The 25th Korea TESOL-PAC **International Conference**

Why are we here?

Analog learning in the digital era

PAC
Pan-Asian Consortium of Language Teaching Societies

21-22 October 2017

Sookmyung Women's University, Seoul, Korea

Plenary Speakers

Andy Curtis
Nicky Hockly

Featured Speakers

Marti Anderson
Kalyan Chattopadhyay
Mark Dressman
Kathleen Kampa
Chan Kyoo Min
Ted O'Neill
Glenda Rose
Helen Slatyer
Bodo Winter

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http://tesol.sookmyung.ac.kr

KOTESOL **2017**

koreatesol.org/ic2017

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Sookmyung Women's University
October 21-22, 2017

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President's Message

Lindsay Herron

This is my favorite time of year—and one of my favorite places to be! There's truly nothing like the KOTESOL International Conference, a great place to find support, encouragement, and inspiration.

This is not just another international conference, though; I'm delighted to be welcoming you to a celebration of Korea TESOL's 25th year. Anniversaries are a wonderful time for reflecting on the past, celebrating the present, and looking forward to the future—and this conference encourages all three! In honor of the organization's silver anniversary, our conference committee has curated a collection of remembrances, presented under the banner "Korea TESOL at 25 Years." As part of this program, attendees are invited to peruse images from the past two and a half decades; enjoy anecdotes and memories from some of the organization's foundational "movers and shakers"; and, in exploring the manifold influences KOTESOL has had on the past, present, and future of current members, consider how the organization has influenced their own lives. Our identities—our beliefs, values, even our ways of understanding and existing in the world—are shaped by our context, contacts, and communities; I wonder, what elements of your own life have been inflected by involvement with KOTESOL?

As you attend the presentations and expand your professional and personal networks during the conference, please don't miss the "Avenue of History" video and poster exhibit in the lobby outside Gemma Hall, the "Looking Back, Moving Forward: KOTESOL at 25" panel featuring seven past presidents, or the retrospective pecha kucha during the opening ceremony. KOTESOL members are also invited to a silver anniversary wine-and-cheese social event on Saturday night. I hope you'll help us celebrate in style!

It's no coincidence that this year's conference is also a PAC conference. We wanted to make this event truly special by celebrating with our international partners from the Pan-Asian Language Consortium of Language Teaching Societies (PAC). I'd like to welcome the presenters from our PAC partners, as well as from our other wonderful international and domestic sister organizations. Also joining us this year is the Asia Youth Forum (AYF), which brings together university students from across Asia for a week of intercultural connections and events. The AYF students will be offering two presentations this weekend; please check the program book for further details, and please join me in warmly welcoming them. Finally, I'd like to thank Sookmyung Women's University for their gracious hosting, our partner organizations for their support, the presenters for providing the meat of the conference, the attendees for making it all worthwhile, and the conference committee for their sorcery behind the scenes to make everything happen!

I hope you enjoy this anniversary conference to the fullest. Who we are tomorrow, what we become in the future, is grounded in our past and in this present—so I encourage you to make the most of the moment! This conference is an opportunity for each of us to build on past experiences; to open ourselves to new perspectives while respecting and refining our own respective lenses; to incorporate new nuances that can shape us now and in the future.

To all of you, and to KOTESOL, I wish a past seeded with lessons but no regrets; a present filled with growth, meaning, and discovery; and a future blossoming with promise and possibility. Here's to the next 25 amazing years!

Chair's Welcome

Sean O'Connor

Welcome to the 25th annual Korea TESOL International Conference.

Korea TESOL has been organizing professional development activities in Korea for 25 years. It is time to celebrate. Let's celebrate the work done at the local chapter level; the symposiums, workshops, drama festivals, speech contests, and other events, academic and social, that have provided teachers with the opportunity to network with peers and broaden KOTESOL involvement in the community.

Let's celebrate the work done at the national level; KOTESOL Teacher Training provides presenters and tailored events in support of our mission statement, and SIGs provide a forum for teachers to hone their skills in specific subject areas. The national and international conferences have provided teachers in Korea the opportunity to meet some of the best authors, researchers, and teacher trainers from around the world. We have a lot to celebrate.

I will also be celebrating the outstanding job done by the people of my team—the International Conference Committee. Thank you for the hours you have taken from your families to make this event possible.

Our theme, "Why are we here? Analogue learning in the digital era," focuses on the need and relevance of face-to-face conferences. Why do they still exist in a digital world? Why do people want to change their weekend routine and come to an unfamiliar place to hear much of which they could get free on YouTube? I want us to have an open discussion about the value of these events for all the stakeholders. If we can improve our understanding of each other's needs, we can make this event even better.

Please take the opportunity to discuss this. Please don't just sit and listen; talk. Don't just send your hundred-forty characters out into the net then wait; talk with real people. Talk with other attendees, talk to the presenters, talk to conference organizers, and talk with our corporate sponsors. Tell everyone what you think. Be sure to attend the panel discussion on this issue where you, the audience, will have a chance to pose your questions to four of our invited speakers.

The face to face context is important, but we need to be talking about why that is and how KOTESOL should adapt in order to stay relevant.

Thank you for joining us. I look forward to your active participation in this event.

Finding the Right Presentations

By Allison Bill, Program Director

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

Here are some tips.

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

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

2. We have a few changes to presentation types this year.

   ***Dialogues** have been added, and **Poster Presentations** have returned to our conference this year. You can view the posters in the Gemma Hall Lobby, with different displays each day. Check the chart on pp.31-32 for an explanation of the different presentation types.*

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

   If you are new to teaching, or new to teaching English, or just need to brush up on basic skills, check the "101" sessions.** This year's topics are Assessment/Testing, Classroom Management, and Curriculum/Materials Development/Lesson Planning. You can see the full list of "101" presentations in the **101 index (pp.157-170).

4. Different folks, different strokes.

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

   *You may notice that there are **more 20-minute sessions this year**. This reflects a sharp increase in submissions from teacher-researchers. Maybe they will inspire you to try some action research in your own classes.*

5. Thanks to the vetters!

   *We recognize your colleagues who read the hundreds of presentation proposals. They helped us select the 225 presentations you have to choose from this weekend. This is the dedicated team of vetters: **Krista Brusky, Sara Cuthbert, Andrea Dennison, Ian Done Ramos, Michael Free, Amy Lee, Stafford Lumsden, Elizabeth May, Eric Reynolds, David Shaffer, Tory Thorkelson, Jeff Walter, and Ingrid Zwaal**.*

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

We hope you will enjoy the conference! With 14 presentation rooms going for 13 hours over two days, in addition to our Plenary Presentations, I am sure you can find something to help you return to school on Monday with an answer to the question,

Why are we here? Analogue Learning in the Digital Era.

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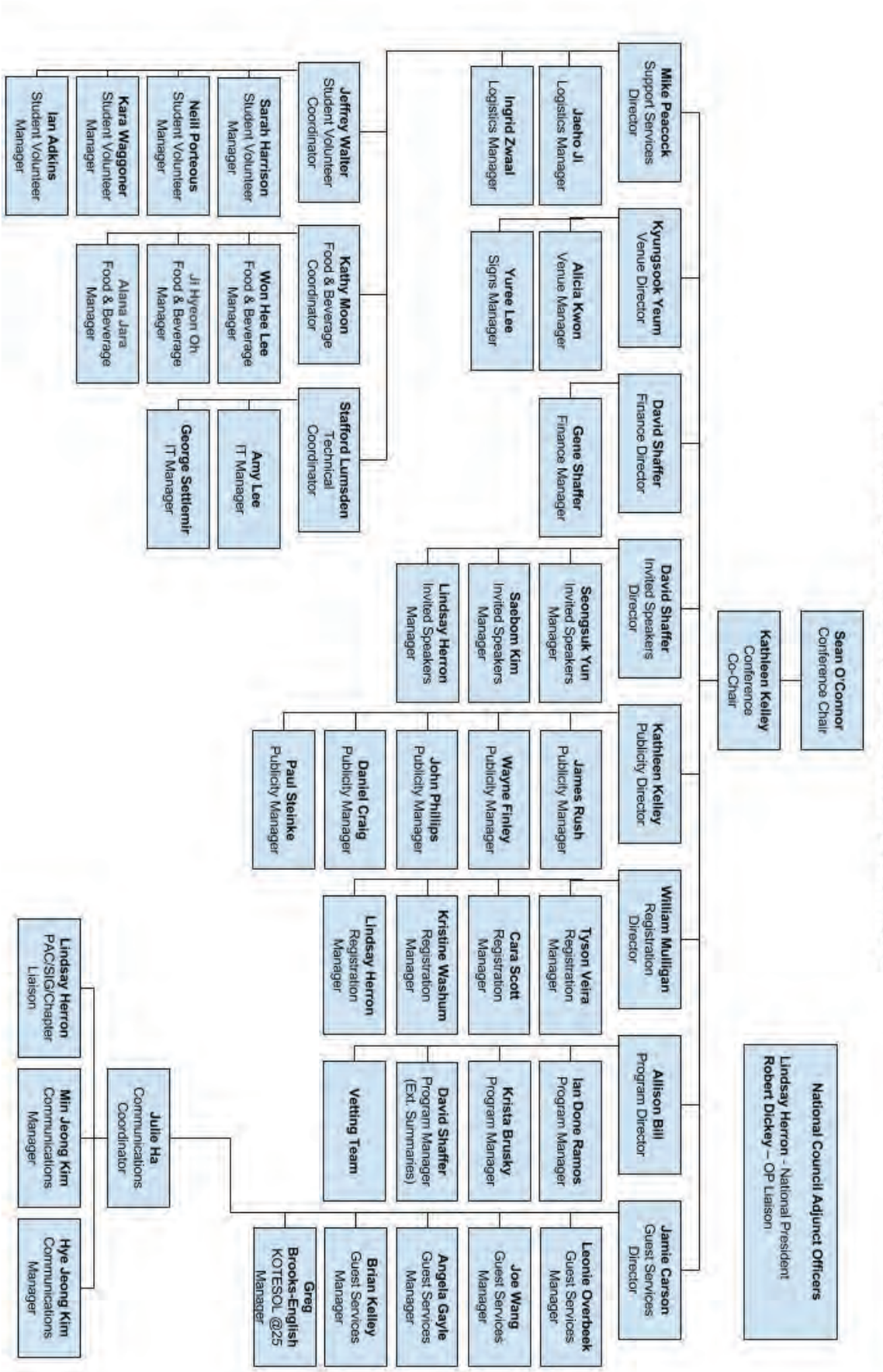
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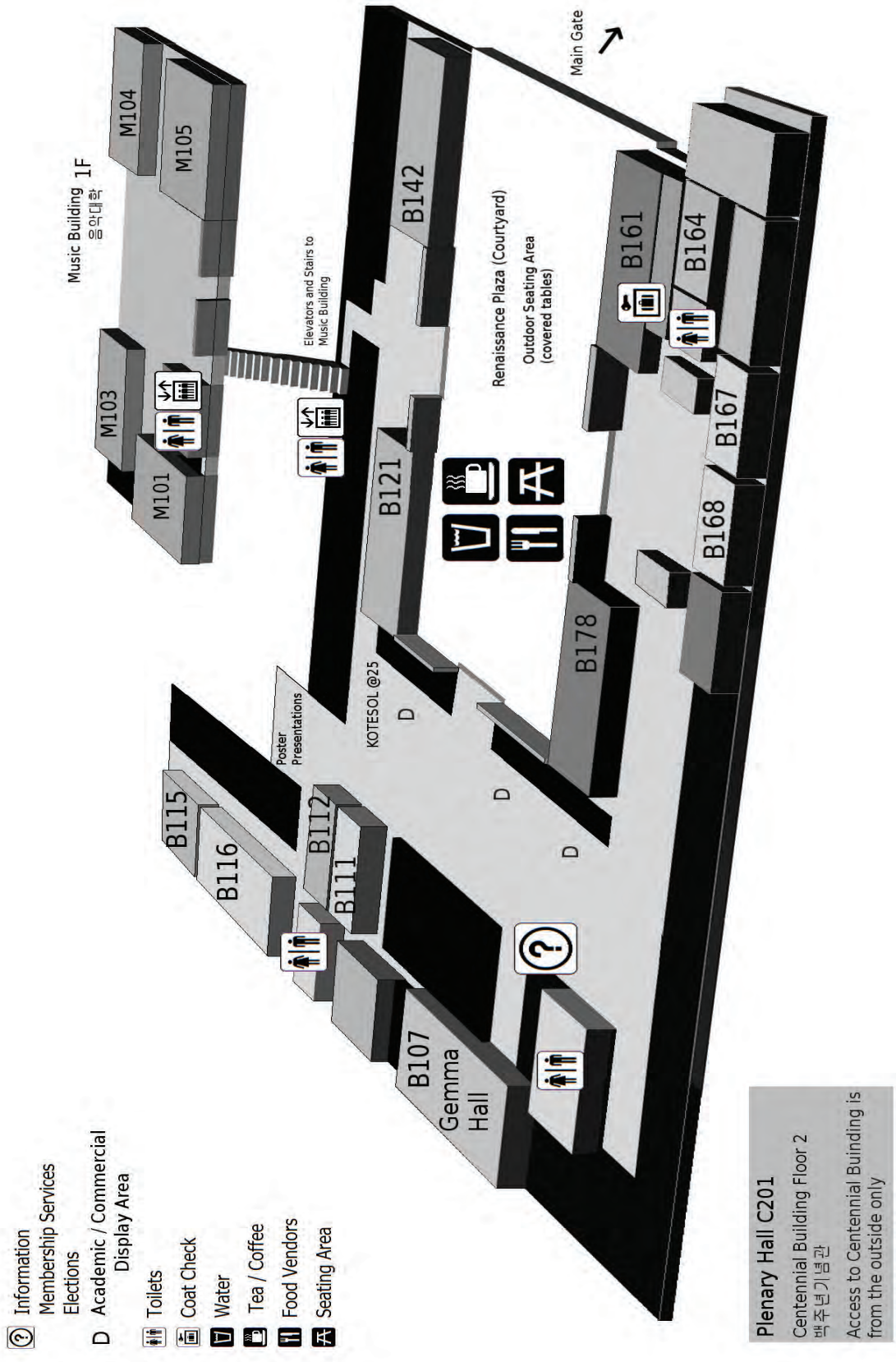
CONFERENCE FLOOR PLAN



2017 KOTESOL International Conference

Saturday, October 21, 2017

Time	Sessions	Featured Speakers *(Gemma Hall, except Plenary)*
8:00-5:00	Registration	
9:00-9:45	Concurrent Sessions	
10:00-10:45	Featured/Invited/Concurrent	Marti Anderson
11:00-11:30	Opening Ceremonies	*Samsung Hall - Centennial Building*
11:30-12:15	Plenary	Andy Curtis *(Centennial Building)*
12:15-1:30	Lunch	
1:30-2:15	Featured/Invited/Concurrent	Glenda Rose
2:30-3:15	Featured/Invited/Concurrent	Helen Slatyer
3:30-4:15	Featured/Invited/Concurrent	Mark Dressman
4:30-5:15	Featured/Invited/Concurrent	Kalyan Chattopadhyay
5:30-6:15	Concurrent Sessions	
6:15-7:15	**KOTESOL Members Wine-and-Cheese Social**	***Central Courtyard***

Poster sessions 10:00-5:00 Saturday in Gemma Hall Lobby

Sunday, October 22, 2017

Time	Activity	Featured Speakers *(Gemma Hall, except Plenary)*
8:00-1:00	Registration	
9:00-9:45	Concurrent Sessions	
10:00-10:45	Featured/Invited/Concurrent	Chan Kyoo Min
11:00-11:45	Plenary	Nicky Hockly *(Centennial Building)*
12:00-12:45	Concurrent Sessions	
1:00-1:45	Featured/Invited/Concurrent	Kathleen Kampa
2:00-2:45	Featured/Invited/Concurrent	Ted O'Neill
3:00-3:45	Featured/Invited/Concurrent	Bodo Winter
4:00-6:00	**KOTESOL Annual Business Meeting**	***Room B107 (Gemma Hall)***

Poster sessions 9:00-3:00 Sunday in Gemma Hall Lobby

Korea TESOL at 25 Years: Celebrating Our Story

Oct 20-22, 2017

In honor of Korea TESOL's 25 year anniversary there are three events:

Opening Ceremony Pecha Kucha
Lifetime Member Dave Shaffer will share important moments in our history since 1993 at the opening plenary session in 20 slides of 20 seconds each. Get ready to review our entire history in under seven minutes.

'The Avenue of History' Video and Poster Exhibit (Gemma Hall Lobby – toward B111)
At this informative exhibit of Korea TESOL's history over the past 25 years, visitors can stand or sit to see all 25 of our past conference program book covers, as well as an assortment of messages from past presidents, and a short HD video of some of our most seasoned members sharing their insights on the following five questions:

1. *What three major changes have you seen in Korea TESOL over its past 25 years?*
2. *What has kept you active in Korea TESOL for so long?*
3. *What do you consider to be the main accomplishments of Korea TESOL over the years?*
4. *What is one thing that you wish Korea TESOL could be better at today?*
5. *What do you foresee Korea TESOL as being like 25 years from now?*

Past Presidents' Panel: Looking Back, Moving Forward (Saturday, 2:30-3:50PM)
An anniversary is an excellent time for taking stock - for reflecting on how our present realities and future possibilities are rooted in the experiences and lessons of the past. Past presidents from throughout the history of the organization assemble for a look back at the accomplishments and challenges of their respective terms, their perceptions of where KOTESOL stands now, and what the years ahead might hold for the organization. Situated in the ever-evolving context of language education both locally and globally, how will Korea TESOL's past and its present inflect its future, and where should we go from here? Moderated by our current President Lindsay Herron, past presidents will include Dr. Oryang Kwon (1995-1996), Dr. Joo-kyung Park (1996-1997), Carl Dusthimer (1997-1999), Robert J. Dickey (2001-2002), Dr. Myung-Jai Kang (2003-2004), Tory Thorkelson (2008-2009), and Peadar Callaghan (2013-2015).

Our Invited Speakers

Saturday Plenary

Andy Curtis
TESOL International Association / Anaheim University

Sat 11:30 C201 **Confessions of an Online Instructor: Returning to the Classroom** Plenary Session

Approximately 20 years ago, the Internet as we know it today started to become widely accessible. As part of the ensuing technological transformation, online teaching and learning was hailed as being the "pedagogical future," which would democratize education. Students anywhere in the world could learn anything they wanted or needed to know, finally free of the traditional constraints of space, time, and money. Massive open online courses (MOOCs) heralded a bright new dawn in the teaching and learning of languages and content. However, in June 2017, the Brookings Institution – a century-old, nonprofit, public policy organization based in Washington, DC – reported that "in their current design, online courses are difficult, especially for the students who are least prepared. These students' learning and persistence outcomes are worse when they take online courses than they would have been had these same students taken in-person courses." This raises the uncomfortable question: What happened?

Sun 10:00 B121 **Using Film in Class to Connect Languages and Cultures** Invited Session

"Little has been done in the utilization of moving pictures in the teaching of foreign languages, but the moving-picture industry in this country [USA] has made our students so familiar with films for entertainment that the adaptation of their use to another field would be simple." As it turns out, it was not so simple, but those were the assumptions and expectations expressed by W.S. Hendrix, in 1939, in his article entitled "Films in the Learning of Foreign Languages" in *The Journal of Higher Education*. In this session, we will, then, look at where we are nearly 80 years after Hendrix's claim and see how films can be used to make more explicit the links between language and culture in ways that print media, such as traditional textbooks, cannot. We will also consider some of the resources available to help language teachers and learners to make those connections.

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

Sunday Plenary

Nicky Hockly

The Consultants-E

Sun 11:00
C201

Is the Future Tense?

Plenary Session

Futuristic technology is not just the provenance of Hollywood movies. In this plenary, we will examine how seemingly futuristic technologies such as robots, haptics, wearable technology, machine learning, and more are becoming a part of our daily lives. More importantly, we examine what this might mean for language teachers, both now and in the future. How are these technologies transforming teaching and learning, and what does this mean for the future of our profession?

Sat 2:30
B121

Going Mobile

Invited Session

In this workshop, we look at a number of classroom activities using mobile devices and examine how these can cross the boundaries between school and the outside world. We review the choices and challenges involved in using mobile devices with learners in class, and how best to design and sequence mobile-based activities with your learners. Bring a mobile device (phone or tablet) with you to the workshop!

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

Featured Speakers

(in alphabetical order)

Marti Anderson

SIT Graduate Institute

Sat 10:00
B107

Why Are We Here? Critical Thinking, Teaching, and the Digital Era

Featured Session

This featured talk will focus on the current plethora of online, digital data, some of which is true and some of which is fabricated, and will explore the vital importance of developing critical thinking skills for teachers and students. In particular, those learning English as an additional language need these skills for both personal and professional reasons in order to be well informed about events occurring in the world. Together we will consider the impediments to critical thinking and the specific sub-skills and discipline that critical thinking requires. The speaker will explore a number of case studies related to the subject of digital data and critical thinking, asking the audience to consider their own experiences with the phenomena of fabricated data as well as their experiences in supporting English language learners (ELLs) in their learning and discernment processes.

Sun 3:00
B121

Developing Critical Thinking Skills in Teachers and Students

Invited Session

This hands-on workshop will provide participants with a range of activities designed to develop and improve critical thinking in students, specifically, English language learners and those who teach them.The activities will be conducted together with participants actively involved. Each activity will then be debriefed looking for adaptations and additional activities that a teacher or teacher-trainer could use in their classroom practice.

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

Kalyan Chattopadhyay
IATEFL Teacher Training and Ed. SIG / University of Calcutta

Sat 4:30 B107

Analogue Teacher Training for the Digital Teacher: What the Teachers Say and Do

Featured Session

Academic institutions are increasingly looking for teachers who can support learning with digital resources and tools. There is also increasing pressure on academics to be "digitally fit"; that is, to acquire skills and competencies to teach digitally, direct their professional development, and follow digital frameworks. So they are looking for professional development opportunities to "stay fit" to teach effectively with technology. However, a review of both in-service and pre-service teacher training programs in different contexts reveals that the focus is still on "analogue" (i.e., face-to-face print-based) teacher training with a negligible amount of content focusing on technology-enhanced language learning and teaching.

I am going to focus on what teachers think about these training programs, what they do after receiving such training, and how they want to enhance their digital literacies and learn to teach digitally. Thus, I will critique the entire trajectory of teacher training, which is expected to prepare "digitally fit" teachers, and conclude with some recommendations for teacher training in the digital era.

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

Mark Dressman

University of Illinois, Urbana-Champaign

Sat 3:30
B107

Informal Language Acquisition and Classroom Teaching: Complementary, Not Competitive, Approaches

Featured Session

In many countries around the world, students are using digital media such as movies, television, video games, and social networking, as well as contact with other speakers through tourism or study abroad, as critical parts of their English acquisition process, in addition to formal lessons in school or after-school learning centers.What are the strengths and weaknesses of these different resources for learning English, and how might a savvy teacher of English within a Korean context incorporate some of these resources into her or his teaching? In this presentation, I will offer examples of how students in one country are learning from digital media and live interaction and then suggest three models for how classroom teachers can incorporate similar activities into their curriculum, before opening the floor to discussion and feedback.

Sun 2:00
B121

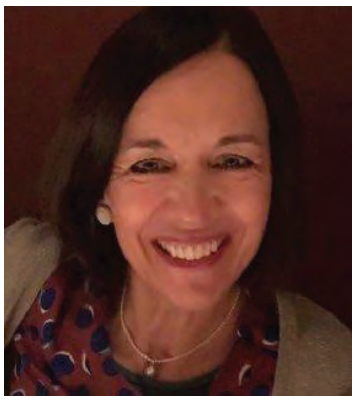
New Technologies (and New Uses for Old Technologies) of English Education

(with Ju Seong Lee)

Invited Session

Do you want to hone your students' four skills of English using high- and low-tech devices? Do you want to break down your classroom walls and put your students in an authentic, multicultural environment? This workshop will introduce three pedagogical ideas: WebQuests; Online Roundtables; and a text-to-voice program, Natural Reader. In WebQuests, you will learn how to develop a WebQuest activity using various old and new technologies (http://webquestaboutwebquests.weebly.com). In Online Roundtables, you will learn to create an environment where your students interact synchronously with diverse English users using Skype multi-person video calls (http://eslweb.wixsite.com/esol-roundtable). Natural Reader is a downloadable product that will "read" aloud any text that is copied into it (https://www.naturalreaders.com/). By the end of this workshop, attendees will understand how these activities work and be able to create them for their own classrooms.

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



Kathleen Kampa

Seisen International School

Sun 1:00
B107

No-Tech, Low-Tech, Active Teaching

Featured Session

How can we encourage our young learners to use English meaningfully? In what ways can we develop the 21st century skills our students need to be successful both now and in the future? What strategies can be used to create active lessons that motivate today's young learners? Using low-tech or no-tech methodologies, Kathleen Kampa will lead participants through a variety of fun-filled activities that challenge students to think deeply about information, make connections, work together, and solve problems creatively.

Sat 3:30
B121

Creating a Classroom of Success Through Music and Movement

Invited Session

Young learners often enjoy learning English through songs, chants, and movement. Perhaps you've sung "Head, Shoulders, Knees, and Toes" with your students. Music and movement have the potential to help you and your students in many ways, creating a classroom of success. Discover how music and movement are vital to the young learner classroom. Learn the best ways to use music and movement effectively throughout your lessons. Experience brain-friendly strategies for success, and explore ways to nurture your students' imaginations, creativity, and critical thinking. In this fun-filled, action-packed workshop, Kathleen will share effective strategies along with a variety of chants, songs, and movement activities that you can use right away in your classroom. Some examples will be shared from Kathy's music for children, including *Jump Jump Everyone* and *Kathy Kampa's Special Days and Holidays*.

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

Dr. Chan-Kyoo Min
Korea National University of Education

Sun 10:00
B107

A Future Paradigm of English Education in Korea

Featured Session

Korea's English education is facing a paradigm shift. Since the mid-1990s, when a communication-oriented approach was employed in the national English curriculum, the communicative approach has functioned as the basis of public school English education. During this time, numerous policies have been implemented to promote improved communication ability for teachers and learners. However, these policies have been evaluated as insufficient for both teachers and learners to attain the goals of the communication-oriented curriculum. Furthermore, nowadays, various issues such as World Englishes, the spread of the Internet, and the development of language education technology have been raised, affecting the status of English as a world language, the pedagogical atmosphere, and the roles of teachers and learners in English education. Within this context, I am attempting to look into the future of Korea's English education. The central point of my investigation is that English is a useful language and a hands-on tool for Koreans to live as international citizens. Therefore, this study seeks to answer the following questions: what should the objectives of English education be, what and how should English be taught and learned, what kinds of policies are needed, and what should be considered to promote the new paradigm of English education?

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

Ted O'Neill
Gakushuin University

Sun 2:00
B107

How We Value, Choose, and Use Technology in Education

Featured Session

Metaphors surround us in art, literature, and in our conceptualization of education. These powerful tools help us understand what we do, why we do it, and who does what to or for whom. I will present some of the metaphors used as models for understanding education and for integrating education technology in language teaching. How do the core meanings of these metaphors contribute to wise or unwise choices as teachers? While they may be helpful at times, some of those most frequently employed may be harmful. The neo-liberalism inherent in a "race to the top" with winners and losers, and a track from base failure to the pinnacle of success is not hard to spot. Have we accepted other judgements that we might object to? This talk will address these questions and offer some alternative metaphors for applying technology to education.

Sat 10:00
B121

Importing Content and Language Integrated Learning to Japan

Invited Session

Higher education in Japan is going through yet another period of change. As universities respond to changing needs of students and society, some are looking abroad for new approaches. One example is the increase in interest in Content and Language Integrated Learning (CLIL) over the past several years. This is closely related to government initiatives for globalization in education, competition amongst universities, and growth of English medium of instruction (EMI) at the undergraduate level. But how well does it travel? Much of the early work in developing CLIL took place in European primary and secondary education, so how does CLIL fit in its new home halfway around the world? Understanding and application of this approach necessarily changes as it enters other contexts, but what does implementation in Japan have to offer to the wider community of CLIL teachers?

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

Glenda Rose
Texas A&M University

Sat 1:30
B107

Analog or Digital? Making an Informed Decision

Featured Session

How do we integrate technology effectively into our instructional practice? In this session, participants explore the five levels of technology use – from entry to transformation – and how to align them with characteristics of the learning environment (such as active learning and goal-directed learning) using the Tech Integration Matrix (TIM). We then practice plans for integrating technology using the TIM as a guide through a Hyperdoc. Through the Hyperdoc, participants will experience new technology tools and leave with a virtual toolbox of new tech tools for their classroom. Participants are strongly encouraged to bring their own device.

Sun 1:00
B121

Why Even Online Students Still Need Human Teachers

Invited Session

Online learning abounds, in the classroom and outside of it. However, data shows that students who work both in the classroom and online have the highest completion rates. Massive open online courses (MOOCs) have just a 15% completion rate on average. Could this be due to the lack of interaction with an expert instructor? While some students can work well without direction, most still need the human touch. In this session, learn about best practices for using in- and out-of-class online learning opportunities with your students while maintaining and strengthening the learning community in your classroom.

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

Helen Slatyer
Macquarie University

Sat 2:30
B107

Advances in Listening Research and the Implications for the Classroom

Featured Session

Fundamental to effective communication, listening is a complex cognitive task that occurs within a social context. We listen in different ways to different types of input (such as watching a film or listening to instructions), in our L1 or our L2, using automatic and controlled processes that require more or less effort on the part of our working memory. Our current understanding of listening processes combine linguistic, psycholinguistic, cultural, social, and pragmatic perspectives that provide us with insights into how we make sense of what we hear, but how can we use this knowledge to help our students improve their listening skills? In this presentation, I will outline some of the current perspectives on listening gained from listening research and outline how this knowledge can inform the teaching of listening, including an overview of L2 learner listening strategies and some of the more prominent pedagogical approaches.

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

Bodo Winter

University of Birmingham

Sun 3:00 B107 **The Sweet Stink of Language: The Sensory Structure of the English Lexicon** Featured Session

Humans perceive the world through their senses and then share their perceptions with others, chiefly through language. The interconnection between language and perception is key to understanding how we can coordinate with others in a perceptual world. Despite the importance of the senses, several branches of mainstream linguistics have largely disregarded them so far. In my talk, I will discuss new research investigating the sensory vocabulary of English. How many words are there for visual concepts (bright, shiny, blue) compared to smell concepts (fragrant, musky, rancid)? How are such perceptual words used in metaphor (she is a bright researcher with a sharp mind)? And how can we explain the fact that many sound concepts have onomatopoetic character (squealing, beeping)? I will present a series of results highlighting that language is deeply infused with the senses, all the way from metaphor to sound structure.

Sat 1:30 B121 **A Manifesto for a Reproducible Open Linguistics** Invited Session

Currently, the field of psychology is undergoing what some call "the replicability crisis" – several key findings that have led to policy decisions and practical application turned out to be standing on flimsy empirical evidence. Linguistics is not immune to this crisis. Besides a lack of replicability, there is a lack of openness: journals are filled with useful data and analysis methods that are inaccessible to people from outside academia. In my talk, I will present several key measures that need to be taken to make linguistic research more reproducible and linguistic findings and data more accessible. I will introduce the audience to the wealth of "norms" (ratings of words, such as a word's emotional valence) and other datasets that are freely available (see languagegoldmine.com) and that can be incorporated into classroom practice. I will conclude that scientific practice in linguistics needs to change to narrow the gap between theory and application.

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

Invited Session

Hyunwoo Sun

Talk to Me in Korean

Sat 4:30
B121

Can You Really Learn a New Language Online?

Invited Session

Millions of people have learned Korean through *Talk To Me In Korean's* online lessons and textbooks. How well have they actually learned? Is it really possible to learn a new language purely through online courses? What are some challenges of online learning, and how can we overcome those difficulties? We will be answering all these questions and more during the presentation — there will be a take-away for the learner of Korean as well as the teacher of English.

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

Invited Panel

Panelists:

Andy Curtis
Nicky Hockly
Glenda Rose
Ted O'Neill
Sean O'Connor (Moderator)

Sat 4:30 B142 **The Future of Face-to-Face Conferences in the Digital Era** Invited Panel

In this rapidly digitizing world, what role will remain for conferences such as this one? Will the convenience of at-your-fingertip digital devices take over the delivery of conferences? Will conferences survive in some altered form? For today's face-to-face conference, organizers must contend with the logistics of venue facilities, equipment, and costs. Attendees must deal with travel and accommodation costs. Will webinars, video workshops, and/or virtual conferences replace today's face-to-face conferences, symposiums, and seminars? How strong will the attraction of meeting the speakers in person and attendee networking remain? Can they save the face-to-face conference from extinction? Or even should we? Is it time to bury the conventional conference and go completely digital? These are some of the questions that our panel of discussants will tackle in this first-of-its-kind panel discussion. Expect a lively back-and-forth among the panelists with a Q&A session included in this 80-minute session.

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

KOTESOL @25 Panel

Panel of Presidents:

Dr. Oryang Kwon (1995-1996)
Dr. Joo-kyung Park (1996-1997)
Carl Dusthimer (1997-1999)
Robert J. Dickey, JD (2001-2002)
Dr. Myung-Jai Kang (2003-2004)
Tory Thorkelson (2008-2009)
Peadar Callaghan (2013-2015)
Lindsay Herron (2015-2017)– Moderator

Sat 2:30 B142 **Looking Back, Moving Forward: KOTESOL at 25** Invited Panel

An anniversary is an excellent time for taking stock - for reflecting on how our present realities and future possibilities are rooted in the experiences and lessons of the past. Today, in celebration of KOTESOL's 25th anniversary, past presidents from throughout the history of the organization assemble for a look back at the accomplishments and challenges of their respective terms, their perceptions of where KOTESOL stands now, and what the years ahead might hold for the organization. Situated in the ever-evolving context of language education both locally and globally, how will KOTESOL's past and its present inflect its future, and where should we go from here? Panelists will share their insights, and audience comments and questions are welcome.

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

KOREA TESOL:
NOMINATIONS &
ELECTIONS COMMITTEE
KOTESOL NATIONAL ELECTION:
ONSITE VOTING
Saturday: 10AM to 4PM
Sunday: 10AM to 3PM
Have you voted in this year's National Election? If not, you can do so at the elections table located outside of Gemma Hall.

The 25th Korea TESOL / PAC 2017 International Conference

Welcomes

Presenters from Our

Partner Organizations

Pan-Asian Consortium of Language Teaching Societies (PAC) Partners

English Teachers' Association of the Republic of China (ETA-ROC)

Wei-teh Lee
An Analysis of Relationships Between Taiwanese Students' Awareness and Strategies
Sunday, 2:00-2:20 p.m.

Yulin Chen
The Influence of Integrating Online Writing Experience on Academic Writing Courses
Sunday, 2:00-2:20 p.m.

Japan Association for Language Teaching (JALT)

Richmond Stroupe
Fostering Learners' 21st Century Skills Through Language Instruction Every Day
Saturday, 4:30-5:15 p.m.

Norman Fewell
Collaborative L2 Writing and Communication: An Intercollegiate Group-Based Project
Saturday, 3:30-3:50 p.m.

John Jackson
Using Cultural Familiar Texts Across Levels to Increase Language Learning
Saturday, 2:55-3:15 p.m.

George MacLean
Using Immediate Feedback and Peer-Based Learning
Sunday, 10:00-10:45 a.m., Room

Rab Paterson
T.E.A.C.H.: Technology Education Academia Combined Here
Saturday, 3:55-4:15 p.m.

Robert Sheridan
Using Cultural Familiar Texts Across Levels to Increase Language Learning
Saturday, 2:55-3:15 p.m.

Philippine Association for Language Teaching (PALT)

Milagros Laurel
Games for the ELT Classroom
Saturday, 2:30-3:15 p.m.

Stephenie Busbus
Motivation and Demotivation of EFL learners in an Inclusive Setting
Saturday, 3:55-4:15 p.m.

The 25th Korea TESOL / PAC 2017 International Conference

Welcomes

Presenters from Our

Partner Organizations

PAC Partners (Continued)

Thailand TESOL (Thai TESOL)

Paneeta Nitayaphorn

Technology Integration in Language Classrooms: Hit or Miss?

Saturday, 5:30-5:50 p.m.

International Partners

Cambodia TESOL (CamTESOL)

Matyana Khim & Vanneath Meav

Revitalizing ELT Face-to-Face Classrooms: Becoming Digital Teachers

Sunday, 10:00-10:45 a.m.

Malaysian English Language Teaching Association (MELTA)

Swi Ee Cheah

Teaching in the Digital Era: Conversion or Convergence

Saturday, 3:30-3:50 p.m.

Domestic Partners

Applied Linguistics Association of Korea (ALAK) / 한국응용언어학회

Seonmin Park

Writing Activities for EAP Learners

Sunday, 10:00-10:45 a.m.

Korea Association of Foreign Languages Education (KAFLE) / 한국외국어교육학회

Hyunju Kim

Vocabulary Instruction Through Typotionary

Saturday, 4:30-4:50 p.m.

Korea Association of Teachers of English (KATE) / 한국영어교육학회

Seonmin Huh

Critical Reading Tips: Insights from "I am Malala"

Sunday, 1:00-1:20 p.m.

The 2017 KOTESOL International Conference at-a-Glance
Day 1: SATURDAY, OCTOBER 21st

	9:00-9:20	9:25-9:45	10:00-10:20	10:25-10:45	11:00-12:15	12:15-1:30	1:30-1:50	1:55-2:15
B107			**Anderson** *Why Are We Here? Critical Thinking, Teaching, and the Digital Era* FEATURED		Opening Ceremonies and 1st Plenary – **Andy Curtis**	LUNCH	**Rose** *Analog or Digital? Making an Informed Decision* FEATURED	
B111	**Pusey** *Repurposing Jigsaw Activities for the Listening Classroom* Listening S/U/A		**Miller & Miller** *Roxifyonline.com: An Independent Learning Linked Automated Essay Feedback system* Tech S/U/A Roxifyonline				**Bosiak** *Comics to the Rescue: Promoting Literacy While Motivating Students* Read YL e-future	
B112	**Kjeldgaard** *Digital Literacy for Modern Students* Tech U		**Dizon** *Exploring the use of intelligent personal assistants with EFL learners* Tech S/U/A	**Khattiya** *The Impact of Multimodal Learning Environments* Tech U			**Mauludin** *Dynamic Assessment to Improve Students' Skill in Writing* Test U	**Tom** *Computer-mediated Communication for EAP Speaking Practice* Tech U
B115	**Urick** *Using Data from Surveys to Redesign an Academic Writing Course* Mat Dev U		**Fusselman** *Time Management and Organization Skills for English Teachers* Mat Dev YL/S/U/A				**Warmington** *Empathy, Creativity, and Critical Thinking: Skills for Generation Climate Challenge* Mat Dev YL/S/U/A	
B116	**Daniels & Ledezma** *Embracing Non-Native Accent Models through Authentic Mixed Media Samples* Conv S/U/A		**Groat** *Using roleplays in Elementary school – from textbook to free roleplay* Conv YL				**Garrobo** *I accidentally gamified the QnA and Feedback session* Conv U	
B121	**Thorkelson, Nam & Kaufman** *KOTESOL International Conference Orientation Session* Other YL/S/U/A Conf. Info		**O'Neill** *Importing Content and Language Integrated Learning to Japan* INVITED				**Winter** *A Manifesto for a Reproducible Open Linguistics* INVITED	
B142	**MacLean, Paterson, Fewell & Walker** *Writing Through the Ages / Writing Across Borders.* Conv S/U/A						**Callaghan** *Designing Better Classroom Activities Through a Gamified Approach* Mat Dev YL/S/U/A	
B161			**Cavor** *L2-mediated identities: Korean study abroad English learners in New Zealand* ID U/A	**Harendita** *Examining Pre-service Teachers' Identity through Digital Media* ID U/A			**McKibben & Reynolds** *Making your first professional presentation (@KOTESOL): Start to finish* PD YL/S/U/A *cont'd to 2:50 p.m.*	
B164	**Breaux** *The world has changed: Stop grading speaking with grammar mistakes* Test U		**Nguyen, Nguyen & Nguyen** *Integrating World Englishes into EFL pedagogy in higher education institutions* Soc U				**Clements & Shaw** *Approaches to Teaching Film for EAP: Film, Text, and Intertextuality* ESP U	
B178	**Rebuck** *What makes you Japanese (or Korean)? Activities reflecting on identity* CBI U			**Adamson** *Student expectations from active-learning events* CBI S/U				**Ostman** *Intercultural Competence: Development through Empathic Literature* ELT U
M101	**Stayanchi & Hillis** *Seeing the story in a different way* Reading U		**Harper** *Applying Critical Multicultural Methods in a "Homogeneous" Learning Community* Read YL/S/U/A				**Agostinelli** *The Second Language Identity of EFL Students in Foreign Contexts* ID U/A	**Mahoney** *"Successful classes" for non-native speaking assistants* ID YL
M103	**Stars** *Designing Tasks to Teach and Test Critical Thinking* Creat U		**Marshall** *Teacher Autonomy and Assessment in Japanese Univ. EFL Prog.* Test U	**Browne** *How test raters' accent familiarities affect TOEFL pronunciation scores* Test U/A			**Henderson** *Using Internet Memes to Teach English* Creat S/U/A	
M104	**Mislang & Leoni** *Switching Roles: Changing learners into leaders* Vocab U		**Arias** *Academic Vocabulary Protocol for Long-term Retention* Vocab YL/S/U				**Margolis** *Increasing Instructional Effectiveness through Mindset & Goal Orientation Training* CM S/U/A	
M105 '101s'	**Woelk** *4 Key Questions for Successful Classroom Management* CM YL/S		**Snowberger** *Google Classroom 101* 101 Curr S/U/A 101				**Gentner** *Using Prior Knowledge in the Design of Task-based Lessons* 101 Curr S 101	

The 2017 KOTESOL International Conference at-a-Glance
Day 1: SATURDAY, OCTOBER 21st

	2:30-2:50	2:55-3:15	3:30-3:50	3:55-4:15	4:30-4:50	4:55-5:15	5:30-5:50	5:55-6:15
B107	**Slatyer** *Advances in Listening Research and the Implications for the Classroom* FEATURED		**Dressman** *Informal Language Acquisition and Classroom Teaching: Complementary, Not Competitive, Approaches* FEATURED		**Chattopadhyay** *Analogue Teacher Training for the Digital Teacher: What the Teachers Say and Do* FEATURED			
B111	**Malarcher** *World History Readers* Read YL/S Seed Learning		**Im** *Integrating Digital Feedback Tools to Support Excellence in English Writing* Tech S/U/A Turnitin Korea		**Bosiak** *Creating Dynamic Lessons and Promoting Literacy with Graded Readers* Read YL e-future		**Frendo** *Evolving needs in university English for Specific Purposes* ESP U/A Pearson	
B112	**Santiana & Asri Siti** *Using Toondoo in English Young Learners Classroom* Tech YL	**Qureshi** *Let's Speak Digitally: A Pathway into Future* Tech S/U/A	**Fewell** *Collaborative L2 writing & communicatio n* Tech U/A JALT	**Paterson** *T.E.A.C.H. Technology Education Academia Combined Here* Tech S/U JALT	**Bailey** *Facebook for Language Learning: Networking Classes through SNS Writing* Tech U		**Qureshi & Overbeek** *How Digital Feedback Makes a Difference in Writing Class* Tech S/U/A	
B115	**Travers** *A flipped classroom curriculum for university English programs* Mat Dev U		**Coomber** *Utilizing learner interactions to strengthen vertical integration within a curriculum* Mat Dev U		**Schiavone** *Arts and Discourse in the Language Classroom* Mat Dev U/A		**Free** *Using Thinking Routines with Visual Prompts* Mat Dev S/U/A	
B116	**Laurel** *Games for the ELT Classroom* Conv YL/S/U/A PALT		**Bagheri** *Classroom practices characterize listening in private institutes* List A	**Ogawa** *How teacher's silence makes students speak in speaking class* Conv YL/S/U	**Sumarni** *Formulaic Expressions Mastery to Increase Fluency and Reduce Anxiety* Conv U	**Tyas** *Students' Attitudes - Integration of ICT in Pronunciation Course* Conv S/U/A	**Walker** *Teaching Debate: A task-based approach* Conv S/U/A	
B121	**Hockly** *Going Mobile* INVITED		**Kampa** *Creating a Classroom of Success Through Music and Movement* INVITED		**Sun** *Talk to me in Korean* Oth YL/S/U/A INVITED			
B142	**Herron, Kwon, Park, Dusthimer, Dickey, Kang, Thorkelson, Callaghan** *Looking Back, Moving Forward: KOTESOL at 25* PD YL/S/U/A KOTESOL@25				**O'Connor, Curtis, Hockly, Rose, O'Neill** *The Future of Face-to-Face Conferences in the Digital Era* INVITED			
B161	**McKibben & Reynolds** *cont'd from 1:30 p.m.*	**Wilson & Bergez** *Overcoming Stereotypes in Online Teacher Education* PD YL/S/U/A	**Winter** *The University of Birmingham: MA TESOL / MA Applied Linguistics* PD YL/S/U/A Birmingham		**Stroupe** *Fostering learners' 21st century skills through language instruction every day* Mat Dev JALT		**Nitayaphorn** *Technology Integration in Language Classrooms: Hit or Miss?* Pref YL/S/U/A ThaiTESOL	**Sewell** *Helping Korean Students Adapt to Unfamiliar Learning Approaches and Expectations* Pref S/U/A
B164	**Naude** *Ghost in the Shell: Discussing the Future of Language Teaching* Soc YL/S/U/A		**Byean** *Cultural production in a Korean middle school* Soc S	**Hahn** *Teachers' beliefs, attitudes, and ideologies in lesson plans* Soc U	**Williams** *Second Language Phonology: Psychological or Biological Constraints?* Soc S/U/A	**Ryan & Mortali** *America's Soft Power and English Enrollment Trends* Soc U/A	**Haswell & Hahn** A *globally-modeled English language* Soc U	**Lee & Kidd** *Helping Short-term Study-abroad Students Overcome Challenges* Conv U
B178	**Maghfiroh** *Intercultural Competence and CLT in teaching exposition text* ELT S		**Brusky** *Motivation, Music, and Culture in Elementary Classrooms* ELT YL	**Busbus** *Learner Motivation/ Demotivation in an Inclusive Setting* ELT U PALT	**Rear** *Asian students and critical thinking: Examining the evidence* ELT U	**Aukema** *The impact of cultural lenses within the EFL classroom.* ELT U/A	**MacDonald** *English-Medium Instruction in Korean Universities* ELT U	**Talbert** *Emergent Culture in a Language Exchange Community* ELT A
M101	**Madarbakus** *Stop Press! Using BNE in Academic Listening* List U	**Lee** *Digital learning of English and vocabulary outcomes* Conv	**Labuschagne** *Make uninteresting textbook sentences more fun to learn.* Read YL		**Campbell-Larsen** *You went where? Teaching strategic skills and repair* Prag U/A		**Sung, Ahn & Park** *Getting the most out of your reading resources* Read YL/S/U/A	
M103	**Free & May** *Assessment Dialogue: Let's Talk about Grading Attendance and Participation* Test YL/S/U/A		**Price** *Creativity without Tears: Process Writing to Overcome Student Resistance* Creat S/U/A		**Kim** *Vocabulary Instruction Through Typotionary* Creat S KAFLE	**Budianto & Suparmi** *Project-Based Learning to Develop Writing* Creat U	**Dusthimer** *Creativity: It's not magic. It's habits.* Creat S/U/A	
M104	**Trejo & Acosta Guimaraes** *Blended Learning: a case study in Argentina* RP YL/S	**Sheridan & Jackson** *Using Familiar Texts to Increase Language Learning* Mat U JALT	**Cheah** *Teaching in the Digital Era: Conversion or Convergence* RP U MELTA	**Haswell** *International teaching assistants: at the intersection of policy and experience* CM U	**Maitland** *The Power in the Chunk ! or The company words keep.* Voc YL/S/U/A		**Fuchs** *False Friends in Advanced Learner English: Implications* Voc S/U/A	**Reeser & Moon** *Digital Flashcard Study Methods: Teacher-led Versus Independent Study* Voc S/U
M105 '101s'	**Pusina** *Classroom Management and Communicating Effectively with Disengaged Students* 101 CM U 101		**Overbeek** *The Twins' Story - Developing Relevant Reading Material* 101 Curr YL/S/U/A 101			**Warfield** *Formative assessment practices for large EFL classes* 101 Test U/A 101		

The 2017 KOTESOL International Conference at-a-Glance
Day 2: SUNDAY, OCTOBER 22nd

	9:00-9:20	9:25-9:45	10:00-10:20	10:25-10:45	11:00-11:45	12:00-12:20	12:25-12:45
B107			**Min** *A Future Paradigm of English Education in Korea* FEATURED		2nd Plenary – Nicky Hockly		
B111	**Romney & Campbell-Larsen** *Small talk is big talk: Teaching phatic communication* Conv S/U/A		**Hulme** *21st Century Skills in the EFL Classroom* Conv YL e-future				
B112		**Lander & Miyoshi** *Multimodal e-Books for Language and Cultural Exchange* Tech S/U	**Meav & Khim** *Revitalizing ELT face-to-face classrooms: Becoming Digital Teachers* Tech A CamTESOL			**Eldridge** *English Grammar: clear, simple and logical.* Gram U/A	
B115	**Gallacher** *Varying Approaches within an active learning environment* Mat S/U/A		**Finley** *Teatime! Immersing Students in Realistic Speaking Environments* Mat S/U/A			**Harrold** *Dabbling in Dogme: Teaching an English Conversation Class Textbook Free* Mat U	**Brusky** *Dynamic applications of music in the elementary EFL classroom* Mat YL *cont'd to 1:45 p.m.*
B116	**Owatari-Dorgan** *Preparing Students for IELTS with Weekly Video Journals* Conv U		**MacLean** *Using Immediate Feedback and Peer-Based Learning* Conv U/A JALT			**Reid** *Theatre without a theatre - performance activities for additional language classrooms* Conv S/U/A	
B121			**Curtis** *Using Film in Class to Connect Languages and Cultures* INVITED			**Lee** *TED Talks in English Language Teaching – Powerful Ideas and Powerful Communication* Cengage	
B142	**Lee** *A "the" or the "a"? L2 learner problems and patterns* Gram U	**MacDonald, Kim & Lee** *Experience and Employment Opportunities in the Korean ELT Market* Soc S/U/A				**Miller** *Enhancing Interaction With Very Young Learners Through Storytelling* Oth YL	
B161	**Takeuchi** *The Process of Self-Regulated Learning in SLA* SLA U/A	**Munakata & Munakata** *Key to Becoming Successfully Bilingual* SLA YL/S	**Slatyer** *Study and Research Pathways for Applied Linguistics & Translating and Interpreting* PD . Macquarie			**Ogawa & Johnson** *Demotivators of High and Low Proficiency EFL Students* Oth U	**Wright & Zhang** *Critical Incidents, Redesign, and Restoration of Teacher Agency* CM YL/S/U/A SJ SIG
B164	**Pham** *Teacher! We hate playing games.* Oth S/U/A		**Sewell** *Moving On - Perspectives on Transitioning Beyond Korea* Oth YL/S/U/A			**Sarich** *Raising communicative English proficiency through participation in collaborative workshops* ESP U	**Dickey** *Is Teachers' Technology Over-rated?* Tech YL/S/U/A
B178			**Park** *Writing Activities for EAP Learners* ESP S/U/A ALAK			**Theisen** *Scaffolding L1 Novels for the L2 Classroom* CBI U	
M101	**Groat** *Phonics in Elementary Public School– more than just ABC* Read YL		**Labuschagne** *Want them to read? Teach them phonics!* Read YL			**Ping & Syamdianita** *Audio-assisted versus Text-only Extensive Reading Materials: Potentials and Students' Preferences* Read U/A	**Sayukti** *Students' Perceptions on Criteria for Bilingual Children's Storybooks* Read YL
M103	**Reid** *Writing for theatre and its effects on language output* Creat S/U	**Sulastri & Narulita Dewi** *Role of Autonomy on Student's Creativity in Writing Short Story* Creat U	**Muehleisen, Atkins & Pak** *Students Speak Out about Language Education in Asia* Test S/U AYF			**Thollar** *Does being "globally-minded" facilitate English learning in university students?* Pref U	**Tanaka** *How to leverage the internet to boost your career* Pref A
M104	**Jobbitt & Manning** *Introducing Peer Review Circles* Wri S/U			**Kashiwa** *Teacher Cognition of Language Learning Environments beyond the Classroom* PD U		**Fusselman** *The How and Why of Teaching Storytelling Structure* Wri YL/S/U/A	
M105 '101s'	**Goodmacher & Smith** *Culture, Communication and Inter-Asian Understanding* Soc S/U AYF		**Ryan** *Effectively Utilizing Authentic Materials in the EFL Classroom* 101 Curr S/U 101			**Abernethy** *What does it mean to teach speaking?* 101 Curr YL/S/U/A 101	

The 2017 KOTESOL International Conference at-a-Glance
Day 2: SUNDAY, OCTOBER 22nd

	1:00-1:20	1:25-1:45	2:00-2:20	2:25-2:45	3:00-3:20	3:25-3:45	4:00-6:00
B107	**Kampa** *No-Tech, Low-Tech, Active Teaching* FEATURED		**O'Neill** *How We Value, Choose, and Use Technology in Education* FEATURED		**Winter** *The Sweet Stink of Language: The Sensory Structure of the English Lexicon* FEATURED		**KOTESOL Annual Business Meeting**
B111	**Craig** *Videconferenced general English course: Design decisions and outcomes* Conv U		**Sprague** *Teaching Critical Thinking Through Debate* Conv S/U/A		**Ives** *Exploring teacher beliefs and classroom practices through reflective practice* RP YL/S/U/A	**Fagan** *Dialogue for Progressive Knowledge Building in Practicum Post-lesson Reflections* RP U	
B112	**Daud** *Teaching Writing by Using Google Apps for Education* Tech S/U/A		**Chen** *Influence of integrating online writing experience on academic writing courses* Tech U/A ETA-ROC	**Heit & Jobbitt** *Raising the Low Stakes: Using Technology to Increase Writing Practice* Tech U	**Maghfiroh** *Digital projects - implementing multimodal teaching in the language classroom* Tech S		
B115	**Brusky** *Dynamic applications of music in the elementary EFL classroom* Mat YL *cont'd from 12:25 p.m.*		**Griffiths** *Ten Ways to Produce Amazing Classroom Board Work* Mat YL/S/U/A		**Shank** *Brainy Class-Better Language Learning through Brain Engaging Activities* Mat YL/S/U/A		
B116	**Ramos** *SWOT Analysis on Public Speaking Activities for Conversation-Based Courses* Conv A		**Lee** *"I Love Stress-free English Speaking!": Effects of Dialogic Jigsaw-puzzle Activities* Conv YL/S/U/A		**McMahon** *Improving Language and Literacy Through Purposeful Play and Experience Design* Conv YL		
B121	**Rose** *Why Even Online Students Still Need Human Teachers* INVITED		**Dressman (& Lee)** *New Technologies (and New Uses for Old Technologies) of English Education* INVITED		**Anderson** *Developing Critical Thinking Skills in Teachers and Students* INVITED		
B142	**Schrank, Bailey, Bassette, McCuaig & Reynolds** *The Rigors of Research: Success in Graduate School and Beyond* PD YL/S/U/A				**Lim** *Increasing reflective critical thinking skills* Oth S		
B161	**Gray** *Motivation and identity: Current perspectives* ID S/U/A SJ SIG		**Lisak** *A Pedagogy of Care and New Chances* ESP U SJ SIG		**Rush & Lisak** *Dialoguing on Transformative Literacies: Global Digital Citizenship and Cosmopolitanism* Voc S/U/A SJ SIG		
B164	**Kim & Lasher** *Syntactic Complexity in College-Level EFL Writing* SLA U	**Yumitani & Yumitani** *Human Intelligence vs. Artificial Intelligence: A Case of SLA* SLA U	**Maitland** *Spaced Learning, A Time to Remember.* SLA YL/S/U/A		**Corks** *Popular Language Learning Beliefs VS. SLA Research* SLA YL/S/U/A		
B178	**Huh** *Critical Reading Tips: Insights from "I am Malala"* Read U/A KATE	**Callaghan** *From Korea to Saudi* Oth YL/S/U/A	**Lee** *An Analysis of Relationships between Taiwanese Students' Awareness and Strategies* Prag U/A ETA-ROC	**Aguiar** *Conquering Conversation with Notebooks and Socratic Debate* Prag S/U			
M101	**Morales** *How to Create and Use a Wiki for Your English Class* Mat S/U/A		**Schoenfeld** *Reading Fluency: Three Practical Activities* Read S/U/A		**Ejmont & Lau** *Teaching Media Literacy in the EAP Context* Read U		
M103	**Miller** *Strategic considerations for maximizing metaphors in the classroom* Creat S/U		**Mannix** *CEFR: the greatest language teaching tool you probably aren't using* Test YL/S/U/A				
M104	**Kurihara** *Does Peer Reviewing Benefit Writing Skills Development?* Wri S	**Fujieda** *Examining Emotionality of Writing in English: Using TAE Method* Wri U	**Tran-Thanh** *Preparing Students for Writing: the Combined Approach* Wri S/U/A		**Manning** *Integrating Automated Writing Feedback into the EFL Writing Class* Wri S/U/A		
M105 '101s'	**Reeser** *How to Correct Mistakes Correctly* 101 CM YL/S/U/A 101		**Betz** *A Michelin Guide to Giving Feedback on Speaking* 101 Test YL/S/U/A 101		**Bailey** *Teaching Pronunciation: Beyond Listen and Repeat* Mat S/U/A		

Understanding the schedule

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

More abbreviations:

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

Presentation Types – in detail

"101" WORKSHOPS	▪ Designed specifically for new teachers (but open to all) ▪ Introduce basic concepts of ELT for good classroom practices ▪ Expose the attendees to real, useful classroom activities
DIALOGUE	▪ **New presentation type for 2017** ▪ Peer-to-peer discussion about a hot topic or question relevant to ELT. ▪ Audience participation in the discussion is expected.
PANEL	▪ Talking about one topic or question relevant to ELT. ▪ Panelists address the topic and respond to each other to develop and explore the topic. ▪ Audience participation in the discussion is expected.
POSTER PRESENTATIONS	▪ Information is presented visually ▪ Text and images informing attendees about the topic ▪ Different posters on Saturday and Sunday
PRACTICE-ORIENTED PRESENTATION	▪ Show, not just tell, a technique for teaching or testing ▪ Explaining and demonstrating the practice and its implementation ▪ Develop knowledge for use in the classroom setting ▪ Minimal discussion of theoretical background or research results
RESEARCH REPORT	▪ Original research, not previously presented. ▪ Minimal discussion of classroom application
WORKSHOP	▪ Hands-on, professional development activities ▪ Tackle a problem or develop specific teaching or research techniques ▪ Minimal discussion of theoretical background or research results

Example:

Room #	**Leonie Overbeek** – *Hwaseong Board of Education*			
	The Twins' Story – Developing Relevant Reading Material			
	Reading material for Extensive Reading is often graded for American K12, not for Korean students learning English….			
	101 *(Presentation type)*	101 Curr *(Topic)*	YL/S/U/A *(Learner age)*	… *(other info)*

KOTESOL

Korea Teachers of English to Speakers of Other Languages

대한영어교육학회

Teachers Helping Teachers

Learn, Share, Succeed

Membership Fees

Regular 1-year
50,000 won

International
70,000 won

Undergraduate Student
30,000 won

Lifetime
500,000 won

What Is KOTESOL?

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

Why Join?

Enhance your career in education!

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

How Can I Join?

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

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

http://koreatesol.org

Poster Presentations Are Back!

Come check them out in Gemma Hall Lobby

Presenters	Title
Hannah Bradbury	Music and Lyrics: Inspiring Teaching through Song
Kip Cates, Peter Wanner & Noriko Kurihara	An Introduction to the Asian Youth Forum (AYF)
Joe Garner	Student-teacher conferences: an aid to critical syllabus design?
Reginald Gentry	Speaking Fluency Development in Japanese University Students
Erin Okamoto	Virtues of the 'analog' experience in Reflective Practice
Ryan Pain & David Johnson	Improving classroom management with flipped instruction
Daniel Paller	Language-in-education policy in Japan: Language teacher cognition and ministry-approved textbooks
Thuy Pham	Facilitation, a peer-teaching activity killing two birds with a stone
Ayu Ida Savitri, Setyo Prasiyanto Cahyono & Setyo Prasiyono Nugroho	Using Comic Strips to Promote Speaking for Low-level Learners

Saturday 10 a.m. to 5 p.m.

Sunday 9 a.m. to 3 p.m.

Presenters	Title
Atsushi Asai & Mayuko Matsuoka	Word difficulty properties arise from lexical data and votes
Billunta Carter &Elliot Patton	Using Psychology to Build Academic English
Kip Cates, Peter Wanner & Noriko Kurihara	An Introduction to the Asian Youth Forum (AYF)
Peter Edwards	Professional Development in the Developing World
Boutkhil Guemide	Integrating Tablets in EFL: Improving Students' Learning in Underserved Areas
Michael Heinz	Cloze Testing to Improve Preposition Usage
Seung-an Jung	Shall We Dance with English?
Mayuko Matsuoka & Atsushi Asai	Can Amount of Learning Time influence learners' autonomous learning?
Ksan Rubadeau	Avoiding Stereotypical Images and Representations in ELT Materials
Kevin Watson	Growth-based internal action frameworks: Balancing technology with effective pedagogy

Poster Presentations

in Gemma Hall Lobby

Saturday 10:00-5:00

An Introduction to the Asian Youth Forum (AYF)

Kip Cates - Tottori University

Peter Wanner - Tohoku University

Noriko Kurihara - Kyoto University

This poster will introduce conference goers to the Asian Youth Forum (AYF), an annual 1-week event that brings together college-aged young people from across Asia to learn about each other's countries, explore cultural differences and discuss global issues – all through the medium of English as a global language. AYF is a unique regional initiative which was founded by EFL teachers to provide Asian students with the chance to use English in international contexts outside the classroom. It promotes global awareness, tolerance and mutual understanding within the framework of the annual PAC language teaching conference. This poster will explain the origins of AYF, document the history of AYF from 1999 up to the present, and describe how AYF promotes language learning, communication skills and cross-cultural understanding.

ELT S/U

Facilitation, a peer-teaching activity killing two birds with a stone

Thuy Pham - University of Languages and International Studies, Vietnam National University, Hanoi

"Facilitation" refers to a type of peer teaching activity in which the 'peer teachers' design materials and guide their classmates to learn and practise a specific English skill with the ultimate purpose of "facilitating" or supporting their learning. However, it is dissimilar to common peer teaching practices as not only advanced students but all class members are involved, and it is also different from traditional teaching as it requires the participation of not only one key instructor but two co-instructors with equal roles. This activity is especially beneficial for future English teachers because it enhances both language competency and teaching expertise; also, not only 'facilitators' but also the audience can learn from the experience.

Listening U

Improving classroom management with flipped instruction

Ryan Pain & David Johnson - Kyushu Sangyo University

This poster presentation will introduce a classroom management technique intended to improve the dynamics of low-level, low-motivation university classrooms. Termed "flipped instruction", the technique is designed to be used together with a textbook and has three significant benefits that improve learning outcomes and properly goal-orient students. Namely, it (1) provides students with concrete and achievable goals; (2) encourages group cooperation and ensures equal and active participation; and (3) frees up the teacher to provide more individualised and focused monitoring and feedback. "Flipped instruction" also improves student-student rapport, and is a low-prep and creative way to connect students to each other. The presenters will detail the rationale for the development of the technique, examples of its use, and teacher and student feedback on the method.

Classroom Management U

Language-in-education policy in Japan: Language teacher cognition and ministry-approved textbooks

Daniel Paller - Kinjo Gakuin University / University of Queensland

This study explores how high school English teachers in Japan see their agency in the national foreign language curriculum, specifically relating to the university entrance exams, language teaching methodology, and textbook use. Data was collected through teacher surveys and a tabulation of activities in textbooks. Viewing curriculum change through a language teacher cognition framework, the findings of this study suggest continued tensions between teachers' cognitions, textbook content,

and the pervasive impact of university entrance exams on teachers' agency in implementing language education policy reform. The implications of these tensions will be discussed and explored in detail.
Sociolinguistics S

Music and Lyrics: Inspiring Teaching through Song
Hannah Bradbury - Tokyo International University
Across cultures, listening to music creates bonds and inspires people to view the world from a new perspective. It can also be an excellent catalyst for learning a foreign language. During this poster presentation, I will examine how listening to music can help students hone English comprehension, expand their vocabulary, and develop critical thinking skills. I will introduce several useful activities that I have used in my university-level listening classes and explain how they can be implemented in other learning contexts. I will also delve into the benefits that come with incorporating music into the second language classroom. These include increased motivation, exposure to new words, a unique platform for discussion, and listening practice in a real-world context.
Materials Development S/U/A

Speaking Fluency Development in Japanese University Students
Reginald Gentry - University of Fukui
This study is focused on examining English speaking fluency development in Japanese university students with objective measures, measuring the fluency gains students make in an English as a foreign language context, and investigating the relationship between the objective measures and subjective ratings. The objective measures are operationalized as utterance fluency (the number of pauses, mean length of run, frequency of pausing, and chunking during a response) and cognitive fluency (content, organization, and lexical density—the ratio of nouns, verbs, adjectives, and adverbs to the total number of words in a response). Fluency changes in the learners will be investigated at the individual and group levels during a 15-week semester. The primary research questions are: 1. To what extent do task and interlocutor affect speaking fluency? 2. To what extent does a task influence speaking fluency? Participants are enrolled in mandatory English language classes. There will be one comparison group (first year, n = 22) and three experimental groups (two first-years (n = 24, n = 35), one second-year, n = 24). English will be the medium of instruction for all classes taken by participants in the comparison; whereas the experimental groups will receive English instruction only for their English classes. To determine if utterance and cognitive fluencies might transfer to other tasks, the participants will complete alternative tasks—small group and poster presentations for first-year students, and in-class PowerPoint presentations for second-year students. Participants will also read aloud in class and will be observed to ascertain if utterance and cognitive fluencies might transfer as well.
Conversation S/U/A

Student-teacher conferences: an aid to critical syllabus design?
Joe Garner - International Christian University
As the direction of student-teacher conferences tends to be student driven, they have the potential to provide valuable insights into how a syllabus may be revised to better meet student needs. In this action research project, the students were required to complete post-conference reflection tasks. The items noted in these tasks were subsequently categorised by the researcher in order to identify the aspects of the course which the students perceived as being in need of greater teaching time. The poster presentation will outline the research project's rationale, experimental design, preliminary results and their pedagogical implications.
Materials Development U

Using Comic Strips to Promote Speaking for Low-level Learners
Ayu Ida Savitri - Diponegoro University, Semarang, Indonesia
Setyo Prasiyanto Cahyono - Universitas Dian Nuswantoro
Setyo Prasiyono Nugroho - Sekolah Tinggi Pariwisata AMPTA
Teaching English as the Second Language to a highschool fresh graduate, particularly on Speaking Skill, can be tricky as the learner might still have difficulties in recognizing the correct spelling of a word and pronouncing it well, understanding its literal and non literal meaning, using the correct structure of an utterance, and compherending the whole conversation. Even though they were already studied

English before, university students might have a poor Speaking Competency if they are not practicing it. Moreover, in speaking class, teacher should also give student the idea of how to use different strategies for different situations. By adding more expecting competencies in speaking activity, student might feel threathen to produce simple utterance. Using comic strips in delivering speaking material is beneficial for creating a fun learning for Basic Speaking Classroom as the students who were just graduated from highschool still eager to have fun in learning. Comic Strips is used to introduce new word's spelling, pronunciation, and meaning in usage. It also used to show its use in grammatically correct form and suitable choices to use in different speaking situations. Therefore, student can have example of how to perfom simple dialogue.

Conversation U

Virtues of the 'analog' experience in Reflective Practice

Erin Okamoto - Kanda University of International Studies

It has been proposed that our submission to digital technology has impinged on certain human capacities like self-reflection. In our always-on always-connected world of technology-mediated relationships, the solitude necessary for the reflective process to flourish is often encroached upon. For educators who view themselves as reflective practitioners, interruptions and distractions often draw us further and further away from the time we need with ourselves – the time to stop and think about aspects of our practice that allow us to analyze and focus more deeply and thoroughly. Virtues of 'analog' processes in reflective practice (although not entirely exclusive of the digital), as well as practical frameworks that afford convenience and clarity to the time-pressed and oft-distracted reflective practitioner will be explored in this poster presentation.

Reflective Practice YL/S/U/A

INTRODUCING

Keynote

LEARNING ENGLISH THROUGH INSPIRING IDEAS

Keynote is a brand-new, four-level series that teaches English through the power of inspired communication by featuring TED Talks from some of the world's most dynamic individuals – like **Graham Hill**, a journalist who believes we could all live happier lives if we had fewer things. Through life-changing stories and thought-provoking ideas, students learn to express themselves confidently in authentic spoken English, and be inspired and motivated along the way! Find out more about Keynote by visiting **NGL.Cengage.com/keynote**

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TEDTALKS

Saturday 9:00 – 10:45

	9:00-9:20	9:25-9:45	10:00-10:20	10:25-10:45
B107			**Marti Anderson** *Why Are We Here? Critical Thinking, Teaching, and the Digital Era* FEATURED	
B111	**Kerry Pusey** *Repurposing Jigsaw Activities for the Listening Classroom* List S/U/A		**Roxanne Miller & George A. Miller** *Roxifyonline.com: An Independent Learning Linked Automated Essay Feedback system* Tech S/U/A Roxifyonline.com	
B112	**Marie Kjeldgaard** *Digital Literacy for Modern Students* Tech U		**Gilbert Dizon** *Exploring the use of intelligent personal assistants with EFL learners* Tech S/U/A	**Sarinya Khattiya** *The Impact of Multimodal Learning Environments on English Language Learning* Tech U
B115	**Steve Urick** *Using Data from Surveys to Redesign an Academic Writing Course* Mat U		**Roger Fusselman** *Time Management and Organization Skills for English Teachers* Mat YL/S/U/A	
B116	**Marcel Daniels & Gabriel Ledezma** *Embracing Non-Native Accent Models through Authentic Mixed Media Samples* Conv S/U/A		**Jennifer Groat** *Using roleplays in Elementary school – from textbook to free roleplay* Conv YL	
B121	**Tory Thorkelson, Heidi Nam & Mitzi Kaufman** *KOTESOL International Conference Orientation Session* Oth YL/S/U/A Conf. Info		**Ted O'Neill** *Importing Content and Language Integrated Learning to Japan* INVITED	
B142	**George Robert MacLean, Rab Paterson, Norman Fewell & Colin Walker** *Writing Through the Ages / Writing Across Borders* Wri S/U/A			
B161			**Jovan Cavor** *L2-mediated identities: Korean study abroad English learners in New Zealand* ID U/A	**Monica Harendita** *Examining Pre-service Teachers' Identity through Metaphors on Digital Media* ID U/A
B164	**Gunther Breaux** *The world has changed: Stop grading speaking with grammar mistakes* Test U		**Binh Nguyen, Thi Thanh Phuong Nguyen & Van Khanh Nguyen** *Integrating World Englishes into EFL pedagogy in higher education institutions* Soc U	
B178	**Mark Rebuck** *What makes you Japanese (or Korean)? Activities reflecting on identity* CBI U			**Calum Adamson** *Student expectations from active-learning events* CBI S/U
M101	**Jason Stayanchi & Mary Hillis** *Seeing the story in a different way* Read U		**Holly Harper** *Applying Critical Multicultural Methods in a "Homogeneous" Learning Community* Read YL/S/U/A	
M103	**Jasmine Stars** *Designing Tasks to Teach and Test Critical Thinking* Creat U		**Paul Anthony Marshall** *Teacher Autonomy and Assessment in Japanese University EFL Programmes* Test U	**Kevin Browne** *How test raters' accent familiarities are affecting TOEFL pronunciation scores* Test U/A
M104	**Ramon Mislang & Cassandra Leoni** *Switching Roles: Changing learners into leaders* Voc U		**Elizabeth Arias** *Academic Vocabulary Protocol for Long-term Retention* Voc YL/S/U	
M105 '101s'	**Cheryl Woelk** *4 Key Questions for Successful Classroom Management* CM YL/S		**Aaron Snowberger** *Google Classroom 101* 101 Curr S/U/A 101	

The following sessions start at 9:00 (Saturday)

B111

Kerry Pusey – Nagasaki University

Repurposing jigsaw activities for the listening classroom

Jigsaw activities have been recognized as a valuable technique for getting language learners to engage in genuine communication in the ESL/EFL classroom. Recently, scholars of L2 listening have suggested using jigsaw activities to promote the development of listening skills. However, because jigsaw activities typically rely on written texts, rather than audio texts, the procedures and specific purposes for carrying out the activity in the listening classroom have remained unclear—until now! In this session, attendees will learn how to run a listening jigsaw activity in their own classrooms, including different technological options and different purposes for doing so. They will get to participate in a simulated listening jigsaw, and they will receive a handout explaining the step-by-step procedures of the activity.

Practice-Oriented Topic: List S/U/A

B112

Marie Kjeldgaard – Nanzan University, Japan

Digital literacy for modern students

In the classroom, students are usually exposed to English via carefully selected textbooks and graded readers. Outside of class, they have access to an overwhelming variety of information online. Part of our role as modern teachers should be to help students learn to access internet resources. The "3-R" method of website evaluation is a classroom-tested technique that helps students search for and evaluate online information. Students learn to consider three questions: Is this information relevant? Is it reliable? Is it recent? The method can be used as a short introduction to online literacy, a topic for class discussion, or the basis of a longer research project. This presentation provides classroom activities and resources that help students learn to navigate the online world in English.

Workshop Topic: Tech U

B115

Steve Urick – Shizuoka University

Using data from surveys to redesign an academic writing course

This presentation details a method for redesigning an academic writing course at a university in Japan. First, faculty members were asked to complete surveys. The respondents indicated their opinion of the importance of individual teaching points and also provided an evaluation of students' average level of acquisition of each point. The results revealed teaching points that were considered important but generally not fully acquired by students. Next, activities and assignments based on the needs demonstrated in the survey results were created and added to the course syllabus. The presentation includes (1) an explanation of the process used to redesign the course and (2) a discussion, during which participants will be asked to share their ideas about teaching academic writing, evaluating students needs, and course design.

Workshop Topic: Mat Dev U

B116

Marcel Daniels – NYU Shanghai

Gabriel Ledezma – Hansin Elementary

Embracing non-native accent models through authentic mixed media samples

A common goal for English language learners is to be able to "sound like a native speaker" in their oral production - "eliminating" their accents. Their focus on a near impossible style of pronunciation causes a shift in focus and drop in confidence, while biasing their perception of the quality of speech from non-native speakers. In this session, English language teachers will learn how to incorporate a variety of accents from highly intelligible and accomplished speakers into their classrooms via listening skills and speaking practice. Participants will discuss their experiences and the presented materials with respect to potential for adaptation. This presentation will empower teachers to expand their multimedia repertoire in order to destroy the myth that to be a competent speaker of English, learners must eliminate their "foreign" accent.

Practice-Oriented Topic: Conv S/U/A

B121

Tory Thorkelson – Hanyang University
Heidi Nam – Chongshin University
Mitzi Kaufman – KAIST Language Center
KOTESOL International Conference Orientation Session
Anyone looking to get the most out of this year's conference is encouraged to attend this orientation session, in particular, those who are new members and/or first-time conference attendees. The KOTESOL veterans running this session will walk attendees through key features of the program book, including symbols and indexes, to help attendees use the book efficiently and find their special interests. KOTESOL-specific and PAC-specific terms will be defined, venue locations will be highlighted, and important KOTESOL board members will be introduced. Attendees will have opportunities to network with others during the session. They will also learn about additional networking opportunities such as social events and special interest groups. Attendees could win door prizes!
Workshop Topic: Other YL/S/U/A ***Conf. Info**

B142

George Robert MacLean – University of the Ryukyus
Rab Paterson – Toyo University-UCLA Extension Center for Global Education
Norman Fewell – Meio University
Colin Walker – Myongji University
Writing through the ages / writing across borders.
Online collaborative writing has increased exponentially in the last decade, and there is a corresponding need to explore approaches and their potential benefits for students from different age groups, backgrounds, and learning environments. Utilizing web-based writing tools, this practical forum introduces several approaches suitable for middle school and university learners alike. Collaborative writing activities from G-Suite for Education applications along with a range of educational extensions will be discussed. These activities attempted to stimulate students' educational interest in writing as a process and product with proper referencing, all the while enhancing their awareness of web-based writing tools. This forum will provide insight into unique approaches that may offer other teachers a practical route to follow in their own implementations of online collaborative writing.
Panel Topic: Conv S/U/A

B164

Gunther Breaux – Hankuk University of Foreign Studies
The world has changed: Stop grading speaking with grammar mistakes
Despite 10 years of English education, your average Korean university freshman cannot smoothly tell you what they had for lunch. Why? Their education goal was a high score on a grammar-based test. Why? Because grammar is easy to objectively test. This may be a fair way to select school applicants but it's poor English education. In brief: three students have a 17-minute conversation. The test is recorded on teachers' and students' phones. Students transcribe only what they say on MS Word. Word gives their total words spoken and how many times they spoke, which gives their average words per utterance. The midterm test gives their ability and the final test gives their improvement. Measure how much students do, not how much they do wrong.
Practice-Oriented Topic: Test U

Mark Rebuck – Meijo University
What makes you Japanese (or Korean)? Activities reflecting on identity
This presentation introduces two lessons that encourage reflection on national identity, a salient issue as Japan and Korea becomes increasing diverse. The first lesson explores what makes

B178

someone Japanese; the second is on the topic of kokusaikekkon, or "international marriage." The lessons incorporate various authentic resources, particularly Internet radio and video. Participants will take back to their classrooms several activities to stimulate the questioning of, and reflection on, identity by both students and teachers. Although the lessons are designed for Japanese students, they are equally relevant for the Korean context.
Practice-Oriented Topic: CBI U

M101

Jason Stayanchi, **Mary Hillis** – Kwansei Gakuin University
Seeing the story in a different way
This presentation will describe the practical implementation of an alternative form of assessment for a literature and content-based curriculum. Manga or other visually inclusive media based on the text were created in order to promote comprehension and creativity. Specifically, students were expected to read and discuss a novel over the course of five weeks and transform what they learned by either summarizing or reinterpreting the text in visual form. Issues to be discussed are the role of creativity and higher-order thinking skills in an EFL setting.
Practice-Oriented Topic: Read U

M103

Jasmine Stars – Anna University
Designing tasks to teach and test critical thinking
Arousal of intellectual curiosity enhances the desire to learn. When students apply reasoning and use evidence to solve problems, they start working in the cognitive and metacognitive realms. This may lead to an organised and focussed inquiry followed by questions and divergent views. Critical thinking is the intellectually disciplined process of actively and skilfully applying, analysing, synthesizing and evaluating information. English classrooms have ample opportunities to improve quality of thought when tasks are designed using the reading and listening materials with the emphasis on critical thinking. Moving away from factual knowledge, the students will have opportunities to make intellectual moves, reason well and offer solutions. The workshop would give participants to have hands on experiences in designing tasks using the reading and listening materials.
Workshop Topic: Creat U

M104

Ramon Mislang, Cassandra Leoni – Tokyo International University
Switching roles: Changing learners into leaders
Vocabulary is an important part of language education. At the center of vocabulary instruction, vocabulary worksheets and flash card systems have been primary methods of developing vocabulary knowledge in many traditional language classrooms in East Asia. However, these methods encourage rote-learning, a dependency on grammar translation, and a teacher-centered environment. In our research, we will focus on developing creative methods of vocabulary instruction by scaffolding techniques that put students in charge of their learning. In using elements of communicative teaching, this research will encourage student autonomy and change learners into leaders. As a result, learners will take a more active role in their own vocabulary development. Results of our research will be presented to workshop attendees as well as materials used in vocabulary instruction.
Practice-Oriented Topic: Vocab U

M105

Cheryl Woelk – Connexus
4 key questions for successful classroom management
Teachers who struggle with classroom management often hear contradictory advice on what approach is best. This workshop integrates practices from restorative justice, positive discipline and cooperative learning to create a comprehensive approac, taking into account dynamics of power, identity and group interaction. Participants will examine their assumptions and the implications of choosing a management approach. Case studies from the presenter's experience and participants' contexts will then be used to answer four key questions in deciding how to

respond to unwanted student behaviour: Is it me? Is it my lesson? Is it the student? Is it us? The presenter will lead the participants through reflective and interactive tasks to simulate working through classroom behaviour issues. Various strategies and tools will be offered that can be used directly in the classroom.
Workshop Topic: CM YL/S

The following sessions start at 10:00 (Saturday)

B107

Marti Anderson – SIT Graduate Institute
Why Are We Here? Critical Thinking, Teaching, and the Digital Era
This featured talk will focus on the current plethora of online, digital data, some of which is true and some of which is fabricated, and will explore the vital importance of developing critical thinking skills for teachers and students. In particular, those learning English as an additional language need these skills for both personal and professional reasons in order to be well informed about events occurring in the world. Together we will consider the impediments to critical thinking and the specific sub-skills and discipline that critical thinking requires. The speaker will explore a number of case studies related to the subject of digital data and critical thinking, asking the audience to consider their own experiences with the phenomena of fabricated data as well as their experiences in supporting ELLs in their learning and discernment processes.

***FEATURED**

B111

Roxanne Miller, **George A. Miller** – roxifyonline.com
Roxifyonline.com: An independent learning linked automated essay feedback system
This workshop will show the features of the automated essay feedback system. The system itself looks at a variety of language features required for academic writing, such as: usage of AWL, cohesive devices, duplicated words, pronoun usage, clichés and idiomatic expressions. These features are separated into multiple tabs so students can choose which aspect of the program they want to use. It also includes an annotation function that can be used for both teacher and peer-feedback, as well as a comparison function to view changes to the previous essay. Participants will be provided with practical examples and the opportunity to develop materials relevant to their contexts. Additionally, Roxifyonline will be available for future use in the classroom. The workshop is intended to be interactive, with a mix of presentations, group discussions, and practical activities.
Promotional Topic: Tech S/U/A ***Roxifyonline**

B112

Gilbert Dizon – Himeji Dokkyo University
Exploring the use of intelligent personal assistants with EFL learners
This presentation will report on the results of an exploratory study of the use of Alexa, an intelligent personal assistant (IPA) developed by Amazon, with four Japanese EFL learners. The study had two objectives: to measure the ability of Alexa to accurately comprehend the English utterances of the Japanese EFL learners and to assess their views towards the IPA. Although the results showed that Alexa struggled to understand learner commands, comprehensibility was much higher during controlled interactions. Student attitudes towards Alexa were generally positive, with the participants noting several advantages including feedback on L2 pronunciation and the opportunity to take part in simulated conversations. However, all the participants mentioned that the lack of L1 support was a major disadvantage.
Research Topic: Tech S/U/A

B115

Roger Fusselman – Sookmyung Women's University
Time management and organization skills for English teachers
Teaching can involve a level of planning and organizing that can consume a teacher's life and diminish one's happiness outside of the classroom. Changing this cycle alone can be a daunting task, but how does one do it? This presentation goes through the GTD (Getting Things Done) model of time management and organization developed by David Allen, and shows how

professional educators can use this to maximize their own productivity. This presentation will draw both from the presenter's experience with this model and the audience's own knowledge, experience, suggestions, questions, and concerns.
Dialogue Topic: Mat Dev YL/S/U/A

B116

Jennifer Groat – Daejeon Gwanjeo Elementary School
Using roleplays in elementary school – from textbook to free roleplay
It can be hard to get students to speak English. Roleplay is great, but why? How can we use it in Public Elementary School in Korea? Today we will define roleplay and why we should use roleplay with EFL students. We will look at the roleplay type sessions in Elementary Public School textbooks. We will also consider using other scripts, having students create their own scripts and doing unscripted roleplay. Roleplay may be used in regular classrooms, camps and afterschool classes – using students as actors or puppets. During the workshop attendees will experience using some different types of roleplay methods as well as share their ideas and experiences with others.
Workshop Topic: Conv YL

B121

Ted O'Neill – Gakushuin University
Importing Content and Language Integrated Learning to Japan
Higher education in Japan is going through yet another period of change. As universities respond to changing needs of students and society, some are looking abroad for new approaches. One example is the increase in interest in Content and Language Integrated Learning (CLIL) over the past several years. This is closely related to government initiatives for globalization in education, competition amongst universities, and growth of English medium of instruction (EMI) at the undergraduate level. But how well does it travel? Much of the early work in developing CLIL took place in European primary and secondary education, so how does CLIL fit in its new home halfway around the world? Understanding and application of this approach necessarily changes as it enters other contexts, but what does implementation in Japan have to offer to the wider community of CLIL teachers?

*** INVITED**

B161

Jovan Cavor – The University of Auckland
L2-mediated identities: Korean study abroad English learners in New Zealand
The latest research on identity is predominantly informed by poststructuralist views of identity, which rest on the premise that identity is not fixed, but rather in a constant state of flux and subject to an ongoing process of reconstruction. Through exploring such identity construction processes in Korean study abroad English learners in New Zealand, my research has yielded compelling data related to the performance of newly emerging English-mediated identities of my participants in their new contexts. My presentation will invite the audience to engage and reflect on the situatedness of language learners in the social, political, historical, and cultural contexts of study abroad - and how their performance of English-mediated identities is affected by how they resist or accept positions offered to them by these contexts.
Research Topic: ID U/A

B164

Binh Nguyen, Thi Thanh Phuong Nguyen, Van Khanh Nguyen –
Hanoi University of Science and Technology
Integrating World Englishes into EFL pedagogy in higher education institutions
This presentation is constructed around the key concept of 'World Englishes', which is interpreted as different varieties of English used in countries other than native English speaking countries. Firstly, the authors look into aspects of culture and identity in teaching and learning English in international contexts. Then pedagogical implications of WE for ELT will be discussed. The authors will advocate a new approach that is based on realistic language models instead of idealistic ones. Activities that address the varieties of English and their implications in tackling communication problems will also be demonstrated. These activities enable English

speakers and learners to reflect on their own sociolinguistic reality and help them know more about the diversity of English.
Practice-Oriented Topic: Soc U

M101

Holly Harper – Dankook University
Applying critical multicultural methods in a "homogeneous" learning community
The heart of this session is to investigate practical applications of identity theory and critical multicultural practices for the English classroom. Investment in a class community is directly connected to identity and motivation in the classroom. Too often, students of diversity are silenced without a platform to express themselves in the face of the dominant culture. Critical multicultural methods create platforms to assist students and teachers in the difficult task of addressing inequality and diversity within the classroom. This presentation will provide an opportunity to participate in critical multicultural practices, easily adapted to fit a variety of English classrooms. These activities will assist us in evolving new applications for critical literacy and multicultural practices within our classrooms.
Practice-Oriented Topic: Read YL/S/U/A

M103

Paul Anthony Marshall – Matsuyama University
Teacher autonomy and assessment in Japanese university EFL programmes
This research report describes a small-scale online survey of 11 educators in 7 Japanese universities. The study probes levels of teacher autonomy and top-down coordination as they relate to the assessment of speaking and. Results indicate that in the represented universities, there is very little top-down coordination or collaboration, and levels of teacher autonomy are very high regarding the selection of assessment tasks and criteria, and the distribution of grades. It appears that teachers working in the same universities largely assess students using different tasks, different criteria, and with different grading philosophies. Thus, student grading and assessment in this sample of Japanese EFL programmes are not decided by the sort of universal, coordinated system which is required to ensure fairness and to monitor and maintain quality assessment.
Research Topic: Test U

M104

Elizabeth Arias – Hertford County Schools
Academic vocabulary protocol for long-term retention
The authors have conducted action research using a vocabulary protocol which involves explicit instruction followed by active engagement with the new vocabulary. The research was conducted in several schools in the United States, with students ranging in age from six to seventeen years. The protocol was adapted from a second-language program developed by Margarita Calderón, called Exc-ELL. The authors will discuss classroom modifications of the program based on time and curricular restraints and will share their methods and results. Using this system, students have retained high-level academic vocabulary over the course of nine months and have integrated the new words into their social and scholastic schema. Students have maintained the ability to read, spell and use the words even into the following academic year.
Practice-Oriented Topic: Vocab YL/S/U

M105

Aaron Snowberger – Jeonju University
Google Classroom 101
Google Classroom is a solid Learning Management System (LMS) that has recently been released to the public (anyone with a Gmail account). It integrates smoothly with all of Google's other G Suite Office tools (Docs, Sheets, Slides, Forms, Drawings), and is additionally extensible with various free Add-ons available for the G Suite Apps. Together, Google Classroom and G Suite make a very robust digital classroom experience easy and fun to set up and utilize. In my experience, both students and teachers have been impressed with its ease of

use and effectiveness.
Topic: 101 Curr S/U/A ***101**

The following sessions start at 10:25 (Saturday)

B112

Sarinya Khattiya – Chiang Mai University, Thailand
The impact of multimodal learning environments on English language learning
This study investigated the impact of learning English in a multimodal learning environment on students' learning achievement. The research subjects were 72 EFL university students in a Tourism English course. The research instruments consisted of online multimodal webcasts, an English achievement test, and an attitude questionnaire. The subjects were divided into two groups (control and experimental). Both groups studied Tourism English in a conventional classroom. However, the experimental group was assigned online self-study via multimodal webcasts. It was found that the subjects in the experimental group had a higher English achievement than those in the control group for the post-test. In addition, the majority strongly agreed that English language learning in a multimodal environment helped stimulate learners' attention, leading to better understanding of the lesson learned.
Research Topic: Tech U

B161

Monica Harendita – Sanata Dharma University
Examining pre-service teachers' identity through metaphors on digita media
This qualitative study combines content analysis and interviews to explore metaphors used by pre-service teachers to describe their professional identity. The participants were nineteen students of the English Language Education Study Program, Sanata Dharma University, Indonesia. In their Microteaching class, they were previously asked to draw a metaphor in a form of digital media using canva.com by completing the sentence "Being an English language teacher is like…". The content analysis was done using Chen's (2003) framework to classify the metaphors. The results reveal that the participants viewed teaching as art (21%), business (26.3%), sharing of power (26.3%) and personal dynamics (26.3%) and none of the participants considered teaching as science.
Research Topic: ID U/A

B178

Calum Adamson – Doshisha Women's College of Liberal Arts
Student expectations from active-learning events
Traditionally, Asian education has favoured lecturing over active-learning. However, with heightened awareness of globalisation, Japanese institutions are now instructed by the Ministry of Education to reform pedagogy to emphasise learner-participation and critical thinking. Teachers may feel gladdened that such methodologies are gaining acceptance but what is the response to programs taught in English? Do students value English-language pedagogy designed to foster skills beyond L2 ability, or see it as distinct from their conception of job-hunting in their native culture? Moreover, is there a gap in the expectations of teacher and student? This presentation will report data gathered from teachers and students attending a multi-national problem solving event in Japan that was designed to assist development in English, global awareness and work-place applicable skills.
Research Topic: CBI S/U

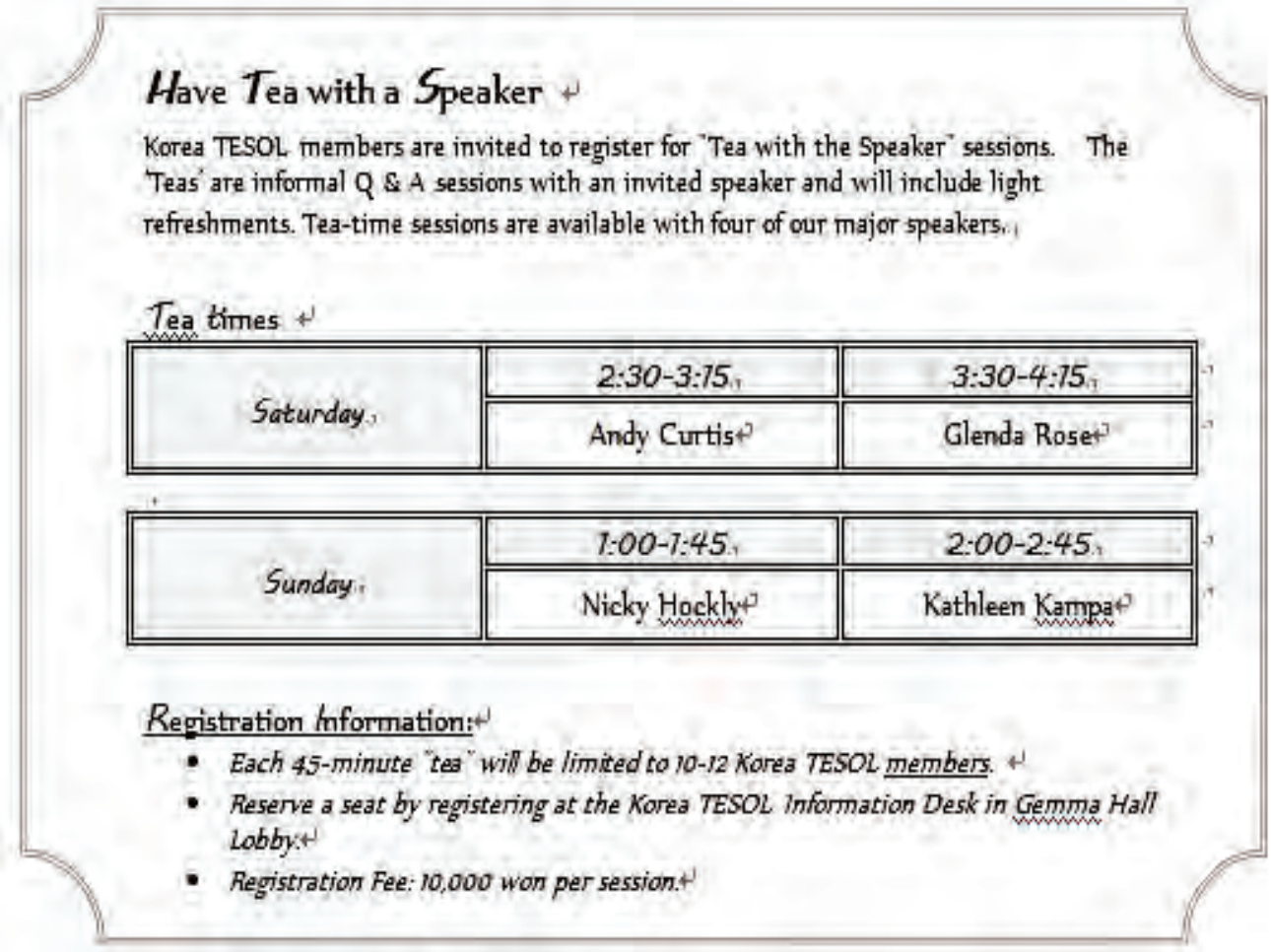
M103

Kevin Browne – Yamanashi Prefectural University, Japan
How test raters' accent familiarities are affecting TOEFL pronunciation scores
This presentation will reveal the results of doctoral research investigating how test raters' differing levels of accent familiarity with three nonnative English accents (Spanish-English, Arabic-English and Dhivehi-English) affect pronunciation scores and intelligibility on high-stakes tests. This study included 190 ESL/EFL teachers and researchers from 35 countries who scored 12 speakers' pronunciation from the three accents (four speakers from each accent). Many facets Rasch measurement analyses revealed significant differences between raters with differing levels of accent familiarity with each accent for pronunciation scores and intelligibility. Evidence will also be shown the impact to scores are not equal between accents,

and that accent population size may be a concern for test developers. This presentation could be beneficial to teachers preparing students for the TOEFL or assessment researchers.
Research Topic: Test U/A

The following sessions start at 11:00 (Saturday)

11:00 **C201**	**Opening Ceremony** **(Samsung Hall – CentennialBuilding)**
11:30-12:15 **C201**	**Andy Curtis** – TESOL International Association / Anaheim University ***Confessions of an Online Instructor: Returning to the Classroom*** Approximately 20 years ago, the Internet as we know it today, started to become widely accessible. As part of the ensuing technological transformation, Online teaching and learning was hailed as being the "pedagogical future," which would democratize education. Students anywhere in the world could learn anything they wanted or needed to know, finally free of the traditional constraints of space, time and money. Massive open online courses (MOOCs) heralded a bright new dawn in the teaching and learning of languages and content. However, in June 2017, the Brookings Institution — a century-old, nonprofit, public policy organization based in Washington, DC — reported that "in their current design, online courses are difficult, especially for the students who are least prepared. These students' learning and persistence outcomes are worse when they take online courses than they would have been had these same students taken in-person courses." This raises the uncomfortable question: What happened? ***PLENARY**



Have Tea with a Speaker

Korea TESOL members are invited to register for "Tea with the Speaker" sessions. The 'Teas' are informal Q & A sessions with an invited speaker and will include light refreshments. Tea-time sessions are available with four of our major speakers.

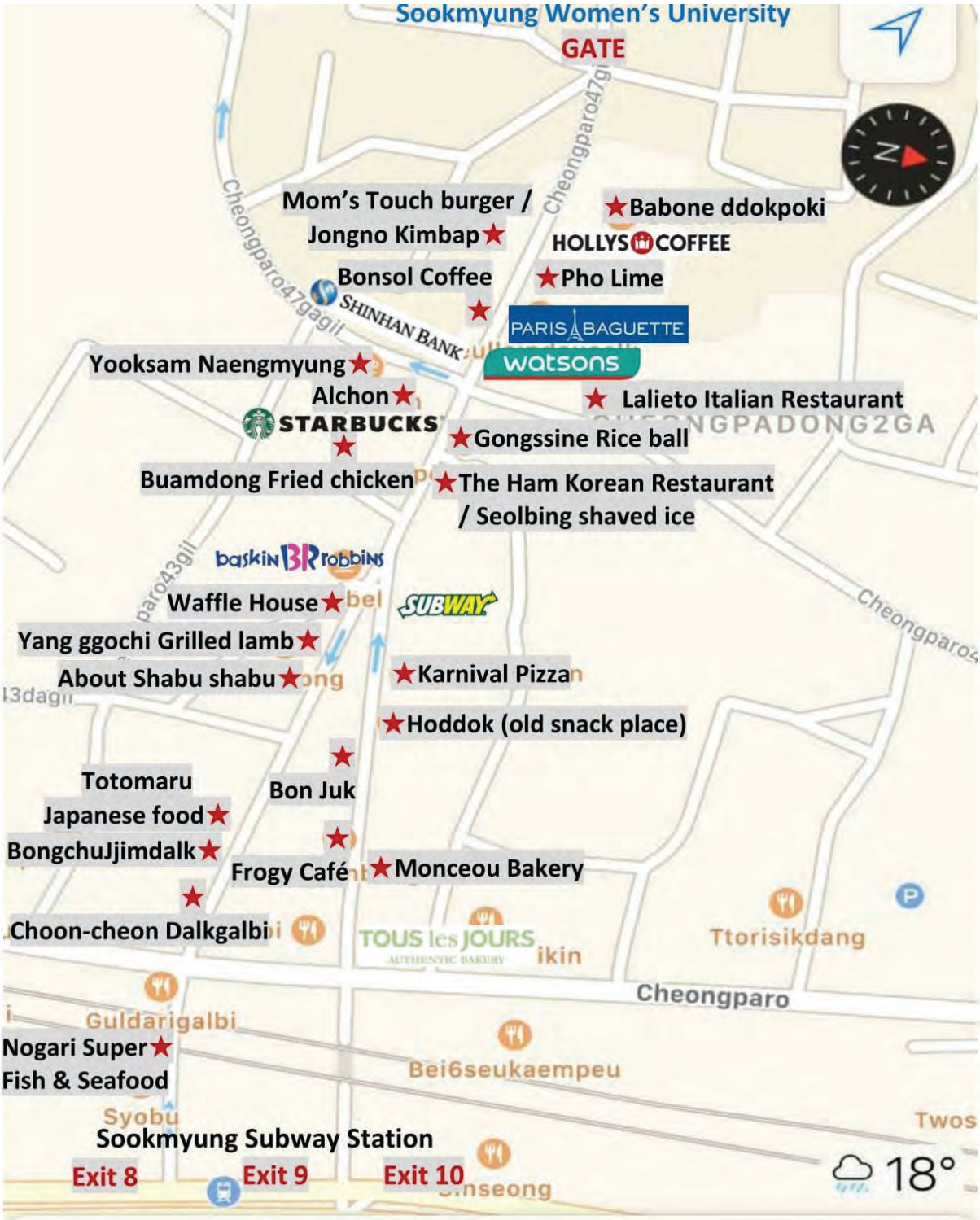
Tea times

Saturday	2:30-3:15	3:30-4:15
	Andy Curtis	Glenda Rose
Sunday	1:00-1:45	2:00-2:45
	Nicky Hockly	Kathleen Kampa

Registration Information:

- Each 45-minute "tea" will be limited to 10-12 Korea TESOL members.
- Reserve a seat by registering at the Korea TESOL Information Desk in Gemma Hall Lobby.
- Registration Fee: 10,000 won per session.

Restaurant Map



current as of October 2016

Call for Conference Papers

Research: 25 min
Workshop: 45 min
First timer's takeaway: 10 min

Opening: December 1, 2017
Closing: February 25, 2018

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

KOREA TESOL
KOTESOL
www.kotesol.org

Contact: Dr. Ian Done D. Ramos
professionalworkian@gmail.com
president@seoulkotesol.org

Saturday 1:30 – 3:15

	1:30-1:50	1:55-2:15	2:30-2:50	2:55-3:15
B107	**Glenda Rose** *Analog or Digital? Making an Informed Decision* FEATURED		**Helen Slatyer** *Advances in Listening Research and the Implications for the Classroom* FEATURED	
B111	**Ian Bosiak** *Comics to the Rescue: Promoting Literacy While Motivating Students* Read YL e-future		**Casey Malarcher** *World History Readers* Read YL/S Seed Learning	
B112	**Lutfi Mauludin** *Dynamic Assessment to Improve Students' Skill in Writing Genre text* Test U	**Michael Tom** *Utilizing Video-based Asynchronous Computer-mediated Communication for EAP Speaking Practice* Tech U	**Santiana & Asri Siti** *Challenges and Practice of Using Toondoo in English Young Learners Classroom* Tech YL	**Bilal Qureshi** *Let's Speak Digitally: A Pathway into Future* Tech S/U/A
B115	**Julian Warmington** *Empathy, Creativity, and Critical Thinking: Skills for Generation Climate Challenge* Mat YL/S/U/A		**Patrick Travers** *A flipped classroom curriculum for university English programs* Mat U	
B116	**Herminigildo Garrobo** *I accidentally gamified the QnA and Feedback session* Conv U		**Milagros Laurel** *Games for the ELT Classroom* Conv YL/S/U/A PALT	
B121	**Bodo Winter** *A Manifesto for a Reproducible Open Linguistics* INVITED		**Nicky Hockly** *Going Mobile* INVITED	
B142	**Peadar Callaghan** *Designing Better Classroom Activities Through a Gamified Approach* Mat YL/S/U/A		**Herron, Kwon, Park, Dusthimer, Dickey, Kang, Thorkelson, Callaghan** *Looking Back, Moving Forward: KOTESOL at 25 (cont'd until 3:50 p.m.)* PD A KOTESOL@25	
B161	**Justin McKibben & Eric Reynolds** *Making your first professional presentation (@KOTESOL): Start to finish* PD A			**Matt Wilson & Danielle Bergez** *Overcoming Stereotypes in Online ESL/EFL Teacher Education* PD YL/S/U/A
B164	**Nick Clements & Nicholas Shaw** *Approaches to Teaching Film for EAP: Film, Text, and Intertextuality* ESP U		**Alaric Naude** *Ghost in the Shell: Discussing the Future of Language Teaching* Soc YL/S/U/A	
B178		**David Ostman** *Intercultural Competence: Development through Empathic Literature* ELT U	**Anisatul Maghfiroh** *Intercultural Competence and CLT in teaching exposition text* ELT S	
M101	**Adam Agostinelli** *The Second Language Identity of EFL Students in Foreign Contexts* ID U/A	**Sean Mahoney** *Japan's primary school English: "Successful classes" for non-native speaking assistants* ID YL	**Naheen Madarbakus** *Stop Press! Using BNE in Academic Listening* List U Grant recipient	**Ju Seong Lee** *Informal digital learning of English and vocabulary outcomes* Conv Grant recipient
M103	**Scott Henderson** *Using Internet Memes to Teach English* Creat S/U/A		**Michael Free & Elizabeth May** *Assessment Dialogue: Let's Talk about Grading Attendance and Participation* Test YL/S/U/A	
M104	**Douglas Margolis** *Increasing Instructional Effectiveness through Mindset & Goal Orientation Training* CM S/U/A		**Paula Trejo & Mariana Acosta Guimaraes** *Blended Learning: a case study in Buenos Aires, Argentina* RP YL/S	**Sheridan & Jackson** *Using Cultural Familiar Texts Across Levels to Increase Language Learning* Mat U JALT
M105 '101s'	**Michael Gentner** *Using Prior Knowledge in the Design of Task-based Lessons* 101 Curr S 101		**Alexis Pusina** *Classroom Management and Communicating Effectively with Disengaged Students* 101 CM U 101	

The following sessions start at 1:30 (Saturday)

B107

Glenda Rose – Texas A&M University
Analog or Digital? Making an Informed Decision
How do we integrate technology effectively into our instructional practice? In this session, participants explore the five levels of technology use – from entry to transformation – and how to align them with characteristics of the learning environment (such as active learning and goal-directed learning) using the Tech Integration Matrix (TIM). We then practice plans for integrating technology using the TIM as a guide through a Hyperdoc. Through the Hyperdoc, participants will experience new technology tools and leave with a virtual toolbox of new tech tools for their classroom. Participants are strongly encouraged to bring their own device.
***FEATURED**

B111

Ian Bosiak – e-future Co. Ltd.
Comics to the rescue: Promoting literacy while motivating students
Engaging young English learners with literature can be both challenging for teachers and intimidating for students. Graded comics readers are an effective tool for overcoming these challenges. Using comics in the classroom helps create educational lessons as well as generate student interest and motivation. Graded comic readers will transform the way your students look at literacy. This hands-on workshop introduces fun and engaging ways to promote student motivation, reading fluency, and language development through interactive activities based on graded comic readers.
Promotional Topic: Read YL ***e-future**

B112

Lutfi Mauludin – Faculty of Vocational Studies, Universitas Airlangga
Dynamic assessment to improve students' skill in writing genre text
The use of Dynamic Assessment has been proved to be effective in improving the students' skill in Teaching of English as Foreign Language (TEFL) setting. This study aims to investigate the role of Dynamic Assessment in improving the students' skill in writing genre text. The method used was quasi experimental design. The subjects were 22 university students in a public university in Indonesia. They were divided into two groups; experimental group and control group. The experimental group received the treatment of Dynamic assessment while the control group did not. The data were gathered through pretest and posttest, and analyzed using Statistical Package for Social sciences (SPSS). The result showed that Dynamic Assessment is effective in improving the students' skill in writing genre text.
Research Topic: Test U

B115

Julian Warmington – Daegu University
Empathy, creativity, and critical thinking: Skills for generation climate challenge
Climate change, being a social justice issue as much as it is an environmental challenge, demands quickly of us increasingly rapid adaptation in ever-shrinking and already brief time gaps. Throughout coming years and days of increasing pressure on resources, our students will need not just the lateral thinking skills and empathy that learning a new language offers, but also critical thinking skills. Top teachers reach for these three objectives in a variety of ways, eg. animal sanctuary farms visits, art, Skype conferencing, etc. Lists of resources and lesson ideas will be based on experience, and shared and developed via open discussion throughout the second section of the time.
Dialogue Topic: Mat Dev YL/S/U/A

B116

Herminigildo Garrobo – Kyung Hee University Global Campus

I accidentally gamified the QnA and Feedback session

A familiar predicament of an English teacher in Korea is the reticence among learners, especially those with lower proficiency. To scaffold them to participate in the Q and A and Feedback giving session after a student presentation, a simple worksheet was created. While the main aim was to "push" the students a bit more and increase student interaction and participation, the scaffolding yielded some information worthy of reflection. In this session, I shall describe the design of the Q and A and Feedback worksheets, share some results of the implementation, and discuss the wins and woes of "accidentally" gamifying the said activities.

Practice-Oriented Topic: Conv U

B121

Bodo Winter – University of Birmingham

A Manifesto for a Reproducible Open Linguistics

Currently, the field of psychology is undergoing what some call "the replicability crisis" – several key findings that have led to policy decisions and practical application turned out to be standing on flimsy empirical evidence. Linguistics is not immune to this crisis. Besides a lack of replicability, there is a lack of openness: journals are filled with useful data and analysis methods that are inaccessible to people from outside academia. In my talk, I will present several key measures that need to be taken to make linguistic research more reproducible and linguistic findings and data more accessible. I will introduce the audience to the wealth of "norms" (ratings of words, such as a word's emotional valence) and other datasets that are freely available (see languagegoldmine.com) and that can be incorporated into classroom practice. I will conclude that scientific practice in linguistics needs to change to narrow the gap between theory and application.

*** INVITED**

B142

Peadar Callaghan – King Fahd University of Minerals and Petroleum (KFUPM)

Designing better classroom activities through a gamified approach

There is nothing quite so disheartening for students as boring and unengaging classroom activities. Too often their design is based around Students Will Be Able To (S.W.B.A.T) statements or specific linguistic goals. When designed this way, sadly little attention is paid to how students will engage with these activities or be engaged by them. In contrast, the design approach employed in the video game industry focuses on creating and maintaining engagement. By understanding and applying this approach to classroom activities, teachers can increase student engagement. This leads to students who are more likely to retain and apply the information they are using. This presentation will focus on how to break down common ESL activities using a game design framework. It will then discuss how these activities can be quickly changed using the design approach outlined.

Workshop Topic: Mat Dev YL/S/U/A

B161

Justin McKibben – Cheongju University
Eric Reynolds – Woosong University

Making your first professional presentation (@KOTESOL): Start to finish

Perhaps you've found yourself at a conference, thinking that you could give a presentation. You can! This presentation is designed to walk participants through each step of the proposal and presentation process. You will be shown where to look for upcoming conferences, the steps to apply toward presenting, keys to a strong proposal, and some tips on how to make your presentation be successful. Because the process can seem a bit daunting and confusing the first time, we hope that having a couple veterans of the process to help you along the way might make all the difference. In this workshop, you will be given information, shown examples, and guided through small group work to start producing an abstract that participants can use for future proposals.

Workshop Topic: PD A

B164

Nick Clements, Nicholas Shaw – Seoul National University
Approaches to teaching film for EAP: Film, text, and intertextuality
Film has always been a popular subject amongst EAP (English for Academic Purposes) university students. However, the goals of any EAP class still need to be, by definition, formal and academic in nature, even for an ostensibly fun and accessible course like film. In this workshop, we will overview a number of approaches that we have implemented in the College English Program at Seoul National University which allow students to develop key EAP skills. These approaches include: (1) Using film and literary texts to teach comparative written analysis. (2) Using formal writing structure to encourage innovative thinking. (3) Using methods to not just discourage, but naturally prevent plagiarism. (4) Using objective criteria to fairly assess students whose skill level may span a very wide range.
Workshop Topic: ESP U

M101

Adam Agostinelli – Republic of Korea Naval Academy
The second language identity of EFL students in foreign contexts
Sociolinguistic research of EFL students within foreign contexts has yet to comprehensively address the changes in L2 identity that take place as a result of students traveling abroad and experiencing English in authentic circumstances. Besides providing an outline of L2 identity, in this study, narratives and reports of Korean EFL students who visited various countries as a school requirement are examined do determine the effects that their experiences and interactions while abroad had on their L2 identity. Significant and speculative changes in the students' L2 identities were found as a result of the their English-related experiences while abroad. It was also found that this study has potential pedagogical implications for educational institutions where there are students who invest in travel, work, or study abroad programs.
Research Topic: ID U/A

M103

Scott Henderson – Hankuk University of Foreign Studies, Global Campus
Using internet memes to teach English
Bad Luck Brian. Success Kid. Socially Awkward Penguin. These are just a few of the thousands of memes filling the internet, and if you have not heard of them, you might be missing out on many entertaining and interesting cultural artifacts that can be used in your lessons. By using internet memes, teachers can introduce popular culture and humor into the classroom while presenting learning materials that show English used authentically. Attendees of this workshop will first be offered ideas on how to use memes in their lessons. Participants will then break into small groups so they can brainstorm and share ideas on how to use memes in their teaching contexts. Finally, attendees will leave with new ideas they can incorporate into their own lessons.
Workshop Topic: Creat S/U/A

M104

Douglas Margolis – University of Wisconsin - River Falls
Increasing instructional effectiveness through mindset & goal orientation Training
Attending to student "Mindset" and "Goal Orientation" may offer a way to increase the effectiveness of teaching, according to Stanford University Professor Carol Dweck. A growth mindset, a belief that one can learn anything with the right degree of effort, information, and guidance, benefits learners in comparison to a fixed mindset, which interprets failure as a lack of ability and natural talent. Goal orientation refers to whether students aim for mastery of whatever is taught or merely avoiding failure, embarrassment, or other "performance" concerns. This presentation reports an investigation in three university classes to test this conceptual framework, then discusses ways to promote a growth mindset and mastery orientation in digital and traditional classroom contexts, using lesson activity examples for speaking and listening development.
Practice-Oriented Topic: CM S/U/A

M105

Michael Gentner – Panyapiwat Institute of Management

Using prior knowledge in the design of task-based lessons

This workshop offers EFL instructors a design strategy for task-based lessons in the secondary school classroom. The presenter will demonstrate several techniques in developing auditory/oral narrative tasks that match the prior knowledge of the target group. Second language learners are often learning English through Western generated textbooks that display the themes and cultural appointments of foreign nations. This presentation assumes that learners can better absorb aspects of the language if they were learning it through the prism of their own culture. Participants will take part in task constructions that will reflect what the learner already knows (prior knowledge) about music, movies, and literature rather than down an often distracting cultural avenue that has little bearing on the use and functionality of the English language.

Topic: 101 Curr S ***101**

The following sessions start at 1:55 (Saturday)

B112

Michael Tom – The Hong Kong Polytechnic University

Utilizing video-based asynchronous computer-mediated communication for EAP speaking practice

In university ELT curriculums with limited class time, getting students to prepare for speaking activities and assessments can be challenging. One potential opportunity is in technology that allows structured speaking practice and peer-to-peer collaboration. This presentation reports on the use of video-based asynchronous computer-mediated communication (ACMC) in an EAP speaking activity for first-year students at a university in Hong Kong. To promote independent speaking practice and encourage peer feedback an application called VoiceThread was used to help students prepare for an academic speaking assessment—an "oral defense" of an argumentative essay. Drawing on data from student questionnaires and the VoiceThread application, the opportunities and challenges of this technology and pedagogical approach will be discussed, along with implications for future uses in teaching and learning.

Research Topic: Tech U

B178

David Ostman – Kumamoto University

Intercultural competence: Development through empathic literature

The role of empathy in the development of intercultural competence (ICC) research remains unclear within the university classroom. Various ICC models suggest that empathy is an outcome produced by learner attempts to expand intercultural knowledge, while other models ascribe cultural empathy a more dynamic role. ICC literature has failed to recognize the potential and importance of empathy in facilitating positive learner outcomes. This presentation introduces research from the fields of medicine and psychology where the concept of empathy been defined and tested, and has demonstrably improved learner outcomes, especially through the use of empathic narrative-literature. Several examples demonstrating how empathic development may be practically introduced into university education to achieve improved intercultural competence in EFL learners will be offered.

M101

Sean Mahoney – Fukushima University

Japan's primary school English: "Successful classes" for non-native speaking assistants

Japan finds itself behind in its introduction of English to primary schools, which began in 2011 from grade 5. Unlike in South Korea, these classes are still not considered core, and even new teachers do not yet require training in how to teach English. Thus many rely heavily on various types of assistants. This paper discusses how closely the opinions of 33 non-native English speaking assistants from 9 countries match those 1) of native-speaking assistants (n=387) and 2) of Japanese homeroom teachers (n=1802) in assessments of the new English classes. Further comparisons will be made between what each group considers successful and unsuccessful classes, and on what they feel is needed in order for English to eventually become a core, evaluated subject in 2020.

Research Topic: ID YL

Design the conference image(logo)

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The following sessions start at 2:30 (Saturday)

B107

Mark Dressman – University of Illinois , Urbana-Champaign

Advances in Listening Research and the Implications for the Classroom

In many countries around the world, students are using digital media such as movies, television, video games, and social networking, as well as contact with other speakers through tourism or study abroad, as critical parts of their English acquisition process, in addition to formal lessons in school or after-school learning centers. What are the strengths and weaknesses of these different resources for learning English, and how might a savvy teacher of English within a Korean context incorporate some of these resources into her or his teaching? In this presentation, I will offer examples of how students in one country are learning from digital media and live interaction and then suggest three models for how classroom teachers can incorporate similar activities into their curriculum, before opening the floor to discussion and feedback.

***FEATURED**

B111

Casey Malarcher – Seed Learning

World History Readers

This presentation will introduce Seed Learning's recently published Word History Readers series. This ground-breaking series of readers provides material for extensive reading practice specifically focused on nonfiction, historical content. While the series has been developed for extensive reading, there are many ways that programs and teachers can approach the use of such materials. After examining the features of the series, the presenter will outline a variety of classroom strategies that utilize readers from the series. Supplemental materials produced for the series will also be described with suggested lesson plans for use of the material.

Promotional Topic: Read YL/S ***Seed Learning**

B112

Santiana, Fatimah Asri Siti – Siliwangi University

Challenges and practice of using Toondoo in English young learners classroom

This study focuses on investigating the use of toondoo, free online cartoon maker, for creating picture stories which can be used for teaching English in the young learner's classroom. The data are obtained from interview to three student-teachers joining Teaching English for Young learner Subject in one of the universities in Indonesia. The challenges and practice of creating pictures by using toondoo are analyzed in order to find valuable information in relation to the use of technology in the English language classroom. However, the findings shows that toondoo is the best application helping teachers to produce appealing pictures and cartoon stories. On the other hand, it has also the limitation that the teacher have an internet connection while using the application.

Research Topic: Tech YL

B115

Patrick Travers – Daegu University

A flipped classroom curriculum for university English programs

This paper explores the implementation of a flipped learning (FL) model of instruction in a Korean university general education EFL program. The researcher uses an exploratory case study approach to investigate teachers' attitudes toward FL. The results indicate that after an initial adjustment period, the FL model was viewed positively by all participating teachers. Teachers cited opportunities to develop learner autonomy and the ability to focus on communicative tasks during face to face meetings as the primary benefits of FL. The results also demonstrated a strong relationship between teachers' beliefs and the impact FL had on their face to face classroom practices. The study highlights the importance of taking teachers' beliefs into account when transitioning to a FL model of instruction.

Practice-Oriented Topic: Mat Dev U

B116

Milagros Laurel – University of the Philippines
Games for the ELT classroom
This workshop session will demonstrate the use of innovative materials for teaching communication skills. Using activities that develop "multiple intelligences" in the learners, lessons take the form of games that focus on specific skills such as vocabulary building, recognizing word relationships, and spelling and pronunciation. As the learners progress, they are trained to speak in longer utterances through exercises in describing, narrating, defining, and explaining. Simple activities include classifying and grouping concepts in preparation for more complex tasks like outlining and organizing ideas for a composition. // Despite the availability of sophisticated electronic gadgets and numerous computer programs for language learning, the conventional board and card games, puzzles, blocks, and dolls still retain their timeless appeal and popularity as tools for learning in the ELT classroom.
Workshop Topic: Conv YL/S/U/A *** PALT**

B121

Nicky Hockly – The Consultants-E
Going Mobile
In this workshop, we look at a number of classroom activities using mobile devices and examine how these can cross the boundaries between school and the outside world. We review the choices and challenges involved in using mobile devices with learners in class, and how best to design and sequence mobile-based activities with your learners. Bring a mobile device (phone or tablet) with you to the workshop!
*** INVITED**

B142

KOTESOL @25 Panel

Panel of Presidents
Oryang Kwon (1996-1997)
Joo-kyung Park (1996-1997)
Carl Dusthimer (1997-1999)
Robert J. Dickey (2001-2002)
Myung-Jai Kang (2003-2004)
Tory Thorkelson (2008-2009)
Peadar Callaghan (2013-2015)
Lindsay Herron (2015-2017) – Moderator
Looking Back, Moving Forward: KOTESOL at 25
An anniversary is an excellent time for taking stock--for reflecting on how our present realities and future possibilities are rooted in the experiences and lessons of the past. Today, in celebration of KOTESOL's 25th anniversary, past presidents from throughout the history of the organization assemble for a look back at the accomplishments and challenges of their respective terms, their perceptions of where KOTESOL stands now, and what the years ahead might hold for the organization. Situated in the ever-evolving context of language education both locally and globally, how will KOTESOL's past and its present inflect its future, and where should we go from here? Panelists will share their insights, and audience comments and questions are welcome.
Panel Topic: PD A ***KOTESOL@25**

Alaric Naude – Suwon Science College
Ghost in the shell: Discussing the future of language teaching
Technology has always been the subject of heated debate and a reoccurring issue. Humans are

B164

now more connected than ever in history causing many problems. For the teacher the management of technology in the classroom. Guided by an expert and member of the Belgium-Netherlands Cognitive Linguistics Association this dialogue consider the sociolinguistic and cognitive linguistic reasons that technology or hominoid robotics cannot replace the human teacher. It will also discuss how teachers have integrated technology into the classroom, the superiority of the face-to-face teaching format and technology based approach. In addition, the ethics of technology use especially social network services and student interface with technology will be analysed. Audience members will be expected to participate and give their views as well as share their experience and ideas.

Dialogue Topic: Soc YL/S/U/A

Anisatul Maghfiroh – Ohio State University

Intercultural competence and CLT in teaching exposition text

Intercultural knowledge is something that cannot be ignored when one is studying languages as language and culture have become linked with each other. It is becoming important for a language teacher to have an awareness of the importance of teaching intercultural knowledge to his/ her students. By being aware of it, they will naturally embrace and eventually be able to understand the intercultural situation around them that will lead to intercultural competence. The presenter will share one of her teaching strategies in implementing intercultural competence as well as developing students' critical thinking, an alternative of lesson planning that new teachers can consider in their language teaching.

Practice-Oriented Topic: ELT S

Naheen Madarbakus – Korea University

Stop press! Using BNE in academic listening

M101

Listening is often viewed as a complex and difficult skill. Educators may perceive strategies as dense and overwhelming to incorporate into teaching, and students may lack tangibility in tasks, perceiving the skill as inaccessible and tiring. This presentation outlines a preliminary study at a Korean university, describing the development of five www.breakingnewsenglish.com (BNE) lessons, which exposed students to a three-stage strategy-based academic listening program. Activities organized into pre/while/post listening stages used cognitive, meta-cognitive and socio-affective strategies, with individual skills and lessons taught weekly over five weeks. Data from questionnaires, lesson materials and journals were measured and results suggest that although individual attitudes toward listening did not change, components from this pedagogic approach could improve automaticity and heighten strategy employment to successfully develop students' listening competence.

Research Topic: List U ***Grant Recipient**

Michael Free – Gangneung-Wonju National University
Elizabeth May – Sangmyung University

Assessment dialogue: Let's talk about grading attendance and participation

M103

Attendance and participation are cornerstones of many teachers' evaluation of their students. In theory, the assessment of these seems easy, even obvious: Was the student in class, or not? Was the student awake, or not? In reality, though, many of us face difficult decisions and thorny problems: Did the student have a legitimate reason for being absent? Is the student exhausted from the part-time job necessary to pay tuition? This session is focused on practical, principled solutions to these difficulties. It is a space for teachers to explore and share ideas about how we could and should assess participation and attendance (even if we should). Though relevant theory may come into play, the focus will be the consideration of practical alternatives suitable for attendees' contexts.

Dialogue Topic: Test YL/S/U/A

M104

Paula Trejo, Mariana Acosta Guimaraes – St. Paul's College, Argentina
Blended learning: A case study in Buenos Aires, Argentina
This action research draws upon the impact of blended learning in a bilingual primary school in Buenos Aires, Argentina. The implementation of an online educational platform meant a shift in the understanding of the processes of teaching and learning in our context. This innovative application involved the active participation of the school's community including heads, teachers of English, parents and students. The results show that the use of the platform not only gave a boost to learners' motivation and participation in discussions, games and challenges but also increased their autonomy. Nevertheless, there is still room for improvement since there were certain limitations connected with time, school facilities and access to technology that did not contribute to the smooth execution of the project.
Research Topic: RP YL/S

M105

Alexis Pusina – Tokyo International University
Classroom management and communicating effectively with disengaged students
As classroom management and communicating effectively with disengaged students can be challenging in the digital age, this workshop will focus on developing strategies to effectively engage low level learners, and how best to communicate with disinterested, disempowered students. Specific activities and strategies will be discussed regarding: garnering student input on the development of classroom atmosphere and learning goals, classroom management and allowing students to feel comfortable expressing themselves, approaching students one on one to illicit their concerns. Lastly, using one's individual teaching style as a means to developing a positive rapport with students. Workshop participants will come away with explicit activities to help build a positive class atmosphere, and classroom management techniques to deal with disengaged students.
Topic: 101 CM U ***101**

The following sessions start at 2:55 (Saturday)

B112

Bilal Qureshi – Seokyeong University, Seoul
Let's speak digitally: A pathway into future
In this presentation, a study at a Korean university about using video-recoding as an effective tool for speech classes will be discussed. The findings suggest that video-recorded speeches are a potential tool that offers direct benefits to both instructors and L2 learners including: providing a tangible record of what was said, being a great opportunity for peers to watch the video again for detailed online feedback, allowing students to reflect on how it may be improved. The presenter will demonstrate techniques and activities on how to design an interface that could help both learners and instructors by using video-recorded speech. Participants will be equipped with some ideas to implement video-recorded speeches for their classes.
Research Topic: Tech S/U/A

B161

Matt Wilson, Danielle Bergez – Wilmington University
Overcoming stereotypes in online ESL/EFL teacher education
In making the decision to offer an online master's degree in TESOL, the presenters took into account the advantages of an online format for this particular degree. These advantages were identified through research into relevant literature and experience working in a face-to-face program. Stereotypes found both in research and word of mouth soon proved to be a challenge. The presenters identified and researched the three most commonly recurring stereotypes in order to address them and show their faulty information. They will explain how the design of their program emphasizes the strengths found in online learning, while addressing concerns that feed into the stereotypes.
Research Topic: PD YL/S/U/A

M101

Ju Seong Lee – University of Illinois at Urbana-Champaign

Informal digital learning of English and vocabulary outcomes

This study investigated to what extent quantity and quality of informal digital learning of English (IDLE) activities was conducive to L2 vocabulary outcomes. Data were gathered through a questionnaire (N=292), semi-structured interview (N=94), and English vocabulary tests from three Korean universities. Contrary to earlier findings, this study found that quantity of IDLE was not closely related with the vocabulary scores. It revealed that quality of IDLE was significantly positively associated with the vocabulary outcomes. These results lead us to the conclusion that the frequent engagement in IDLE activities may not automatically guarantee successful L2 vocabulary gains. Rather, the engagement in varied types of IDLE activities that combines both form- and meaning-focused language learning is essential for achieving L2 vocabulary acquisition.

Research Topic: Conv . ***Grant Recipient**

M104

Robert Sheridan – Kindai University

John Jackson – Otemae University

Using cultural familiar texts across levels to increase language learning

In recent years, educators have increasingly turned to culturally specific material design as part of localization trends in EFL education, yet little research has been conducted to investigate its practical effectiveness in the Asian contexts. To bridge this gap, two crossover studies were conducted to examine the influence of cultural familiarity on reading comprehension, vocabulary retention, and interest of Japanese university EFL students. Results revealed that students who read the nativized versions obtained higher scores in reading comprehension, vocabulary retention, and generally reported greater interest. Building on these positive results, our current work aims to replicate them across proficiency levels. This presentation will discuss our previous research as well as the materials we plan to use in further replicating the study across proficiency levels.

Research Topic: Mat Dev U ***JALT**

14th KOTESOL DCC symposium and thanksgiving dinner

Saturday November 25th @ Woosong University

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WOOSONG UNIVERSITY - W16 BLDG
CO-SPONSORED BY TESOL-MALL

Saturday 3:30 – 5:15

	3:30-3:50	3:55-4:15	4:30-4:50	4:55-5:15
B107	**Mark Dressman** *Informal Language Acquisition and Classroom Teaching: Complementary, Not Competitive, Approaches* FEATURED		**Kalyan Chattopadhyay** *Analogue Teacher Training for the Digital Teacher: What the Teachers Say and Do* FEATURED	
B111	**Jessie Im** *Integrating Digital Feedback Tools to Support Excellence in English Writing* Tech S/U/A Turnitin Korea		**Ian Bosiak** *Creating Dynamic Lessons and Promoting Literacy with Graded Readers* Read YL e-future	
B112	**Norman Fewell** *Collaborative L2 writing and communication* Tech U/A JALT	**Rab Paterson** *T.E.A.C.H.Technology Education Academia Combined Here* Tech S/U JALT	**Daniel Bailey** *Facebook for Language Learning: Networking Classes through SNS Writing* Tech U	
B115	**Matthew Coomber** *Utilizing learner interactions to strengthen vertical integration within a curriculum* Mat U		**Skyler Schiavone** *Arts and Discourse in the Language Classroom* Mat U/A	
B116	**Morteza Bagheri** *Classroom listening practices in private English institutes in Iran* List A	**Yosuke Ogawa** *How teacher's silence makes students speak in speaking class* Conv YL/S/U	**Laurentia Sumarni** *Formulaic Expressions Mastery to Increase Fluency and Reduce Anxiety* Conv U	**Agnes Siwi Tyas** *Students' Attitudes Toward the Integration of ICT in Pronunciation Course* Conv S/U/A
B121	**Kathleen Kampa** *Creating a Classroom of Success Through Music and Movement* INVITED		**Hyunwoo Sun** *Talk to me in Korean* Oth YL/S/U/A INVITED	
B142	**Presidents' Panel** *Looking Back, Moving Forward: KOTESOL at 25* cont'd KOTESOL@25		**O'Connor, Curtis, Hockly, Rose & O'Neill** *The Future of Face-to-Face Conferences in the Digital Era* *cont'd until 5:50 p.m.* INVITED	
B161	**Bodo Winter** *The University of Birmingham: MA TESOL / MA Applied Linguistics* PD YL/S/U/A Birmingham		**Richmond Stroupe** *Fostering learners' 21st century skills through language instruction every day* Mat JALT	
B164	**Hyera Byean** *Cultural production of Yeongpoja in a Korean middle school* Soc S	**Aaron Hahn** *Representations of teachers' beliefs, attitudes, and ideologies in lesson plans* Soc U	**Clay Williams** *Second Language Phonology: Are Constraints Psychological or Biological?* Soc S/U/A	**Jack Ryan & Dan Mortali** *America's Soft Power and English Enrollment Trends in Japan* Soc U/A
B178	**Krista Brusky** *Motivation, Music, and Culture in the Korean Elementary EFL Classroom* ELT YL	**Stephenie Busbus** *Motivation and Demotivation of EFL learners in an Inclusive Setting* ELT U PALT	**David Rear** *Asian students and critical thinking: Examining the evidence* ELT U	**F. Alicia Aukema** *The impact of cultural lenses within the EFL classroom.* ELT U/A
M101	**Sunette Labuschagne** *Make uninteresting textbook sentences more fun to learn.* Read YL		**John Campbell-Larsen** *You went where? Teaching strategic skills and repair* Prag U/A	
M103	**Jessamine Price** *Creativity without Tears: Process Writing to Overcome Student Resistance* Creat S/U/A		**Hyunju Kim** *Vocabulary Instruction Through Typotionary* Creat S KAFLE	**Budianto & Suparmi** *Project-Based Learning to Develop Writing Skill* Creat U
M104	**Swi-Ee Cheah** *Teaching in the Digital Era: Conversion or Convergence* RP U MELTA	**Christopher Haswell** *International teaching assistants* CM U	**Amanda Maitland** *The Power in the Chunk ! or The company words keep.* Voc YL/S/U/A	
M105 '101s'	**Leonie Overbeek** *The Twins' Story - Developing Relevant Reading Material* 101 Curr YL/S/U/A 101			**Sarah Warfield** *Formative assessment practices for large classes (cont'd until 6:15)* 101 Test U/A 101

The following sessions start at 3:30 (Saturday)

B107

Helen Slatyer – *Macquarie University*
Advances in Listening Research and the Implications for the Classroom
Fundamental to effective communication, listening is a complex cognitive task that occurs within a social context. We listen in different ways to different types of input (such as watching a film or listening to instructions), in our L1 or our L2, using automatic and controlled processes that require more or less effort on the part of our working memory. Our current understanding of listening processes combine linguistic, psycholinguistic, cultural, social, and pragmatic perspectives that provide us with insights into how we make sense of what we hear, but how can we use this knowledge to help our students improve their listening skills? In this paper, I will outline some of the current perspectives on listening gained from listening research and outline how this knowledge can inform the teaching of listening, including an overview of L2 learner listening strategies and some of the more prominent pedagogical approaches.
***FEATURED**

B111

Jessie Im – Turnitin Korea
Integrating digital feedback tools to support excellence in English writing
English writing empowers students to participate in the global academic community and the workforce, yet the complexities of English writing can be challenging for students to master. What kinds of digital feedback can make a difference on students' English writing, and how can different modes of feedback be combined to support improvement in English composition, punctuation, grammar, and usage? In this presentation, we will share an analysis of over 30 million digital comments left by instructors on students' English writing to illustrate the kinds of feedback that students need to improve their English writing skills. We will also explore how instructors are using technology to integrate written feedback, audio comments, and automated grammar support in support of student writing success and saving the instructor's time.
Promotional Topic: Tech S/U/A ***Turnitin Korea**

B112

Norman Fewell – Meio University
Collaborative L2 writing and communication: an intercollegiate group-based project
As online platforms have gravitated toward user-friendly environments with the addition of social networking and collaboration tools, the inclusion of these mediums in the L2 classroom may provide learners with increased efficiency in language skill development. Collaborative online tools enhance accessibility in communication, and this may promote opportunities for peer and group interaction. This presentation will discuss a group-based activity involving upper-intermediate EFL learners who collaborated in an intercollegiate writing project between Meio University and the University of the Ryukyus. An assessment of the collaborative writing assignments revealed slight improvements in all areas evaluated: content, organization, grammar, and mechanics. In comparison with the individual writing assignments, the collaborative writings displayed higher accuracy in terms of grammar and mechanics while adding improved clarity in written descriptions.
Research Topic: Tech U/A *** JALT**

B115

Matthew Coomber – Ritsumeikan University
Utilizing learner interactions to strengthen vertical integration within a curriculum
A good curriculum will facilitate smooth and logical progression between the component courses and years of an English language program. Nevertheless, it can be easy for a program to become fragmented and compartmentalized, with little sense of connection between classes or continuity through the whole. However, by creating and assigning tasks that require first and second-year students to engage with their third-year counterparts, teachers can offer students an early insight into their language learning future, and also build links between learners at

different stages of their university career and language development. This presentation introduces several such tasks, through which students in different year groups could engage with each other in English and build connections between the content and goals of their various English courses.
Practice-Oriented Topic: Mat Dev U

B116

Morteza Bagheri – the University of Auckland
Classroom practices characterize listening in private English institutes in Iran
This study contributes to EFL listening pedagogy by investigating through teachers' authentic classroom practices. The number of studies explored listening instruction systematically is limited, and most of the existing literature on listening pedagogy is based on intuitive explanations, and individual perceptions rather than empirical evidence. Therefore, drawing upon questionnaires, non-participant observations, and documentary data, this study examined listening pedagogy in Iran. 75 completed questionnaire were received and eight teachers' classes were observed 64 times. Results revealed that experienced teachers employed a range of communicative classroom practices including top-down activities, teaching listening strategies, linking listening to other language skills, and using authentic materials to instruct listening. However, discussing the topic of listening and asking comprehension questions were more prominent.
Research Topic: List A

B121

Kathleen Kampa – Seisen International School
Creating a Classroom of Success Through Music and Movement
Young learners often enjoy learning English through songs, chants, and movement. Perhaps you've sung "Head, Shoulders, Knees, and Toes" with your students. Music and movement have the potential to help you and your students in many ways, creating a classroom of success. Discover how music and movement are vital to the young learner classroom. Learn the best ways to use music and movement effectively throughout your lessons. Experience brain-friendly strategies for success, and explore ways to nurture your students' imaginations, creativity, and critical thinking. In this fun-filled, action-packed workshop, Kathleen will share effective strategies along with a variety of chants, songs, and movement activities that you can use right away in your classroom. Some examples will be shared from Kathy's music for children, including *Jump Jump Everyone* and *Kathy Kampa's Special Days and Holidays*.
***INVITED**

B161

Bodo Winter – The University of Birmingham
The University of Birmingham: MA TESOL / MA Applied Linguistics
The University of Birmingham, UK, is pleased to offer an information session about the distance (and campus based) MA programs it offers in TESOL and Applied Linguistics. Topics covered include: structure of the program, courses offered, program expectations, timelines, and program costs. As well, we will be talking about what kinds of students take the program, how to be successful in your MA studies with Birmingham, and if this program is a fit for your needs. Questions are always welcome and if you can't attend the session, please come visit our promotional table to speak with us. For more information about the program please visit: https://canvas.bham.ac.uk/courses/11732/pages/distance-learning-programme-pre-registration-pages
Promotional Topic: PD YL/S/U/A ***Birmingham**

Hyera Byean – University of British Columbia
Cultural production of Yeongpoja in a Korean middle school
In South Korea, English is implicated in local political processes, mediating relations of class and social (re)production (Park, 2013). Unequal access to English restricts the prospects of the

B164

disadvantaged in education and the job market (Kubota, 2011). Tracking, an institutional practice which groups students by performance, is one way in which these inequalities manifest in the neoliberalized landscape of Korean education. Situated within the frameworks of cultural production (Willis, 1977, 2004) and language socialization (Duff & Talmy, 2011), this critical ethnography explores the language learning trajectories of ninth-grade students in a Korean school over one semester who have been tracked since entering middle school. Classroom interactions and interviews are analyzed using critical discourse approaches (Talmy, 2010).
Research Topic: Soc S

B178

Krista Brusky – Framingham State University
Motivation, music, and culture in the Korean elementary EFL classroom
Music often seems to be the ultimate "motivator" in an elementary EFL lesson plan. But music is not universal in creating self-driven learners. An ethnomusicological approach suggests one's initial musical preference is related to aural cultural signifiers in music that closely resemble one's culture. This paper explores the motivating capabilities of different types of music in the EFL classroom from a musical and cultural perspective. With an endless supply of music in the digital world, how can we get the most out of music in the EFL classroom? Does culture inhibit motivation in the EFL classroom vis-à-vis music? If yes, are there any specific aural signifiers that are unappealing to young English learners? If not, what other factors in music might affect motivation?
Research Topic: ELT YL

M101

Sunette Labuschagne – Gangwondo EPIK, Hoopyeong Elementary School
Make uninteresting textbook sentences more fun to learn.
Key sentences in English school textbooks are often uninteresting and unnatural due to the grammar points they set out to demonstrate. This does not change the fact that our students are required to read and understand these sentences for this is what they will be tested on. In order to allow students to practice and learn these sentences I decided to use a variety of activities in my own elementary school classes, some self-created and others adapted or combined from well-known activities, to bring fun and excitement to the often mundane reading practice period. I will demonstrate activities mostly using video clips, pictures and materials from my own lessons. Participants will take away reading activity ideas to use in their own classes.
Practice-Oriented Topic: Read YL

M103

Jessamine Price – Chungnam Institute of Foreign Language Education
Creativity without tears: Process writing to overcome student resistance
The communicative approach to language education demands that learners be creative. When learners resist this "creativity fiat," teachers have an uphill battle. Process writing can help educators overcome this resistance. Based on classroom experiences and surveys of Korean teacher trainees, this workshop presents process writing techniques that encourage class engagement, not only in writing classes but in any communicative classroom. The term "process writing" comes from American college composition classrooms. By adapting the main principles of process writing for the L2 classroom, ESL teachers can stimulate creativity and help students develop fluency at all levels, from elementary school to university. Participants in this workshop will examine their own attitudes towards creativity and take away ideas appropriate for a variety of classroom situations.
Workshop Topic: Creat S/U/A

Swi-Ee Cheah – Erican Education Group
Teaching in the digital era: Conversion or convergence
With online instruction and new technologies as popular alternatives to the 21st-century classroom, digital conversion is fast becoming a norm for teachers. Teachers are expected to undertake the necessary changes in order to help students thrive amidst the uncertainties in this

M104

digital age. However, studies have also suggested that teachers' thinking and actions are largely influenced by their beliefs and values. An important question that emerges is whether teachers' beliefs and values convert to reflect or converge to support the changes of having to use technologies and online resources in teaching. A reflective approach was adopted to document a teacher's two-year migration from analogue to digital instruction. Findings indicate some aspects of the teacher's practices may have changed but the fundamentals remain the same.

Research Topic: RP U ***MELTA**

M105

Leonie Overbeek – Hwaseong Board of Education

The Twins' Story - Developing relevant reading material

Reading material for Extensive Reading is often graded for American K12, not for Korean students learning English. The cultural aspects are often unfamiliar and not engaging, as these do not reflect their experiences. Using The Twin's Story, the author will present both how students reacted to relevant material developed by drawing on their students' lives and interests, and a technique by which stories that are relevant to your students can be developed. Participants will have a chance to discuss this and practice it during the workshop. Finally, participants will discuss the merits of developing such material either in analogue format or by using the various digital apps available.

Topic: 101 Curr YL/S/U/A ***101**

The following sessions start at 3:55 (Saturday)

B112

Rab Paterson – Toyo University

T.E.A.C.H. Technology Education Academia Combined Here

This study provides a background to the relative paucity of EFL classes using modern educational technology at Japanese universities. Next the study then highlights the digital literacy courses I developed and taught as part of an action research pilot class to Japanese university freshmen students. The range and type of digital literacy tools and techniques taught, as well as the pedagogy and methodology that underpinned and informed the way I taught the class will be covered along with the students' responses to, and evaluations of these components, and the course as a whole. Finally recommendations for the future implementation of these types of courses and content in general are drawn from the students' feedback, and from my own experiences and lessons learned from this project.

Research Topic: Tech S/U ***JALT**

B116

Yosuke Ogawa – Kobe University

How teacher's silence makes students speak in speaking class

Increasing students' autonomous speech rate in the target language (English) has been one of the most challenging tasks for teachers when designing classroom activities. Numerous studies have demonstrated various techniques such as nominating topics, utilizing speaking strategies, and so on. This paper will concentrate on the interactional effectiveness of the teacher's silence, which been given relatively little consideration from the classroom management point of view, and demonstrate how teachers can increase students' output verbosity by using silence. This research reveals how the teacher's silent gestures and absence of explicit repair initiations provide local indexicalities and open-ended speech-turns, which prompts learners to autonomously analyse/notice/produce English sentences, when the instructor is regarded as an activity-facilitator, not an activity-controller.

Research Topic: Conv YL/S/U

Aaron Hahn – Fukuoka University

Representations of teachers' beliefs, attitudes, and ideologies in lesson plans

One way of understanding what teachers value in language teaching is to look at their professional discourse. I present an analysis of 178 lesson plans taken from the Japan Association for Language Teaching's journal *The Language Teacher*. My project uses corpus

B164

linguistics, move analysis, and critical discourse analysis to uncover what these texts imply about teacher beliefs and ideologies, and how the authors represent and construct student and teacher identities. I provide an overview of the topics and techniques most frequently described, and then discuss how the authors justify their activities as successful and worth utilizing. Through this analysis, I demonstrate what the teacher-authors value in language teaching, and the ideological and social consequences of the activities and the discourse used to describe them.

Research Topic: Soc U

B178

Stephenie Busbus – Saint Louis University, Philippines

Motivation and demotivation of EFL learners in an inclusive setting

Concerns of non-native-English speakers on the technicality of language are easily addressed by English teachers. In fact, techniques and strategies on how to teach the language have helped educators to be especially competent and confident in using and in teaching English. However, the psychological side is often disregarded or forgotten. Hence, this phenomenological study aimed to explore the causes of motivation and demotivation among EFL learners. After careful analysis of the interview data from the respondents, five (5) significant themes emerged for motivation and four (4) for demotivation. The motivations include family matters, school concerns, personal will, survival purposes and communication skills. The demotivations include school environment, communication experience, environmental influences and negative attitude.

Research Topic: ELT U ***PALT**

M104

Christopher Haswell – Kyushu University

International teaching assistants: at the intersection of policy and experience

International students working as teaching assistants occupy a complex sociolinguistic space: they simultaneously act as assistants to the teacher and exemplars of successful students through their use of 2nd and 3rd languages to negotiate successful program outcomes. Research in this field has generally focused on the interactions between the teacher and the assistant rather than the wider sociolinguistic implications of TAs on an international campus. This presentation introduces findings from research involving TAs, teachers, and program coordinators, focusing university internationalization goals and actual outcomes in the classroom. In essence, how are programs being used, if at all, to support the wider goals of the university? Furthermore, what can be done to improve the experience of students in these programs?

Research Topic: CM U

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The following sessions start at 4:30 (Saturday)

B107

Kalyan Chattopadhyay – University of Calcutta

Analogue Teacher Training for the Digital Teacher: What the Teachers Say and Do

Academic institutions are increasingly looking for teachers who can support learning with digital resources and tools. There is also increasing pressure on academics to be "digitally fit"; that is, to acquire skills and competencies to teach digitally, direct their professional development, and follow digital frameworks. So they are looking for professional development opportunities to "stay fit" to teach effectively with technology. However, a review of both in-service and pre-service teacher training programs in different contexts reveals that the focus is still on "analogue" (i.e., face-to-face print-based) teacher training with a negligible amount of content focusing on technology-enhanced language learning and teaching.

I am going to focus on what teachers think about these training programs, what they do after receiving such training, and how they want to enhance their digital literacies and learn to teach digitally. Thus, I will critique the entire trajectory of teacher training, which is expected to prepare "digitally fit" teachers, and conclude with some recommendations for teacher training in the digital era.

***FEATURED**

B111

Ian Bosiak – e-future Co. Ltd.

Creating dynamic lessons and promoting literacy with graded readers

Are you looking for some new ideas to help you create dynamic and interactive lessons? Have you considered using graded readers in your classroom? Graded readers are fantastic classroom and library resources that can help you create dynamic and interactive lessons and lesson activities. Graded readers are also invaluable in promoting the development of literacy skills. This practical workshop focuses on demonstrating and evaluating a range of easy-to-use and easy-to-adapt activities with graded readers.

Promotional Topic: Read YL ***e-future**

B112

Daniel Bailey – Konkuk University

Facebook for language learning: Networking classes through SNS writing

This presentation will inform KOTESOL members on how to use Social Networking Sites (SNS) like Facebook to improve their students' writing skills. We are all familiar with Facebook groups but using them in an English communication class can be burdensome because grading individual student posts and comments is too time-consuming. However, there are now online analytic services that teachers can use to easily track Facebook posts, comments, and even emoticons, making the inclusion of SNS for language learning activities more feasible. Through two semesters of case studies (i.e., 30 students in the fall of 2016 and 200 in the spring of 2017), I have been able to outline SNS activities and procedures teachers can use to help their students boost their English netizen profiles.

Practice-Oriented Topic: Tech U

B115

Skyler Schiavone – Tokyo International University

Arts and discourse in the language classroom

Using the arts is an effective way to introduce authenticity into the language classroom. This presentation will briefly discuss how and why the arts, specifically paintings and photographs, can be used to create meaningful language use. The presentation will then transition into a hands-on workshop where attendees can enjoy taking part in art related discussions while considering how to use and adapt the activities for their own classrooms.

Practice-Oriented Topic: Mat Dev U/A

B116

Laurentia Sumarni – Sanata Dharma University
Formulaic expressions mastery to increase fluency and reduce anxiety
Considering Brown and Yule's framework of speaking functions expanded by Richards (2008) into talk as interaction, talk as transaction, and talk as performance, students' language choice varies according to the functions of the speech and contexts of the conversation. Students' speaking anxiety and lack of fluency are largely caused by limited mastery of contextual formulaic expressions. This preliminary research aims to investigate whether the mastery of formulaic expressions increases fluency and reduces anxiety in spoken performance. This is a descriptive study which applies classroom action research. The instrument is a questionnaire, Reflection Sheet, and Field Notes to reveal whether the use of formulaic expressions increases fluency and reduces anxiety during spoken performance. The research findings are going to be used to develop a bilingual dictionary.
Research Topic: Conv U

B121

HyunwooSun – Talk to me in Korean
Talk to me in Korean
Millions of people have learned Korean through *Talk To Me In Korean's* online lessons and textbooks. How well have they actually learned? Is it really possible to learn a new language purely through online courses? What are some challenges of online learning and how can we overcome those difficulties? We will be answering all these questions and more during – there will be take-away for the learner of Korean as well as the teacher of English.
Type: Topic: Other YL/S/U/A ***INVITED**

B142

Invited Panel

Andy Curtis – TESOL International Association / Anaheim University
Nicky Hockly – The Consultants-E
Glenda Rose – Texas A&M University
Ted O'Neill – Gakushuin University
Sean O'Connor – Conference Chair – Moderator
The future of face-to-face conferences in the digital era
In this rapidly digitizing world, what role will remain for conferences such as this one. Will the convenience of at-your-fingertip digital devices take over the delivery of conferences? Will conferences survive in some altered form? For today's face-to-face conference, organizers must contend with the logistics of venue facilities, equipment, and costs. Attendees must deal with travel and accommodation costs. Will webinars, video workshops, and/or virtual conferences replace today's face-to-face conferences, symposiums, and seminars? How strong will the attraction of meeting the speakers in person and attendee networking remain? Can they save the face-to-face conference from extinction? Or even should we? Is it time to bury the conventional conference and go completely digital? These are some of the questions that our panel of discussants will tackle in this first-of-its-kind panel discussion. Q&A session included.
***INVITED PANEL**

Richmond Stroupe – Soka University
Fostering learners' 21st century skills through language instruction every day
As we move through the 21st century, developing "global citizens" is becoming a focus at secondary, tertiary, and even primary levels of educational systems. In Japan, this has been manifest through a number of "global" initiatives at both secondary and tertiary levels. As part of the global community, our learners will be required to be autonomous, think critically, use

B161

technology efficiently, understand the cultural perspectives of others, and work collaboratively. All of these skills can be incorporated into English language courses as well as educational programs that provide content through English medium instruction. Participants in this presentation will discuss specific strategies and effective suggestions that teachers can use on a daily basis to help learners' achieve the skills necessary for success within the global community.

Practice-Oriented Topic: Mat Dev *** JALT**

B164

Clay Williams – Akita International University

Second language phonology: Are constraints psychological or biological?

This research study seeks to determine whether there are any measurable correlations between integrative motivation and perceptions of native-like L2 production. Seventy Japanese L1 students at an English-medium Japanese university were surveyed to measure relative affect towards English-speaking cultures and peoples, as well as students' relative willingness to integrate into said cultures. The top and bottom scorers were asked to participate in recorded English language interviews that were analyzed individually by a panel of English L1 judges for degree of "foreign-ness" in terms of pronunciation, intonation, and grammar. While no correlation was found with accent or grammar, the results find that higher levels of integrative willingness did correlate with more native-like sentence-level intonation thereby suggesting that some limited connections between integrative willingness and L2 phonology exist.

Research Topic: Soc S/U/A

B178

David Rear – Chuo University

Asian students and critical thinking: Examining the evidence

It has been a common contention among educators that Asian students entering Western universities as overseas students lack critical thinking (CT) skills, which are essential for academic tasks such as class discussions and essays. Through a comprehensive review of the literature, this presentation examines the validity of that claim. Highlighting the broad nature of the term 'critical thinking', it finds that many of the skills and dispositions included within CT can be found in equal or greater measure in Asian culture and education. In fact, the lack of CT skills displayed by Asian students in Western contexts can largely be blamed on the issue of language proficiency. This finding has relevance when we consider the kind of assistance international students require when they enter Western universities.

Research Topic: ELT U

M101

John Campbell-Larsen – Kyoto Women's University

You went where? Teaching strategic skills and repair

Strategic competence is the ability to overcome the problems of speaking, hearing or understanding that regularly occur in spoken interaction. Many learners struggle with strategic competence, relying on a small variety of strategies such as open class repair initiators ('What?', 'Pardon?', 'Again please'), silence or reversion to L1 to deal with trouble sources. This presentation outlines the practices of repair (self vs. other and initiate vs. carry out) and goes on to describe how to raise learner awareness of the nature of repair. Classroom activities with supporting materials will be presented. Attendees should come away with an enhanced understanding of repair and the ways in which learners can be encouraged to work with interlocutors to resolve problems that are a natural phenomenon of spoken interaction.

Practice-Oriented Topic: Prag U/A

Hyunju Kim – Dankook University

Vocabulary instruction through Typotionary

This study suggests a new teaching method for vocabulary extension, namely Typotionary. Typotionary is a compound of "typo" and "Pictionary," meaning that students make their own images about words. This study provides an overview of the importance of vocabulary

M103

instruction, summarizes issues with traditional approaches, and suggests more effective methods for vocabulary extension. In this study, 221 middle school students participated in an in-class Typotionary activity which was designed to instruct vocabulary more effectively, accompanied by a survey on learning attitudes. Then a focus-group interview was conducted with 6 students and a teacher. The results support Typotionary as a more practical and effective method of vocabulary learning, suggesting that students should be exposed to many creative ways of learning vocabulary in order to foster vocabulary expansion.

Research Topic: Creat S ***KAFLE**

M104

Amanda Maitland – JNFLSIC

The power in the chunk ! or The company words keep

The power in the chunk! This work shop will describe and discuss the theory and importance of lexical chunking and would be suitable for teachers who work at all levels of English teaching. The workshop will also provide a number of fun and useful activities where lexical chunking is encouraged that can form whole lessons and warm ups. Lexical chunking activities encourage teachers and learners to move away from teaching lexis and collocations as single items. Lexical chunking has been developed from the lexical approach. It aims at stimulating the production of fluent accurate English by highlighting collections of words that act almost as "one". In other words strings of words that can't usually be changed easily when they occur together in a sentence. It is the idiomatic nature of these lexical chunks that can cause non native speakers problems. Teaching language in lexical chunks allows students to reproduce correct word partnerships and avoid the errors created by the learning of faulty chunks. It increases register stability and text cohesion. Chunking also provides the opportunity for multiple storage: thus providing strong associations to enable easier recall and reproduction.

Workshop Topic: Vocab YL/S/U/A

The following sessions start at 4:55 (Saturday)

B116

Agnes Siwi Tyas – Sekolah Vokasi Universitas Gadjah Mada

Students' attitudes toward the integration of ICT in pronunciation course

Pronunciation skills are included in the communicative competence that all language learners should acquire. In 21st century learning, internet provides more digital learning contents and media to help the students practice their pronunciation skills. The use of pronunciation practice software offers more various features and exercises. This study aims to discuss the students' attitudes when using pronunciation software and identify the impacts on their performance. The students of English Study Program of Sekolah Vokasi Universitas Gadjah Mada use Clear Pronunciation software as self-study activity to help them identify and pronounce sounds in English.The result of chi square analysis shows the correlation between attitudes and performance. This condition illustrates that if the students have good learning attitudes, they inevitably succeed in the learning process.

Research Topic: Conv S/U/A

B164

Jack Ryan, Dan Mortali – Shizuoka University of Art and Culture

America's soft power and English enrollment trends in Japan

Soft Power refers to the political, social, and cultural achievements of a country. The United States has consistently scored near the top of soft power rankings. However, the changes in America since November 2016 offer an opportunity to see if the soft power of the US has been impacted and if that has effected the number of students studying English. This research investigated the recent enrollment trends of students at a university in Shizuoka, Japan. Data from 2015 to spring 2017 will be compared in terms of the number of students choosing English or Chinese. Qualitative data from student surveys will also be analyzed to determine if recent events in the US have had any immediate effect on students choice of foreign language.

Research Topic: Soc U/A

B178

F. Alicia Aukema – Chongshin University

The impact of cultural lenses within the EFL classroom.

Being a TESOL instructor requires that you be both a bearer of and an expert on cross-cultural communications; consequently, understanding the cultural lenses of students should impact the way we teach. Language learning facilitates a new way of thinking because of the cultural components that shape language. This presentation will report on the results of research on the impact of the cultural lenses in relationship to the language classroom context. Understanding the way students think and see the world will not only help teachers connect but also encourage students to see/think differently while they use the new language. Specific illustrations and practical classroom implications will be examined to aid instructors in identify and understanding the impact of cultural lenses within the language classroom.

Research Topic: ELT U/A

M103

Langgeng Budianto, Suparmi – Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia

Using project-based learning to develop ESP students' writing skill

This study explores the use of Project-Based Learning (PBL) in a state university, in Indonesia, where students are instructed to publish their writing products in mini exhibition. It aims to link theory to practice, and to help language teachers maximize the full potential of project-based learning for genuine communication and give real meaning to writing activity. The experimental research design was utilized, with a quasi-experimental design of pre-test and post-test, consisting of an experimental group and a control group. Seventy English for Specific Purposes (ESP) students participated in this study. The data was collected by means of students' writing products. By utilizing the t-test for independent samples, the results of this study indicated that PBL had a great impact on improving ESP students' writing skill.

Research Topic: Creat U

M105

Sarah Warfield – U.S. Department of State

Formative assessment practices for large EFL classes

Formative assessments are a necessary and useful part of every curriculum, and language learners need constant feedback on their progress in order to continue to make gains toward their language goals. This workshop will present five assessment practices to quickly and efficiently gather informal feedback on student progress in larger classes.

Topic: 101 Test U/A ***101**

The KOTESOL Membership Committee
cordially invites all members to a

Members
Wine-and-Cheese Social

Saturday, October 21, 2017
6:15-7:15 p.m.
in the central courtyard
outside Gemma Hall

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Saturday 5:30 – 6:15

	5:30-5:50	5:55-6:15	6:15
B107			KOTESOL Members Wine-and-Cheese Event
B111	**Evan Frendo** *Evolving needs in university English for Specific Purposes* ESP U/A Pearson		
B112	**Bilal Qureshi & Leonie Overbeek** *How Digital Feedback Makes a Difference in Writing Class* Tech S/U/A		
B115	**Michael Free** *Using Thinking Routines with Visual Prompts* Mat S/U/A		
B116	**Colin Walker** *Teaching Debate: A task-based approach* Conv S/U/A		
B121			
B142	**O'Connor, Curtis, Hockly, Rose & O'Neill** *The Future of Face-to-Face Conferences in the Digital Era* *cont'd from 4:30 p.m.* INVITED		
B161	**Paneeta Nitayaphorn** *Technology Integration in Language Classrooms: Hit or Miss?* Pref YL/S/U/A ThaiTESOL	**H. Douglas Sewell** *Helping Korean Students Adapt to Unfamiliar Learning Approaches and Expectations* Pref S/U/A	
B164	**Haswell & Hahn** *An accurate representation of a globally-modeled English language* Soc U	**Lee & Kidd** *Helping Short-term Study-abroad Students Overcome Conversation Challenges* Conv U	
B178	**Kara MacDonald** *English-Medium Instruction Policy in Korean Universities: Challenges and Progress* ELT U	**Neil Talbert** *Emergent Culture in a Language Exchange Community* ELT A	
M101	**Kay Sung, Amy Ahn & Connie Park** *Getting the most out of your reading resources* Read YL/S/U/A		
M103	**Carl Dusthimer** *Creativity: It's not magic. It's habits.* Creat S/U/A		
M104	**Robert Fuchs** *False Friends in Advanced Learner English: Implications for L2 Pedagogy* Voc S/U/A	**Reeser & Moon** *Digital Flashcard Study Methods: Teacher-led Versus Independent Study* Voc S/U	
M105 '101s'	**Sarah Warfield** *Formative assessment practices for large EFL classes* *cont'd from 4:55* 101 Test U/A 101		

The following sessions start at 5:30 (Saturday)

B111

Evan Frendo – Pearson
Evolving needs in university English for specific purposes
The requirements of university teachers and students are continually evolving. Needs tend to be specific and anchored in the real world, and materials must close the gap between the academic world of the classroom and the real world of work more efficiently than in the past. We will look at how coursebooks have dealt with this challenge, and discuss options for the future. As well as dipping into published materials, we will consider insights from the literature and Pearson's own market research.
Promotional Topic: ESP U/A ***Pearson**

B112

Bilal Qureshi – Seokyeong University
Leonie Overbeek – Hwaseong BOE
How digital feedback makes a difference in writing class
In this presentation, a study at a Korean university about using online discussion boards will be discussed. Two groups of students were studied, those who submitted online peer feedback and those who submitted face-to-face peer feedback on essays that formed the main components of a writing course. The findings on samples of writing and feedback from both groups supported the conclusion that online discussion boards were better for improving student writing, most likely due to the hesitation in face-to-face encounters to give feedback that could be taken as criticism. In addition, the presenters will explain how to set up such discussion boards, and talk about experiencing such boards from a student's perspective. Participants will take away ideas about using and setting up discussion boards.
Practice-Oriented Topic: Tech S/U/A

B115

Michael Free – Gangneung-Wonju National University
Using thinking routines with visual prompts
Thinking routines may be characterized as tools, structures, and/or patterns of behavior, which (among other things) allow students to develop their ability to describe, make connections, and build explanations. When coupled with visual prompts, be it the art of Monet or a movie poster, such routines can be very powerful. In this practice-oriented presentation, participants will experience three ways the facilitator has used thinking routines with visual prompts: 1) as a standalone lesson; 2) as an asynchronous assignment, and 3) as a technique for developing facility with Question 3 of the TOEIC Speaking Exam. Participants will have plenty of opportunities to ask questions, and will learn how they can use one, some, or many of these routines in their own classrooms.
Practice-Oriented Topic: Mat Dev S/U/A

B116

Colin Walker – Myongji University
Teaching debate: A task-based approach
Complete with course materials, teaching resources, and video evidence from the classroom, this presentation introduces a task-based approach to teach debate. Participants will be given opportunities to share their ideas and will be guided through key pedagogic decisions in the design of the debate syllabus: scheduling and the selection of captains, teams, and positions. Next, key points in argumentation are briefly reviewed so that teachers have an objective scale to evaluate student performance. Coming full circle, participants learn how to organize a debate over three classes: Day 1 for comparing newspaper sources and brainstorming ideas; Day 2 for the captains to work with their team members to consolidate their ideas; and Day 3 for the formal debate.
Practice-Oriented Topic: Conv S/U/A

B161

Paneeta Nitayaphorn – Thai Airways International

Technology integration in language classrooms: Hit or miss?

Bringing technology into a classroom is an accelerating trend in modern education. Instead of traditionally discussing curriculum design or teaching methodology, teachers nowadays generally exchange their experiences with technologies they are combining with their lessons. In Thailand, technology integration has been a viral topic, commonly raised in discussions in the teaching community. On top of that, the government tries to encourage teachers to allow digital content in their classroom to catch up with the rapid changes of the digital era. In this presentation, there will be a discussion about technology integration in ELT classrooms in Thailand—whether it is the answer to our prayers or another innovative approach being misconceived. Positive and negative aspects of digital integration in local contexts will also be discussed.

Research Topic: Pref YL/S/U/A ***ThaiTESOL**

B164

Christopher Haswell – Kyushu University

Aaron Hahn – Fukuoka University

An accurate representation of a globally-modeled English language

When English education policies misrepresent how English works in practice, they reinforce broader misconceptions about ideal language learning. This subsequently fails to adequately prepare students for the use of English in transcultural contexts. This presentation advocates placing the 'Global Model of English' at the center of English education planning. It represents users, contexts, and language varieties, and measures language learning success in terms of the ability to use intercultural communication strategies. This presentation introduces data from a survey of more than 250 Japanese university students, providing insight into how students might react to a curriculum treating English as a global lingua franca, by showing what students themselves consider to be helpful in globalized English coursework, and providing practical ideas for the restructuring of EFL curricula.

Research Topic: Soc U

B178

Kara MacDonald – Defense Language Institute

English-Medium Instruction policy in Korean universities: Challenges and progress

The Korean government has directed higher education towards internationalization through rapid policy implementation. English Medium Instruction (EMI), as part of policy, has presented challenges for universities to foster domestic students' English proficiency to effectively participate in EMI coursework as well as to accommodate diverse international student enrollment. The presentation addresses the past EMI challenges and the current EMI adaptations Korean universities have implemented to better accommodate international students. In response, the session explains the adaptations Korean universities have implemented to meet Muslim international students' academic and personal needs and how it has influenced classroom and campus life for domestic Korean and other international students.

Research Topic: ELT U

M101

Kay Sung, Amy Ahn, Connie Park – Seoul National University of Science and Technology

Getting the most out of your reading resources

What reading resources do you have available to you? Are you using them to their fullest? With several opportunities to discuss and share ideas, this workshop's presenters will talk about how they reorganized their school's book café in order to encourage better use of these books in their classes. Since not everyone has access to a book café, we will also look at other resources that teachers may have at their disposal. Then, in a hands-on approach, we will introduce various activities that attendees can take with them to their own classroom settings. Activities will include guided reading, literature circles, reading log ideas and round-table discussions. These activities can be adapted and used in any class to support all language skills, not just reading.

Workshop Topic: Read YL/S/U/A

M103

Carl Dusthimer – Korea National University of Education
Creativity: It's not magic. It's habits.
There is a common misconception of creativity being a singular, magical "a-ha" or "eureka" moment. That notion makes creativity seem elusive and unobtainable. It's just not true. We can create an environment where everyone can access their natural, creative abilities. Equally important is forming and encouraging habits that promote a mindset where we can generate and develop creative ideas. This workshop will focus on what habits are helpful in creating the right mindset and how we can develop those habits in ourselves and in our students. We can be creative in our lesson planning and we should offer our students every opportunity to explore and use their creativity. Habits are the key. The good news is we all have that key.
Workshop Topic: Creat S/U/A

M104

Robert Fuchs – Hong Kong Baptist University
False friends in advanced learner English: Implications for L2 pedagogy
We study the erroneous use of false friends in the spoken and written academic learner English of speakers of five different first languages (German, Dutch, Spanish, Italian, French), relying on the International Corpus of Learner English, version 2 (ICLEv2) and the Louvain International Database of Spoken English Interlanguage (LINDSEI). Our results indicate that only certain false friends are often used inaccurately, but that word frequency is a poor predictor of inaccurate use. We thus explore other factors such as word class and concreteness in order to explain how likely learners are to commit false friends-related errors. Based on these results we make recommendations for second language pedagogy.
Research Topic: Vocab S/U/A

The following sessions start at 5:55 (Saturday)

B161

H. Douglas Sewell – University of Calgary
Helping Korean students adapt to unfamiliar learning approaches and expectations
Students attending new universities often have to quickly adapt to unfamiliar language learning approaches and expectations. Using the self-regulation of learning framework, this presentation will both explore how such students self-reflect and strategically adapt to their new learning environments and also suggest ways teachers can help Korean students from diverse educational backgrounds achieve success in less familiar educational contexts.
Research Topic: Pref S/U/A

B164

Richard Lee – Kurume Institute of Technology
Dustin J. Kidd – University of Shimane Jr. College
Helping short-term study-abroad students overcome conversation challenges
In this presentation, the speakers will discuss the use of scrapbooks as aids in face-to-face conversation between Japanese university students participating in a short-term study abroad program and their American host families. Japanese university students were given the task of organizing photos, other personal items, and information about themselves in the form of a scrapbook prior to departing for a short-term overseas sojourn to the United States. The speakers will present the findings from their research and discuss modifications which could make the scrapbooks more effective. This presentation would be of interest to anyone involved in short-term or long-term study abroad.
Research Topic: Conv U

B178

Neil Talbert – Catholic University of Daegu

Emergent culture in a language exchange community

This study examines the emergence of shared attitudes in a Korean EFL context. The presenter, having taken the role of participant observer in a language exchange community in Korea, gathered data from recorded topical conversations and reflective interviews in that setting. The data was then analyzed using a grounded theory methodology and considered in light of linguistics and social psychology concepts. Audience members interested in intercultural communication will come away from this talk with a better understanding of how shared and contested discourses unfold in a space of contact between people of diverse backgrounds.

Research Topic: ELT A

M104

Victor Reeser, Deborah Moon – Suwon Science College

Digital flashcard study methods: Teacher-led versus independent study

Vocabulary study is a necessary part of language education that teachers often assign to students as independent work. This study focused on the use of digital flashcards to assist with vocabulary learning. While research supports the use of digital flashcards in language education, there is a paucity of research regarding the efficacy of independent study versus teacher-led flashcard study. This quantitative study took place over 12 weeks. Participants were beginner-level university students divided into three groups corresponding to the type of digital flashcard instruction they received: independent, teacher-led, and control. A paired T-test analysis of performance on a vocabulary exam administered pre- and post-treatment led us to the conclusion that teacher-led flashcard practice is a more effective method than independent study for increasing vocabulary knowledge.

Research Topic: Vocab S/U

Notes

Daegu-Gyeongbuk KOTESOL Teacher Trainer Workshop November 4, 2017

OUR SPEAKER

What Works?

Three ideas about language learning and how to use these in the classroom will be presented: Comprehensible Input, Scaffolded Production and Active Practice.

TIME: 3PM - 5PM
DATE: Nov. 4TH

Ecology Oriental Wellness Experience Center
On Oriental medicine street behind
the Hyundai Department Store

contact
dg.kotesol@gmail.com

Facebook Group: Daegu-Gyeongbuk KOTESOL

Leonie Overbeek

KOTESOL Teacher Trainer

PosterMyWall.com

2017 KOTESOL International Conference

Saturday, October 21, 2017

Time	Sessions	Featured Speakers *(Gemma Hall, except Plenary)*
8:00-5:00	Registration	
9:00-9:45	Concurrent Sessions	
10:00-10:45	Featured/Invited/Concurrent	Marti Anderson
11:00-11:30	Opening Ceremonies	*Samsung Hall - Centennial Building*
11:30-12:15	Plenary	Andy Curtis *(Centennial Building)*
12:15-1:30	Lunch	
1:30-2:15	Featured/Invited/Concurrent	Glenda Rose
2:30-3:15	Featured/Invited/Concurrent	Helen Slatyer
3:30-4:15	Featured/Invited/Concurrent	Mark Dressman
4:30-5:15	Featured/Invited/Concurrent	Kalyan Chattopadhyay
5:30-6:15	Concurrent Sessions	
6:15-7:15	**KOTESOL Members Wine-and-Cheese Social**	***Central Courtyard***

Poster sessions 10:00-5:00 Saturday in Gemma Hall Lobby

Sunday, October 22, 2017

Time	Activity	Featured Speakers *(Gemma Hall, except Plenary)*
8:00-1:00	Registration	
9:00-9:45	Concurrent Sessions	
10:00-10:45	Featured/Invited/Concurrent	Chan Kyoo Min
11:00-11:45	Plenary	Nicky Hockly *(Centennial Building)*
12:00-12:45	Concurrent Sessions	
1:00-1:45	Featured/Invited/Concurrent	Kathleen Kampa
2:00-2:45	Featured/Invited/Concurrent	Ted O'Neill
3:00-3:45	Featured/Invited/Concurrent	Bodo Winter
4:00-6:00	**KOTESOL Annual Business Meeting**	***Room B107 (Gemma Hall)***

Poster sessions 9:00-3:00 Sunday in Gemma Hall Lobby

Poster Presentations Are Back!

Come check them out in Gemma Hall Lobby

Presenters	Title
Hannah Bradbury	Music and Lyrics: Inspiring Teaching through Song
Kip Cates, Peter Wanner & Noriko Kurihara	An Introduction to the Asian Youth Forum (AYF)
Joe Garner	Student-teacher conferences: an aid to critical syllabus design?
Reginald Gentry	Speaking Fluency Development in Japanese University Students
Erin Okamoto	Virtues of the 'analog' experience in Reflective Practice
Ryan Pain & David Johnson	Improving classroom management with flipped instruction
Daniel Paller	Language-in-education policy in Japan: Language teacher cognition and ministry-approved textbooks
Thuy Pham	Facilitation, a peer-teaching activity killing two birds with a stone
Ayu Ida Savitri, Setyo Prasiyanto Cahyono & Setyo Prasiyono Nugroho	Using Comic Strips to Promote Speaking for Low-level Learners

Saturday 10 a.m. to 5 p.m.

Sunday 9 a.m. to 3 p.m.

Presenters	Title
Atsushi Asai & Mayuko Matsuoka	Word difficulty properties arise from lexical data and votes
Billunta Carter &Elliot Patton	Using Psychology to Build Academic English
Kip Cates, Peter Wanner & Noriko Kurihara	An Introduction to the Asian Youth Forum (AYF)
Peter Edwards	Professional Development in the Developing World
Boutkhil Guemide	Integrating Tablets in EFL: Improving Students' Learning in Underserved Areas
Michael Heinz	Cloze Testing to Improve Preposition Usage
Seung-an Jung	Shall We Dance with English?
Mayuko Matsuoka & Atsushi Asai	Can Amount of Learning Time influence learners' autonomous learning?
Ksan Rubadeau	Avoiding Stereotypical Images and Representations in ELT Materials
Kevin Watson	Growth-based internal action frameworks: Balancing technology with effective pedagogy

Sunday 9:00-10:45

	9:00-9:20	9:25-9:45	10:00-10:20	10:25-10:45
B107			**Chan Kyoo Min** *A Future Paradigm of English Education in Korea* FEATURED	
B111	**Cameron Romney & John Campbell-Larsen** *Small talk is big talk: Teaching phatic communication* Conv S/U/A		**Julie Hulme** *21st Century Skills in the EFL Classroom* Conv YL e-future	
B112		**Lander & Miyoshi** *Australian-Japanese Multimodal e-Books for Language and Cultural Exchange* Tech S/U	**Vanneath Meav & Matyana Khim** *Revitalizing ELT face-to-face classrooms: Becoming Digital Teachers* Tech A CamTESOL	
B115	**Andrew Gallacher** *Varying Approaches within an active learning environment* Mat S/U/A		**Wayne Finley** *Teatime! Immersing Students in Realistic Speaking Environments* Mat S/U/A	
B116	**John Owatari-Dorgan** *Preparing Students for IELTS with Weekly Video Journals* Conv U		**George Robert MacLean** *Using Immediate Feedback and Peer-Based Learning* Conv U/A JALT	
B121			**Andy Curtis** *Using Film in Class to Connect Languages and Cultures* INVITED	
B142	**Kent Lee** *A "the" or the "a"? L2 learner problems and patterns* Gram U	**Kara MacDonald, So Yeon Kim & Hyun-Myoung Lee** *Experience and Employment Opportunities in the Korean ELT Market* Soc S/U/A		
B161	**Kaori Takeuchi** *The Process of Self-Regulated Learning in SLA* SLA U/A	**Munakata & Munakata** *Key to Becoming Successfully Bilingual: Children's Case* SLA YL/S	**Helen Slatyer** *Study and Research Pathways for Applied Linguistics & Translating and Interpreting* PD Macquarie	
B164	**Quy Pham** *Teacher! We hate playing games.* Oth S/U/A		**H. Douglas Sewell** *Moving On - Perspectives on Transitioning Beyond Korea* Oth YL/S/U/A	
B178			**Seonmin Park** *Writing Activities for EAP Learners* ESP S/U/A ALAK	
M101	**Jennifer Groat** *Phonics in Elementary Public School– more than just ABC* Read YL		**Sunette Labuschagne** *Want them to read? Teach them phonics!* Read YL	
M103	**Robin Reid** *Writing for theatre and its effects on language output* Creat S/U	**Sulastri & Narulita Dewi** *Role of Autonomy on Student's Creativity in Writing Short Story* Creat U	**Victoria Muehleisen, Andrew Atkins & Keunyoung Pak** *Students Speak Out about Language Education in Asia* Test S/U AYF	
M104	**Todd Jobbitt & Shaun Manning** *Introducing Peer Review Circles* Wri S/U			**Mayumi Kashiwa** *Language Learning Environments beyond the Classroom* PD U
M105 '101s'	**Greg Goodmacher & Craig Smith** *Culture, Communication and Inter-Asian Understanding* Soc S/U AYF		**Jack Ryan** *Effectively Utilizing Authentic Materials in the EFL Classroom* 101 Curr S/U 101	

Poster Presentations

in Gemma Hall Lobby

Sunday 9:00-3:00

An Introduction to the Asian Youth Forum (AYF)

Kip Cates - Tottori University
Peter Wanner - Tohoku University
Noriko Kurihara - Kyoto University

This poster will introduce conference goers to the Asian Youth Forum (AYF), an annual 1-week event that brings together college-aged young people from across Asia to learn about each other's countries, explore cultural differences and discuss global issues – all through the medium of English as a global language. AYF is a unique regional initiative which was founded by EFL teachers to provide Asian students with the chance to use English in international contexts outside the classroom. It promotes global awareness, tolerance and mutual understanding within the framework of the annual PAC language teaching conference. This poster will explain the origins of AYF, document the history of AYF from 1999 up to the present, and describe how AYF promotes language learning, communication skills and cross-cultural understanding.

ELT S/U

Avoiding Stereotypical Images and Representations in ELT Materials

Ksan Rubadaeau - Korea University

One role of English language educators involves mediating the "hidden curriculum"-- those norms and values that are unintentionally transmitted in the learning environment through interactions and materials. Yet many teaching materials show stereotypical representations, including mothers only in aprons, international people only in traditional attire, and disabled people only as bullying victims. This poster presentation draws attention to such images and suggests ways to avoid them. After viewing examples, participants will read notes about the possible stereotypes in each instance. Participants will consider dilemmas in addressing stereotypes in their required-use published materials as well as questions to ask when creating or supplementing materials. Participants will also receive a useful handout of tips. Educators and materials designers will benefit from the techniques in this thought-provoking presentation.

Materials Development YL/S/U/A

Can Amount of Learning Time Influence Learners' Autonomous Learning?

Mayuko Matsuoka - Kyoto University
Atsushi Asai - Daido University

In both digital and analog eras, EFL learners are always required to be autonomous towards the goals they set. Many universities in not only European but also Asian countries offer e-Learning spaces or digital systems for English language learning. However, some researchers in Asian countries report that there are very few students who use such spaces and learning materials. In order to activate such learning system, this study aimed to reveal the effect of time EFL learners spend for English language learning to their self-regulation, motivation, and strategies use. The result of a one-way ANOVA shows that learners who spend much more time have a higher self-regulated learning capacity, motivation, and frequently use learning strategies than any other students.

Other Issues U

Cloze Testing to Improve Preposition Usage

Michael Heinz - Hankuk University of Foreign Studies

Along with articles, prepositions remain a challenging aspect of English acquisition well after nearly all other forms of grammar have been mastered. A study was designed to determine if a cloze test when done repetitively to the point of mastery could help increase proficiency with articles; under the premise that preposition usage is often based on convention making it hard for second language learners to strategically approach mastery through grammatical rules. The results suggest that the exercise is of great value and helps students recognize persistent, habitual errors in preposition usage.

This presentation details how to create large numbers of cloze test documents from authentic texts as well as how to utilize those test documents in a specific manner to build mastery.
Grammar S/U/A

Growth-based internal action frameworks: Balancing technology with effective pedagogy
Kevin Watson - University of the Ryukyus
The ubiquitous nature of information that is readily available to the 21st-century student has changed the landscape of the modern classroom and has changed the relationship between learners and knowledge. These changes have predominantly come as a result of technological advances and a propensity to manage information using several technological devices. While many classrooms have adapted to incorporate technology as a central component of many curricula, it is important to recognize that technology is a tool and not an educational strategy. In many cases, technology is used for the sake of technology. On point to this, teachers must systematically plan and integrate knowledge, skills, and attitudes that offer the appropriate balance between technology and analog-based classroom experiences.
Reflective Practice U

Integrating Tablets in EFL: Improving Students' Learning in Underserved Areas
Boutkhil Guemide - Jijel University
With the advent of technology and the massive increase in using mobile devices among individuals of different social backgrounds, the question of how these mobile devices may enhance learning arises. Smartphones and the most recent tablet computers have supported the idea and potentials of integrating these mobile devices in educational and learning processes. The unprecedented popularity of these devices among teenage and young learners, both in secondary schools and university, encourages all researchers and educators to explore their influence on learning among individuals. The development of smart Tablet/ pad technologies along with wireless/ 4G networks opens the door for a huge change in PC concept as well as computer- assisted learning. Smartphones equipped with wireless networks and 4G applications led to the invention of modern Tablet/ pad technologies. Because of their size, capabilities and affordability, they are threatening the existence of traditional old PCs as well as laptops. In terms of learning, several educational initiatives by individuals and research institutions have initiated programs to explore the educational potentials of these new popular devices in our youths' hands. In this research paper, we will explore the potentials of using mobile devices and new tablet technologies to sustain students' acquisition of foreign language skills in both English (ESL/ EFL). Also, we intend to highlight the key features in these modern devices that support these language skills.
Other Issues S/U

Professional Development in the Developing World
Peter Edwards - Kansai Gaidai University
Visitors to this poster session will learn of the chronicling of English Language Teaching programs in Africa and South America, in hopes of widening perspectives of different paths for professional development. Many hopeful teachers in East Asia miss out on opportunities to gain valuable experience by not investigating ELT in non-native English speaking countries that are actually crying out for teachers. The presenters will share their checklist of characteristics that they have found make good candidates for those looking for this type of professional development. it may nt be for everyone, but it could be for you!
Professional Development U/A

Shall We Dance with English?
Seung-an Jung - International Graduate School of English
Dance is a creative, cognitive and affective activity; students feel emotions through movement and this makes movements boosted. Movements, story and life intertwined in dance. Dance-based English class is interested in frank views and expressions like children. Students can search themselves and make relationships with others through dancing. When their body becomes supple, their thinking becomes flexible; the language is a container of thinking. When the willingness to talk about their story rises, the English learning happens effectively and naturally. The mind-body integration nurtures embodied understandings of terms, notions, and emotions. Dance classrooms give students rich, creative and

supportive environment to learn English and grow individually, academically and socially. In this class, students can develop their multiple intelligence: musical-rhythmic, visual-spatial, verbal-linguistic, bodily-kinesthetic, interpersonal and intrapersonal.
Creativity YL/S/U/A

Using Psychology to Build Academic English
Billunta Carter & Elliot Patton - Kansai Gaidai University
Using a three-pronged approach we will demonstrate how to use academic content from the field of psychology (specifically human behavior) to enhance the English language skills of non-native English language speakers in of all levels and content knowledge. The approach involves using academic language that can be easily transferred to different disciplines, repeating this academic language by creating classroom tasks that build upon each other, and using psychological concepts to encourage critical thinking.
Reading S/U/A

Word difficulty properties arise from lexical data and votes
Atsushi Asai - Daido University
Mayuko Matsuoka - Kyoto University
The present study asked college students to name what words were difficult for them out of all the words in their EFL textbooks. With those votes in addition to lexical data, such as word length, semantic width, semantic depth, and semantic density, and the frequency of word occurrences, results show that the difficulty properties consisted of three main components: polysemy, concept abstraction, and object familiarity. Word length was not correlated with the students' votes on word difficulty overall. Those results are applicable to EFL education. Some academic words refer to specific objects or concepts, and students can overcome the difficulty of learning them if they are provided pragmatic opportunities to learn those words.
SLA U

The following sessions start at 9:00 (Sunday)

B111

Cameron Romney - Doshisha University
John Campbell-Larsen - Kyoto Women's University

Small talk is big talk: Teaching phatic communication

Many language teachers dismiss small talk as being unimportant and serving no purpose. Instead, they solely focus on teaching "big talk" (i.e. talk with goals, outcomes and purposes), for example things like academic discussions and presentations. However, small talk, more appropriately called phatic communication, performs important social functions, is part of "big talk," and is a necessary skill for L2 learners. However, it is a skill that they often struggle with. In this practice-oriented session the presenters will share practical classroom activities they have developed to improve students' ability to engage in phatic communication. Participants should come away with a better understanding of what phatic communication is, why it is important, and some specific, practical learning activities that they can use in their classrooms.

Practice-Oriented Topic: Conv S/U/A

B115

Andrew Gallacher - Kyushu Sangyo University

Varying approaches within an active learning environment

Active learning seeks to engage students in the learning process by foregoing passive forms of instruction in favor of learner-centered tasks that require active student participation. This presentation highlights three different approaches to active learning which attempt to provide structure in a Japanese university ESL classroom without detracting from the principles of active learning. Video observation of each approach is presented, along with preliminary analysis in regards to a set of defined criteria.

Practice-Oriented Topic: Mat Dev S/U/A

B116

John Owatari-Dorgan - Nagasaki International University

Preparing students for IELTS with weekly video journals

As a result of growing interest in study abroad, preparing students for the IELTS test has become an educational objective for both educators and institutions throughout Asia.A major challenge associated with this objective is preparing students for the speaking portion of the test. The presenter will demonstrate a method for preparing students by helping them to create video responses to IELTS speaking prompts during class. Via this method, student are able to better understand the types of prompts they might encounter during the real test as well as the skills they will need in order to respond effectively. Additionally, this method provides a useful supplement to individual practice that ensures that students are consistently practicing for the speaking portion of the IELTS test.

Practice-Oriented Topic: Conv U

B142

Kent Lee - Korea University

A "the" or the "a"? L2 learner problems and patterns

This paper reports on a corpus study of Korean writers' difficulties with definite and indefinite articles (or determiners: "a", "the" and bare nouns), which are notoriously problematic for East Asian learners of English. This study compares English essays by Korean university and graduate students with L1 academic English writers, using writing samples from different academic fields. Particular noun phrase and semantic patterns are examined, e.g., complex and abstract noun phrases. Suggestions for pedagogical materials and activities will then be developed. These results can help inform other EFL teachers in teaching determiners to Korean students.

Research Topic: Grammar U

B161

Kaori Takeuchi - Soka University

The process of self-regulated learning in SLA

Self-study is crucial in language learning since learners need to keep learning languages outside classroom to improve language skills. This study explored how learners go through the process of self-regulated learning from various perspectives such as learner motivation, self-regulation, and achievement in the Japanese context, and both qualitative and quantitative data collection were examined. As qualitative data collection, counseling sessions based on cognitive counseling techniques were conducted and 5-point Likert scale questionnaire was used as a quantitative data collection. The researcher found self-regulated learning enhanced self-efficacy, motivation, and TOEIC score as achievement. Learners also faced difficulties such as setting feasible goals and understanding themselves precisely in the process of self-regulated learning, and became more realistic by going through the cycle of self-regulated learning.

Research Topic: SLA U/A

B164

Quy Pham - Ho Chi Minh City University of Education

Teacher! We hate playing games.

The employment of games in language classrooms is believed to establish trust and promote a sense of responsibility in learners. However, some students are against the use of games in language classrooms, protesting that their teams are always the losers. Others may complain that they do not want to join certain groups because they believe their teammates do not contribute to the overall team performance. In this presentation, possible reasons why some teams are more successful at playing games than others will be highlighted. Furthermore, a detailed instruction on how to design effective team bonding games is also clearly outlined. The presentation concludes with three practical team bonding activities which are straightforward to prepare and help learners practice a variety of language skills.

Practice-Oriented Topic: Other S/U/A

M101

Jennifer Groat - Daejeon Gwanjeo Elementary School

Phonics in elementary public school– more than just ABC

How is 'PHONICS' taught through the Public Elementary School textbooks? What is phonics?'Phonics' is supposed to help students read.Is it working in your classes?Phonics seems to be poorly done in the Grade 3 and 4 textbooks I have been using, so I've added a phonics segment to the lessons, while working within the framework of the textbooks. In this session we will look at what is covered in the textbooks the students use, it's limitations and how we can use some aspects of the 'Jolly Phonics' reading system to engage students and help them learn more than the sounds of the first 26 letters.Come along prepared to sing and participate using mini whiteboards, simple chants/songs, and blending words together.

Workshop Topic: Read YL

M103

Robin Reid - Baiko Gakuin University / Baiko Gakuin Senior High School

Writing for theatre and its effects on language output

Within some EFL classrooms, students write scripts that they will ultimately perform in front of others. For these scripts, no matter if they are short skits or longer length plays, the unique demands of composition for theatrical performance can strongly influence students' language production. Knowing how these demands affect output can greatly assist a teacher in directing students towards maximising their potential for language use and practice. This paper explores the results of a group-based collaborative playwriting project and discusses how adapting content for theatrical performance necessitated greater L2 range and fluency from students than wholly original compositions.

Research Topic: Creat S/U

M104

Todd Jobbitt & Shaun Manning - Hankuk University of Foreign Studies

Introducing peer review circles

"Peer review wasted my time," "I never use my peer's comments," "I didn't know what to write, so I wrote nothing." We often heard such comments from students after peer review sessions. So, we devised the "Peer Review Circle" in which students discuss a writer's work with a partner while the writer only listens. After seven minutes of guided talk, the writer joins in and asks for suggestions or makes comments in reaction to what they heard. This process created a collaborative interactive space in which learners developed their writing, speaking, and critical analysis skills. In this workshop, we will explain why we did the PRC, how to do it, and conclude with a dialog session focused on adapting it to different levels and contexts.

Workshop Topic: Wri S/U

M105

Greg Goodmacher - Keiwa College
Craig Smith - Kyoto University of Foreign Studies

Culture, communication and inter-Asian understanding

As the world becomes smaller, there is a growing need for better communication, respect and mutual understanding between the world's peoples, countries and cultures. This Asian Youth Forum (AYF) session will feature a multicultural panel of Asian college students who will describe the kinds of cultural and communication problems they see in Asia and discuss the kind of steps that teachers and students in Asia can take in order to promote better international understanding. Topics to be touched on will range from Asian stereotypes, the role of the media and school education to globalization, international relations and the role that English can play as a lingua franca in the Asian region.

Workshop Topic: Soc S/U ***AYF**

The following sessions start at 9:25 (Sunday)

B112

Bruce Lander - Matsuyama University
Tetsuaki Miyoshi - Ehime University, Fuzoku High School, Matsuyama

Australian-Japanese multimodal e-books for language and cultural exchange

This paper presentation will introduce an e-learning collaborative project involving students, teachers and researchers at 5 locations in Australia and Japan.Students were trained by local instructors to create cultural eBooks that introduce local and domestic culture in a foreign language using iPads.The Japan-based students did this mainly in English, while their Australian counterparts did so mainly in Japanese.Videos were exchanged online throughout this study.Tools used include Comic Life, iMovie, Puppet Pals, Tellagami and eBook Creator.The presenter will describe how these tools were used and explain how digital literacies developed through this digital cultural exchange.

Research Topic: Tech S/U

B142

Kara MacDonald - Defense Language Institute
So Yeon Kim - Sungkyul University
Hyun-Myoung Lee - Kyung Hee University

Experience and employment opportunities in the Korean ELT market

For non-white NESTs, including Korean NESTs, NNEST foreign passport holders and Korean NNESTs, the job market is challenging with the white Native Speaker as the model. The panel addresses the experiences of non-white NESTs, NNEST foreign passport holders and Korean NNESTs in the newly competitive market due to government ELT policy. The findings show a variety of both positive and negative experiences that are not limited to the NEST/NNEST dichotomy.

Panel Topic: Soc S/U/A

B161

Kaya Munakata - Kanda University of International Studies
Shinji Munakata - Minamihara Elementary School

Key to becoming successfully bilingual: Japanese-Iranian children's case

Many biracial families struggle with how to maintain and improve their children's heritage language as it is often a minority language outside the home. The authors observed three Japanese-Iranian children at a parent-run Japanese school in Tehran and found that their Japanese mothers had been making tremendous effort that contributed to their success as bilinguals in spite of limited opportunities to use Japanese. They interviewed these mothers and examined the results along with their observation of the children and their families. They found that support from a wider community is necessary such as programs in which children can learn Japanese in an environment where they can be exposed to Japanese culture as they use the language.

Research Topic: SLA YL/S

M103

Fera Sulastri, Nita Sari Narulita Dewi - Siliwangi University Indonesia

Role of autonomy on student's creativity in writing short story

Learning autonomy contributes to students' successful learning since it is the ability of learners to take control of their learning goal and management. It influences how students manage their learning based on interest. This situation builds creative atmosphere since students set their goal, management, style, and preferences. In writing, students need creativity to make an interesting story. Therefore, this study distinguishes three students gaining the best story in children literature class. It specifically investigates (1) how autonomous the students are and (2) how it affect their creativity. The data are collected from documentation, students' reflective journals, and interviews.The method of this study is narrative inquiry while data are analyzed thematically. The result shows that students becomes autonomy in various ways, such as autonomous listening, reading and writing.

Research Topic: Creat U

The Asian Youth Forum (AYF 16) at KOTESOL-PAC

ASIAN YOUTH FORUM

Asian Youth Forum

Asian Youth Forum

What is AYF?

A special feature of this fall's *KOTESOL - PAC* conference in Seoul is the 16th *Asian Youth Forum* (AYF 16). This unique international event brings together EFL college students from across Asia each year for an exciting week of academic seminars, workshops and social events aimed at promoting Asian awareness, cross-cultural communication, international understanding and leadership skills.

AYF History

The *Asian Youth Forum* (AYF) was founded in 1999 by Asian EFL college teachers eager to offer their students a chance to use English outside the classroom in real-world settings. AYF has been a feature of the PAC conference for the past 18 years. Previous events include:

- AYF 1 in Seoul, Korea (1999)
- AYF 2 in Kokura, Japan (2001)
- AYF 3 in Taipei, Taiwan (2002)
- AYF 4 in Vladivostok, Russia (2004)
- AYF 5 in Bangkok, Thailand (2007)
- AYF 6 in Tokyo, Japan (2008)
- AYF 7 in Manila, Philippines (2009)
- AYF 8 in Seoul, Korea (2010)
- AYF 9 in Vladivostok, Russia (2011)
- AYF 10 in Taipei, Taiwan (2012)
- AYF 11 in Manila, Philippines (2013)
- AYF 12 in Cebu, Philippines (2013)
- AYF 13 in Bangkok, Thailand (2014)
- AYF 14 in Danang, Vietnam (2015)
- AYF 15 in Taipei, Taiwan (2016)

AYF 16 at KOTESOL-PAC 2017

AYF is proud to be hosting its 16th Asian Youth Forum (AYF 16) at KOTESOL in Seoul. Our theme this year is "*Developing Leaders for the 21st Century.*" Interested teachers are welcome to observe our AYF activities held on the Sookmyung Women's University campus.

- AYF Dates: October 18 - 24, 2017
- Numbers: 40 students from 10 countries
- AYF students and groups are scheduled to attend from Bangladesh, Cambodia, Indonesia, Japan, South Korea, Laos, Malaysia, the Philippines, Thailand and Vietnam.

AYF Presentations at KOTESOL

AYF participants will give two student panel presentations at this year's KOTESOL-PAC conference on the following themes:

- *Culture, Communication and Inter-Asian Understanding*
  October 22 (Sunday) 9:00 ~ 9:45 am
- *Students Speak Out About Language Education in Asia*
  October 22 (Sunday) 10:00 ~ 10:45 am

Please come along to attend these sessions and to hear the views of Asian youth!

Thanks!

AYF would like to thank KOTESOL, PAC, Asian EFL associations and all those individuals who have supported AYF, its work and ideals. Special thanks to KOTESOL President Lindsay Herron and AYF Seoul Liaison Sunkyung Kim!

For more information…

- AYF On-line Videos: Type in "*AYF Asian Youth Forum*" at <www.youtube.com>.

AYF Organizers:

AYF Chair: Kip A. Cates (Tottori University, Japan) <kcates@rs.tottori-u.ac.jp>
AYF 16 Chair: Peter Wanner (Tohoku Univ. Japan) <pjwfkw@gmail.com>
AYF 16 Co-Chair: Keunyoung Pak (Sendai College, Japan)

The following sessions start at 10:00 (Sunday)

B107

Chan Kyoo Min - Korea National University of Education

A Future Paradigm of English Education in Korea

Korea's English education is facing a paradigm shift. Since the mid-1990s, when a communication-oriented approach was employed in the national English curriculum, the communicative approach has functioned as the basis of public school English education. During this time, numerous policies have been implemented to promote improved communication ability for teachers and learners. However, these policies have been evaluated as insufficient for both teachers and learners to attain the goals of the communication-oriented curriculum. Furthermore, nowadays, various issues such as World Englishes, the spread of the Internet, and the development of language education technology have been raised, affecting the status of English as a world language, the pedagogical atmosphere, and the roles of teachers and learners in English education. Within this context, I am attempting to look into the future of Korea's English education. The central point of my investigation is that English is a useful language and a hands-on tool for Koreans to live as international citizens. Therefore, this study seeks to answer the following questions: what should the objectives of English education be? what and how should English be taught and learned? what kinds of policies are needed, and what should be considered to promote the new paradigm of English education?

***FEATURED**

B111

Julie Hulme - e-future Co. Ltd.

21st century skills in the EFL classroom

Is "21st Century Skills" just the latest buzzword in education? Or might it be something more? Let's take a moment to consider a few questions; what was the world like when you were a student? What was your classroom like? Is there a big difference between now and then? Absolutely! The classrooms we teach and learn in have evolved and so must our educational aims. Our students are being raised in an increasingly connected, globalized, and digital world. By infusing our EFL classrooms with 21st Century Skills, we are giving our students the tools to succeed. This presentation will clarify the concepts behind 21st Century Skills, as well as provide concrete examples, effective strategies, and valuable tips to bring lessons into the 21st century.

Promotional Topic: Conv YL ***e-future**

B112

Vanneath Meav, **Matyana Khim** – CamTESOL / Australian Centre for Education, IDP Cambodia

Revitalizing ELT face-to-face classrooms: Becoming digital teachers

The successful integration of digital technologies with face to face instructions to enhance learning lies in teachers' knowledge of digital resources (Kowk, 2015; Chik, 2014; Nguyen, 2014; Watson, 2001). With the rapid development of teaching with digital technologies in EFL schools, English teachers need to develop their digital skills for use in their instructions in order to maximize teaching and learning opportunities inside and outside of their classrooms.

Practice-Oriented Topic: Tech A ***CamTESOL**

B115

Wayne Finley - Korea Polytechnic University

Teatime! Immersing students in realistic speaking environments

No matter what you do your students won't speak. If they do speak, they don't enjoy it. It's like pulling teeth. Twenty of them. Every class. You've tried everything: participation systems, randomized groups…even a little bit of neuroscience. It didn't work. They just won't budge! Instead of banging your head against the classroom wall, repeatedly, there is another option: immersive speaking environments.Speaking practice, and speaking testing, does not have to take place in a stale, lifeless vacuum of time and space. You can put your students in a variety of immersive environments all without leaving the classroom. No TARDIS required. Join us to

discover how to take your students minds away from the classroom and into a comfortable and motivating speaking environment.
Workshop Topic: Mat Dev S/U/A

B116

George Robert MacLean – University of the Ryukyus, Global Education Center
Using immediate feedback and peer-based learning
This session introduces programs and applications from the Google Education Suite that can be used to promote a more learner-centered, interactive classroom environment where learners are encouraged to play a more dynamic role in their learning experience. Relatedly, it will also consider the role of feedback in English as a Foreign Language (EFL) instruction and said technologies that allow teachers tocommunicate directly with every student in their class in real time to solicit input, provide feedback, and promote interaction. Outcomes of the demonstration should include (1) Immediate knowledge of how to apply the Google Education Suite varied educational settings; (2) Awareness of learner-centeredpedagogical practices and how to implement them. This will be an active learning event where participants can share their experiences.
Practice-Oriented Topic: Conv U/A ***JALT**

B121

Andy Curtis - TESOL International Association / Anaheim University
Using Film in Class to Connect Languages and Cultures
"Little has been done in the utilization of moving pictures in the teaching of foreign languages, but the moving-picture industry in this country [USA] has made our students so familiar with films for entertainment that the adaptation of their use to another field would be simple." As it turns out, it was not so simple, but those were the assumptions and expectations expressed by W.S. Hendrix, in 1939, in his article entitled "Films in the Learning of Foreign Languages" in The Journal of Higher Education. In this session, we will, then, look at where we are nearly 80 years after Hendrix's claim and see how films can be used to make more explicit the links between language and culture in ways that print media, such as traditional textbooks, cannot. We will also consider some of the resources available to help language teachers and learners to make those connections.
***INVITED**

B161

Helen Slatyer - Macquarie University
Study and research pathways for applied linguistics & translating and interpreting
Our worlds have become increasingly complex due to growing cross-cultural communications and trans-cultural social, commercial and educational interactions. There is a greater need for professionals to learn about and contribute to the theory and practices of Applied Linguistics, TESOL, Translating and Interpreting. In this session, you can learn about the various pathways for professionals wishing to upgrade their qualifications and/or conduct research into their sphere of professional interest, with a focus on Macquarie University's degree programs offered both on-campus and through blended delivery models. // Pathways include Postgraduate Certificate and Masters courses in TESOL and Applied Linguistics, Master of Research, and Doctor of Philosophy. You can learn more about the content of these courses and the range of research areas currently being undertaken by over 200 research students in Linguistics at Macquarie University in Australia.
Promotional Topic: PD ***Macquarie U.**

B164

H. Douglas Sewell - University of Calgary

Moving On - perspectives on transitioning beyond Korea

For many English teachers Korea has been a home for much if not all of their teaching careers. None-the-less, a time often comes when they start to seriously consider their future careers in education. There may be a desire to teach in another country or to return home. Unfortunately there is little accurate information available to many teachers in Korea to base such decisions on. This workshop is an attempt to give a clearer picture of both the challenges faced by and opportunities available to foreign teachers currently in Korea. It is meant to help teachers make those critical career decisions that inevitably arise.

Workshop Topic: Other YL/S/U/A

B178

Seonmin Park – ALAK / KAIST (Korea Advanced Institute of Science and Technology)

Writing activities for EAP learners

The importance of English writing has been increasing in a globalized world. Thus, many universities in South Korea have offered students English writing classes in order to educate them as global leaders. Despite the efforts of universities and instructors, student motivation and proficiency in English writing is relatively low because the English curriculum for secondary education in South Korea focuses on the receptive skills of listening and reading rather than on productive skills. Therefore, this talk will suggest writing activities with strategies using visual aids, inference, and cooperation in order to motivate Korean English learners to participate in EAP writing classes actively and effectively. Sequences and examples of activities will be provided. Moreover, application of suggested writing activities for different proficiency levels will be discussed.

Practice-Oriented Topic: ESP S/U/A ***ALAK**

M101

Sunette Labuschagne - Gangwando EPIK, Hoopyeong Elementary School

Want them to read? Teach them phonics!

This presentation will present findings from my Trinity DipTESOL Action Research project on the effects of intensive phonics instruction on reading ability in grade 3 students.After four and a half months results showed that the reading ability of the project class who received intensive phonics instruction improved by 13 % more than the control group with whom I strictly followed the textbook curriculum.How can we adapt our existing curriculum to include more efficient phonics instruction in our limited class time?Do you consider important factors such as which phonics to avoid simultaneous instruction for or using minimal pairs to your students' benefit?What kind of fun activities could be used?Participants will take away answers to these questions.

Practice-Oriented Topic: Read YL

M103

Victoria Muehleisen - Waseda University

Andrew Atkins - Kindai University

Keunyoung Pak - Sendai College

Students speak out about language education in Asia

Classroom teachers in Asia discuss language learning at international conferences, yet they rarely have the opportunity to sit down and listen to the beneficiaries of their teaching – their Asian students. Students throughout Asia spend years studying English and other foreign languages at school, yet they rarely speak out to teachers about their ideas, feelings and experiences. This Asian Youth Forum (AYF) student session will feature an international panel of Asian young people who will share their views on language education in Asia. Themes to be touched upon in the session will include topics such as language teaching methods, language textbooks, school curricula, language testing and the role of English in Asia.

Workshop Topic: Test S/U ***AYF**

M105

Jack Ryan - Shizuoka University of Art and Culture

Effectively utilizing authentic materials in the EFL classroom

Utilizing authentic materials in EFL contexts like Korea and Japan can be a wonderful opportunity to expose learners to English in the real world. With properly graded tasks, the most seemingly challenging authentic material can be productively utilized even with lower-level students. Rather than modify the material, multiple tasks of increasing complexity can be a great way for students toconquer a real text.Through active participation in this workshop, attendees will learn various ways in which tasks can be graded to make virtually any authentic material usable with any level of learner. This workshop is aimed at new teachers and anyone interested in becoming more familiar with how to use authentic material, particularly video, in a language learning classroom.

Topic: 101 Curr S/U ***101**

The following session starts at 10:20 (Sunday)

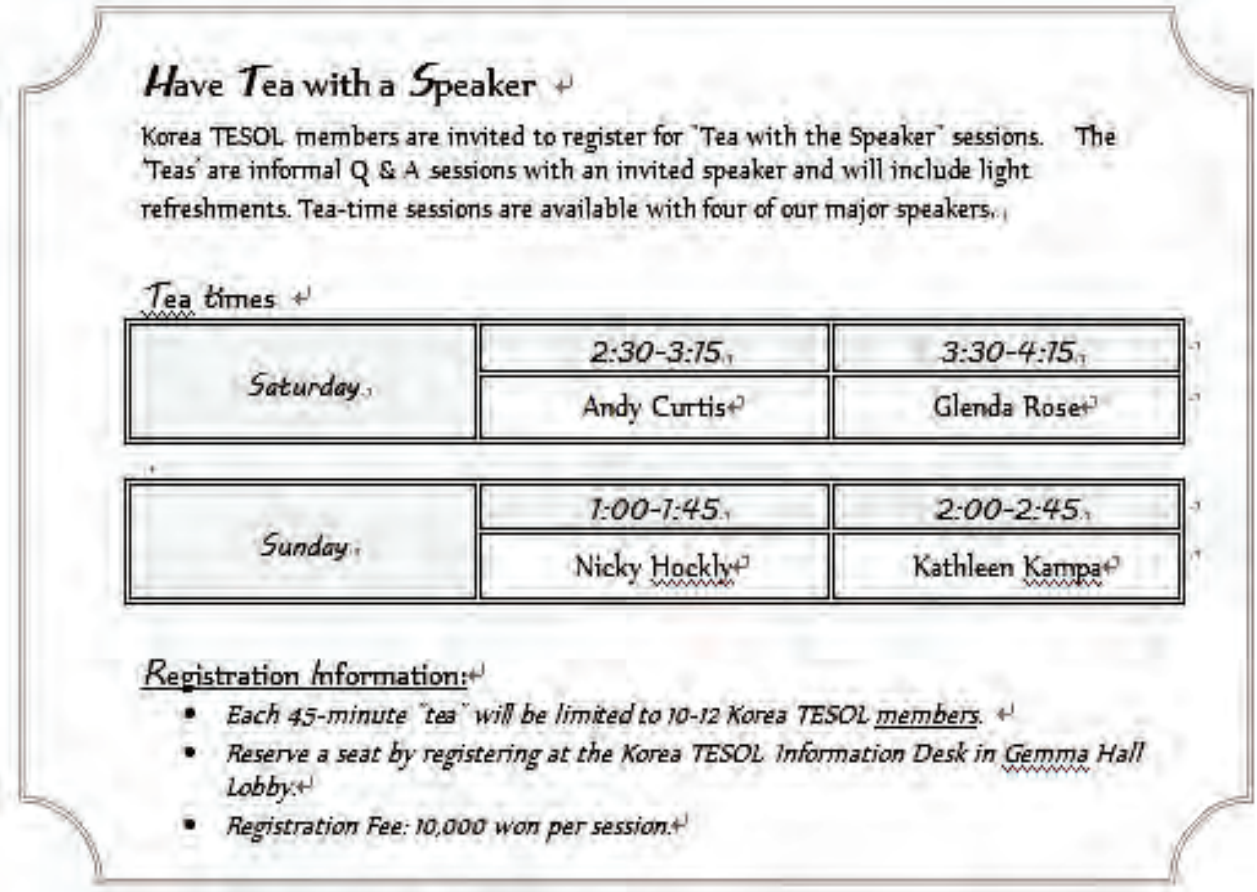
M104

Mayumi Kashiwa - Macquarie University

Teacher cognition of language learning environments beyond the classroom

This research explores language teachers' holistic views of international students' language learning environments beyond the classroom from ecological perspectives. Teachers' beliefs about a good language learning environment in study abroad context, especially the relationship between in-class and out-of-class language learning is the focus of the research. Using multimodal narrative inquiry, teacher learning is also investigated from active engagement in a research project as part of their ongoing professional development.

Research Topic: PD U



Have Tea with a Speaker

Korea TESOL members are invited to register for "Tea with the Speaker" sessions. The 'Teas' are informal Q & A sessions with an invited speaker and will include light refreshments. Tea-time sessions are available with four of our major speakers.

Tea times

Saturday	2:30-3:15	3:30-4:15
	Andy Curtis	Glenda Rose

Sunday	1:00-1:45	2:00-2:45
	Nicky Hockly	Kathleen Kampa

Registration Information:

- Each 45-minute "tea" will be limited to 10-12 Korea TESOL members.
- Reserve a seat by registering at the Korea TESOL Information Desk in Gemma Hall Lobby.
- Registration Fee: 10,000 won per session.

The following session starts at 11:00 (Sunday)

C201	**Nicky Hockly** – The Consultants-E *Is the Future Tense?* Futuristic technology is not just the provenance of Hollywood movies. In this plenary, we will examine how seemingly futuristic technologies such as robots, haptics, wearable technology, machine learning, and more are becoming a part of our daily lives. More importantly, we examine what this might mean for language teachers, both now and in the future. How are these technologies transforming teaching and learning, and what does this mean for the future of our profession? ***PLENARY**

Notes

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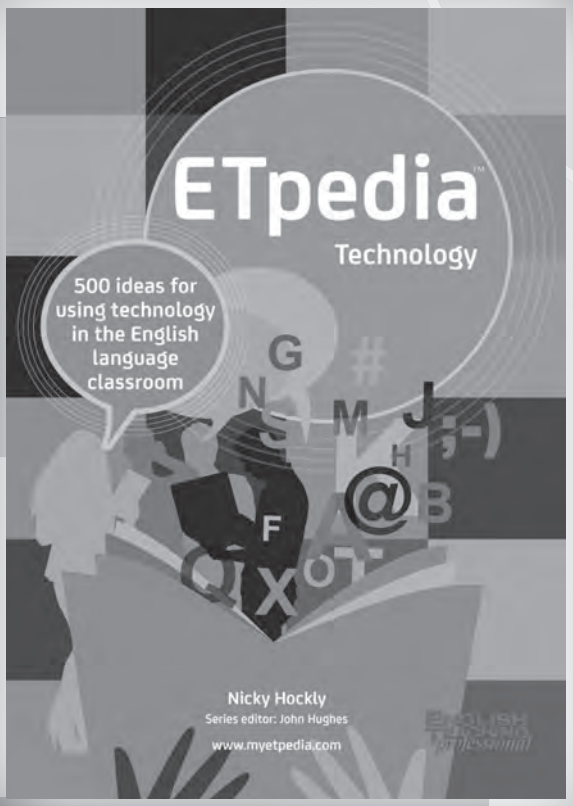

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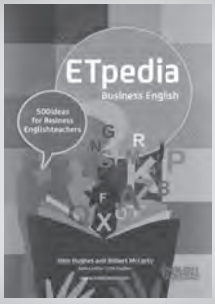

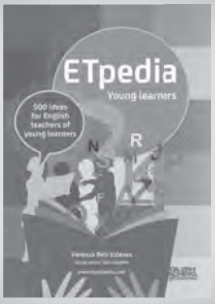

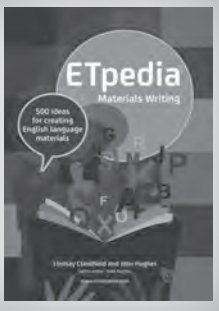

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Pavilion

Sunday 12:00-1:45

	12:00-12:20	12:25-12:45	1:00-1:20	1:25-1:45
B107			**Kathleen Kampa** *No-Tech, Low-Tech, Active Teaching* FEATURED	
B111			**Daniel Craig** *Videconferenced general English course: Design decisins and outcomes* Conv U	
B112	**Carl Eldridge** *English Grammar: clear, simple and logical.* Gram U/A		**Afrianto Daud** *Teaching Writing by Using Google Apps for Education* Tech S/U/A	
B115	**Peter Harrold** *Dabbling in Dogme: Textbook-Free English Conversation Class* Mat U	**Krista Brusky** *Dynamic applications of music in the elementary EFL classroom* Mat YL		
B116	**Robin Reid** *Theatre without a theatre - performance activities for additional language classrooms* Conv S/U/A		**Ian Done Ramos** *SWOT Analysis on Public Speaking Activities for Conversation-Based Courses* Conv A	
B121	**Stephanie Lee** *TED Talks in English Language Teaching – Powerful Ideas and Powerful Communication* Cengage		**Glenda Rose** *Why Even Online Students Still Need Human Teachers* INVITED	
B142	**Eli Miller** *Enhancing Interaction With Very Young Learners Through Storytelling* Oth YL		**Schrank, Bailey, Bassette, McCuaig & Reynolds** *The Rigors of Research: Success in Graduate School and Beyond* PD YL/S/U/A *cont'd until 2:45 p.m.*	
B161	**Ogawa & Johnson** *Demotivators of High and Low Proficiency EFL Students* Oth U	**Wright & Zhang** *Critical Incidents, Redesign, and Restoration of Teacher Agency* CM YL/S/U/A SJ SIG	**Stewart Gray** *Motivation and identity: Current perspectives* ID S/U/A SJ SIG	
B164	**Edward Sarich** *Raising communicative English proficiency through collaborative workshops* ESP U	**Rob Dickey** *Is Teachers' Technology Over-rated?* Tech YL/S/U/A	**Hyunju Kim & Andrew Lasher** *Syntactic Complexity in College-Level EFL Writing* SLA U	**Yumitani & Yumitani** *Human Intelligence vs. Artificial Intelligence: A Case of SLA* SLA U
B178	**Lisa Theisen** *Scaffolding L1 Novels for the L2 Classroom* CBI U		**Seonmin Huh** *Critical Reading Tips: Insights from "I am Malala"* Read U/A KATE	**Peadar Callaghan** *From Korea to Saudi* Oth YL/S/U/A
M101	**Ping & Syamdianita** *Audio-assisted versus Text-only Extensive Reading Materials:* Read U/A	**Ni Kadek Heny Sayukti** *Students' Perceptions on Criteria for Bilingual Children's Storybooks* Read YL	**Justin Morales** *How to Create and Use a Wiki for Your English Class* Mat S/U/A	
M103	**Simon Thollar** *Does being "globally-minded" facilitate English learning in university students?* Pref U	**Josh Tanaka** *How to leverage the internet to boost your career* Pref A	**Christopher Miller** *Strategic considerations for maximizing metaphors in the classroom* Creat S/U	
M104	**Roger Fusselman** *The How and Why of Teaching Storytelling Structure* Wri YL/S/U/A		**Noriko Kurihara** *Does Peer Reviewing Benefit Writing Skills Development?* Wri S	**Yutaka Fujieda** *Examining Emotionality of Writing in English: Using TAE Method* Wri U
M105 '101s'	**J.R. Abernethy** *What does it mean to teach speaking?* 101 Curr YL/S/U/A 101		**Victor Reeser** *How to Correct Mistakes Correctly* 101 CM YL/S/U/A 101	

The following sessions start at 12:00 (Sunday)

B112

Carl Eldridge

English grammar: Clear, simple and logical

This workshop provides a fresh approach to grammar teaching that helps students discover the core concepts of English grammar and gain a deeper understanding of how it works as a connected system. Instead of focusing on having students remember what is 'correct', the workshop will introduce explanations, diagrams, examples and meaningful activities that encourage students to make discoveries to understand what grammatical features truly means and 'why' they are used. Having this understanding enables students to make their own choices about how they use the language and communicate their ideas with clarity and confidence.

Workshop Topic: Grammar U/A

B115

Peter Harrold - Kyushu Sangyo University

Dabbling in dogme: Teaching an English conversation class textbook free

This presentation will discuss the teaching philosophy and theory base utilised in the design and planning of a communicative English class taught without a coursebook. Teaching without a textbook provided greater flexibility to design a curriculum that responded to the students' needs, interests, and current events, and allowed for greater student input on the topics covered in class. This decision was supported by the three main precepts of Dogme language teaching; firstly, classes were conversation driven and maximised interactive opportunities. Secondly, lessons were materials light (no course book was used). Finally, any emergent language that arose during class time was explored. Taking a Dogme approach was compatible with communicative language teaching methodology, as well as Task-Based Language Teaching, and also encouraged greater Learner Autonomy.

Research Topic: Mat Dev U

B116

Robin Reid - Baiko Gakuin University / Baiko Gakuin High School

Theatre without a theatre - performance activities for additional language classrooms

Theatre can be done without the need for an elaborate production. It can be implemented into a variety of learning contexts, including content-based study, as a useful means of practice and consolidation. Moreover, a lack of experience is not an impediment, and students can learn English while improving their ability as performers. This workshop will teach participants the basics about a number of theatre-based projects of varying lengths that I have implemented in both Japan and New Zealand. Attendees will trial a set of activities built around the use of rehearsal techniques, including tableaux, 'open scenes' and script analysis.

Workshop Topic: Conv S/U/A

B121

Stephanie Lee - Cengage/National Geographic

TED talks in English language teaching – Powerful ideas and powerful communication

Today, learners are eager to explore interesting and inspiring new ideas beyond the classroom, more likely to be excited to look into fresh perspectives on the world they live in. In the session, we will look at how using TED Talks in ELT classroom helps learners put things in perspective and what our learners can achieve from the lesson using TED Talks. With the powerful ideas from TED Talks, learners are able to explore new perspectives on universal topics and achieve the skills required in 21st century; they are able to learn how to develop their own voice and communicate effectively.

Promotional Topic: Tech ***Cengage**

B142

Eli Miller - Sookmyung Women's University
Enhancing interaction with very young learners through storytelling
Storytelling has long been recognized as an effective and enjoyable means of introducing English to children. Yet careful planning and a variety of techniques suited to children's cognitive and linguistic abilities are needed to create a storytelling that is truly a stimulating and interactive learning experience. In this workshop, we will look at both verbal and non-verbal ways of enhancing our interaction with children during a storytelling in order to make it a truly communicative and immersive language experience. Through the use of a variety of materials, verbal prompts, and calls for physical response, we will see that it is possible to effectively engage very young learners even if they do not yet have a strong grasp of their own mother tongue.
Practice-Oriented Topic: Other YL

B161

Yuuki Ogawa & David Johnson - Kyushu Sangyo University
Demotivators of high and low proficiency EFL students
Motivation is one of the most important factors in determining the rate and success of L2 attainment. It provides the primary incentive to both initiate learning the L2 and to sustain the learning process. As such, avoiding demotivators is crucial both for students and teachers. A common theme of discussion in teachers' rooms up and down the country is the motivation (or lack thereof) displayed by students. This presentation will describe a study into demotivators reported by high and low English proficiency Japanese university students. The presenters will give an overview of the current SLA research on demotivation, before considering the internal and external demotivators reported by high and low level proficiency students in this study. Finally, methods for avoiding demotivators will be discussed.
Research Topic: Other U

B164

Edward Sarich - Shizuoka University of Art and Culture
Raising communicative English proficiency through participation in collaborative workshops
University students in Korea and Japan are notoriously lacking in their ability to think critically and to express their opinions in English. One way to help motivated students develop communicative skills is through the promotion of collaborative workshops, where students gather and work together to undertake problem solving activities and discussions on an assigned topic. This presentation will focus on the efforts undertaken at a small Japanese university to foster the critical thinking and practical English skills of its students by having them participate in multi-university collaborative workshops. Some of the ongoing collaborative workshops will be introduced, and advice will be offered for teachers interested in developing their own workshops concerning promotion and recruitment, pre-conference preparation activities, group dynamics, and other important considerations.
Research Topic: ESP U

B178

Lisa Theisen - Kansai Gaidai University
Scaffolding L1 novels for the L2 classroom
ESL educators may be daunted by the idea of using L1 (authentic) novels in an L2 course for any number of reasons. However, with the help of scaffolding, using L1 novels in the L2 classroom has its advantages and rewards. In my presentation, I will share practical ideas and materials for scaffolding that I've successfully used to teach L1 novels to L2 learners at my university in Osaka, Japan.
Workshop Topic: CBI U

M101

Maria Ping, Syamdianita - Mulawarman University

Audio-assisted versus text-only extensive reading materials: Potentials and students' preferences

A number of studies have indicated that audio-assisted reading texts facilitate language learning (Chang, 2009, 2011; Brown, Waring & Donkaewhua, 2008; Chang, 2013). However, audio-assisted reading texts have not been commonly used the Indonesian EFL classrooms, especially for Extensive Reading activities. Therefore, this current mixed-method research attempted to fill in this gap by investigating: 1) the potentials of the two different modes of ER materials; and 2) students' preferences and opinions towards the two modes of ER materials. The findings revealed that both audio-assisted and text-only materials facilitated vocabulary learning. However, text-only materials outperformed audio-assisted materials in terms of facilitating reading comprehension. Furthermore, concerning the preferences, the students with lower proficiency level favored text-only materials whereas the students with higher proficiency level favored audio-assisted materials.

Research Topic: Read U/A

M103

Simon Thollar - Hokkaido Information University

Does being "globally-minded" facilitate English learning in university students?

In a program designed to motivate and globalize young freshmen, ten students were selected to take part in an eight day language and culture course held at a university in Malaysia. Two aspects of the program were evaluated; the progress students showed in English language ability, and attitude, awareness and acceptance of globalization. The first was carried out by conducting pre and post tests of conversational language ability, and the second was assessed by an instrument which evaluated avoidance tendencies, interest in international activities, communication apprehension, and changes in perspective after visiting a foreign country. Results show that students who took part in the program showed an increase in English communication skills, and a greater willingness to be aware of other foreign cultures and languages.

Research Topic: Pref U

M104

Roger Fusselman - Sookmyung Women's University

The how and why of teaching storytelling structure

Storytelling is a creative form of expression that engages the speaker's mind and audience, and it becomes increasingly important as a means of discussion and persuasion. Unfortunately, concepts such as conflict, climax, and resolution can be difficult to conceptualize and to learn. This presentation emphasizes the skills and techniques needed to present storytelling, based on the story spine, a concept developed in improvisational theater. Attendees will see a story spine develop spontaneously from attendees themselves, then look into how to replicate similar results with their own students.

Workshop Topic: Wri YL/S/U/A

M105

J.R. Abernethy - Korea Polytechnic University

What does it mean to teach speaking?

When you teach speaking, what do you teach? It seems like a simple question at first glance, but speaking is far more than just "saying sentences." Speaking is a skill that develops naturally, which makes it particularly hard to create clear objectives when planning lessons. In this interactive "hands-on" workshop, you will explore the nature of speech through various activities designed to help you discover key features of speaking. These features can help you make informed decisions when planning your speaking lessons. We will also examine speaking sections in various textbooks to devise ways to improve and adapt those sections for our students. A selection of example activities will also be presented, which can be modified for use in a variety of teaching situations.

Topic: 101 Curr YL/S/U/A ***101**

The following sessions start at 12:25 (Sunday)

B115

Krista Brusky - Framingham State University
Dynamic applications of music in the elementary EFL classroom
The most documented benefit of music in early education research is language development. Therefore, music should be easy to incorporate in the elementary EFL classroom if music is truly a universal language. Yet there are barriers such as unfamiliar rhythms, speed, form, and instrumental style that make using some music ineffective. This practical workshop shows how to use music to create an environment for effective language learning. First is an analysis of different types of EFL songs and the best applications for each in a lesson plan. Next are practical tips for choosing songs followed by a demonstration of various implementations. The workshop will finish with some hands-on practice and a peer discussion of favorite songs and how we have used them in our own classes.
Workshop Topic: Mat Dev YL

B161

Jocelyn Wright, **Changyou Zhang** - Mokpo National University
Critical incidents, redesign, and restoration of teacher agency
In ideal language classrooms, all learners actively engage in collaborative activities. However, critical incidents may arise in which individual students express resistance. Such incidents can result in teachers perceiving a loss of agency. Given the importance of teacher agency in coordinating collaborative learning activities, this needs to be restored. One way to achieve this is through reflection on critical incidents that leads to lesson redesign. In this qualitative study, we examine the content of reported critical incidents and determine common elements in redesign that contribute to perceived restoration of teacher agency through increased learner involvement. We connect our findings with theories of community of practice, scaffolding, and activity theory to develop a heuristic framework for restoring teacher agency in ways that facilitate learner involvement.
Research Topic: CM YL/S/U/A ***SJ SIG**

B164

Rob Dickey - Keimyung University
Is teachers' technology over-rated?
New Methods. Buzz-words. Tech-toys. The ELT field is fascinated with the latest and greatest. Has the use of technology become a defining element in describing "good teaching" in the ELT context? For over 10,000 years teachers and tutors had nothing much more than words, with books and chalkboards for less than 500 years. Yet foreign languages were learnt. Recent discussions and conferences focusing on technologies that teachers should/must use are perhaps largely missing the point. Building from the literature on integrating technology into classrooms and teachers' pedagogical beliefs, this study surveys contemporary EFL teachers in their beliefs and use of various technological options in the classroom, in lesson preparations and post-class activities, and less-immediate uses of technology as it contributes to the classroom.
Research Topic: Tech YL/S/U/A

M101

Ni Kadek Heny Sayukti – Universiras Pendidikan Indonesia (Indonesia University of Education)
Students' perceptions on criteria for bilingual children's storybooks
Concerning the National Literacy Movement in Indonesia, the study aims at describing elementary school students' perception on 1) the practice of English learning and storybook reading in the classroom and 2) the criteria of bilingual children storybook for language learning. Designed in a mix-method, both qualitative data and quantitative data were involved. The participants were 146 elementary school students in the urban area and rural area of East Java, Indonesia. From Likert-scale questionnaires, the results were

calculated using descriptive statistics to generate the frequency counts and percentages. Meanwhile, interview result was analyzed through coding sheet and modified figure of Creswell (2014). As a result, the findings revealed positive perceptions on the criteria of integrating character-based story into the bilingual storybook.
Research Topic: Read YL

M103

Josh Tanaka

How to leverage the internet to boost your career

Internet has made opportunities readily accessible for teachers. Getting more students, landing book deals, getting attention by media, and even increasing income is within a close reach. In fact, the presenter has done them even without any impressive academic credentials. More importantly, interactions a teacher has with students online can lead to discoveries of insights that inform one's pedagogy. Drawing examples from the presenter's experience, this presentation shows (1) how internet can be used to boost one's career, and (2) how it can be used to better understand student needs. This presentation is recommended for entry to mid-level teachers who want to explore opportunities outside of the traditional academic career and gain an edge in their teaching skills.
Research Topic: Pref A

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The following sessions start at 1:00 (Sunday)

B107

Kathleen Kampa - Seisen International School / OUP

No-Tech, Low-Tech, Active Teaching

How can we encourage our young learners to use English meaningfully? In what ways can we develop the 21st century skills our students need to be successful both now and in the future? What strategies can be used to create active lessons that motivate today's young learners? Using low-tech or no-tech methodologies, Kathleen Kampa will lead participants through a variety of fun-filled activities that challenge students to think deeply about information, make connections, work together, and solve problems creatively.

***FEATURED**

B111

Daniel Craig - Sangmyung University, Seoul

Videoconferenced general English course: Design decisions and outcomes

Providing a high-quality learning experience in large English classes is difficult even with creative grouping strategies and an energetic faculty. Budgetary and logistical barriers prevent the reduction of class sizes. One Korean university decided to pilot a blended, one-on-one videoconferencing project with 198 students in five sections of a required freshman English course. The aim of this program was to provide students with one-on-one interaction with a more knowledgeable partner to increase interaction and individualized feedback. To evaluate outcomes of the project, surveys, session videos, interviews, and student performance assessments were used to analyze student, faculty, and support staff experiences. The Community of Inquiry Framework was then used to identify strengths and weakness of the project, leading to the design and management of large, blended, videoconferencing-mediated courses.

Research Topic: Conv U

B112

Afrianto Daud - Universitas Riau

Teaching writing by using Google Apps for Education

This paper presents how an English teacher can use Google Apps for Education (GAFE) technology to enhance teaching writing in the context of teaching English for students in a higher education in Indonesia. The paper reports a technology based teaching technique which has been practiced in a teacher education program in a university in Indonesia. It explores the prerequisite condition to use this application, followed by detailed stages of using this application, particularly in teaching writing. This is enriched by a discussion on some advantages and possible challenges an English teacher may face in the field. The discussion is finally closed by proposing some suggestions on how to make use the technology and how to deal with the potential problems.

Practice-Oriented Topic: Tech S/U/A

B116

Ian Done Ramos - University of Suwon

SWOT Analysis on public speaking activities for conversation-based courses

Without knowing much on the potentials of Public Speaking it brings to a class of various levels and ages, teachers often pay little attention to it. In actuality, Public Speaking aiming to improve communicative skills, non-verbal skills, world view, confidence, and ethical speaking and listening can also be applied in conversation-based courses. Thus, the author being influenced by the constructivist perspective of education will propose a scaffolding technique thru content and content arrangement and principles of Public Speaking combined in running such courses. In this workshop, SWOT analysis will be used as a basis for assessing 'what activity' and 'how-to-organize activity' in carrying out Public Speaking activities. In the end, participants will create their own content and content arrangement plan with their SWOT analysis result.

Workshop Topic: Conv A

B121

Glenda Rose - Texas A&M University

Why Even Online Students Still Need Human Teachers

Online learning abounds, in the classroom and outside of it. However, data shows that students who work both in the classroom and online have the highest completion rates. Massive open online courses (MOOCs) have just a 15% completion rate on average. Could this be due to the lack of interaction with an expert instructor? While some students can work well without direction, most still need the human touch. In this session, learn about best practices for using in- and out-of-class online learning opportunities with your students while maintaining and strengthening the learning community in your classroom.

***INVITED**

B142

Phillip Schrank - Korea Military Academy
Daniel Bailey, Jamin E. Bassette - Konkuk University
Joanne McCuaig - University of Birmingham
Eric Reynolds - Woosung University

The rigors of research: Success in graduate school and beyond

Many English instructors are currently doing graduate studies or are thinking about taking on the rigors of graduate school. This panel will explore issues regarding the research and methodologies needed to be successful. The panelists will discuss topics that are vital to success in graduate school and beyond. Each panelist will dissect one of the key phases to conducting successful research that will help you graduate and make you a more successful researcher throughout your career. After each panelist discusses their topic, there will be ample time for audience feedback and/or questions. Finally, after Q and A, we will break out into short sessions where you can ask more personalized questions about your writing and research.

Panel Topic: PD YL/S/U/A

B161

Stewart Gray - University of Leeds

Motivation and identity: Current perspectives

Motivation to learn a language is based on a person's identity, and the process of language learning is tied to the process of identity formation. The focus of this session is motivation and identity, and their theoretical conceptions as related to language learning. It will include a summary of theories on motivation and identity from diverse disciplinary perspectives, including those of psychology, sociology and philosophy, which will be of interest to language learners, teachers and researchers in helping to frame an understanding of why people learn languages. Attendees will have the opportunity to reflect upon and share their own views on motivation and identity, and discuss the ways in which an understanding of these ideas can inform research and classroom practice.

Dialogue Topic: ID S/U/A ***SJ SIG**

B164

Hyunju Kim, Andrew Lasher - SUNY Korea

Syntactic complexity in college-level EFL writing

This study investigates the nature of Korean EFL learners' short-term development of complexity in English writing without explicit feedback. Our research shows that Korean college students showed significant improvement in some subcomponents of complexity such as average sentence length and complex sentence ratio despite lack of explicit feedback, whereas other subcomponents such as mean length of noun phrase (MLNP), simple sentence ratio (SSR), and compound sentence ratio (CdSR) did not show similar improvement. The learners' patterns were divergent depending on their class level. The results suggest that subcomponents of syntactic complexity can develop at different rates and that reinforcement such as the presence of explicit instruction or direct feedback could be necessary for the development of certain complex structure related subcomponents.

Research Topic: SLA U

B178

Seonmin Huh - KATE / Busan University of Foreign Studies
Critical reading tips: Insights from "I am Malala"
This presentation will discuss the notion of critical reading and practice some principles of critical reading that teachers can implement in their literacy classrooms. Specific questions for critical engagement with the texts will be introduced and juxtaposed with regular reading comprehension questions. The presenter will also walk through a reading discussion session with the audience to demonstrate some useful principles of critical reading and teaching tips to move beyond reading comprehension and to address critical reading practices for students. This presentation will then open a space for discussion on critical reading tips, teachers' experiences and thoughts on this approach to literacy education, and their creative ideas for discussing "I am Malala: The girl who stood up for education and was shot by the Taliban," the main text for this presentation.
Research Topic: Read U/A ***KATE**

M101

Justin Morales - Konkuk University, Glocal Campus
How to create and use a Wiki for your English class
Looking to get started using a learning management system (LMS) for your classes? LMSs can be intimidating and confusing, but do not fear! Pbworks offers very simple and effective LMSs that can be easily learned. This hands on presentation will cover how to set up a basic PBworks wiki, the uses for various types of courses, and the benefits of maintaining a Pbworks wiki for both teachers and students. By the end of the presentation, teachers will have a nice starting point to begin creating their own class wikis.
Workshop Topic: Mat Dev S/U/A

M103

Christopher Miller - Daeil Foreign Language High School
Strategic considerations for maximizing metaphors in the classroom
From the ancients until the present moment many writers (see Marzano, 2003; Wormeli, 2009) emphasized the rhetorical and pedagogical value of metaphor in the classroom. This workshop will invite attendees to reflect on the role metaphor has played in their own personal learning. The presenter will provide a series of illustrations for using metaphor in the classroom to both prime students for future learning and promote learner conceptual elaboration. Following this, attendees will generate metaphors relevant for their personal teaching/learning context with consideration given to several pedagogical factors, such as sequence, scaffolds, and level of learner engagement. Attendees can expect to gain a richer awareness for the possibilities of using metaphor in the classroom.
Workshop Topic: Creat S/U

M104

Noriko Kurihara - Okayama University
Does peer reviewing benefit writing skills development?
Despite research finding benefits to peer reviewing, few studies have reported that it led to the improvement of writing skills (Lundstrom & Baker, 2009). This study examined the effects of peer reviewing in an EFL high school classroom and found a relationship between feedback content and improved areas of writing.
Research Topic: Wri S

M105

Victor Reeser - Suwon Science College
How to correct mistakes correctly
Corrective feedback, the modern term for error correction, is an important and regular occurrence in the language classroom. Multiple studies have provided strong evidence supporting the practice of correcting learners' mistakes. A meta-analysis of studies on

corrective feedback and language acquisition in 2006 demonstrated that corrective feedback assists acquisition. When addressing errors or mistakes in speech, the method of correction has a large impact on a learner's development. As a matter of fact, the most common method of feedback, recasting, is the least effective in correcting learner mistakes. During this presentation, we will discuss when to correct students and how to correct them. Ultimately, as we will discuss, guiding learners to self-correct is the most effective way to promote acquisition.

Topic: 101 CM YL/S/U/A ***101**

The following sessions start at 1:25 (Sunday)

Chutatip Yumitani - Tohoku Fukushi and Miyagi Gakuin Women's Universities
Yukihiro Yumitani - Miyagi University
Human intelligence vs. artificial intelligence: A case of SLA

B164

With the digital age come Google Translate and application software for basic conversations in English. Many Japanese university students turn to Google translate for help with their writing assignments, and their speaking skills are limited to basic conversations on familiar topics with formulaic expressions which the computer can already be programmed to do. The paper describes a CLIL course designed to help second-year students at a Japanese university learn to write English sentences on their own and to develop thinking skills so that they can talk about things that the computer can never be programmed to do. The course reflects the changes that are underway in Japan with the introduction of English in the elementary school and the policy of teaching English in English.

Research Topic: SLA U

Peadar Callaghan - King Fahd University of Minerals and Petroleum (KFUPM)
From Korea to Saudi

B178

With the lure of higher paying jobs or more opportunities teachers are being drawn to positions outside of Korea. Successfully transitioning out of working in Korea however can be very difficult. With a number of people leaving to only return after a year in another position. This presentation will offer advice and insights into moving into teaching in the Arab world specifically teaching at a university in Saudi Arabia. It will highlight the major differences in the students, lifestyle and working environment between Korea and Saudi Arabia.

Workshop Topic: Oth YL/S/U/A

Yutaka Fujieda - Kyoai Gakuen University
Examining emotionality of writing in English: Using TAE method

M104

This presentation will the findings of a pilot study and addressing the significance of considering learners' emotionality of writing. To examine how the participant's emotions affected in her writing in English, Thinking At the Edge (TAE) method was applied. The findings indicated that the participant expressed her negative emotions due to her insecurity of writing in English. Her unconscious and cumulative mistakes of accuracy influenced her performance of writing and attitude toward writing in English. However, the participant indicated that writing proficiency is necessary to develop more advanced language skills and knowledge in higher education. In this presentation, the presenter will offer several means for the audience to elicit students' emotionality of writing.

Research Topic: Wri U

11.11, 1pm @ Jeonju University

Jeonju-North Jeolla 2017 KOTESOL Regional Conference
jnjkotesol.com | jnjconference@gmail.com

About KOTESOL:
To Assist teachers in self-development and improve ELT in Korea.
"Teachers Helping Teachers - Learn-Share-Succeed"

Sunday 2:00-3:45

	2:00-2:20	2:25-2:45	3:00-3:20	3:25-3:45
B107	**Ted O'Neill** *How We Value, Choose, and Use Technology in Education* FEATURED		**Bodo Winter** *The Sweet Stink of Language: The Sensory Structure of the English Lexicon* FEATURED	
B111	**Kevin Sprague** *Teaching Critical Thinking Through Debate* Conv S/U/A		**Jessica Ives** *Exploring teacher beliefs and classroom practices through reflective practice* RP YL/S/U/A	**Keenan Fagan** *Dialogue for Knowledge Building in Practicum Post-lesson Reflections* RP U
B112	**Yulin Chen** *The Influence of integrating online writing experience on academic writing courses* Tech U/A ETA-ROC	**Jamey Heit & Todd Jobbitt** *Raising the Low Stakes: Using Technology to Increase Writing Practice* Tech U	**Anisatul Maghfiroh** *Digital projects - implementing multimodal teaching in the language classroom* Tech S	
B115	**Andrew Griffiths** *Ten Ways to Produce Amazing Classroom Board Work* Mat YL/S/U/A		**Marshall Shank** *Brainy Class-Better Language Learning through Brain Engaging Activities* Mat YL/S/U/A	
B116	**Eunmee Lee** *"I Love Stress-free English Speaking!": Effects of Dialogic Jigsaw-puzzle Activities* Conv YL/S/U/A		**Jennifer McMahon** *Improving Language and Literacy Through Purposeful Play and Experience Design* Conv YL	
B121	**Mark Dressman** *(with Ju Seong Lee)* *New Technologies (and New Uses for Old Technologies) of English Education* INVITED		**Marti Anderson** *Developing Critical Thinking Skills in Teachers and Students* INVITED	
B142	**Schrank, Bailey, Bassette, McCuaig & Reynolds** *The Rigors of Research: Success in Graduate School and Beyond* PD YL/S/U/A *cont'd from 1 p.m.*		**Jia Wei Lim** *Increasing reflective critical thinking skills* Oth S	
B161	**Maria Lisak** *A Pedagogy of Care and New Chances* ESP U SJ SIG		**James Rush & Maria Lisak** *Dialoguing on Transformative Literacies: Global Digital Citizenship and Cosmopolitanism* Voc S/U/A SJ SIG	
B164	**Amanda Maitland** *Spaced Learning, A Time to Remember.* SLA YL/S/U/A		**Daniel Corks** *Popular Language Learning Beliefs VS. SLA Research* SLA YL/S/U/A	
B178	**Wei-teh Lee** *An Analysis of Relationships between Taiwanese Students' Awareness and Strategies* Prag U/A ETA-ROC	**Bryan Aguiar** *Conquering Conversation with Notebooks and Socratic Debate* Prag S/U		
M101	**Bob Schoenfeld** *Reading Fluency: Three Practical Activities* Read S/U/A		**Sylwia Ejmont & Maggie Lau** *Teaching Media Literacy in the EAP Context* Read U	
M103	**Keith Mannix** *CEFR: the greatest language teaching tool you probably aren't using* Test YL/S/U/A			
M104	**Vu Tran-Thanh** *Preparing Students for Writing: the Combined Apprach* Wri S/U/A		**Shaun Manning** *Successfully Integrating Automated Writing Feedback into the EFL Writing Class* Wri S/U/A	
M105 '101s'	**Bryan Betz** *A Michelin Guide to Giving Feedback on Speaking* 101 Test YL/S/U/A 101		**Andrew Bailey** *Teaching Pronunciation: Beyond Listen and Repeat* Mat S/U/A	

The following sessions start at 2:00 (Sunday)

B107

Ted O'Neill - Gakushuin University

How We Value, Choose, and Use Technology in Education

Metaphors surround us in art, literature, and in our conceptualization of education. These powerful tools help us understand what we do, why we do it, and who does what to or for whom. I will present some of the metaphors used as models for understanding education and for integrating education technology in language teaching. How do the core meanings of these metaphors contribute to wise or unwise choices as teachers? While they may be helpful at times, some of those most frequently employed may be harmful. The neo-liberalism inherent in a "race to the top" with winners and losers, and a track from base failure to the pinnacle of success is not hard to spot. Have we accepted other judgements that we might object to? This talk will address these questions and offer some alternative metaphors for applying technology to education.

***FEATURED**

B111

Kevin Sprague - US Department of State, English Language Fellow

Teaching critical thinking through debate

In this workshop, the presenter will demonstrate how interactive activities from a debate class can be integrated into a English language classroom to improve learning and speaking. Debating ideas provides students with the opportunity to develop complex academic language and critical thinking. Participants will first discuss the importance of having quality discussions in the classroom and practice activities that encourage this. Activities include Impromptu Speaking, Rapid Rebuttals, Pro-Con Improv to improve complexity of language with transitional phrases, Socratic Seminars, and Jigsaw Debates. Debates needn't be only for competitive events, but rather can be used by any teacher to develop confidence, critical thinking, cooperative skills and lead to a thought-provoking synthesis of ideas.

Workshop Topic: Conv S/U/A

B112

Yulin Chen - ETA-ROC / Yuan Ze University

The influence of integrating online writing experience on academic writing courses

This study aims to find out how EFL learners' mediated learning experience affects their perception toward their academic writing courses. Participants included 113 EFL students taking academic writing courses from five classes. The researcher used correlation analysis and multiple regression to find out the result from students. The result indicates students learning with mediated instruction are more likely to score higher on their course evaluation and are more likely to actively participate in class. Integrating mediated learning experience into writing courses appears to show positive influence on students' perception toward writing suggesting that educators might consider integrating mediated instruction throughout their language-learning curriculum to help language learners on their academic writing.

Research Topic: Tech U/A ***ETA-ROC**

B115

Andrew Griffiths - Daejeon Education Training Institute

Ten ways to produce amazing classroom board work

Every classroom comes equipped with a whiteboard or blackboard, but few teachers receive training on how to use these effectively. However students need to understand the content placed there, and if a teacher's board work is inadequate there is a high possibility that the students' learning could be affected. This workshop will showcase ten practical techniques that can be used to produce outstanding board work. Attendees will then work in groups to make their own board work following these techniques. Finally all participants will reflect on how effective board work can enhance the student learning experience.This workshop will be suitable for teachers of all ages. No artistic talent is required, but attendee participation will be essential.

Practice-Oriented Topic: Mat Dev YL/S/U/A

B116

Eunmee Lee - George Mason University Korea
"I love stress-free English speaking!": Effects of dialogic jigsaw-puzzle activities
The objective of this action research is to investigate dialogic discourse patterns of ESL speakers in the process of jigsaw-puzzle drawing activities within the Vygotskyan sociocultural framework focusing on speakers' collaborative speech acts and strategies. Six dyads of English learners from teen-age and adult groups were given a set of work-sheets which lack partial information. Their task was to exchange verbal information to match and draw identical figures in their work sheets. Each group's activity was video-taped and ad-hoc participants' interviews were also recorded. Participants expressed willingness to experience more activities of this kind stating that they experienced stress-free English speaking through this task. After brief review of the video clip, discussion on pedagogical implications of task-based activities will be followed.
Practice-Oriented Topic: Conv YL/S/U/A

B121

Mark Dressman - University of Illinois at Urbana-Champaign
(with Ju Seong Lee)
New Technologies (and New Uses for Old Technologies) of English Education
Do you want to hone your students' four skills of English using high- and low-tech devices? Do you want to break down your classroom walls and put your students in an authentic, multicultural environment? This workshop will introduce three pedagogical ideas: WebQuests; Online Roundtables; and a text-to-voice program, Natural Reader. In WebQuests, you will learn how to develop a WebQuest activity using various old and new technologies (http://webquestaboutwebquests.weebly.com). In Online Roundtables, you will learn to create an environment where your students interact synchronously with diverse English users using Skype multi-person video calls (http://eslweb.wixsite.com/esol-roundtable). Natural Reader is a downloadable product that will "read" aloud any text that is copied into it (https://www.naturalreaders.com/). By the end of this workshop, attendees will understand how these activities work and be able to create them for their own classrooms.
***INVITED**

B161

Maria Lisak - Chosun University
A Pedagogy of Care and New Chances
How do we show a caring learning environment that never gives up on the learner? Opportunities for silence, multimodal learning, and counter-storying all fit into a practice of inclusion and care. Examples of student work and teacher planning artifacts and journals bring to life these methods and their theoretical frameworks. The presenter shares how she teaches to errors by eliciting students' prior knowledge, documenting it multimodally, and connecting it to real world applications in order to foster confidence and risk taking. Silence, counter-storying and multimodal artifacts are types of advocacy which encourage learner transformation and celebrate their own performative learning. This dialogue is a chance to talk with other educators concerned about making safe spaces within the competitive English gatekeeping system.
Dialogue Topic: ESP U ***SJ SIG**

B164

Amanda Maitland - JNFLS International Centre
Spaced learning, A time to remember.
Spaced Learning is a recent teaching innovation based on Neuro Psychology and Educational Research. Currently spaced learning is causing revolutions in classroom teaching styles where teachers are adopting the alternative teaching styles and lesson structures provided in a bid to enable students to better remember lesson content. Climbing on the back of Ebbinghaus and his notions of spaced out learning, Spaced Learning theorists have provided an optimal class structure and process for students to remember language and concepts. Spaced Learning is

based on a discovery about the brain that was published in 2005 by R. Douglas Fields in Scientific American. This workshop will provide information regarding the research, philosophy and practical application of the Spaced learning methods. It will also encourage teachers to discuss and plan how they may adapt their own classes to embed spaced learning .
Practice-Oriented Topic: SLA YL/S/U/A

B178

Wei-tehLee - ETA-ROC / Minghsin University of Science and Technology
An analysis of relationships between Taiwanese students' awareness and strategies
This study attempts to investigate the relationships between Taiwanese university students' frequency of use of learning strategies and their pragmatic awareness and grammatical awareness. The data collection from two sets of written questionnaires will address the following research questions: (1) What are the relationships between Taiwanese university students' frequency of use of learning strategies and their pragmatic awareness? (2) What are the relationships between Taiwanese university students' frequency of use of learning strategies and their grammatical awareness? Data analysis used Pearson correlation. The results and discussion will provide theoretical and pedagogical implications.
Research Topic: Prag U/A ***ETA-ROC**

M101

Bob Schoenfeld - Arizona State University
Reading fluency: Three practical activities
Reading Fluency: "the ability to read phrases and sentences smoothly and quickly, while understanding them as expressions of complete ideas." Resources for teaching discrete reading skills like vocabulary, inferences, comprehension, main ideas, and details abound. However, improving reading fluency—that is, effective and efficient reading—is often overlooked. This presentation provides three practical activities for ESL teachers to instruct their students on reading more effectively and more efficiently. These activities are based on three fluency strategies: sustained academic reading (SAC), teleprompting and chunking.
Workshop Topic: Read S/U/A

M103

Keith Mannix - Seoul National University of Science and Technology
CEFR: the greatest language teaching tool you probably aren't using
The Common European Framework of Reference for Languages (CEFR) is an international standard for describing language ability. It is used to describe learners' language skills and competencies, with its most recognisable feature, its rating system from A1 to C2. However, the CEFR offers its users so much more. This presentation will focus on giving on a brief and simple introduction to what the CEFR is, and how its 'can-do' descriptors can be used as practical tool to assist educators in a variety of ways. To illustrate, we will look how the CEFR can be used to enrich needs analysis, develop appropriate and incisive curricula, and bring validity to testing.
Workshop Topic: Test YL/S/U/A

M104

Vu Tran-Thanh - Phu Hoa High School, Ho Chi Minh City, Vietnam
Preparing students for writing: the combined approach
Writing has always been a difficult skill to teach as it requires a lot of efforts from both teachers and students right from the very first step: the pre-writing phrase. Students are expected to be guided through a number of steps which neither hinder their creativity nor fail to support sufficiently. This paper aims to perform that challenging task by first studying the literature underlying writing skill andits importance, then discussing two primary methods of teaching writing, i.e. process writing and product writing in various aspects. Analysis and descriptions will be made to highlight the necessity of using a combined approach. The principles drawn from this approach will eventually be introduced to support teachers in designing their writing lessons in practice.
Practice-Oriented Topic: Wri S/U/A

M105

Bryan Betz - Gochon Elementary School

A Michelin guide to giving feedback on speaking

In an effort to increase the resolution of my students' language, increase their words per utterance (WPU is the number of words students use each time they speak), and promote more meaningful answers, I have created a "Three-Star Speaking" system. My snap-assessment system is based around the Michelin guide to fine dining, where a 1-star rating is good, a 2-star rating is better, and a 3-star rating is the best. Each star is scored as follows: 0 = No response 1 = A short one-word or phrase response2 = A complete sentence (at least subject + verb/object if available) 3 = An elaborative complete sentence or complex sentence (use of details from the question, adjectives, adverbs, opinion, improved word choice)

Topic: 101 Test YL/S/U/A ***101**

The following sessions start at 2:25 (Sunday)

B112

Jamey Heit & Todd Jobbitt - Walden University

Raising the low stakes: Using technology to increase writing practice

Our presentation explores the impact of automated assessment technology in a Composition course. The presentation will present the successful results of this study and suggest new classroom approaches to Composition instruction based on the pedagogical impact of using automated assessment technology.

Research Topic: Tech U

B178

Bryan Aguiar - Kwangwoon University

Conquering conversation with notebooks and Socratic debate

Wondering how to get your students to achieve natural, spontaneous debate using English? Unsure of how to help your students find their voice in English? By using a notebook to mine for sentences and navigate their inner world through a dialogue journal, students are able not only to find their voice but to gain confidence. This prepares them for full scale Socratic Debate. Whether debate is done in groups or as a class, when paired with the notebook, students can develop all four skills rigorously. They will not only articulate and share their ideas with peers, but will also have fun doing so.

Practice-Oriented Topic: Prag S/U

Recruiters globally see English as a key tool for career progression

GSE
Global Scale of English

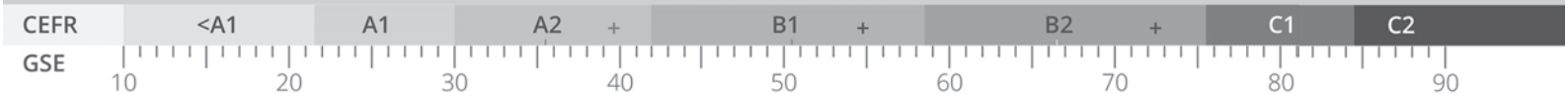
Sectors for which English is important:

Approximately, what proportion of the roles you recruit for do you feel English skills are important?

English is a relevant skill for **80%** of the roles recruited and **51%** of recruiters consider English amongst the 3 most important skills

English is a essential or desirable for **90%** of recruiters in Executive Leadership

87% of employers are more likely to hire someone bi lingual. Overall, being at 73 on the GSE is considered being advanced-fluent



Global Scale of English Job Profiles: Learning Objectives for Professional Learners

I.T.

Web Administrators: Provide technical support for software maintenance or use.

Reading 43
Can understand simple technical information (e.g. instructions for everyday equipment).

Writing 58
Can write a description of a problem with a product or piece of equipment.

Speaking 59
Can give basic technical instructions in their field of specialisation.

Listening 72
Can understand the main points of complex academic/professional presentations.

Healthcare

Midwives: Analyze test data or images to inform diagnosis or treatment.

Reading 37
Can understand rules and regulations (e.g. safety) if expressed in simple language.

Writing 54
Can complete a form requiring health information.

Speaking 68
Can ask questions politely in difficult situations or on emotional or controversial topics.

Listening 72
Can understand detailed medical advice.

Finance

Accountants: Analyze business or financial data, and advise others on financial matters.

Reading 53
Can understand the main information in technical work-related documents.

Writing 55
Can complete a form requiring financial information (e.g. application for a bank account or credit agreement).

Speaking 60
Can justify and sustain views clearly by providing relevant explanations and arguments.

Listening 62
Can understand detailed instructions well enough to be able to follow them without making mistakes.

Engineering

Electrical Engineers: Confer with technical personnel to prepare designs or operational plans.

Writing 58
Can write a description of a problem with a product or piece of equipment.

Reading 62
Can interpret the main message from complex diagrams and visual information.

Speaking 63
Can accurately describe a problem with a product or piece of equipment.

Listening 66
Can understand the main ideas of complex technical discussions in their field.

Pearson

To find out more about the GSE Job Profiles visit:
english.com/gse/teacher-toolkit/professional

o·net™ in·it

The following sessions start at 3:00 (Sunday)

B107

Bodo Winter - University of Birmingham

The Sweet Stink of Language: The Sensory Structure of the English Lexicon

Humans perceive the world through their senses and then share their perceptions with others, chiefly through language. The interconnection between language and perception is key to understanding how we can coordinate with others in a perceptual world. Despite the importance of the senses, several branches of mainstream linguistics have largely disregarded them so far. In my talk, I will discuss new research investigating the sensory vocabulary of English. How many words are there for visual concepts (bright, shiny, blue) compared to smell concepts (fragrant, musky, rancid)? How are such perceptual words used in metaphor (she is a bright researcher with a sharp mind)? And how can we explain the fact that many sound concepts have onomatopoetic character (squealing, beeping)? I will present a series of results highlighting that language is deeply infused with the senses, all the way from metaphor to sound structure.

***FEATURED**

B111

Jessica Ives - Dongshin University

Exploring teacher beliefs and classroom practices through reflective practice

This presentation will discuss a case study that explored and reflected on the relationship between the beliefs and classroom practices of an L2 reading teacher. The findings of this study revealed that this particular teacher holds complex beliefs about teaching reading that were evident to some extent in many of his classroom practices. Additionally, this study found that by articulating and reflecting on his beliefs, the teacher became more aware of the meaning and impact of these beliefs on his classroom practices. Based on the results of this study, I hope teachers will be inspired to become more aware of their teacher beliefs. More information about the case study can be found here: Farrell, T.S.C. & Ives, J. (2015). Exploring teacher beliefs and classroom practices through reflective practice. Language Teaching Research, 19, 5, 594-610.

Research Topic: RP YL/S/U/A

B112

Anisatul Maghfiroh - The Ohio State University

Digital projects - implementing multimodal teaching in the language classroom

Jewitt & Kress (2003) introduced multimodal literacy as a concept of using different kinds of modes or knowledge representation in meaning making. The approach takes into account of the various way of using linguistic, visual and other modes (gestures, voice, etc) to transfer information in the meaning making process. CALL is clearly one of apparent implementations of multimodal literacy as it utilizes visual and audio lingual functions of computers to assist the teaching process. The presenter will share one of her teaching practices employing CALL in promoting multimodal literacy by assigning digital story project in teaching expository texts to grade eleventh students in Indonesia.

Practice-Oriented Topic: Tech S

B115

Marshall Shank - Geumhyang & Geumshin Elementary Schools

Brainy class-better language learning through brain engaging activities

This presentation focuses on creating brain activating and emotionally connecting activities for young learners. Young EFL learners generally start out enthusiastic and ready to learn English. The bright eyes on the first day glaze over by the last. Why does this happen? A major reason of this could be due to the current types of activities employed in the typical classroom. Many of the current activities do not allow for emotional connection and real world problem solving. Recent research tells us that when students need to connect emotionally to learn language. During our time, we will review recent findings for language education concerning the brain, observe a

demonstration of effective example activities, and finally, practice making awesome activities that will help your kids learn better!
Workshop Topic: Mat Dev YL

B116

Jennifer McMahon - Livonia Central School District
Improving language and literacy through purposeful play and experience design
Purposeful play and thoughtfully designed learning experiences can help students of all ages develop language and literacy skills. As a result of attending this workshop, participants will learn about the importance of play at any age and will be introduced to a framework for designing play and "maker space" experiences that give students the opportunity to develop and hone language and literacy skills. Participants in this interactive workshop will be prepared to put their learning into practice right away, so they can immediately see their students' improved reading, writing, speaking, and listening skills. In addition, this presentation will model a variety of engagement strategies that can be used with learners of all ages.
Practice-Oriented Topic: Conv YL

B121

Marti Anderson - SIT Graduate Institute
Developing Critical Thinking Skills in Teachers and Students
This hands-on workshop will provide participants with a range of activities designed to develop and improve critical thinking in students, specifically, English language learners and those who teach them. The activities will be conducted together with participants actively involved. Each activity will then be debriefed looking for adaptations and additional activities that a teacher or teacher-trainer could use in their classroom practice.

***INVITED**

B142

Jia Wei Lim - University of Malaya
Increasing reflective critical thinking skills
This workshop aims to increase participant awareness and skill in how to increase reflective critical thinking skills (Paul, 1982; Elder & Paul, 2007) individually and in the English classroom through a new and innovative concept. Drawn from research on critical thinking and literature education, this workshop introduces the Created-Creator concept developed by the presenter through an engagement with English literature texts. Participants will be introduced to the Created-Creator concept through guided hands-on application during the workshop as they explore their personal responses to English literature texts in a critical and reflective manner. Participants will also take away workshop materials that are designed for them to use and adapt in their own practice.
Workshop Topic: Other S

B161

James Rush - Luther University
Maria Lisak - Chosun University
Dialoguing on transformative literacies: Global digital citizenship and cosmopolitanism
Two social justice SIG members share a dialogic interaction around their teaching contexts. One teacher shares how digital global citizenship helps learners to be safe, savvy and ethical in face-to-face interactions as well as during online exchanges. The presenter will share examples of implementation from across the globe. Another educator shares her research about cosmopolitan literacies, how students make the global local. Cosmopolitan literacies are ways and expressions of the global world in our own local context. The presenter shares multi-modal artifacts from a university context to deconstruct learners' expressions of cosmopolitanism. Join us as we discuss the many ways we can help one another prepare to re-design our ways of co-constructing a just society.
Dialogue Topic: Vocab S/U/A ***SJ SIG**

B164

Daniel Corks - Dongshin University

Popular language learning beliefs vs. SLA research

"How does language learning take place?" "How should languages be taught?" Everyone has their own beliefs surrounding these two questions - sometimes quite strong ones – even if we're not consciously aware of them. A few examples: 'Highly intelligent people are good language learners.' 'Teachers should teach simple language structures before complex ones.' These beliefs shape how we teach, so it's important that we a) are aware of our beliefs and b) look at them critically to see if they really hold up. The field of second language acquisition (SLA) looks at exactly these types of questions. Using SLA research findings and the audience's knowledge, we'll take a critical look at 10 (if time allows) popular beliefs about language learning and teaching.

Workshop Topic: SLA YL/S/U/A

M101

Sylwia Ejmont & Maggie Lau - ELTU, Chinese University of Hong Kong

Teaching media literacy in the EAP context

In this presentation, we share practical advice on how to teach media literacy through teacher-guided activities designed to increase criticality in university students who need to undertake basic research in EAP courses. This critical awareness is crucial for writing essays in which multiple sources must be successfully incorporated and synthesized, but also for functioning in the complex world in which fake news proliferate and compete with responsible reporting. Issues covered in the presentation include: understanding search results, contextualizing source materials, identifying appropriate sources, assessing credibility, performing fact checks, detecting bias and hidden agendas.

Practice-Oriented Topic: Read U

M104

Shaun Manning - Hankuk University of Foreign Studies, College of English

Successfully integrating automated writing feedback into the EFL writing class

Automated writing evaluation systems (AWEs) purport to grade and give feedback on writing. Do you trust them? Could they replace peer review and even teacher review? This study investigated the implementation of an advanced AWE (écree) into four university writing classes and asked how the AWE's feedback could be used to take advantage of collaborative classroom talk and improve the peer review process. Student engagement was found to depend on: (1) if AWE use was mandatory, (2) the teacher's public stance toward the AWE, (3) how students oriented to it, and (4) if the AWE feedback aligned with their own views, those of their peers, or of the teacher. Teachers challenged aspects of the feedback, yet reported that overall, écree helped.

Research Topic: Wri S/U/A

M105

Andrew Bailey - Sookmyung Women's University

Teaching pronunciation: Beyond listen and repeat

It's easy for many instructors to focus only on phonemes for classroom pronunciation practice, either because they do not know any techniques or simply do not realise the importance of other features. This workshop contains pronunciation practice techniques such as more engaging minimal pairs activities and interactive practice using suprasegmental features like stress and intonation. The approaches include using pop songs, visualisation, and modifying ice-breakers and textbook dialogues to improve pronunciation. These activities have been tried and tested successfully in the classroom at different proficiency levels from intermediate and above. This workshop content is easily adaptable to various teaching contexts and applicable to existing textbooks and listening resources.

Workshop Topic: Mat Dev S/U/A

The following session starts at 2:25 (Sunday)

B111

Keenan Fagan - Vanderbilt University and Dongguk University

Dialogue for progressive knowledge building in practicum post-lesson reflections

Lev Vyogtsky and sociocultural theorists postulate that learning primarily occurs through dialogue. TESOL practicum student teachers dialogue in post-lesson reflections with their supervisors. But what kind of dialogue advances student teacher learning and development in post-lesson reflections? This presentation reports findings on how four East Asian student teachers and their supervisor discussed problems that interfered with communicative language teaching (CLT) in practicum lessons. This dialogue sought solutions that could be applied in future teaching. This study found that dialogue with the student teacher who had the most difficulty in implementing CLT differed in important ways from the three exhibiting more success in CLT practice. This presentation will highlight these differences and discuss implications for how practicum supervisors and student teachers might best engage in dialogue for knowledge building.

Research Topic: RP U

Notes

Join us again at our NEXT International Conference

Theme: Focus on Fluency

Date: Oct. 13-14, 2018

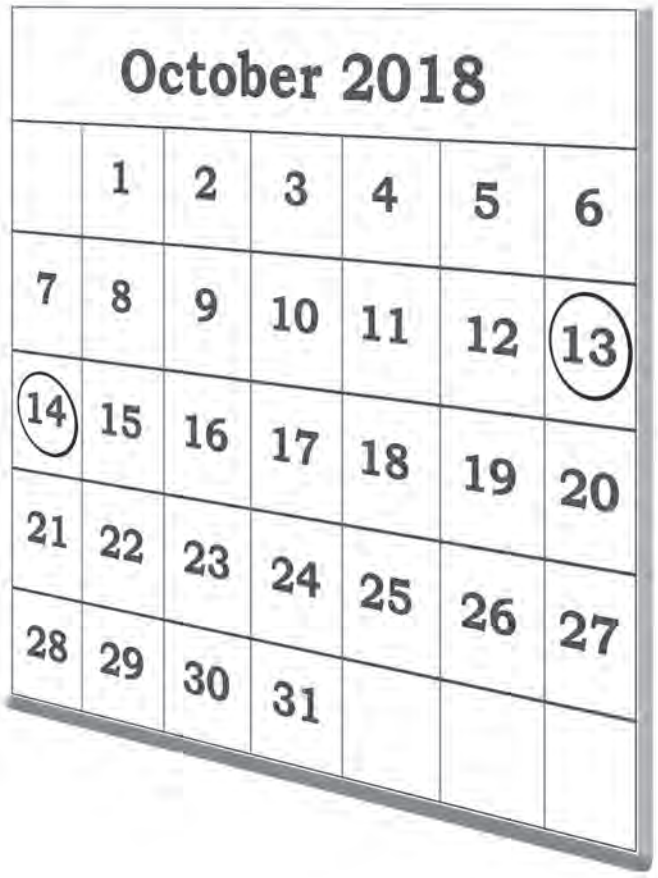
Location: Seoul

Featuring invited speakers

Kim Kihun - Megastudy

Jill Hadfield - Unitec, Auckland

and more to be announced.



KOREATESOL

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대한영어교육학회

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PRESENTERS' BIOGRAPHICAL STATEMENTS

Abernethy, Jason Ryan has worked in South Korea, Australia, and the United States as an English language teacher in public schools, universities, and private intensive language programs. He is currently an Assistant Professor at Korea Polytechnic University in Siheung and previously worked as the listening and speaking instructor at the Gyeonggi-Do Institute for Foreign Language Education. He has earned his B.A. in English and MA in Linguistics at the University of South Carolina, Columbia. His research interests include affective factors in language acquisition, the instruction of oral skills, and the use of technology in language education.

Acosta Guimaraes, Mariana graduated as a teacher of English in Buenos Aires (Argentina) in 2012. She holds a Cambridge International Certificate in Teaching English to Bilingual Learners. She has taught English to students of all ages and has specialized in teaching English through content (CLIL) to primary school learners. In 2014, she taught English to Uruguayan learners through videoconference for the British Council's Plan Ceibal. She is particularly interested in introducing the use of digital tools in ELT lessons. She has won a scholarship from the British Council Aptis Action Research Award Scheme to carry out an action research on Blended Learning together with Paula Trejo. They have presented their research project during the Second Annual Latin American Conference for Teacher-research in ELT.

Adamson, Calum works in the Contemporary Social Science Department of a university in Kyoto. He is particularly interested in Content/Language Integrated Learning and English as a Medium of Instruction. He is committed to student-based learning in projects and simulations such as Model United Nations.

Agostinelli, Adam V. is a recent graduate of the MA in Applied Linguistics program at Columbia University and is currently an EFL lecturer at the Republic of Korea Naval Academy. His research interests include diversity in the language classroom and SLA & L2 identity in the study abroad context. Contact: ava2122@tc.columbia.edu

Aguiar, Bryan J. has been living in Korea since 2009 and is currently teaching at his third university position. He enjoys the challenge that comes from working with students at the deepest level of thought and articulation, and can breathe a little easier to know that his technique is finally getting results in most classes after so much effort. He wants others to know that nothing is easy, but it is the worthwhile things that make life worth living.

Ahn, Amy has an M.Ed. TESOL from the University of Wollongong and is currently working at Seoul National University of Science and Technology. She has been teaching ESL for over 10 years in a variety of contexts and with various age groups, but most of her experience is at the university level. As a graduate student, she focused on culture in the classroom, testing and assessment, and listening, which she continues to pursue, but her work experience has also led her into the fields of reading and teacher training.

Anderson, Marti has been affiliated with the MAT Program at the School for International Training for nearly 30 years. At SIT, she teaches courses in pedagogy, intercultural communication, group dynamics, professional development, and reflective practice. Marti also consults domestically and internationally on best practices for teacher training, education, development, cross-cultural awareness, training of trainers, and workplace readiness, among other topics. Marti's professional interests include education for transformation, developing critical thinking skills in teachers and students, education for refugees and other displaced people, and

progressive movements in education. She has consulted in dozens of countries on six continents and a favorite part of every consulting trip is spending time in classrooms around the world. Marti lives in Vermont with her husband, has three children and one grandchild.

Arias, Elizabeth is a K12 ESL/EFL teacher in a rural district in the Southern United States. She has a master's degree in teaching English as a second or foreign language from the University of Southern California. Ms. Arias has presented research in national and international conferences and has had her action research on student groupings in an ESL context published. In addition to her teaching, she is vice-president of a literacy non-profit organization, where she teaches English to adults, and is currently pursuing her MA in East Asian history.

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

Atkins, Andrew is an associate professor in the Faculty of Literature, Arts and Cultural Studies at Kindai University in Osaka, Japan. He has an MA in TESL/TEFL from the University of Birmingham, England and teaches courses on reading, writing and business English in the Department of English Communication. He can be contacted at <andrew@kindai.ac.jp>.

Aukema, F. Alicia has taught English as a foreign language in South Korea, Canada, and the United States since 2006, experiencing a wide variety of cultures which include Korean, Japanese, Spanish and French-Canadian. She has taught all levels in hagwons, public schools, private lessons and after-school programs before going to on to become an EFL professor at Chongshin University. She is currently completing a Master's of Arts degree in intercultural studies and has a passion for cross-cultural communications.

Bagheri, Morteza is a PhD candidate in Applied Language Studies and Linguistics at the University of Auckland, New Zealand. He has an MA in TESOL and a BA in English Language translation. His career began in 2009 as an English teacher at Shokuh's Institute in Iran before becoming a Lecturer at the Islamic Azad University in 2013. In 2016, he became an English instructor at Edenz College in Auckland, New Zealand where he teaches English learners from around the world. His research interests include teacher cognition, teaching methodology, task-based language teaching, and language teacher professional development. He has published on these issues in the International Journal of Applied Linguistics and English Literature and the International Journal of Social Science and Education.

Bailey, Andrew left England in 2001 to teach English in Tokyo and has been teaching ever since. In that time, he has taught children and adults in Japan, the Czech Republic and South Korea. He is currently working as a TESOL instructor at Seoul's Sookmyung Women's University (SMU). He has TEFL and TESOL certificates, and received an MA in TESOL from SMU. He also runs the "Masters of TESOL" podcast as a way to spread teaching theory and techniques to those who are not necessarily in teacher training programs but want to expand their professional knowledge.

Bailey, Daniel Ryan has been teaching English as a Foreign Language in South Korea for twelve years. He has a Masters of Arts in Teaching from the University of Texas and is a doctoral student at Korea University studying educational technology. He works as an Assistant Professor at Konkuk University. He is an active member in Korea TESOL where he manages a special

interest group for research. His most recent work has been in the investigation of online delivered written corrective feedback, second language writing anxiety, and Facebook for language learning. His most recent presentations have been on the topics of motivation in blended learning environments and online corrective feedback.

Bassette, Jamin E. is an ABD Doctoral candidate in International Cooperation and Development at Korea University's Graduate School of International Studies. He previously completed KUGSIS's Master's program in Peace and Security Studies and also holds a BA in Asian Studies and Business Administration from the University of Maryland. He served seven years in the United States Army where he received numerous awards, including the coveted Expert Infantryman Badge and induction into the prestigious Sergeant Audie Murphy club. He currently works as an English Professor at Konkuk University. vividemage@gmail.com

Bergez, Danielle is a Program Coordinator for the M.S. TESOL program and ESL at Wilmington University. She has a Master's of Education in TESOL from the University of Pennsylvania and has taught ESL in a variety of contexts since 2000.

Betz, Bryan has been an English teacher in South Korean public schools for the last decade. Over this time he has served as a teacher trainer for the Gimpo Office of Education, a mentor in the GEPIK program, and written two ESL textbooks "*Table Talk*" and "*Storytelling the News*". He is the founder and owner of Kaizen Teaching, a training organization dedicated to the continual improvement of teachers with a focus on conversation-based learning.

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

Bradbury, Hannah graduated from the New School in 2013 with an MA TESOL after serving as an AmeriCorps volunteer in Seattle, Washington. She has taught in a variety of contexts, including working with ESP students in Guatemala and learners in an intensive EAP program in Shanghai, China. Hannah currently works as a Global Teaching Fellow at Tokyo International University. Her professional research interests include sociolinguistics, CLT, and Project-Based Learning.

Breaux, Gunther has taught English conversation to Korean university freshmen for 21 years. He's an associate professor at Hankuk University of Foreign Studies and the author of several EFL textbooks. He has presented at international conferences in China, Korea, Japan and the U.S. His research interest is Conversation-Based Learning, because higher education is preparation for life, and life is not a grammar test. Email: plangbro@gmail.com

Browne, Kevin C. is an associate professor of English in the department of policy management at Yamanashi Prefectural University in Japan. He completed his PhD in Language Testing at the University of Leicester in the UK, an MA in Applied Linguistics at the University of Melbourne in Australia, and a BA in English at Loyola University of New Orleans in the United States. Kevin's research interests are primarily concerned with pronunciation scoring and high stakes assessments like TOEFL, IELTS and TOEIC. His most recent published work is a book chapter

co-written with Glenn Fulcher (2016) on pronunciation and intelligibility in assessing fluency. Originally from New Orleans, Louisiana, he has been teaching EFL in Japan for the last 18 years.

Brusky, Krista is an ethnomusicologist turned ESL teacher and editor in Busan, South Korea. She holds a BA and MM in Music where her emphasis centering around music and politics and audience reception with methodologies based in historical and applied ethnomusicology. She recently completed her MEd in TESOL. Her research interests are language and music in the ESL classroom as well as the influence of language, music, and identity in pop music.

Budianto, Langgeng is a senior lecturer at Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia. He obtained his doctorate degree at the State University of Malang, Indonesia, majoring in English Education. He has a lot of experience in teaching English as a foreign language. He is active as a presenter both in national and International conferences including KOTESOL, TOURONKAI Malaysia, ASIA TEFL, TEFLIN, and many others. He was given the scholarship grant in Indiana University, USA in 2010. In 2012, he got a scholarship from a postdoctoral program in the University of Oregon, USA to specialize in the teaching of English for Specific Purposes (ESP). In addition, in 2015 he got a scholarship for postdoctoral research sponsored by the Directorate of Islamic Higher Education in Japan. Email: budianto.langgeng@yahoo.co.id

Busbus, Stephenie Lee Ong (PhD) is a graduate of Doctor of Philosophy in Language Education at Saint Louis University where she is also connected as an English Professor and a Supervising Instructor. She facilitates courses in the graduate school specifically in language education. Further, she is a research promoter and thesis adviser and had been presenting research papers in language education in various international conferences in Thailand, Malaysia, India, Indonesia, Cambodia, and in the Philippines. She obtained a Certificate IV in Teaching English to Speakers of Other Languages (TESOL) and in Training and Assessment (TAA). As a trainer, she has facilitated training, seminars and conferences locally, nationally and internationally. Currently, she is a Board Member and the Business Manager of the Philippine Association of Language Teaching (PALT), Inc.

Byean, Hyera 2013-2017: PhD in Language and Literacy Education, University of British Columbia 2010-2011: Master in TESOL, University of Wisconsin River-Falls 2000-Present: Secondary school English teacher in South Korea

Cahyono, Setyo Prasiyanto is currently working at the English Department and is a director of the Center for Foreign Language Training at Universitas Dian Nuswantoro. His main research interests are Systemic Functional Linguistics and Classroom Discourse. He can be reached at setyo.cahyono@dsn.dinus.ac.id

Callaghan, Peadar graduated from the University of Limerick with an MA in ELT. He worked in Korea for over ten years before moving to teach in Saudi Arabia. During his professional life he has given numerous presentations on a wide range of topics. All his presentations focus on being practical and adaptable to all students no matter their levels or ages. Peadar is currently teaching at King Fahd University of Petroleum and Mineral Sciences in Saudi Arabia. His interests include gaming and martial arts.

Campbell-Larsen, John is an associate professor of English at Kyoto Women's University, Kyoto, Japan. His research interests include conversation analysis and methodologies for teaching speaking.

Carter, Billunta College of Foreign Studies Kansai Gaidai University bcarter7@kansaigaidai.ac.jp

Cates, Kip A. is the founder and chair of the Asian Youth Forum (AYF). He has a B.A. in Modern Languages (French, German, Japanese) from the University of British Columbia in Canada, and an MA in Applied Linguistics from the University of Reading, England. He coordinates the "Global Issues" Special Interest Group of the Japan Association for Language Teaching, is past chair of TESOLers for Social Responsibility and publishes a quarterly "Global Issues in Language Education" newsletter. He is a professor in the Faculty of Regional Sciences at Tottori University, Japan where he teaches courses on globalization and cross-cultural understanding. He has worked, lived or travelled in over 50 countries and speaks 9 languages. He can be contacted at <kcates@rs.tottori-u.ac.jp>.

Cavor, Jovan is a PhD candidate at the University of Auckland. His current research explores the interrelatedness of language learning and identity in a study abroad context, and the ways in which it reflects on the identities of language learners. This research is closely linked to and informed by his own language learning and language teaching experiences - particularly that of teaching English in South Korea over a period of four years.

Chattopadhyay, Kalyan is a committee member of IATEFL's Teacher Training and Education SIG, and is vice president of AsiaCALL. He is an assistant professor and Director of the English Language Centre at Bankim Sardar College, University of Calcutta. Kalyan has been involved in English language teaching for over 20 years, working as a lecturer, teacher trainer, researcher, and consultant in a range of national and international contexts. He has given plenary and invited talks in Cambodia, China, Nepal, Sri Lanka, Taiwan, Thailand, the UK, and Vietnam. He authors coursebooks for the Cambridge University Press, and has received an IELTS Research award in 2014 as well as JALT's 2016 Bill Balsamo Asian Scholar Award. A University of Leeds and Hornby Trust alumnus, Prof. Chattopadhyay is the immediate past coordinator of the IATEFL Young Learners & Teenagers SIG. He trains teachers both in the private and state sectors.

Cheah, Swi-Ee (PhD) has taught second language learners at all levels, from early childhood to tertiary education. Her research interests are TESOL, teacher education, international education, and pedagogical innovations. She has been chief editor for academic journals and conference proceedings. Swi-Ee has also been actively contributing to the Malaysian English Language Teaching Association (MELTA).

Chen, Yulin is an assistant professor in the Department of Foreign Languages and Applied Linguistics of Yuanze University in Taoyuan, Taiwan. Her research interests include Educational Technology, Second Language Acquisition and Curriculum Design. To contact the author, please email her at ylc0828@saturn.yzu.edu.tw for further information and discussion.

Clements, Nick is an Assistant Teaching Professor in the College English Program at Seoul National University (SNU) in Seoul, South Korea. He primarily focuses on advanced content-based courses in film, literature, and non-fiction prose, using authentic materials as the platform for strengthening formal academic skills in critical thinking, writing, and speaking. He also

teaches a writing course for science and engineering majors in which students develop an original, data-driven research paper. In addition to his regular teaching duties, he has designed and taught graduate workshops in persuasive writing, research paper design, and professional communication; he also served as an editor for the Asian Journal of Peacebuilding, an SNU publication. Prior to SNU, he taught at Yonsei University, also located in Seoul.

Coomber, Matthew has been teaching in Japan since 2001 and is currently an Associate Professor at Ritsumeikan University. He holds an MLitt in International Security Studies from the University of St Andrews and an MA in Applied Linguistics and TESOL from the University of Leicester. As well as being a regular at KOTESOL, in recent years he has presented at international conferences in Vietnam, Malaysia and Russia.

Corks, Daniel is a graduate of Sogang University in Seoul, South Korea with a master‘s degree in applied linguistics in the field of second language acquisition. He is currently an assistant professor at Dongshin University in Naju, South Korea, and a member of the Gwangju-Jeonnam chapter of KOTESOL. He can be reached at dcorks[at]gmail[dot]com.

Craig, Daniel A. has been an Assistant Professor at Sangmyung University, Seoul, in the English Education department since 2009. At SMU, he works primarily with pre-service English teachers in a range of courses, including computer-assisted language learning (CALL), writing, teaching listening, and pedagogical English. Though he specializes in CALL, his research has covered much ground over the last 16 years because CALL, in particular, is an area of research that touches upon so many other areas, such as second language acquisition, pedagogical methods, and instructional design. You can find more information about him on his sorely neglected blog (http://www.danielcraig.com) or you can shoot him an email to ask directly at dan@danielcraig.com.

Curtis, Andy received his MA in Applied Linguistics and his PhD in International Education from the University of York in England. He is currently working with the Graduate School of Education at Anaheim University, which is based in California, USA. From 2015 to 2016, Andy served as the 50th president of the TESOL International Association. In 2016, he received one of the Association’s 50-at-50 Awards when he was voted one of the Fifty Most Influential Figures in the Field over the last 50 years. Over the last 25 years, Andy has published more than 100 articles, book chapters, and books, and has been invited to present to around 25,000 teachers in 50 countries in Europe, Asia, Africa, and the Middle East as well as in North, South, and Central America. He is based in Ontario, Canada, from where he works as an independent consultant for teaching and learning organizations worldwide.

Daniels, Marcel is an English language lecturer and academic coordinator at NYUSPS at NYU Shanghai. His teaching experience includes high school English in South Korea and summer programs for undergraduates at Tsinghua University in Beijing, China. He has taught business English to professionals in one-on-one settings. Prior to joining NYU Shanghai, he was a visiting lecturer at Georgia State University’s (GSU) Intensive English Program, teaching academic English. While he taught across the four skills, he has a keen interest in the instruction of English phonology, public speaking, and L2 reading skills. Marcel actively conducts teacher-training workshops and presents research and practices at various professional conferences. He earned a BA in Speech Communication and MA in Applied Linguistics/ESL, both from GSU. mkd8@nyu.edu

Daud, Afrianto has been teaching English for more than 17 years for various levels of students in Indonesia. He is currently teaching at the Faculty of Teacher Training and Education, Universitas Riau, Indonesia. He has just completed his Ph.D in Teacher Education at Monash University, Australia.

Dickey, Robert J. has been teaching English in South Korea since 1994, the past 8 years at Keimyung University in Daegu. Rob is a past president of Korea TESOL (2001-2002) and has performed a number of roles/tasks for this and other organizations. His research areas include nonprofit organizations management and leadership, along with learner success, teacher education and professional development, pronunciation, creativity and critical thinking, language assessment, professional ethics, and content-based instruction. He is a regular presenter at conferences across Asia. Email: robertjdickey@yahoo.com

Dizon, Gilbert is a lecturer at Himeji Dokkyo University, Japan. He holds an MA in Applied Linguistics from the University of Massachusetts Boston. His major research interests are focused on the use of social-networking sites and mobile apps to enhance L2 learning.

Dressman, Mark is a professor in the Department of Curriculum and Instruction at the University of Illinois at Urbana-Champaign, where he teaches courses in secondary English education, the development of digital curriculum, and research methods. He is a specialist in language education for speakers of English in first, second, and multilingual language contexts, and holds graduate degrees from Teachers College, Columbia University; and The University of Texas at Austin. His current research focuses on multimodality and the use of informal digital technologies such as movies, television, and the Internet in language learning. Dr. Dressman was a recent Fulbright Senior Scholar in Morocco and is a former editor of *Research in the Teaching of English*. He is the author of four books and many journal articles and book chapters on English education, technology, curriculum, and qualitative research methods. This is his second visit to Korea.

Dusthimer, Carl came to Korea in 1988. He was a founding member of Korea TESOL and served as president from 1997 to 1999. Carl was Director of Education at the Gyeonggi English Villages at Ansan and Paju where he was in charge of program and curriculum development. Currently, Carl runs a content development company and is very interested in helping teachers and students explore their creativity.

Edwards, Peter received his MA in literature from UC Berkeley and his PhD in applied linguistics from the UK's University of Nottingham, and has spent the past 23 years teaching and researching in Asia. Originally from Washington D.C., studying abroad, critical thinking, and neurodidactics hold some of his current attention.

Ejmont, Sylwia serves as Lecturer at the English Language Teaching Unit at the Chinese University of Hong Kong. Her current research interests include English Across the Curriculum, literacy in the digital age, and e-learning.

Eldridge, Carl is the author of *'Real Grammar: Understand English. Clear and simple.*' He has been teaching English in Japan and Australia since 2008.

Fagan, Keenan is an assistant professor at Dongguk University. The study he is presenting comprises a piece of his PhD dissertation at Vanderbilt University. He may be contacted at keenan.p.fagan@vanderbilt.edu.

Fatimah, Asri Siti is a lecturer in the English Education Department at Siliwangi University, Tasikmalaya, Indonesia. She teaches Technology Enhanced Language Learning, ESP Course Design and Language Assessment (asrisitifatimah@unsil.ac.id)

Fewell, Norman has taught English at several universities in Japan for the past twenty years. He is a senior associate professor of applied linguistics and TESOL in the College of International Studies at Meio University in Okinawa.

Finley, Wayne is a teacher at Korea Polytechnic University. He has a B.A. in English Studies, an MA in Screenwriting, a TEFL certificate and lots of experience in various roles. At different times he has been a teacher, a teacher-trainer, a university admissions officer, an institutional researcher, a professional development coordinator, and a fully-fledged member of KOTESOL Teacher Training. After spending years studying grammar, Wayne's current interests are in the art of teaching. Many teachers can make a good lesson plan and explain a new concept, but not every teacher can truly engage and inspire a class full of students.

Free, Michael holds Masters degrees in TEFL (University of Birmingham) and Arts (McMaster University). His professional interests include content-based language teaching, English as a lingua franca, and humanist education. He is very active in professional development, and is serving his third term as president of the Gangwon Chapter of KOTESOL. He is currently a Visiting Professor based out of the Global English Center of Gangneung-Wonju National University (Gangneung Campus). Email: michaelfree63@gmail.com

Frendo, Evan is a freelance trainer, teacher trainer and author based in Berlin, Germany. He has been active in ESP since 1993, mostly in the corporate sector. A frequent speaker at conferences, he also travels regularly in Europe and Asia to run courses or to work as a consultant. (He is a visiting professor at two universities in China). One of his recent projects was at Kwungwoon University in Gumi, where his work included teacher training and consulting on university ESP materials. He is currently part of a research team investigating radio communication at the Korea Institute of Maritime and Fisheries Technology in Busan, where he also runs courses in maritime English. Evan has an MSc in ESP from Aston University, and has authored /co-authored over twenty books in the field of ESP, including "*How to Teach Business English*" (Pearson, 2005).

Fuchs, Robert is a Research Assistant Professor at the Hong Kong Baptist University. His research focuses on the phonology, syntax, lexis and pragmatics of English as a Foreign, Second and First Language in countries around the globe. He has co-edited a volume on "*Universal or Diverse Paths to English Phonology? Bridging the Gap between Research on Phonological Acquisition of English as a Second, Third or Foreign Language*" (published by de Gruyter), and is co-editor of a forthcoming special issue of the journal "*World Englishes*" on the future of the International Corpus of English project, and a special issue of the "*International Journal of Learner Corpus Research*" on tense and aspect in learner language.

Fujieda, Yutaka is Professor at Kyoai Gakuen University, Gunma, Japan. He completed his PhD degree in the Composition and TESOL program at Indiana University of Pennsylvania, USA. His research interests include second language (L2) writing and literacy, literacy autobiography, and writing teacher education. Email: fujieda@c.kyoai.ac.jp

Fusselman, Roger is a longtime member of KOTESOL and a longtime teacher in Korea. He teaches at Sookmyung Women's University and has worked at different levels of Korea's English education scene, including young learners, TESOL training, business English, test preparation, and curriculum development. He is a prominent member of Korea Toastmasters, where he has competed in speech contests and given education sessions. Roger has a background in Seoul's expat theater community, as an actor and a writer, most notably as an improviser for Seoul City Improv.

Gallacher, Andrew is an English language teacher and researcher at Kyushu Sangyo University in southern Japan. His research interests include: Vocabulary, CALL, Motivation, Teacher/Learner Autonomy and Pragmatics.

Garner, Joe teaches in the English for Liberal Arts Program at International Christian University in Tokyo. His current research interests include learner autonomy, the efficacy of written feedback, and L2 vocabulary acquisition.

Garrobo, Herminigildo is a graduate student of English Education at Kyung Hee University Global Campus. He has previously taught at two other universities in Korea, and currently teaches at Gimcheon University. Hermin's interests include creativity and gamification. He is a member of Toastmasters International.

Gentner, Michael Thomas (PhD) obtained his doctorate in TESOL as well as certifications in TEFL and CELTA. He has taught English in Korea, China, Japan, Cambodia, and Thailand. He lectures, writes, and speaks on topics related to EFL in Asia. Dr. Gentner is the author of the series, '*Teaching English in ASEAN*' published by Bangkok University Press and containing works for each ASEAN nation and the 'Plus three' nations of China, Japan, and Korea. He may be contacted at michaeltho@pim.ac.th.

Gentry, Reginald is an Assistant Professor at the University of Fukui, Japan. He has experience teaching content-based courses, and teaching English for specific and academic purposes from primary school to the university level. His current research interests are investigating the relationships between cognitive and utterance fluencies in second language speakers; determining how fluency affects raters; and using program assessment and evaluation to improve language programs.

Goodmacher, Greg is a professor in the Department of English Culture and Communication at Keiwa College in Niigata, Japan. He teaches a range of courses on topics such as global issues, tourism English, and cultural exchange. He has an MA in TESOL from San Francisco State University and has written a number of EFL textbooks dealing with culture and environmental issues. He has taught in Japan, Korea and Thailand. He can be contacted at <ggoodmacher@hotmail.com>.

Gray, Stewart is an English teacher who has been living in Korea since 2011. He has worked with a wide variety of students in different contexts. He completed his MA TESOL at Dankook

University (Jukjeon), and is a PhD student with the University of Leeds (England). He is currently one of the facilitators of the Korea TESOL organization's reflective practice group. His research interests include language and identity, reflective practice, critical thinking, and critical pedagogies.

Griffiths, Andrew is a teacher trainer for the Daejeon Education Training Institute. He has been teaching for almost ten years and specializes in teaching techniques of producing effective classroom English.

Groat, Jennifer is a primary school trained teacher from New Zealand. In New Zealand she mostly taught in the junior school. She first taught in Jeollanamdo, Korea in 2008 and then in Daejeon in 2009 where she continues to teach at elementary public schools. Jennifer enjoys interacting with her students and teaching. Even though it is difficult at times to have conversations with all students due to the lack of common language she is rewarded by their enthusiasm and desire to communicate.

Guemide, Boutkhil has obtained his B. A. and Masters degrees from the University of Es- Senia of Oran, Algeria. He has been working as an assistant teacher at Jijel University since 2008.

Hahn, Aaron is a Lecturer at Fukuoka University in Japan, and is currently pursuing a PhD at Kumamoto University. His research is situated in two major threads. First, he looks at how English language modeling can positively impact pedagogical practice, particularly with regards to shifting English language instruction away from native-speaker focused models towards English as it is actually used in transnational and multicultural contexts. Second, he uses the tools of corpus analysis and critical discourse analysis to examine TESOL publications, with a particular interest in examining how teachers describe and construct teacher and student identities in their professional discourse, and how those descriptions relate to issues of power and ideology.

Harendita, Monica Ella is a lecturer at the English Language Study Program, Sanata Dharma University, Yogyakarta. She obtained her bachelor's degree in English Language Education from Sanata Dharma University and got her master's degree in Education from Monash University, Australia. Her research interests include English as an International Language, pre-service teachers' identity, and technology in language teaching. She can be contacted at meharendita@usd.ac.id.

Harper, Holly is an Elementary School teacher in Gyeonggi Province. She graduated from Dankook University, completing her MA TESOL. Her interests include children's literacy, encouraging multicultural and differently-abled awareness, extensive reading, reflective practice, and travelling.

Harrold, Peter is an English Lecturer at Kyushu Sangyo University in Fukuoka, Japan. He has an MA in Teaching English for Academic Purposes from the University of Nottingham, England. His research interests include EAP, Extensive Reading, Learner Autonomy, and Teacher Autonomy.

Haswell, Christopher G. is an Associate Professor at Kyushu University in Japan. His recent research has investigated university internationalization from the perspectives of students, teaching assistants, and faculty members, and also the use of English in higher education. He welcomes opportunities to work with other researchers in the field.

Heinz, Michael is an Assistant Professor at the Graduate School of Interpretation and Translation at Hankuk University of Foreign Studies. His courses provide language support for interpreters-in-training with a focus on knowledge acquisition and improving register. He has worked in the ELT field for 13 years. Contact him at: michaelhistory@gmail.com

Heit, Jamey is an experienced researcher and writing instructor. Over two decades, he has taught English Composition at some of the world's best institutions. His work on assessment and education technology has been presented at conferences around the world. In addition to his academic work, he is a sought after consultant on instructional design, assessment, and curriculum development.

Henderson, Scott earned his MATESOL from Anaheim University, and he has taught at the university level in Korea for almost eight years. He is interested in using media, technology, and the arts to teach English. He spends too much time on the internet.

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Wilson, Matt is an Assistant Professor and Chair of First Year Experience, English as a Second Language, and Teaching English to Speakers of Other Languages at Wilmington University. Matt holds a Master of Science from Lubbock Christian University and will graduate with a Doctorate of Education in Fall 2017. At the university, Matt serves on a variety of committees including the curriculum and academic policy committee, and the Middle States Commission on Higher Education Accreditation Self-Study Steering Committee (which Wilmington University has been accredited with since 1975). Recently, Matt completed serving two terms as the Chair of Faculty Senate. Matt has been recognized national for his work in higher education and the community. Recently, he was named one of Delaware's "40 under 40".

Winter, Bodo is a lecturer in cognitive linguistics at the Department of English Language and Applied Linguistics, University of Birmingham, UK. He has received his MA in general linguistics from the University of Hawai'i at Mānoa and his PhD in cognitive and information sciences from the University of California, Merced. Dr. Winter has also been a doctoral fellow at the Max Planck Institute for Evolutionary Anthropology and is an editor of the journal *Language & Cognition*, as well as a Mercator Fellow of the University of Cologne, Germany. His research combines corpus approaches with experimental methods to study the interconnection between language and perception. Dr. Winter has worked on a wide range of topics, including metaphor, sound symbolism, nonverbal politeness in Korean, and gesture. At the University of Birmingham, Dr. Winter is also teaching for the distance and campus-based MA programs in TESOL and Applied Linguistics.

Woelk, Cheryl is a language instructor and peace educator who works with learners, educators, newcomer communities and university programs in various settings in Asia and North America. She currently serves as the head teacher at Connexus Language Institute and coordinates the Language for Peace project, integrating language and peace education curriculum. Cheryl is active in TESOL International and co-author of the book, *Teaching English for Reconciliation* (forthcoming). She holds a BA in English, a certificate in TEFL, and an MA in Education and Conflict Transformation. Cheryl lives in Seoul and can be reached at language4peace@gmail.com.

Wright, Jocelyn is an Assistant Professor in the Department of English Language and Literature at Mokpo National University. She has been teaching practical English in Korea at the university level for over 8 years. In addition to teaching here, she has taught in French-Canada, the Dominican Republic, and France. She has an honor's degree in linguistics, a master's degree in counselling and training in education and is also CELTA-certified. She is actively involved in the Gwangju-Jeonnam chapter of KOTESOL, where she co-facilitates the local Reflective Practice Special Interest Group (RP SIG). Additionally, she is the national coordinator of the Social Justice SIG. Her many interests include professional development and critical pedagogy.

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

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

Zhang, Changyou is currently a PhD candidate in the Department of English Language and Literature at Mokpo National University. He has a master's degree in English language teaching and applied linguistics. He works as a senior lecturer in the Department of English Education at the College of Foreign Studies at Guangxi Normal University in Guilin, China, where he has taught English reading, writing, and grammar for over ten years and has actively participated in curriculum and syllabus development. In addition, he has supervised about a hundred undergraduate theses and has organized several academic writing workshops for university students majoring in English education. He is now a member of the Reflective Practice Special Interest Group (RP SIG) in Gwangju.

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Noriko Kurihara
Sun 1:00 PM M104 S

Examining Emotionality of Writing in English: Using TAE Method
Yutaka Fujieda
Sun 1:25 PM M104 U

Preparing Students for Writing: the Combined Approach
Vu Tran-Thanh
Sun 2:00 PM M104 S/U/A

Successfully Integrating Automated Writing Feedback into the EFL Writing Class
Shaun Manning
Sun 3:00 PM M104 S/U/A

101 Presentations

Assessment/Testing '101'

Formative assessment practices for large EFL classes
Sarah Warfield
Sat 4:55 PM M105 U/A

A Michelin Guide to Giving Feedback on Speaking
Bryan Betz
Sun 2:00 PM M105 YL/S/U/A

Classroom Management '101'

Classroom Management and Communicating Effectively with Disengaged Students
Alexis Pusina
Sat 2:30 PM M105 U

How to Correct Mistakes Correctly
Victor Reeser
Sun 1:00 PM M105 YL/S/U/A

Curriculum/Materials Development/Lesson Planning '101'

Google Classroom 101
Aaron Snowberger
Sat 10:00 AM M105 S/U/A

Using Prior Knowledge in the Design of Task-based Lessons
Michael Gentner
Sat 1:30 PM M105 S

The Twins' Story - Developing Relevant Reading Material
Leonie Overbeek
Sat 3:30 PM M105 YL/S/U/A

Effectively Utilizing Authentic Materials in the EFL Classroom
Jack Ryan
Sun 10:00 AM M105 S/U

What does it mean to teach speaking?
J.R. Abernethy
Sun 12:00 PM M105 YL/S/U/A

KOTESOL: Who We Are

Korea TESOL, Korea Teachers of English to Speakers of Other Languages (KOTESOL) is a professional organization of teachers of English whose main goal is to assist its members in their self-development and to contribute to the improvement of ELT in Korea. KOTESOL also serves as a network for teachers to connect with others in the ELT community and as a source of information for ELT resource materials and events in Korea and abroad.

Korea TESOL is proud to be an Affiliate of TESOL (TESOL International Association), an international education association of almost 12,000 members with headquarters in Alexandria, Virginia, USA, as well as an Associate of IATEFL (International Association of Teachers of English as a Foreign Language), an international education association of over 4,000 members with headquarters in Canterbury, Kent, UK.

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

Korea TESOL is an independent national affiliate of a growing international movement of teachers, closely associated with not only TESOL and IATEFL, but also with PAC (Pan-Asian Consortium of Language Teaching Societies), consisting of JALT (Japan Association for Language Teaching), ThaiTESOL (Thailand TESOL), ETA-ROC (English Teachers Association of the Republic of China/Taiwan),FEELTA (Far Eastern English Language Teachers' Association, Russia), and PALT (Philippine Association for Language Teaching, Inc.). Korea TESOL in also associated with MELTA (Malaysian English Language Teaching Association), CamTESOL (Cambodia),and ACTA (Australian Council of TESOL Associations).

Korea TESOL also has partnership agreements with many of the other ELT associations in Korea, including KATE, ALAK, Pan-Korea, and KAMALL.

The membership of Korea TESOL includes elementary school, middle school, high school, and university-level English teachers as well as teachers-in-training, administrators, researchers, material writers, curriculum developers, and other interested individuals.

Korea TESOL has ten active chapters throughout the nation: Busan–Gyeongnam, Daegu–Gyeongbuk, Daejeon–Chungcheong, Gangwon, Gwangju–Jeonnam, Jeonju–North Jeolla, Seoul, Suwon–Gyeonggi, and Yongin–Gyeonggi, as well as numerous international members. Members of Korea TESOL are from all parts Korea and many parts of the world, thus providing Korea TESOL members the benefits of a multicultural membership. Approximately thirty percent of the members are Korean.

Korea TESOL holds an annual international conference, a national conference, workshops, and other professional development events, while its chapters hold monthly workshops, annual conferences, symposia, and networking events. Also organized within Korea TESOL are numerous SIGs (Special Interest Groups) – Reflective Practice, Social Justice, Christian Teachers, Research, Multi-Media and CALL, Content-Based Instruction, Professional Development, Young Learners– which hold their own meetings and events.

For membership information, visithttps://koreatesol.org/join-kotesol

Contribute to

Korea TESOL Journal

The *Korea TESOL Journal* is a peer-reviewed journal, welcoming previously unpublished practical and scholarly articles on topics of significance to individuals concerned with the teaching of English as a foreign language in Korea. The Journal particularly focuses on articles that are relevant and applicable to the Korean EFL context. The Journal is scheduled to release two issues annually.

As the Journal is committed to publishing manuscripts that contribute to the application of theory to practice in our profession, submissions reporting relevant research and addressing implications and applications of this research to teaching in the Korean setting are particularly welcomed.

The Journal is also committed to the fostering of scholarship among Korea TESOL members and throughout Korea. As such, classroom-based papers, i.e., articles arising from genuine issues of the English language teaching classroom, are welcomed. The Journal has also expanded its scope to include research that supports all scholars, from early-career researchers to senior academics.

Areas of interest include, but are not limited to, the following:

- Classroom-Centered Research
- Teacher Training
- Teaching Methodologies
- Cross-cultural Studies
- Curriculum and Course Design
- Assessment
- Technology in Language Learning
- Language Learner Needs

The Journal follows a rolling submissions system. We are now accepting submissions to Volume 13, Issue 1, with publication planned for the first half of 2017.

For additional information on the *Korea TESOL Journal* and call-for-papers deadlines, visit our website: https://koreatesol.org/content/call-papers-korea-tesol-journal

Annual Business Meeting (ABM) Agenda

October 22, 2017
4:00-6:00 p.m.
B107 (Gemma Hall)

1. Call to Order and Roll Call / Procedural Matters
   Attendance/verifying which attendees are allowed to vote; all members, current as of October 22, 2017, are permitted to vote.

2. Agenda Adoption

3. Minutes of the Previous ABM: Reading & Adoption
   Minutes from the previous ABM:
   https://koreatesol.org/sites/default/files/pdf/ABM2016Minutes-notyetapproved.pdf

4. Reports of the Officers & Committees
   A. Financial Report
   B. International Conference Committee
   C. Nominations & Elections Committee (Including Election Results)
   D. President's Report

5. Unfinished Business (none identified)

   According to Roberts Rules of Order, "unfinished business" refers to any item that was pending or left unfinished at the previous ABM; none identified.

6. New Business

7. Awards

8. Announcements & Adjournment

KOREA TESOL
ANNUAL BUSINESS MEETING
October 16, 2016
Sookmyung University Gemma Hall

Call to Order:

President Lindsay Herron 4:05 (24 members in attendance.)

>> President reminds all that an abstention is equivalent to a "Nay" due to the constitutional passage requirements. Colored paper has been provided to members, please raise at time of votes-counting.

Adoption of the Agenda:

clarification – there is time for question and answers on the Bylaws amendments votes. 10 minutes, one minute each speaker (alternating pro & con), plus questions. Adopted by Consensus.

Adoption to the Minutes from 2015:

allowing for typographical/grammatical corrections. Adopted by Consensus

Reports of the Officers:

- Treasurer (Handouts) 518 total memberships as of today. Discussion on past savings accounts.
- International Conference Committee chair & co-chair busy with conference breakdown, but Lindsay reports 840-850 attendance (subject to final verification)
- President great conference, everyone has worked hard to cut back expenses while maintaining top-quality services… New group membership, with 2 groups and 19 members in this year's try-out program. Question from audience on Audit / Finance Committee. All invited to attend Leadership Retreat, not limited to invitations as in the past.
- Elections Report by Mike Peacock, Allison Bill, and Bill Mulligan (only candidates with more than 8 votes are listed here)

78 ballots cast online, 38 Ballots cast onsite: Final votes cast: 116

1VP David E. Shaffer 104
2VP Ingrid Zwaal 103
Treasurer Phillip Schrank 102
Secretary
- Christopher Miller 61
- Martin Todd 31
- Susan Kang 8

Nominations & Elections Michael Peacock 104
International Conference Co-chair Kathleen Kelley 14 *
(see footnote below signature on this document)

Constitution of KOTESOL

(Adopted April 1993; Amended October 1996, March 1998, October 2007, January 2011, October 2014, October 2015)

Preface: The Constitution outlines the vision, principles and broad structure of the organization. It is a governance document of the full membership.

Article I. Name.

The name of this organization shall be Korea TESOL (Teachers of English to Speakers of Other Languages), herein referred to as KOTESOL. The Korean name of the organization shall be 대한영어교육학회.

Article II. Purpose.

KOTESOL is a not-for-profit organization established to promote scholarship, disseminate information, and facilitate cross-cultural understanding among persons concerned with the teaching and learning of English in Korea. In pursuing these goals KOTESOL shall cooperate in appropriate ways with other groups having similar concerns.

Article III. Membership.

Membership shall be open to professionals and other interested persons in the field of language teaching and research who support the goals of KOTESOL. Nonvoting membership shall be open to institutions, agencies, and commercial organizations.

Article IV. Meetings of the Members.

KOTESOL shall hold general meetings at times and places decided upon and announced by the Council. One meeting each year shall be designated the Annual Business Meeting at which members shall receive accountability for the operations and finances of the organization and have the opportunity to give input into the same.

Article V. Executive Officers and Elections.

The executive officers of KOTESOL shall be a President, a First Vice-President, a Second Vice-President, a Secretary, and a Treasurer. The executive officers shall be responsible for the day-to-day operations of the organization. The term of office shall be from the close of one Annual Business Meeting until the close of the next Annual Business Meeting. If the office of the President is vacated, the First Vice- President shall assume the Presidency with a term ending at the close of the next Annual Business Meeting. Vacancies in other offices shall be dealt with as determined by the Council.

Article VI. National Council.

The Council shall consist of the officers, the Immediate Past President, the chairs of all standing committees, including the International Conference Co-chair, and the president from each Chapter. . The Council shall be responsible for making the strategic and financial decisions of the organization, as well as oversight of the day-to-day operations.

Article VII. Finances.

KOTESOL shall operate its finances on the principles of transparency, accountability and stewardship.

Article VIII. Amendments to this Constitution.

This Constitution may be amended by a two-thirds (2/3) majority vote of those members present at an ABM, provided that written notice of the proposed change(s) has been endorsed by at least five members in good standing and has been distributed to all members at least thirty days prior to the vote.

Bylaws

(Adopted April 1993; Amended March 1998, October 2003, October 2004, October 2005, October 2007, January 2011, October 2013, October 2014)

Preface: The Bylaws are a set of broad rules that govern the management of KOTESOL. They flow from the Constitution and are a governance document of the full membership.

Article I. Language.

The official language of KOTESOL shall be English.

Article II. Membership and Dues.

Section 1. Qualified individuals who apply for membership and pay the annual dues of the organization shall be enrolled as members in good standing and shall be entitled to one vote in any KOTESOL action requiring a vote of the membership.

Section 2. Private nonprofit agencies and commercial organizations that pay the duly assessed dues of the organization shall be recorded as institutional members without vote.

Section 3. The dues for each category of membership shall be determined by the Council.

Article III. Duties of Elected Officers.

Section 1. The President shall preside at the Annual Business Meeting, shall be the convener of the Council, and shall be responsible for promoting relationships with other organizations. The President shall also be an ex-officio member of all committees formed within KOTESOL. The First and Second Vice-Presidents shall cooperate to reflect the intercultural dimension of KOTESOL.

Section 2. The First Vice-President shall assist the President in his or her duties and work with the Chapters through their Council representatives to assist them in their business. The First Vice-President shall also undertake such other responsibilities as the President may delegate.

Section 3. The Second Vice-President shall organize the Annual Leadership Retreat, oversee and assist the Special Interest Groups (SIGs), oversee the Korea Teacher Trainer (KTT) program and its finances, and serve as the KTT liaison to Council. The Second Vice-President shall also undertake such other responsibilities as the President may delegate.

Section 4. The Secretary shall keep minutes of all KOTESOL meetings and decisions, including those done electronically, and ensure that the minutes are published on the KOTESOL website. The Secretary shall also archive, safeguard and make available, as needed, all the official records of KOTESOL, including the Policy Manual, which should be kept up-to-date and disseminated to all members of Council at the start of each year. At the completion of the term of office, the Secretary shall pass on all documents to the incoming Secretary.

Section 5. The Treasurer shall act as a fiduciary for the financial affairs of KOTESOL, keep appropriate bank accounts in the name of KOTESOL maintain accurate records of the finances of the organization, maintain a list of KOTESOL members, prepare the annual operating budget and manage all funds belonging to KOTESOL in an open and accountable manner.

Section 6. The Nominations and Elections Chair shall act as the Chief Returning Officer of KOTESOL and chair the Nominations and Elections Committee.

Section 7. The International Conference Chair shall organize all aspects of the International Conference and report to Council about the same, including the appointment of a conference committee, recommending a venue for approval by Council, creating an event budget for approval by Council, making regular reports to Council and providing a final report within thirty (30) days of the completion of the International Conference briefing Council on the success of the event, advising of any problems encountered and making recommendations for the following year.

Section 8. The International Conference Co-chair shall assist the International Conference Chair in all of his or her duties in order to gain insight and experience to successfully organize the following International Conference.

Section 9. The Past President shall cooperate with the incoming President to facilitate a smooth leadership transition, and provide advice and continuity to the organization on Council and Committee affairs.

Article IV. The Council.

Section 1. The responsibilities of the Council shall include, but not be limited to:
- Subsection a. Approval of the annual operating budget;
- Subsection b. Approval of all appointments to committee chairs;
- Subsection c. Ensuring that the elected officers and members of the National Council perform their duties as required by the Constitution, Bylaws, and policies of the organization.

Section 2. All members of the Council must be members in good standing of KOTESOL.

Section 3. Any members seeking nomination for an elected position on the Council must have been a member in good standing for at least the 12 full months immediately prior to the time of seeking nomination; except that all candidates for election to President must have been a KOTESOL member for the previous two years, and must be a current member of TESOL at the time of nomination and throughout the term as President.

Section 4. Any elected or appointed member of the Council may be removed from office through impeachment, which must be based on a failure to properly conduct the affairs of their elected/appointed office. Impeachment shall require a three-fourths (3/4) majority of voting members on the Council, regardless of present attendance.

Section 5. A majority of Council members that are eligible to vote (both appointed and elected) shall constitute a quorum for conducting business. Council members shall be allowed to appoint a qualified substitute, who shall be allowed to vote at the meeting. Substitutes must be officially declared to the President before the commencement of the meeting. A member of Council may only declare one substitute regardless of how many positions on the council he or she holds and cannot declare a substitute for any position if he or she is present at a meeting of the National Council.

Section 6. Each person on Council shall have only one (1) vote on any issue brought before the Council, regardless of whether he or she holds multiple positions entitling a vote.

Article V. Committees of the Council.

Section 1. The Council may establish standing committees as needed to carry out the business of KOTESOL.

Section 2. There shall be a standing Publications Committee responsible for dissemination of information via all official publications.

Section 3. There shall be a standing International Conference Committee responsible for planning and developing the International Conference. The International Conference Committee Co-chair shall be elected in the general elections each year. This person shall serve as Co-chair of the International Conference Committee for the first year of the term. In the second year of the term, the Co-chair shall become the Chair of the International Conference Committee.

Section 4. There shall be a standing Nominations and Elections Committee responsible for managing all aspects of the election, including submitting a complete slate of candidates to fill the respective positions of KOTESOL. The Chair of this Committee shall be elected by a majority vote of the members casting their vote in the general elections.

Section 5. There shall be a standing Membership Committee responsible for developing recruitment strategies for new members and providing existing members with value-added service to retain their membership.

Section 6. There shall be a standing Financial Affairs Committee responsible for overseeing the financial affairs of the organization and making recommendations about the same.

Section 7. The Council or President may establish ad hoc committees as needed to carry out the business of KOTESOL.

Section 8. The Council may dissolve any committee, standing or ad hoc, if the need for the committee no longer exists or the mandate of the committee has been completed.

Article VI. Chapters.

Section 1. A Chapter of KOTESOL can be established with a minimum of twenty members, unless otherwise specified by the Council.

Section 2. Membership fees for individuals shall be set by the Council, 50% of which will go to the National Organization, and 50% will belong to the Chapter.

Section 3. All Chapter officers must be current KOTESOL members.

Section 4. Any Chapter that fails to retain 18 members for 24 consecutive months may be dissolved by majority vote of both (a) nationally elected officers; and (b) all Chapter

representatives in attendance at a duly called and noticed National Council meeting. Dissolution shall take place immediately, with Chapter finances and assets reverting to the national treasury, and any current membership transferred to other Chapter(s).

Section 5. Chapters shall develop Chapter Election Policies consistent with the following provisions:

Subsection a. Chapters shall hold elections at the first Chapter meeting following the National Annual Business Meeting, hereafter called the Chapter Annual Business Meeting (ABM). A Chapter may specify another time to hold its Chapter Annual Business Meeting, but this must be established in the chapter bylaws. At the Chapter ABM, officers for the following offices must be elected:

Sub-subsection i. President, who serves as Chapter representative to the National Council.

Sub-subsection ii. Vice-President.

Sub-subsection iii. Treasurer, who maintains liaison with the National Treasurer for matters of finance and membership.

Subsection b. Other voting officers should be elected or appointed in accordance with the Chapter's own Constitution and Bylaws and duties designated as appropriate. Similarly, non-voting officers may be appointed at the discretion of the Chapter.

Subsection c. Term of office concludes, regardless when elected or appointed, with the next Chapter Annual Business Meeting. Officers may run for re-election.

Subsection d. Vacancies in the required elected Chapter offices, unless stipulated otherwise in the Chapter's Constitution and Bylaws, may be filled only by a two-thirds (2/3) majority vote of voting officers of the Chapter, and then confirmed by a simple majority vote of the membership at the next regularly scheduled and announced Chapter meeting where all current Chapter members present have the right to vote.

Subsection e. Absentee and proxy ballots shall not be permitted.

Article VII. Elections.

Section 1. All elected positions shall be elected by a majority vote in the general elections of KOTESOL, where majority vote is defined as a simple plurality of the votes cast.

Section 2. No candidate for a position on Council shall be elected who fails to receive at least twenty-five percent (25%) of all votes cast for that position, and at least 25% of total votes cast must be cast for this position. Where no candidate meets this requirement, the post shall be declared vacant.

Section 3. In the case of a tie vote in the general elections, a run-off election between the candidates who are tied shall occur through a specially arranged by-election for that purpose, to be administered by the Nominations and Elections Officer whose term shall be extended for the duration of the by-election.

Section 4. Voting procedures for all elected positions may be carried out by online voting.

Section 5. Absentee and proxy voting shall not be permitted.

Article VII. Parliamentary Authority.

Robert's Rules of Order, Newly Revised, shall be used to govern the business of KOTESOL in all cases in which they are applicable, subject to the Constitution, Bylaws and Policies of KOTESOL.

Article IX. Audits.

An audit of the financial transactions of KOTESOL shall be performed at least (but not limited to) once a year as directed by the Council.

Article X. Amendments.

These Bylaws may be amended by a three-fifths (3/5) majority vote of the members present at an ABM, provided that written notice of the proposed changes has been endorsed by at least five (5) members in good standing and has been distributed to all members at least thirty (30) days prior to the vote.

Notes

SMU-TESOL/YL-TESOL (International)

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

Spring Semester

Beginning Date : February 6th (Tue), 2018
Graduation Day : June 22th (Fri), 2018

SMU-TESOL/YL-TESOL Admissions Requirements

Qualifications: Bachelor's degree
Online Application: Oct. 16th (Mon) ~ 23th (Mon), 2017

Benefits

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

Class Option

Live Online Blended - TESOL Where You Are
[Online] Wed. 7:00pm~10:20pm & [Offline] Sat. 9:00am~6:50pm

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

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