and Murder: Topics in Intercultural Conversations*
Sun 10:00-10:45	M104	Matthew Coomber	*Integrating skills through survey-based project work*
Sun 10:00-10:45	M105	George Scholz & Leslie Opp-Beckman	*American English Online Opens Doors*
Sun 10:00-10:45	B107	Gavin Dudeney	*New Literacies: From Theory to Practice*
Sun 10:00-10:45	B167	Lisa So	*Using the Interactive Whiteboard effectively with diverse online contents!*
Sun 10:00-10:45	B168	Karie Gladis	*Academic Vocabulary: Strategies for Success*
Sun 10:00-10:45	B142	Keith Folse	*Five Practical Activities for a Great Writing Class*
Sun 10:25-10:50	B109	Brian English	*Paint it Green*
Sun 12:00-12:45	M104	Rodney Stubbs	*Post-modernism and the Learning Environment*
Sun 12:00-12:45	B107	Justin McKibben	*Getting more Conversation into Conversation Classes*
Sun 12:00-12:45	M103	Gilly Dempster	*The Making of a Child Ambassador*
Sun 12:00-12:45	M105	Amanda Maitland el Amri	*Speaking of making Speeches, the how, the what and the why.*
Sun 12:00-12:45	B178	Phillipa Arthur	*Basic Concepts in Thinking About Teaching: The Importance of Lesson Objectives*
Sun 12:00-12:45	M101	Sam Lee	*English in Common: A Clear Path to Success with the CEF*
Sun 12:00-12:45	B167	Muna Morris-Adams	*Aston University Programs*
Sun 12:00-12:45	B166	Duane Myhre	*Educators Adapting to Social Changes in the Classroom: Teaching with Technology*
Sun 12:00-12:45	B168	Sarah Kim	*Content Vocabulary: From Research to Best Practice*
Sun 12:00-12:45	B121	Robert Ludwiczak	*Writing Rubric Promotes Consistent and Fair Evaluations*
Sun 12:25-12:50	B164	Ohee Rahman	*Developing learner autonomy for Korean learners*
Sun 12:25-12:50	S106	Tom Edwards	*Teaching English in 140 Characters: Twitter in the Classroom*
Sun 14:00-14:45	M105	Soo Ha Sue Yim	*Techniques to Testing Spoken Language*
Sun 14:00-14:45	B107	B. Kumaravadivelu	*Raising Global Cultural Consciousness in the English Language Classroom*
Sun 14:00-14:45	S105	Monique Simpson	*Tourism@FB.com*
Sun 14:00-14:45	B111	Oliver Bayley	*Empower Your Students with the Skills Needed to Achieve Academic Success*
Sun 14:00-14:45	S106	Vincent Greenier & Michael Massey	*'Critical' Transformation: Enhancing EFL Textbooks with Critical Thinking*

Day and Time	Room	Presenter	Workshop title
Sun 14:00-14:45	B142	Nicholas Groom	*University of Birmingham Distance MA and PhD Programs*
Sun 14:00-14:45	B161	Aaron Jolly	*Building Video Courses: An Integrated Skills Approach to Personalized Language Immersion*
Sun 14:00-14:45	B167	William Packard	*Teaching Writing with Write Source – Back to Basics!*
Sun 14:00-14:45	M101	Patrick Hafenstein	*Writing Made Easy for Teachers and Fun for Students*
Sun 14:00-14:45	M103	David Choi	*Effective Way of Improving Writing Skills for Children*
Sun 15:00-15:45	B161	Phillipa Arthur	*Assessing oral ability: An overview of Elicitation Techniques*
Sun 15:00-15:45	M103	Jeffrey Walter	*My Ten Favorite Role-Plays for University Students*
Sun 15:00-15:45	S106	Shelley Lawson	*Love or Logic? A Cultural Guide for Westerners and Koreans Working Together.*
Sun 15:00-15:45	B111	Rebecca Fletcher	*Building English Language Skills through Reading Fluency*
Sun 15:00-15:45	B142	Ian Bosiak	*Engaging Students in Reading Comprehension*
Sun 15:00-15:45	B167	Chanmi Hong	*Little Books for the little learners of English!*
Sun 15:00-15:45	B168	Karie Gladis	*Academic Success through Content-Area Literacy*
Sun 15:00-15:45	B121	Roger Fusselman	*Middle-School Portfolios for Independent English Learning*
Sun 15:00-15:45	M101	David Bracey	*Professional Advancement through Online MA TESOL and Certification Programs*
Sun 15:00-15:45	S103	Heidi Louise Song	*Building A Website for Your Class With Joomla CMS*
Sun 15:00-15:45	B178	Andy Curtis	*Teaching with Video/Technology*

Presenter Index

Adamson, Calum
Model United Nations for EFL students: preparation and outcomes
Workshop / demonstration
Audience: S / T / U
Room M103
Saturday 1630-1715

Adamson, Calum
Scaffolding authentic materials for motivation and acquisition in immersion classes
Classroom application of research
Audience: S / T / U
Room S105
Sunday 1025-1050

Adamson, John
Connecting disciplines at Japanese university: Adapting EAP to local academic culture
Research report / paper
Audience: U
Room S106
Sunday 1000-1025

Agawa, Grant
Instructor Knowledge of Student Shared-social-practices in an EFL Context
Classroom application of research
Audience: S / T / U / A
Room M104
Saturday 1455-1520

Ahmed, Pir Suhail
M-learning: Using Mobile Phones in a Language Class Effectively
Classroom application of research
Audience: YL / S / T / U / A / B
Room B161
Sunday 1200-1245

Alam, Mohammad Rabiul
Acquisition Second Language by the underprivileged students of rural area of Bangladesh
Poster presentation
Audience: S / T
Room Music Lobby
Saturday 1330-1515

Allison, Gabriel
Fun and Easy Ideas for Paragraph and Essay Writing
Workshop / demonstration
Audience: YL / S / T
Room B167
Saturday 1330-1415

Anderson, Charles J.
Closing the loop: Techniques to provide and generate classroom feedback.
Workshop / demonstration
Audience: S / T / U / A
Room B161
Saturday 1630-1715

Anderson, Charles J.
Effective feedback: Drawing on students' ability to acquire vocabulary
Colloquium: Vocabulary
Audience: U
Room C601
Sunday 0900-1045

Anderson, John
Using the Moodle Quiz Module to Develop and Analyze Tests
Research report / paper
Audience: S / T / U
Room S105
Saturday 1025-1050

Anderson, Charles J.
Practical classroom approaches to vocabulary instruction: a longitudinal experiment.
Colloquium: Vocabulary
Audience: U
Room C601
Sunday 0900-1045

Arra, Adam
First Year English - Grading Fairness in Mixed Level Classes

Classroom application of research
Audience: S / T / U / A
Room C601
Saturday 1630-1715

Arra, Adam
Initial Investigations into EFL Teacher Beliefs at the Korean University Level
Research report / paper
Audience: S / T / U
Room S103
Sunday 1200-1225

Arthur, Phillipa
Assessing oral ability: An overview of Elicitation Techniques
Workshop / demonstration
Audience: S / T / U / A
Room B161
Sunday 1500-1545

Arthur, Phillipa
Basic Concepts in Thinking About Teaching: The Importance of Lesson Objectives
Workshop / demonstration
Audience: S / T / U / A
Room B178
Sunday 1200-1245

Aubrey, Scott
The effect of environment and intercultural contact on L2 motivation
Research report / paper
Audience: U
Room S103
Saturday 1655-1720

Barbaree, Justin
Movie Making: A Class Curriculum
Classroom application of research
Audience: S / T / U / A
Room B121
Saturday 1000-1045

Barron, Jody Allan
Adapting to the Globalization of Language, Institutions, and Businesses
Panel: Adapting to Globalization
Audience: S / T / U / A / B
Room C601
Saturday 0925-1020

Barrs, Keith
L2 Vocabulary in the L1 Environment: A Digital Photography Action Research Project
Classroom application of research
Audience: S / T / U / A
Room S106
Saturday 1655-1720

Bayley, Oliver
Successful English Lessons and How to Create Them!
Workshop / demonstration
Audience: U / A
Room B111
Saturday 1530-1615

Bayley, Oliver
Empower Your Students with the Skills Needed to Achieve Academic Success
Workshop / demonstration
Audience: U / A
Room B111
Sunday 1400-1445

Beatty, Ken
Moving Young Learners from Teacher Dependence to Independent Learning
Workshop / demonstration
Audience: YL
Room B168
Saturday 1000-1045

Beatty, Ken
Making Use of Schema Theory: A Snowy Example
Pecha Kucha
Audience: YL / S / T / U / A / B
Room Samsung Hall
Saturday 1800-1900

Beatty, Ken
A University in Your Hand: The Online Learning Paradigm
Invited Talk
Audience: YL / S / T / U / A / B
Room B121
Saturday 1630-1715

Beatty, Ken
From Printed Page to Immersive Experience: Making CALL Work in the Classroom
Invited Featured Talk
Audience: YL / S / T / U / A / B

Room B121
Sunday 1100-1145

Bill, Allison
Guidelines for Preparing and Teaching an English Conversation Class
"101" Presentation
Audience: S / T / U / A
Room C505
Saturday 1630-1715

Black, Grant
Identity and values with "This I Believe"
Workshop / demonstration
Audience: S / T / U / A
Room S106
Sunday 0900-0945

Bolen, Jackie
Motivation: Reward Systems that Actually Work
Workshop / demonstration
Audience: S / T / U
Room C505
Sunday 0900-0945

Boon, Andrew
Instant Messenger Cooperative Development: Journeys of discovery
Poster presentation
Audience: YL / S / T / U / A / B
Room Music Lobby
Saturday 1330-1515

Bosiak, Ian
Engaging Students in Reading Comprehension
Workshop / demonstration
Audience: S / T
Room B142
Sunday 1500-1545

Bottiger, Wayne
Maximizing Learner Participation while Reducing Teacher Talk Time
"101" Presentation
Audience: YL / S / T / U / A
Room B109
Sunday 1400-1445

Boustany, Michael
Using Interactive Cross-Cultural Montage Presentations to Engage EFL Learners
Workshop / demonstration
Audience: S / T / U
Room S105
Saturday 0900-0945

Bozek, Christopher
Spicing Up the ESL Classroom with Rhymes
Poster presentation
Audience: U
Room Music Lobby
Sunday 1400-1545

Bracey, David
Professional Advancement through Online MA TESOL and Certification Programs
Workshop / demonstration
Audience: YL / S / T / U / A / B
Room M101
Sunday 1500-1545

Breaux, Jake
Korean university students' attitudes towards varieties of English
Research report / paper
Audience: YL / S / T / U / A / B
Room B166
Saturday 1455-1520

Brooks-English, Greg
A Yonsei University Academic Reading and Writing Extensive Reading Program: A Model
Colloquium: ER
Audience: S / T / U / A
Room C601
Saturday 1330-1515

Brown, Clara Lee
Deep Scaffolding: Ways to Help EFL Learners Navigate in Content Reading
Classroom application of research
Audience: U / A
Room B161
Saturday 1430-1515

Brown, Clara Lee
Content-Based English Instruction and Curriculum for Korean Students
Classroom application of research
Audience: U / A
Room B161
Saturday 1430-1515

Brown, Howard
Connecting disciplines at Japanese university: Adapting EAP to local academic culture
Research report / paper
Audience: U
Room S106
Sunday 1000-1025

Brown, Kathleen
Changing the Curriculum Paradigms: Implementing a New NA Model for University Language Programs
Research report / paper
Audience: S / T / U / A / B
Room B107
Saturday 1025-1050

Burkhart, Markus
English Medium Content Instruction - Change and Challenge for Korean Universities
Research report / paper
Audience: U / A
Room B167
Sunday 0900-0945

Callaghan, Peadar
Developing and Managing Basic Speaking Assessment for Large Classes
Workshop / demonstration
Audience: YL / S / T / U
Room B109
Saturday 0900-1020

Callaghan, Peadar
Active Listening (moving beyond fill in the blanks)
Workshop / demonstration
Audience: YL / S / T / U / A
Room B121
Sunday 0900-0945

Carley, Harry
A non-traditional approach to the TOEIC classroom, introducing student self-constructed TOEIC tests.
Research report / paper
Audience: U / A
Room M105
Sunday 1500-1545

Carter, Peter
Essential concepts in academic writing
Workshop / demonstration
Audience: U / A / B
Room S103
Saturday 1355-1420

Chai, Janet
Understanding Culture: Interactive Pre-writing Activities
Workshop / demonstration
Audience: S / T / U
Room M104
Saturday 1630-1715

Cheng, Wanqing
Overcoming the Culture Obstacle --Integrating Critical Thinking with College English Writing Education
Classroom application of research
Audience: A
Room B166
Sunday 1400-1425

Chirciu, Alina
Student peer teaching - a strategy for exploiting learner's autonomy
Classroom application of research
Audience: S / T / U
Room B164
Sunday 1200-1225

Choi, David
Effective Way of Improving Writing Skills for Children
Workshop / demonstration
Audience: YL / S / T
Room M103
Sunday 1400-1445

Christian, Sarah
Effective Strategies and Methods for Teaching English Without a Common Language
Poster presentation
Audience: YL / S / T / A
Room Music Lobby
Sunday 0900-1045

Ciancio, Julie
Teachers Connecting Crossculturally: A New Paradigm for Intercultural Professional Mentoring
Research report / paper
Audience: YL / S / T / U / A
Room B166
Saturday 1000-1045

Clark, Mitchell
A study of language interaction patterns in an overseas homestay environment
Research report / paper
Audience: S / T / U
Room S105
Sunday 1500-1545

Conway, Clare
Intercultural language learning: An observation framework for gaining insights into teachers' practice
Classroom application of research
Audience: S / T / U / A / B
Room B142
Saturday 1025-1050

Conway, Clare
Delivering successful learner interaction in the language classroom: Applying basic guidelines
"101" Presentation
Audience: S / T / A / B
Room B109
Sunday 0900-1020

Coomber, Matthew
Putting the 'multiple' in multiple choice
Classroom application of research
Audience: S / T / U / A / B
Room M101
Saturday 1025-1050

Coomber, Matthew
Integrating skills through survey-based project work
Workshop / demonstration
Audience: S / T / U
Room M104
Sunday 1000-1045

Coulson, David
English Literacy Development in Japanese and Korean Grade Schools
Research report / paper
Audience: S / T / U
Room B164
Saturday 1025-1050

Curtis, Andy
Teaching with Video/Technology
Workshop / demonstration
Audience: S / T / U / A
Room B178
Sunday 1500-1545

Dalby, Kristin
Create a win-win syllabus for your university students through classroom negotiation
Classroom application of research
Audience: U / A
Room C505
Saturday 0900-0945

Dalby, Tim
Create a win-win syllabus for your university students through classroom negotiation
Classroom application of research
Audience: U / A
Room C505
Saturday 0900-0945

Dalby, Tim
Pecha Kucha (Emcee)
Pecha Kucha
Audience: YL / S / T / U / A / B
Room Samsung Hall
Saturday 1800-1900

Dalby, Tim
Teacher Training in Korea, Now and in the Future
Panel: Teacher Training
Audience: S / T / U / A
Room M104
Saturday 1330-1450

Davila, Sara
Developing and Managing Basic Speaking Assessment for Large Classes
Workshop / demonstration
Audience: YL / S / T / U
Room B109
Saturday 0900-1020

Davila, Sara
Classroom Management: Supportive, Corrective and Preventative Measures
Workshop / demonstration
Audience: YL / S / T
Room B178
Saturday 1630-1715

Dempster, Gilly
Cross-curricular content ~ without the blood,

sweat and tears.
Workshop / demonstration
Audience: YL
Room B142
Saturday 1430-1515

Dempster, Gilly
The Making of a Child Ambassador
Workshop / demonstration
Audience: YL
Room M103
Sunday 1200-1245

Deubelbeiss, David
EnglishCentral - Personalized Language Immersion: A new way to use video in TESOL
Workshop / demonstration
Audience: S / T / U / A / B
Room M103
Saturday 1000-1045

Deubelbeiss, David
Using Video To Adapt Classroom Curriculum
Workshop / demonstration
Audience: YL / S / T / U / A / B
Room C505
Saturday 1330-1415

Diaz-Rico, Lynne
Teachers Connecting Crossculturally: A New Paradigm for Intercultural Professional Mentoring
Research report / paper
Audience: YL / S / T / U / A
Room B166
Saturday 1000-1045

Dickey, Rob
KOTESOL: 19 Years in 20 Slides
Pecha Kucha
Audience: YL / S / T / U / A / B
Room Samsung Hall
Saturday 1800-1900

Dickey, JD, Robert, J.
Training Teachers of English to Very Young Learners (TEVYL) 2-10
Invited Talk
Audience: YL
Room B109
Saturday 1630-1715

Dickey, JD, Robert, J.
Beyond Words: Reflecting on Classes and the State of Korean ELT
Invited Featured Talk
Audience: YL / S / T / U / A / B
Room B161
Sunday 1100-1145

Diyantari, Diyantari
Reading: Take Away the 10-question Syndrome from Your Students
Workshop / demonstration
Audience: S / T / U / A / B
Room B166
Saturday 1630-1715

Dudeney, Gavin
A Personal Reading List
Pecha Kucha
Audience: YL / S / T / U / A / B
Room Samsung Hall
Saturday 1800-1900

Dudeney, Gavin
New Literacies: Teachers & Learners
Invited Featured Talk
Audience: YL / S / T / U / A / B
Room B178
Saturday 1530-1615

Dudeney, Gavin
New Literacies: From Theory to Practice
Workshop / demonstration
Audience: YL / S / T / U / A / B
Room B107
Sunday 1000-1045

Edwards, Tom
Teaching English in 140 Characters: Twitter in the Classroom
Workshop / demonstration
Audience: U
Room S106
Sunday 1225-1250

English, Brian
Integrating Online Materials to Facilitate the Writing Process
Workshop / demonstration
Audience: U
Room B112
Saturday 0900-0945

English, Brian
Paint it Green
Workshop / demonstration
Audience: S / T / U / A
Room B109
Sunday 1025-1050

Farrell, Thomas S. C.
Reflecting on Reflective Practice: (Re)Visiting Dewey and Schön
Invited Talk
Audience: YL / S / T / U / A / B
Room B178
Saturday 1000-1045

Farrell, Thomas S. C.
Reflective Practice: Looking at the Teacher
Featured Workshop
Audience: YL / S / T / U / A / B
Room B107
Saturday 1530-1615

Farrell, Thomas S. C.
Reflective Practice: Looking at the Classroom
Featured Workshop
Audience: YL / S / T / U / A / B
Room B107
Sunday 1100-1145

Faulkner, Terry
Teaching Younger Learners: What's the Secret?
"101" Presentation
Audience: YL / S / T / U / A / B
Room C505
Saturday 1430-1515

Fletcher, Rebecca
Step by Step to Grammar Success!
Workshop / demonstration
Audience: S / T / U / A
Room B111
Sunday 0900-0945

Fletcher, Rebecca
Building English Language Skills through Reading Fluency
Workshop / demonstration
Audience: S / T / U / A
Room B111
Sunday 1500-1545

Fletcher, Rebecca
Active and Engaged: Improving Students' Active Listening Skills
Workshop / demonstration
Audience: S / T / U / A
Room B111
Saturday 0900-0945

Folse, Keith
Grammar Hot Seat Questions: What If You Don't Know the Answer?
Workshop / demonstration
Audience: YL / S / T / U / A / B
Room B107
Saturday 1430-1515

Folse, Keith
Perhaps the Strangest Example of Culture
Pecha Kucha
Audience: YL / S / T / U / A / B
Room Samsung Hall
Saturday 1800-1900

Folse, Keith
English Grammar Nightmares: The 3 P's
Invited Plenary
Audience: YL / S / T / U / A / B
Room Samsung Hall
Sunday 1300-1345

Folse, Keith
Five Practical Activities for a Great Writing Class
Workshop / demonstration
Audience: S / T / U / A
Room B142
Sunday 1000-1045

Forrest, James
The Cambridge TKT - the flexible teachers' exam
Workshop / demonstration
Audience: YL / S / T / U / A
Room B142
Saturday 1330-1415

Free, Michael
101-K: Introduction to Korean 'Elementary School English' Textbook Activities
"101" Presentation
Audience: YL
Room B178
Saturday 1330-1450

Free, Michael
101-K: Introduction to Korean 'Elementary School English' CD-ROMs
"101" Presentation
Audience: YL
Room C601
Sunday 1400-1520

Fryer, Luke
Sentenced to acquisition
Colloquium: Vocabulary
Audience: U
Room C601
Sunday 0900-1045

Fusselman, Roger
Eliciting: Why, How, and How Not
Workshop / demonstration
Audience: YL / S / T / U / A / B
Room B121
Saturday 1330-1415

Fusselman, Roger
Middle-School Portfolios for Independent English Learning
Workshop / demonstration
Audience: S / T
Room B121
Sunday 1500-1545

Gagne, Nicholas
Adapting to the Globalization of Language, Institutions, and Businesses
Panel: Adapting to Globalization
Audience: S / T / U / A / B
Room C601
Saturday 0925-1020

Gibson, Aaron
Practical classroom approaches to vocabulary instruction: a longitudinal experiment
Colloquium: Vocabulary
Audience: S / T / U
Room C601
Sunday 0900-1045

Gillett, Simon
The Korean English Extensive Reading Association
Colloquium: ER
Audience: YL / S / T / U / A / B
Room C601
Saturday 1330-1515

Gladis, Karie
Learning Out Loud! Repeated Practice and Authentic Settings Promote English Language Development
Workshop / demonstration
Audience: YL / S / T
Room B109
Saturday 1430-1515

Gladis, Karie
Academic Success through Content-Area Literacy
Workshop / demonstration
Audience: YL / S / T
Room B168
Sunday 1500-1545

Gladis, Karie
Academic Vocabulary: Strategies for Success
Workshop / demonstration
Audience: YL / S / T
Room B168
Sunday 1000-1045

Goldman Shaffer, Melissa
Blogging and Bravery: A Student-Centered Pedagogical Approach to Using CALL Materials
Classroom application of research
Audience: S / T / U / A
Room M104
Sunday 1400-1445

Gorringe, Andrew
Using the Moodle Quiz Module to Develop and Analyze Tests
Research report / paper
Audience: S / T / U
Room S105
Saturday 1025-1050

Graham-Marr, Alastair
Teaching Vital Listening Skills to Lower Level Learners
Workshop / demonstration
Audience: S / T / U
Room B166
Saturday 0900-0945

Graham-Marr, Alastair
Introducing Strategies for Communicative Competence

Workshop / demonstration
Audience: S / T / U / A / B
Room B161
Sunday 0900-0945

Green, Amanda
Effective Strategies and Methods for Teaching English Without a Common Language
Poster presentation
Audience: YL / S / T / A
Room Music Lobby
Sunday 0900-1045

Greenberg, Michael
Using Interactive Cross-Cultural Montage Presentations to Engage EFL Learners
Workshop / demonstration
Audience: S / T / U
Room S105
Saturday 0900-0945

Greenier, Vincent
'Critical' Transformation: Enhancing EFL Textbooks with Critical Thinking
Workshop / demonstration
Audience: YL / S / T / U / A / B
Room S106
Sunday 1400-1445

Gregg, Heather
Preventing Plagiarism: Korean College Students need our Help
Workshop / demonstration
Audience: S / T / U
Room S103
Saturday 0900-0945

Griffin, Michael
Teacher Training in Korea, Now and in the Future
Panel: Teacher Training
Audience: S / T / U / A
Room M104
Saturday 1330-1450

Groom, Nicholas
Using Learner Corpora to Connect with Students' Cultures
Invited Talk
Audience: YL / S / T / U / A / B
Room B107
Saturday 1330-1415

Groom, Nicholas
General Arguments for Specific Corpora in the EFL Classroom
Pecha Kucha
Audience: YL / S / T / U / A / B
Room Samsung Hall
Saturday 1800-1900

Groom, Nicholas
DIY Corpora for EFL Teachers
Invited Featured Workshop
Audience: YL / S / T / U / A / B
Room B142
Sunday 1100-1145

Groom, Nicholas
University of Birmingham Distance MA and PhD Programs
Workshop / demonstration
Audience: YL / S / T / U / A / B
Room B142
Sunday 1400-1445

Hafenstein, Patrick
21st Century Skills for Today's College Students
Workshop / demonstration
Audience: U / A
Room B161
Saturday 0900-0945

Hafenstein, Patrick
The Art of Communication
Workshop / demonstration
Audience: U / A
Room M101
Sunday 1000-1045

Hafenstein, Patrick
Writing Made Easy for Teachers and Fun for Students
Workshop / demonstration
Audience: U / A
Room M101
Sunday 1400-1445

Han, Yeji
Keywords from Academic Writing Corpora: NS-NNS Comparison
Research report / paper
Audience: U / A
Room S106
Saturday 1430-1455

Hawkes, Martin
An analysis of learner interaction in task-based oral proficiency assessment
Research report / paper
Audience: S / T / U
Room S106
Saturday 1330-1355

Heiman, Trudie
Connecting to Cloud Culture to Push Language Learning Paradigms
Poster presentation
Audience: S / T / U / A
Room Music Lobby
Saturday 0900-1045

Henneberry, Stephen
The Teacher's Tablet: iPads on the Podium
Workshop / demonstration
Audience: YL / S / T / U / A / B
Room B164
Saturday 1430-1515

Herath, Sreemali
Impact of Language Learning Experiences on EFL Teachers' Professional Practices
Research report / paper
Audience: YL / S / T / U / A
Room S106
Sunday 1025-1055

Hiver, Philip
The Interplay of Possible Language Teacher Selves in Professional Development Choices
Research report / paper
Audience: A
Room S103
Sunday 1225-1250

Hong, Chanmi
Maximize English language and content learning with Language Central!
Workshop / demonstration
Audience: YL
Room B142
Saturday 1630-1715

Hong, Chanmi
Empower students with effective writing strategies: Strategies for Writers
Workshop / demonstration
Audience: YL
Room B168
Saturday 1330-1415

Hong, Chanmi
Little Books for the little learners of English!
Workshop / demonstration
Audience: YL
Room B167
Sunday 1500-1545

Hott, Lyndon
Evaluation of the Freshman Integrated Program at Dongguk University, Gyeongju
Research report / paper
Audience: U / A / B
Room B164
Sunday 1400-1425

Howarth, Mark
The effect of auditory support on high frequency vocabulary acquisition
Colloquium: Vocabulary
Audience: U
Room C601
Sunday 0900-1045

Hurt, Michael
Cultural Connections: Surviving and Thriving in Korea
Panel: Bloggers
Audience: YL / S / T / U / A / B
Room M105
Saturday 1350-1410

Hwang, Julie
Make Learning Fun and Memorable with Everybody Up!
Workshop / demonstration
Audience: YL
Room B111
Saturday 1000-1045

Hwang, Julie
Connect Your Students to the World through Graded Readers!
Workshop / demonstration
Audience: YL
Room B111
Saturday 1430-1515

Hwang, Julie
Bring Your Classroom to Life with the New Let's

Go 4th Edition!
Workshop / demonstration
Audience: YL
Room B111
Sunday 1000-1045

Jinks, Stephen-Peter
Integrating the four strands
"101" Presentation
Audience: YL / S / T / U / A
Room B109
Sunday 1200-1245

Jolly, Aaron
21st Century Young Learner ELT: Tools and Techniques for Motivation, Materials and Practice
Workshop / demonstration
Audience: YL
Room M105
Saturday 1630-1715

Jolly, Aaron
Building Video Courses: An Integrated Skills Approach to Personalized Language Immersion
Workshop / demonstration
Audience: YL / S / T / U / A / B
Room B161
Sunday 1400-1445

Jones, David
K.I.S.S. English for young English Learners' exploration and use of new speaking skills
Workshop / demonstration
Audience: YL
Room B168
Saturday 1430-1515

Jones, David
Effective way of approaching speaking classes for children.
Workshop / demonstration
Audience: YL / S / T
Room B168
Sunday 0900-0945

Jung, Jou Hwi
Creating Positive "Imagined Communities": A University English Volunteer Club's Community Outreach
Classroom application of research
Audience: U
Room M105
Sunday 0900-0945

Jung, Miji
Teaching English Speaking with Four Principles (Back To the Basic)
Workshop / demonstration
Audience: YL
Room M103
Sunday 1000-1045

Kaley, Justin
Improving Academic Reading: Preparing Students for Collegiate-level Study in English
Workshop / demonstration
Audience: S / T / U
Room B167
Saturday 1630-1715

Kaley, Justin
From Vocabulary Acquisition to Confident Reading
Workshop / demonstration
Audience: S / T / U / A
Room B161
Saturday 1000-1045

Kaley, Justin
"Big Questions" for Little Students: Introducing Authentic Reading at the Primary Level
Workshop / demonstration
Audience: YL
Room M101
Sunday 0900-0945

Kang, Gemma
Phonics Show, the Good Beginning for Fluent Reading and Writing
Workshop / demonstration
Audience: YL
Room B167
Saturday 1000-1045

Kang, Jia
Writing as Structure and Process
Workshop / demonstration
Audience: S / T
Room B168
Saturday 1630-1715

Kawamura, Akemi
Writing Tasks for International Graduate

Students: What do Professors Expect?
Classroom application of research
Audience: U
Room S103
Saturday 1330-1355

Kienzle, Robert
Adapting to the Globalization of Language, Institutions, and Businesses
Panel: Adapting to Globalization
Audience: S / T / U / A / B
Room C601
Saturday 0925-1020

Kienzle, Robert
Toastmasters: Using the Benefits of a Nonprofit Public Speaking Club to Improve Teaching
Workshop / demonstration
Audience: YL / S / T / U / A / B
Room B166
Saturday 1330-1450

Kienzle, Robert
Storytelling in Life, Lessons and Presentations
Classroom application of research
Audience: S / T / U / A / B
Room M104
Sunday 1500-1545

Kim, Eun-Jeong
Teachers Connecting Crossculturally: A New Paradigm for Intercultural Professional Mentoring
Research report / paper
Audience: YL / S / T / U / A
Room B166
Saturday 1000-1045

Kim, Geo
Phonics in Digital Classroom Environment
Workshop / demonstration
Audience: YL
Room M105
Saturday 0900-0945

Kim, Hye Jeong
A study on cross-cultural speech acts
Research report / paper
Audience: U
Room M104
Saturday 0925-0950

Kim, Jean
Creating Positive "Imagined Communities": A University English Volunteer Club's Community Outreach
Classroom application of research
Audience: U
Room M105
Sunday 0900-0945

Kim, Joohee
Effective Activities thru On-off Blended Intensive Reading
Workshop / demonstration
Audience: S / T
Room M103
Sunday 0900-0945

Kim, Sang Kyung
The Effectiveness of Cultural Content-Based English Teaching
Research report / paper
Audience: U / A
Room B164
Sunday 1525-1550

Kim, Sarah
Seven Steps for Bringing Grammar to Life
Workshop / demonstration
Audience: YL / S / T
Room M101
Saturday 1330-1415

Kim, Sarah
Content Vocabulary: From Research to Best Practice
Workshop / demonstration
Audience: YL / S / T
Room B168
Sunday 1200-1245

Kim, Ye-Kyoung
Interactive language activities with multimedia technology applications for classroom teachers and students
Workshop / demonstration
Audience: S / T
Room B107
Sunday 0900-0945

Kim, Yeosun
Writing through micro-project for young learners
Workshop / demonstration

Audience: YL
Room S103
Sunday 1000-1025

Kimball, Jake
Training Teachers of English to Very Young Learners (TEVYL) 2-10
Invited Talk
Audience: YL
Room B109
Saturday 1630-1715

Krashen, Stephen
Seeking a Justification for Direct Instruction
Invited Plenary
Audience: YL / S / T / U / A / B
Room Samsung Hall +
Saturday 1130-1215

Krashen, Stephen
Trends in Sustained Silent Reading
Invited Talk
Audience: YL / S / T / U / A / B
Room B107
Sunday 1500-1545

Krug, Nathan Paul
Learners' turn-taking strategies: A case study of conversation-room interaction
Research report / paper
Audience: U / A / B
Room S103
Saturday 1000-1045

Kumaravadivelu, B.
Connecting Global Cultures and Local Identities in the English Language Classroom
Invited Plenary
Audience: YL / S / T / U / A / B
Room Samsung Hall +
Saturday 1730-1815

Kumaravadivelu, B.
Raising Global Cultural Consciousness in the English Language Classroom
Workshop / demonstration
Audience: YL / S / T / U / A / B
Room B107
Sunday 1400-1445

Lander, Bruce
A non-traditional approach to the TOEIC classroom, introducing student self-constructed TOEIC tests.
Research report / paper
Audience: U / A
Room M105
Sunday 1500-1545

Lawson, Shelley
First Year English - Grading Fairness in Mixed Level Classes
Classroom application of research
Audience: S / T / U / A
Room C601
Saturday 1630-1715

Lawson, Shelley
Love or Logic? A Cultural Guide for Westerners and Koreans Working Together.
Workshop / demonstration
Audience: YL / S / T / U / A / B
Room S106
Sunday 1500-1545

LeBlanc, Josette
Teacher Training in Korea, Now and in the Future
Panel: Teacher Training
Audience: S / T / U / A
Room M104
Saturday 1330-1450

Lee, Anna S Y
Developing Communication Skills though Effective Listening Practice
Workshop / demonstration
Audience: YL
Room M105
Saturday 1000-1045

Lee, Cheri
The Debate as a Language Learning Tool: Insight into Versatile Roles
Workshop / demonstration
Audience: YL / S / T / U / A
Room M103
Saturday 1330-1415

Lee, Cheri
Designing a Leveled Debate Curriculum: An Alternative to Productive Skill Classes
Workshop / demonstration
Audience: YL / S / T / U / A

Room M103
Saturday 1430-1515

Lee, Hsiang-Ni
Teaching Critical Literacy in EFL classrooms: Theory and Practice
Classroom application of research
Audience: S / T / U
Room B164
Saturday 0900-0945

Lee, Hsiang-Ni
A Native-English-Speaking teacher's journey in EFL context
Research report / paper
Audience: YL / S / T / U / A
Room S103
Sunday 1400-1425

Lee, Nancy Shzh-Chen
Improving interactive communication in oral presentation through collaborative web publishing
Workshop / demonstration
Audience: S / T / U
Room S105
Sunday 0900-0945

Lee, Sam
English in Common: A Clear Path to Success with the CEF
Workshop / demonstration
Audience: U / A
Room M101
Sunday 1200-1245

Lee, Yoo Jeong
Creating Positive "Imagined Communities": A University English Volunteer Club's Community Outreach
Classroom application of research
Audience: U
Room M105
Sunday 0900-0945

Ludwiczak, Robert
Writing Rubric Promotes Consistent and Fair Evaluations
Workshop / demonstration
Audience: U / A
Room B121
Sunday 1200-1245

Lumsden, Stafford
Cultural Connections: Social Media's Perspective on Surviving and Thriving in Korea
Panel: Bloggers
Audience: YL / S / T / U / A / B
Room M105
Saturday 1330-1515

Macias, Valentin
Toastmasters: Using the Benefits of a Nonprofit Public Speaking Club to Improve Teaching
Workshop / demonstration
Audience: YL / S / T / U / A / B
Room B166
Saturday 1330-1450

Maeda, Joyce
Writing Tasks for International Graduate Students: What do Professors Expect?
Classroom application of research
Audience: U
Room S103
Saturday 1330-1355

Maitland el Amri, Amanda
Speaking of making Speeches, the how, the what and the why.
Workshop / demonstration
Audience: YL / S / T / U / A / B
Room M105
Sunday 1200-1245

Mallinder, Mark
Teaching Critical Literacy in EFL classrooms: Theory and Practice
Classroom application of research
Audience: S / T / U
Room B164
Saturday 0900-0945

Mallinder, Mark
A Native-English-Speaking teacher's journey in EFL context
Research report / paper
Audience: YL / S / T / U / A
Room S103
Sunday 1400-1425

Massey, MIchael
'Critical' Transformation: Enhancing EFL Textbooks with Critical Thinking
Workshop / demonstration

Audience: YL / S / T / U / A / B
Room S106
Sunday 1400-1445

Masson, Marie-Emilie
Student interaction with teacher feedback through online videos
Research report / paper
Audience: U
Room B164
Saturday 1655-1720

Mazloomi, Siamak
The Impact of Genre-awareness Rising in the EFL Essay Writing Classes on Their First Language Writing
Research report / paper
Audience: U / A
Room S106
Saturday 1455-1520

McCloskey, Mary Lou
Teaching Language through Literature
Workshop / demonstration
Audience: YL
Room M101
Saturday 1430-1515

McCloskey, Mary Lou
Vocabulary for your ELL Learners
Workshop / demonstration
Audience: YL
Room B168
Saturday 0900-0945

McGaughey, John
Pushing the paradigm: Native English speaking teachers using Korean to teach EFL
Research report / paper
Audience: S / T / U / A / B
Room S105
Saturday 1330-1355

McGaughey, John
Embracing technology, culture, and language learning through multilingual wiki creation
Research report / paper
Audience: S / T / U / A
Room S106
Sunday 1200-1225

McKay, Shawn
Movie Making: A Class Curriculum
Classroom application of research
Audience: S / T / U / A
Room B121
Saturday 1000-1045

McKibben, Justin
Using Digital Storytelling as a Project for your Students
Workshop / demonstration
Audience: U / A / B
Room C505
Saturday 1000-1045

McKibben, Justin
Getting more Conversation into Conversation Classes
Workshop / demonstration
Audience: S / T / U / A / B
Room B107
Sunday 1200-1245

McNulty, Julien
The History of English in Verse
Pecha Kucha
Audience:
Room Samsung Hall
Saturday 1800-1900

McPherson, Joe
Cultural Connections: Surviving and Thriving in Korea
Panel: Bloggers
Audience: YL / S / T / U / A / B
Room M105
Saturday 1410-1430

Meyer, Douglas
Principles for Second Language Acquisition in East Asia
"101" Presentation
Audience: S / T / U / A
Room B178
Saturday 0900-0945

Meyer, Douglas
Language Proficiency Exams: Comparing the IELTS, BULATS, and STEP Eiken exams
Classroom application of research
Audience: S / T / U / A / B
Room S103
Sunday 1025-1050

Miles, Scott
Introduction to Extensive Reading
Colloquium: ER
Audience: S / T / U / A
Room C601
Saturday 1330-1515

Miles, Scott
Korean English Extensive Reading Association Meeting and Awards Presentation
Other
Audience: YL / S / T / U / A / B
Room C 601
Saturday 1530-1615

Miles, Scott
ER SIG / KEERA Meet and Greet
Other
Audience: YL / S / T / U / A / B
Room C601
Saturday 1215-1330

Miller, Richard
An application of CBI in Japanese universities teaching geopolitical challenges of energy.
Classroom application of research
Audience: U / A / B
Room S105
Saturday 1630-1715

Miller, Richard
An interview with Charles Jenkins about teaching in North Korea
Korea
Audience: S / T / U / A / B
Room B178
Sunday 1000-1025

Mills, Daniel
The Language Matrix: Artificial Intelligent, Language Learning and the War on Terror
Poster presentation
Audience: U / A
Room Music Lobby
Sunday 1400-1545

Min, Isabelle
The Impact of Confucianism Across Korean Culture
Korea
Audience: YL / S / T / U / A / B
Room C505
Sunday 1400-1520

Morris-Adams, Muna
It's Good to Talk: Understanding and (Mis)understanding in Intercultural Communication
Invited Featured Talk
Audience: YL / S / T / U / A / B
Room B121
Saturday 1530-1615

Morris-Adams, Muna
Beauty Contests and Murder: Topics in Intercultural Conversations
Workshop / demonstration
Audience: YL / S / T / U / A / B
Room B121
Sunday 1000-1045

Morris-Adams, Muna
Aston University Programs
Workshop / demonstration
Audience: YL / S / T / U / A / B
Room B167
Sunday 1200-1245

Morrison, Ken
From Politeness to Participation: Changing Asian Classrooms' Atmosphere Without Changing Students' Culture
Classroom application of research
Audience: U / A / B
Room M104
Saturday 1000-1045

Myhre, Duane
Educators Adapting to Social Changes in the Classroom: Teaching with Technology
Workshop / demonstration
Audience: U
Room B166
Sunday 1200-1245

Nam, Heidi Vande Voort
Do they get it?: Six techniques for monitoring students' comprehension in class
Workshop / demonstration
Audience: YL / S / T / U
Room B121
Saturday 0900-0945

Nam, Heidi Vande Voort
Christian Teachers' SIG Meet-and-Greet
Other
Audience: YL / S / T / U / A / B
Room M104
Saturday 1215-1330

Nelson, Rocky
A Four Strands Approach to Developing an Extensive Reading Program
Colloquium: ER
Audience: U / A
Room C601
Saturday 1330-1515

Nowlan, Andrew
The effect of environment and intercultural contact on L2 motivation
Research report / paper
Audience: U
Room S103
Saturday 1655-1720

Opp-Beckman, Leslie
Speaking Out: Online Resources for Oral-Aural Skills Development
Workshop / demonstration
Audience: S / T / U / A
Room B112
Saturday 1000-1045

Opp-Beckman, Leslie
'American English Online' Opens Doors
Workshop / demonstration
Audience: YL / S / T / U / A / B
Room M105
Sunday 1000-1045

Otsu, Tomomi
Learners' turn-taking strategies: A case study of conversation-room interaction
Research report / paper
Audience: U / A / B
Room S103
Saturday 1000-1045

Overbeek, Leonie
Paradigm Shifts in Korea - Sisyphus's Labour?
Research report / paper
Audience: YL / S / T / U / A / B
Room B109
Saturday 1025-1050

Overbeek, Leonie
Team Teaching in Korean Classrooms
"101" Presentation
Audience: S / T / U / A
Room B109
Sunday 1500-1545

Packard, William
Science Fusion – Interactivity in the Classroom
Workshop / demonstration
Audience: YL / S / T
Room B166
Sunday 1000-1045

Packard, William
Teaching Writing with Write Source – Back to Basics!
Workshop / demonstration
Audience: YL / S / T
Room B167
Sunday 1400-1445

Park, Kyungnan
Implementing Effective Shadowing English Program
Classroom application of research
Audience: YL / S / T / U / A / B
Room M103
Saturday 0900-0945

Park, Yeon-seong
Creative Grammar Instruction Techniques
Workshop / demonstration
Audience: U
Room B164
Saturday 1330-1415

Park, Yunjeong
Suggestions for effective teacher training program both NET and NNET
Research report / paper
Audience: A
Room S103
Sunday 1425-1450

Parrish, Michael
An application of CBI in Japanese universities teaching geopolitical challenges of energy.
Classroom application of research
Audience: U / A / B
Room S105
Saturday 1630-1715

Peloghitis, John
A Review and Guide for Self-assessment in Second Language Writing
Poster presentation
Audience: U
Room Music Lobby
Sunday 0900-1045

Pinto, Maria
Who we are, what we think: teachers talking about themselves and teaching
Research report / paper
Audience: YL / S / T / U / A / B
Room S106
Saturday 1630-1655

Pinto, Maria
Making peer editing work
Classroom application of research
Audience: U / A / B
Room B168
Sunday 1400-1445

Pollard, Andee
Improving International Communication: A Proposal For Korea
Classroom application of research
Audience: U / A
Room S103
Saturday 1430-1515

Pritchard, Tim
Practical classroom approaches to vocabulary instruction: a longitudinal experiment
Colloquium: Vocabulary
Audience: S / T / U
Room C601
Sunday 0900-1045

Prosser, Andrew
Creating a Homemade Corpus of Spoken English for the Language Classroom
Classroom application of research
Audience: U / A
Room B164
Saturday 1630-1655

Provenzano, Christie
Blogging in the Language Classroom
Poster presentation
Audience: S / T / U / A / B
Room Music Lobby
Saturday 1330-1515

Provenzano, Christie
Revising a Conversation – A Unique Opportunity
Classroom application of research
Audience: U
Room B164
Sunday 1000-1025

Pryor, Susan
What's Dat?
Workshop / demonstration
Audience: YL / S / T / U / A / B
Room B107
Saturday 0900-1020

Rahman, Ohee
Developing learner autonomy for Korean learners
Workshop / demonstration
Audience: S / T / U / A / B
Room B164
Sunday 1225-1250

Rahman, Ohee
Implementing the Lexical Approach for Korean Learners
Classroom application of research
Audience: S / T / U / A / B
Room B161
Sunday 1000-1025

Restuningrum, Novi Rahayu
Reading: Take Away the 10-question Syndrome from Your Students
Workshop / demonstration
Audience: S / T / U / A / B
Room B166
Saturday 1630-1715

Revere, Stephen
Cultural Connections: Surviving and Thriving in Korea
Panel: Bloggers
Audience: YL / S / T / U / A / B
Room M105
Saturday 1455-1515

Rho, Yoonah
How to enhance cultural awareness of stereotypes
Classroom application of research
Audience: S / T / U
Room S105
Saturday 1000-1025

Richards, Heather
Intercultural language learning: An observation framework for gaining insights into teachers' practice
Classroom application of research
Audience: S / T / U / A / B
Room B142
Saturday 1025-1050

Richards, Heather
Delivering successful learner interaction in the language classroom: Applying basic guidelines
"101" Presentation
Audience: S / T / A / B
Room B109
Sunday 0900-1020

Ritchie, Zane
An application of CBI in Japanese universities teaching geopolitical challenges of energy.
Classroom application of research
Audience: U / A / B
Room S105
Saturday 1630-1715

Roberts, Tim
Making peer editing work
Classroom application of research
Audience: U / A / B
Room B168
Sunday 1400-1445

Salimi, Asghar
Teachers' Intentions and Learners' Perceptions about Recasts, Prompts, and Models
Research report / paper
Audience: S / T / U / A
Room B178
Saturday 1455-1520

Sanchez, Edward
Digital Storytelling: A Modern Expression of an Ancient Art
Workshop / demonstration
Audience: S / T / U
Room B107
Saturday 1630-1715

Sandy, Chuck
Critical Thinking 2.0: Thinking, Doing, Changing
Invited Talk
Audience: YL / S / T / U / A / B
Room B121
Saturday 1430-1515

Sandy, Chuck
It's Inside You
Pecha Kucha
Audience: YL / S / T / U / A / B
Room Samsung Hall
Saturday 1800-1900

Sandy, Chuck
Building a Community of Leaders in ELT
Invited Featured Talk
Audience: YL / S / T / U / A / B
Room B178
Sunday 1100-1145

Schadler, Claire
Teaching Students About Culture Shock
Poster presentation
Audience: U
Room Music Lobby
Saturday 0900-1045

Scholz, George
'American English Online' Opens Doors
Workshop / demonstration
Audience: YL / S / T / U / A / B
Room M105
Sunday 1000-1045

Seilhamer, Mark Fifer
English L2 Personas and the Imagined Global Community of English Users
Research report / paper
Audience: U / A
Room B164
Saturday 1000-1025

Seo, Eun Sil
Deep Scaffolding: Ways to Help EFL Learners Navigate in Content Reading
Classroom application of research
Audience: U / A
Room B161
Saturday 1430-1515

Seo, Eun Sil
Content-Based English Instruction and Curriculum for Korean Students
Classroom application of research
Audience: U / A

Room B161
Saturday 1430-1515

Seo, Il Young
Interactive language activities with multimedia technology applications for classroom teachers and students
Workshop / demonstration
Audience: S / T
Room B107
Sunday 0900-0945

Serl, Brad
How to Stay Hot: Motivation of Non-Native English Teachers
Research report / paper
Audience: YL / S / T / U
Room B164
Sunday 1500-1525

Sermsongswad, Unchalee
An Effective Writing Skill Teaching Model for Young Learners
Research report / paper
Audience: YL
Room S103
Saturday 1630-1655

Sewell, Douglas
First Year English - Grading Fairness in Mixed Level Classes
Classroom application of research
Audience: S / T / U / A
Room C601
Saturday 1630-1715

Sewell, Douglas
English Medium Content Instruction - Change and Challenge for Korean Universities
Research report / paper
Audience: U / A
Room B167
Sunday 0900-0945

Shaffer, David
Gwangju-Chonnam Chapter Meet-and-Greet
Other
Audience: YL / S / T / U / A / B
Room B167
Saturday 1215-1330

Shaffer, David
Challenging Popular Opinions on Language Learning and Teaching
"101" Presentation
Audience: YL / S / T / U / A / B
Room B109
Saturday 1330-1415

Shaffer, David
Content-Based Instruction Considerations for Tertiary-Level Instruction
Classroom application of research
Audience: U / A / B
Room C505
Sunday 1000-1045

Shin, Eunsol
How can Graded Readers trigger inner motivation of learning?
Colloquium: ER
Audience: S / T / U / A
Room C601
Saturday 1330-1515

Simegn, Birhanu
High School EFL Teachers' pedagogical Beliefs and Practices:
Research report / paper
Audience: S / T / U / A
Room B164
Sunday 1425-1450

Simpson, Monique
Tourism@FB.com
Workshop / demonstration
Audience: U / A / B
Room S105
Sunday 1400-1445

Snell, Robert
How to Stay Hot: Motivation of Non-Native English Teachers
Research report / paper
Audience: YL / S / T / U
Room B164
Sunday 1500-1525

So, Lisa
Using the Interactive Whiteboard effectively with diverse online contents!
Workshop / demonstration
Audience: YL / S / T

Room B167
Sunday 1000-1045

Sohn, Bora
Teacher Training in Korea, Now and in the Future
Panel: Teacher Training
Audience: S / T / U / A
Room M104
Saturday 1330-1450

Song, HeeJin
Culture of EIL: A critical discourse analysis of an EBS English program
Research report / paper
Audience: S / T
Room S105
Sunday 1200-1225

Song, Heidi Louise
Building A Website for Your Class With Joomla CMS
Workshop / demonstration
Audience: U / A / B
Room S103
Sunday 1500-1545

Stawski, Martina
Cultural Connections: Surviving and Thriving in Korea
Panel: Bloggers
Audience: YL / S / T / U / A / B
Room M105
Saturday 1430-1455

Stawski, Simon
Cultural Connections: Surviving and Thriving in Korea
Panel: Bloggers
Audience: YL / S / T / U / A / B
Room M105
Saturday 1430-1455

Steyn, Melanie
Use your own conversations to teach English Conversation.
Workshop / demonstration
Audience: U / A
Room B161
Saturday 1330-1415

Stubbs, Rodney
Post-modernism and the Learning Environment
Workshop / demonstration
Audience: S / T / U
Room M104
Sunday 1200-1245

Suwon, Suwon
Suwon Chapter Meet-and-Greet
Other
Audience: YL / S / T / U / A / B
Room B168
Saturday 1215-1330

Tanghe, Shannon
Incorporating a World Englishes Focus into a University Speaking Course
Classroom application of research
Audience: U
Room S105
Saturday 1430-1515

Tanghe, Shannon
Pushing Toward Higher Teacher Competency: Professional Development for TESOL Educators
Workshop / demonstration
Audience: YL / S / T / U / A / B
Room B166
Sunday 0900-0945

Thompson, Lewis
Bringing History to Life in the English Classroom
Workshop / demonstration
Audience: S / T
Room B167
Saturday 1430-1515

Thompson, Tim
Teacher Training in Korea, Now and in the Future
Panel: Teacher Training
Audience: S / T / U / A
Room M104
Saturday 1330-1450

Thorkelson, Tory
Webgems: Resourcing your classroom on the internet:
"101" Presentation
Audience: U / A
Room B142
Saturday 0900-1020

Toyama, Setsuko
Connecting Culture to Class: Problems, Pitfalls and Practical Approaches for Elementary Teachers
Invited Featured Talk
Audience: YL
Room B142
Saturday 1530-1615

Toyama, Setsuko
English Time 2nd Edition: A New Look and More Content!
Workshop / demonstration
Audience: YL
Room B111
Saturday 1330-1415

Toyama, Setsuko
Stories, Songs and Smiles in the EFL Classroom of Young Learners
Invited Talk
Audience: YL
Room B178
Sunday 1400-1445

VanVolkenburg, Matt
Cultural Connections: Surviving and Thriving in Korea
Panel: Bloggers
Audience: YL / S / T / U / A / B
Room M105
Saturday 1330-1350

Vispo, Froilan
Role Play 101: Crafting Role Plays That Connect With Students
Workshop / demonstration
Audience: YL / S / T
Room M101
Saturday 0900-1020

Vitta, Joseph
Making Valid and Reliable Speaking Tests
Workshop / demonstration
Audience: YL / S / T / U / A
Room B142
Sunday 0900-0945

Vye, Stacey
Autonomous Language Learning: A Paradigm Shift from Teacher to Learner Control
Research report / paper
Audience: S / T / U / A / B
Room B164
Sunday 1025-1050

Wakefield, Bruce
Meet the Seoul Chapter President
Other
Audience: YL / S / T / U / A / B
Room M103
Saturday 1215-1330

Walter, Jeffrey
My Ten Favorite Role-Plays for University Students
Workshop / demonstration
Audience: U / A
Room M103
Sunday 1500-1545

Walther, Joe
The Effect of Affect in Collaborative Writing
Classroom application of research
Audience: S / T / U
Room C505
Sunday 1200-1245

Wang, Grace
Turning EAP Classrooms of Schools and Universities into Cathedrals of Learning
Classroom application of research
Audience: YL / S / T / U / A / B
Room B166
Sunday 1500-1545

Waring, Rob
Making Graded Readers - issues for authors and users
Colloquium: ER
Audience: YL / S / T / U / A / B
Room C601
Saturday 1330-1515

Waring, Robert
The One Correct Answer - its Implications
Classroom application of research
Audience: S / T
Room B161
Sunday 1025-1050

Watson, Kevin
Instructor Knowledge of Student Shared-social-practices in an EFL Context

Classroom application of research
Audience: S / T / U / A
Room M104
Saturday 1455-1520

Wilkins, Simon
Practical classroom approaches to vocabulary instruction: a longitudinal experiment
Colloquium: Vocabulary
Audience: U
Room C601
Sunday 0900-1045

Williams, Alonzo
Effective Instruction of the Top 2000 Words
Colloquium: Vocabulary
Audience: U
Room C601
Sunday 0900-1045

Wolfe, Hillary
Learning Out Loud! Repeated Practice and Authentic Settings Promote English Language Development
Workshop / demonstration
Audience: YL / S / T
Room B164
Sunday 0900-0945

Yim, Soo Ha Sue
Techniques to Testing Spoken Language
Workshop / demonstration
Audience: S / T / U / A
Room M105
Sunday 1400-1445

Yogi, Minako
Utilizing ICT Video Conferencing for Pre-service English Teacher Training and Cultural Learning
Classroom application of research
Audience: U
Room S106
Saturday 1355-1420

Yoo, So-Jung
How to Promote Multiple Intelligences of Young Learners in the EFL Classroom?
Workshop / demonstration
Audience: YL
Room M101
Saturday 1630-1715

Yue, Sorrell
Revising a Conversation – A Unique Opportunity
Classroom application of research
Audience: U
Room B164
Sunday 1000-1025

Yun, Jaewon
Learning Strategies Based Instruction in Korean EFL College Classrooms
Research report / paper
Audience: U
Room S105
Saturday 1355-1420

Zimmerman, Larry
Academic Vocabulary: Strategies for Success!
Workshop / demonstration
Audience: YL / S / T / U / A / B
Room B167
Saturday 0900-0945

Zimmerman, Larry
Academic Success through Content-Area Literacy
Workshop / demonstration
Audience: YL / S / T / U / A
Room M104
Sunday 0900-0945

Constitution & Bylaws of Korea TESOL

Constitution

Preface: The Constitution outlines the vision, principles and broad structure of the organization.
It is a governance document of the full membership.

Article I. Name.

The name of this organization shall be Korea TESOL (Teachers of English to Speakers of Other Languages), herein referred to as **KOTESOL**. The Korean name of the organization shall be **대한영어교육학회**.

Article II. Purpose.

KOTESOL is a not-for-profit organization established to promote scholarship, disseminate information, and facilitate cross - cultural understanding among persons concerned with the teaching and learning of English in Korea. In pursuing these goals **KOTESOL** shall cooperate in appropriate ways with other groups having similar concerns.

Article III. Membership.

Membership shall be open to professionals and other interested persons in the field of language teaching and research who support the goals of **KOTESOL**. Non-voting membership shall be open to institutions, agencies, and commercial organizations.

Article IV. Meetings of the Members.

KOTESOL shall hold general meetings at times and places decided upon and announced by the Council. One meeting each year shall be designated the Annual Business Meeting at which members shall receive accountability for the operations and finances of the organization and have the opportunity to give input into the same.

Article V. Executive Officers and Elections.

The executive officers of **KOTESOL** shall be a President, a First Vice-President, a Second Vice-President, a Secretary, and a Treasurer. The executive officers shall be responsible for the day-to-day operations of the organization. The term of office shall be from the close of one Annual Business Meeting until the close of the next Annual Business Meeting, except for the President, who shall serve a two-year term, elected biannually except where the Presidency has been vacated, in which case a new election shall be held along with the election for other officers. If the office of the President is vacated, the First Vice- President shall assume the Presidency with a term ending at the close of the next Annual Business Meeting. Vacancies in other offices shall be dealt with as determined by the Council.

Article VI. National Council.

The Council shall consist of the officers, the Immediate Past President, the chairs of all standing committees, including the International Conference Co-chair, and the president from each Chapter. The Council shall be responsible for making the strategic and financial decisions of the organization, as well as oversight of the day-to-day operations.

Article VII. Finances.

KOTESOL shall operate its finances on the principles of transparency, accountability and stewardship.

Article VIII. Amendments to this Constitution.

This Constitution may be amended by a three-fourths (3/4) majority vote of those members present at an ABM, provided that written notice of the proposed change(s) has been endorsed by at least five members in good standing and has been distributed to all members at least thirty days prior to the vote.

Bylaws

(Adopted Apr. 1993; Amended March 1998, October 2003, October 2004, Oct. 2005, October 2007, January 2011)

Preface: The Bylaws are a set of broad rules that govern the management of KOTESOL.
They flow from the Constitution and are a governance document of the full membership.

Article I. Language.

The official language of **KOTESOL** shall be English.

Article II. Membership and Dues.

Section 1.
Qualified individuals who apply for membership and pay the annual dues of the organization shall be enrolled as members in good standing and shall be entitled to one vote in any **KOTESOL** action requiring a vote of the membership.

Section 2.
Private nonprofit agencies and commercial organizations that pay the duly assessed dues of the organization shall be recorded as institutional members without vote.

Section 3.
The dues for each category of membership shall be determined by the Council.

Article III. Duties of Elected Officers.

Section 1.
The President shall preside at the Annual Business Meeting, shall be the convener of the Council, and shall be responsible for promoting relationships with other organizations. The President shall also be an ex-officio member of all committees formed within **KOTESOL**. The First and Second Vice-Presidents shall cooperate to reflect the intercultural dimension of **KOTESOL**.

Section 2.
The First Vice-President shall assist the President in his or her duties and work with the Chapters through their Council representatives to assist them in their business. The First Vice-President shall also undertake such other responsibilities as the President may delegate.

Section 3.
The Second Vice-President shall organize the Annual Leadership Retreat, oversee and assist the Special Interest Groups (SIGs), oversee the Korea Teacher Trainer (KTT) program and its finances, and serve as the KTT liaison to Council. The Second Vice-President shall also undertake such other responsibilities as the President may delegate.

Section 4.
The Secretary shall keep minutes of all **KOTESOL** meetings and decisions, including those done electronically, and ensure that the minutes are published on the **KOTESOL** website. The Secretary shall also archive, safeguard and make available, as needed, all the official records of **KOTESOL**, including the Policy Manual, which should be kept up-to-date and disseminated to all members of Council at the start of each year. At the completion of the term of office, the Secretary shall pass on all documents to the incoming Secretary.

Section 5.
The Treasurer shall act as a fiduciary for the financial affairs of **KOTESOL**, keep appropriate bank accounts in the name of **KOTESOL** maintain accurate records of the finances of the organization, maintain a list of **KOTESOL** members, prepare the annual operating budget and manage all funds belonging to **KOTESOL** in an open and accountable manner.

Section 6.
The Nominations and Elections Chair shall act as the Chief Returning Officer of **KOTESOL** and chair the Nominations and Elections Committee.

Section 7.
The International Conference Chair shall organize all aspects of the International Conference and report to Council about the same, including the appointment of a conference committee, recommending a venue for approval by Council, creating an event budget for approval by Council, making regular reports to Council and providing a final report within thirty (30) days of the completion of the International Conference briefing Council on the success of the event, advising of any problems encountered and making recommendations for the following year.

Section 8.
The International Conference Co-chair shall assist the International Conference Chair in all of his or her duties in order to gain insight and experience to successfully organize the following International Conference.

Section 9.
The Past President shall cooperate with the incoming President to facilitate a smooth leadership transition, and provide advice and continuity to the organization on Council and Committee affairs.

Article IV. The Council.

Section 1.
The responsibilities of the Council shall include, but not be limited to:
Subsection a. Approval of the annual operating budget;
Subsection b. Approval of all appointments to committee chairs;
Subsection c. Ensuring that the elected officers and members of the National Council perform their duties as required by the Constitution, Bylaws, and policies of the organization.

Section 2.
All members of the Council must be members in good standing of **KOTESOL**.

Section 3.
Any members seeking nomination for an elected position on the Council must have been a member in good standing for at least the 12 full months immediately prior to the time of seeking nomination; except that all candidates for election to President must have been a **KOTESOL** member for the previous two years, and must be a current member of TESOL at the time of nomination and throughout the term as President.

Section 4.
Any elected or appointed member of the Council may be removed from office through impeachment, which must be based on a failure to properly conduct the affairs of their elected/appointed office. Impeachment shall require a three-fourths (3/4) majority of voting members on the Council, regardless of present attendance.

Section 5.
A majority of the Council members that are eligible to vote (both appointed and elected) shall constitute a quorum for conducting business. Council members shall be allowed to appoint a qualified substitute, who shall be allowed to vote at the meeting. Substitutes must be officially declared to the President before the commencement of the meeting.

Section 6.
Each person on Council shall have only one (1) vote on any issue brought before the Council, regardless of whether he or she holds multiple positions entitling a vote.

Article V. Committees of the Council.

Section 1.
The Council may establish standing committees as needed to carry out the business of **KOTESOL**.

Section 2.
There shall be a standing Publications Committee responsible for dissemination of information via all official publications.

Section 3.
There shall be a standing International Conference Committee responsible for planning and developing the International Conference. The International Conference Committee Co-chair shall be elected in the general elections each year. This person shall serve as Co-chair of the International Conference Committee for the first year of the term. In the second year of the term, the Co-chair shall become the Chair of the International Conference Committee.

Section 4.
There shall be a standing Nominations and Elections Committee responsible for managing all aspects of the election, including submitting a complete slate of candidates to fill the respective positions of **KOTESOL**. The Chair of this Committee shall be elected by a majority vote of the members casting their vote in the general elections.

Section 5.
There shall be a standing Membership Committee responsible for developing recruitment strategies for new members and providing existing members with value-added service to retain their membership.

Section 6.
There shall be a standing Financial Affairs Committee responsible for overseeing the financial affairs of the organization and making recommendations about the same.

Section 7.
The Council or President may establish ad hoc committees as needed to carry out the business of **KOTESOL**.

Section 8.
The Council may dissolve any committee, standing or ad hoc, if the need for the committee no longer exists or the mandate of the committee has been completed.

Article VI. Chapters.

Section 1.
A Chapter of **KOTESOL** can be established with a minimum of twenty members, unless otherwise specified by the Council.

Section 2.
Membership fees for individuals shall be set by the Council, 50% of which will go to the National Organization, and 50% will belong to the Chapter.

Section 3.
All Chapter officers must be current **KOTESOL** members.

Section 4.
Any Chapter that fails to retain 18 members for 24 consecutive months may be dissolved by majority vote of both (a) nationally elected officers; and (b) all Chapter representatives in attendance at a duly called and noticed National Council meeting. Dissolution shall take place immediately, with Chapter finances and assets reverting to the national treasury, and any current membership transferred to other Chapter(s).

Section 5.
Chapters shall develop Chapter Election Policies consistent with the following provisions:
Subsection a. Chapters shall hold elections at the first Chapter meeting following the National Annual Business Meeting, hereafter called the Chapter Annual Business Meeting (ABM). A Chapter may specify another time to hold its Chapter Annual Business Meeting, but this must be established in the chapter bylaws. At the Chapter ABM, officers for the following offices must be elected:
Sub-subsection i. President, who serves as Chapter representative to the National Council.
Sub-subsection ii. Vice-President.
Sub-subsection iii. Treasurer, who maintains liaison with the National Treasurer for matters of finance and membership.

Subsection b. Other voting officers should be elected or appointed in accordance with the Chapter's own Constitution and Bylaws and duties designated as appropriate. Similarly, non-voting officers may be appointed at the discretion of the Chapter.

Subsection c. Term of office concludes, regardless when elected or appointed, with the next Chapter Annual Business Meeting. Officers may run for re-election.

Subsection d. Vacancies in the required elected Chapter offices, unless stipulated otherwise in the Chapter's Constitution and Bylaws, may be filled only by a two-thirds (2/3) majority vote of voting officers of the Chapter, and then confirmed by a simple majority vote of the membership at the next regularly scheduled and announced Chapter meeting where all current Chapter members present have the right to vote.

Subsection e. Absentee and proxy ballots shall not be permitted.

Article VII. Elections.

Section 1.
All elected positions shall be elected by a majority vote in the general elections of **KOTESOL**, where majority vote is defined as a simple plurality of the votes cast.

Section 2.
No candidate for a position on Council shall be elected who fails to receive at least twenty-five percent (25%) of all votes cast for that position, and at least 25% of total votes cast must be cast for this position. Where no candidate meets this requirement, the post shall be declared vacant.

Section 3.
In the case of a tie vote in the general elections, a run-off election between the candidates who are tied shall occur through a specially arranged by-election for that purpose, to be administered by the Nominations and Elections Officer whose term shall be extended for the duration of the by-election.

Section 4.
Voting procedures for all elected positions may be carried out by online voting.

Section 5.
Absentee and proxy voting shall not be permitted.

Article VII. Parliamentary Authority.

Robert's Rules of Order, Newly Revised, shall be used to govern the business of **KOTESOL** in all cases in which they are applicable, subject to the Constitution, Bylaws and Policies of **KOTESOL**.

Article IX. Audits.

An audit of the financial transactions of **KOTESOL** shall be performed at least (but not limited to) once a year as directed by the Council.

Article X. Amendments.

These Bylaws may be amended by a two-thirds (2/3) majority vote of the members present at an ABM, provided that written notice of the proposed changes has been endorsed by at least five (5) members in good standing and has been distributed to all members at least thirty (30) days prior to the vote.

Adopted January 2011

The 19th Korea TESOL
International Conference

Extended Summaries of Academic Presentations

Editor
Tim Whitman

Extended Summaries of Academic Presentations

"Movie Making: A Course Curriculum"

Justin Barbaree and Shawn McKay
Hallym University, South Korea

I. Introduction

In 2005 I was teaching a "General English" course to Korean university freshman who were majoring in Broadcasting. I quickly learned that most of these students wished to one day be in the entertainment industry. It was a small class of around ten students of varying ability, and soon test scores and homework checks were revealing that students did not seem to be studying outside of class. The class, for the most part, was pleasant and had a good attitude. However, the student motivation to engage with the course-book and do outside work was very low.

Midway through the semester I had the belated epiphany of putting their aspirations of stardom to work for them in the language classroom. The next class I brought in a digital camera with video capability and filmed the students as they role played various scenarios from our textbook. Instantly the students were engrossed in studying the lines, asking me about pronunciation and meanings of words, and the context of the conversations. Students in small groups prepared "skits" whichwere videotaped, and the classwould watch the scenes on the projector and critique each other's work. This worked so well that I had the students in this class make a final movie project in lieu of their speaking test. Overall, the grades improved in the class and the students enjoyed the process. Their evaluations of the class included the acknowledgement that their language ability and confidence to speak in Englishhad improved.

I then wondered if I could export this "movie project" to other majors who were a little more camera-shy and were not dreaming of one day being a star. Afterall, freshman students across the board seemed to be suffering from similar problems—a lack of confidence to speak and use the English that they have studied, many for nearly a decade, in their elementaries, middle-schools, high schools, and *hagwons*. The movie project could be a way for students to use language in a fun, creative, and safe environment where they could control the situation.

Shawn McKay and I have implemented the movie project into our freshman classes to mixed results and mixed responses from students. Some students are very resistant to the idea of making a movie. There have been large, collective groans from certain classes when the project is introduced. But by and large, by the time the movies are finished and the students are sitting together watching, enjoying,making fun of, and laughing at the fruits of their labor on the screen, there is an almost unanimous opinion that the students created something valuable in English.

The "project" today is much different and better, we hope, than that first project. It has been tweaked, and we as practitioners have become further educated in indie movie making techniques. We have also changed certain formats, re-ordered steps of the project, and brainstormed and mapped out how we can get as much English into the movie-making project as possible. The following is a report of where we are now with the project. It is not perfected, and there are still some kinks that need working out. It is a work in progress, but we feel that in its current incarnation the project is effective, and it is our hope that the information we share here is valuable to you.

II. The Steps

The first movie projects were made at the end of the semester. These days, the project is spread across the length of one semester, infusing many of the activities and tasks that make up our course curriculum. In this way, the entire class from the beginning is working towards a final goal and each step to reach that goal is carefully laid out.

1. Brainstorm

The brainstorming phase is short but crucial. The topic of movie genres is introduced and answers are elicited from students. Weput students into small groups (3-4) and have them discuss and choose a genre. They then make a mind-map like the one on the board, but centered around one genre. They list movie titles and elements of the genre. This whole process can take anywhere from 30 minutes to an hour depending on how long one wishesto stretch it out. Students discuss and reach a consensus on their initial movie project concept.

2. Storyboard

Storyboarding is perhaps the most important step in the movie project because students are essentially creating their movies on paper, complete with scenes and action. There are several kinds of storyboard templates available online. There are also some helpful videos online that give tips for effective storyboardingas well as other film tips.

In class we utilize something called reverse storyboarding, where a short student film is shown and then the class remembers the scenes and fills in the storyboard on the whiteboard or on templates that the students are given. In this way,students gain inspiration from previous classes and also become familiar with breaking a film into scenes and describing the action in each scene. We then have students storyboard their own movies. An easy way to start is having students first draw out and write the actions for their first scene and their last scenes. They then can get started with the task of telling their story scene by scene. The number of required scenes can be decided earlier.

Another important thing to let students know is that the storyboard is only a plan, and that plans can and will change. The storyboard might change as students get involved in other parts of the movie and realize that they can add or delete elements to better tell their story.

3. Poster-making

This is used as a motivational tool. We show the students movie posters and we talk about the features we find—interesting photos, titles in bold fonts, sentences that make us curious about the film. Groups then make posters with one sentence in English and other slogans like "Coming Soon!" or "In theaters in December."The posters are fun but they also remain on the classroom walls for the entire semester so students are reminded of their projects and hopefully are inspired!

4. Character Development

Students usually don't think too much about each character in their movie, so this exercise helps them to be in better touch with their stage persona and preps them for how they will act during the shooting of scenes. This is also a great opportunity for writing assignments and language practice. Having students interview each other's characters with a set of WH- questions and yes/so questions can enhance their imaginary persona. After they answer the questions, they can then write a descriptive paragraph about their character. Students can also interview other students who take on their stage personas and then report to the class the information.

5. Script-making

Students make scripts to prepare their speaking parts for their movies. We use a script template that students will follow. We usually have each student write their own parts, and then they do peer editing to ensure that each student is getting maximum exposure to the language used in the film.

In our university curriculum, students have linguistic objectives that include grammatical forms and conversation strategies.We use a checklist of these objectives that students must use in their scripts. This is beneficial for two reasons: 1) It gives students practice with the forms in a creative, contextual situation, and the necessity for practicing their lines lends itself to internalization of the forms; and 2) it forces students to use the forms appropriately in a suitable context. Instead of teaching grammar forms only, we also teach students what to use and when, where, and why they use these forms. Keep in mind that censorship issues may have to be addressed.

The number of revisions that can be made on a script is really up to the teacher, but we usually require that students make corrections and revisions at least two times before the final script is turned in. Using editing features built into Microsoft Word© is an easy and useful way for teachers to highlight mistakes, suggest vocabulary alternatives, and make general comments about context and usage, as well as to chart the revisions from the first draft to the final script.

6. Camera Angles

Because we are working with basic equipment like digital cameras and free editing programs, the quality of the movie becomes an issue. Will students enjoy the product that they make? One part of the solution to this problem is the use of various camera angles. The way a scene is shot makes a major difference when it comes to holding the audience's attention during a dialogue or a chase scene. The use of various angles also helps tell the story and set the mood. Showing how angles convey different images can be easily elicited from the class through examples.

7. Location Scouting

Again, this is a very important element to making a cheap movie look muchbetter. Entire movies shot in a classroom or dorm room, for example, become boring very fast. But if the audience is treated to an interesting background (city vistas, interesting buildings, staircases, mountains, etc.), then the movie can become a visual treat. Locations can also add to the drama of the story. Remind students when storyboarding to have an actual location in mind.

8. Shooting

Once students have prepared the steps above, shooting may commence. A few things to remind students before shooting:

a. Students should project their voices. Smart phone cameras and digital cameras often have built in microphones which work fine if students speak with sufficient volume and avoid shooting speaking scenes in a place with a lot of background noise or wind.
b. Do several "takes" using different angles so students can choose the best one. Remind students that they can edit out parts so that they can use their best material without reshooting an entire scene.
c. Plan ahead. Students should have plenty of time planned to make their movie. In the event of bad weather or a cancellation they will not have to be rushed.
d. Lighting and shading: Extremely bright days are not ideal for shooting outdoors as they tend to make the entire picture too bright. Slightly cloudy days are better. Use shady areas, but students should beware that actors are not too obscured in darkness or by backlighting.
e. Students should test film quality by watching it after their first take. Lighting, sound, and film qualities are important issues to address first.

9. Editing

Microsoft©Windows Movie Maker is the editing program that we use in class because it is the easiest to access. However, there are other programs thatmore tech savvy students may choose to suit their needs. Movie Maker also has some compatibility issues with certain digital cameras and smart phones, but these are often easily resolved with a file conversion program that you can also download for free such as Any Video Converter©. Movie Maker is extremely easy to use and takes a little time to familiarize oneself with its features. We used to spend a lot of time in class going over features of the software but find that students are more apt to learn it independently by pointing them in the right direction and demonstrating a few key features. We give students a list of requirements for editing.

The movie should include:

1. a title. The title can appear anywhere in the film (after the first scene, at the end).
2. subtitles in English. This makes it easier for the other students to follow along as we watch the movie on the presentation day. It can also overcome sound issues.
3. music. We give a short demonstration on how music can enhance your movie.
4. trimmed scenes. This means that there is no extra footage in the movie where the directors are giving instructions and so forth.
5. The final file must be a WMV file or an AVI file that is playable on all media players (Windows©, VLC©, GomPlayer©). This requires converting the movie project file when one is finished the editing process.

10.Presentation: This is the day that students and teachers can sit back and enjoy the fruits of their labor. At the end of the semester, we usually hold some kind of film viewing and movie festival for the class or for a few classes together. Some of the awards we give out are for best acting, camera angles, locations, editing, and so on. It might help to make students aware of these awards in the beginning as possible extrinsic motivation if any is needed.

III. Addressing Motivation

Initially, students may be apprehensive about creating a movie. Motivation is an issue and the movie project addresses it in several ways. Movie-making bolsters intrinsic motivation in students as they become invested in their movies as a valuable product. Students face both evaluation and peer pressure as their final product will be viewed by the class.There may also be benefits to using innovative technologyto generate interest (Smith, 2009).

The movie project is not a new idea. Experimentation in student movie-making has already yielded interesting results (Kearney, 2006, Kebble, 2007, Honold, 2007). Though similar in concept, our project differs from its counterparts in length and scope due to the greater amount of time and effort invested. We also turn away from pure task-based learning(TBL) by insisting on a language requirement checklist for the script.

The movie-project, however, is largely an example of TBL in use. The students are continuously applying their English skills while working through stages of film development with the ultimate goal of creating an interesting film. The role of the teacher becomes akin to a producer: "green-lighting" storyboard ideas, and assisting and evaluating progress. The students are their own writers, actors and directors. Using TBL enhances motivation and retention by creating a "real" environment for language production with real goals and outcomes (Willis, 1996).

IV. Movie Project: Pros and Cons

The movie project has many advantages in the classroom. Students are required to think critically and creatively about how they use language in their films. Throughout the project, students learn new vocabulary and communicate their ideas through speaking and writing. These new words and forms can be more effectively internalized because of the practice and a desire to produce an impressive final project that they will share with their classmates. Students have given a lot of positive feedback on how much they learn through the making of the film as well as how much they enjoyed the group camaraderie and filming.

There are, however, some drawbacks that we are continuously working to resolve. The biggest debacle that we find is that students are using too much Korean in their planning and production phases. For example, while working on their storyboards, students usually use Korean in their discussion. One way that we are trying to fix this is by giving students an activity that includes WH-questions where students can ask and answer questions about what genre they would like to make, who will the characters be, where and when the setting will take place, why they choose that genre, etc. The teacher role becomes similar to that of a producer –in English, students must discuss their film idea, progress as well as problems they face. This seems to work well once they have brainstormed their ideas and once we have given them question and answer forms and vocabulary to use. We think that with better scaffolding we can have students generating more English in the planning phase. But as it stands the complex discussion in deciding a movie more often than not slides into Korean.

There have also been cases in which students will write their initial scripts in Korean and then try to translate from there. We do everything we can to discourage such a laborious and unfruitful task, encouraging them to use language that we learn in class and helping them through the more complex ideas. All writing in class, including brainstorming, is in English.

Some more caveats we should share are more technical in nature. There is the occasion that no one in the small group possesses a digital camera or a smart phone with video capabilities. In this case, we let students know that they have a lot of time to find a camera because the shooting phase of the movie project is near the end. In most of the cases they find something in that time. I have loaned my own digital camera (nothing too fancy) to students a couple of times to make scenes.

There are sometimes problems with editing, such as students losing work from not saving their files, or not being able to use their footage because of compatibility problems. We tell students to save often, back everything up and keep their original footage until the very end. On that note, Windows Movie Maker does not actually save video or photos; it only saves how we manipulate them. The original files must be in the computer's hard drive at all times. We advise that students save all of their movie files and footage on the same USB flash drive and keep it all until the project is finished.

V. The Future of the Movie Project

The movie project offers an example of a task-based curriculum with a final product that students are motivated to create and ultimately enjoy. In the future we hope to develop the movie project in several aspects. Movie making ideas and skills may be further built into the curriculum. For example, during our paragraph-writing module, students read about movie making tips, how to do simple special effects, and biographies of famous directors. Activities in class often revolve around a movie theme.

We hope that extrinsic motivation may also be added to promote student work. Perhaps a sponsored English movie award ceremony could be developed across schools, or on a larger scale. It is important to create a place to collect, display and commemorate examples of student work to further emphasize their value and contribution. It is our hope that the movie project may help students overcome their fear and anxiety about speaking, and replace it with pride in their creation: their own English movie.

References

Honold, Eduordo. (2004). Lights, Camera, Active Learning! Enhancing ESL Instruction Through Video Projects. *Literacy Links*.Volume 8, No. 3.

Kearney, Matthew &Schuck, Sandy (2006). Spotlight on Authentic Learning: Student developed digital video projects. *Australasian Journal of Educational* Technology, 22(2), 189-208.

Kebble, Paul. (2007). Making movies: an integrated skills task for motivating ESL Learners. James Cook University.*EA Journal* Volume 24, No 2.

Smith, Glori H. (2009). *Learning English Through Interactive Weblogs*: Student experiences blogging in the secondary ESL Classroom. Brigham Young University. August 2009.

Willis, J. (1996). *A Flexible Framework for Task-based Learning*. Oxford: Macmillan Heinemann English Language Teaching.

The Authors

Justin Barbaree *and* ***Shawn McKay*** *are both language instructors at Hallym University in Chuncheon, South Korea. They are both working hard to infuse the English curriculum there with life and vitality, and find new ways to motivate students. The movie project is a labor of love towards this end. They are both interested in the effects of using technology in the classroom.*

Justin Barbaree *holds an MAT TESOL from The School for International Training in Brattleboro, Vermont, USA, and is currently undergoing another MA program in English Literature from Morehead State University in Morehead, Kentucky.*

Shawn McKay *holds a degree in psychology from the University Guelph and a CELTA from The International House in London.*

Connecting Disciplines at Japanese University: Adapting EAP to Local Academic Culture

Howard Brown and John Adamson
University of Niigata Prefecture

Abstract
As English medium content instruction becomes more common at universities in non-English speaking countries, including Japan, assumptions about student needs in English for Academic Purposes (EAP) classes may need to be reexamined. Particularly, EAP programs based on the assumption, often unconscious, that students are preparing to study abroad, in a presumably western context, may not serve actual student needs. This presentation profiles a small case study investigating the interaction between international EAP and Japanese content faculty which has helped the EAP program localize. This has entailed a shift in focus in two progressive steps. Initially we wanted to inform EAP syllabus planning by gathering information from local Japanese faculty about their general academic expectations for student learning in L1. We called this approach English for Local Academic Purposes (ELAP). Findings suggested some important similarities and differences between our initial, western focused EAP aims, and the expectations of Japanese faculty. However, we noticed that we were lacking specific insights into L2 medium content classes so decided to go to the next step of collaborating more closely with content faculty who were actually teaching in English. This allowed us to develop a more focused English for Specific Local Academic Purposes (ESLAP) approach which informed our understanding of local content realities in a more insightful and practical manner. These two steps have made EAP provision more relevant in its local context.

I. Introduction

EAP courses are often seen as preparation for study in a western university and so classes follow western academic norms and Anglophone EAP teachers, whether consciously or not, prepare students to interact with faculty, classmates and materials in a western pattern, what Canagarajah calls the 'center scholarship'(2005: xxvii). However, EAP is becoming important for local use in many contexts. In Japan for example, the number of students travelling to western universities is falling (Tanikawa, 2011) and nearly half of Japanese universities now offer courses, or whole programs, taught in English (MEXT, 2004).

In these contexts EAP students may be faced with different academic norms to those practiced under center scholarship. The language of instruction may be English but the academic community and context of learning remain grounded in the home culture. In particular, the expectations of faculty members for how students are to perform, both in and out of class, remain grounded in local standards. This leads to a potential mismatch between the goals and objectives of western-focused EAP courses and the expectations for student performance by local content faculty. Therefore, the aims of EAP courses in these contexts need to be reexamined and may benefit from localization.

II. Views of EAP

In the literature, there is a standard view of EAP provision and a growing awareness of the need for localization of that view.

A. The standard view of EAP

Jordan (1997) discusses EAP in terms of a two-level perspective. In English for General Academic Purposes (EGAP), the students may be a mixed-major group, or may have no particularly defined needs in terms of EAP. The course covers general academic skills presumed to be helpful in a wide variety of academic settings. In English for Specific Academic Purposes (ESAP), however, the students may all be preparing for the same, or at least a similar, major so the language teacher can focus the course on the subject field itself. This implies a need for the ESAP teacher to learn about the target subject itself and the way in which it is taught and assessed (Lucietto, 2008).

B. A proposed local view of EAP

Following Jordan (1997) a new view can be proposed which adds an element of localized understanding in a two-level perspective on EAP: English for Local Academic Purposes (ELAP) and English for Specific Local Academic Purposes (ESLAP). At the general level, ELAP, language teachers should understand the home academic culture of their students and colleagues to localize their practice. At the second, more specific level, ESLAP, language teachers would focus their practice on the actual specific disciplinary or institutional norms of their context.

III. Applying the ELAP -ESLAP perspective: One example from Japan

The ELAP - ESLAP framework has evolved out of one example program at a small, semi-rural university in northern Japan which offers English-medium content classes.

B. Researching ELAP: Understanding local norms

The first round of data collection was intended to develop a general understanding of the academic culture of Japan in order to inform decision-making in ELAP courses. *Kiso semi,* the Fundamental Seminar, which is intended to teach incoming students the fundamental skills needed for academic success at university, seemed like a logical place to find this practical understanding. *Kiso semi* teachers are part of the local academic norms so by talking to them about what 'good' students look like, what they do in class and how the *Kiso semi* class gets students ready for academic success, Anglophone language teachers may gain insights into students' needs for ELAP. Data was collected through open-ended written surveys of *Kiso semi* teachers (n=16), follow-up interviews and ongoing informal communications over one academic year.

IV. Results and implications

Data emerged on three themes: learning events, key skills, and images of good students. *Kiso semi* classes featured a variety of learning activities including, formal papers and presentations, class discussion and peer feedback. Interestingly, there was much one-on-one student-faculty interaction outside of class time for direct instruction, feedback and general counseling on academic life. In this sense, the *Kiso semi* teacher appeared to take on the role of tutor as well as professor. *Kiso semi* teachers also valued long-term, integrated learning experiences. In these 'composed whole' tasks, students have to combine class work, independent reading and field work, including interviews with specialists.

Additionally, key skills for success at university were identified as: presentation skills, clear and precise writing, academic conventions, summary skills, independent research, library skills, developing an original thesis based on wide reading, deep and critical reading, and skills for not only participating in but leading discussions.

Kiso semi teachers' definitions of a 'good student' were very consistent. Good students have passion and curiosity for certain topics, pursue independent research, are self-motivated, can reflect on their own learning, go beyond remembering class materials to develop new ideas, understand multiple points of view, and can devise a range of solutions to problems.

Some findings showed that local Japanese academic norms were aligned with western-focused assumptions of Anglophone EAP teachers. For example, the value placed on writing and speaking skills and the stress on integrated learning events.

However, some findings were provocative of change, suggesting that Anglophone faculty may need to: do more to encourage students' independent and critical thinking since these skills are underdeveloped even in the students' L1, provide more opportunities for longer-term study on a single topic, and consider the tutoring relationship between faculty and students.

V. Researching ESLAP: Understanding specific local needs

In the second round of data collection, the researchers collaborated with English-medium content teachers in a workshop setting to better understand specific local needs. Five content teachers using English in class were invited to reflect openly on their experiences, expectations, class activities, materials and patterns of interaction. This data reinforced the importance of the *Kiso semi* teachers' messages from the ELAP stage about critical thinking, skills for citation, one-on-one interaction and multimodality and intertextuality.

There were also several new insights. For example, multimodality and intertextuality were seen to include translanguaging, the strategic shift from one language to another when working in bilingual contexts

(Creese&Blackledge,2010). The English-medium content faculty members wanted students to be able to not only work in English but also synthesize materials from both English and Japanese sources. Also, the content faculty reported very small class sizes which was not mirrored in the large EAP classes.

One further significant point was the importance of students'first-year experiences due to their transition into a new set of competencies and a new academic repertoire not used in high school. This implied that the EAP programshould expand its role in the overall development of student competencies, not just their language skills.

VI. Conclusion

This study applies a two-level perspective on EAP syllabi to a local Japanese context where content classes are delivered in English. Firstly, in an ELAP (English for Local Academic Purposes) stage, we asked the *Kiso semi* study skills teachers how they perceived the 'good' university student in general academic terms; this was followed by an ESLAP (English for Specific Local Academic Purposes) stage to delve more deeply into the actual practice of L2-medium content faculty. Both stages revealed insights into how the EAP practice could be localized.

Whether the findings from this particular Japanese context are applicable to EAP teachers elsewhere or not, the actual mechanism of the two-stage enquiry is potentially of wider relevance. When EAP classes prepare students for English-medium content courses taught by local faculty, the EAP practitioner should consider both the general and specific local academic norms that influence how those students will interact with content, faculty members and each other.

References

Canagarajah, A. S. (2005). Introduction.In A. S. Canagarajah (Ed.).*Reclaiming the Local in Language Policy and Practice.*(pp. xiii –xxx), Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers.

Creese, A. and A. Blackledge. (2010). Translanguaging in the Bilingual Classroom: A Pedagogy for Learning and Teaching? *The Modern Language Journal, 94*, 103-115.

Jordan, R. R. (1997).*English for Academic Purposes*. Cambridge: Cambridge University Press.

Lucietto, S. (2008).A Model for Quality CLIL Provision.*International CLIL Research Journal*, *1*(1), 83-92. Retrieved from http:/www.icrj.eu/index?vol=11&page=746.

MEXT (2004).大學における教育内容等の改善狀況について. [For improvements in education in universities] Retrieved from http//www.mext.go.jp/b_menu/hou/16/03/04032301.htm.

Tanikawa, M. (2011, February 20). Fewer Japanese students studying abroad.*The New York Times*.Retrieved from http://www.nytimes.com/2011/02/21/world/asia/21iht-educLede21.html?_r=1&pagewanted=all.

The Authors

Howard Brown *has worked in Canada, Turkey and Japan as a teacher, teacher trainer and school manager. He holds master's degrees in Education and Applied Linguistics. He is currently a faculty member at the University of Niigata Prefecture in Japan. His research interests include faculty development and localization of EAP. brown@unii.ac.jp*

John Adamson *received his Doctorate of Education from Leicester University. He teaches English for Academic Purposes at the University of Niigata Prefecture in Japan. His research has focused on interview discourse, learning strategies, Teacher Development, and Business English methodology. His current interest is in the area of interdisciplinarity. johnadamson253@hotmail.com*

Overcoming the Obstacle of Culture - Integrating Critical Thinking with College English Writing Instruction

Dr. Wanqing Cheng
Honam University, Republic of Korea

Abstract
Teaching that enhances critical thinking (hereafter CT) has occupied a dominant position among the instruction objectives across curricula at all levels in the West. However, this notion has largely remained an ideal theoretical term specified in curriculain Asian countries. Teaching CT in Asian contexts has elicited heated debates among researchers in terms of the cultural conflicts. The present study targets the dispute over the teachability of CT on Asian learners, and in particular, the feasibility of incorporating CT with college English writing instruction in the Korean EFL context. For the purpose of the present study, data were collected from three natural intact EFL writing classes registered by 34 students of a national university in Seoul. Special care was taken in designing and implementing the strategies as to how to incorporatethe CT pedagogy and language teaching into a single coherent curriculum.To elicit the students' and the teacher's perception of the CT pedagogy, student journals were analyzed and teacher interview was given. Thorough analysis on the journal entries demonstrated that the students all embraced the importance of fostering CT in their English classes. The teacher also echoed the positive effects of the CT-infused instruction. The need to teach English language skills along with CT is confirmed despite the cultural barriers. The findings are crucial in that they convey informative messages of the Korean learners' perception of the CT initiatives. Pedagogical implications were discussed together with practical concerns about incorporating CT in the Korean EFL setting.

I. Rationale and Purpose

Critical thinking (hereafter CT) is that mode of thinking—about any subject, content, or problem—in which the thinker improves the quality of his or her thinking by skillfully analyzing, assessing, and reconstructing it(Paul & Elder, 2007).Teaching that enhances CT development has already permeated all aspects of education across curricula in Western community. However, many researchers argued that it is unwise toteach CT in the Asian contexts because it conflicts with the Asian socio-cultural traditions. In particular, the CT appeal has not been blended well to the practical ends of English classes and integration of CT remains largely superficial. There is a relative lack of research on combining CT with English education and the corresponding effective instructional strategies. The present study intends to target the feasibility of incorporating CT with college English writing instruction in the Korean EFL context.

II. Related Literature

There have been conflicting studies regarding the teachability of CT on Asian learners. Some concluded that teaching CT on Asians is problematic. Fox (1994) argued that while Western culture believes in the value of thinking and self-expression, Asian students tend to seek harmony. Atkinson (1997) suggested that educators should think cautiously and critically on the notion of CT because it is a cultural practice. In Korea, the CT movement has not made much resonance during the last decade. Research efforts have been made to explore the reasons behind it, as provided in McGuire (2007):

(1) Koreans' over-emphasis on college entrance examination (Organization for Economic Cooperation and Development, 1998);
(2) Koreans' unique communication styles that have shaped a passive, unquestioning role of students (Kim, 1985);
(3) Koreans' preference over using ellipsis which creates sentences with implicit and indirect meanings (Suh, 1996, p. 46);

(4) Korean way of socialization to promote relationships and bonds, reluctance to explicitly express viewpoints and persuade others (Kim, 2003);

However, with globalization and cultural exchanges, researchers began to refute the traditional portrait of Asian students as passive recipients. Littlewood (2000) examined 2,307 students from eight Asian countries and regions including China, Japan, and Korea. The questionnaire results indicated that "the overall Asian students are not inclined to be spoon-fed with facts from an all-knowing fount of knowledge."Day (2003) argued that students from Korea, Taiwan, China, and Japan at the University of Hawaii were not only receptive to instruction in CT, but also were engaged in the CT process. Since the importance accorded to CT is becoming a worldwide phenomenon, and CT education in the Asian EFL contexts is gaining momentum as well, the present study proposed that CT can and should be incorporated in the current Korean EFL context.

III. Methodology

A. Research Setting and Participants

The data for the current study was collected during the fall semester of 2009 at a national university in Seoul, Korea. The participants comprised all the students from three natural intact EFL writing classes registered by 34 students. There were 28 English Education majors and 6 non-English majors. Among them, 28 were female (82.4%) and 6 were male (17.6%), and aged from 20 to 36 years. Moreover, 18 of them were juniors, and 16 were seniors. The 15-week writing course "Composition 2" was offered by the English Language Education Department. Students met twice a week for 75 minutes each. A female Korean American teacher taught all the classes with the same curriculum. None of the students had received explicit CT-related instruction before.

B. Classroom Activities to Foster CT

For the purpose of this study, CT was incorporated by a series of classroom activities such as peer assessment (PA), critical reading and quiz questioning. Because of space limitation, PA and its related findings will mainly be covered in this paper.

During the semester, two in-class PA sessions were conducted. In one class before the scheduled PA task, peer selection was first done by coin tossing. Then an assessment rubric was provided for the students, developed in advance by the researcher based on Jacobs, et al. (1981). The rubric specifies seven aspects for the purpose of evaluating both the writing and CT elements of the essay.

The instructor explained the format and content of the criteria and checked if there were any questions. With all the preparations done, the assigned essays were allocated. Students were asked to read their peer's writing carefully off-class and do written assessment based on the rubric. Students were told that their feedback sheets were going to be collected and graded to encourage serious engagement with the process. After the PA activity, the students were asked to write a guided journal on the effects of the PA procedure on their CT abilities. One crucial aspect underlying PA is that participation was emphasized, hoping that the students could discuss and interpret their feedbacks more freely and constructively.

C. Data Collection and Analysis

In order to externalize the students' perceptions of the CT pedagogy, five focused journals written in English were investigated. The teacher's opinions were also elicited by an interview at the end of the semester.

IV. Major Findings & Discussion

Thorough analysis of the student journals revealed overall positive opinions on the CT pedagogy. Although shown in different angles, a near unanimous agreement was reached regarding the importance of CT during college life and study. For example, S12 and S20 approached the importance of CT in terms of the social role a college student should perform inorder to be a responsible and successful citizen.

> *CT is one of the key factors to be successful in this society. It is crucial for college students as amateur socially responsible person to learn CT. (S12)*
>
> *As a college student, I try to accept social issues not superficially but critically. I firmly believe that CT is one of the important skills we can intensively learn only in college. (S20)*

S27 attached an important role of CT in achieving academic success, and expressed:

> *I totally agree that college students should be good at CT because there are a lot of*

opportunities to criticize or analyze deeply in college studies. CT is the essential and crucial part of doing it and helps students to be able to bring up their own academic questions in theend. (S27)

S28 saw CT as a kind of effective learning strategy, and wrote:

CT is important not only when we write but also when we do others things, such as discussion or reading. Therefore, as a college student, we have to try to improve our ability of CT. It will be also useful when we study in effective way. (S28)

S17 extended the value of CT beyond their writing class to everyday life and future workplace.

CT enables us to think upon a solution to a problem and to find the better way to solve the problem. Accordingly, CT is important not only for writing, but also for living and working. (S17)

Besides enhanced appreciation over the importance of CT, favorable effects of PA on CT development was confirmed as well. As to the journal question whether PA improved their CT ability or not, 29 of the 34 students (85.2%) answered positively. In answering what they had learned from PA, the students responded that their ability to generate new ideas was stimulated substantially. The following excerpts echoed Paul (1987), who stated that an essential element of CT is the ability to see things from others' points of view, which might be very different from one's own.

The ability to see the forest... I was a passive reader who just accepts what the writer said. Thanks to assessing my peer's writing, I have become more active to read. (S10)

Peer assessment surely can improve my CT ability because it gives me the opportunities to think differently and to stand on a different point of view. (S17)

The mainstream positive comments dovetailed with the existing literature claiming that PA motivated students to become more reflective and independent learners (Ballantyne et al., 2002; Falchikov, 1995; Searby& Ewers, 1997). As a whole, PA provided plenty of opportunities for the students to practice their CT skills by making them articulate their thoughts and engage in meaningful and interactive exchange of information.

However, the following journal scripts shed further lights on the students' attitudes and opinions. A few students mistook CT as 'criticism', 'fault finding', and 'correcting mistakes'. These misunderstandings in turn provided obstacles especially when students were involved in peer assessment.

I think I criticized too much on my peer's work, so I will try not to criticize a lot next time. (S22)

I did not enjoy peer assessment at all. To criticize or advise to other is too painful and stressful. (S30)

Moreover, in order to display CT, it is important to question the arguments of others. Involvement and participation are highly expected during the PA process. As a result, student peers can discuss and interpret their feedbacks more freely and constructively. However, as shaped by the Korean collectivistic culture which specially emphasizes group harmony, some students were unable to overcome their cultural obstacles to express their individual opinions. As a result, they did not actually engage in giving meaningful or constructive feedback.

I don't think I enjoyed the peer assessment that much. One of the main reasons is that I'm not used to saying critical comments to my partner. (S10)

I guess I could have done it [PA]more harshly, but the fact that the writing was from one of my friends made me hesitated. (S20)

I think PA is a very new and progressive procedure in terms of gaining diverse perspectives about our work. However, the actual assessment did not seem effective as much as I expected because we know each other and it was very awkward to grade your friend's works objectively considering the culture. We know that we need to be object for one another's true progress but it was never easy. (S27)

Originally PA was designed as an opportunity to foster interpersonal relationships and cultivate the kind of CT approach to life. However, student peers were sensitive to their self-images, and the pride of being a student at this elite university was not anything to be injured. The following words about the CT experience from S24 turned out to be the opposite of the original intention.

I hate peer assessment because I believe that wound my pride. (S24)

Several students even demonstrated a negative attitude towards PA on account of the limited time and experience.

I don't think peer assessment can improve my critical thinking ability much. Reading good, professional writings will be more effective for this purpose. (S32)

I don't believe only twice of peer assessment improved my critical thinking ability dramatically but also in a short time. (S34)

The teacher's perception was also elicited by an interview. She highly embraced the CT-infused instruction and when she was asked about the desirability of teaching CT, she commented:

Using the concept of CT was a great idea in my writing class, as CT is at the heart of creative writing, thinking and even in reading comprehension...because writing requires a level of CT and the concept of CT is the fundamental basis for any type of writing…the concept of CT should be emphasized more, so that students can learn to think more critically and be able to apply this thinking skill not only in writing class, but in all aspects of life.

Seeing the enormous positive impact of CT on the students'in an all-around way, she concluded that in the future she would try every opportunity to infuse CT in her teaching. In particular, she shared her experiences and insights as to how to put the CT-related strategies into practice.

I would definitely emphasize the importance of CT and involve CT materials in my teaching, for the positive benefits mentioned above. Explaining to students how CT helps in reading comprehension and also in writing would be one way to integrate CT with the normal classroom instruction. Just like teaching writing, explaining how to think, the benefits of CT, and most of all giving good examples on what CT is or how it can be applied would be most effective.

Summing up, the following inferences could be made from the current study:

1. The teacher's CT pedagogy proved to be all worthy and meaningful for the Korean college students. That is, CT could and should be incorporated with college English writing instruction in the Korean EFL setting.
2. To foster CT abilities, PA strategy could be applied, but with regard to the socio-cultural constructs of Korea. An understanding of this practical concern on the part of the teacher can optimize the designed effects of the PA strategy. For example, PA task in the Korean context had better be done anonymously. It is equally important to establish an ethos of collaboration and mutual support, which is as relaxed as possible to help students overcome their ego-centrism and build confidence.

V. Limitations and Implications

The current study is limited in terms of the time duration, convenience sampling procedure , lack of control group and the small number of participants, which might all decrease the generalizability of the findings. Despite the limitations, the findings are informative in that they conveycrucial messages ofthe Korean EFL learners' perceptions onthe teacher's CT initiatives. Although the values underpinning CT pedagogy clash with the guiding features of the Korean culture, the need to teach English language skills along with CT is strongly proposed because it proves to be a promising teaching alternative by satisfying both the need for developing English language skills and "a critical awareness of the world and the ability to act on it" (Crookes &Lehner, 1998, p. 320).

Fostering CT across curricula in Korea plays a strategic role in helping Koreans stay at an advantageous position to compete with their western counterparts. Koreans should not take the socio-cultural barrier as an excuse to reject CT. A trade-off position that both maintains Koreans' identity and at the same time invites them to embrace those Western conceptualizations like CT still needs more cohered efforts to establish on part of all related sectors of the society.

References

Ballantyne, R., Hughes, K. &Mylonas, A. (2002). Developing procedures for implementing peer assessment in large classes using an action research process. *Assessment & Evaluation in Higher Education, 27* (5), 427-441.

Chamot, A. (1995). Creating a community of thinkers in the ESL/EFL classroom.*TESOL Matters, 5* (5), 1-16.
Crookes, G. &Lehner, A. (1998) Aspects of process in an ESL critical pedagogy teacher education course, *TESOL Quarterly, 32*(2), 319–328.
Day, R. R. (2003). Teaching CT and discussion.*The Language Teacher Online, 27*(7).Jacobs, V., et al. (1981).*ESL composition profile.* Newbury House Publisher.
Falchikov, N. (1995). Peer feedback marking: developing peer assessment. *Innovation in Education and Training, 32* (2), 175–187.
Fox, H. (1994). *Listening to the world: Cultural issues in academic writing*. Urbana, IL: National Council of Teachers of English.
Kim, J. C. (1985). *Education and development: Some essays and thoughts on Korean education*. Seoul: Seoul National University Press.
Kim, S. H. (2003). Korean cultural codes and communication. *International Area Review, 6*(1), 93-114.
McGuire, J. M. (2007). Why has the CT movement not come to Korea? *Asia Pacific Education Review, 8*(2), 224-232.
Organization for Economic Cooperation and Development. (1998). *Reviews of national policies for education: Korea.* Paris: OECD.
Pally, M. (1997). Critical thinking in ESL: An argument for sustained content. *Journal of Second Language Writing, 6* (3), 293-311.
Paul, R. & Elder, L. (2007).Consequential validity:*Using assessment to drive instruction*. Foundation for Critical Thinking.Retrieved from http://www.criticalthinking.org/aboutCT/define_critical_thinking.cfm
Searby, M. & Ewers, T. (1997). An evaluation of the use of peer assessment in higher education: A case study in the School of Music, Kingston University, *Assessment and Evaluation in Higher Education, 22* (4), 371–383.
Stapleton, P. (2001). Assessing CT in the writing of Japanese university students: Insights about assumptions and content familiarity. *Written Communication, 18,* 506-548.
Suh, C. S. (1996). A cultural perspective on the Korean language. *Korea Journal, 36*(3), 40-52.
Topping, K. J., Smith, E. F., Swanson, I. & Elliot, A. (2000).Formative peer assessment of academic writing between postgraduate students. *Assessment and Evaluation in Higher Education, 25* (2), 146–169.

The Author

Dr. Wanqing Cheng *is now teaching English at Honam University in the Republic of Korea. She is especially interested in curriculum and textbook development, classroom assessment and interdisciplinary English education. She can always be reached at nancychengwq@hotmail.com*.

Student peer teaching - A strategy for exploiting learner's autonomy

Ms. Alina Rebecca Chirciu
Majan College (University College), Sultanate of Oman

Absract
Empowering students with knowledge and responsibility is the most challenging role of lecturers. Peer teaching provides a powerful learning experience since students of the same age group relate to each other. It is our belief that the teaching methodology should include different practices based on the students'diverse backgrounds. Considering that our students' culture encourages mutual interdependence, the basic assumption of our study is that students teaching students could be an effective teaching and learning method. This strategy focuses on constructing knowledge and integrating it with the general skills of critical thinking and problem solving through student motivation and self-involvement and consequently, facilitates the acquisition of a number of skills such as editing, proof-reading, communicative as well as creative skills. The present study is an enquiry into the effectiveness of student peer-teaching methodology for English language teaching, as an innovative instruction strategy for pre-intermediate level learners. The findings showed that high-achievers developed a sense of responsibility and self-confidence while low-performers got motivated and inspired to perform. The students were far more interactive due to their high level of comfort. The method promoted positive interdependence and individual responsibility, enhancing autonomous learning skills.

I. Introduction

The teaching pedagogy practiced today clearly lacks the stimulation of emotions and response of the learner. They are taught the skills of meeting the requirements of the colleges'evaluation standards and hence fail to appreciate the value of theirlearning. For them education is merely a tool of acquiring a degree in order to provide them a job for their basic survival and therefore, the outcome of the normal classroom teaching is not as desired. This motivates us to search for a variety of teaching methods which would eventually stimulate the learner's involvement in their learning process.

Therefore, the teaching and learning methodology is currently witnessing a paradigm shift, meaning that the cognitivist perspective of learner-centeredness has taken precedence over what is considered a more classical teacher-oriented learning experience. The concept of learner-centeredness is intrinsically linked with the concept of learner autonomy and assuming control of one's learning within a community.

II. Peer teaching in the context of learner autonomy

Being autonomous does not mean learning alone but having the ability to cognitively and critically make decisions as to the means that one uses to learn and develop. Learner's autonomy represents a positive interdependence, that is the feeling of support created within the group and individual accountability which consists of a feeling of positive pressure. (Murphey&Jacobs, 2000) Thus, the premise of our study is that interdependence is very much a feature of Eastern cultures in general and to Arab and Gulf culture in particular and therefore our students' autonomy is manifested in direct relation with their learning community. The learning process could thus be made as important as the final product. Group activities are therefore, fostering positive interdependence which, at the same time promotes individual, autonomous learning. In a group decisions are taken through cooperation and mediation and the responsibilities lie with all its members. Students like group work and find it motivating as they are more likely to debate and disagree with their peers than their teacher. (Byers & Wilkins, 2005)

Thus positive interdependence and individual responsibility have become necessary rather than optional inthe learning process as employable students are required to be active citizens who exercise both their rights and duties in society where "cooperation is prized over competition". (Murphey and Jacobs, 2000)

Autonomous learning through the support of peers is the way forward for Omani higher education as it builds on the Arab value of collectivism where loyalty to the group is important. (Feghali, 1997) The challenge

remains to make collectivism work in harmony with individualism, particularly individual responsibility for one's learning and developing a sense of accountability to one self, one's peers and ultimately to society.

A. Exploiting learner autonomy through peer teaching strategy

The methodology employed in this study was action research as the nature of the research questions implied a classroom based intervention at the level of pedagogy in order to produce a change in the students' learning styles. The methods employed were semi-structured group interviews with the students in the chosen samples, open classroom observations on the part of the researchers and 1st person student accounts or testimonials. The research spanned over two semesters, involving four groups of Foundation students enrolled both in semester I and II and taking up the Grammar in Context and Academic Writing modules. The intention of the researchers was to provide a clear in-depth picture of the students'attitudes to learning and their response to the new learning method. The interviews were recorded, transcribed and analyzed and correlated with the observations and the student accounts in order to establish whether peer-teaching could represent a viable teaching and learning method for Omani students.

The peer teaching activities used were learning exchanges, study groups and student partnerships. The learning exchanges were done throughout the semester and the students were required to teach a familiar topic once a week after being given 15 minutes revision time. They were asked to read the rules and present them on the board on a voluntary basis and elicit examples from the others. While one student was teaching, the others were helping in eliciting responses, discussing the examples and explaining to each other. With the rules on the board, the students started working on their worksheets in groups by referring to the board and the book. The student that understood better or knew how to do the exercises first was explaining to the others. During the last 30 minutes of the session, each team was asked to write the answers to the first exercise in their hand-out on the board and then compare and discuss results in order to find the right answer. During this time the teacher was monitoring the activity without intervening but rather facilitating the smooth development of the lesson and monitoring interaction within the study groups.

When asked about how they felt during the learning exchanges the students stated that they experienced a high comfort level because they were able to relate to each other and at times use Arabic language to communicate, although the two main pre-requisites when going to the board were to speak only English and not use any material but teach from memory. They also thanked the teacher for the opportunity as they found it a highly enjoyable and interactive experience. The study groups were not a new concept for them as they had been exposed to this learning strategy throughout their study years. However, the study partnerships proved challenging at times especially for the semester I groups. They admitted that since the concept had not been applied in an organized framework such as this, they had difficulties in keeping the meetings and their records. The tutors had to face the challenges of stimulating their tutees'interest and increasing their motivation to learn. The tutees had to face the challenges of staying motivated and perseverant. These factors however created a positive pressure on the tutors who felt more responsible and arranged meetings with the tutees in some cases more than once a week and even on weekends. They also tried reading and researching before teaching and felt the urge of referring to the dictionary in order to be sure of word meanings before asking the tutees. They also tried several teaching methods such as repetition and reinforcement to ensure that the peers understand the topic.

III. Conclusions

Unlike the traditional method, where students are always pressurized by tests and examinations, here students seem to enjoy papers, projects, performances, portfolios, since all these seem to give them a voice in the learning process more than giving them a feel of evaluating and testing -the journey of learning thus being more important than the destination of the result. Omani and Arab culture in general encourage peer support and foster collaborative learning hence, student peer teaching is a technique through which the students could be motivated and learning outcomes could be achieved without creating an atmosphere of anxiety and which creates a learning environment where the peer tutors are motivated to teach with a high level of confidence, the peer tutees, motivated to learn, with enhanced comfort level and finally, the lecturers are motivated to facilitate –with complete focus on the achievement of proposed learning outcomes.

References

Murphey, T. & Jacobs, G. (2000).Encouraging critical collaborative autonomy. *JALT Journal,* 22 (2), 228-244.

Byers, B. &Wilkins, H. (2005).The Midwich Cuckoos revisited: promoting learning through peer group work. Proceedings of The Science Learning and Teaching Conference. University of Warwick. June 2005

Feghali, E. (1997).Arab Cultural communication Patterns. *International Journal of Intercultural Relations*. 21/ 3,

345-378
Schmenk, B. (2005). Globalizing learner autonomy.*Tesol Quarterly.* 39/1, 107-118

The author

Ms Alina Chirciu *is an MA graduate from the National School of Political Science, Bucharest and has been practicing ELT for seven years. She is currently undertaking an EdD in TESOL with the University of Exeter, UK. She is an English Language Lecturer at Majan College (University College), Sultanate of Oman and her primary interests are promoting language skills through cognitive activities and independent learning techniques, learner autonomy, classroom discourse and post method pedagogy. She is also interested in the use of literature in ELT.*

Keywords from Academic Writing Corpora: NS-NNS Comparison

Yeji Han
Georgia State University

Abstract
The purpose of this study is to explore whether L1 influence or writing proficiency contributes more on distinctive lexical features of texts from native speakers' essays. Key words technique was used to explore this topic. A key word is defined as "a word which occurs with unusual frequency in a given text" (Scott, 1997, p. 236). Thus, key words technique shows "overuse" and "underuse" of words in texts in comparison with reference text. Key word technique has been widely used to explore academic writing (Lee & Chen, 2009), however, there has been very few research on keywords based on controlled corpora.This study is based on large learner corpus, consisting of argumentative essays written by 144 Chinese, 43 Korean, 41 Romance learners of English and 131 English native speakers. In this study, English native speakers' essays were taken as "default" corpora, because essays written by non-native speakers (NNS) were compared to the texts from the native speakers (NS). The texts are highly comparable in terms of a topic and writing condition. The results of this study will be discussed from pedagogical aspects.

I. Introduction

Among EFL teachers, vocabulary is often perceived as one of the predictors of successful writing. When it comes to academic writing, learners need to have access to genre specific vocabulary and style. The patterns of vocabulary in L2 writing have been widely explored from diverse perspectives. Weijen et al (2009) investigated the L1 influence on conceptual activity in L2 writing. The participants wrote argumentative essays under think aloud condition. All participants used L1 (Dutch) in L2 writing (English), although the degree of using L1 varies among individual learners. The use of L1 does not have effect on the quality of text, however, as the participants became more proficient in general English, they less rely on L1 in conceptual activity. The finding implies that the use of L1 has negative effects on proficiency although L1 use in conceptual activity is not directly related to the quality of text in L2.

From the same perspective of using L1 in L2 writing, Hinkel (2003) explored the influence of L1 rhetorical features in L2 writing. The frequency of example markers, first and third person pronouns, and past tense verbs were analyzed to compare the rate of personal example in essays. The results have shown that the frequency of giving personal example is significantly higher in non-native speakers' essays compared to native speakers' essay. NNSs often use this strategy to support the essay thesis, although personal example is not appropriate in many academic disciplines. The author argues that giving personal pronouns in academic essays is attributed to L1 influence, based on the fact that non-Anglo American cultures often use this rhetoric to support a thesis.

Much research have also investigated complexity in L2 writing. The previous studies have confirmed that L2 writers tend to use general words in order to compensate their limited lexical repertoire. Hinkel (2003) compares NS and NNS controlled corpora. The participants were given the same prompt and wrote an essay under the same condition. The findings have shown that NNS essays lack lexical and syntactic complexity compared to NS essays. Lexical simplicity is operationalized as using vague nouns, public verbs, private verbs and expecting verbs, and syntactic simplicity is the use of be-copula, existent there, predicative adjectives. All the simple features have less lexical information and are common in conversation. Lee and Chen (2009) also found that L2 learners show the higher frequency of function words and common words, which is not the focus of the academic writing. The overuse of general words can be attributed to the lack of lexical knowledge. Pilar and Llach (2010) NNSs often overuse vague words to compensate their limited lexical repertoire.

Based on the previous study, it is anticipated that non-native speakers overuse personal pronouns and common words. This study was motivated to answer whether the use of personal pronouns and common words are attributed to L1 influence or writing proficiency. To answer this question, keyword technique, which is defined as "a word which occurs with unusual frequency in a given text" was adopted to compare the use of personal pronouns and common words in each corpora (Scott, 1997, p. 236).

II. Methods

The data is learner corpus written by 268 international students in a university in the US and 131 English speakers in undergraduate programs from the same university. The international students consist of 144 Chinese, 43 Korean, 41 Romance. The participants wrote an argumentative essay under 30 minutes of time limit. The prompt was "whether in order to ensure a good future, careful planning must take place during one's youth". For international students, the writing was part of English proficiency test which was used to determine their readiness of English before they start academic programs in the university. Native speakers of English volunteered to take the test with a little reward. They took the test individually on different days. The same prompt was given to all participants. The scores of international students were holistically measured by two raters and averaged. The scoring scale was from zero to five.

To analyze the data, the written essays were divided by language groups and grades. The language groups were Chinese, Korean, Romance and English. In order to make the size of corpora comparable, the Romance group was categorized as a language group consisting German, French, Spanish, etc., while the other groups represent each language. As for grades, out of 5 points, 4.5 was considered as cut-off for high grade, so any grade below than 4.5 is low graded essays. To determine the cut-off point, keyword technique was run several times. Until point 4, the difference of keywords between high and low graded essays was not noticeable. However, the next higher point, 4.5 showed significant differences between the two groups in terms of keywords, so it was set as a cut-off point for high and low graded essays. English speakers'essays were not graded, because they functioned as "default" corpora for comparison.

The overall essays written by non-native speakers were compared to those of native speakers, and then each language group was compared to the NS group respectively. To figure out grade effect, the high and low graded corpora were compared to the NS essays. Also, the high and low grade essays were compared to each other to see distinctive words in each corpora and better answer how "high" and "low" graded essays are different in regards of keywords. Rank from one to ten keywords and keyness will be reported in the results section below.

III. Results

Keywords of the NS and NNS essays were extracted using Antconc. The NNS and NS groups were compared bi-directionary. The first top ten keywords and keynessfrom both NNS and NS essays are reported in Table 1. The NNS group shows personal pronouns *we, I, she* as keywords, while the NS keywords include prepositions and informative words.

Table 1. NNS groups and NS group

Rank	NNS Keyness	NNS Keywords	NS Keyness	NS Keywords
1	327.244	we	125.180	Out
2	167.284	our	116.801	College
3	80.818	I	56.178	Age
4	77.661	when	55.309	You
5	66.961	plan	49.940	School
6	64.719	first	47.300	Ahead
7	56.110	think	43.726	At
8	53.950	she	39.414	An
9	47.875	carefully	34.251	Goals
10	44.628	people	34.039	High

Table 2 shows the top ten keywords and keyness from the Chinese, Korean, Romance groups in reference to the NS group. The first ranked keyword is "I" in all NNS groups. Overall, the keywords of NNS show vague words containing less information.

Table 2. Chinese, Korean, Romance groups with NS

Rank	Chinese Keyness	Chinese Key words	Korean Keyness	Korean Key words	Romance Keyness	Romance Key words
1	1234.087	I	833.322	I	804.191	I
2	291.529	We	199.520	However	103.570	In
3	209.621	In	199.520	If	97.478	The
4	168.643	It	199.520	In	82.247	It
5	168.643	The	199.520	It	76.154	For
6	160.762	If	112.880	For	76.154	You
7	147.157	Our	103.059	We	67.016	When
8	141.849	How	89.640	The	60.924	They
9	140.273	For	87.884	Our	57.877	But
10	108.751	So	63.192	She	54.831	And

To analyze the effect of proficiency level on key words, all NNS essays were divided into low and high grades. Table 3 shows keywords and keyness of low and high graded essays compared to NS essays. The most distinctive word in all NNS groups, "I" is found only in the low graded essays. Content words in the low graded keywords list are mostly from the writing prompt. "we" is found in both groups, but "I" and "our" are mostly used in low graded essays.

Table 3. low and high grades with NS

Rank	Low grade Keyness	Low grade Keywords	High grade Keyness	High grade Keywords
1	340.646	We	58.135	She
2	184.512	Our	22.480	Advance
3	83.095	I	21.879	Was
4	81.800	Plan	20.425	We
5	73.181	When	20.159	French
6	67.477	First	19.270	When
7	54.253	Think	18.735	Aptitude
8	50.868	Carefully	18.735	System
9	48.344	People	18.541	Question
10	45.773	Experience	17.811	Action

To figure out different features of the low and high grade essays, the low graded essays were compared to the high graded essays. Table 4 shows keywords from the low grade essays combining all language groups. "I" is the first ranked in the low-graded essays. In general, the keywords from the low grade essays show function words and vague words.

Table 4. low grade with high grade

Rank	Keyness	Keyword
1	271.824	I
2	44.621	In
3	38.466	Plan
4	37.144	It
5	37.144	The
6	34.973	If
7	33.043	For
8	30.873	However
9	25.341	Our
10	24.709	Can

IV. Conclusion

Overall, the results of the study indicate that non-native speakers tend to use vague words, which contain less information. The content words from the NNS essays' keywords are from the prompt. Conversely, the NS group shows the active use of content wordsthat contain more information than vague words. Since NNSs have the limited range of lexical syntactic repertoire, they tend to "overuse" vague words.

Regardless of the language groups, "I" is the most distinctive word in the NNS essays. However, the overuse of "I" is attributed to the low graded essays, indicating that the low-level students overuse "I" compared to the high-level students and the native speakers. The overuse of "I" is grounded on giving personal examples, which is rarely considered appropriate in academic writing. The results are in accordance with previous research in regards of using vague words, narration of personal story to support a thesis (Hinkel, 2003).

In spite of the similar patterns, there are differences among the language groups. For example, "you" is exclusively used by Romance learners among the non-native speakers. The Romance learners show the similar patterns of using "you" as the native speakers' essays. Since "you" is not a keyword from the Chinese and Korean students' essays, the Roman languages may have affected this result. Another difference of the language groups is the frequency of "we." The results show that the Chinese and Korean learners overuse "we" in reference of the native speakers' essays. The use of "we" is not found in Romance learners although it is the most distinctive item from the NS essay.

As for grade effect, "we" and "when" are found in both low and high grade essays in comparison to the NS essays. Except the two words, the keywords from the low graded essays include empty words, such as function words and pronouns, while the high grade essays involve informational words such as *advance, French, question, action, system, and attitude*. In the low grade essays, even content words are from the prompt, implying that learners often used words from the prompt as strategy to compensate their limited lexical knowledge. Based on the findings, English proficiency has the greater effect on "non-nativeness" than L1 backgrounds. As shown in Table 1 and Table 3, most of keywords of NNS essays are found in the low graded essays. Pedagogical implication will be discussed in the session.

References

Hinkel, E, (2003) Giving Personal Examples and Telling Stories in Academic Essays *Issues in Applied Linguistics, 12(2)*

Hinkel (2003) simplicity without elegance: Features of Sentences in L1 and L2 Academic Texts. *TESOL QUARTERLY 37(2*). 275-301

Lee, D.Y.W. & Chen, S. X. (2009).Making a bigger deal of the smaller words: Function words and other key items in research writing by Chinese learners. *Journal of Second Language Writing 18* 149–165

Pilar, M. &Llach, A. (2010). Lexical gap-filling mechanisms in foreign language writing *System 38* pp.529-538

Scott, M. (1997).PC Analysis of key words – and key key words *System. 25*(2) 233- 245Weijen, D., Bergh, H., Rijlaarsdam, G. & Sanders, T. L1 use during L2 writing: An empirical study of a complex phenomenon (2009) *Journal of Second Language Writing 18* 235–250

The Author

Yeji Han *graduated MA in Applied Linguistics at Georgia State University and BA in English and Music Education at Korea National University of Education. She is currently teaching English at Jungshim Elementary School. Her research interests are Second Language Acquisition and Corpus linguistics. Email: yejeehan@gmail.com*

Impact of Language Learning Experiences on EFL Teachers' Professional Practices

Sreemali Herath
University of Toronto

Abstract
This presentation discusses how non-native ESL/EFL teachers' prior language learning experiences shape their professional theories and practices. There is a growing consensus in the field of second language teacher education (SLTE) that in order to know how teachers learn to teach, it is important to understand their previous learning experiences, and most importantly the contexts in which those experiences took place. Despite this call to explore teachers' prior experiences, little attention has been given to the role of prior *language learning experiences* on the formation of teachers'professional theories. This presentation responds to this call by drawing on two EFL teachers' language learning biographies. Particularly it explores, a) the nature of a non-native teacher's language learning experiences b) the insights about language learning that arise from these experiences, c) how these insights inform their professional practices, and d) the impact of language autobiographies and narrative inquiry in understanding teacher experiences. The study revealed how teachers'own formal and experiential language learning experiences function as a powerful contributor to teacher knowledge, and the strength of narrative inquiry in understanding the link between teachers'prior experiences and their practices. In conclusion the presenter discusses how teachers can use their own language biographies to better understand their language learning journeys and how their experiences affected their teaching theories and practices. The participants will leave the presentation equipped with ideas that can be used in their own professional development.

I. Introduction

Now the field of second language teacher education (SLTE) has realized that in order to understand how teachers learn to teach and how their professional lives evolve, inquiry into teachers' cognitive worlds and teaching practices, their previous language learning experiences, their interpretations, beliefs and reactions and most importantly the contexts inwhich those experiences took place is crucial (Freeman & Johnson, 1998; Freeman & Richards, 1996). This paper attempts the address this call by exploring how language teachers'own language learning experiences contribute to the formation of their teaching theories. Particularly, this study addresses the following questions:

a) the nature of a non-native teacher's language learning experiences
b) the insights about language learning that arise from these experiences,
c) how these insights inform their professional practices,
d) the impact of language autobiographies and narrative inquiry in understanding teacher experiences

II. Theoretical perspective: Teacher knowledge derived from experience

Unlike in other professions, when teachers come to teachers' college to receive their formal training to become teachers, they have already been exposed to teaching for a very long time. Lortie (1975) in his seminal work describe teachers as "apprentice of observation" who have spent some 13,000 hours observing their teachers. These observations form very strong impressions that might not change even after years of teacher education. Teacher preparation that does not take into account teachers' experiential knowledge, had little impact on prospective teachers (Freeman, 1992, 2002; Golombek, 1998).

Clandinin (1986) and Clandinin and Connelly (1986) use the term "personal practical knowledge" (PPK) to characterise teachers'experiential knowledge. For them, PPK consisted of personal philosophies that consisted of beliefs and values that have grown out of their experiences, metaphors that structure the way teachers think about teaching, rhythms, and narrative unity. Clandinin (1992) further defines PPK as:

...knowledge that reflects the individual's prior knowledge and acknowledge the contextual nature of that teacher's knowledge. It is a kind of knowledge carved out of, and shaped by, situations; knowledge that is

constructed and reconstructed as we live out our stories and retell and relive them through processes of reflection (p. 125).

Golombek (2009) who also used the term "personal practical knowledge", indentifies another significant component of PPK that has expanded our understanding of teachers. That is the construct of the "image", which unites the teacher's personal and educational lives. A teacher's image is created through their words and actions. Typically "images originate in an individual's past experiences and are reconstructed to meet the demands of a particular situation, reordering her professional and personal experiences and pointing to future hopes and experiences" (p. 156). All these descriptions of PPK stress how teacher knowledge is experiential, dynamic, situational and storied.

III. Mode of inquiry: Narrative inquiry

A. Data collection

Narrative inquiry in teacher education specifically aims to understand teachers' experiences and practices in particular contexts (Barkhuizen&Wette, 2008; Bell, 2002; Pavelenko, 2002). Since this study emphasizes teachers' language learning *experiences,* itrelied on narrative inquiry as the most appropriate ways of data collection. Moreover, as the previous description of PPK highlights, a storied dimension of teachers' knowledge. The construction and reconstruction of teachers' PPK is possible through teachers telling their stories through conscious reflection (Clandinin& Connelly, 2000).

The data collection took place in two phases. In the first phase the participants completed a background profile questionnaire. This consisted of information about the participants'educational and professional experiences and knowledge of language. This was followed by in-depth semi-structured interviews. The interview questions elicited first person narratives of life histories and life stories related to learning a second/foreign language.

Table 1. Participant profiles

	Oscar	Renee
Gender	Male	Female
Age	Late 20's	Late 20's
Country of origin	Colombia	Chile
Languages and proficiency (as identified by the participants)	Spanish (Native speaker) English (Advanced) French (Intermediate)	Spanish (Native speaker) English (Advanced) Swedish (Beginner) Japanese (Beginner)
Professional training	Bachelor of Education in Modern Language Teaching – from a Colombian university	Bachelor of Education – English Language Teaching –from Chilean university
Teaching experience	Close to 10 years experience EFL and ESL in Colombia and Canada. Has taught both adults and young learners	5 years teaching adults in a private institution. 1 year teaching primary and highschool children in a Catholic school in Chile
Current status	First year PhD student in Second Language Education in a Canadian university	First year MEd. Student in Second Language Education in a Canadian University

B. Participants

The participants of this study consisted of two English language teachers who had learned English in EFL contexts. At the time of the study they were enrolled in graduate programs in second language education in a Canadian university. The following table consists of their background information.

C. Data analysis

The interviews were audiotaped and transcribed. All data was analysed using qualitative content analysis described by Stauss and Corbin (1998). That is, the generative themes in the narratives were identified and clustered, and overlapping patterns in these themes were identified and interpreted to answer the research questions. The common factors that shaped the participants experiences included: personality, status of the language learned,

images of teachers, context, resources and knowledge of subject matter. This process aligns closely with Polkinghorne's (1995) "analysis of narratives" approach that attempts to "uncover the commonalities that exist across the stories that make up a study's database" (p. 14).

IV. Discussion

The analysis of these two language teachers' language learning narratives which consists of their childhood/adult and formal/informal language learning experiences gives rich insights into the factors thatshape those experiences and how those experiences shape their teaching theories. Their complex language learning experiences are shaped by experiential learning, classroom learning and teaching and the academic training they receive in teachers' college. The analysis of the narratives reveal that teachers' experiential knowledge is a powerful contributor to teacher beliefs and practices.

Firstly Renne's and Oscar's narratives show the complexities surrounding post childhood language learning in an EFL context. The duration it takes to learn a language and the commitment of the language learners are strong factors that shape language learning. Both personal as well as social and economic factors also contribute to their success. Their PPK is not confined to the experiences they gain in classroom learning and academic training, but also life experiences have a huge impact on PPK. Other factors that shape Oscar's and Rennes' PPK include, a) personality, both Oscar and Renee are very motivated and hard working language learners. b) the status of the language they were learning – this consists of what the English language represented. They found their good English teachers to be 'cool'. They were also aware of the status an English speaker had in their respective countries. c) positive and negative teacher images – language teachers who encouraged their learners or discouraged also shape PPK. In Oscar and Renne's cases both these types of teachers have a positive impacts on the learners. d) contexts in which they learned and taught – this refers to the linguistic environment they learned and taught English. e) resources available – Refers to material and human resources that contributed to their language learning. f) knowledge of subject matter – includes disciplinary knowledge a teacher uses in their classes (Golombek, 1998).

Similar to the participants in Bailey et. al (1996) the two participants dont allow their past experiences to dominate their own teaching. Though their PPK is a strong determiner of theirpractice it is also filtered to compliment the context in which they were teaching. Moreover, PPK functions as a reference point the teachers keep going back to in their own teaching. At times its is reference point that allows them to make sense of theirown teaching and the various situations they face int heir classes. Drawing connections with their own language learning experiences allows the participants to understanding complexities in their own teaching and learning and the tensions their own learners face.

Oscar's and Renee's narratives show that their PPK doesn't work in isolation, but compliments the pedagogical knowledge they have received in their professional training. On ones hand their PPK also allows them to better understand the theoretical knowledge they have gained about second language teaching and learning. On the other their PPK compliments the theoretical knowledge in their own teaching. Both narratives reveal Oscar's and Renees'teaching theories and instructional decisions are a blend of theoretical knowledge and their own PPK.

V. Implications for second language teacher education (SLTE)

The narratives of teachers'language learning experiences reveal the how their PPK function as a powerful contributor to teacher knowledge. Is isimportant to note however that prior language learning experiences alone does not ensure good teaching, nor does this paper suggest that only non-native speakers should teach a foreign/second language as they have experience learning the language as adults. Instead this paper confirms Ellis (2006) findings that second language learning experiences plays a significant role in the formation of teachers'professional knowledge and beliefs. This paper argues that prior language learning experiences should be recognised as a powerful contributor to teacher knowledge and it should be recognisedas a resources that needs to be tapped into in teacher education.

Firstly, SLTE programs need to recognize their candidates as autonomous agents possessing a very personalform of knowledge. As Clandinin and Connelly (1988) state, each individual teacher, novice or experienced, has their own narrative of their past experiences, which partly shapes their teacher identities. Although teacher candidates and novice teachers might not possess extensive classroom teaching experiences as more experienced teachers would, they do have some understanding of teaching and learning based on their own past educational experiences. Besides this study revealed that teacher knowledge is not merely confined to formal learning, but informal life experiences have an impact of teacher knowledge and their decision making. Therefore, instruction SLTE programs should not be separated from teachers'experiential knowledge. As Harrington (1994) asserts, such an approach that separates instruction from the knowledge and the experiences teachers already have

"may lead to closed worlds of meaning rather than opening windows on possibilities" (p. 190). Therefore, SLTE programs need recognize teachers' PPK as a valuable resource that shapes their professional learning and classroom practices. To do this teacher candidates needs to be viewed as active participants in the instructional process.

Secondly, teachers need to be made aware of their PPK and how it is a valuable resource in their professional development. They need to be introduced to reflective practices which can help them to reflect on their prior learning experiences and in which ways they contribute or block their own teaching. Reflection could also assist in making sense of their teaching situations, their students, the tensions they and their students face, presenting resources to the students etc. Getting teacher candidates to write language learning autobiographies (Bailey, et. al. 1996), teacher narratives, maintaining reflective diaries, ongoing dialogues about prior and present learning experiences, action research, can provide means for teachers to connect their past to their present teaching practices and theories.

Lastly, this study revealed the impact of prior language learning experiences on teacher knowledge. SLTE programs need to view language learning experience as a powerful resource. This does not mean that only teacher candidates who learned the language later on should teach or teachers who possess some sort of post-childhood language learning experience should be admitted to the program. But instead, if teacher candidates do not have prior language learning experiences, teacher educators need to provide language learning opportunities to their candidates. This could be in the form of short or long term 'structured language learning experiences" SLLE (Ellis, 2006). They should also provide opportunities in the program for those with second or foreign language learning experiences to share their language learning with their colleagues and have discussions around the process of learning a language as adults and how it can impact your outlook to teaching a language. This could also be a platform for monolingual language teacher to raise questions, tensions, doubts or concerns. On the other hand admitting teacher candidates with who possess some sort of second or prior language learning experiences could also be a means of diversifying the teacher candidate pool.

References

Clandinin, D. J. (1986).*Classroom practice: Teacher images in action*. London: The Falmer Press.

Clandinin, D. J. (1992).Creating spaces for teachers' voices. *Journal of Educational Thought*, 26(1), 59-61.

Clandinin, D. J., & Connelly, J. (1986). Rhythms in teaching: The narrative study of teachers' personal practical knowledge of classrooms. *Teaching and Teacher Education*, 2, 377-387.

Clandinin, D. J. & Connelly, F. M. (2000). *Narrative inquiry: Experience and story in qualitative research*. San Francisco: Jossey-Bass Publishers.

Bailey, K.M. et al. (1996). The language learner's autobiography: Examining the apprenticeship of observation. In D. Freeman & J Richards (Eds.), *Teacher learning in language teaching*. New York: Cambridge University Press.

Barkhuizen, G. &Wette, R. (2008). Narrative frames for investigating the experiences of language teachers. *System*, (36), pp. 372-387.

Bell, G.J., (2002). Narrative inquiry: More than just telling stories. TESOL Quarterly, 36, pp.

Ellis, E.M. (2006). Language learning experience as a contributor to ESOL teacher cognition.*TESL EJ*. 10(1).

Freeman, D. (1992). Language teacher education, emerging discourse and change in classroom practice. In J, Flowerdew, M. Brock, & S. Hsia (Eds.), *Perspectives on second language teacher education*. (pp. 1-21). Hong Kong: Hong Kong City University.

Freeman, D. (2002). The hidden side of the work: Teacher knowledge and learning to teach. *Language Teaching*, 35, 1-13.

Freeman, D., & Johnson, K. E. (1998).Re-conceptualizing the knowledge-base of language teacher education. *TESOL Quarterly*, 32(2), 397-417.

Freeman, D. & Richards, J. (Eds.).(1996). *Teacher learning in language teaching*. New York: Cambridge University Press.

Golombek, P. (1998). A study of language teachers' personal practical knowledge.*TESOL Quarterly*, 32(3), 447-464.

Golombek, P. R. (2009). Personal practical knowledge in L2 teacher education. In A. Burns & J. C. Richards (Eds.) *The Cambridge guide to second language teacher education*(pp. 155-162). Cambridge: Cambridge University Press.

Harrington, H. (1994). Teaching and knowing. *Journal of Teacher Education*. 45, 190-198.

Lortie, D. (1975). *Schoolteacher: A sociocultural study*. Chicago: University of Chicago Press.

Pavlenko, A. (2002). Narrative study: Whose story is it anyway? *TESOL Quarterly*, 36, 213-218.

Polkinghorne, D. (1988). *Narrative knowing and the human sciences*. Albany, NY: State University of New York Press.

Strauss, A., & Corbin, J., (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory.*Sage: Thousand Oaks.

The Author

Sreemali Herath is a doctoral student in Second Language Education (SLE) at OISE University of Toronto. She is currently conducting her doctoral research with pre-service English language teacher candidates in Sri Lanka. Prior to starting her academic career at OISE she taught at the York University English Language Institute (YUELI). She is a certified ESL teacher with experience teaching and coordinating programs in different contexts. Her research interests include second language teaching and learning, second language teacher education and critical discourse analysis. Email: sreemalih@yahoo.com

A Study on Cross-Cultural Pragmatics

Hye Jeong Kim
Busan National University of Education, South Korea

Abstract
English teachers all have known that culture is a topic of interest for the past few years. To enhance cultural awareness, a lot of cultural materials areproduced. Language and culture cannot be separated. In EFL classroom, it is natural to emphasize the importance of cultural awareness. To understand a speaker's culture is helpful to achieve fluent and natural communication. However, English teachers need to recognize that the overemphasis on cultural awareness might discourage conversation. With a lack of cross-cultural knowledge, students might have some trouble in a fluent conversation. However, it can be overcome by longer and more frequent conversation. This study emphasizes that it is more important to maintain a conversation than to be fixed on cross-cultural knowledge.

I. Introduction

As teachers, we agree that language and culture cannot be separated. As English becomes the world lingua franca, one great issue beyond language is 'culture' or 'cultural awareness'. We all have experienced being embarrassed by cultural differences in conversation with someone from another culture. For example, as Koreans, we frequently say 'where are you going to others to maintain social relationships. It is a conventional question. We actually don't wonder where the other person is going. We aren't really interested in their direction or exact destination. If someone is unaware of the cultural function of the utterance and responds by telling where they are going in detail, it causes a subtle difficulty in communication.

Students have often had some experience of misunderstanding on this cultural level, beyond language itself, when they have learned English as a second language. In other words, a difference in cultural pragmatics has led to a breakdown in communication. Some studies believe that cultural awareness should be explicitly taught in order to make fluent communication. If cultural knowledge of a second language is very helpful for natural conversation, then cultural awareness and conscious learning of a second culture is beneficial to communication. At this point, however, we have to ask ourselves a question: even if we have trouble communicating because of cultural differences, is this a critical factor in communication? In other words, are cultural differences alone enough to cause a complete failure of communication? Is a conversation impossible if a speaker doesn't know or understand a second culture?

This study will attempt to answer these questions, by considering this matter from the perspective of cultural and pragmatic functions.

II. Cultural pragmatics

The range of cultural pragmatics is so broad that, for the purpose of this study, it has been narrowed down to three categories - offers and invitations, refusal, agreement and disagreement. With these three, we will look at how differences in cultural pragmatics have an impact on communication.

A. Offers and invitations

Let's say a speaker runs into a friend on his way somewhere. They have a short conversation for a minute and at the end of their conversation, the speaker says good-bye, adding 'Call me anytime, we must do lunch sometime.' In this expression, 'we must do lunch sometime', is the speaker really inviting the listener to lunch? Should the listener follow up the invitation and call to take lunch with the speaker? If the listener doesn't, is it rude? As you all know, the answer is "no". This is not a specific invitation (in Korea). It's just a conventional good-bye formula when people end a conversation.

If, because of cultural difference, a listener doesn't notice the function of an utterance, they would have trouble in continuing a conversation. If they understand cultural difference as a pragmatic function, they will not be embarrassed. However, even if they don't know anything about the cultural differences, it doesn't make conversation impossible. Let's take another example. In this example, *Barron* is Irish and she is a learner of German as a foreign language.

Upon an offer of coffee, I, at that time, automatically said 'No, I'm fine'-not because I did not want the coffee - quite the contrary in fact! I said I was fine because that is what we conventionally do in my home country, Ireland. I, of course, fully expected to be asked a second time, was I sure I would not like a cup. Upon such a reoffer, I would, naturally, have graciously said, okay, so, just the one! On a later visit to Germany, I also distinctly remember often feeling very foolish and also annoyed at German native speakers' reactions to my innocent polite question, *'Bist du sicher*?'(Are you sure?), in response to their refusing an offer of coffee which I had just made. I was quickly told on several occasions that yes, they were sure-had they not just said no! They, on the other hand, probably felt insulted that I did not seem to believe that they had meant what they had said. (Barron 2002: 1)

In the above example, we can see the cultural difference between the Irish and Germans in making an offer. As you can see, cultural differences vary from social group to social group, from country to country, from culture to culture. Therefore it is very natural for speakers from different cultures to experience cultural differences in communication. When two or more cultures clash, miscommunication and misunderstandings can easily occur.

B. Refusal

When people refuse an invitation, they apologize in culturally specific ways. Americans generally give a precise explanation and apology when refusing. For example, 'I have a basketball game that day, I'm sorry' (Beebe et all, 1990). Whereas most Koreans tend to give vague answers like 'I have something to do'. These two kinds of refusal are conveyed with two different expressions; however, the function of the refusal itself is made explicit regardless of its linguistic form. We have to recognize the fact that a vague expression doesn't necessarily lead to a total breakdown in a conversation.

C. Agreement and Disagreement

Differences vis-a-vis agreement can cause cultural clash.

Yang : yes like this. When this problem is solved, then of course (0.3) It is easier to discuss (0.3)
[the other problem]
Doris : [no. no. Wait a minute]
Yang : eh to understand. To understand
Doris : no. Wait a minute. Eh:m eh eh for me it's no problem for me it's clear
Yang : yes
Doris :ehm women and men are naturally equal. this is not a problem
Doris : [well] do you believe there is a NATURAL LIMITATION? (0.7)
Yang : I believe... NOT, but I (hi) I must say, there is. (1.0) a bit.(Gunthner, 2000: 218)

The German student, Doris, provides a fresh disagreement and a Chinese student, Yang, makes a concession. Doris regards Yang as boring and Yang, in contrast, regards Doris as aggressive and offensive. Even if we notice a cultural clash, we can not say that two people fail to converse with each other.

III. Whether to teach it?

Agreement> Corbett(2003)believes that learning materials should include aspects of L1 culture and that non-native speaker teachers should be valued for their ability to understand both the L1 and L2 cultures. Other theorists think that intercultural pragmatics must be taught. They believe that knowledge of the L2 culture is essential if learners want to understand subtle meanings in the L2, and that it helps learners to think about the way in which their L1 functions (Cutting, 2008).

Disagreement> Some theorists believe that there is no need to teach intercultural pragmatics. The writers of Communicative Language Teaching course books do not generally feel the need: they include texts with cultural content but only use them to teach skills or register (Cutting, 2008). If learners want to understand subtle meanings in the L2, is the knowledge of the L2 culture essential?Some theorists (Pennycook, 1994; Phillipson, 1992) argue that the culture of English-speaking countries should not be taught in EFL classes. They believe that English is owned by Britain, Australia and North America, global hegemonic powers promoting the values of their own cultures over those of the countries learning English, and that those who impose their cultural competence on education are guilty of linguistic imperialism.

IV. Conclusion

Culture is a patternized system of the lives of people. If we learn about a culture, we can understand the thoughts of people in that culture and ultimately we have an understanding of the universal human being. To know a speaker's culture is helpful to achieve fluent communication. However, we should not overlook the difficulty of learning about culture for students. We have emphasized the importance of grammar but it has been shown that this might discourage conversation. This could be the same. If students concentrate excessively on cultural knowledge, the cultural pressure might inhibit their conversation. It is certainly natural that at first we are not familiar with people from other countries and. it is certainly more difficult when we meet someone who comes from a different cultural background. Through more frequent contact with them, we can start to get learn about their background and can naturally start to predict and understand their behavior and utterances.

This studyacknowledges the need for learning cultural background together with a target language but refuses to be pressed by it. Students need to be aware of cultural pragmatics but a conversation should not be totally interrupted because of it. With a lack of cultural knowledge, we might have some trouble in a conversation; however, we can overcome it with longer and more frequent conversation. The point is that it is more important to maintain a conversation than to be fixed on cultural background.

Reference

Barron, A. (2002). *Acquisition in interlanguage pragmatics: Learning how to do things with words*, Amsterdam:JohnBenjamins.

Beebe, L., Takahashi, T., and Uliss-Weltz, R. (1990). Pragmatic transfer in ESL refusals, in R. Scarcella, E. Andersen and S. Krashen (eds.), *Developing Communicative competence in a second language*, New York: Newbury House.

Corbett, J. (2003). *An intercultural approach to English language teaching,* Clevedon: Multilingual Matters.

Cutting, J. (2008).*Pragmatics and discourse*. UK: Routledge.

Gunthner, S. (2000). Argumentation and resulting problems in the negotiation of rapport in a German-Chinese conversation, in Spencer-Oatey, H. (ed.), *Culturally speaking: Managing rapport through talk across cultures*. London: Continuum.

Pennycook, A. (1994). *The cultural politics of English as an international language,* London: Longman.

Phillipson, R. (1992). *Linguistic imperialism*, Oxford: Oxford university press.

The Author

Hye Jeong Kim *is a visiting professor of an English course at Busan National University of Education. She is a public affairs officer for STEM (Society of Teaching English through Media). She has written various books on English education using a movie material, including translating some movie scripts. She specializes in TEFL methodology and a pragmatic conversation. E-mail::na4907@yahoo.co.kr*

The Effectiveness in Culture Content-Based English Teaching

Sang Kyung Kim
Seoul Women's University, Korea

Abstract
Language and culture are "symbiotic" (Nakamura, 2002). Lacking the cultural knowledge that underlies language results in failing to communicate accurately. English language learners in Korea tend to acquire little cultural knowledge because teachers and students focus narrowly on linguistic knowledge, aiming for high marks on official tests. This practice omits a valuable motivational component in learning language and worsens Koreans' lack of global literacy. The current study examined the impact of cultural content-based learning on 482 Korean students at one online university. The researcher developed a textbook with 13 themes including religious traditions from around the world. Lectures concentrated on raising students' cultural awareness while they improve their grammar, writing, and conversing skills. Eight online discussions were carried on and students had to write one report on culture-related topics. Analysis of online posts and reports reveals: Students perceived this course as somewhat of a novelty, and it had synergistic effects on learning English and about world cultures. They also expressed awareness that English as an international language can function as a window to the world, facilitating their learning about other cultures. The third benefit was greatly stimulated class engagement: 482 students and the researcher posted 2,000 posts in eight threaded online discussions that shared various types of intercultural knowledge. Weaknesses in this course were also cited: some students were confused whether the main focus was language or culture, while others complained the depth of each lecture about culture was not satisfactory. This study suggests how to design language instruction using culture as a motivational element.

I. Introduction

As globalization plays an increasingly pivotal role in the competitive international market, language teachers must cultivate global citizens with communicative competence in cross-cultural settings. This demand is legitimate considering the symbiotic relationship between language and culture (Nakamura, 2002). Without cultural competence, effective communication skills cannot be fully achieved (Thanasoulas, 2001). In other words, the lack of cultural knowledge may impair language proficiency at any level of English language learners.

In mainstream research on culture-based English education, researchers focus on assimilating English as a Second Language learners who live in English-speaking countries. This cultural approach has been widespread because it is practical in helping ESL students adapt to new environments. These students learn customs, traditions, and holidays of the target country while taking English classes. Therefore, the most valuable learning outcome is motivation for ESL students (e.g., McKay, 2001). In other studies conducted with students of English as a Foreign Language, scholars (e.g., Nakamura, 2002) incorporated cultural content as part of teaching grammar, reading skills, and other communication skills, and they also successfully improved motivation among their students.

Welcoming this new approach, the author of this study raises two concerns about teaching culture in English classrooms in Korea. The first one is the gap between the nationwide interest in English education and classroom practices. Korea has exerted effort to globalize. In the process, Koreans agree that English proficiency is the key element to achieving the national goal; therefore, they have set rigorous standards for English education. English-teaching kindergartens have been popular and more lesson periods and afterschool programs are devoted to learning English. Despite this nationwide fever in English, Korean English teachers are forced to teach material directly aimed at earning better scores on official English tests. Thanasoulas's concerns (2001) are insightful to understand this gap. Instead of improving motivation and cultural competence with linguistic proficiency, teachers have to concentrate on grammar, vocabulary, and reading skills. There is little room forteachers to handle culture as an important element in English curriculum. This results in omitting a valuable motivational component in learning language, and in leaving Koreans lacking global literacy.

Another concern about developing culture-based English instruction is the lack of objective information

about how English teachers design their curriculum, learning activities, and instructional materials. Despite a plethora of research reporting positive learning outcomes, mostly from increasing motivation, it has not been sufficiently studied yet. It calls for research that can bring out tangible results to help teachers make decisions accurately and systematically and to guide how the teaching of culture can be incorporated into the foreign language classroom.

To address these concerns, the current study developed a culture-based English course and explored the efficiency of culture content-based English teaching with 482 college students. The study developed a textbook and lectures concentrated on raising students' cultural awareness while improving skills of grammar, writing, note-taking, and conversation. To assist students in studying materials and lectures, eight online discussions were carried on.

The research questions that guide this study are

1. What do students perceive as the benefits of taking a culture-based English course?
2. What would be the obstacles to improving learning outcomes from designing culture-based English curriculum?

II. Language Proficiency

Literature review centers on understanding three aspects in culture-based English instruction: the learning that comes from this approach, instructional design for teaching English as an International Language (EIL), and the developments of instructional materials for culture-based English courses.

The most positive learning outcome in utilizing culture is increased learner motivation (McKay, 2000; Nakamurs, 2002). In culturally enriched curricula, students are exposed to genuine language use, getting real-world information about the target country. Most cultural topics are perceived as practical, which help students apply what they learn in classroom to the real world. By gaining cultural knowledge, students tend to reduce egocentric points of view about the world and to become open-minded, accepting "differences" of other cultures. This leads students to increase cultural competency and, accordingly, to enhance global literacy. Cross-cultural knowledge, in turn, assists students in acknowledging their own cultural values (Nakamura, 2002). When students are able to look into their own culture, they enhance their own identities and the value of their own cultural heritage (Chlopek, 2008).

To facilitate all these learning experiences, teachers should be careful not to fall into the trap of immersing their students into "westernization" or "Americanization" (Nakamura, 2002). In the process of globalization, ESL learners typically learn English as an International Language (EIL) (Chlopek, 2008; Nakamura, 2002). English is used not only to communicate with native speakers of English but also with non-native speakers of English. As people use a variety of Englishes in multicultural settings, the significance of EIL is perceived as vital. Therefore, in teaching global literacy, teachers need to include traditions, values, and cultural practices from a multitude of countries. Through this approach, students will be trained to reduce stereotypes of certain cultures and to appreciate valuable aspects of different cultures. In most culture-based English lessons, teachers have used authentic materials, such as magazines, newspapers, TV dramas, shows, and Internet blogs. These materials initially aim to communicate among native English speakers with specific intended purposes. By interacting with these real texts, students can learn a variety of cultural knowledge and observe the use of English in real situations. Guariento and Moley (2001), however, warn teachers to be aware of the disadvantages of using authentic materials. Martinez (2002) also emphasized that more than often, these authentic materials are not adequate for beginning level students because of difficult vocabulary, complex sentences patterns, and improper use of slang and abbreviations, all of which may overload ESL students cognitively and distract them from learning.

III. Study

A. The Culture-based English Curriculum & Textbook

The researcher and instructor of this course developed an English textbook with 13 cultural themes, from traditions for coming of age, weddings, and funerals to religious practices of the U. S. and other countries, like Muslim nations. Based on 15 years of personal experience living in the U. S. and intensive research, I tried to achieve two objectives: raising the cultural awareness and English skills of grammar, writing, note-taking, and conversation for beginning-level college students. Eight online discussions and one report were all culture-related as well.

B. Data Analysis

The course was an elective English course in the General Education Program of an online university in

Korea. A total of 482 students took this course: 65% of the students were female and 74% of the students were in their 20s. The semester lasted for 15 weeks. The data were collected from students'online posts and reports. In their reports, students chose one cultural topic on their own. They were instructed to carry out research and report the results in two A-4 pages. At the end of this report, students were asked to write about "what they have learned from completing this assignment in connection with the current English course."To quantify students' reports and reflections, acoding scheme was developed through literature review. Two researchers analyzed all of them and checked the internal validity. Currently, the analysis is still in progress, but the main themes appeared as followed:

Interest in the customs, culture, and traditions of other countries appeared very strong. Students did research to report on a variety of traditions, customs, and cultural practices beyond what they learned. Encouragingly, they showed respect toward the cultural practices of others. It was evident they accessed authentic materials during their research. The second finding was about students' perceived confidence in understanding cultural knowledge of other countries and using global etiquette. They showed eagerness for making friends and traveling to various countries. Awareness of the importance of learning global etiquette was frequently evident in their reflections and posts. The third most encouraging outcome was, as literature points outs, that students valued Korean culture and traditions and they reported they should introduce their valuable cultural heritage to the world. Therefore, they felt it necessary to improve their English skills.

IV. Conclusion

Seeking answers to the two research questions, the current study developed a culture-based curriculum and examined students' learning outcomes. To get more accurate data to confirm the benefits of cultural approaches to teaching English, this study tried to acquire tangible data during one semester. The study observed students' responsesto cultural content and their perceptions of this new English course. The most noticeable learning outcome was related to the novelty of this course. Students reported this course was very new to them. Some students emphasized this culture content-based course provided them with synergic effects in learning English and about multiple cultures. This positive attitude about the course might prompt students to participate in online discussions very actively. The first objective in developing this course was to raise cultural awareness, which will lead students to gain cultural competency sooner or later. Beyond the traditional beliefs in English as a means to understanding western cultures, students acknowledged English as an International Language (Chlopek, 2008; Nakamura, 2002). They reported English will function as the window to the world in that they can learn about other cultures as well as help others learn about Korean culture.

Through carrying out this research, the weaknesses in culture-based curriculum were also identified: some students were confused about whether the main focus was learning about language or learning about culture. Some also complained the depth of discussions about cultural themes was not satisfactory.

Findings from this study are not sufficient to generalize. To gain insights into how culture-based curricula contributes to improving linguistic knowledge and overall language skills, it is necessary to compare the learning outcomes between culture-based and non-culture-based classrooms. In addition, it is imperative to develop instruments to measure cultural competency for English learners and to track down substantial connections between this approach and English proficiency. Finally, teachers need to develop their cultural competency so that they can deliver their instruction with confidence. Many researchers point out that the lack of cultural experiences and knowledge among English teachers will prevent them from incorporating culture into their practice.

References

Chlopek,Z. (2008). The intercultural approach to EFL teaching and learning. *English Teaching Forum,* (4). Retrieved September 23, 2011 from, http://exchanges.state.gov/englishteaching/forum/archives/docs/08-46-4-c.pdf

Eckley, E., Graves, A., Grover, E., McMillan, S., Mosely, A., Spence, M., &, Haughton, B. (2004). Manual for self-assessment of cultural competence of an academic department or unit.Retrieved September 23, 2011 from, http://www.google.co.kr/search?hl=ko&source=hp&q=Manual+for+self-assessment+of+cultural+competence+of+an+academic+department+or+unit.&lr=&oq=Manual+for+self-assessment+of+cultural+competence+of+an+academic+department+or+unit.&aq=f&aqi=&aql=&gs_sm=e&gs_upl=687l687l0l1156l111l0l0l0l0l0l0l0l0

Guariento, W. & Morley, J. (2001).Text and task authenticity in the EFL classroom. *ELT Journal,* 55(4), 347-353.

Kilickaya, F. (2004).Authentic materials and cultural content in EFL classrooms.*The Internet TESL Journal*, (10/7). Retrieved September 20, 2011, from http://www.metu.edu.tr/~kilickay.

Martinez, A. (2002). Authentic materials: An overview. *Karen's Linguistic Issues*. Retrieved September 20, 2011, from http://www3.telus.net/linguisticsissues/authenticmaterials.html

McKay, S. (2001) Teaching English as an International Language: Implications for cultural materials in theclassroom. *TESOL Journal*, 9 (4), 7-11.

Nakamura, K. (2002). Cultivating global literacy through english as an international language (EIL) education in Japan: A new paradigm for global education. *International Education Journal, 3(2),* Retrieved September 20, 2011 from http://www.flinders.edu.au/education/iej.

Thanasoulas, D. (2001). The importance of teaching culture in the foreign language classroom.*Radical Pedagogy* .ISSN: 1524-6345

The Author

Sang Kyung Kim, *Ed. D, is a professor of the English Department at Seoul Women's University. She developed a web-based English composition instruction model for her dissertation research. She has devoted herself to increasing students' cultural awareness, and published English textbooks for the teaching of culture in English courses. As a CALL Coordinator at Pratt Institute, she explored many ways to bridge theory and practice, including electronic portfolios for a comprehensive evaluation tool, and online instruction for preventing plagiarism. Her research interests include teacher education, utilizing social network systems for enhancing English skills, and instructional models using a Korean Vernacular English. Email: sangkyung@swu.ac.kr.*

Writing Through "Micro-Projects" for Young Learners

Yeosun Kim
Hankuk University of Foreign Studies, South Korea

Absract
Writing in the language classroom is important, because writing gives language learners more 'thinking time' than they get when they attempt spontaneous conversation, andwriting is the result of employing strategies to manage the composing process (Hedge, 2000; Harmer, 2007). However, it cannot be easy to successfully teach writing activities in the elementary school classroom. Young learners perceive English writing as hard work involving the memorization of the spelling of words, or completing sentence structures exercises. This paper looks at how writing activities are implemented in elementary school classrooms, and what are needed to consider when designing writing activities. Next, this paper gives some example ideas of writing activities: ten micro-projects which have been conducted in a public elementary school classroom will be introduced. It will be useful for teachers looking for writing activities that can be used in the classroom, which will also help the students to enjoy the writing process.

Ⅰ Introduction

The importance of writing in language teaching has been mentioned in theories by many researchers. Writing is one of the powerful strategies to promote discovery, comprehension, and retention of information (Calkins, 1994). Harmer (2007) addressed that writing gives language learners more 'thinking time' than they get when they attempt spontaneous conversation. Recent research has supported the use of writing in language learning by showing that students tend to understand more and remember more by writing (Suzanne & Owen, 2007). Beyond the role of writing as a tool of practice language, Hedge (2000) also mentioned the process of writing. Writing is the result of employing strategies to manage the composing process, because it involves a number of activities: setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing (Hedge, 2000).

Even though there are several grounds for supporting the importance of writing inlanguage learning, the seventh national curriculum for elementary education has provided little opportunity for the development of writing skills in Korea. It intended to focus on communicative competence, listening and speaking, rather than focusing on written language reading and writing for the first time. However, it was not effective when teaching English elementary school students, because it raised problems by forming a gap between their cognitive levels and used written English. Therefore, the newly revised seventh national curriculum which is used from the last year started to expand its writing section. Still, there are little suggested activities for writing. While various speaking activities have developed by in-service teachers, there are not enough writing activities to teach. The only thing that the text book introduces is tracing the words or sentences or filling in the blanks using 'words box' as the activities for writing. It causes students to perceive English writing as hard work involving the memorization of the spelling of words, or completing sentence structures exercises. It cannot be easy to successfully teach writing activities as a teacher in an elementary school classroom, because students' English proficiency level does not support them in writing what they want to express in written language. The lack of various writing activities makes it necessary to design ones which have a practical use in the elementary school classroom.

II. Conception: micro-project

A "micro-project" is a kind of project which students plan, practice and evaluate by themselves, but the scope of project is small for focusing on writing itself. To be more specific, it can be a core of interests, small project, or task-based and learner-centered methodology for writing. The goal of a "micro-project" is to provide opportunities to young students to practice writing through given tasks. It sounds similar to task-based learning, but it is a little different. While the tasks in task-based learning encourage the students to interact each other using the target language through doing tasks, micro-projects give students the opportunity to practice writing. Through the micro-project tasks, students do not tire of practicing writing and they can become proficient at the target language in thinking time. "Micro-project" is a blending the two purposes of writing activities. There is a distinction between writing for learning and writing for writing (Harmer, 2007). In the case of writing for learning, writing

is used as an aid for studying. Asking sentences using a given structure or using given words they have been learning are examples of writing for learning. On the other hand, writing for writing is directed at developing text as writers. Students can accomplish the micro-project by choosing between two ways, either following guided sentence structures or selecting appropriate language by themselves depending on their English proficiency level. "Micro-projects" are introduced by teachers, but the students can also have free hand to do the tasks.

Ⅲ. Purpose

This paper looks at how "micro-projects" can be implemented in an elementary school classroom. It also suggests some ideas for writing activities. Micro-projects which have been conducted at a public elementary school classroom which focus on contents will be introduced. The purpose of this paper is to encourage students to practice writing from words to sentences by doing micro-projects, such as bookmaking, brainstorming, mapping, poster making, crafts, poems, etc. It will be useful to the teachers looking for writing activities that can be used in the classroom, which will also help the students to enjoy the writing process.

Ⅳ. Micro-projects

A. Designing micro-projects

1. Providing opportunities to use target language

Writing activities implemented as ‘micro-projects’ give ‘thinking time’ to students to be familiar themselves with the target language structure and for developing their writing skill. It is not for only enjoyment or killing class time. The task which will be presented to the students as a micro-project should start by building the language structure that they will practice. Selecting or considering the language which will be used and practiced via the micro-project is the first step. Teacher should think what language or language structure the students can learn through the micro-project.

2. Considering the students’ interests and background knowledge

Micro-projects are content-based, and sometimes it requires more knowledge andinformation about a topic to complete the tasks, rather than practicing only the given language. If a teacher knows what the students are interested in and how much they know about a topic when designing the task, it can make for a more successful project. The content of the tasks should be neither too easy or too difficult for the students. Sometimes looking at other subjects textbooks will help a teacher to understand what the students are learning in other classes. Integrating the contents of another subject such as social studies or science will motivate students to do the micro-project.

3. Keep the procedure "Pre-activity – Micro-project – Post-activity"

Pre and post activities will help students to do a micro-project effectively. In the stage of pre-activity, the students should warm up to use the target language. There are suggested activities such as showing pictures and videos, guessing games, story-telling, listening to songs, and sharing their experiences, which help the students for the micro-project. After finishing the micro-project, the students need to time to share their work together. It gives opportunities to remind them of their work and review it. They can practice other skills at that stage by having a presentation, interviewing and surveying. Additionally, a teacher can use this time to do peer-reviews or evaluate students’ work.

B. Examples of micro-projects

The following examples of micro-projects are based on real lesson plans which the researcher has designed for teaching sixth grade students at a public elementary school. They are displayed with the title of each chapter of the national textbook, which will help you to understand what the target language was in each class.

Example 1: Spider diagram (Lesson 1. Where are you from? / Topic: Countries)

Students choose one country in which they are interested or want to know more about. They carry out researchand collect information about it and collect related pictures before the class. In pre-activity, they write sentences about surprising facts or news about that country. After sharing it with classmates, they choose the best news. During the micro project, the students categorize each item about the country. They draw branches and write English words or sentences the news categories they have chosen. Afterward, they swap their work with their friends work, and they can ask and answer each other questions in English about their respective countries.

Example 2: Invitation card (Lesson 2. Is this York Street? / Topic: Directions)

Students make invitation cards for their birthday. On the card, they must explain where their birthday party is. The teacher prints a real map of the neighborhood from the internet and provides it to the students. Showing how to get to party place from the school, and write the direction below a map using target language.

Example 3: Picture map (Lesson 2. Is this York Street? / Topic: Directions)

Students explore the directions they take from the school to their house before the class. They are required to draw a picture map and footprint the way from their school to their house. Next, they write the directions below their map.

Example 4: Poem (Lesson 3. Do you like spring? / Topic: Seasons)

Students are asked to investigate the traits of each season, such as what we can see or can do during a certain season before the class. During the class, they classify words related to seasons with their friends and write the words in the table. A teacher teaches the form of words, noun, adjectives, and verb in various ways. Then, the students classify same words using different form. The teacher suggests the structure for a poem which will help the students to create their own. The students create their poem about a season using different forms of words or sentences.

Example 5: Making a calendar (Lesson 4. When is your birthday? Topic: Calendar)

Students are asked to investigate the special holidays either in Korea or in other countries before the class. A teacher provides the printed calendar for each month. In pre-activity, students get information about their friends'birthday and other special days by asking and answering in target language. Students write a memo on a calendar for checking important holidays or personal events. They can make calendar, a wall paper or a desk calendar, or any other shapes on their decision.

Example 6: Shopping owner's suggestion (Lesson 5. May I help you? Topic: Shopping lists)

Students are asked to investigate information about things they want to buy. They make their own shopping list firstly and share them with each other during class. Next, they describe the things on the shopping list to advertise it to others. They can write slogans, descriptions of things or draw pictures on an advertising board.

Example 7: Restaurant menu (Lesson 6. Can I have some water? Topic: Food)

Students make a menu for a restaurant. They can classify food by their standards and create a name for each category. They choose the types of food. They introduce the food on the menu using pictures to describe it. In-post activity, students can role-play a situation in a restaurant using the menu they have made.

Example 8: Occupation poster (Lesson 7. My father is a pilot. Topic: occupations)

Students choose three to five occupations which they want to investigate. They choose them based on what they are interested in, popular occupations, or their family member's occupations. They make a poster to present them to others by describing those occupations using the target language.

Example 9: Time line (Lesson 9. How was your vacation? Topic: Past tense verb)

Students make time line about their personal history using past tense verb. They make sentences about what they did from the moment they were born to the present with the time. On a big color paper, they draw a line, write their history, and draw pictures to describe it.

Example 10: The Guinness book of records (Lesson 10. I'm stronger than you. Topic: Comparisons)

Students are asked to investigate the best records in any competition. They describe something which broke records by writing sentences using comparing words and pictures. They make their own Guinness book of records.

Ⅴ. Suggestions

1. Showing the results first

For a successful micro-project, it is necessary to introduce what the students are required to do for carrying out the task effectively. It is very important to show visual examples of tasks, so the students can see the result of the tasks understand how it is done, which can also motivate them. If a teacher leads the students not to follow teacher's work, showing helps them to do very much. Besides, providing some tips if it is necessary, the students can do micro-project much easier without wasting times.

2. Prearranged notice

Teachers need to inform students what they are going to do during next class, if it will be time to do amicro-project. Almost all micro-projects are based on contents, so the students usually need to know some knowledge and information in advance, which will help to make the activity more meaningful. Also, the students can be more confident when doing the tasks if they know about the topic and can study sentences which they want to express in written English before doing micro-project.

3. Considering English proficiency level

A teacher can decided the range of use of English depending on the students' English proficiency when doing a micro-project. Or, the students can decide the range of use of English when they do micro-project by themselves. There are different English proficiency level students in a classroom, and this is one of challenges to teach English at school. Therefore, with the same micro-project, teacher can let the students choose the range of use of English for doing project. The higher leveled students write more sentences as they can do on the task, while lower leveled students use structured English sentences guided by a teacher on the task. It gives more opportunities to higher leveled students to develop their writing skills and to lower leveled students to practice the target language by writing activities.

Ⅵ. Conclusion

Even though researchers are recognizing the importance of writing in learning English, not many writing activities exist and writing is recognized as hard work by both teachers and students. This paper introduces some examples of writing activities which were named "micro-projects" which were used at elementary school class for teaching sixth grade students. These are not the only micro-project we can use writing class in the classroom. With keeping the suggestions for designing and conducting writing activities, teachers can teach writing to young learners more interestingly and effectively.

References

Harmer, J. (2007).*How to teach English*. Pearson Education Limited.
Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford: Oxford University Press.
Nunan, D. (2003). *Practical English language teaching*. Mcgraw Hill company.
Peregoy, S, F. & Boyle, F, O. (2005). *Reading, writing, and learning in ESL*. Pearson Education, Inc.

The author

Kim Yeosun *has been teaching English for four years at public elementary in South Korea. She is currently pursuing a MA in TESOL graduate school at Hankuk University of Foreign studies. Her interest areas are about teaching younger learners and teacher's talk. Email: ssunyeo@gmail.com*

From Politeness to Participation: Changing Asian Classrooms' Atmosphere Without Changing Students' Culture

Ken Morrison
Linton Global College, Hannam University

Abstract
This descriptive study will focus on how one professor successfully transformed a class of bright but quiet Asian students into a highly-participative, student-centered classroom through the use of creative course design and free online learning tools. Some Asian students' habits of quietly digesting information by professors often serve them very well in their major college courses. However, in language acquisition courses, this silence can cause a tension between well-meaning students and passionate, but discouraged professors. This tension also exists among professors teaching non-English language courses. Although most international professors realize that the silence in classrooms is due largely to respect, culture, habits and expectations based on previous years of schooling, it can create a tension in the classroom. This tension can lead to frustration by both students and professors. The aim of this paper is to share details of how this tension can be softened. This study focuses on new media, video production, and organizational communications courses at Linton Global College (Hannam University), Daejeon, South Korea.

I. Introduction

There is an unexpected tension that arises soon after many international professors arrive in South Korea. Many passionate professors have seen reports such as the statistics released by the Organization for Economic Co-operation and Development (OECD) that ranked Korea as a leading country in math, science and reading (OECD, 2010). These professors are well aware of the high number of after-school academies where students study until long into the night. They know that their students are bright and that they can learn. Yet, they are surprised at the silence when ask. Due to globalization, there may be a facade of similarity between cultures and comfort for visiting professors from other countries.. Thomas McPhail stated that this is the first generation where a teenager in Asia may have more in common with a teenager in the United States than with his or her own Grandmother. (McPhail, 2006). For these reasons, it is crucial for international professors to strive to find ways to compliment, but not attempt to change the culture of our young students.

Working closely with Koreans studying abroad while pursuing my Masters degree in Kansas, (U.S.A.) did not prepare me for the culture shock of the silence in the Korean classroom. Retrospectively, I feel that I had a false sense of security when thinking that teaching Asian students in America as a graduate assistant would be similar to teaching in Korean college classrooms. Because I had seen Korean students succeed first-hand in my classrooms in the United States, I was determined to successfully recreate elements of participative learning environments in my Korean classrooms to help students more actively share the unique aspects of their culture and learning styles without neglecting their natural tendencies and preferences to continue the study behaviors that led to their past individual and nation-wide academic successes. It is within that spirit that this study will share some of the strategies and tools that have succeeded at Linton Global College, in Daejeon, South Korea.

A Korean proverb suggests, "Even if a bridge is made of stone, make sure it is safe." Perhaps this mentality applies in the classroom as students often need to know that they are in a safe environment before speaking up. It has been nearly seventy years since Abraham Maslow began classifying and ranking different needs and motivations. He found that security during the first two years of an infant's life had a direct impact on their need for affirmation in later years (Maslow, 1943). He later created a 'hierarchy of human needs' where he listed 'security' above only 'physiological' as prerequisites to higher-order motivations. More recently, Bill Huitt posited the actions needed by teachers in order to fulfill the hierarchy of motivations of students in the classroom (Huitt, 2007). He determined that students at the safety level of motivation need 'helping information' to assist them in learning how to be safe in similar situations in the future (Huitt, 2007). I use the hierarchy of human needs conceptual model to shape my courses from course design, to syllabus, communication in class, and finally when providing feedback to students during evaluation.

Students learn over the fifteen week courses that in many situations, there truly are more than one correct

answer on tests as long as they can clearly communicate their reasoning in a second language in the allotted time. Asking students to make this significant shift requires trust by the student that can only be earned through regular reinforcement and quality feedback through a series of low-pressure assessments. I use some technology strategically to provide tools that can be used as a bridge to this new participative learning environment. Yet, as the above proverb suggests, it does take time while students put faith in either the bridge or the unique learning environment. This paper will share some of the tools and strategies that are used in these courses.

The students in this study are from six courses that I taught at Hannam University's Linton Global College (LGC) department. This department was developed in 2005 and currently has approximately 200 students. LGC, provides a study-abroad experience combining English immersion and international cultures with high global standardsof academic excellence. All faculty members are international native-English speakers. Only English is used in the classrooms, extra-curricular activities and dorm rooms. Students are accepted based on either high English speaking ability or high English writing ability. All students must complete six weeks of a study-abroad experience before graduation from LGC. (Hannam University, 2011)

II. Goals, Pedagogy & Process

A. Goals

The courses at LGC have traditionally been lecture-based. My goal was to transform my courses from lecture based courses to highly-participative, learner-centered constructivist courses. I also wanted to transform these courses into 'blended' learning environments that included both online and face-to-face components. Although the students are generally receptive to new ideas and are exposed to many 'Western' pedagogies from their other courses taught by an international staff, I was aware that it would take strong communication and solid course design for the students to trust the bridge to change. I also was aware that these changes are not always welcomed with open-arms. Regarding change in the classroom, a school principle for 29 years at one of Korea's most prestigious foreign high schools wrote, "As a result of the high value placed on doing things the 'Korean Way', diversity and differences are often considered to be negative" (Borden, 2003, p. 29). For this reason, communication with other professors, staff, students and administration was crucial in order to share the vision, steps, and outcomes that I was striving for. It was also important to research examples of when constructivist classrooms have been successful in Korean classrooms. Kim and Fisher (1999) found that Korean students respond favorably to constructivist-style learning environments in the subject of science. They wrote, "this integration of approaches presents a difficult challenge, as the roles the instructor must play - an all-knowing instructor vs. a participant in a democratic learning process - can be in conflict" (Nilsen&Purao, 2005, p. 6).

B. Pedagogy

As stated above, the goal was a blended learning environment that was 'highly-participative', 'learner-centered' and 'constructivist' in nature. To clarify, the goal was to create both a sense of security among students that they are free to share opinions, as well as give them many opportunities to share their opinions both online and in classroom discussions. The benchmark goal for 'highly-participative' was to have a minimum of 30 minutes of each week's 180 minutes dedicated to classroom discussion. On-line, the benchmark was the goal of having at least one student start at least on discussion forum or discussion thread each week during the final seven weeks of the course. The students did not know that this was a research benchmark, but they were encouraged to do so many times throughout the semester. My idea of 'learner-centered' is when the students know that they are free to personalize their learning and even propose optional assignments to fit their college and career goals. They know that they are to think of the text book and class materials as tools to help them prepare for their specific career goals, and not solely for preparing for the test. Similarly, 'constructivist' means to "assume that knowledge is individually constructed and socially co-constructed by learners based on their interpretations of experiences in the world. Since knowledge cannot be transmitted, instruction should consist of experiences that facilitate knowledge construction"(Jonassen, 1999, p. 217). When appropriate, I strongly encouraged students to voice their opinions about how the Western authors of class materials might differ if the author was raised in Asia. At times, it feels as if the term 'constructivist' is still being constructed. I personally prefer the interpretation of Savery and Duffy (2001, p. 2), who have summarized it in three points:

1. Understanding is in our interactions with the environment.
2. Cognitive conflict or puzzlement is the stimulus for learning and determines the organization and nature of what is learned.
3. Knowledge evolves through social negotiation and through the evaluation of the viability of individual understandings.

The reasoning behind the pursuit of this goal is partially due to rationale that students must learn to learn rather than to learn how to succeed on tests. I also wanted to instill a love for learning that will continue long after they receive their degree. I feel that this can only be obtained through a deep personal connection with the content.

C. Process

Although it would be wonderful to report that simply providing a safe environment with encouragement would be enough to create this transformation. I did choose to embed components into the syllabus that required participation. For example, the previous professor gave 15% for student attendance. The policy was changed to 10% for attendance and 5% for participation. Students were told that they should not plan on receiving any participation points. They really were extra credit points only for students who participated either in class or online. In addition, 15% of the final grade was by sharing personal blogs every week of the semester. These blogs must contain a minimum of 15 sentences including their personal feelings and opinions about the lectures, classroom discussions and reading assignments. Grading of these blogs was very liberal. As long as students met the required due date and minimum sentence requirement without simply repeating facts and dates from the text book, they got full credit. The goal was not quality of content or even quality of writing, but the sharing of ideas. As the students became for trusting that they truly could write about anything, they became more opinionated and more open. These blogs often led to comments and more discussions. When appropriate, I would bring some of those online discussions back into the classroom to encourage continued discussion among all students.

A few other things were done to encourage participation in class. I feel that the most important started on the first day of course. Rather than simply giving a syllabus and a quick introduction, students were required to take an easy quiz that helped students identify their personal learning styles. They compared their answers with the friends and classmates and were sometimes surprised with the answers. I used the moment to reassure students that there is no bestway to learn and that their style will often be different then their friends. Students were also required to share their career goal before leaving on the first day. At this point, both the students and I had valuable information to help students shape the semester in a way that fit their personal goals and personal learning styles. Throughout the semester, many courses were started with a ten minute discussion periods with their neighbors. I would include a simple conversation prompt that asked students to connect the homework assignment with their personal opinions. The students knew that if I was not satisfied with the discussions, then we would have a quiz instead. By week three, the students came prepared for discussions for most courses. One example of a questions was "Your reading assignment explained details of the management styles of Fayol, Taylor, and Weber. Whom would you prefer to work for and why?" An additional strategy used to in encourage discussion was inserting slides in lectures with a simple large question mark. These slides represented ensured that it was safe for the students to ask questions without distracting the planned flow of the class.

1. Example (Adopt-An-Expert)

In an attempt to bring experts into the classroom while allowing student to personalize the contents of the textbook and lectures, I require all students to adopt an expert in the career field that the student hopes to pursue upon graduation. Major course objectives include introducing students to the strategies used for Internet marketing and podcast production skills. Students in Internet Media Production class must "Adopt a Podcaster". Students in New Media Technology must "Adopt A Blogger". The students embark on a 13 week adventure of following the expert of their choice. The first two weeks focus on how to identify an online expert as well as an online ‘fraud’whocan not be trusted as a credible source of information. They must put this skill to immediate use because after the third week of the semester, students are not allowed to change their expert. They have adopted him or her. During the third week, the students are introduced to Google Reader and are shown how to add to the RSS feed to ensure that they have constant access to their experts’ most recent digital content.

The adopted expert plays a large part in each student’s final grade. There is a final project and final paper based on what they learned from the expert. The project and paper combine for roughly seventeen percent of the final grade. There are also pop quizzes where students are given a blank sheet of paper and asked to share what they learned from their adopted expert over the past two weeks. Because I have the URL of each adopted expert, the students know that they must be accurate. Questions on the midterm and final tests account for between five percent and seven percent of those tests. Answers are truly individualized essay questions where they are asked about both the content ofexpert as well as strategies used to grow or engage their digital audience. Students are also allowed to blog about their adopted expert at any time during the semester if they choose to not blog about what was discussed in class. Before students’ final presentations, I announced that one of the final questions will be about the content of what one of the students presents about. This adds collaboration and accountability. Each student clearly gives their presentation and welcomes questions from the class. Each student is attentive when not

presenting because they know that they may be tested on any of the information. This can be seen in the following feedback from the blogs written after the students heard their classmates' final presentations,

> In Friday's class, we had top blogger presentation. Actually I was surprised because there were two classmates who chose same blogger with me. Anyway it was interesting. Tara presented about Chris Brogan, and I was impressed about Chris Brogan, because he takes very complex things and speaks very clearly and simply (Student "Mary").

> I can apply knowledge that I gain in the class to a real (world) (Student "Philip").

III. Conclusion

Through designing a course in a way that encouraged participation and finding creative ways to help students realize that they have valuable insight and opinions that can help others learn, I was able to successfully transform lecture courses into learning environments where students spoke more often, shared personal opinions, and performed better on tests without compromising their culture. In fact, some students used the opportunity the share their culture and ways of thinking with international students in a context and environment that they may otherwise not have an opportunity. Many students shared an appreciation for this opportunity to share opinions in small safe environments before presenting to the entire class,

> When professor brought up a conversation topic, I could gather others' opinion. Especially, in Case study in communication class (Student "Kathy").

> Everyone in class showed attention, interest and collaboration very well. It made good synergy effect to whole class I think (Student "Jenni").

Perhaps the most rewarding aspect of this new course design as a professor was watching students slowly helping other students by sharing resources and ideas to help them learn more about their future career. The course began with several polite, bright students who were strangers. before the beginning of the last month of classes, each of the classes had evolved into a a group of students who strengthened their personal learning networks both within the class and around the world via connecting to professionals in the field. Some students have exchanged Twitter messages with authors of text books, popular bloggers, and thought leaders in their future field. The students were able to expand their communication skills and assertiveness without losing any aspects of their culture. In fact, they are better prepared to share their culture with others who they meet in the future.

References

Borden, J.F. (2003). *Confucius meets Piaget*. Seoul, Korea: Seoul Foreign School.

Duffy, T.M. &Jonassen, D. (Eds.), (1992). *Constructivism and the technology of instruction: A conversation*. Hillsdale NJ: Lawrence Erlbaum Associates.

Jonassen, D. (1999). *Instructional-design theories, volume 2 and models*. Mahwaw, NJ: Lawrence Erlbaum Associates.

Kim, H., & Fisher, D. L. (1999). Assessment and Investigation of Constructivist Science Learning Environments. Research in Science & Technological Education, 17(2), 239.Retrieved from EBSCOhost.

HannamUniveristy. (2011, August 29). Lgc general information.Retrieved from http://lgc.hnu.kr/sub1/sub1_02.php

Huitt, W. (2007).Maslow's hierarchy of needs. Educational Psychology Interactive. Valdosta, GA: Valdosta State University. Retrieved [2011, August 26] from,http://www.edpsycinteractive.org/topics/regsys/maslow.html

Maslow, A. (1943). A theory of human motivation, *Psychological Review, vol. 50*, 1943, 370-96.

Maslow, A. (1954). Motivation and personality. New York: Harper.

Nilsen, H., &Purao, S. (2005). Balancing Objectivist and Constructivist Pedagogies for Teaching Emerging Technologies: Evidence from a Scandinavian Case Study. *Journal of Information Systems Education, 16*(3), 281-292. Retrieved from EBSCOhost.

OECD (2010), *PISA 2009 at a Glance*, OECD Publishing. http://dx.doi.org/10.1787/9789264095298-en

The Author

Ken Morrison *began his teaching career as a senior in high school teaching hypercard programing courses to middle school students. He earned his M.A. in Instructional Design and Technology at Emporia State University in Kansas (USA). Prior to pursuing his M.A., Morrison was a television commercial producer*

for seven years. He taught college aged students in USA, Thailand, and South Korea. He also worked on a special project for Thailand's Queen doing research and teaching in rural villages. Morrison currently teaches video production, organizational communications, and new media courses in the Global Communications department at Hannam University's Linton Global College. Email: kenmorrison30@yahoo.com

Paradigm Shifts in Korea - Sisyphus's Labor?

Leonie Overbeek
Seosin Middle School, Gyeonggi, South Korea

Abstract
Many paradigm shifts have taken place in ESL teaching as to methodology and content, and many advocate shifts within the broader context of education in general (Robinson 2006, 2010). However, many of these shifts have actually made the ESL classroom a place where there is a clash between the paradigms of task-based, communicative strategy and the paradigm of teacher-centered instruction. Teachers from all over Korea were asked to submit a short answer to the following question: What paradigm shift would you like to see take place in Korean English education? Their answers will be presented, and discussed. Then the problems that stand in the way of any paradigm shift will be discussed. In conclusion, while many teachers wish for change, and talk about it, paradigm shifts usually happen under the impetus of a change in society, a change in technology, or an idea presented by someone that is irrefutable. The impetus for change has to be irresistible and overwhelming, and embraced by a majority for it to have an effect.

I. Introduction

The English language teaching field has undergone many paradigm shifts as our understanding of how language is acquired grew. Currently the ruling paradigm is one of task based instruction (TBI) aimed at improving communicative competence (CC), and the grammar-translation method by which many a weary student learnt Latin or Greek has been banished to obscurity. Or has it?

In the Korean context many changes have been promulgated by the Ministry of Education by means of the National curriculum, and the current curriculum, the seventh, is firmly based on language acquisition and communicative competence, as shown by Chang and Lee (2008).

However, despite this promulgated change, and despite new textbooks supported by technology and all based on TBI, and despitethe presence of native speaker teachers (NET) in many classrooms, English is still not a spoken language in Korea, and in many classrooms, as shown by Cheong (2010), Korean teachers teach grammar and structure, rather than conversation. In order to find out why, the teachers have to be given a chance to express their views, and this paper is the result of an initial foray into this field of study.

II. Survey of Teachers

The following question was put to teachers, both NET and Korean (KT), and their answers will be discussed in the body of the paper: What change (paradigm shift) would you like to see take place in Korean English Education?

The question was put via e-mail to colleagues; via the Kotesol page of Facebook; via the author's own Facebook page; and in conversations with various teachers during training sessions or meetings. Many of the responses ranged beyond the single sentence solicited, and touched upon grievances with the present system, but most lent themselves to some analysis of looking for recurring themes or phrases.

Among KTs three broad themes emerged, and these were echoed in the study by Cheong. Teachers felt that the tests had to be changed, the workload they have should be lightened and that the MOE should understand that their own language proficiency and that of their students is not being supported by the current system. Among NETs there were a couple of people who felt that if NETs were treated more professionally it would make a change, but most of them either addressed the issueof the goals of language teaching not being clear, or echoed the KTs in wanting to change the test. A theme touched on by some was a total reform of the education system as a whole, as advocated by Robinson (2006, 2010), and one or two felt that a change needed to occur in society, where English needs to become a communication tool for the whole population before changes can be made in teaching.

A common thread ran through almost all the responses, and that was that whoever had formulated the curriculum had not take the actual classroom situation into consideration. This is a classic reason for why policy made is not effectively implemented – unless those who have to implement it feel included, nothing will happen.

What certainly became clear during this survey was that none of the teachers approached felt that the system was perfect. They all had some idea of a change they would make. All of them had some view about how ineffective the present teaching of English was in terms of achieving the stated goals of the MOE, namely communication, and while some KTs defended the system by calling upon tradition, even they acknowledged that the present system is not satisfactory in many ways.

The tests were the biggest bugbear, with many teachers in high school acknowledging that they teach their students how to pass the test, rather than how to communicate. As one person put it: There seems to be a big countdown clock hanging in every class and every teacher is keeping one eye on that while teaching.

The concern voiced by many NETs about how they are treated and how their contribution is viewed perhaps reflects that concern with the test. Why, many KTs and Korean students seem to ask, do we need to have conversations or read out loud, when that is not tested? It's a waste of time. The fact that media coverage of criminal behavior on the part of one or two NET feeds into the view that they are not 'real' teachers, added to the short contract period and thus high turnover rate, does little to ameliorate the problem.

Finally, the comment by many that a clear goal needs to be set seems to be answered by the fact that the MOE has made it very clear what they want to achieve by the changes made to the 7th curriculum, but the sad fact is that this goal is not supported by any of the evaluation methods used (back to the test), and certainly not supported by society. One respondent said that Korea as a nation needs to talk about the actual need they see for English, and who needs to speak it fluently, and then implement training that will achieve that goal, rather than trying to teach everyone.

III. Obstacles to implementing the paradigm shift of the MOE

Perhaps one of the biggest obstacles, and certainly the one that most respondents would change, the current test for University entrance, should be examined to see why so many would want a change.

Currently the test, and all those leading up to it during middle school and high school, suffer from a number of fatal flaws. The most important of these is that the test is a multiple choice format. Although this format lightens the workload of teachers, it allows students who understand nothing of the subject to still score, albeit a low score. Thus, teachers are lulled into a false sense of the competence of their students. Secondly, the test does not include a speaking component, and the listening component is a small part of the overall test. Thirdly, the test has no consequences for the average student. Only those wishing to enter the best high school, then the best university, in order to get a good job, truly respond to their test scores by working harder. Finally, most of the questions test grammatical knowledge rather than understanding of the text, which is the main point of TBI.

As one respondent put it: How do you expect communication to take place when you don't test for it?

Perhaps as a result of this, the MOE has changed the test to include a speaking section, but many feel that it still does not address the fact that the test mainly focuses on structures and grammar rather than on communication and problem solving.

Another obstacle is the fact that the Korean education system, as many systems in Asian countries, is a top-down system. The teacher is the expert, and imparts knowledge to the student who then has to memorize it. The prevalence of this, and the students'expectation that this is how they should be taught, is illustrated in the study by Li (2004), about why Asian students did very poorly in New Zealand language schools. She found that many of the students resented being asked to talk, felt that the games and debates were a waste of their time, and saw no value in communicative approaches. Many of the students she interviewed felt that a teacher who is constantly expecting them to talk does not know their subject.

Perhaps the biggest obstacle of all lies in the fact that Korea is a unilingual nation. When you have to struggle to express yourself in a second language, and you know the you and the person you are speaking to share a language (as is true in most Korean to Korean interactions), why should you not fall back to that language. And, of course, the secret to speaking a language is to speak the language. Until Korean teachers of English start teaching English mainly in English, certainly in their more advanced classes, English seems fated to remain an academic subject, rather than a tool for communication.

IV. Conclusion

Sisyphus, in Greek mythology, had to keep rolling a boulder that got heavier as he went along up a steep hill that got steeper as he ascended, until the tipping point was reached and it rolled back down to the starting point.

The MOE, with their changes to the curriculum, and those NETs and KTs who try to implement those changes, find themselves crushed beneath the requirements of the test, the education system and the inertia of social change.

True paradigm shifts happen when the impetus for them becomes overwhelming, and often this may take years or decades from the initial idea to come to full fruition. This means that those working for such paradigm shifts in the Korean classroom are, for now, doing Sisyphus's labor, but they can labor on knowing that the impetus is growing, and will soon flatten the hill and lighten the boulder, and the longer they keep going, the more inevitable the change is.

References

Chang, Bok Myung& Lee, Jae Kung (2008) Korean Curriculum Reforms and the Progressivism.PAAL Conference Proceedings.*www.paaljapan.org/resources/proceedings*

Li, Mingsheng (2004) Culture and Classroom Communication: A Case Study of Asian Students in New Zealand Language Schools. *Asian EFL Journal March 2004*

Yook, Cheong Min (2010)Korean Teachers' Beliefs about English Language Education and their Impacts upon the Ministry of Education-Initiated Reforms

The Author

Leonie Overbeek *is currently working at Seosin Middle School as a native speaker English teacher. She has worked in mining and metallurgical research before turning to languages, and worked for two years as a teacher trainer in Cape Town before coming to Korea in 2007. She has presented several workshops and papers at various Kotesol functions. Her areas of interest are policy implementation, cultural values and effective teaching methodology. She can be reached at lionafrica@gmail.com*

Team Teaching in Korean Classrooms

Leonie Overbeek

Seosin Middle School, Gyeonggi, South Korea

Abstract

Based on the work of Peter Drucker as it relates to teams in organizations, this paper examines several models for effective team teaching in the Korean classroom. Assumptions regarding the roles of the co-teachers and difficulties regarding the culture and teaching styles are examined and discussed, and solutions for many of the common problems encountered are offered. The findings of a survey among Korean teachers of English and Native Speaker teachers of English are also presented, and the participants in the workshop will be invited to participate in the discussions. The ideal model for effective co-teaching as experienced by the author during 4 years in Korea, the tennis doubles model, will be demonstrated.

I. Introduction

Team teaching has as many definitions as there are teachers practicing it, but in Korea it is uniquely the situation where, by virtue of the contract in public schools, a Korean teacher of English (KT) and a Native speaker of English (NET) are expected to work together in the classroom to teach English.

Since the contract stipulates the relationship but not the specifics, this situation has created many problems for both parties, and may be instrumental in the high turnover of NETs in Korea. Commonly cited problems from both parties relate to the difference in communication – formal, hierarchical structures in the Korean culture as opposed to informal, vertical networking in the western countries most NETs come from. In addition, Korean teachers use a top-down model of teaching, while most western education systems have migrated to a bottom-up approach.

However, with a little thought, some background about effective models of teamwork and a little practice, the situation can benefit both the teachers and the students, reducing stress in the classrooms and leading to a productive working environment.

II. Models for teamwork

In his book on organizations, *The Post-Capitalist Society,* Peter Drucker (1993) devotes some time to discussing how organizations, in order to be effective, need to find a model, among existing examples of teams that will suit their purpose. He offers many such examples, ranging from the orchestra where a director knows the whole score and leads musicians so that each contributes his or her part at the right moment to that score, to the baseball team where each person has a particular strength that is used appropriately, in conjunction with the other team members, under the direction of the manager, to win games.

Drawing on this idea in order to find a model of how team teaching should work, we find that when it comes to two people, both experts at their job, working together to achieve a common goal, there is surely no better example of a team than the tennis doubles partnership. Neither partner is the 'boss' but they defer to each other, when a situation arises they both assess it and the partner better able to cope with it is allowed by the other to 'get on with it' – for example if a ball is hit to the baseline by the opposing team, the player nearest the net will not run for it unless he or she feels that their partner is out of place and would not be able to return it. They also communicate with each other – 'that one's yours, I'll get it' being common utterances. They also know when they will hand off service, the position at the net or the baseline to each other. And their relationship is usually the result of many hours of practice and playing together.

Similarly, in the classroom if we can relinquish the idea of 'my class' and instead refer to 'our class', communicate with each other about what will happen, and defer to each other, many of the conflicts will disappear.

III. Practical guidelines for team teaching

These guidelines have been drawn up based on the tennis doubles model, and have been put into practice by the author and her co-teachers to good effect.

A. Interactive teaching

In this, the best way to team teach, you are both actively involved in the lesson, in each part of the lesson, no-one is in charge and the students are constantly being expected to respond to either teacher. The 'leader' refers simply to who is explaining or presenting to the students.

It means planning. Include a short note such as CJ drills vocabulary, KH checks spelling, CJ & KH monitor gap-fill exercise etc. in your lesson plan to indicate what is expected of which teacher at each stage.

It takes time to develop this fully, but can be done by actively being conscious of each other and where you are in the overall lesson plan. With practice this will become second nature to both teachers.

B. Active listening

This is simple – pay attention to what your students say and what your co-teachers say. Make sure you are on the same page. Do not daydream, do not get distracted and certainly don't flag in terms of energy.

Show people you are listening by responding to them with facial expressions and body language, and show your interest by acknowledging every input.

C. Handing off

This means handing over smoothly from one teacher to the other, during the course of the lesson.

Formally: Say something to indicate that you are handing over, ask the other person to take the next part, instruct the students to follow the other person's instructions.

Informally: Gestures such as a nod, a slight bow, moving away from the center, handing over the chalk or board marker, making eye contact, all indicate that you are now ready to relinquish leadership of a section.

D. Joint monitoring

This should happen when the students are busy with an exercise and both teachers move around the room, helping, encouraging and answering questions, while being aware of each other so that if a question arises that needs support, they can be called over quickly and easily.

E. Supportive monitoring

While one teacher explains or presents, the other monitors both the students and their co-teacher. During this, the supporting teacher can draw back wandering attention, control disturbances and generally be ready to help when their co-teacher needs it. The control needs to be subtle and quiet, and not distract from the presentation.

F. Communication

The most essential part of the process, and one that is often overlooked because both teachers are so busy. The ideal communication occurs at regular, scheduled times, when discussions about the lesson to come, what each will do, and how (in general) it will be done, takes place.

As the relationship develops and deepens, less time will need to be spent on this as each teacher will get to know the other's style of teaching and the discussion can be as simple as deciding which pages of the textbook will be covered that day.

Also, any problems that arise, any difficulties with equipment, scheduled absences and other professional items need to be discussed regularly. Remember that communication means listening to what is being said, clarifying if needed, and reaching a mutual understanding.

IV. Survey results

Several KTs and NETs were asked to complete a short survey about certain aspects of team teaching, and the survey questions and the results for each question are shown. The sample size is small, only 7 KT and 30 NET responded, and thus the results cannot really be said to be statistically significant, but they nonetheless give some insight into the different ways in which these two groups approach team teaching.

The questions are given first (Table 1), and then the results in percentages (Table 2) are givenon a scale where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree.

Table 1. Survey Questions.

Q1: Team teaching is a waste of time and effort
Q2: Team teaching is a useful tool
Q3: Teachers are equal in team teaching
Q4: Both teachers are responsible for the whole curriculum
Q5: There should be a leader
Q6: No-one knows what team teaching is
Q7: People need training to team teach effectively
Q8: Teachers can be corrected by each other in class

Table 2. Survey results.

Scale	Q1		Q2		Q3		Q4		Q5		Q6		Q7		Q8	
	KT	NET	KT	NET	KT	NET	KT	NET	KT	NET	KT	NET	KT	NET	KT	NET
1	57	33	0	0	0	3	0	13	0	10	29	10	0	0	0	17
2	14	33	0	3	14	37	0	13	0	10	0	20	0	10	14	17
3	0	20	14	13	14	47	0	30	71	27	43	30	14	20	29	23
4	0	10	0	53	29	7	29	30	29	27	29	27	43	27	29	23
5	29	3	86	30	43	7	71	13	0	27	0	13	43	43	29	20

As mentioned before, the sample size is too small for accurate interpretation, but it is interesting to note that both groups agreed that team teaching is useful and is not a waste of time, and also that both groups strongly agreed that people need to be trained to be effective in team teaching. On question 8, whether team members should correct each other's mistakes in class, what was surprising was that while the NET responders disagreed to some extent, the KT responders overwhelmingly either agreed or strongly agreed.

The implications of these findings, especially the last one, for teachers who have to work together, is, in my opinion, the following:

First of all, talk to each other about your ideas of team teaching. None of us feel it is a waste of time and the benefits to both teachers and students cannot be overemphasized, as both groups interact with positive effect and to their mutual benefit if they approach it with respect. Next, be aware of the benefits that the teachers bring each other in their ability to spot the inadvertent mistakes of spelling and grammar that you make, not because of a lack of knowledge, but simply in haste. And finally, supporting each other and working together present the students presented with a model of what co-operation looks like and means.

V. Conclusion

As with any situation in which people have to work together, team teaching can be a minefield of personality clashes and misunderstandings. However, when approached with a professional attitude, an understanding of the fact that it is a relationship that needs time to develop, and by following the general guidelines given, much of this can be avoided.

Team teaching benefits the teachers as they learn from each other, and benefits the students as they gain more attention and multiple role models. When this is kept in mind, like a championship tennis doubles team, teachers will find the energy in synergy.

References

Drucker, P. (1993). *The Post-Capitalist Society*. Harper Business, New York.

The Author

Leonie Overbeek *is currently working at Seosin Middle School as a native speaker English teacher. She has worked in mining and metallurgical research before turning to languages, and worked for two years as a teacher trainer in Cape Town before coming to Korea in 2007. She has presented several workshops and papers at various Kotesol functions. Her areas of interest are policy implementation, cultural values and effective teaching methodology. She can be reached at lionafrica@gmail.com*

Creating a Homemade Corpus of Spoken English for the Language Classroom

Andrew Prosser
Hankuk University of Foreign Studies, Seoul

> The most valuable contribution a computer can make to language learning is in supplying, on demand and in an organised fashion, masses and masses of authentic language…the most powerful of these tools is a concordancer. (Higgins, 1991)

I. Introduction

John Higgins point encapsulates the potential value of using corpus data and concordance software in the language classroom. Instead of the relatively small number of often made up examples that a teacher on the ground can give, a corpus can offer learners access to large-scale data of authentic language performance. Concordance software, meanwhile, provides the means to organise and sort a chosen corpus. In allowing the user, for example, to isolate a particular word or phrase (through the 'keyword in context' or 'KWIC'facility) and then see how it behaves in a large number of contextualised, authentic examples, a concordancer can help highlight underlying patterns in the target language for the learner. Such a facility may also, it has been argued, even serve to 'fast-track' learner acquisition of that language.

Tim Johns' (1991) description of the language learner in corpus-based learning as a 'research worker', a subject developing and testing hypotheses about language based on access to authentic data, immediately signals a more student-centred, inductive, and autonomous style of learning. The need for learner training in learning to use concordance software in order to develop strategies for framing relevant questions and drawing valid conclusions about the resulting data, and to fully exploit such levels of autonomy, however, has been raised by various writers on language learning and concordancing (Johns, 1991; Stevens, 1993; Kennedy &Miceli, 2001; Chambers, 2005; Boulton, 2009).

II. Creating a homemade corpus

Conrad's (1999) notion of a 'principled collection' in a choice of corpus for specific learners, includes the necessity that the corpus is made up of language genres that match the needs and language goals of the learners in question. For Tribble (1997), such a match contributes to the idea of corpus research as an authentic and appropriate language activity, as well as to the concept of the 'face validity' or credibility of the corpus in the eyes of the learners themselves (Tribble, 1991).The learner involved in this research was taking one to one classes in the interests of developing her spoken conversational English and with the purpose of travelling to the USA. I was interested, then, in developing and using a corpus derived from spoken American English. A corpus, moreover, that reflected the kind of unspecialised, general English appropriate to more interactional, social language exchanges.

Tribble (1997) argues for the value of creating a smaller scale, 'do-it-yourself' corpus for learners, as opposed to the large scale, commercial corpora available on-line, which are often outside the budget of the teacher anyway and can simply serve to drown less experienced learner users in data. Although possibly failing on occasion to provide sufficient language examples or examples of less common features of language, such a smaller corpus, in having been constructed with a particular set of learners in mind, may have the advantage of being more 'finely-tuned' to their needs. Kennedy and Miceli (2001) and Chambers (2005) have both employed smaller corpora of 50,000 words and 150,000 words respectively, partly to address concerns about overload.

Tribble (1997) gives an interesting example of creating a small 'quick-and-dirty' corpus of written texts using the CD ROM Microsoft Encarta encyclopaedia. In terms of developing a small corpus of spoken American English, however, finding a 'source'on which to base such a corpus is not immediately apparent. Taping and then transcribing a sufficient number of conversations involving American colleagues, for example, tends to take the 'quick' out of the whole equation, has other disadvantages: such conversations tend to be restricted in terms of variety of contexts, situations and roles of the speakers, which in turn may restrict the variety and scope of language employed.

Instead, possible sources of such language data are the large amount of scripts from American television shows available on-line through various fan websites. Scripted conversation has the immediate problem that in some important ways differs from natural conversation, for example in being relatively free from such spoken language features as elision, hesitation and repetition. It is, though, produced to be recognizable and acceptable as spoken English, and it will therefore contain many of the features, strategies, routines, vocabulary and expressions peculiar to spoken English. McCarthy and Carter (1994) make the point that "dramatized data such as plays and soap operas, not written with any intention of displaying or teaching language forms, are often an excellent source of data considered by consumers to be 'natural". Such material may, moreover, exhibit more contextual and situational variety than taping colleagues' conversations. Moreover, texts taken from shows with more social and everyday contexts, which may exhibit a greater degree of more interactional language use, and more common, general lexis. These scripts gave me a combined corpus of around 55,000 words. As a concordancer, I used a piece of freeware, 'AntConc' available from: http://www.antlab.sci.waseda.ac.jp/software.html.

III. Using the 'Homemade' Corpus in Language Learning

Examples and suggestions for actual practical language classroom applications of concordancing are various. McEnery and Wilson (1997) categorize corpus-based learning into a variety of forms, including: discovery learning, with students discovering things from data relatively independently; divergent learning, with students following theirown paths through the data and finding out different things to be later shared; and directed learning, with the teacher directing, but not leading, learning so that the teacher may identify areas for investigation, but with the students still working independently in forming hypotheses about language. Gaskell and Cobb (2004), meanwhile, offer an example of giving feedback to learner errors in written assignments by means of pasting pre-cast links of native-speaker performance from an on-line concordance engine onto learners' writing. Potentially such applications may encourage the kind of 'noticing' procedure, specifically noticing 'the gap' between learners' interlanguage and the target form, which Schmidt and Frota (1986) argue is a prerequisite for acquisition.

A common remedial teaching technique in the conversation classroom is, of course, a post-fluency activity stage in which learner language errors are presented to the learners for them to correct. While having the advantage of encouraging self and peer-correction, such an activity suffers if the error is beyond the scope of their existing interlanguage and such an activity can end up with the teacher offering straight corrections to errors. Potentially, using a concordancer would supply a learner with the means and language information to construct answers for themselves. Such an activity, being in the more directed category of corpus use, would also give a learner with little experience of corpus research a level of direction in their corpus searches, while ultimately maintaining a level of autonomy in the conclusions they make during their searches.

This issue of learner support in corpus research, as mentioned earlier, particularly in terms of recommendations to some form of learner training is one addressed by a number of writers in this field. In terms of this piece of field work, the learner was provided with initial training in the areas of use of the collocates tab on the software as a means to make hypotheses about word order, the use of the wild card function to expand the scope of searches, ways of forming language question searches that may produce all relevant data to that questions (e.g. both 'go' and 'went' might produce data on the collocates that accompany that verb), as well as building awareness on the issues of forming hypotheses on relatively little data, an issue when using smaller corpora.

IV. Methodology

In this small scale research, seven separate lessons involving fluency practice were recorded with the learner. Therecordings were then analyzed for errors, then searches made of the corpus by the teacher to discover if it contained data relevant to the students'language error. In the subsequent lesson, the learner was then presented with three possible correct structures, one being correct, one being the learner's specific error, and one more erroneous statement (see figure 1).

I go to my home at six thirty
I go home at six thirty
I go my home at six thirty

Figure 1. Example task: Corpus Research Error Correction Task.

In all, the learner was presented with 20 error correction tasks to correct over six sessions.

V. Results

The learner was able to correct 16 out of 20 (80%) of their errors, suggesting a success for this kind of corpus-based activity. In terms of type of error, the errors that the learner was unable to correct were all related to meaning (such as correct tense usage), which may suggest that errors involving word order or collocations are more readily corrected using corpus research. Braun (2007) has argued that concordance output formats can tend to decontextualise discourse, something perhaps accentuated by the truncated, cut-off nature of the data. Conceivably, such an issue is liable to militate against the learner being able to gain adequate information about the context of an utterance in order to successfully form hypotheses about that language.

VI. Conclusion

Using television scripts from online websites as a source of data then may offer an opportunity of developing a more specialized, focused and manageable corpus of spoken performance. Such a small corpus can be used as a resource by the teacher, or ideally with learners in the classroom. Clearly though, adequate levels of support, for example in training learners in efficient strategies using concordance software and for working more autonomously needs to be developed in order for learners to most effectively exploit such a resource. In addition, the KWIC format itself may mean that certain features of language, for example syntax and collocation, my be more easier for the learner to form hypotheses about than others, such as meaning.

References

Boulton, A. (2009) Data-driven learning: Reasonable fears and rational reassurance. *Indian Journal of Applied Linguistics, 35*(1), 1-28.

Braun, S. (2007) Integrating corpus work into secondary education: From data-driven learning to needs-driven corpora. *ReCall, 19*(3), 307-328.

Chambers, A. (2005). Integrating corpus consultation in language studies. *Language Learning & Technology, 9*(2), 111-125.

Conrad, S.M. (1999). The importance of corpus-based research for language teachers. *System, 27*(1), 1-18.

Gaskell, D, & Cobb, T. (2004). Can learners use concordance feedback for writing errors? *System, 32*(3), 301-319.

Higgins, J. (1991). Fuel for learning: The neglected element of textbooks and CALL. *CAELL Journal, 2* (2), 3-7.

Johns, T. (1991). Should you be persuaded: Two samples of data-driven learning materials.*English Language Research Journal, 4*, 1-13.

Kennedy C.,&Miceli T. (2001). An evaluation of intermediate student's approaches to corpus investigation. *Language Learning and Technology, 5*(3), 77 – 90.

McCarthy, M., & Carter, R. (1994).*Language as discourse*. New York: Longman.

McEnery, T., & Wilson, A. (1997).Teaching and Language Corpora. *ReCall, 9*(1), 5-13.

Schmidt, R, &Frota, S. (1986). Developing basic conversational ability in a foreign language: A case study of an adult learner of Portuguese'. In R.Day (ed.), *Talking to learn*. (pp. 237-326). Rowley, MA: Newbury House.

Stevens, V. (1993).Concordancers as enhancements to language competence. *TESOL Matters, 2*(6), 11.

Tribble, C. (1991). Some use of electronic text in English for academic purposes. In J.C. Milton & K. Tong (eds.), *Text analysis in computer assisted language learning*, (pp. 4-14). Hong Kong: The Hong Kong University of Science and Technology and the City Polytechnic of Hong Kong.

Tribble, C. (1997). Improvising corpora for ELT: quick-and-dirty ways of developing corpora for language teaching.In J. Melia& B. Lewandowska-Tomaszczyk (eds.), *PALC '97 Proceedings*. Lodz: Lodz University Press.

The Author

Mr Prosser *has taught in a variety of contexts and countries during his career, spending the last 14 years in Korea. He currently works as Assistant Professor at Hankuk University of Foreign Studies in Seoul. Mr Prosser's qualifications include a Master's degree in Educational Technology and TESOL from Manchester University, as well as a Licentiate Diploma from Trinity College, London. He is a qualified CELTA teacher trainer. Mr Prosser's research interests include building and exploiting electronic corpora in the classroom and developing LMS platforms. prosserandrew@hotmail.com*

What's DAT?

By Susan Pryor

Tamna University, ROK

You use resources, handouts, realia, your textbooks are up to date and you even take field trips! DAT's takes a refreshing approach to teaching and learning; honing student, course and teacher to deliver a remarkably effective teaching and learning tool.

As a pragmatic paradigm DAT's triangulates the needs of the learner, the course demands – or aims and the teacher's ability to deliver these in a meaningful, useful and personalized style – without the need to create ILP's, (Tertiary Education Commission, 2009).

DAT's is a pedagogical approach that can be used at any age and for any level or ability of learner. The process is simple and methodical –matching learner gaps in knowledge with the required demands and aims of the course – this includes assignments, assessments, tests and exams where applicable.

An example of a very simple DAT that addresses the teacher's ability - (the final third of the triangulation); could be creating black line masters that replicate the layout of an exam paper. Placing date, name and other personal details on the everyday 'worksheet' in such a way as to introduce, reinforce and develop knowledge and confidence in the student's approach to sitting an exam. Include questions in the type face and style that the exam requires, with marking margins or other marker tools included. We all know that navigating unknown territory is fraught with more anxiety and higher risk of error than navigating a known territory, preparing students in such a way to sit an exam is like preparing oneself for the 'lay of the land' on a field trip.

To create such a DAT could be the answer to a course that demands or aims at students sitting a known paper/written exam; 'Knowing that the course demands' students to sit a known exam is the first part of the triangulation. Discovering through assessment and evaluation that your students clearly know the answers but don't feel comfortable doing written exams and tend to do poorly in such situations addresses the second part of the triangulation; 'Knowing your student'. Finding such information out about your students requires a series of simple, methodical, regular assessments and evaluations; including anecdotal and observational evaluation. Creating these assessments and evaluations is an integral component to being DAT savvy. The DAT is the third part of the triangulation and requires teacher 'Know how'.

Starting with analyzing course demands and aims is going to give a definitive and not negotiable overview of the expectations which will be placed upon the students. Assessing students abilities with a specific goal on finding the 'gaps' similar to Vygotsky's ZPD, is the second and ongoing activity of the triangulation, (Vygotsky, L 1986) The third and final part of the triangulation is how you as the teacher deliver the information that fills the gaps. The whole process is cyclic and continues as the course is delivered, using the equiangular spiral concept of teaching and learning, (Tully, D 1998).

References

Tertiary Education Commission.(2009). *Teaching Adults to Listen and Speak to Communicate Using the Progressions.* Wellington:The Crown

Tully, D.(1998). *Retrieved18/06/2011* http://onlineredwoods.cc.ca.us/instruct/darnold/CalcProj/Fall98/DarrenT/EquiangularSpiral.html

Vygotsky, L (1986) *Thought and Language,* Cambridge MA: MIT Press

The Author

Susan Pryor *Professor Emeritus Tamna University ROK and Literacy Consultant and Advisor at WairaikiInstitute New Zealand can be contacted at susan.pryor@waiariki.ac.nz or thehobbitsdaughter@yahoo.com.au Susan advises on assessment, analyses teaching styles and course demands matching these with student requirements (learner gaps or deficits) and acts as a consultant and mentor to tertiary educators, for both ESOL and native English speakers. Susan is a published academic journal author contributing articles on teaching resources and culture, she is currently finalising her PhD research proposal into glocalization and indiginization of the ESOL curriculum.*

How to Enhance Cultural Awareness of Stereotypes in the Movie, *the Mummy 3*

Yoon-Ah Rho
Kookmin University, South Korea

Abstract
The purpose of this study is to show how to use stereotypes in the movie, The Mummy 3, to enhance cultural awareness. Stereotypes are concrete and specific enough to stimulate students to participate in a discussion of cultural issues so movies make it easier to choose and make teaching material related to stereotypes. For activities in class, students are expected to analyze scenes revealing stereotypes and discuss them. Then the teacher encourages students to think about why the movie maker uses these stereotypes. Through these activities, students will understand stereotypes are a kind of byproduct of the limitations of human cognitive abilities. Also, they will realize we cannot or do not have to avoid having stereotypes. Instead, they should keep correcting and renewing former stereotypes after getting new information.

I. Introduction

It's clear that language and culture are not able to be separated (Samovar, Porter & Jain, 1981; Lessard-Clouston, 1997). In study after study, the importance of cultural education in foreign language learning has been proven. Among many culture issues, what we really have to be concerned about is how we should teach culture in classrooms. That is the purpose of this study.For this purpose, I will talk about stereotypes in cultural education classes.

Whenever we discuss cultural education, stereotypes are always mentioned. Brown (2006) refers to stereotypes as resulting from a negative perception of or lack of knowledge about a target culture. In other words, stereotypes are defined as something negative that should be avoided. However, stereotypes are byproducts of the limitation of human cognition. Even if we are provided with precise and accurate information, we can't help distorting that information. Because our interpretation of information reflects our experience and knowledge, it is inevitable that we will have biased views.

As we get to know more about specific subjects, our former stereotypes might be erased, but new stereotypes immediately form. It is impossible to stop generating stereotypes. Perhaps humans are destined to live with stereotypes forever. Therefore, it will be more reasonable to convert our negative perspectives into positive ones about stereotypes. This study will suggest how we can use the movie the Mummy 3, to enhance this cultural awareness.

Hollywood movies have been constantly criticized for including lots of stereotypes. In this regard, The Mummy 3 wrongly represents ancient China. Ironically, this is the reason why I was interested in this movie.

II. Literature Review

In the past, cultural education focused on delivering knowledge and information of target cultures to students. For example, the history, literature, holidays, clothes and food of a particular culture were introduced in the class. However, scholars began to doubt the efficiency and significance of this knowledge. Instead, they have begun to insist that cultural awareness, which is the ability to observe cultures and recognize and appreciate the differences between one's own culture and others,' should be enhanced (Kim, 2002; Sercu, Méndez & Castro, 2005; Fleet, 2006; Tavares &Cavalcanti, 1996).

Having cultural awareness is essential to communicate in the globalized world. While teaching knowledge about target cultures might be simpler and clearer, the way to enhance cultural awareness is more complicated and ambiguous. One of the ways to strengthen cultural awareness is to discuss cultural issues. The matter is how to encourage students to get involved in discussions. Discussion as an activity needs students' initiative and active participation. Therefore, we need ways to stimulate students'interest in cultural issues. For this, I suggest exploiting stereotypes in discussions to raise students' cultural awareness. Stereotypes are concrete and detailed enough to get students engaged in discussion (Mantle-Bromley, 1992). In particular, movies are a great source of different

stereotypes. Therefore, this study will show why using stereotypes can be helpful to enhance cultural awareness and how to use movies for that end.

III. Design

A. Materials
   1. Movie, the Mummy 3 and script
   2. Research data from student searches

B. Activities and procedure
   1. Watching movie segments chosen by the teacher
   2. Preparing data about the Emperor, Qin Shihuangdi
   3. Dividing students into groups of 5-6
   4. Distributing each segment to those groups
   5. Research more about the segment in each group
   6. Students report their findings and opinions in a group
   7. Students ask questions about the presentations
   8. Asking further questions (the teacher)

At first, the teacher chooses scenes that show particular stereotypes, then gets students to research the emperor of ancient China through various resources. The teacher divides students into 6 groups of 5-6. Next, students are assigned each scene in a group. Each group starts to discuss the stereotypes in the scene and to summarize their findings and opinions. Then, each group presents the results of their discussion in front of the other students. After listening to the presentation, the audience of students asks questions. Then, students have heated debates. After observing debates, the teacher tosses a few questions. First, the teacher asks why Hollywood movie makers depicted the characters the way they have even taking the risk of being criticized for it. When students receive the questions, they start discussing and find the answers. Second, the teacher asks why humans can't help stereotyping. Again, students try to find the correct answers. Finally, they have time to figure out how much understanding the limitation of human cognitive abilities affects their perspectives of stereotypes. Through these activities, students are expected to understand that stereotypes are natural byproducts of human cognitive limitations.

IV. Assessment

After class, the teacher interviews students about their changes in perspective. The teacher should try to find out what the difference is by comparing pre- and post- attitudes in the class.

V. Conclusion

Stereotypes are similar to establishing a hypothesis. According to largely accepted explanations of language acquisition, children formulate hypothesis based on a limited amount of linguistic data. While they continue to gather language data, they might realize a previous hypothesis is wrong and create a new one. Likewise, we have the same process in stereotyping. We form a stereotype and then we choose whether or not it should be discarded or remain in our minds as new information is collected. It is natural for us to form stereotypes tounderstand situations around us. From another standpoint, the process of forming and correcting stereotypes can be a kind of evidence we have grown up and matured. The problem is when a stereotype is settled, or fossilized in the same way that stagnant water becomes decayed. Teachers should lead students to understand the relationship between the limitations of human cognitive ability and the nature of stereotypes while encouraging their students to keep following this process.

References

Brown, H. D. (2000). *Principles of language learning and teaching*. New York: Longman.

Fleet, M. (2006). *The role of culture in second or foreign language teaching: Moving beyond the classroom experience*. (ERIC Document Reproduction Service No. ED 491 716)

Kim, Y-S. (2006). A study on teaching English language and culture in the classroom: Raising cultural awareness. Unpublished doctoral dissertation. Kookmin University, Seoul, Korea.

Lessard-Clouston, M. (1997). Towards an understanding of culture in L2/FL education.Ronko: K.G. studies in

English, 25, 131–150.
Mantle-Bromley, C. (1992). Preparing students for meaningful culture learning. *Foreign Language Annals, 25*, 117-127.
Samovar, Larry A., Porter, Richard E. & Jain, N. (1981): *Understanding intercultural communication*. Belmont, CA: Wadsworth.
Sercu, L., Méndez García, M., & Castro, P. (2005). Culture learning from a constructivist perspective: An investigation of Spanish foreign language teachers' views. *Language and Education, 19*(6), 483-495.
Tavares, R., &Cavalcanti, I. (1996).Using computer networks to enhance foreign language/culture education. *Foreign Language Annals, 26*(4), 527-534.

The Author

***Yoon-Ah Rho**, PhD, is an instructor at Kookmin University, where she teaches reading in English through movies. She is especially interested in teaching and learning English through movies and American TV dramas. Email:rhoyoonah@hanmail.net*

English L2 Personas and the Imagined Global Community of English Users

Mark Fifer Seilhamer
Nagoya University of Commerce and Business, Nagoya, Japan

Abstract
Bilingual speakers frequently comment that they feel like different people when speaking each of the different languages in their linguistic repertoires. Scholarly discussions of this phenomenon often cite Schumann's Acculturation Model and Guiora's Language Ego concept, assuming that learners adopt distinct L2 personas in an attempt to acculturate into target language cultures, and the permeability of one's L1 identity determines receptiveness to taking on new linguistic identities. According to these theories, a learner of Korean, for example, would be likely to develop a distinctly Korean L2 persona (as well as linguistic proficiency) if he or she has both a high level of affinity for Korean culture and a very permeable L1 language ego. Given the status of English as an international lingua franca in today's world, however, it can no longer be assumed that learners of English have any motive or desire to acculturate into traditionally English-speaking cultures, such as those of the U.S., England, or Australia. If learners/users of English associate the language not with such traditionally English-speaking cultures, but instead with an imagined global community of English users, do they still develop English L2 personas that are distinct from their L1 personas and feel "like a different person" when speaking English? The presenter will examine this issue, presenting interview data in which bilingual speakers of various L1 backgrounds and orientations toward English discuss their English L2 personas.

I. Introduction

"I have Danish parents, grown up in France, lived in the UK for 10 years and now living in Holland for the past 9 years. I am a different person in each language, adapting myself to the culture of the people who speak it. I have always wondered how the language could affect the message so much. It also affects my tone of voice and my emotions" (Christina, on July 27th, 2011).

"I find myself being more self-depreciating and less likely to accept praise when speaking in Japanese than when speaking English. Furthermore, a colleague once told me that even if he can't hear, he can tell which language I am using from 10-15 metres away, by looking at my posture, gestures and general body language" (Tim, on July 27th, 2011).

"My friends once told me that when I switch to Russian even my facial features change, becoming colder and harsher – set jaw, narrow eyes, speaking in a low voice, but with an intensity that makes everyone else listen" (Julia, on July 30th, 2011).

The above quotations represent just asmall portion of blogosphere postings from bilingual and multilingual individuals commenting on how they perceive and appear to have very distinct and separate personalities when speaking the different languages in their linguistic repertoires. Many such postings, like the first one above by Christina, explicitly attribute this phenomenon to attempts on the part of speakers to assimilate to the cultural norms of the countries where the languages are traditionally spoken. Scholarly treatments of the same phenomenon (e.g., Bryant, 1984; Hu &Reiterer, 2009; Zukowski/Faust, 1997) generally do likewise, often citing Schumann's (1978, 1986) Acculturation Model, which equates L2 proficiency with the extent to which a learner is able to adopt the culture of a target language group, and Guiora's (1967, 1979) concept of Language Ego, in which the permeability of one's L1 identity determines receptiveness to taking on new linguistic identities. According to these theories, a learner of Korean, for example, would be likely to develop a distinctly Korean L2 persona (as well as linguistic proficiency) if he or she has both a high level of affinity for Korean culture and a very permeable L1 language ego. Such arguments still, no doubt, apply to languages such as Korean that are intrinsically associated with specific countries and cultures. Given the status of English as an international lingua franca in today's world, however, it can no longer be assumed that learners of English have any motive or desire to acculturate into

traditionally English-speaking cultures, such as those of the U.S., England, or Australia. If learners/users of English associate the language not with such traditionally English-speaking cultures, but instead with an imagined global community of English users, do they still develop English L2 personas that are distinct from their L1 personas and feel "like a different person" when speaking English?

II. The Imagined Global Community of English Users

The term *imagined communities* was originally coined by Anderson (1991) to describe the way in which citizens of nations conceptualize a national community. Such a community can only be described as imaginary, Anderson argues, "because the members of even the smallest nation will never know most of their fellow-members, meet them, or even hear them, yet in the minds of each lives the image of their communion" (p. 6). More recently the interpretation of *imagined communities* has been expanded to not only include the imagining of people and communities that actually do exist *in the present*, but also the imagining of social relationships in communities that might exist *in the future*. With the notion of *imagined communities*, identity researchers now have an appropriate theoretical construct in which to explore the link between identity and desire – our hopes and dreams for the future that undeniably impact our actions and perceptions of ourselves while we are still very much grounded in the present. Commenting on the communities that different L2 users envisioned for themselves in two separate studies (Norton, 2000 and Kanno, 2003), Kanno & Norton (2003) assert that "these images profoundly affected the learners' investment in the target language and their concomitant actions and learning trajectories" (p. 243).

Attempting to explain what motivates the legion of English learners in EFL contexts, Ryan (2006) takes the imagined community concept one step further, proposing that it is a sense of membership in an imagined global community of English users that compels many EFL learners to expend considerable efforts learning the language. Joining Csizér&Dörnyei (2005), Lamb (2004), and Yashima (2002), Ryan contends that for young people in much of the world today, the English language is increasingly associated not with any particular geographic area or culture, but instead with an international global culture and community – one in which, as citizens of the world, they are already at least legitimate charter members. But what are the English language requirements forfull membership in such a global community? Who must one be capable of communicating with, on what topics, and in what situations? Since each English learner/user has his or her own unique vision of what constitutes this imagined community, conditions of membership, of course, vary wildly and are subject to constant re-evaluation based on individual perceptions and experiences. An English learner/user whose orientation toward English is as a member of an imagined global community of English users could very well develop a distinct English L2 persona based on acculturation into what he or she individually perceives to be the pragmatic norms and culture of this imagined global community. Language Ego would still play a crucial role in determining whether a distinct English L2 person emerged, for an impermeable L1 identity would prevent the learner/user from adopting *any* new interactional styles or practices, regardless of what sort of community he or she associates these styles and practices with.

III. Acculturation and Accommodation

To illustrate the concept of developing an English L2 persona based on acculturation into what an English learner/user perceives to be the pragmatic norms and culture of an imagined global community of English users, I present the case of Audrey, a female Taiwanese informant who, at the time of our interviews, worked as an event promoter at a nightclub in Taiwan that catered to a largely foreign clientele. As a result of working at this establishment and regularly attending its club events, Audrey had amassed a large number of foreign friends from a variety of countries – South Africa, Canada, the United States, France, Belgium, Czech, Finland, and Norway. She told me that, when communicating in English, she felt like a verydifferent person than she did speaking Mandarin Chinese and attributed this to the fact that, as a group, her community of foreign friends and acquaintances were far less sensitive than most Taiwanese. She described her Chinese self as "caring about other people's feelings...more sensitive" and explained, "I guess Chinese feelings are really easy to hurt 'cuz even myself, it's the same." Audrey's English self, in contrast, was much more loose and care-free since she didn't feel the need to tread so lightly when she communicated with her foreign friends and acquaintances. "I guess I would be more comfortable with foreigner friends," she told me, "'cuz I can be myself more...With foreigners, you can say whatever you want to say...They don't take things that serious, so you can joke lots." When I spent time with Audrey and a group of some of her foreign friends, I saw exactly what she was referring to when she made these comments. Audrey and these friends shared a jocular sort of camaraderie, joking and giving one another a hard time in a jovial way. Totally absent were concerns about saving face that are so often present in interactions between Taiwanese.

Audrey's loose and care-free English L2 persona then could be conceptualized as resulting from her successful attempt at acculturating into a specific group – one that she considered representative of an imagined global community of English users. Since it was only "Chinese feelings" that Audrey saw as being so delicate, she quite naturally reasoned, based on her individual perceptions and experiences, that enhanced sensitivity was not necessary when interacting with anyone who is not Taiwanese/Chinese (the international community). Should foreign English users with sensitivities similar to that of Taiwanese enter her circle of friends in substantial numbers (substantial enough that she could not consider them merely anomalies), Audrey would be forced to re-evaluate her perceived norms for interaction in her conceptualization of the imagined global community of English users and perhaps alter her English L2 persona somewhat to account for this re-evaluation.

Audrey's English L2 persona could alternatively be conceptualized as resulting from accommodation (Giles, Coupland, &Coupland, 1991) – adopting the speaking styles and paralinguistic features of interlocutors in an attempt to decrease social distance. Another informant, Kurt, a German who lived in the U.S. for a number of years before moving to Japan, unequivocally attributed his English L2 personas to accommodation. During his stay in America, Kurt, unsurprisingly, associated the English language strongly with the U.S. and American culture. Reflecting back on that time, Kurt reported, "I think in the U.S. I adopted a persona that is more like that of an American and different from my German persona." Acknowledging that accommodation is indeed a highly effective strategy in any intercultural communication context, he went on to explain, "I think body language, intonation, etc. needs to be more in tunewith the surroundings to communicate what is intended. But I'm not actively trying to do that. It just happens." Upon moving to Japan though, Kurt shed the American cultural associations he had previously held for English and came to view the language more as an international lingua franca. In keeping with his habit of being "in tune with the surroundings," Kurt's English L2 persona became tinged with distinctly Japanese mannerisms. As he told me, "Now being in Japan I think I tried to adjust to the Japanese behaviors a bit more even when speaking English."

IV. Language Feature Influence on Speakers' Behaviors

Features of languages themselves represent another factor that could contribute to the development of a distinct English L2 persona for an individual whose orientation toward English is as a member of an imagined global community of English users. The extremely hierarchical nature of Japanese society, for example, is encoded in the Japanese language, which has gender-specific pronouns and particular polite, honorific, and humble forms (*keigo*) that speakers are compelled to use when interacting with superiors. The value that Japanese society places on vagueness and indirectness is also reflected in the huge number of vague and indirect set phrases in the Japanese lexicon, which encourage users to conceal their true feelings. English, in contrast, has no gender-specific pronouns or a rigid system of hierarchical forms. While it is certainly possible to express extreme politeness in English orbe quite vague with the use of the passive voice, the English lexicon has relatively few set phrases that are highly polite or especially vague. Even if a speaker has no interest whatsoever in adopting American-style directness and retains, when using English, traits such as modesty that are highly valued in Japanese society, he or she still couldn't help but feel like a somewhat different person when using a language that is not encoded to reflect gender or hierarchical relations. Several of my Japanese informants with decidedly international orientations toward English reported that using English allowed them to feel liberated from the hierarchical constraints of the Japanese language and society. Moe, for example, told me that she did feel like a different person when she used English and attributed this to the fact that English had no equivalent to *keigo* or a need to express *senpai*/*koohai* (senior/junior) relations. "I like English," she told me, "because English speakers do not have to care about *keigo* or something like that, and we can call an older student just only his or her name. However, in Japanese we have to call an older student *Senpai*."

Another Japanese informant, Kenji, told me that he felt the different grammatical structures of Japanese andEnglish forced him to become a somewhat different person when using the two languages. This is due to the subject-object-verb word order of Japanese and the fact that, since Japanese is an agglutinative language, a variety of pragmatic endings can be attached to the end of a verb, potentially making huge differences in the impact of an utterance. Kenji explained that because all this important information is located at the end of a Japanese utterance, he was able to observe an interlocutor's reaction during the first portion of the utterance and choose an appropriate verb and verb ending based on these observations. With English, however, the word order is subject-verb-object and pragmatic softeners, such as modals, need to be placed before the verb. These differences, he claimed, caused him to feel like and appear to be a rather insensitive person when using English. The grammatical structure of English simply forced him to choose his words before he had a chance to accurately read his interactional situations.

V. Different Personas within Us Waiting to be Released

In spite of the fact that the phenomenon discussed here is frequently referred to (here and elsewhere) as feeling "like a different person" or "having a different personality" when using different languages, it is more accurate, I believe to conceptualize these differing ways of being as aspects of our personalities – or personas – that have, in fact, always been lurking within us, just waiting to be released via a new language. Often, as was the case with Audrey, an English L2 persona will be embraced as an opportunity to "be myself more." Other English users like Kenji may not be so thrilled with the personas their English use has brought forth. Globalization has forced many of us to accept new ways of being, and the widespread use of English as a lingua franca has made the once simple coupling of languages with particular cultures a much more complex affair. As I have demonstrated here, however, the imagined global community of English users concept does enable some of the same theoretical constructs, such as acculturation, to still be applicable to our changed associations and affiliations.

In this presentation, I will explain the imagined global community of English users concept more fully and present the views of more informants in greater detail. I will also further discuss Guiora's Language Ego concept in relation to English L2 personas, focusing on informants whose L1 identities are extremely permeable due to a disdain for their L1 culture. Finally, I will end the presentation with a brief discussion of how we, as teachers, might help our students develop positive English L2 personas.

References

Anderson, B. (1991). *Imagined communities: Reflections on the origin and spread of nationalism* (Revised edition). London: Verso.

Bryant, W.H. (1984). Assuming a French identity: The affective domain. *The French Review*, 57(6), 766-785. Csizér, K. &Dörnyei, Z. (2005). The internal structure of language learning motivation and its relationship with language choice and learning effort. *The Modern Language Journal*, *89*(1), 19-36.

Giles, H., Coupland, N., &Coupland, J. (1991). Accommodation theory: Communication, context, and consequence. In H. Giles, N. Coupland, & J. Coupland (Eds.), *Contexts of accommodation: Developments in applied sociolinguistics* (pp. 1-68). New York: Cambridge University Press.

Guiora, A.Z. (1967). Toward a systematic study of empathy. *Comprehensive Psychiatry, 8*(5), 375-385.

Guiora, A.Z. (1979). Personality and language behavior: A restatement. *Language Learning, 29*(1), 193-204.

Hu, X. &Reiterer, S.M. (2009). Personality and pronunciation talent in second language acquisition.In D. Grzegorz& S.M. Reiterer (Eds.), *Language talent and brain activity* (pp. 97-129), Berlin & New York: Mouton de Gruyter.

Kanno, Y. (2003). *Negotiating bilingual and biultural identities: Japanese returnees betwixt two worlds*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Kanno, Y. & Norton, B. (2003). Imagined communities and educational possibilities: Introduction. *Journal of Language, Identity, and Education, 2*(4), 241-249.

Lamb, M. (2004). Integrative motivation in a globalizing world. *System, 32*(1), 3-19.

Norton, B. (2000). *Identity and language learning: Gender, ethnicity and educational change*. Harlow, U.K.: Pearson Education, Ltd.

Ryan, S. (2006). Language learning motivation within the context of globalization: An L2 self within an imagined global community. *Critical Inquiry in Language Studies: An International Journal, 3*(1), 23-45.

Schumann, J. (1978). *The pigination process: A model for second language acquisition*. Rowley, MA: Newbury House.

Schumann, J. (1986). Research on the acculturation model for second language acquisition. *Journal of Multilingual and Multicultural Development, 7*(5), 379-392.

Yashima, T. (2002). Willingness to communicate in a second language: The Japanese EFL context. *The Modern Language Journal, 86(*1), 54-66.

Zukowski/Faust, J. (1997). Who am I in English? Developing a language ego. *Journal of Imagination in Language Learning, 4*, Retrieved from: http://www.njcu.edu/CILL/vol4/zukowski.html

The Author

Mark Fifer Seilhamer *is Assistant Professor in the Department of International Communication at Nagoya University of Commerce and Business in Japan. He has also taught English language and linguistics courses in a variety of other Asia Pacific contexts – Singapore, Taiwan, Hawaii, Guam, and San Francisco. His publications include articles on theoretical L2 processing models and corpus-informed approaches to prepositional verb instruction. His current research, however, focuses on issues related to language & identity and the politics of English as an international language. mfseilhamer@gmail.com*

Challenging Popular Opinions on Language Learning and Teaching

David Shaffer
Chosun University, Gwangju, Korea

Abstract
Over the years, numerous beliefs about how languages are learned and how they should be taught have coalesced among laymen and foreign language teachers alike, often without very much theoretical foundation or research as a basis. The aim of this presentation is to challenge about fifteen such popular opinions and show how they are not supported or poorly supported by present second language acquisition research and theory. These opinions deal with first and second language acquisition beliefs, error correction, first language interference with language learning, pronunciation, vocabulary, grammar rules, structures, and interaction. The end goal is to produce a clearer perception of how second languages are learned and of current thinking on best practices for teaching them, making it possible for the teacher to make informed classroom instructional adjustments.

I. Introduction

Everyone considers themselves to be an expert on language learning – after all, they have all managed to master at least one language and quite possibly more. As such, popular views on first and second language learning arise and many are accepted but the general public without question, and in many cases, without foundation. This presentation will take a look at over a dozen popular views on the language learning process first discussed by Lightbown and Spada (1993). Some of these popular views are slightly deviant from what research reveals, others have no research support.

The popular opinions to be challenged include: Languages are learned mainly through imitation. Parents usually correct young children's grammatical errors. Highly intelligent people are good language learners. The best predictor of success in second language acquisition is motivation. The earlier a second language in introduced in school programs, the greater the likelihood of success in learning. Most of the mistakes that second language learners make are due to interference from their first language. It is essential for learners to be able to pronounce all the individual sounds in the second language. Once learners know roughly 1,000 words and the basic structure of the second language, they can easily participate in conversations with native speakers. Teachers should present grammatical rules one at a time, and learners should practice examples of each one before going on to another. Teachers should teach simple language structures before complex ones. Learners' errors should be corrected as soon as they are made in order to prevent the formation of bad habits. Teachers should use materials that expose students only to language structures that they have already been taught. Teachers should respond to students' errors by correctly rephrasing what they have said rather than by explicitly pointing out the error. Students learn what they are taught.

II. Popular Views

A. Languages are learned mainly through imitation

It is difficult to find support that suggests that imitation of others' speech plays the major role in language acquisition. Language learners are not parrots. They often produced sentences that they have never heard before, that they could never have heard before, and that no one has ever said before. Learners have been heard saying "I am hiccing up" and "It was upside down, but I turned it upside right." Such production provides evidence that learners do not merely memorize or imitate what they hear others say (Saxton, 2010). However, language imitation can play a role in language learning (Ellis, 1985), some learners, especially young learners, use word, phrase, or sentence imitation as a language learning strategy, but others may learn a language quite well without using imitation as a strategy.

B. Parents usually correct young children's grammatical errors

The amount of caretaker correction of a child's language is sure to vary considerable depending on the

caretaker's social, education, and linguistic background as well as the child's age (Clark, 2009). When children are young, parents and other caretakers actually correct children's linguistic errors very rarely. It is when children near elementary school age that adults become more concerned and begin to correct children's mistakes. However, the mistakes that are most often corrected at this time are meaning-related mistakes rather than purely grammatical mistakes. Semantic errors rather than syntactic errors are considered to be of more importance.

C. Highly intelligent people are good language learners.

People with high IQs are good at learning *about* things, and they are good at taking tests. Therefore, they will be good at taking tests *about* language. Learning a language, however, is much different and involves much different skills than those measured on an aptitude test (De Bot, Lowie, &Verspoor, 2005; Saville-Troike, 2006). There is not a close relationship between intelligence and language learning ability. Some students who are good at school subjects struggle with learning a language and vice-versa. Students with high IQs often have good study habits and this may transfer to learning a language also. But students with a wide variety of abilities may be good at language learning, especially conversational skills.

D. The best predictor of success in second language acquisition is motivation.

Motivation is an ingredient that leads to successful second language acquisition, but there are many reasons why it may not be the best predictor of second language acquisition. Highly motivated learners may meet with great obstacles to learning (Ortega, 2009). For adults, fluency, accuracy, and easily comprehensible pronunciation. Learners' aptitude, their learning styles, and their satisfaction with the classroom environment can all greatly affect success in learning (Gass&Selinker, 2001). In addition, teachers do not have an influence on a learner's intrinsic motivation. They can however influence learner motivation by making the classroom environment supportive.

E. The earlier a second language in introduced in school programs, the greater the likelihood of success in learning.

Early English education does have its benefits for acquisition. Research shows that it benefits native-like proficiency. However, this comes at a cost. To begin with, it is usually least cost-effective. The younger the learner, the more expensive the language gains. For very young learners, second language acquisition may lead to first language losses. For learners learning in EFL environments and not expected to be living, working, and speaking in second language environments and not needing native-like proficiency, it is more efficient to begin second language learning later (Pinter, 2011). Also important is the intensity of the language learning program. A couple hours a week of second language instruction will not produce much language acquisition.

F. Most of the mistakes that second language learners make are due to interference from their first language.

First language interference does account for a certain amount of language learners' mistakes, but the first language may have many positive effects also. For closely related languages, language transfer is often positive. Many of the mistakes a language learner makes are due purely to the language learning process. That is, second language learners make many of the same mistakes that first language learners make, such as overgeneralizations in irregular verbs (*go–goed–goed*). Other mistakes may be due to undergeneralizations inherent in the language learning process. The majority of interlanguage mistakes are not first-language influenced.(See Meisel, 2011.)

G. It is essential for learners to be able to pronounce all the individual sounds in the second language.

There is great variety in the pronunciation of English sounds by native speakers, so it is not "essential" that an English learner be able to pronounce all of them in a certain native dialect. What is important is that their English pronunciation is intelligible. For example, pronunciation of rhotic "r" is common in American English, but is absent in British English. With the international interaction of English speakers, it is necessary for them to understand each other's variety of English pronunciation, not necessarily be able to pronounce it.(See Cook, 2008.)

H. Once learners know roughly 1,000 words and the basic structure of the second language, they can easily participatein conversations with native speakers.

Conversational English requires a smaller vocabulary than written language, but one-thousand words and only basic structures is very limiting for a speaker. It may not allow for the use of different registers and polite requests, thus leading to misunderstanding and communication breakdowns.(See Cook, 2008.)

I. Teachers should present grammatical rules one at a time, and learners should practice examples of each one before going on to another.

The learning of individual grammatical rules is not a linear process. A language learner (first or second language) may produce the correct verb form *went*, later produce *goed* through overgeneralization, and then go back to *went* after their refinement of the rule. Acquisition of a grammar rule does not occur in isolation but through association of that grammar rule with the rest of the language being learned.(See Cook, 2008.)

J. Teachers should teach simple language structures before complex ones.

Research has found that there is a particular order in which language structures are learned regardless of how, when, or if they are presented in class. Also, a structure that appears to be simple may be cognitively complex, and conversely, an apparently difficult structure may be cognitively simple.(See Cook, 2008.)

K. Learners' errors should be corrected as soon as they are made in order to prevent the formation of bad habits.

If asked, the majority of language learners will say that they want to be corrected immediately and explicitly when they make an error, but experience shows that a considerably smaller number of students are comfortable with the teacher doing so (Long, 2003). Excessive error correction can have a negative effect on motivation. It is true that if an error goes uncorrected over a long period of time, "fossilization" may occur. But the conscientious learner self-monitors and self-corrects even without having their errors corrected by others.

L. Teachers should use materials that expose students only to language structures that they have already been taught.

Comprehensible input is important in materials selection and development, but comprehensible input does not mean only materials that the learner has been exposed to. If a large percentage of the material is already known by the learner, new vocabulary, grammar, and expressions may be easily understood. Paul (2003) suggests that "we should expose the children in our classes to English they can understand at present or that is just beyond their present level (p. 4). Also if materials contain only structures that have already been introduced, motivation may be lowered.

M. When learners are allowed to interact freely in class activities, they copy each other's mistakes.

It is true that students may pick up other students' mistakes from interacting with them, but this is more than offset by the amount of student practice and interaction that group work and pair work afford. Students rarely pick up speaking errors from other students from hearing one error from one student once. Students consider what they hear from another student along with the other input that they get, especially considering native speaker input, and thus make decisions on the appropriateness of what another learner may have said (Kasper & Wagner, 2011).

N. Teachers should respond to students' errors by correctly rephrasing what they have said rather than by explicitly pointing out the error.

Research has found that the majority of language teachers' use recasts a majority of the time. (Student: I *goed* to the school festival last evening. Teacher: Oh really? I *went* to the school festival, too.) This indirect method of feedback is seen as being polite and not causing the erring student embarrassment. However, with its use, one runs the risk of the student not recognizing that the recast was meant as corrective feedback or not realizing which element(s) the teacher was focusing on. More explicit correction methods have been found to be more effective with younger learners.(See Keyser, 2003.)

O. Students learn what they are taught.

Students often do not learn what they are taught when it is taught. Low motivation may be one reason, but because learning of language components is ordered, a student may be at the proper stage of language development to learn the structure that the lesson is teaching (Ellis, 2005). In addition, students learn outside of the classroom things never presented in a formal lesson in or out of the classroom.

III. Summary

Through the above discussion, we have argued that language is *not* learned mainly through imitation. Parents do *not* do very much correction of young children's errors. High IQ is *not* directly related to successful language learning, and motivation may *not* be the best predictor of language learning success. We have argued that beginning

the language learning program early is *not* always better and that the majority of errors are *not* due to first language influence. Pronouncing every second language sound is *not* essential, and 1,000 words and basic structure is *not* enough for basic conversation. Teaching one grammar rule at a time is *not* effective, *nor* is teaching simple structures first. Not correcting students' errors does *not* necessarily lead to fossilization and materials *may* contain not-yet-taught items. Students do *not* easily pick up other students' errors, and implicit language correction may *not* be very effective. And students do *not* learn only or all of what they are taught. One's beliefs on second language acquisition should *not* be based on public opinion,but on classroom experience and research results.

References

Kasper, G., & Wagner, J. (2011).A conversation-analytic approach to second language acquisition. In D. Atkinson (Ed.), *Alternative approaches to second language acquisition*. London: Routledge.

Clark, E. V. (2009). *First language acquisition* (2nd ed.). Cambridge, England: Cambridge University Press.

Cook, V. (2008). *Second language learning and language teaching* (4th ed.). London: Hodder Education.

De Bot, K., Lowie, W., &Vespoor, M. (2005).*Second language acquisition: An advanced resource book*. London: Routledge.

Ellis, R. (1985). *Understanding second language acquisition*. Oxford, England: Oxford University Press.

Ellis, R. (2005). *Instructed second language acquisition: A literature review*. Wellington, New Zealand: Auckland UniServices. Retrieved from http://www.atriumlinguarum.org/contenido/instructed-second-language.pdf

Gass, S., &Selinker, L. (2001). *Second language acquisition: An introductory course*. Mahwah, NJ: Lawrence Erlbaum.

Keyser, R. (2003). Implicit and explicit learning. In C. J. Doughty & M. H. Long (Eds.), *The handbook of second language acquisition*. Malden, MA: Blackwell.

Lightbown, P. M., &Spada, N. (1993).*How languages are learned*. Oxford, England: Oxford University Press.

Long, M. (2003). Stabilization and fossilization in interlanguage development. In C. J. Doughty & M. H. Long (Eds.), *The handbook of second language acquisition*. Malden, MA: Blackwell.

Meisel, J. (2011). *First and second language acquisition*. Cambridge, England: Cambridge University Press.

Ortega, L. (2009). *Understanding second language acquisition*. London: Hodder Education.

Paul, D. (2003). *Teaching English to children in Asia*. Hong Kong: Pearson Education Asia.

Pinter, A. (2011). *Children learning second languages*. London: Palgrave Macmillan.

Saville-Troike, M. (2006).*Introducing second language acquisition*. Cambridge, England: Cambridge University Press.

Saxton, M. (2010).*Child language: Acquisition and development*. Los Angeles, CA: Sage.

The Author

***David E. Shaffer**, PhD (Linguistics), has been an educator in Korea for over three decades and is a long-time KOTESOL member. He is a professor at Chosun University teaching linguistics, teaching methodology, and skills courses in the graduate and undergraduate programs. In addition, he is a teacher trainer, graduate dissertation advisor, materials designer, and program developer. Dr. Shaffer is the author of books on learning English as well as Korean language, customs, and poetry. His present academic interests, aside from CBI, include professional development, loanwords, and cognitive linguistic constructs for effective teaching techniques. Dr. Shaffer is active in numerous ELT associations in Korea and regularly presents at their conferences. Within KOTESOL, he is presently Gwangju-Jeonnam Chapter President, a KOTESOL publications editor, and an International Conference committee member. Email: disin@chosun.ac.kr*

Content-Based Instruction Considerations for Tertiary-Level Instruction

David Shaffer
Chosun University, Gwangju, Korea

Abstract
Content-based instruction (CBI) is still in the early stages of implementation and development an approach to English language in the Korean context. One area of particular concern is the tertiary level, where university-level courses are being offered with English as the medium of instruction by content specialists, and in many cases, to students who are less than fluent in English. Lack of institutional support often exacerbates the problem. This presentation considers the various models of CBI and their adaptability to Korean university-level instruction. The rationale for and benefits of CBI will be examine, program design is considered, requirements of the CBI course instructor and anticipated program outcomes are discussed,

I. Introduction

At the university level in Korea, English-based content is becoming increasingly common. In ELT this is more commonly referred to as content-based instruction (CBI). In the search for the best mix of elements to fit the Korean tertiary context, within content-based instruction for English language learning, different models of CBI are presented, with particular interest on the sheltered model, which show promise for implementation at the tertiary level. Next, considerations in planning a CBI program are offered, including course design, student needs assessment, program coordinator, course instructors, and support services. The requirements of CBI course instructors are described: content knowledge, content pedagogy, understanding language acquisition, language pedagogy, and knowledge of materials development and selection. In the planning of language out comes in CBI programs, the use of explicit language instruction and the option of assessing student language progress are considered.

How the content material can be presented in the classroom in the second language to make it as easily comprehensible as possible is discussed. The oral presentation of material, audio-visual presentation, and presentation of material in graphic and written form are all discussed along with suggestions for their enhancement. The paper concludes with a brief discussion of long-term effects and outcomes of CBI.

II. What Is Content-Based Instruction?

A. Content- and Language-Driven Programs

At one end of the continuum is the content-driven language program. The most salient example of such aprogram is immersion, an educational model most commonly found in elementary schools where students are educated in a non-native language. The focus of instruction is on content – it is expected that students will master the regular school curriculum, even though they are learning it in a language that is new to them.

At the extreme other end of the continuum are language-driven programs. In these programs, language has primacy, and content facilitates language growth. Content learning may be considered a gratuitous but welcome by-product, but neither students nor their teachers are held accountable for ensuring that students learn it. Here, content provides rich opportunities for meaningful and purposeful language use. In this program design, content taught in the foreign language enriches or reinforces instruction in the student's native language, but does not substitute for it. In fact, the responsibility for content learning lies with another teacher.

B. Between the Two Extremes

Other forms of content/language integration include (1) subject courses taught in the second/foreign language, (2) subject courses taught in conjunction with language classes, and (3) theme-based language courses that draw on one or more disciplines to develop language competence.

1. Sheltered Model

Sheltered instruction is an approach to use second language acquisition strategies while teaching content area instruction. In the sheltered model, academic subject matter is taught by content teachers in content areas, such as science, mathematics, history, or literature, using language and context to make the information comprehensible. Sheltered courses are subject courses taught in the L2 using linguistically sensitive teaching strategies in order to make content more accessible to learners who have less than native-like proficiency.

2. Adjunct Model

The adjunct model of instruction constitutes a more sophisticated pattern for the integration of language and content than the sheltered model. It aims at connecting a specially designed language course with a regular academic course. In the adjunct model, students enroll in two linked courses simultaneously – a content course and a language course, which is the "adjunct" course. The content instructor focuses on academic concepts while the language instructor emphasizes language skills using the content-area subject as a background for contextualizing the language learning process.

3. Theme-Based Model

Theme-based instruction is structured around topics or themes. Major principles underlying the theme-based model contain automaticity, meaningful learning, intrinsic motivation, and communicative competence. Its primary purpose is to help students develop second language competence within specific topic areas. The topics chosen can be several unrelated topics or one major topic.

III. Why Implement Content-Based Instruction?

A. CBI Rationale and Benefits

The benefits of the approach are directly or indirectly associated with an extensive body of research from a variety of fields. Strong empirical support for CBI can be found in second language acquisition research, in training studies and in cognitive psychology, as well as in the outcomes documented by successful programs in a variety of contexts and levels of instruction. Brown (2007) provides ample support for CBI in (1) the results of empirical research, (2) theoretical research in language learning, and (3) pedagogy.

Empirical evidence supporting the use of instructional models that integrate subject matter and language can be found among immersion programs. Dual immersion program models in the U.S provide supporting evidence. For example, Spanish-speaking students learning math in English outperformed Spanish-speaking ESL-only students on an English test.

Content-based ESL instruction is consistent with the view that there are different proficiencies of social/conversational and academic English. English learners quickly gain social English proficiency. CBI is also consistent with the theory that language structure and language in general are acquired through comprehension, that is, when students understand messages. Accordingly, comprehensible input based on content, not grammar, will accelerate second language acquisition processes.

There are a number of convincing reasons as to why ESL instruction should integrate content into language teaching pedagogy: Learning authentic content can be highly motivating. Reading material included in content-based ESL instruction will help students acquire technical vocabulary as well as academic grammar. The content presented in content-based ESL instruction is cognitively demanding, resulting in cognitive growth as well as linguistic development.

IV. How to Plan a CBI Program?

A. Program Design and Planning

In planning a content-based program which includes language learning, the first consideration is the overall purpose of the new program. Experience, in US university systems and elsewhere, has shown that following certain important principles will enhance the success of such programs.

One of the most important decisions that must be made when designing a content-based program relates to the instructional model that will be adopted. It has been suggested that the course design most suitable to the Korean university program is a version of the sheltered model of instruction.

In designing a CBI program, it is essential to begin with an assessment of student needs (Brown, 2004; Oxford, 1993). Needs assessment in most English for academic purposes (EAP) programs focuses on students' and professors' perceptions of what students need to succeed within the existing situation. It is very important that the

CBI instructor be aware of the English average proficiency level and the range of the English proficiency levels of the students in the CBI course to be taught, as well as to know their pre-course proficiency in the subject matter to be taught.

Because of the amount of coordination involved in implementing CBI program within the larger curriculum of a university major which includes both CBI required and elective courses and quite possibly involving faculty members from several different departments, it is extremely important that the program have a program coordinator and that the coordinator be well chosen. The program coordinator is responsible for maintaining strong communication among all involved in the program.

A CBI program will succeed only if it is effectively implemented in the classroom. This depends largely on the commitment and expertise of participating faculty, as well as on sufficient administrative support. Selecting the right instructors for the CBI program is crucial to its success; therefore, it is important that content-area faculty not only be well versed in the subject matter and have a high level of English proficiency and language knowledge and awareness, they must also be particularly sensitive to the needs and abilities of their students as both content learners and second-language (English) learners.

In addition to selecting an appropriate model of instruction and effective teaching methods, designers of CBI programs must also decide what types of support services are needed to help students succeed. It is essential in a CBI program to offer enough support to help participating instructors implement the program effectively. Experienced EFL instructors, or preferably EFL teacher-trainers, should be made available to support the CBI instructor in lesson planning and materials development and design.

If possible, content and language tutors should be assigned to help students cope with difficult language and academic content and to serve a counseling function. Such a student support component can improve communication with students and help instructors deal with problems early on, before they become serious.

B. Requirements of the CBI Course Instructor

The integration of content and language may pose unique challenges to instructors whose experience and training may be either as a content specialist or a language specialist. Few faculty have had training in both. Those experienced in content-based approaches to language instruction have noted that there are specific strategies and skills that enhance teacher effectiveness. To be successful, it will be helpful for CBI instructors to be well prepared in the following areas.

- **Content Knowledge:** Obviously, it will be hard to teach content if instructors do not know it themselves.
- **Content Pedagogy:** Because learning content in a new language can pose difficulties for students, it is essential that CBI instructors have a repertoire of language learning strategies at their disposal.
- **Understanding of Language Acquisition:** All instructors in content-based programs will benefit from an understanding of the processes involved in second language acquisition
- **Language Pedagogy:** Promoting language growth can and should be part of the CBI instructors' responsibility, even in programs where language is not the primary goal.
- **Knowledge of Materials Development and Selection:** When students learn content through a new language, they will need a particularly large variety of instructional materials.
- **Understanding of Student Assessment:** Course instructors will need to understand the principles that underlie assessment across disciplines. I may be necessary to integrate language and content assessments.

C. Classroom Presentation: Practices and Materials

Because the material in a CBI course is presented in the students' second language, special care must be taken to insure that the content is presentment in a comprehensible matter. This is particularly true in content-driven courses where the instructor is a content specialist. Care must be taken in how material is presented orally by the CBI instructor and how it is presented visually in both graphic and written form.

1. Oral Presentation of Material

The projection of voice by the lecturer or instructor is important in any presentation situation, but it is particularly important when the message is being delivered in a second language. A key to second language acquisition is large amounts of comprehensible input. For this to occur in the classroom situation, the quality of the delivery of the course content is critical.

- Speak at a slightly slower than normal speed, especially if you are a naturally fast speaker.
- Speak loudly and enunciate words, especially uncommon words. Clarity aids comprehension.
- Emphasize important points by changing speaking speed and tone of voice similar to the way one would in emphasizing point in your L1.
- Repetition is a very effective devise in making input comprehensible.

- Use relatively short sentences and frequently used words as much as possible.
- Do not read the material you are presenting.
- Elicit student participation in the presentation by asking questions about the topic at hand. Interaction is an essential part of education.
- Check student comprehension regularly by asking questions to the class as a whole or to individual students.
- Allow students to ask questions during the class.
- Do not regularly translate material presented in the L2 back into the L1.

2. Audio-Visual Presentation Material

Audio-visual learning, created through the use of film, video, DVDs, and online video, can help students deal successfully with sophisticated textual material. Imagery strengthens the association between already learned information and new incoming information by providing students with both relevant schema background and authentic natural language. In addition audio-visual incorporates two modes of learning at the same time: visual and auditory learning channels.

3. Graphic and Written Materials

Written text, as it appears in the majority of college-level textbooks, especially that in a foreign language, can become overwhelming to the student of an English-medium CBI course. In addition to oral explanation and the use of video material, textbook material may be supplemented with CBI-instructor produced handouts and PowerPoint presentations to make the material more accessible to the student.

Instructor-prepared handouts can easily be more inaccessible to the student than the textbook material itself if not carefully constructed. The following suggestions hold for the preparation of PowerPoint presentations as well as for instructional handouts.

- Try not to fit too much information on a single page. Cluttering makes material more difficult to decode. Use suitably large font size and supply ample spacing between lines. Use easy-to-read font rather than a font style that is difficult to decipher.
- Present material in outline form, using alternating numbering and lettering for different levels of items as well as multiple levels of indentation.
- Present material in (1) numbered, (2) lettered, or (3) bullet-pointed lists. Alternately, material can be presented in text by (a) lettering or (b) numbering individual items listed within a sentence to make them more easily readable.
- Use **bold font**, *italics*, or ***both*** to emphasize important material presented. Colored font is also an option when working in a color medium.
- Present material in tables, line graphs, bar graphs, pie charts, flow charts, and in diagrams whenever possible, rather than in plain text.
- Add the definitions (meaning) on difficult lexical items (words) in parentheses, and refrain (keep) from using overly complex sentence structures.
- Punctuate liberally. Where commas are optional, use them. They aid in clarification.

V. Conclusion

Few longitudinal studies have been done on content-based language instruction. However, Song (2006) reports the results of a five-year study of the effects of content-based ESL instruction on students' future academic performance. Students simultaneously enrolled in a content-linked ESL program were compared to students who did not receive content-based ESL instruction. The study found that students enrolled in the content-linked ESL program not only achieved higher pass rates and better grades in the ESL course, but also performed better in subsequent ESL and developmental English courses.

The indications are that CBI can produce quite desirable results. However, to do so the program must be well planned. The correct balance of content and language needs to be determined considering the English proficiency of the students as well as their already acquired content knowledge. Language teaching methodology support and content teaching support should be made available to the course instructor as needed because it is rare for an instructor to be highly trained in both language teaching and content teaching. Presentation of content needs to be adjusted to be language learner-friendly. Students, too, should be provided with support in the form of tutors. And CBI programs need to be closely monitored and regularly adjusted. If these requirements are met, content courses delivered in English at the tertiary level in Korea will be able to contribute significantly to increasing university student English proficiency.

References

Brown, C. L. (2004). Content based ESL curriculum and academic language proficiency. *The Internet TESL Journal, 10*(2). Retrieved from http://iteslj.org/Techniques/Brown-CBEC.html

Brown, C. L. (2007). Content-based ESL instruction and curriculum. *Academic Exchange Quarterly, 11*(1). Retrieved from http://findarticles.com/p/articles/mi_hb3325/is_1_11/ai_n29356485/

Oxford, R. L. (1993). Progress in tertiary content-based ESL instruction. *TESL Canada Journal, 11*(1). Retrieved from http://journals.sfu.ca/tesl/index.php/tesl/article/viewFile/626/457

Song, B. (2006). Content-based ESL instruction: Long-term effects and outcomes. *English for Specific Purposes, 25*, 420-437.

The Author

***David E. Shaffer**, PhD (Linguistics), has been an educator in Korea for over three decades and is a long-time KOTESOL member. He is a professor at Chosun University teaching linguistics, teaching methodology, and skills courses in the graduate and undergraduate programs. In addition, he is a teacher trainer, graduate dissertation advisor, materials designer, and program developer. Dr. Shaffer is the author of books on learning English as well as Korean language, customs, and poetry. His present academic interests, aside from CBI, include professional development, loanwords, and cognitive linguistic constructs for effective teaching techniques. Dr. Shaffer is active in numerous ELT associations in Korea and regularly presents at their conferences. Within KOTESOL, he is presently Gwangju-Jeonnam Chapter President, a KOTESOL publications editor, and an International Conference committee member. Email: disin@chosun.ac.kr*

Blogging and Bravery: A Student-Centered Pedagogical Approach to Using CALL Materials

Melissa Goldman Shaffer
Sangji University, Wonju, South Korea

Writing stops; blogging continues. Writing is inside; blogging is outside. Writing is monologue; blogging is conversation. Writing is thesis; blogging is synthesis.
Will Richardson

[R]esearch as blogging, and blogging as research, could potentially become potent pedagogical approaches to writing. And such writing might indeed be appropriately described as powerful.
Colin Lankshear and Michele Knobel

Abstract
This presentation highlights a class of sophomore English majors who took part in a long-term blogging assignment in an intermediate-level English conversation and writing class during the Fall 2010 semester. The author was especially interested in gauging the students' level of confidence during their semester of weekly blogging and their reflective learning at the semester's end. This presentation also includes updates from the Spring 2011 semester, including blogging experiences with freshmen English majors, and with the development of her first class website. Participants will be able to look at the website, and how to sign up if there is an interest. Pedagalogical and cultural differences in approaches to writing from a Western and Korean perspective are also examined.

I. Introduction

Blogging provides a classroom dynamic that simply doesn't exist in the EFL classroom; the user still remains "connected" to the teacher and his/her classmates, yet on his/her own time and in enough time to process and write down his/her thoughts. This form of reflective thinking allows for a slower pace and for the blog author to really slow down and think about what they want to write –especially when they give or receive comments from other classmates. When attending the next class, students and the instructor can therefore have a "jumping off"point for discussion, particularly when topic themes (such as exam stress) may be written about around the same time with many students.

Blogging is now seen as an emerging tool for foreign language learners, particularly since the need to practice the target language goes far beyond the traditional two to three hours of English class a week, as it exists in most Korean universities. Genzola (2008) states that blogs "give students a chance to put to use what they are learning in the classroom in expressive, interactive and immersive ways."The author found this statement remarkably accurate as she sought to give writing assignments in a meaningful and more technology-friendly and less-threatening way via student blogging assignments.

As Genzola (2008) states – and similar to the author's experiences with her students – blogs "provide a digital space where interactive exchanges among the members of the learning community take place. In addition to reading and writing practice, Genzola asserts that weblogs also allow learners to share their thoughts and ideas wherein the resulting conversations expose learners to authentic uses of language, stimulating and challenging them in ways that supplement classroom experiences.

Similar to Genzola, Fiedler (Campbell 2008) notes the minimal time involved in EFL learning taking place within the classroom, and defines blogs as "a reflective conversational tool for self-organized learning...used for fostering autonomous, self-directed learning approaches." Similar to this author's philosophy, Fiedler cites Illich's in that "[m]ost learning is not the result of instruction. It is rather the result of unhampered participation in a meaningful setting." This combination of Korean students' love of technology, creative abilities in blog design, and feeling a closer bond with the teacher and their classmates translated to meaningful classroom dynamics each week.

Campbell (2008) states that one of the major challenges in an EFL environment (such as South Korea), is the accessibility of native English speakers outside of the classroom. Therefore, student motivation has the potential to become a real problem, since most Korean university students typically have one 2-hour class a week,

with the most accessibility being three 50-minute classes a week. Since Korean students are surrounded by technology and have access to the latest gadgets on the market, the greatest motivation is combined with a love of using technology, being able to be creative (since rote memorization remains a standard method with tests and overall grades), and the accessibility of the English instructor with whom they can each form a bond.

Lankshear and Knobel (2003) further their case for online writing versus solely in a classroom: purpose-driven writing and the "process of becoming knowledgeable about something" through "learners and teachers beginning from having authentic problems and questions to investigate." Student-centered learning takes precedence here, as well as a chance to emerge to learning English outside of the classroom, making English less "scary" and more accessible to individual learners. The English language learner therefore takes on a more independent role in his/her learning, and takes more responsibility for that learning, versus the typical teacher-centered method.

II. Research Design

A. Participants

The participants for this action-based research study consisted of a class of sophomore English majors who took part in a long-term blogging assignment in an intermediate-level English conversation and writing class in Korea during the Fall 2010 semester. The author was especially interested in gauging the students' level of confidence during their semester of weekly blogging and their reflective learning at the semester's end.

Student blogs in Korean already exist, especially with Cyworld and Naver. College students are enthusiastic to post updates for their friends on these blogs, and since they already existed, the author decided to simply use the students' existing sites. The combination of Korean students' love of technology, creative abilities in blog design, and feeling a closer bond with the teacher and their classmates translated to meaningful classroom dynamics each week. Most students designated a tab on their blog as their "English blog." Some bravely even transitioned from writing in Korean to writing in English. Most students were surprised at the level of response and support when their friends saw these English entries on their Korean page.

In a country involved with "saving face," students definitely had a right to feel shy and embarrassed with this very public language change – perhaps feeling that they were "showing off" their English or not being humble enough to be proud of writing in a foreign language. At first, students seemed to look at the blogging assignment (also worth 15% of their final grade) with trepidation, an *"Am I capable?"* mentality. One student noted how she was intimidated at first, but after realizing that most of her friends didn't have her strong ability to write in English, many of these same friends also would not realize if she made any mistakes. She therefore felt even more comfortable due to this realization.

B. The Final Exam Question

Analyzing the effect of the blog-writing over time, many students began to understand the true potential of their entries – much greater an effect than the common 5-paragraph essay writing standard. When asked on their final exam to reflect on the blog writing assignment, common themes emerged, such as improvements in grammar/accuracy, confidence/fluency, length of posts, and their changed perception of English compared to the start of class.

III. Conclusion

Blogging has made this group of students especially memorable for me, as well as during the first week of the new school year – even after they finished our course, students still made it a point to say hi and email me, months after their finals. Since I promoted a "Western" approach of an "even" playing field, students felt even more of a bond and therefore didn't mind making mistakes they would have thought twice about making when possibly faced with a Korean professor.

References

Campbell, A. (2008). Using Live Journal for Authentic Communication in EFL Classes. *The Internet TESL Journal.* http://iteslj.org/Techniques/Campbell-LiveJournal/ (accessed Jan. 18th 2011).

Genzola, A. (2008). Uses of Weblogs in English Language Teaching. *ESL Article.com*. http://eslarticle.com/pub/articles/e-learning-call/uses-of-weblogs-in-english-language-teaching-3859.htm (accessed Jan.18th 2011).

Lankshear, C. and M. Knobel (2003).Do-it-yourself broadcasting: writing weblogs in a knowledge society. Paper presented to the American Education Research Association Annual Meeting. April 21, 2003. Chicago, IL.

Richardson, W. (2006).*Blogs, wikis, podcasts, and other powerful web tools for classrooms*. Thousand Oaks, CA: Corwin Press.

The Author

Melissa (Goldman) Shaffer *currently teaches conversation and writing courses at Sangji University in Wonju, South Korea. Her research interests include pedagogical approaches to using CALL/MALL in the classroom, learner autonomy, and project-based learning. Ms. Shaffer hopes to use all her experiences as a future applicant for a PhD program in TESOL. She may be reached by email (mgoldmancdi@yahoo.com) or via her class website (http://tesolmelissa.edublogs.org).*

Using Joomla Content Management System To Create an Online Learning Context for Your Class

Heidi Song
Hongik University, South Korea

Abstract
The purpose of the workshop is to provide a short introduction to the use of the Joomla Content Management System as a way to create an effective and dynamically-editable web context for the EFL classroom. A Content Management System (CMS) is typically implemented on an institutional level, but it is well within the reach and budget of individual EFL practitioners who have no programming experience. We will be examining the characteristics of a CMS, its advantages over other types of websites, and some of the the practicalities of installing and customizing Joomla for the ELT classroom. This paper will also include discussion of some recent shifts in e-learning paradigms, as our understanding of these may impinge upon the success or failure of our approach to web-based learning.

I. Context and e-Learning Paradigms

A workshop which focuses on the implementation of web-based technology in the classroom is by definition bound to be of a practical nature. However, although the technical challenges of implementing an e-learning system are often perceived to be significant, "concentration upon problems of a practical kind draws attention away from the more theoretical concerns in understanding e-learning" (Slevin, 2008). If we undervalue the importance of a web-based context for our classes, or if our e-learning paradigms are obsolete, inadequate or incorrect, this can in fact be a more significant obstacle to getting online than the practical aspects of setting up a website.

A. Context

As teachers we tend to focus on content. We attend seminar after seminar on materials design, syllabus design, coursebooks, and dvd materials. Those who teach in Asia might be tempted to justify that choice based on the stereotype of Asian learners as more comfortable with a teacher-centred mode of content delivery, but this stereotype is not backed up by the research literature. After researching students across eight Asian and three European countries, Littlewood (2000) notes "our preconceptions do not reflect what [Asian students] really want, and that there is actually less difference in attitudes to learning between Asian and European countries than between individuals within each country."(p31) and concludes "Asian students do not, in fact, wish to be spoonfed with facts from an all-knowing ‘fount of knowledge’. They want to explore knowledge themselves and find their own answers."(p34).

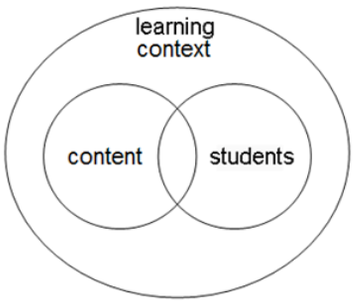
We find our students switched off and disengaged with the content that we have so religiously accumulated, and then attend more seminars on motivation to find out what is going wrong. We struggle through the semester, trying to get them to log out of Facebook and start talking in class. They finally open up when we take them out for coffee-after the final exams have been graded. What is going on?

We are neglecting the importance of learning context as a wrapper around which everything takes place (see figure 1). The term ‘learning context’covers a complex array of environmental variables, as discussed in detail in Trigwell and Prosser (1991). Some of those variables, such as the number, level and background of the students are beyond the control of the teacher, but a large number, such as the relevance, style, focus, schedule, and mode of delivery of material, are directly controlled by the teacher, so that it is not inappropriate to talk about a teacher as a ‘context creator’.

One of the defining features of our postmodern culture is that information and knowledge has value as it is experienced by the self, in contrast to the absolute or intrinsic value it was afforded in previous generations, and experience, by definition, always occurs within a context. While the focus on task-based learning throughout the 1990s went some way towards bringing learning context into its rightful place, the context of a task-based activity is nonetheless only temporary, lasting only as long as the activity itself. It is therefore possible to focus exclusively on task-based activities within the class, whilst failing to manage the overall learning context of the class. As a profession, our undervaluing of classroom context leads naturally to our undervaluing of the importance

of an online context, as seen in the very small percentage of teachers who have any kind of web presence set up for their classes.

Figure 1. The All-Encompassing Nature of Learning Context



Research in the field of second language acquisition lends psycholinguistic support to the importance of the creation of a learning context which is as similar as possible to that of the transfer context, (where transfer context is defined as the context in which students use the material which they have learned). Segalowitz (2003) has demonstrated that the greater the psychological similarity of the learning and transfer contexts, the higher the degree of automaticity in a language task. Automaticity, which is a measure of how efficient, accurate and stable a student's performance is, has been strongly correlated with fluency by several researchers (Skehan, 1998), which should surely be one of our key learning goals for our students. Since our students spend a large proportion of their time online, it follows that we should develop e-learning websites which have a similar look, feel and level of functionality to those they frequent.

Although we continue to make heavy use of both paper-based and digital content, we must begin to move from a teaching paradigm based around content to one based on context creation, a context which extends past the confines of the classroom into the 24/7 world of Web 2.0.

B. Examining Our e-Learning Paradigms

The term 'paradigm shift' refers to a profound change in our fundamental model or perception of something. The term was first coined in 1962 in relation to scientific phenomena, Kuhn (1996), but its application can be extended to other spheres.

The importance of moving from a content-focused mode of teaching to a broader view of the teacher as a context creator has already been discussed. We need to be aware of this, and other paradigm shifts in e-Learning, if we are to keep abreast of global trends (see Table 1 below).

Table 1. Paradigm Shifts in E-Learning

	Old Paradigm	New Paradigm
1) TEACHER	Activity provider	Context creator
2) CLASS COMMUNITY	Fostered face to face within class hours	Fostered both in class and online
3) WEBSITE	Static information repository	Dynamic, information-rich social space
4) AUTHORS OF WEB CONTENT	Computer scientists and web developers	Professionals in all fields, including the arts and humanities
5) FEEDBACK	Given top-down in the context of an academic hierachy	Given in the context of a community of learners

In using the term 'paradigm', it is important to remember that it refers to a collective set of assumptions, concepts, values and practices, rather than to the attitudes or values of a single individual within that collective set. However, it is our individual attitudes to a paradigm shift that will determine whether we ride the wave of change or sink beneath it.

Personal factors such as our teaching philosophy, pedagogical values, experience with the internet (both inside and outside the classroom) and our level of familiarity with technology will influence how readily we adapt to some of the e-learning paradigm shifts that are occurring. If we are already using peer review in our writing

classes, for example, we are likely to adapt more quickly to the kind of student-student feedback made possible by the use of an online blog (paradigm 5 in Table 1 above).

The shift from seeing ourselves as consumers of web based content to creators of it (paradigm shift(4)) may well prove to be the most taxing. The ELT profession as a whole is famed for many things, but confidence in the area of technology is not one of them. Amiri (2000) notes that computers, and in particular any kind of programming, still suffers from a certain image problem. "Despite the popularity and widespread use of computers in an increasing number of areas of our daily lives, for many [language teachers], computers have not yet shed their mathematical, scientific, difficult-to-understand, hard-to-control, and male image."(p.80)

In fact, this is an image which is already extremely dated. Using a CMS such as Joomla allows complex web functionality, such as blogs, chat rooms, forums and gradebooks to be installed onto websites with just a few clicks, and with little more technical knowledge than is required to maintain a Facebook or Myspace page.

II. Designing a Class Website with Joomla CMS

A. Web design-The Foundations

Internet browsers (such as IE,Firefox or Chrome) do not 'know' how to display a particular website. They need to have extremely detailed, line by line instructions about how to do so, covering the position, size, location and color of every single object on the screen. These instructions are called the code, and are written in aparticular language, called html. The website stores these instructions in its own dedicated online space, called a server (provided by a web hosting company).The web designer uses a piece of software called an FTP client to log in to this online space. The FTP software makes the online server appear alongside the files, just as in internet explorer, and in fact files can be transferred to the server simply by drag and drop.

B. What is a Content Management System (CMS)?

As explained above, each webpage is rendered by a detailed set of instructions (the html code for that page). There are different ways of creating the html code that is needed.

(i) The most primitive way of designing a website is to write that code, line by line, using a html editor or web design software. Using this method, every detail of every page must be carefully coded. The site is then uploaded by FTP to the web server. If at any point, the site needs to be changed, the entire site must be re-uploaded by FTP. This approach to web design would be called static because it does not lend itself to revision or adaptation of content. Use of Cascading Style Sheets (CSS) makes the process slightly easier in controlling common elements of all pages, but making changes to the site is still awkward and time-consuming.

(ii) A more sophisticated way to design a website is to use a Content Management System (CMS).After the initial install, a CMS is managed entirely online, without the need to re-write code or re-upload files every time a change is made. A CMS has a front end (which is the website which people will see when they navigate to your webpage) and a back end (which is the online control centre of the site, accessible only by you, the creator of the website). (See figure 1 and figure 2).

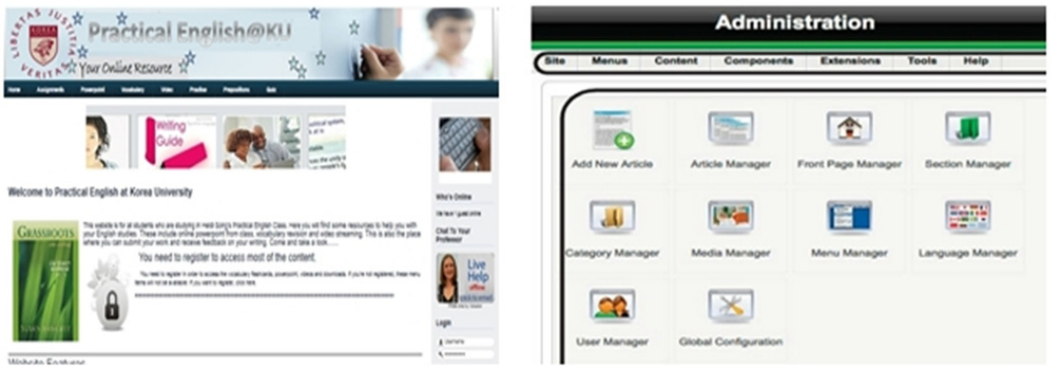
Because a CMS is managed entirely online, it is the perfect choice for managing an educational site; simply by logging into the administration panel (the back end of the site) content can be added and updated at any time and will be immediately reflected in the front end. A CMS is an ideal choice for educators, whose work involves interaction, feedback, and frequent updating of materials.

C. Types of Content Management Systems

A CMS can be categorized as proprietary or open source. Joomla is an example of the latter, in that it is free to install, and many (though not all) Joomla extensions are also free. Joomla development began in 2005, as an offshoot of the Mambo CMS. It has grown to be the most popular open source CMS in the world.

There is also the related category of Learning Management Systems (LMS), sometimes referred to as'Online Learning Environments'. These work along the same lines as a CMS, but are dedicated to managing classes. Examples include Moodle, Whiteboard and the proprietary WEBCT /Blackboard. Although using an LMS rather than a CMS might seem to be the logical choice for those in education, configuration of an LMS sometimes requires more outside support for those without prior experience. In addition, the vast range of extensions for Joomla, many of educational use, can provide greater functionality than those of an LMS.

Figure 2. The Front End (User Interface) at www.practicalenglish.heidisong.net and the Back End (administration) of the site at www.practicalenglish2.heidisong.net/administrator



D. Getting Up And Running

The first steps in setting up a CMS website for your class are to:

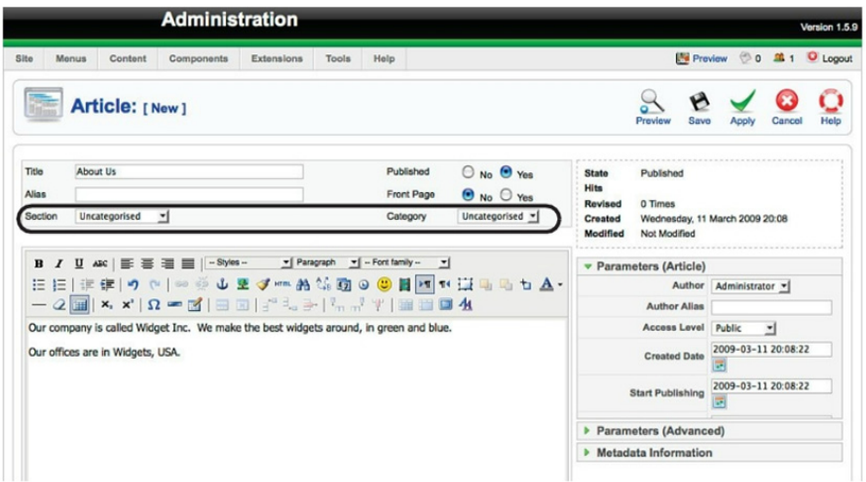
- choose a domain name (web address) for your site and sign up with a web host which offers a pre-configured Joomla install (such as (http://www.cloudaccess.net)
- navigate to the administration panel (backend) of the site, located at www.yoursitename.com/administrator
- log in to the backend using the user name and password which you received in the activation email.

E. Adding Content to Joomla

Like any website, a CMS involves some static content, which Joomla calls 'articles'. You can log into the backend of your Joomla site and write down anything you want your students to see within the main body of the article, including details of each assignment, a class syllabus, using a built in word processor (figure 3).You design the layout of your article, and can upload images to it directly from your computer. There is no programming involved, and text and images can be moved around just as in Microsoft Word.'

In Joomla, categories are of supreme importance. After writing an article, you need to decide what category it belongs to. You have total control over your categories-for example you could make a category called 'Assignments', 'Class News' or 'New Vocabulary. On a static website, clicking on a menu takes you to another single page, which has been individually coded in html. On a Joomla site, however, clicking on a menu can take you not to a single article, but to a page created from all the articles currently in a certain category. For example, if you create a category for each student (either manually or using a component such as Idoblog) when a student clicks on his or her blog link, the page generated will include all of that student's writing, neatly displayed in blog or list format. You can configure your site menus in the 'Menu Manager'of the administration panel, simply by selecting the category that you would like each menu item to link to.

Figure 3. Adding an article to Joomla via the built-in content editor in the administration panel



F. Customizing a Joomla Site

One of the advantages of using Joomla for your class is that it is easy to add advanced functionality by means of extensions, downloadable in zip format fromthe site http://extensions.joomla.org .Extensions are classified as components, modules and plugins, according to which part of the screen they appear on, but all are installed in the same way, via a simple browse/upload button in the Extensions menu. There are thousands of components available for Joomla, including blogs, gradebooks and online chat rooms. Plugins allow you to add functionality to your articles, for example by inserting html content, or even an entire external site (possible through the use of the i-frame plugin). The range of components and plugins available makes it easy to achieve instant integration with other third-party web software which you are already using, such as online quiz systems or gradebooks,. For more advanced users, there is the option to do things such as clone a Joomla site for use on multiple domains or set up user access controls for tighter control of content.

G. Student Management

Another advantage of using a CMS for your class is that it allows you to register your students directly on the site, without having to go through the complex student sign-up processes required by other sites and e-learning solutions. To add a student to a Joomla site, simply click on 'User Management', click the 'plus' (add user) button, and ask the student to fill in their name, username, email and password. Registration can also be done via the frontend by the students themselves, if you do not have access to a computer terminal during the class. After all students have been registered, you can send out mass mails to your class any time you wish. In this way, Joomla can provide a more streamlined approach to student management of your classes.

III. Conclusion

We, as a profession, are getting much too comfortable in our role as consumers of ready-made digital products such as CD-Roms, DVDs and proprietary online quiz systems. If we want stay in line with the level of expertise exhibited by professionals in otherspheres, we need to shed our passive, fearful approach to technology, and begin to see ourselves as creators of digital and web-based content.Using a CMS is an easy and cost-effective way for teachers to create a dynamic web presence for our classes, in line with the latest theories of learning context and language acquisition.

References

Amiri, F. (2000). IT-literacy for language teachers: should it include computer programming? *System*, *28*(1), 77-84.

Kuhn, T. (1996). *The structure of scientific revolutions*(3rd ed.). Chicago IL: University of Chicago Press.

Littlewood, W. (2000). Do Asian students really want to listen and obey? *ELT journal*, *54*(1), 31.

Segalowitz, N. (2003). Automaticity and second languages. *The handbook of second language acquisition*, 382-408.

Skehan, P. (1998). *A cognitive approach to language learning*. Oxford University Press.

Slevin, J. (2008). E learning and the transformation of social interaction in higher education. *Learning, Media and Technology*, *33*(2), 115-126.

Trigwell, K., & Prosser, M. (1991). Improving the quality of student learning: the influence of learning context and student approaches to learning on learning outcomes. *Higher education*, *22*(3), 251-266.

The Author

***Heidi Song**, BA, MA, RSA DELTA has been working in the field of ELT for over ten years and has been designing Joomla websites for her classes since 2007. She has taught a wide range of undergraduate language courses at Korea and Hongik Universities. Her first degree was a double major in maths and linguistics. She no longer has much time for maths, but she retains an interest in some of the more technological sides of teaching. From London originally, she now lives far out of town in Jochiwon,Yeongi-gun, with her husband and daughter. Email:heidisong99@gmail.com*

Autonomous Language Learning: A Paradigm Shift from Teacher to Learner Control

Stacey Vye
Saitama University, Japan

I. Introduction

Autonomy theorists in language education rigorously research theory that carefully depicts the process about how learners can take control of their own learning. The phenomenon increases with consequential engagement in the language –English in this case– and helps the teacher to step back by shifting the focus over to the student themselves, so they can develop their own learning capabilities further than they had before and strengthen their English identity. Yet there are fewer learner autonomy studies available that measure language learning gains. This research project commencing in the fall semester of 2011 and concluding at the end of the spring semester 2012 at Saitama University in the English Resource Center (ERC) measures evidence of autonomous language learning and improvement of the language, which has been made possible by a grant provided by The Ministry of Education and Technology of Japan. The study is designed to compare pre and post-tests of the International English Language Testing System (IELTS) of 20 Japanese and International university students who visit the ERC from different faculties and are literally encouraged to come and ask teachers about anything related to English. The test scores are being correlated with an *illuminative evaluation* that will reveal data about what study plans the students carry out by analyzing what English courses they have studied, what English they study on their own, where and with whom if applicable, the amount of time they invested in this English study, and what learning resources they use or have used in the past. And since this research has just been launched, this summary will detail the design of the study as to how English language gains can be made through autonomous language learning practices that are designed by the students themselves, which can promote a paradigm shift from the focus on the teacher lecturing to that of the student who continually connects with a foreign language on his or her own accord. The research will also serve as a needs analysis for the teachers, in the ERC, including myself, as informative data as the center grows in scope and size.

Why Research the Shift Towards Learner Control and Language Improvement?

Leading researchers in the field of language learning and education internationally have painstakingly defined learner autonomy and analyzed the process of student-centered learning to describe how teachers can facilitate learner autonomy and encourage the learners'confidence enough to improve their English. However, forthe purposes of this extended summary, rather than describing a lengthy literature review about what autonomy theorist assert, I will simply mention that learner autonomy has famously been described by Holec (1981, p. 3) as the capacity to take control of one's learning. Nevertheless, during the last 30 years there has not been a significant amount of learner autonomy research that measures improvement in the learners' language skills and increased ability of the language itself. Perhaps measuring language gains have innocently been left for other EFL/ESL practitioners as autonomy theorists are busy with other issues? That is up for debate, however according to Benson's (2011, p. 4) reflections about the recent developments with reference to autonomy, over the last ten years, there has been a rise in interest and renewed debate of the subject, including a change in how autonomy increasingly relates to language theory in the growing importance of socially and/or contextually situated approaches, and as well as a growing tendency for autonomy to blur with similar fields of study in language learning such as motivation, individual differences, and learner strategies. With all of these concerns regarding autonomy, perhaps there is little time to research language improvement? A major example regarding this lack is represented a notable series of books in the field, *Learner Autonomy* published by *AUTENTIK*: Dublin University Press. In the work written about learner autonomy in this publication series, which includes 59 chapters from volume one to ten, to date, I have found that there are approximately four studies that measure learner improvement in the English language. There are other examples of the gap that I would like to review in detail before the study is well underway. Before explaining the finer points of this summary, it must be pointed out that even though I have carefully investigated the process of learner autonomy and found that reducing learner frustration and helplessness increases learner outcomes as one of many autonomy theorists (Graves &Vye, 2011; Vye, Barfield

&Anthanasiou, 2010; Vye, 2009; Skier &Vye 2003), I myself, like other researchers, have not measured English improvement while facilitating learner autonomy. Therefore, it seems essential that I research the development of my students English language skills and provide the results to a wider research community in autonomy in language education and language learning.

II. Details of the Study

The goal for me as a teacher is to help improve the students' language abilities who participate voluntarily while documenting how they map out their own languages studies by themselves, and with their peers and teachers. The experiment has started for two academic semesters from the fall of 2011 to the spring of 2012 that is investigating how 20 volunteer students at Saitama University's English Resource Center (ERC) learn English autonomously by recording and analyzing what they study in class, on their own, and in the ERC center, including the resources from it to learn English. Then recordings and analysis of the students' English will be correlated with levels of language improvement by implementing the International English Language Testing System (IELTS)twice as pre and post-test by using a factor analysis of the exam scores to look at evidence of language improvement before and after their study has been recorded.

In order to distinguish if the students' language improvement is occurring autonomously, an *illuminative evaluation* (Richards, 2001) is being implemented for two semesters to document what the 20 students do to improve their English skills by analyzing these queries:

1. How much time do students spend studying English in courses, in the ERC, and other places?
2. What kind of language practice do they engage in during a single study session? And why?
3. How much has their English language ability improved over the duration of a year?

In November of 2011, after the IELTS pre-test, the students will document how they exploit their English language practices based on questions one and two in a self-reflective report each week. In doing so, the information will shed light on the outcome of these queries, which is invaluable data that will provide the ERC with a deeper understanding about the different aspects of the language program and help with the planning of making continued improvements for effective ways of using the Center. As mentioned previously, the IELTS test scores will be correlated with an *illuminative evaluation* that will reveal data about what the students do to study English, why they do it, and measure the amount of time the students study English in their courses, in the ERC, and outside both educational settings in order to know more about autonomous language learning practices for this particular group of students.

Furthermore, the IELTS Test of English assesses the learner's reading, writing, listening, and speaking ability seems to be the best assessment tool for the students in this study as described in English language test paradigms for oral assessment by Hughes (2002, p. 84-89), because the IELTS assesses the learners' spoken performance in accuracy, range, and complexity, of the communicative assessment tests available, "…the IELTS criteria reveal the greatest explicit focus on accuracy and on quantifiable data."(p. 86)Equally important to the characteristics of the test is that the IELTS test suits the learning environment of the ERC because it measures speaking and listening, which are two features our students want to improve the most. Moreover, the students can take the IELTS test directly on the campus of the university in a joint association with The British Council and Eiken Testing services, which is convenient for the students.

As mentioned in the introduction, the students come from different faculties and are literally encouraged to come and ask us about anything related to English. Examples of prior queries have been, "How do I get into Harvard University?" "How can I get a girlfriend?" and "Please transcribe this movie for me." These examples represent more of the unusual requests, but they show the diversity of my teaching context. There is one teacher available each day from 3pm to 5pm daily in the ERC that works together with the variety of students of different levels of English as well as different interests. As the study progresses, it will reveal how the students' English may be improving and will hopefully serve as a needs analysis for these teachers in the ERC to better inform their practice. I feel that what the teachers experience in the ERC is similar to that of Edith Esch's work (2009) on the conceptual distortions between individual personal autonomy she calls *crash* and critical socially situated autonomy that she labels *clash* — that is a tensionfor genuine dialogues to be discussed. Due to the volume of students who visit the ERC, the tension might lean towards the *clash* side, not to exclude the individual cognition of learners, but because the students share the ERC space the size of a modest common area with others, the approach of peer and teacher interaction is more socially situated. With so many factors involved in the daily running of the ERC by assisting the students to improve their English, this research is crucial in figuring out what students do to learn English including the amount of time spent and the materials chosen to study it, and why.

III. Conclusion

In short, I have described how 20 University students can improve their English abilities over time at an English center as they design and study English that works for them autonomously including their learning preferences and schedules. And as stated, autonomy researchers in language education carefully research how learners can take control of their own learning. In doing so, particularly in a social and/or contextually situated contexts, learners can increasingly engage with the language, which helps the teacher to step back shifting the focus on each student (if the teacher is present or not) as the learners reflect on their own learning capabilities and their English identity. While fewer learner autonomy studies available that measure language learning gains, this research project measures evidence of autonomous language learning and improvement of the language that is made possible by a grant provided by The Ministry of Education and Technology of Japan. The aim is that the students will experience a paradigm shift from the focus on the teacher lecturing English to that where the student continually connects with a foreign language on his or her own accord and gets better at English at the same time!

References

Benson, P. (2011). *Teaching and researching autonomy.* London: Longman.

Esch, E. (2009). Crash or clash? Autonomy 10 years on. In R. Pemberton, S. Toogood & A. Barfield (Eds), *Maintaining control: Autonomy in language learning* (113-26). Hong Kong: Hong Kong University Press.

Graves, N. &Vye, S. (2011). Practical frustration busters for learner autonomy. In K. Irie& A. Stewart (Eds), *Realizing autonomy in language education* (pp. 242-256). Basingstoke, UK: Palgrave Macmillan.

Holec, H. (1981). *Autonomy and foreign language learning.* Oxford: Pergamon Press.

Hughes, R. (2002). *Teaching and researching speaking*. London: Longman.

Richards, J. (2001). *Curriculum development in language teaching*. Cambridge: Cambridge University Press.

Skier, E., &Vye, S. (2003). One reality of autonomous language learning in Japan. In A.Barfield & M. Nix (Eds.), *Autonomy you ask!* (pp. 27-40). Tokyo: JALT.

Vye, S., Barfield, A. &Anthanasiou, A. (2010). Learning that doesn't label what 'kind' of autonomy is appropriate. *Independence IATEFL*. *50*(1) 21-24.

Vye, S. (2009). Learning beyond the classroom supports the Saitama University's ERC collaborative concept. *The Eloquor 4*(1). 27-40.

The Author

Stacey Vye *is currently an Assistant Professor at the Saitama University Center for English Education and Development (CEED), and has been teaching English in Japan for 22 years. She enjoys coordinating the English Resource Center (ERC) at the CEED at Saitama University with her students, colleagues, and the administration. Her research interests include how it is never wrong to be oneself, have compassion for others, and how reflection and learner and teacher autonomy contribute refreshing ways of learning and getting closer to one's own identity in language education, including the connections between both. She can be contacted at <stacey.vye@gmail.com>.*

Utilizing ICT Video Conferencing for Pre-service English Teacher Training and Cultural Learning

Minako Yogi
University of the Ryukyus, Okinawa, Japan

Abstract
Providing multiple virtual teaching or presentation experience reinforce the acquisition of pedagogical knowledge and teaching skills (Passmore et al., 2005). The present study investigates how video conferencing can be effectively implemented in a teaching methodology class to strengthen pre-service teachers'language, teaching skills, and cultural knowledge.

I. Introduction

The enhancement of globalization and information technology has opened up new horizons for teacher training. Various studies explore the benefits and challenges of integrating technology, especially video conferencing in teacher education programs (Frey, 2008; Hixton& So, 2009;, Holstrom& Weller, 2007; Johnson et al., 2006; Kent, 2007; Malewski et al., 2005; Pierson & McNeil, 2000; Wu & Lee, 2004).

The aim of this course was to expose the students to a variety of teaching materials and activities, provide models for utilizing textbooks for specific teaching techniques, and to share insights for innovative material development, and to actually produce and present creative teaching materials. Along this line, a video conferencing event was incorporated into the teacher training class. A total of twelve collaborations were realized with four institutions; Wien and Budapest Japanese Schools, Budapest Public High School, and University of Hawaii. Student teachers gathered information on a topic related to their local area (Okinawa), created reading materials and worksheets, made introductory power point slides, and prepared for the live Show & Tell and Q&A sessions.

II. Theoretical Background

The following perspectives from MEXT (2001) and Hayashi (2002) were taken into consideration as a theoretical framework during the planning and implementation stage of this program.

As MEXT (2001), the Japanese Ministry of Education indicates, in order to promote global understanding, it is essential to develop basic foreign language skills and other communication skills for expressing thoughts and intentions. On top of this foundation, teachers need to introduce various cultures in order for students to establish respectful positions of others in a global society. Experiential activities such as multicultural exchange programs are influential for gaining the vital skills mentioned above.

Table 1. 3 Types of Teaching styles (class) based on participation

	1) Mono-directional Type Class	2) Bi-directional Type Class	3) Multi-directional Type Class
Students' Role	Audience	Casts	Collaborators
Students' Activity	Attendance	Participation	Commitment
Students' Outcome	Knowledge	Recognition	Consciousness
Teachers' Role	Lecturer	Coordinator	Supervisor
Teachers' Activity	Teaching	Adjusting	Co-learning
T's Decision Making	T's discretion	Consulting with students	Democratic Discussion

Adapted and translated from Hayashi (2002: 201) SankakuKyoiku to SankakuRiron .
(Education based on participation and its theory)

As we canobserve in Table 1, Hayashi (2002) illustrates the effectiveness of a multi-directional type of class which incorporates projects, experiential, and problem-solving activities. In other words, when students become collaborators, they will be the primary actors and utilize broad range of skills. Consequently, students have a greater chance of developing critical thinking skills and constructing their own knowledge, which may lead to building

a sense of consciousness, responsibility, and commitment through the active involvement in events such as interactive teleconferencing.

III. Findings and Implication

Table 2. Students' Reflection to the Teleconference (Agreed or Strongly Agreed)

Questionnaire of the teleconference (29 University Students)	(%)
1) Teleconference was a valuable experience.	100
2) I felt the significance of English language in this global society.	100
3) I strongly realized the importance of introducing one's own culture as well as absorbing others.	100
4) I became interested in the language and culture of the counterpart.	97
5) The teleconference exchange broadened my perspective globally.	97
6) My motivation heightened (It stimulated my curiosity) for learning English and other subjects in my majoring field.	89
7) My interests for a teaching profession arouse tremendously.	93
8) It gave me a chance to look into my potential talent for teaching.	96
9) It was an opportunity to develop my knowledge and teaching skills through this practical experience.	93
10) I realized the necessity for thoroughly planning and creating teaching materials.	97
11) I was able to utilize the English that I learned throughout the years.	93
12) I felt a sense of accomplishment having a chance to present my materials in front of a live native English speaking audience.	90
13) I felt a sense of happiness and accomplishment since I had a chance to present my original teaching material in front of the counterpart and was able to have direct responses.	90
14) Having direct feedback from the audience, stimulated my mind to look at my material in multiple angles.	90
15) I was encouraged and motivated by the questions and comments from the counterpart.	100
16) My motivation heightened during material preparation stage, just to imagine the native English speaking audience.	93
17) I think my English language competence will develop though the multiple interactions with the counterpart.	100
18) I felt a sense of joy though the various interaction and sending the cultural message across to the counterpart.	96
19) Preparing for this event, organizing my presentation and performing, lead to improve my oral presentation skills.	97
20) A sense of mission and responsibility toward a future teaching career was reinforced through this event.	96
21) There were various discoveries during the preparation stage that broadened my knowledge andprospective.	86
22) I can definitely utilize this experience in my future teaching career.	89
23) The interaction with the native English speakers gave me a foundation for improving oral English expressions that can be applied to my future teaching career.	93
24) I would like to organize and realize this type of teleconference in the future.	86
25) This experience broadened my global perspective.	93
26) I felt the need to build my vocabulary and to develop the ability to respond spontaneously in English.	96
27) I was impressed by the advanced technology that made this teleconference possible.	100

The results of the questionnaire and comments reveal that the majority of the participants were favorable and satisfied with the content, task, outcome of the teleconference collaboration. We can also examine that teleconference can be an effective tool or a valuable interactive event to implement in pre-service teaching classes. I must note that the traditional micro-teaching is beneficial as a preparation stage to build foundations to connect theory and practice.

However, in addition to the traditional approach, teleconference may serve as an optional means for bridging the various theories with practice; developing creative presentations, building communication skills, improving

teaching techniques, deepening cultural knowledge, etc. It could be considered one of the supplementary approaches that may stimulate students' learning and reinforce their knowledge and ability. The students' reflection to the teleconference is listed (Table 2).

IV. Conclusion

The results from the questionnaires indicate that the pre-service teachers considered this interactive experience extremely stimulating, motivating, and enriching since they had the precious opportunity to present in front of a live overseas audience and obtain instant feedback from them. They view this synchronous interaction valuable for improving their language and communication skills, teaching and presentation techniques, material development, and cultural awareness. Consequently, implementation of an innovative approach in teacher training may have potentials to facilitate unique learning opportunities and heighten professional growth which may lead to producing competent language teachers. Since the present study was a venture project, further longitudinal studies must be conducted to gather reliable data in order to make suggestions for a substantial program.

References

Frey, T. (2008).Determining the Impact of Online Practicum Facilitation for Inservice Teachers. *Journal of Technology and Teacher Education. 16*(2), 181-210.

Hayashi, Y. (2002) *Sankaku Kyoiku to Sankaku Riron*. (Education based on Participation and its Theory) Gakubunshya publications.

Hixton, E., & So, H.-J.(2009). Technology's Role in Field Experience for Preservice Teacher Training. *Educational Technology & Society, 12*(4), 294-304.

Holstrom, L., Ruiz., D., & Weller., G. (2007). A New View: reflection and student teacher growth through an e-practicum model. *E-Learning, Volume 4*, Number 1.5-14.

Johnson, E., T., Maring, H., G., Doty, H., J., and Fickle, M. (2006).Cybermentoring: Evolving High-End Video Conferencing Practices to Support Preservice Teacher Training. Journal of Interactive Online Learning.Volume 5, No. 1.59-74.

Kent, M., A. (2007) Powerful Preparation of Preservice Teachers using Interactive Video Conferencing. *Journal of Literacy and Technology. Volume 8*, No.2, 41-58.

Malewski, E., Phillion, J., and Lehman, J.,D. (2005). A Freirian framework for technology-based virtual field experience. *Contemporary Issues in Technology and Teacher Education, 4*(4), 410-428.

MEXT (2001) *A Guidebook for Elementary English Education*.Kairyudo.

Passmore, J., G., Barneveld., V., C., and Laing, M., (2005) Desktop Videoconferencing and the Virtual Practicum. *New Horizons in Education, No.51*, 81-98.

Pierson, E., M., and McNeil, S. (2000).Preservice technology integration through collaborative action communities. *Contemporary Issues in Technology and Teacher Education, 1*(1), 189-199.

Wu, C., and Lee, C., G.(2004). Use of Computer-Mediated Communications in a Teaching Practicum Course. *International Journal of Science and Mathematics Education. No.2*. 511-528.

The Author

Minako Yogi *is presently an associate professor, at the University of the Ryukyus, Faculty of Education in Okinawa, Japan. She has been involved in pre-service and in-service teacher training, and course development for around 14 years. Her recent research interests are focused on teacher training and CALL. In the past, she was a fellow at the EWC Hawaii for a year working on research topics related to immersion and elementary English education. Email: minayogi@edu.u-ryukyu.ac.jp*

Learning-Strategies-Based Instruction in Korean EFL College Classrooms

Jaewon Yun
Hankuk University of Foreign Languages, Seoul

Abstract
The primary aim of this study is to see how SBI following the metacognition instruction framework might be pertinent to the improvement of English reading and listening performances in the Korean EFL college classrooms. To test whether appropriate teachingstrategies could improve their listening and reading comprehension, this study analyzed one SBI-treated class and one control class over five one hundred-minute classes. The Participants are 89 first-year female college students who are considered to be of the lower-intermediate level. In the current study, the SILL, TOEIC Bridge test, written diaries and background questionnaires were employed as the instruments, and the T-test was adopted. The results suggest that students who are SBI instructed exhibit more frequent use of all 12 strategies and more ready improvement in reading performance. However, a higher frequency does not necessarily guarantee improvement in listening performance.

I. Introduction

Learning strategies are procedures that facilitate a learning task. Through many studies (Chamot, 2004; Grenfell & Harris, 1999; Vandergrift, 2003), it has been found that strategies can be taught and that such teaching could increase performance in L2 processes. Strategies cannot be effective if learners do not apply them. Generally, students do not use the full range of appropriate strategies or are not aware of the available strategies in a given situation (Rao, 2002). Thus, teachers need to provide students with learning-strategies instructions.

Learning-strategy instructions can play an important role in teaching students by showing them how to apply effective learning techniques to language and content learning. The current research uses one of the SBI models —the metacognition model— that was proposed by Chamot, Barnhardt, El-Dinary and Robbins (1999). Evidence that language learners actually partake in metacognitive knowledge and processes is reported in most of the research on language learning strategies instruction (Anderson, 2002; Chamot et al. 1999; Hsiao & Oxford, 2002).

The purpose of this study is to determine the relationship between listening and reading performance of Korean EFL college students and strategies-based instruction. To this end, the following two questions are addressed: (1) Are there any differences in students' use of strategies after SBI? (2) Are there any differences in their listening and reading performances after SBI?

II. Method

A. Participants

This study involved two classes of first-year course students in General English at the Suwon Women's College in Suwon, Korea. Considering the EFL learning situation, I eliminated subjects who had lived in English speaking continents for more than six months. A total of 89 subjects were classified as lower intermediate to intermediate, based on their scores in the TOEIC Bridge test and their English section scores within the KSAT (Korean Scholastic Aptitude Test).

A treatment class and a control class were scheduled to meet once a week for a one hundred-minute class, the treatment class and the control class used the same course materials and followed the same syllabuses. The English proficiency levels of these two classes were not significantly different.

B. Data collection and instruments

The Strategy Inventory for Language Learning (SILL, ESL/EFL version), the TOEIC Bridge test, written diaries and a background questionnaire were used in this study for data collection. The 50 Likert-scale items of the SILL measure frequencies of strategy use. The TOEIC Bridge test was used to determine the English proficiency of the subjects. A total of 100 questions were taken by the subjects in 60 minutes for a maximum score of 180. The multiple-choice format of the TOEIC Bridge test consists of two sections: listening

comprehension, and reading comprehension. Written diaries were also used to identify language learners'strategies. In these, subjects wrote personal observations about their own learning experiences and the ways in which they attempted to solve language problems. A background questionnaire, another research instrument this study employs, was used to determine the subjects' levels of English proficiency and English learning conditions. The questionnaire includes questions on participants' academic status, length of study in English-speaking nations, and English section scores within the KSAT.

C. Procedure

1. Selecting strategies for SBI

After explaining the objectives of this study to the participants, background questionnaires were distributed and collected during the class hour. SILL testing required approximately 20 minutes and was conducted in the treatment class at the beginning of the semester. The control class did not take the SILL test because it was possible that testing SILL could have given them a conception of the learning strategies that would be imparted in the course of the study. Based on the SILL test findings, we decided to select 12 strategies for instruction, each of whose frequency of use was under 2.5. Usage under 2.5 is usually categorized as a "low" level in strategy use, that is, in the "Generally not used or almost never used" category. The 12 strategies consist of 3 metacognitive strategies, 2 general cognitive strategies, 2 social strategies, 2 affective strategies, and 3 memory strategies. The TOEIC Bridge test was conducted twice, at the beginning of the semester and at the end of the SBI to check the proficiency levels of the two classes.

2. SBI

Strategy instruction was provided in the treatment class during five one hundred-minute classes that focused on listening and reading comprehension. Our strategies instruction follows the metacognition strategies instruction framework (Chamot et al., 1999).

In general, the initial presentation of a new strategy or combination of strategies included a brief statement about why the strategy was important and how it was expected to assist students. We modeled a strategy,demonstrating five steps - preparation, presentation, practice, evaluation, and expansion - involved in approaching and completing a reading or listening tasks. To reinforce and extend the use of a strategy, homework assignments were given. The strategies learned were revised and consolidated in the next class. Since the students were limited in their English proficiency, all SBI was administered in Korean.

3. Assessing the impact of SBI

To assess the impact of SBI on strategy use and on reading and listening skills, all the treatment group participants took the SILL and the TOEIC Bridge test again at the end of the instruction. The results were compared with those of the pre-instruction test. The control class also took TOEIC Bridge test at the end of the course and their results were compared with those of the treatment class participants to see if strategy instruction had made any difference.

The analysis of the data was carried out using the SPSS statistical program. In order to fully explore the results of the data, a paired-samples t-test and an independent samples t-test were used. A dozen diaries belonging to treatment class students were reviewed to examine if SBI had been effective, and, if so, in what way.

III. Results

The results of the present study indicated that no significant relationship existed in the post TOEIC Bridge scores between the SBI class and the control class. Thus, it does not appear that there is a direct relationship between SBI instructions and the improvement of reading and listening skills.

It is possible, however, to conclude that the five-week-long SBI had tended to have an impact on the use of strategy and, consequently, on the reading and listening performances of the students; this is because there were significant differences between the pre-TEOIC bridge test scores and the post-TOEIC bridge test scores of the treatment class, while there were no significant differences between the pre-and post- test scores of the control class. We shall confirm this tendency by providing the answers to the two main research questions.

The first research question had examined the impact of SBI instructions on the use of learning strategies. This question examined the correlations between SBI instruction and strategy use. Paired- sample statistical tests were conducted on the scores of each strategy.

Table 1. Paired-Samples T-Test for differences in strategy use of treatment class.

	Variables	t	df	sig.(2-tailed)
Pair 1	Cognitive1	-3.225	42	.002
Pair 2	Metacognitive 1	-1.213	42	.232 (N.S)
Pair 3	Social 1	-2.228	42	.031
Pair 4	Metacognitive 2	-.683	42	.499 (N.S)
Pair 5	Cognitive 2	-2.479	42	.017
Pair 6	Memory 1	-2.550	42	.015
Pair 7	Affective 1	-3.334	42	.002
Pair 8	Memory 2	-2.564	42	.014
Pair 9	Affective 2	-3.920	42	.000
Pair 10	Memory 3	-1.807	42	.078
Pair 11	Social 2	-.503	42	.618 (N.S)
Pair 12	Metacognitive 3	-1.096	42	.279 (N.S)

P<.01 N.S=Not Significant

The learning strategies that showed the most significant differences are as follows: sharing the feeling when learning English, thinking and speaking in English, and writing language learning diaries. Both affective strategies showed significant differences. According to the study by MacIntyre, Peter and Noels (1996), one of the strategies that students may benefit from most is the use of language learning diaries. In addition, a number of studies on the affective and social sides of language learning have found that many successful learners use affective and social strategies to control their emotions, and to stay motivated. Therefore, we should ascribe greater significance to the affective aspects of SBI.

No significant differences were found as a result of the three metacognitive strategies. Pintrich (1999) points out that since self-regulated learning is neither easy nor automatic, students need to be motivated in order to invest the time and energy required for using these strategies. That seems to be one of the major reasons why none of the metacognitive strategies were used more frequently than before. The two social strategies, which involve learning about the target language culture, were not used significantly differently after the SBI. In the dairy of several treatment-class students, students seemed to consider this strategy less effective in enhancing their reading and listening skills.

The second research question explored the impact of the SBI on the listening and reading test scores. The resultsindicated that there was significant improvement in reading skills ($p<0.01$) but not in listening within the treatment class. Listening in a foreign language is a task that has a high level of difficulty in cognitive terms and therefore demands full attention. For low to intermediate students, in particular, it is a challenging task. That seems to be the reason why the improvement in the listening skills is smaller compared to that in reading.

Table 2. Paired-Samples T-Test for differences in reading and listening achievement between pre-test and post-test

	Variables	t	df	sig.(2-tailed)
Pair 1	LC 1-RC 2	-1.774	42	.083*
Pair 2	RC1-RC 2	-3.059	42	.004**
Pair 3	Sum1-Sum 2	-2.869	42	.006**

p*<0.1 p**<0.01

IV. Conclusion

This study used one treatment class and one control class in real classrooms to consider whether teaching strategies would improve their listening and reading comprehension. The main findings of this study are that students who are SBI instructed exhibit greater use of strategies and a higher tendency to improve in terms of their reading performances.

First, the use of learning strategies increased after the implementation of SBI. In particular, both the affective strategies showed significant differences. This suggests that an emphasis on the affective aspects can pervasively affect the outcomes of SBI.

Second, the students appeared to take a longer time to learn the metacognitive strategies. Since strategies

used for self-regulated learning are not easy to learn and use immediately, students need to be motivated in order to invest the requisite time and energy. Thus, right from the preparation stage, a more systematic approach and a relatively greater volume of time should be apportioned to the metacognitive strategies instruction.

Third, while reading performances showed a tendency to improve after SBI, the extent of improvement of the listening performances was relatively smaller. This indicates that SBI teachers should develop different approaches for different kinds of tasks. Listening, in particular, can be a challenging task because it demands the full attention of the student, and also because students cannot control the speed at which information is being relayed. A more systematic and specific listening instruction design is required.

Finally, SBI models and materials for Korean EFL learners should be developed. Although this study followed Chamot et al.'s metacognitive model (1999), it is just one of the many possible SBI models. More studies are needed to design SBI models for Korean EFL students and to apply these models in classrooms. To support the successful operation of SBI models, it is essential to develop EFL learning materials that contain tasks that can lead learners to perceive strategies effectively; further, learning strategies skills ought to be developed in the English learning context.

In the light of the above findings, the following areas need to be investigated for further study in the field of SBI. First, the impact of strategy instruction is a slow process. The research findings of this study lead us to believe that learners can benefit more from SBI, if instructions take over longer periods of instruction. Therefore, the longitudinal effects of a protracted SBI need to be investigated. Second, this study is quantitative in its nature. Its inevitable limitation is the lack of depth in the research. Despite the fact that this study gathered a dozen diaries from the students, most of these were found to be written at the last moment before the due date. A qualitative study in the form of an interview would provide more detailed information. Finally, the number of participants and the extent of their participation in this study are somewhat narrow. Research with larger number of subjects and from both genders can provide us more reliable information.

References

Anderson, N. J. (2002). The role of metacognition in second language teaching and learning. *ERIC Digest*, April 2002. Washington, DC; Center for Applied Linguistics.

Chamot, A. U. (2004). Issues in language learning strategy research and teaching *Electronic Journal of foreign language teaching.1*(1), 12-25.

Chamot, A. U., Barnhardt, S., El-Dinary, P. B., & Robbins, J. (1999). *The learning strategies handbook*. White Plains, NY: Addison Wesley Longman.

Grenfell. Michael and Vee Harris.(1999). *Modern language and learning strategies in theory and practice*. London: Routledge.

Hsiao, T. Y. & Rebecca. L. Oxford. (2002). Comparing theories of language learning strategies; A confirmatory factor analysis. *Modern Language Journal*86(3), 49-60.

MacIntyre, Peter D. & Noels K. A. (1996), Using social-psychological variables to predict the use of langage learning strategies. *Foreign Language Annals 29*, 373-386.

Rao, Zhenhui. (2002). Bridging the gap between teaching and learning styles in East Asian countries. *TESOL Journal* 11(2), 5-11.

Vandergrift, L. (2003). From prediction to reflection: Guiding students through the process of L2 listening. *Canadian Modern Language Review 59*, 425-440.

Wenden, Anita L. (2000). Learner development in language learning. *Applied Linguistics* 23(1), 32-55.

The Author

Jaewon Yun *is a lecturer in the department of English at Hankuk University of Foreign Languages. She completed Ph. D. course requirements of the TESOL department at Hankuk University of Foreign Languages. Her major research interests cover SBI, and English reading. jwnyn@yahoo.com*

CULTURE TENT

2011 KOTESOL International Conference

EVENTS:

- Fan painting
- Chegi-Chagi (An active Korean game) * Yut Nori (A Korean board game)
- Get your picture taken with a Korean in traditional dress (Hanbok)

Just look for the big white tent in the Renaissance Plaza. Come and enjoy some Korean culture!