# The Third AILA East-Asia and 2016 ALAK-GETA Joint International Conference

*"ELT and Applied Linguistics in a Globalizing Asia: Opportunities and Challenges"*

**September 9-11, 2016**

**International Conference Hall (Building 7) & Auditorium (Building 4) Honam University, Gwangju, KOREA**

**Organized by**

The Applied Linguistics Association of Korea
Global English Teachers Association

**Sponsored by**

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# Introducing
# The  Applied  Linguistics  Association  of  Korea
# (ALAK)

Established in 1978, **the Applied Linguistics Association of Korea (ALAK)** is the only national organization in Korea which caters to the specific needs of anyone involved in the field of applied linguistics. Ever since its founding, **ALAK** has strived to make connections with both domestic and overseas researchers and teachers in the field, and as a result, it became affiliated with the International Association of Applied Linguistics, or Association Internationale de Linguistique Appliquée (AILA), in September 1997. ALAK has also been an associate member of the International Association of Teachers of English as a Foreign Language (IATEFL) since 2002. Recently, ALAK has expanded its organizational network by making a new partnership with the Far Eastern English Language Teachers Association (FEELTA) in Russia in 2015 and KOTESOL in Korea in 2016, and strengthened bonds with other international affiliates including Japan Association of College English Teachers (JACET), China English Language Education Association (CELEA), The Association of Teaching English as a Foreign Language in Indonesia (TEFLIN), and Thailand TESOL.

Over 1,700 members strong, ALAK aims to provide leadership and to support the development of teaching, learning, and research in applied linguistics by facilitating the advancement and dissemination of knowledge regarding any language-related issue. The main vehicle for disseminating such knowledge is the organization's peer-reviewed quarterly publication: the *Korean Journal of Applied Linguistics*. Since its inception in 1982, the journal has provided both researchers and teachers with opportunities to share their expertise and to promote public awareness of various language-related issues.

**ALAK** also hosts a number of events throughout the year; the two most important events are the annual workshop held in the spring and the annual international conference held in the fall. The annual workshop affords graduate students a great opportunity to learn of various cutting-edge research findings in the field. The annual conference, on the other hand, offers applied linguists over the world an opportunity to stay connected with the current issues most pressing for the development of the field. And if you're reading this, you're doing exactly that!

We hope you enjoy our annual conference and also stay connected with us by visiting our website (http://www.alak.or.kr/) from time to time.

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# Opening  Address



**Dr.  David  Shaffer**
Conference  Chair
Vice  President,  ALAK

Dearest  conference  participants‐speakers,  presenters,  educators,  scholars,  practitioners, teacher-trainers,  and  teacher-trainees – welcome  to  The  3rd  AILA  East-Asia  and  2016  ALAK-GETA Joint  International  Conference!

We  have  much  to  be  joyous  about  this  conference  weekend.  This  is  the  first  time  for  an  AILA (International  Association  of  Applied  Linguistics)  East-Asia  Symposium  to  be  held  in  Korea.  It  is  the first  time  in  this  century  for  an  ALAK  conference  to  be  held  in  the  Honam  Region,  just  as  it  is  the first  time  ever  for  an  ALAK  conference  to  be  held  on  this  wonderful  campus  of  Honam  University. It  is  also  the  first  time  that  ALAK  has  teamed  up  with  GETA  (Global  English  Teachers'  Association) to  hold  a  joint  conference.

The  ALAK-GETA  match-up  is  a  quite  logical  one  for  a  conference  that  is  heavily  oriented  toward English  as  a  second  language.  It  brings  together  theory  and  research  on  language  learning  with  theory and  research  on  teaching  practice  to  offer  a  conference  that  holds  true  to  it's  theme:  "ELT  and  Applied Linguistics  in  a  Globalizing  Asia:  Opportunities  and  Challenges."

Asia  is  globalizing.  This,  on  the  one  hand,  is  facilitated  by  the  spread  of  English,  and  on  the  other, it  creates  a  need  for  increases  in  instruction  in  English.  This  year's  AILA  East-Asia  Symposium  is designed  to  address  this  need.  Under  the  theme  "Connecting  SLA  Research  to  ELT  Practice:  Opportunities and  Challenges"  its  aim  is  to  promote  efficient  language  learning  in  our  rapidly  changing  world  and  seek solutions  to  present  and  future  challenges.  These  challenges  include  the  tendency  for  outstanding  research findings  to  lie  dormant  in  research  journals  rather  than  make  their  way  into  language  learning  coursebooks and  classrooms.  As  such,  the  Symposium's  goal  is  to  identify  solutions  to  this  situation.  Contributing to  this  Symposium  is  the  East-Asia  triad  of  CELEA  (China  English  Language  Education  Association), JACET  (Japan  Association  of  College  English  Teachers),  and  ALAK.

Also  contributing  to  our  Symposium  and  Conference  themes  are  our  plenary  speaker  sessions,  led off  by  AILA  Vice  President  Daniel  Perrin;  our  seven  featured  sessions;  our  Friday  workshops;  and  the Saturday  Roundtable.  Altogether,  we  are  offering  you  140  sessions  by  160  presenters.

We  have  lots  to  be  thankful  for  this  weekend:  We  express  our  gratitude  to  our  conference  speakers and  presenters,  who  put  literally  thousands  of  hours  *in  toto*  into  the  research  and  preparation  for  their presentations.  We  have  Honam  University  to  thank  for  making  their  campus  facilities  available  to  us. The  sincerest  of  thanks  go  out  to  the  conference  organizing  committee,  our  GETA  partners,  and  university volunteers  who  have  dedicated  countless  hours  of  their  lives  to  the  success  of  the  conference.

But  most  of  all,  we  must  thank  ALAK  President  Joo-Kyung  Park  for  her  untiring  efforts;  she  has truly  been  the  inspiration  for  and  the  guiding  force  behind  this  conference,  this  festival  in  professional  development.

We  hope  that  you  enjoy  that  conference  that  we  have  prepared  for  you.

# Welcoming  Address



**Dr.  Joo-Kyung  Park**
President,  ALAK
Honam  University,  Korea

Distinguished  scholars,  honorable  guests,  ALAK  and  GETA  colleagues  and  friends,  ladies  and  gentlemen,  It  is  my  great  honor  and  privilege  to  welcome  all  of  you  to  the  Third  AILA  East-Asia  and  2016  ALAK-GETA  Joint  International  Conference  held  here  at  Honam  University,  Gwangju,  Korea,  the  "City  of  Light"  and  the  hub  of  Asian  arts  and  culture.

I  am  thrilled  to  present  to  you  the  program  of  this  year's  conference,  which  is  certainly  as  full  a  package  of  events  and  activities  as  a  conference  can  possibly  offer,  including  school  visits,  invited  workshops,  the  AILA  East-Asia  Symposium,  plenary  and  featured  talks,  a  roundtable,  paper  and  poster  presentations,  and  an  educational  and  cultural  exploration.  All  of  them  were  designed  to  serve  as  different  ways  of  examining  and  finding  opportunities  and  challenges  that  we  all  face  regarding  English  language  teaching  and  applied  linguistics  in  a  globalizing  Asia,  as  our  conference  theme  accentuates.

Founded  in  1978,  ALAK  has  grown  to  become  one  of  the  most  prestigious  organizations  for  researchers  and  practitioners  in  applied  linguistics  in  Korea.  I  believe  we  are  ready  to  reach  out  to  the  world  to  join  and  lead  our  international  group  of  applied  linguists.  This  year's  conference  is  a  good  example  of  domestic  and  international  collaboration.  Along  with  our  overseas  partners  JACET  in  Japan,  CELEA  in  China  and  our  domestic  co-host  GETA,  ALAK  has  managed  to  orchestrate  this  exciting  and  enlightening  program.

I  would,  thus,  like  to  express  my  sincere  appreciation  to  Dr.  David  Shaffer,  Conference  Chair  and  a  good  friend  of  mine  for  23  years,  and  to  all  members  of  the  Conference  Organizing  Committee,  board  members,  and  volunteers  for  their  hard  work,  outstanding  collaboration,  and  inspiration,  without  which  this  conference  would  not  have  been  possible.  This  conference  is  my  last  project,  and  privilege,  as  President  of  ALAK,  and  I  truly  thank  you  all  for  having  been  with  me  over  the  past  two  years  and  longer.  All  of  you  are  the  best  gift  ever  for  me.

I  would  also  like  to  give  my  profound  gratitude  to  Dr.  Daniel  Perrin,  Dr.  Hyukseung  Kwon,  Dr.  Gabriele  Kasper,  our  plenary  speakers,  and  our  featured  speakers  from  our  Asian  partner  organizations,  Dr.  Hajime  Terauchi  (JACET),  Dr.  Jingyu  Zhang  (CELEA),  Dr.  M.  Zaim  (TEFLIN),  Dr.  Dararat  Khampusaen  (Thai  TESOL),  Dr.  Svetlana  Strokova  (FEELTA),  and  two  speakers  from  our  Korean  Affiliates,  Dr.  Dongeun  Lee  (IAKLE)  and  Pres.  Lindsay  Herron  (KOTESOL).  All  the  additional  presenters  also  deserve  the  same  appreciation  and  recognition  for  coming  from  near  and  far  to  be  part  of  this  conference.  My  heartfelt  gratitude  goes  to  all  the  sponsors  for  their  generous  financial  support,  particularly  in  these  economically  challenging  times.  Last  but  not  least,  I  would  like  thank  Honam  University  for  providing  us  with  this  beautiful  conference  venue.

I  hope  this  conference  will  reassure  you  that  you  have  made  an  excellent  choice  in  becoming  an  ELT  and  applied  linguistics  professional,  and  in  coming  to  this  conference  for  your  on-going  professional  development  to  stay  happy  and  successful  in  this  globalizing  era.  Thank  you  very  much.

# Welcoming Address



**Dr. Haeng Jung**
President, GETA
Honam University, Korea

Good morning ladies and gentlemen! Welcome to the 2016 ALAK-GETA Joint International Conference at Honam University. As president of GETA (Global English Teachers Association), I'd like to extend my warmest welcome to all of our participants. It is my great honor and pleasure to hold GETA/ALAK's joint conference, in the presence of so many ELT scholars, professionals and educators from home and abroad. I'd also like to express my deepest gratitude to the special guests including former presidents of GETA/ALAK, invited speakers for plenary and featured sessions, presidents from our sister organizations for taking time out of their busy schedules and coming down to Gwangju to join us here. I truly welcome all of you and thank to all.

GETA has grown into a leading ELT organization and has made a significant contribution to the development of Korean English education by dealing with current issues in Korean ELT through its annual conferences. The theme of this year's conference is "ELT and Applied Linguistics in a Globalized Asia: Opportunities and Challenges." The conference of this year is so special in that it will inspire us to discuss the ELT issues in a context of globalized Asia beyond Korea. The program features three plenary lectures, which will provide us with practical knowledge and new techniques in a field of applied linguistics. It also includes seven featured presentations in which the invited speakers from seven different Asian countries will share their valuable teaching experiences in their own countries and lead to fresh insights. I hope that this conference will better serve as an open forum to exchange ideas and broaden your horizons in teaching English in a globalized society.

Finally I'd like to express my sincerest appreciation to the conference co-host organization ALAK and its officers of the conference organizing committee who initiated the plan and spent their time and passion even throughout these extraordinary hot summer days. And also I feel grateful to GETA board members' commitment and dedication. Without their beautiful collaboration, this joint conference would not be possible. My special thanks also go out to the generous sponsors, English Mou Mou, Gwangju Top ELT Book Center, Cambridge University Press in Korea for their continuous support every year.

Once again, I welcome all of you, our participants. And I do hope that all the participants will have a most fulfilling and rewarding time at this conference. Please enjoy the conference and have a great time. Thank you very much.

# Congratulatory Address



**Dr. Claire Kramsch**
President, AILA
University of California Berkeley, USA

      Good morning everybody. In my capacity of President of the International Association of Applied Linguistics, I wish to thank Professor Park for giving me the opportunity to welcome you to this 3rd AILA East-Asia and ALAK-GETA Joint International Conference. I wish I could be with you to congratulate you in person, but I am happy that this video will bring you my greetings. We at AILA have been following with great interest and admiration your efforts to establish a vibrant and dynamic AILA East-Asia applied linguistic research group and we are particularly happy that the group is meeting this year in Korea. Your efforts at regionalization are echoed by similar initiatives in Europe, where AILA-Europe has run several junior researchers meetings in recent years, as well as in the United Arab Emirates where members of TESOL-Arabia are looking for ways to form an AILA Affiliate in the region, and in Brazil, where scholars from various Latin-American countries will give an invited symposium at the AILA World Congress in July 2017 on research cultures in Latin America.

      I wish you all a stimulating and fruitful conference and look forward to seeing many of you in Rio de Janeiro in July 2017!

# Congratulatory Address

**Dr. Hajime Terauchi**
President, JACET
Takachiho University, Japan

On behalf of the Japan Association of College English Teachers (JACET), I would like to congratulate all the members of ALAK and GETA on convening the Third AILA East-Asia and 2016 ALAK-GETA Joint International Conference. I am honored to have the opportunity to deliver this congratulatory address at the opening ceremony.

I have also heard the wonderful news that ALAK will bid to host the 2023 AILA World Congress. In 1999, JACET had the honor of hosting the 12th AILA World Congress at Waseda University. We would be happy to offer whatever help we can to make another successful congress.

The present 2016 Joint International Conference is a first step to making preparations for the big event in 2023. I am certain that this conference will be a great success not only for ALAK and GETA members but for all participants.

In closing, I would like to express my great expectations for the new level of cooperation between ALAK and JACET. We are looking forward to collaborating on projects in the near future.

Once again, I offer my heartfelt congratulations.

# Congratulatory Address



**Dr. Jianchong Nan**
Vice President, CELEA
Xi'an International Studies University, China

Dear Colleagues,

As the Vice President of China English Education Association (CELEA), I would like to congratulate ALAK for the opening of The 3rd AILA East-Asia & 2016 ALAK International Conference. It's my first time to attend the conference of applied linguistics in Korea on behalf of CELEA. I hope this will further the academic exchange and cooperation between the two associations.

CELEA, was inaugurated in 1981, with its initial focus on teaching English to English majors at tertiary level in China. CELEA organized its first three international conferences on ELT in China in 1985, 1992, and 2001, respectively. From 2004, CELEA began to regularly hold large-scale international conferences (with 1,000+ participants) every three years and small-scale national conferences every year in between. The 8th International Conference on English Language Teaching (ELT2017) in China will be held in Xi'an City on October 20-22 next year. You are warmly welcome to participate in the ELT 2017 conference.

Jointly organized by CELEA, JACET and ALAK, the 1st AILA East-Asia Symposium was held during the 7th International Conference on ELT in China in 2014. The theme was "Pre-service Teacher Education". The 2nd was held during the JACET 54th International Convention in Japan. The theme was "Teaching Culture in English Classes in East Asia". Both symposia successfully brought together the well-known scholars in the region. This 3rd AILA East Asia & 2016 ALAK International Conference is again a great opportunity for scholars to communicate and collaborate. ALAK has made tremendous efforts in joining regional organizations and institutions together to promote the academic activities in the East-Asian region. It is our delight to attend this event.

Dear colleagues, please allow me to take this opportunity to thank the organizer, ALAK, for offering us this opportunity to meet up this year. I wish the conference a great success and welcome you to participate in the ELT 2017 conference in Xi'an.

# Congratulatory  Address

**Dr.  Kang  Suk  Suh**
President,  Honam  University

Distinguished  scholars,  teachers,  students,  ladies  and  gentlemen,

As President of Honam University, I am honored to welcome all of you to The 3rd AILA East-Asia and 2016 ALAK-GETA Joint International Conference held here at Honam University.

Founded in 1978, Honam University has been striving for  excellence in teaching, preparing students for their future careers, and serving the local community. In this rapidly changing world, universities face numerous of issues and challenges with regards to sustainability. Honam University has been putting forth its best efforts to meet the new needs and demands of the local, national, and international community. As a result, the University has become the top private university in this region by having six university project groups selected for the "2014 Regional University Specialization Project" (CK-II) and for the "Program for Industry Needs-Matched Education" (PRIME), supervised by the Ministry of Education and implemented by the National Research Foundation of Korea.

The main theme of this three-day conference is "ELT and Applied Linguistics in a Globalizing Asia: Opportunities and Challenges." I believe this exciting event will make one of the most significant contributions to the development of English language teaching and applied linguistics in East Asia. I am very pleased and proud that this conference, unprecedented in its scale and content, is being held at Honam University. We are prepared to offer our full support to successfully host the conference. I hope all of you enjoy the conference and have a great time during your stay at Honam University and in Gwangju. Thank you.

**Day 1 Program, September 9 (Fri.)**

| 9:30 | **Departure to the School of Choice** | |
|---|---|---|
| 10:00-11:00 | **School Visit** English Classroom Observation | A. Gwangju Chipyong Elementary School      Chief Teacher: Donggun Kim / 5th-grade class |
| | | B. GwangjuYuchon Elementary School      Teacher: Eunju Kim / 6th-grade class |
| | | C. Gwangju Gyerim Elementary School      Teacher: Sunyoung Park / 4th-grade class |
| | | D. Gwangju Gwangcheon English Center      Teacher: Jihyo Chang / 5th-grade class |
| | | E. Bomun High School      Teacher: Sun Hee Park / 1st-grade class |
| | | F. Bomun High School      Teacher: Wonho Lee / 2nd-grade class |
| 11:00-11:30 | **Campus Tour (at each school)** | |
| 11:30-12:30 | **Lunch (at each school)** | |
| 12:30-13:20 | **Registration for Workshop & Symposium** (International Conference Hall, Honam University) | |
| 13:20-13:30 | **Opening Ceremony** (International Conference Hall, Honam University) **Welcoming Address: Joo-Kyung Park** (President of ALAK, Honam University, Korea)      **Moderator:** Isaiah WonHo Yoo (General Secretary of ALAK, Sogang University, Korea) | |
| 13:30-14:20 | **Workshop I. Gabriele Kasper** (University of Hawaii at Manoa, USA) *Analyzing Stories in Interaction: Recipient Participation in Storytelling*      **Moderator:** Eun Sung Park (Sogang University, Korea) | |
| 14:30-15:20 | **Workshop II. Hyeokeung Kwon** (Seoul National University, Korea) *Online English Corpora for Teaching and Research*      **Moderator:** Dong Gwang Shin (Gwangju National University of Education, Korea) | |
| 15:20-15:30 | **Break** | |
| 15:30-17:20 | **AILA East-Asia Symposium**      *Connecting SLA Research to ELT Practice: Opportunities and Challenges* | |
| | ALAK | • Yong-Won Lee (Editor-in-chief of the *ALAK Journal*, Seoul National University, Korea) |
| | JACET | • Judy Noguchi (Editor-in-chief of the *JACET Journal*, Kobe Gakuin University, Japan) • Hajime Terauchi (President of JACET, Takachiho University, Japan) |
| | CELEA | • Jingyu Zhang (Xian International Studies University, China) • Lin He (Xian International Studies University, China) |
| | | **Moderator:** David Shaffer (Vice President of ALAK, Chosun University, Korea) |
| 17:20-17:30 | **Closing Ceremony & International Conference Day (Sept. 10) Information** | |

**Day 2 Program, September 10 (Sat.)**

| Time | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 08:30-09:00 | **Registration** | | | | | | | | | | | | | | | | |
| 09:00-09:25 | - | - | C | D | E | F | G | H | - | J | K | L | - | N | O | - | |
| 09:25-09:50 | A | - | C | D | E | F | G | H | I | J | K | L | M | N | O | P | |

| 10:00-10:30 | **Auditorium, Building 4**<br>**Opening Address:** **David Shaffer** (Conference Chair, Chosun University, Korea)<br><br>**Welcoming Address: Joo-Kyung Park** (President of ALAK, Honam University, Korea)<br><br>**Haeng Jung** (President of GETA, Honam University, Korea)<br><br>**Congratulatory Addresses:**<br>Claire Kramsch (President of AILA, University of California, Berkeley, USA)<br>Hajime Terauch (President of JACET, Takachiho University, Japan)<br>JianchongNan (Vice President of CELEA, Xian International Studies University, China)<br>Kang-Suk Suh (President, Honam University, Korea)<br><br>**Moderator:** Isaiah WonHo Yoo (General Secretary of ALAK, Sogang University, Korea)<br>Sunyoung Kim (General Secretary of GETA, Mokpo National University, Korea) |
|---|---|
| 10:30-11:15 | **Plenary Session I**<br> **Daniel Perrin (Zurich University of Applied Sciences, Switzerland)**<br> *Applied Linguistics in a Globalizing World: The Case of Professional Writing and the Digital Literacy Shift*<br><br>**Moderator:** Jihyeon Jeon (Ewha Womans University, Korea) |
| 11:15-12:00 | **Plenary Session II**<br> **Hyukseung Kwon (Seoul National University, Korea)**<br> *Recent Trends of English Corpus Linguistics in Korea*<br><br>**Moderator:** Chae Kwan Jung (Korea Institute for Curriculum & Evaluation, Korea) |
| 12:00-13:00 | **Lunch Break** |

| Time | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 13:00-13:25 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | - | P | **Poster Session** |
| 13:25-13:50 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | |
| 13:50-14:00 | **Book Exhibition & Coffee Break** | | | | | | | | | | | | | | | | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

|  | Room 6303, 3rd Floor, Building 6 | Chinese Zone, 2nd Floor, Building 6 | Room 6301, 3rd Floor, Building 6 |
|---|---|---|---|
|  | **Featured Session I**<br><br>**Terauchi Hajime**<br>(Pres., JACET, Japan)<br>*Applied Linguistics in Japan: Past, Present, and Future*<br><br>**Moderator:**<br>Jangho Lee<br>(Chung-Ang University, Korea) | **Featured Session II**<br><br>**Jiangyu Zhang**<br>(CELEA, China)<br>*The L3 Acquisition of English Psych Predicates in the L2 Chinese Context by Uyghur College Students*<br><br>**Moderator:**<br>Yunjoo Park<br>(Korea National Open University, Korea) | **Featured Session III**<br><br>**Dararat Khampusaen**<br>(ThaiTESOL, Thailand)<br>*Raising Ethical and Moral Concerns on Plagiarism by EFL/ESL University Students*<br><br>**Moderator:**<br>Sunhee Choi<br>(Jeonju University, Korea) |

**14:00-14:40**

| Room 6311, 3rd Floor, Building 6 | Room 6312, 3rd Floor, Building 6 | Auditorium, Building 4 | English Zone, 2nd Floor, Building 6 |
|---|---|---|---|
| **Featured Session IV**<br><br>**Svetlana Strokova**<br>(FEELTA, Russia)<br><br>*Cultural Education in Russia Through Authentic Signs and Notices*<br><br>**Moderator:**<br>Eun Kyung Kim<br>(KAIST, Korea) | **Featured Session V**<br><br>**M. Zaim**<br>(TEFLIN, Indonesia)<br><br>*An Integrated Model of Intensive and Extensive Reading in Teaching Reading for EFL University Students*<br><br>**Moderator:**<br>Daehyeon Nam<br>(UNIST, Korea) | **Featured Session VI**<br><br>**Dongeun Lee**<br>(Pres., IAKLE, Korea)<br><br>*A Discussion of Discourse Glossing in Korean Learners' Corpus [in Korean]*<br><br>**Moderator:**<br>Young Yun<br>(Honam University, Korea) | **Featured Session VII**<br><br>**Lyndsay Herron**<br>(Pres. KOTESOL, Korea)<br><br>*Ten Tech Tools to Ease Teachers' Lives [Workshop]*<br><br>**Moderator:**<br>David Shaffer<br>(Chosun University, Korea) |

| 14:40-15:00 | **Book Exhibition & Coffee Break** | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

| Time | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Roundtable |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 15:00-15:25 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | **Roundtable** |
| 15:25-15:50 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | *Cross-cultural Communi-cation: Opportunities and Challenges* |
| 15:50-16:00 | **Book Exhibition & Coffee Break** | | | | | | | | | | | | | | | | |
| 16:00-16:25 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | |
| 16:25-16:50 | A | B | C | D | E | – | – | H | I | J | K | – | M | – | – | – | **Daniel Perrin, William Littlewood, Soo im Lee, Mae-Ran Park** |
| 16:50-17:10 | **Book Exhibition & Coffee Break** | | | | | | | | | | | | | | | | |

| 17:10-17:55 | **Plenary Session 3**<br>       **Gabriele Kasper (University of Hawaii at Manoa, USA)**<br>       *The Social Life of Methods: Knowledge Production in Applied Linguistics*<br>                              **Moderator:** Jaemyung Goo (Gwangju National University of Education, Korea) |
|---|---|
| 18:00-18:40 | **Korean Traditional Music and B-Boying Performance & ALAK/GETA General Meetings** |
| 18:40-19:00 | **Closing Ceremony** |
| 19:00-20:00 | **Conference Reception** |

## Day 3 Conference, September 11 (Sun.)

## "Cross-cultural Talks on the Road"

| 08:30 | **Departure from Hotel B** |
|---|---|
| 09:00 | **Arrival at Asia Culture Center (ACC)** |
| 09:00-10:15 | **Tour of Asia Culture Center** |
| 10:30 | **Arrival at May 18 Archives** |
| 10:30-11:45 | **Tour of May 18 Archives** |
| 12:00 | **Arrival at restaurant for lunch** |
| 12:00-13:00 | **Lunch** |
| 13:00-14:30 | **Tour of the Yangnim-dong historical sites** |
| 15:00 | **Arrival at Final Destination: Hotel B** |

# Day 1 Program

**International Conference Hall, Building 7, September 9 (Fri.)**

| | |
|---|---|
| 12:30-13:20 | **Registration for Workshop & Symposium**<br>(International Conference Hall, Honam University) |
| 13:20-13:30 | **Opening Ceremony** (International Conference Hall, Honam University)<br>**Welcoming Address: Joo-Kyung Park** (President of ALAK, Honam University, Korea)<br>   **Moderator:** Isaiah WonHo Yoo (General Secretary of ALAK, Sogang University, Korea) |
| 13:30-14:20 | **Workshop I. Gabriele Kasper** (University of Hawaii at Manoa, USA)<br>*Analyzing Stories in Interaction: Recipient Participation in Storytelling*<br>   **Moderator:** Eun Sung Park (Sogang University, Korea) |
| 14:30-15:20 | **Workshop II. Hyeokeung Kwon** (Seoul National University, Korea)<br>*Online English Corpora for Teaching and Research*<br>   **Moderator:** Dong Gwang Shin (Gwangju National University of Education, Korea) |
| 15:20-15:30 | **Break** |
| 15:30-17:20 | **AILA East-Asia Symposium**<br>  *Connecting SLA Research to ELT Practice: Opportunities and Challenges*<br><br>ALAK   • Yong-Won Lee (Editor-in-chief of the *ALAK Journal*, Seoul National University, Korea)<br><br>JACET   • Judy Noguchi (Editor-in-chief of the *JACET Journal*, Kobe Gakuin University, Japan)<br>    • Hajime Terauchi (President of JACET, Takachiho University, Japan)<br><br>CELEA   • Jingyu Zhang (Xian International Studies University, China)<br>    • Lin He (Xian International Studies University, China)<br><br>  **Moderator:** David Shaffer (Vice President of ALAK, Chosun University, Korea) |
| 17:20-17:30 | **Closing Ceremony & International Conference Day (Sept. 10) Information** |

**Pre-Conference  Workshop  1**

# Analyzing  Stories  in  Interaction:
# Recipient  Participation  in  Storytelling

**Gabriele  Kasper**
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gkasper@hawaii.edu

People tell stories in talk to and for particular recipients. It is therefore insufficient to analyze the story *structure*; instead we have to examine the story*telling* as a form of social interaction. In particular, in order to understand how a storytelling evolves, it is critical to pay close attention to the ways in which the story *recipient* shapes the ongoing telling. This workshop will offer hands-on experience with the analysis of the recipient's contribution to the telling of an autobiographic story.

**Pre-Conference  Workshop  2**

# Online  English  Corpora  for  Teaching  and  Research

**Hyukseung  Kwon**
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Use of corpora and corpus-based methods in language learning and teaching has become a popular method of research in applied linguistics. Computer corpora started to become available in the 1990s and online corpora became available in the 2000s. The release of the Corpus of Contemporary English (COCA) in 2008 contributed to the popularization of corpus linguistics and the broad appeal of corpora as a rich resource for language research.

The British National Corpus (BNC) and the COCA are the two major corpora of English, representing British English and American English, respectively. These corpora are considered valuable resources for language teaching, learning and research. The availability of online corpora provides teachers and researchers with easy access to language data, which is unprecedented in size and scope.

This workshop will focus on (a) introducing the characteristics of corpus linguistics, (b) explaining the major concepts of corpus linguistics (frequency, concordance and collocation), and (c) how to make the best use of the COCA, one of the most widely used online corpora. COCA is the largest freely-available corpus of English, containing more than 520 million words of text (20 million words each year 1990-2015). It is equally divided among spoken, fiction, popular magazines, newspapers, and academic texts, and offers insight into the usage of English in various registers.

**The Third AILA East-Asia Symposium**

## *Connecting SLA Research to ELT Practice: Opportunities and Challenges*

The three AILA affiliates (ALAK, CELEA, and JACET) join the Third AILA East-Asia Symposium at the 2016 AILA East-Asia and ALAK-GETA Joint International Conference to expand and promote the academic activitis of AILA in the East Asian region. In connection with the theme of the conference, "ELT and Applied Linguistics in a Globalizing Asia: Opportunities and Challenges," this symposium seeks to discover how to best connect research in second language acquisition to actual application in the ELT classroom.

The three speakers will each present research in their specific area of second language acquisition and describe a pathway to the realization of its use in language teaching. All too often, it seems that important research takes far too many years to manifest itself in language instruction. This symposium aims to seek ways to make the flow from research to practice more fluid.

The symposium aims to be interactive. After each speaker's presentation, there will be a period in which the discussants, and other speakers, may expound upon, ask questions about, and present additional ideas related to the presentation given. Following the three presentations and discussion by the panel, the audience will have considerable time to make comments, ask questions to the panel in general or to individual panelists, and to make suggestions of their own.



## Yong-Won Lee – Speaker (ALAK)

**Assessment Theory and Its Classroom Application: Implications of Learning-Focused Assessment Approaches for Second Language Classrooms**

Various learning-focused assessment approaches are recently attracting researchers' and practitioners' attention in second language teaching. Such approaches may include diagnostic assessment (Alderson et al., 2015), dynamic assessment (Poehner & Lantolf, 2013), and learning-oriented assessment (Purpura & Turner, 2017). The main goal of this talk is to briefly review these approaches in terms of their theoretical groundings, methodology, and implications for classroom teaching.

**Biographical Sketch**

Yong-Won Lee is Professor of Applied Linguistics in the Department of English Language and Literature at Seoul National University. He received his PhD in speech communication with an emphasis on second language testing and measurement at The Pennsylvania State University. He is currently serving as Vice President of ALAK and Editor-in-Chief for its journal, *Korean Journal of Applied Linguistics.*

## Judy Noguchi – Speaker (JACET)

### ESP Bridges to Other Discourse Communities

The discourse community concept is central to ESP (English for Specific Purposes), with recurring genres bonding the members. However, in today's media-connected world, professionals increasingly find the need to address those outside their immediate community. Examples of teaching materials, methods, and student responses will be presented.

**Biographical Sketch**

Judy Noguchi is Professor of English and Dean of the Faculty of Global Communication at Kobe Gakuin University. She has been involved in ESP since the start of her career, teaching students in science, engineering, medicine, and other disciplines. Her academic degrees are BA/BS (chemistry), MEd (TESL), and PhD (applied linguistics).

## Jingyu Zhang – Speaker (CELEA)

### The Semantic Salience Hierarchy Model and Teaching Causation Patterns

Causativity, transitivity, and passivity are issues in both the search and classroom teaching of English as a second language. The Semantic Salience Hierarchy Model offers an effective way to teach causatives, i.e., the salience of CAUSE in its representation in natural languages, or schematically analytical (make *sb* happy) > morphological (gladden) > lexical causatives (please/delight).

**Biographical Sketch**

Jingyu Zhang is Professor of Linguistics and Director of the Collaborative Innovation Center for Silk Road Language Services, Xi'an International Studies University. His areas of research are language acquisition and applied linguistics. His monograph *Semantic Salience Hierarchy Model: L2 Acquisition of Psych Predicates* was published by Peter Lang in 2007. He has published articles in *Applied Psycholinguistics* and other journals.

## Hajime Terauchi – Discussant (JACET)

Hajime Terauchi is Professor of English in the Faculty of Commerce at Takachiho University in Tokyo. He has a BA in Civil Law (Keio University), and an MA and PhD in English Language Teaching (University of Warwick, UK). His major research interests include ESP (English for Specific Purposes), particularly, for law and business, and legal culture. He is currently president of JACET.

## Lin He – Discussant
## (CELEA)

Lin He received her PhD in Applied Linguistics at Victoria University of Wellington, New Zealand, in 2015. Her research interests are second language vocabulary learning and teaching, grammar teaching, and processing instruction. Dr. He is now a lecturer at the School of English Studies, Xi'an International Studies University.

## David E. Shaffer – Symposium Organizer / Moderator
## (ALAK)

David Shaffer received his PhD in Linguistics in 1990. He has been on the faculty of the English Language Department at Chosun University, Korea, for many years. Dr. Shaffer is the former director of the university's Foreign Language Programs and their TESOL Program. His research interests include second language acquisition, TEFL methodology, and autonomous learning.

# Day 2 Program

Auditorium, Building 4 & Building 6, Sept. 10 (Sat.)

**Plenary Sessions (**Auditorium, Building 4)

| | |
|---|---|
| 10:30-11:15 | **Plenary Session I**<br><br>**Daniel Perrin (Zurich University of Applied Sciences, Switzerland)**<br>*Applied Linguistics in a Globalizing World: The Case of Professional Writing and the Digital Literacy Shift*<br><br><br>**Moderator:** Jihyeon Jeon (Ewha Woman's University, Korea) |
| 11:15-12:00 | **Plenary Session II**<br><br>**Hyukseung Kwon (Seoul National University**, Korea**)**<br>*Recent Trends of English Corpus Linguistics in Korea*<br><br>**Moderator:** Chae Kwan Jung (Korea Institute for Curriculum & Evaluation, Korea) |
| 17:10-17:55 | **Plenary Session III**<br><br>**Gabriele Kasper (University of Hawaii at Manoa, USA)**<br>*The Social Life of Methods: Knowledge Production in Applied Linguistics*<br><br>**Moderator:** Jaemyung Goo (Gwangju National University of Education, Korea) |

**Featured Sessions**

| | |
|---|---|
| 14:00-14:40 | **Featured Session I (**Room 6303, 3rd Floor, Building 6)<br><br><br>**Terauchi Hajime (**Pres., JACET, Japan)<br>*Applied Linguistics in Japan: Past, Present, and Future*<br><br>**Moderator:** Jangho Lee (Chung-Ang University,Korea) |
| | **Featured Session II** (Chinese Zone,   2nd Floor, Building 6)<br><br><br>**Jiangyu Zhang** (CELEA, China)<br>*The L3 Acquisition of English Psych Predicates in the L2 Chinese Context by Uyghur College Students*<br><br><br>**Moderator:** Yunjoo Park (Korea National Open University, Korea) |
| | **Featured Session III** (Room 6301, 3rd Floor, Building 6)<br><br><br>**Dararat Khampusaen** (Thai TESOL, Thailand)<br>*Raising Ethical and Moral Concerns on Plagiarism by EFL/ESL University Students*<br><br>**Moderator:** Sunhee Choi (Jeonju University, Korea) |

**Featured Session IV** (Room 6311, 3$^{rd}$ Floor, Building 6)

**Svetlana Strokova** (FEELTA, Russia)
*Cultural Education in Russia Through Authentic Signs and Notices*

**Moderator:** Eun Gyong Kim (KAIST, Korea)

**Featured Session V (**Room 6312, 3$^{rd}$ Floor, Building 6)

**M. Zaim** (TEFLIN, Indonesia)
*An Integrated Model of Intensive and Extensive Reading in Teaching Reading for EFL University Students*

**Moderator:** Daehyeon Nam (UNIST, Korea)

**Featured Session VI (**Auditorium, Building 4)

**Dongeun Lee** (Pres., IAKLE, Korea)
*A Discussion of Discourse Glossing in Korean Learners' Corpus [in Korean]*

**Moderator:** Young Yun (Honam University, Kora)

**Featured Session VII (**English Zone, 2$^{nd}$ Floor, Building 6)

**Lyndsay Herron** (Pres. KOTESOL, Korea)
*Ten Tech Tools to Ease Teachers'Lives* **[Workshop]**

**Moderator:** David Shaffer (Chosun University, Korea)

**Roundtable (Auditorium, Building 4)**

| | |
|---|---|
| 15:00-16:50 | **Cross-cultural Communication: Opportunities and Challenges**<br><br>Daniel Perrin (Zurich University of Applied Sciences, Switzerland)<br>Soo Im Lee (Ryukoku University, Japan)<br>William Littlewood (Hong Kong Baptist University, Hong Kong)<br>Mae-Ran Park (Pukyong National University, Korea)<br><br>**Moderator:** Mae-Ran Park (Pukyong National University, Korea) |

**Plenary Session 1**

## Applied Linguistics in a Globalizing World: The Case of Professional Writing and the Digital Literacy Shift

**Daniel Perrin**

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In cultural literacies investigated so far, the functions of writing as a distinctive mode of language use have developed and expanded from mnemotechnical to communicative and epistemic writing. Throughout this development, writing has become an increasingly focused activity: people decide to engage in writing with the intention of producing a text that helps them memorize, share, or elaborate their thoughts. With emerging digital media, however, this focused way of writing has been more and more interfered with a new, fragmentary, and incidental mode of language use we term "writing-by-the-way" (Hicks & Perrin, 2014).

In my plenary, I analyze this digital literacy shift from focused writing to writing-by-the-way. In doing so, I draw on two decades of longitudinal writing research in the workplace and large corpora of data on intercultural writing environments as well as text production strategies and practices. On a theoretical level, I combine five complementary key approaches of Applied Linguistics research into professional writing and discuss their methodological interplay. On a practical level, I explain the consequences the digital literacy shift bears for the writing practices in four increasingly globalized domains: education, translation, finance, and journalism.

**Biographical Data**

Daniel Perrin is Professor of Media Linguistics, Director of the Institute of Applied Media Studies IAM of the Zurich University of Applied Sciences Winterthur, Vice President of the International Association of Applied Linguistics AILA, as well as Co-Editor of the International Journal of Applied Linguistics InJAL and the de Gruyter Handbook of Applied Linguistics series. His main areas of research and teaching are text linguistics, media linguistics, methodology of applied linguistics, text production research, and analysis of language use in the media and in professional communication. Daniel Perrin worked as a journalist and writing coach before his academic career and is still engaged in training and coaching media and communication professionals. For more information see: www.danielperrin.net

**Plenary  Session  2**

# Recent Trends of English Corpus Linguistics in Korea

**Hyukseung  Kwon**
Seoul  National  University,  Korea

Since the 1990s the use of corpora has revolutionized nearly all branches of linguistics. Applications of corpora in applied linguistics have expanded rapidly over the past 30 years. Research methods generated by corpus linguistics are widely used in many areas of applied linguistics (i.e., pragmatics, discourse analysis, second language acquisition, stylistics, lexicography, translation, language pedagogy, etc.). Application of corpus linguistics to theoretical linguistics is also becoming an increasingly popular method of research in linguistic analysis. Corpus phonetics, corpus phonology, corpus semantics, corpus pragmatics are interdisciplinary studies that are not unfamiliar these days.

This presentation will give a brief overview of the development of corpus compilation and corpus linguistics from its inception in the 1960s to the present, discuss the essential characteristics of corpus linguistics, and examine the research trends in English corpus linguistics in Korea over the past two decades by looking at the corpus-based research papers published in three major Korean academic journals: *The Korean Journal of Applied Linguistics*, *English Language and Linguistics*, *English Teaching*.

**Biographical  Data**

Heokseung Kwon (Ph.D., The University of Birmingham) is Professor of English Linguistics in the Department of English Language and Literature at Seoul National University. Since 1998, he has been teaching English Corpus Linguistics and History of English. His research interests cover corpus linguistics, historical linguistics, ESP, and lexicography. His book publications include *Understanding the History of English* (in Korean, 2010), *Corpus Linguistics: An Introduction* (in Korean, 2012), *Nuclear English: key terms and real examples* (2016), and *Corpus Linguistics: An Application* (in Korean, forthcoming).

**Plenary  session  3**

# The Social Life of Methods: Knowledge Production in Applied Linguistics

**Gabriele  Kasper**
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The  methodological  literature  in  applied  linguistics  illuminates  a  wide  range  of  qualitative, quantitative,  and  mixed-methods  approaches.  These  publications  promote  an  understanding  of  our empirical  methods  and  of  how  different  methods  generate  data.  In  the  prevalent  view,  research  methods are  taken  as  instruments  that  are  periodically  updated,  fine  tuned  or  replaced  by  newer  models.  By  contrast, this  talk  considers  research  methods  in  applied  linguistics  and  elsewhere  in  the  (social)  sciences  as  forms of  social  practice.  For  this  undertaking  we  join  two  cognate  research  traditions,  the  longstanding ethnomethodological  interest  in  research  methods  as  practical  situated  accomplishments  (e.g.,  Lynch,  1993) and  several  strands  within  applied  conversation  analysis,  specifically  foundational,  institutional,  and interventional  applied  CA  (Antaki,  2011).  The  talk  shows  on  the  basis  of  recorded  data  how  researchers and  research  participants  accomplish  standard  applied  linguistic  research  methods  in  real  time  and  in  this way  affords  an  emic  perspective  on  knowledge  production  in  our  field.

**Biographical  Data**

Gabriele  Kasper  is  Professor  in  the  Department  of  Second  Language  Studies  at  the  University  of Hawai'i  at  Mānoa.  She  is  interested  in  applying  conversation  analysis  and  cognate  approaches  to multilingual  interaction  and  second  language  talk,  learning,  and  assessment,  the  social  side  of  cognition and  emotion,  and  standard  research  methods  in  applied  linguistics.

**Featured  Session  1**

# Applied Linguistics in Japan: Past, Present, and Future

**Hajime  Terauchi**
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This paper presents the current situation of Applied Linguistics in Japan, including English Language Teaching. Firstly, an overview will be presented of the history of the Japan Association of Applied Linguistics (JAAL) which was established within the Japan Association of College English Teachers (JACET) from its inception in 1962. One memorable event was the hosting of the 12th World Congress of Applied Linguistics in 1999 (AILA 99 Tokyo) at Waseda University from August 1 to 6. We welcomed 2,352 participants from 57 countries and 3 regions. The theme was "The Role of Language in the 21st Century: Unity and Diversity". Today, JACET continues to pursue research in the various aspects of language in society through its 48 Special Interests Groups (SIGs). Some of the work being done will be introduced. JACET is currently working actively toward improving the language teaching situation in Japan in response to an awareness of the need to better prepare our students for meaningful participation in the global community. Finally, this paper will attempt to forecast the future prospects of Applied Linguistics in Japan as well as in the Asian region.

**Biographical  Data**

Hajime Terauchi is Professor of English in the faculty of Commerce at Takachiho University in Tokyo. He has a BA in Civil Law (Keio University), MA and PhD in English Language Teaching (University of Warwick, UK). His major research interest includes ESP (English for Specific Purposes), particularly, for Law and Business, and Legal Culture. He is President of JACET.

**Featured Session 2**

# The L3 Acquisition of English Psych Predicates in the L2 Chinese Context by Uyghur College Students

**Jiangyu Zhang**
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**Ahmatjan Tash**
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We report an empirical study conducted on Uyghur learners' knowledge of English psych predicates in the L2 Chinese context. The difficulty in the acquisition of English psych predicates by Uyghur students mainly lies in the opaqueness of zero CAUS, which is concealed in Object Experiencer (OE) verbs such as excite and surprise and OE adjectives like exciting and surprising. This learnability problem is investigated within the framework of Semantic Salience Hierarchy Model (Zhang, 2007). To empirically verify our hypotheses based on the role of L1, L2, and animacy in the acquisition, a Grammaticality Judgment Test and a Writing Projection Test were designed and administered to three groups of participants, Uyghur learners of English, Chinese learners of English and English native speakers, with the latter two serving as control groups. The Uyghur learners of English were divided into two groups according to their primary and secondary education background, Uyghur Education Background (UEB) and Chinese Education Background (CEB) to examine the influence of the L2 Chinese. Both UEB and CEB were further divided into advanced and intermediate groups according to an English language skills test.

All results indicate that both CEB and UEB Uyghur learners of English gradually developed sensitivity to zero CAUS as their English and Chinese proficiency improved. Although morphological causatives are the typical causativization pattern for Uyghur, no positive results of L1 transfer were found. Overt causative morphology like -en as in English words such as gladden and sadden actually had an inhibitory effect compared with the zero derived OE verbs. Advanced CEB learners were significantly more accurate with periphrastic Make Construction than with zero derived OE verbs, suggesting the influence of the analytical causativization in Chinese. The advanced CEB learners accepted the combination of OE verbs with inanimate nouns more strongly than with animate nouns, coupling with the Chinese control group while their UEB counterparts treated the two combinations without any difference. As with the analytical causatives, both advanced UEB and CEB groups accepted combinations

with inanimate nouns more strongly than they treated the ones with animate nouns while the intermediate groups treated the two combinations without any difference. However, both advanced and intermediate CEB groups accepted analytical causatives more strongly than their UEB counterparts, suggesting the influence of L2. As with V-ing adjectives, all Uyghur groups have difficulties in both their acceptation and production, probably because Uyghur does not have such an adjectival form. All in all, these results lend support to the Semantic Salience Hierarchy Model.

**Biographical Data**

Jingyu Zhang is Professor of Linguistics and Director of the Collaborative Innovation Center for Silk Road Language Services, Xi'an International Studies University. His areas of research are language acquisition and applied linguistics. His monograph Semantic Salience Hierarchy Model: L2 Acquisition of Psych Predicates was published by Peter Lang in 2007. He has published articles in Applied Psycholinguistics and other journals.

Ahmatjan Tash is an instructor of English at Xinjiang University of Finance & Economics after having taught English in a middle school in Xinjiang Uyghur Autonomous Region for several years. He got his Ph. D in Linguistics and Applied Linguistics from Shaanxi Normal University in 2015. He has published articles in Turkic Languages and other academic journals.

**Featured Session 3**

# Raising Ethical and Moral Concerns on
# Plagiarism by EFL/ESL University Students

**Dararat Khampusaen**
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This paper raises the growing concern on plagiarism in the EFL and ESL students. The study explored types, rate and influential factors of plagiarism by postgraduate students. This paper firstly analyses the problem from the study which involved 30 PhD students in the academic year 2015. The research instruments were a test on knowledge on plagiarism, an essay writing test focusing on using outside sources, and a focus group interview for a wider perspectives on plagiarism. The findings revealed knowledge on plagiarism and types of plagiarism frequently found on the PhD. students' essays. Furthermore, the focus group study offered insights on the influential factors of plagiarism in postgraduate level. The author also discusses on the effective results of blending materials, strategies and techniques in teaching and promoting academic integrity while reducing plagiarism in EFL, and ESL classes. The last thought is on shifting the teaching focus from detecting academic criminals in classroom to promoting language learners who could express their thoughts in their own words.

**Biographical Data**

Dararat Khampusaen was born in Thailand. In 2010 she earned her Ph.D. in TESOL from the University of South Australia, Australia. Now she teaches in the English Department Khon Kaen University, Thailand. Her experiences and research interests include academic writing and teacher professional development in ICT for foreign language teaching.

**Featured  Session  4**

# Cultural Education in Russia Through Authentic Signs and Notices

**Dr.  Svetlana  Strokova**
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The presentation highlights the importance of developing the learner's powers as "intercultural speaker" and explores the didactic ways of achieving the objectives of cultural education through authentic signs and notices in Russia.

The central argument is that such materials can be successfully used in language teaching as a powerful development tool for raising cultural awareness of target values as well as for maintaining students' own cultural identity. It is no secret that any modern language is in constant change and development. And being a mirror of culture, it reflects the most important changes in the lifestyles of target culture representatives. These changes are especially visible on the example of all kinds of advertisements, slogans, banners, regulating behavior in public places.

This presentation is based on some Australian and Canadian notices, since the results of the analysis of Russian university curricula and English teaching materials suggest that they are still monocultural and contain mostly samples of British or American cultural products. This, of course, does not create didactic prerequisites to implement the principle of dialogue of cultures and civilizations [Bakhtin, 1981; Bibler, 1991, Saphonova, 2010] in teaching English at the university level.

**Biographical  Data**

Strokova Svetlana is a Department Chair at the Pacific State University in Khabarovsk (Russia). She has over 20-year experience in researching, teaching, training and publishing in foreign languages education. Her main research areas are cultural dimension of FL teaching, development of students' sociocultural competence via FL, intercultural communication, teacher training and Australian studies. Strokova S. holds a Ph.D. in Language Pedagogy from Moscow State Pedagogical University and has over 50 scientific publications. She is also a co-author of English course-books for Russian secondary schools.

**Featured Session 5**

# An Integrated Model of Intensive and Extensive Reading in Teaching Reading for EFL University Students

**M. Zaim**
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The vast amount of information available on the internet makes Reading become more important than ever before. It is possible to say that reading is not a guarantee for someone success but success will be harder to come without becoming a skilled reader. Teaching Reading in EFL setting has always been problematic. This is due to the fact that most students have limited amount of vocabulary, limited opportunity to read, limited access to reading material for practice and low motivation to read. Meanwhile, most of Reading lessons resolved around reading passages and answering comprehension questions which looked more like testing Reading rather than teaching Reading. Moreover, most teachers were not concerned on promoting reading outside of the classroom as a means of practice and expect the students to be able to read without any difficulties. Fluency in Reading, as a matter of fact, is the result of thousands of hours of meaningful Reading. The problems mentioned above, lead the writer to develop a model that integrates intensive reading with extensive reading. The intensive reading is designed to teach reading skills and strategies which are needed to become skilled readers. The Extensive reading is designed as a means of practicing the skills and strategies that are taught in the classroom as well as to develop fluency, improve vocabulary and motivation to read. This paper will elaborate intensive reading, extensive reading and the integrated model of the two concepts as well as current practice and future possibilities.

**Biographical Data**

M. Zaim is a professor linguistics at Department of English Language Education, State University of Padang, Indonesia. He has done some researches on Linguistics and language Teaching on Minangkabau, Mentawai, Indonesian, and English language. He has presented some papers on some international conferences and seminars in South Korea, Malaysia, China, and Indonesia. His research interests are on linguistics, teaching methods and strategies, and assessment.

**Featured  Session  6**

# A Discussion of Discourse Glossing in Korean Learners' Corpus [in Korean]

**Dongeun  Lee**
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이 글은 한국어 구어 담화의 연구에 적용하기 위한 담화 차원의 주석 체계를 논의하는 데 그 목적을 둔다. 연구사적으로 보면, 21세기 세종계획의 성과가 보고되고, 축적되기 시작하면서 관련된 다수의 국어학 연구자들의 관심이 주석 체계의 방향 제안에 모아지는 경향을 보였다.

더구나 1990년대부터 한국어의 담화적 특징을 규명하는 연구들이 등장했고, 2000년대가 열리면서 한국어교육학계에서는 한국어 학습자의 구어 담화를 연구 대상으로 하는 분석 연구의 포문이 열렸다. 최근에 이르러서는 한국어 학습자 말뭉치의 기초연구와 구축을 목적으로 하는 국가 차원 과제의 첫 보고라는 수확을 보게 되었다.

문어 말뭉치의 구축도 그러하지만, 구어 말뭉치의 구축과 분석 연구에는 많은 복잡한 문제들이 존재한다. 특히 구어 말뭉치의 경우에는 수집 차원에서는 인간을 대상으로 하는 물리적인 과정이라는 태생적으로 원죄에 가까운 윤리의 문제 이외에도 대화자로 인한 변수가 발생하게 된다. 구축 차원에서 보면, 합리적 수준의 전사와 주석하기가 그 말뭉치의 신뢰도를 좌우하며, 나아가 학습자 말뭉치의 활용 및 심화 연구에 기여하는 바가 상당할 것으로 본다.

본 연구에서는 학습자 말뭉치 구축에 있어서 담화 차원의 주석이 갖는 의의에 초점을 두고 논의를 시작한다. 영어학에서 사용되는 버전의 답습을 탈피하여, 국제적 연구들을 포함하여 국제표준기구(ISO: International Standard Organization)에서 연구, 개발 중인 성과물을 참고하여 적절한 한국어의 대화 행위 주석 체계를 모색하고자 한다.

한국어 학습자의 말뭉치를 다루는 데 있어서 합리적 차원의 대화 행위 주석 체제를 위한 고민은 언어자원에 대한 다차원적이고도 역동적인 담화 의미를 규명하는 데 기여할 것이다. 또한 학습자 구어 말뭉치의 구축 등의 의미있는 주요 과제에 적용함으로써 교수 학습에 기여함은 물론 국제 학계에서 한국어 담화분석과 한국어교육학의 효율적 소통을 기대할 수 있을 것으로 본다.

**Biographical  Data**

Dr. Dong-Eun Lee is Associate Professor at the Department of Korean Language and Literature,

Kookmin University, S. Korea. She received her BA in Linguistics from Seoul National University, MA in Applied Linguistics from The American University, United States and Ph.D. in Linguistics, specializing in Discourse Analysis from Seoul National University, S Korea. Her teaching and research areas are Korean Language Education (Korean as a Foreign/Second Language), Discourse Analysis, Learner Corpus, Second Language Pragmatics, Teaching Speaking, Sociolinguistics and Applied Korean Linguistics. Her numerous publications include "A Discussion of Glossing and Transcription in Korean Oral Discourse" (2016) in Eoneohag, Sejong Korean 7, 8 (2013) published by The National Academy of Korean Language. She has presented in many parts of the world including USA, Mexico and Europe and Asian countries as an invited speaker. Her recent interest is in developing a Glossing System for Korean Learners' Oral Corpus. Currently, she is President of The International Association for Korean Language Education (IAKLE) and committee member of Korean Language Policy Committee, Ministry of Culture, Sports and Tourism of Korea (MCST) and Associate Editor, Eoneohag, Journal of the Linguistic Society of Korea.

**Featured  Session  7**

## Ten Tech Tools to Ease Teachers' Lives [Workshop]

**Lindsay  Herron**
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Teachers' time is at a premium. Fortunately, technology can help! But too often, sites that purport to help teachers ultimately prove disappointing or expensive. This presentation cuts through the chaff to introduce tried-and-true online tools that are free, easy to use, and guaranteed to make an EFL teacher's life easier, without any software installation.

Among the highlighted tools are those that can make class feedback more dynamic, such as Padlet, or make worksheets more interactive and multimodal, such as Wizer. Educators looking for easy ways to gather student information, create self-grading tests, distribute assignments, or conduct surveys will be gratified to discover the plethora of tools offered by Google. Voice Spice and Vocaroo will prove invaluable for teachers who wish to record their students or create their own listening exercises. And keeping up with online articles for professional development has never been easier, thanks to tools such as Feedly and Readability.

Attendees will leave the workshop with great ideas and new enthusiasm for effectively integrating tech tools into their teaching, helping to make their lives much easier.

NOTE: Attendees will have an opportunity to try out several tools for themselves; bringing a smartphone pre-loaded with a QR-reader app is encouraged.

**Biographical  Data**

Lindsay Herron has been a visiting professor at Gwangju National University of Education since 2008. Prior to that, she taught at a boys' high school in Jeju-do. She has an MSEd in language education (Indiana University), an MA in cinema studies (New York University), bachelor's degrees in English and psychology (Swarthmore College), a CELTA, and the CELTA YL Extension.

**Roundtable (Auditorium, Building 4)**

# Cross-cultural Communication: Opportunities and Challenges

**Daniel Perrin** (Zurich University of Applied Sciences, Switzerland)

**The Case of Multilingualism and Media**

From tribal societies to virtual communities, humans have always used media and languageS to communicate. I argue that future research has to elaborate on the dynamics and complexity of multilingualism and the media in order to identify opportunities and challenges of cross-cultural communication in the context of digitization and globalization.

**Daniel Perrin** is Professor of Media Linguistics, Vice President of AILA, and Editor of the International Journal of Applied Linguistics and the de Gruyter Handbook of Applied Linguistics series. His areas of research are media linguistics, methodology of applied linguistics, text production research, and analysis of language use in professional communication. www.danielperrin.net

**Soo im Lee** (Ryukoku University, Japan)

**Japan's Cultural Nationalism vs English Hegemony**

Japanese learners, who live in a moderately homogeneous society, linguistically speaking, do not feel an immediate need to acquire English even though internationalization and globalization have been buzzwords in English education for the last four decades. From a cultural perspective, ethnocentrism and cultural nationalism hinder Japanese learners from mastering English skills and it legitimates the value that English hegemony should not affect Japanese beliefs and values.

**Soo im Lee** (Korean-Japanese) is Professor of Business Administration at Ryukoku University, Kyoto, Japan. Her publications include numerous test preparation textbooks, Japan's Diversity Dilemmas: Ethnicity, Citizenship, and Education, iUniverse, 2006, and Culture and Conflict; Changing the world for the better, Shohakusha, 2013. Awards: Global Scholar by English Testing Service (2007), Asia Leadership Fellow by the International House of Japan and the Japan Foundation (2008).

**William  Littlewood** (Hong  Kong  Baptist  University,  Hong  Kong)

**Situated  Meanings  in  Intercultural  Communication**
    In  this  talk  I  will  present  three  moments  of  intercultural  communication  which  show  how  this  communication  involves  constructing  'situated  meanings',  emerging  from  interaction  between  (a)  the  meaning  potential  of  the  language  and  (b)  the  context  of  situation,  as  interpreted  through  (c)  relevant  (multi)cultural  models  and  (d)  personal  mental  models.

**William  Littlewood**  worked  in  the  UK  before  moving  to  Hong  Kong,  where  he  is  currently  Honorary  Professor  at  Hong  Kong  Baptist  University.  He  has  published  widely  in  applied  linguistics  and  language  teaching.

**Mae-Ran  Park** (Pukyong  National  University,  Korea)

**Measuring  Intercultural  Sensitivity  of  Korean  College  Students:  The  Impact  of  Short-Term  Study-Abroad  Programs**
    In  this  talk,  the  intercultural  sensitivity  of  Korean  college  students  will  be  examined,  using  the  Intercultural  Sensitivity  Scale  developed  by  Chen  and  Starosta  (2000).  The  study  will  focus  on  five  dimensions  of  the  intercultural  study  and  the  participants'  demographic  factors  affecting  their  intercultural  sensitivity.  The  results  will  shed  lights  on  pedagogical  implications  as  to  how  to  train  students  in  EFL  contexts  to  cope  with  people  from  diverse  cultural  backgrounds  effectively.

**Mae-Ran  Park**  is  Professor  of  ELT  at  Pukyong  National  University,  Korea.  Her  research  interests  include  ELT  methodology,  materials  development,  and  professional  development.  Dr.  Park  is  the  immediate  past  president  of  the  Pan-Korea  English  Teachers  Association  (PKETA).  She  served  as  a  visiting  professor  at  Ritsumeikan  University,  Monash  University,  and  Harvard  University.  She  has  given  numerous  presentations  in  Japan,  Australia,  Malaysia,  India,  Thailand,  the  Philippines,  Singapore,  Hong  Kong,  Vietnam,  and  China.

# Concurrent Sessions – Section A: Analysis of Discourse & Interaction

**(Room 6301, 3ʳᵈ Floor, Building 6)**

| TIME | PRESENTATION |
|---|---|
| | **Chair:** Hyesook Park (Kunsan National University, Korea) |
| 09:00-09:25 | - |
| 09:25-09:50 | *Creating Effective Zones of Proximal Development: The Learner's Role in Language-Exchange Interactions*<br><br>Tae Youn Ahn (Korea Institute for Curriculum and Evaluation, Korea)<br>**Moderator:** Kyunghoon Kim (Gwangju Womens' University, Korea) |
| | **Chair:** Injae Lim (KonkukUniversity, Korea) |
| 13:00-13:25 | *Discussions Across Asia: Exchanges to Resolution*<br><br>Philip Salvatore Riccobono (Aichi Bunkyo University, Japan/Kyung Hee University, Korea), & Patrick McIver & Sang Yang Park (Daegu Catholic University, Korea)<br>**Moderator:** Garrett Dehond (University of California, Davis, USA) |
| 13:25-13:50 | *The Presence of Appraisal Features in L2 Peer Review*<br><br>CANCELLED        Garrett Dehond (University of California, Davis, USA)<br>**Moderator:** Sang Yang Park (Daegu Catholic University, Korea) |
| | **Chair:** Sook Kyung Jung (Daejeon University, Korea) |
| 15:00-15:25 | *Syntactic Innovations in the Oral Discourse of Freshmen: A Basis for Writing ESP-Based Textbook in an Outcomes-Based Design*<br><br>Roger Don San Jose Cerda (San Beda College, Philippines) & Salinas Jaworski (University of Pasig, Philippines)<br>**Moderator:** Eunseok Ro (University of Hawaii at Manoa, USA) |
| 15:25-15:50 | *Teacher Belief in Focus Groups: A Respecification Study*<br><br>Hanbyul Jung (Seoul National University, Korea) & Eunseok Ro (University of Hawaii at Manoa, USA)<br>**Moderator:** Salinas Jaworski (University of Pasig, Philippines) |
| 16:00-16:25 | *How to Differentiate Lesson Relevant Knowledge from Common Sense Knowledge: Work-Practices of Language Teaching Through Conversation Analysis*<br><br>Yo-an Lee (Sogang University, Korea)<br>**Moderator:** Mable Chan (The Hong Kong Polytechnic University, Hong Kong) |
| 16:25-16:50 | *Exploring Structural Moves and Lexico-grammatical Patterns of Workplace Texts: A Corpus Approach*<br><br>Mable Chan (The Hong Kong Polytechnic University, Hong Kong)<br>**Moderator:** Yo-an Lee (Sogang University, Korea) |

# Creating Effective Zones of Proximal Development:
# The Learner's Role in Language-Exchange Interactions

**Tae Youn Ahn**
**Korea Institute for Curriculum and Evaluation, Korea**
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Language exchange is a setting where two speakers of different languages meet regularly to support each other's language learning. Adopting sociocultural approach to L2 learning, the purpose of this study is to examine the importance of learner roles in creating effective zones of proximal development (ZPDs) in language-exchange settings. Previous studies on ZPD tend to explore the role of the 'more capable participant' in guiding the 'less capable participant' through problem-solving processes. This study, on the other hand, focuses on the role of the learner in shaping his/her potential language development through language-exchange interactions. The analysis of interactions between three Korean-English language-exchange pairs and participant interviews shows that participants' perception of learning through language exchange shaped how s/he engages in language-exchange conversations and mediates the learning processes in interaction. More specifically, participants' differing goals and agendas as learners constrained the interactional moves occurred in the talk. The analysis also reveals that the learners incorporated (or did not incorporate) various mediational resources in the process of receiving and responding to the partner's guidance, which further determined the quality of the ZPDs. The study sheds light on the importance of learner roles in creating effective ZPDs for L2 development in language exchange.

## Biographical Data

Tae Youn Ahn (Ph.D., University of Washington) is a research fellow at the Korea Institute for Curriculum and Evaluation (KICE). Her research interests are discourse analysis, sociocultural theory, and qualitative research methods.

# Discussions Across Asia: Exchanges to Resolution

**Philip  Salvatore  Riccobono**
Aichi  Bunkyo  University,  Japan/Kyung  Hee  University,  Korea
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**Patrick  McIver**
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**Sang  Yang  Park**
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This presentation reflects on cross-cultural asynchronous online discussions, focused on promoting better understanding and cooperation between English learners at universities in Japan and South Korea. Two U.S. instructors through a closed Facebook group facilitated the project where for two weeks students entered into a cyber discussion community, which represents what Bickel, Shin, Taylor, Faust & Penniston (2013) view as a paradigm shift for English language learning. By engaging in what Garrison, Anderson and Archer (2001) consider a community of inquiry, including 4 stages of cognitive presence (CP): Phase 1 Triggering Event; Phase 2 Exploration; Phase 3 Integration; Phase 4 Resolution, learners examined topics consisting of differences in New Year traditions between their respective cultures to exchanging ideas by probing issues in English education to more macro global tribulations. Through analyzing qualitative data through conversation analysis, the study reveals whether subjects did indeed reach the final phase of CP: resolution. Descriptive statistics also indicate student's attitudes toward participating in this activity. Overall, most participants viewed themselves as agents of social change while also valuing the overall experience.

**Biographical  Data**

Philip Riccobono teaches EFL at Aichi Bunkyo University in Komaki, Japan while also completing his Ph.D. in TESOL at Kyung Hee University. Previously, he has taught English learners in Thailand and South Korea. Philip's interests include English for Specific Purposes, Media Assisted Language Learning and Active Learning in student-centered groups. Besides spending time with his wife, Keiko, and toddler, Tomo, you will find him scouting baseball across the Pacific Rim.

Patrick works as an EFL professor at Daegu Catholic University. He has created study abroad programs for students preparing to attend universities across the United States. As a Ph.D. candidate, Patrick attends Daegu University, focusing in Early Childhood.  Patrick's current focus incorporates students utilizing creativity and curiosity and Media Assisted Language Learning

Sang Young works as a professor of Korean Language Education at Daegu Catholic University. Main research interest "Korean classical literature, aesthetics, literature theory, discourse theory, and educational methodologies.

# The Presence of Appraisal Features in L2 Peer Review

CANCELLED

**Garrett Dehond**
University of California, Davis, USA
dehondg@gmail.com

While many researchers of peer review in L2 writing have examined issues of negotiation and stance in feedback, few have deeply probed students' language choices for constructing evaluative commentary. Writing instructors may wish to model or guide the evaluative nature of peer review, but perhaps balk at constraining students' expression or activity time. The presenter approaches this concern area by exploring appraisal analysis − a sub-field of systemic functional linguistics − for probing evaluation in peer review. In Fall 2015, the presenter observed an English academic writing class of 27 students at a Korean university engage in asynchronous written peer review sessions for two essay assignments. He collected original drafts with review commentary and analyzed qualities of attitude, engagement and graduation found in the reviewers' feedback. This presentation will highlight the appraisal features common to many reviewers, along with comparisons between assignment drafts and among stance types. The presenter will conclude with suggestions for best practices and potential future research.

**Biographical Data**

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

# Syntactic Innovations in the Oral Discourse of Freshmen:

# A Basis for Writing ESP-based Textbook in an Outcomes-Based Design

**Roger Don San Jose Cerda**
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**Salinas Jaworsk**
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Syntactic innovations, traditionally known as discoursal errors, are structures in the sentential level generated by non-native speakers who have not acquired yet sufficient knowledge of structures of the English language. These are recorded, identified, classified, and tallied in terms of frequency of errors in grammar, diction, and redundancy incurred by college freshmen across disciplines in their oral discourse in English Communication Art classes. Based on the result, most lapses are on grammar; few faults on redundancy; and very minimal mistakes on choice of words. In response to the English blunders reflected on their oral discourse, the researchers recommend the creation of textbook in English for Specific Purposes in an Outcomes-based Design.

**Biographical Data**

Roger Don SJ. Cerda finished Master of Arts in Teaching with Specialization in English Language Arts (MAT-ELA) at Philippine Normal University (PNU) in 2007 and Bachelor of Arts in English (AB-English) at Tomas Claudio Memorial College (TCMC) in 2000. He is currently the President of Philippine Association of English Language, Linguistics, & Literature Teachers (PAELLLT) and Philippine Center for Teachers' Continuing Education (PCTCE) – both national organizations for teachers. He co-presented a research paper in the 11th and 12th Annual CamTESOL Conference on English Language Teaching in 2015 and 2016 at Phnom Penh, Cambodia and at 2015 ALAK International Conference.

# Teacher Beliefs in Focus Groups: A Respecification Study

**Hanbyul Jung**
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**Eunseok Ro**
University of Hawaii at Manoa, USA
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This study investigates teacher belief as a social practice in a focus group setting with three second language teachers by utilizing discursive psychology (DP) approach (Edwards, 1997; Edwards & Potter, 2005). By adopting empirically based emic perspective (i.e., how the participants display their understandings through their own contributions), we aim to respecify individual psychological states as embodied interactional activity and study what members achieve through their interaction, particularly in their disagreement and teasing sequences. The findings illuminate that teacher belief is a socially co-constructed phenomenon that not only evolves through interaction but stands as a foundational concept upon which participants build and display their teacher competence within the focus group setting. We thereby provide a new methodological way to investigate and new methods to focus on when examining teacher belief, as well as show the procedure of what members do in a teacher belief focus group session. We conclude by summarizing our findings and addressing some implications for further work on teacher belief.

**Biographical Data**

Hanbyul Jung recently obtained her PhD from the Department of Second Language Studies at the University of Hawai'i at Manoa is and currently teaching at Seoul National University. Her research interests include conversation analysis, program evaluation and language teacher education.

Eunseok Ro is currently in a Ph.D. program in the Department of Second Language Studies at the University of Hawai'i at Manoa. He is also an assistant editor for the Reading in a Foreign Language journal. His research interests are in conversation analysis, membership categorization analysis, and diverse aspects of second language learning and teaching.

# How to Differentiate Lesson-Relevant Knowledge from Common Sense Knowledge:

# Work-Practices of Language Teaching Through Conversation Analysis

**Lee,  Yo-An**
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Classroom  teaching  is  often  about  addressing  and  managing  asymmetries  in  the  knowledge  base;
teachers  are  likely  to  be  in  the  position  to  dispense  knowledge  to  the  students.  In  the  course  of  interaction,
however,  students  often  bring  their  own  knowledge  derived  from  their  personal  experience  or  common
sense  knowledge.  In  coming  to  terms  with  these  competing  knowledge  bases,  classroom  teachers  and
their  students  negotiate  what  counts  as  relevant  knowledge,  claim  access  to  the  target  knowledge  and/or
enlist  their  personal  experience.

Based  on  transcribed  questioning  sequences  taken  from  English  as  a  Second  Language  (ESL)
classroom,  the  presentation  examines  this  negotiating  process  in  which  competing  knowledge  bases  are
surfaced  in  the  course  of  interaction  and  dealt  with  in  the  course  of  interaction.  Following  conversation
analysis,  the  presentation  demonstrate  that  it  is  not  just  the  content  of  the  pedagogical  knowledge  that
matters  in  classroom  teaching  and  learning,  but  also  negotiating  and  establishing  the  relevant  knowledge
base  among  many  possible  ones,  each  of  which  is  occasioned  in  the  course  of  interaction.  Classroom
teachers'  works  are  seen  in  how  they  make  relevant  and  prominent  particular  knowledge  base  by  invoking
obligation,  correcting  mistakes,  and  reformulating  questions.

## Biographical Data

Yo-An  Lee  teachers  is  a  professor  in  the  English  Department  at  Sogang  University,  South  Korea.
Informed  by  ethnomethodology  and  conversation  analysis,  his  research  concerns  face-to-face  interaction,
classroom  discourse,  and  composition  studies.  He  has  published  in  Applied  Linguistics,  Modern  Language
Journal,  TESOL  Quarterly  and  Text  &  Talk.  He  currently  directs  Sogang  Center  for  Writing  (SCW).

# Exploring Structural Moves and Lexico-grammatical Patterns of Workplace Texts:

# A Corpus Approach

**Mable Chan**

The Hong Kong Polytechnic UniversityUniversity, Hong Kong

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This presentation presents both move structure analysis and corpora data of authentic workplace messages including sales correspondence and letters of invitation, which are the two of the five text types (the other three text types being charity letters, press releases and negative messages) that Chinese professionals generally find difficult in meeting workplace needs (Chan, 2014). A corpus of workplace persuasive messages is compiled. Move structure analysis is conducted on these persuasive texts first. The lexico-grammatical features of these messages are then examined using Wmatrix, a corpus comparison and analysis tool.

Through identifying move structure and lexico-grammatical patterns of these messages, this study entitled Exploring structural moves and lexico-grammatical patterns of workplace texts: A corpus approach aims at providing students with authentic writing samples, text structures as well as sentence and phrasal patterns which could facilitate students' writing process and enhance their writing skills. It also has practical implications for developing authentic teaching materials and learning resources for business English courses at tertiary level and for improving students' use of English in workplace communication as a result of having taken effective business English courses.

**Biographical Data**

Dr. Mable Chan is a Research Assistant Professor in the Department of English, HKPU. She was awarded the Faculty Award for Outstanding Teaching twice in the 2005/2006 and 2010-2011 academic years. She was granted GRF (Government research fund) for conducting a research study on the acquisition of tense and processing instruction for further examining the topic and its effectiveness.

# Concurrent Sessions − Section B: Corpus Linguistics

(Room 6311, 3rd Floor, Building 6)

| TIME | PRESENTATION |
|---|---|
| | |
| 09:00-09:25 | - |
| 09:25-09:50 | - |
| | Chair: Suyon Yim (Korea Institute for Curriculum and Evaluation, Korea) |
| 13:00-13:25 | *Overview of Learner Corpora Around the World and ICLE-KR*<br><br>Myongsu Park (Sangmyung University) & Daehyeon Nam (UNIST, Korea)<br>**Moderator:** Jungyeon Koo (Seoul National University, Korea) |
| 13:25-13:50 | *Korean EFL Learners' Uses of Reference Chains in L1 and L2 Writings: A Corpus-Based Study of Cohesion and Different Linguistic Traits*<br><br>Jungyeon Koo (Seoul National University, Korea)<br>**Moderator:** Myongsu Park (Sangmyung University, Korea) |
| | Chair: Chae Kwan Jung (Korea Institute for Curriculum and Evaluation, Korea) |
| 15:00-15:25 | *Data-Driven Learning: Focusing on Consciousness-Raising*<br><br>Shinchul Hong (Busan University of Foreign Studies, Korea)<br>**Moderator:** Seonmin Park (Korea Advanced Institute of Science and Technology, Korea) |
| 15:25-15:50 | *A Corpus Analysis of Sentence Structures in "Descendants of the Sun" (태양의 후예)*<br><br>Seonmin Park (Korea Advanced Institute of Science and Technology, Korea)<br>**Moderator:** Shinchul Hong (Busan University of Foreign Studies, Korea) |
| 16:00-16:25 | *Appropriateness of Classroom English in Teacher's Guide*<br><br>Seong-shik Kim (Jeonju National University of Education, Korea)<br>**Moderator:** Timothy Man (Chungbuk National University, Korea) |
| 16:25-16:50 | *Making Things Happen: A Corpus-Based Study on the Effects of Phraseology on Semantic Prosody*<br><br>Timothy Man (Chungbuk National University, Korea)<br>**Moderator:** Seong-shik Kim (Jeonju National University of Education, Korea) |

# Overview of Learner Corpora Around the World and ICLE-KR

**Myongsu Park**
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**Daehyeon Nam**
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The present research aims at providing a comprehensive overview of English learner corpora used in corpus linguistics, second language acquisition (SLA) and second language (L2) education. Since the late 1980s, the written and spoken corpus data by L2 learners have been collected with a diversity of purposes such as investigating SLA processes, comparing and contrasting L1 and L2 features, creating L2 pedagogical materials, etc. On the occasion of the projected integration of the written corpus of the Korean learners of English into the International Corpus of Learners' English (ICLE), the researchers investigated 1) the history of English learner corpora; 2) the types and usages of English learner corpora; and 3) the pedagogical values of English learner corpora. The presentation also provides an explanation of how the Korean version of ICLE (ICLE-KR) has been collected and integrated into the ICLE version 3. In particular, the paper focused on how ICLE-KR, together with the other components of a new version of ICLE, will make contribution to SLA research and L2 education and provided a practical insight into the potential exploitation of data from the learner corpora around the world

**Biographical Data**

Myongsu Park professor of English Language and Literature at Sangmyung University, obtained his M.A. degree in Translation & Interpretation from Hankook University of Foreign Studies, his second M.A. degree and Ph.D. degree in TESOL from the University of Texas at Austin. His research fields lie in the area of second language acquisition, corpus-based translation and interpretation, and corpus applied linguistics.

Daehyeon Nam is Assistant Professor of Ulsan National Institute of Science and Technology. He has conducted research on corpus linguistics and its applications of English for Specific Purposes and English for Academic Purposes. Recently he has broadened his range of research interests to include network analysis of corpora focusing on genre and discourse analyses.

# Korean EFL Learners' Uses of Reference Chains in L1 and L2 Writings:
# A Corpus-Based Study of Cohesion and Different Linguistic Traits

Jungyeon Koo

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This study examines and compares reference chains (RC) in L1 (Korean) and L2 (English) argumentative writings by Korean college students in three respects: 1) types of RCs in L1 and L2; 2) the relation between RCs and overall writing quality; and 3) differences or similarities of RC usages in L1 and L2.

RCs have significance because they are related to cohesiveness and coherence, which lead to a good quality of writing. A few grammatical and lexical means of creating cohesion, which Halliday refers to as "cohesive devices" were chosen for this research.

KLT2000 for Korean and Antconc 3.4.4 for English were used for the analysis. The findings are as follows: 1) L1 writings showed a small portion of pronouns - the 1st person pronoun and 3rd one were employed in the similar portion, but other pronouns scarcely appeared in Korean Writings; 2) L1 writings demonstrated little use of demonstratives, especially that and those; 3) L1 writings observed rare use of determiners; and 4) overall scores between L1 and L2 writings showed little difference.

This research has pedagogical implications for EFL students; they reflect their linguistic traits in Korean and English writings respectively, but they recognize the differences between the two languages.

**Biographical Data**

Jungyeon Koo is a Ph.D. student in the department of English Language and Literature at Seoul National University. She is interested in Corpus Linguistics, Conversation Analysis, Second Language Acquisition, and Psycholinguistics. Her contact information is 9christy@gmail.com.

# Data-Driven Learning: Focusing on Consciousness-Raising

**Shinchul Hong**
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The purpose of the study is to investigate how Data-Driven Learning (DDL) as a corpus-base language learning method which can play a role of raising learner's consciousness in their language learning. For this, n-gram referring to a continuous sequence of n-words is used since its usage can indicate naturalistic ways of language use. In order to discover specific relationship between DDL and consciousness-raising (CR), personal journals and Pre-/Post-essays of 21 Korean university students are analysed. One is used to describe their CR in terms of cognitive process of learning n-grams. The other is used to see how they actually use n-grams in their written production. The results of the study show that DDL focusing Korean learners' n-gram use raises their consciousness and this kind of cognitive process (CR) based on DDL is likely to contribute to the development of n-gram use in their essays. In particular, learning is maximized when learners' CR is focused on the difference between learners' existing knowledge or current hypothesis and their discovery from corpus data. The purpose of the study is to investigate how Data-Driven Learning (DDL) as a corpus-base language learning method which can play a role of raising learner's consciousness in their language learning. For this, n-gram referring to a continuous sequence of n-words is used since its usage can indicate naturalistic ways of language use. In order to discover specific relationship between DDL and consciousness-raising (CR), personal journals and Pre-/Post-essays of 21 Korean university students are analysed. One is used to describe their CR in terms of cognitive process of learning n-grams. The other is used to see how they actually use n-grams in their written production. The results of the study show that DDL focusing Korean learners' n-gram use raises their consciousness and this kind of cognitive process (CR) based on DDL is likely to contribute to the development of n-gram use in their essays. In particular, learning is maximized when learners' CR is focused on the difference between learners' existing knowledge or current hypothesis and their discovery from corpus data.

**Biographical Data**

Shinchul Hong received both his MA and PhD in Linguistics from Lancaster University. He majors in corpus linguistics, focusing on pedagogical use of corpus data. For this reason, he has contributed to developing approaches of corpus-based language learning and teaching and compiling ESP corpora (e.g., Maritime English Corpus). He is currently teaching applied linguistics and general English as an assistant professor at Busan University of Foreign Studies in Korean (E-mail: garstang@bufs.ac.kr).

# A Corpus Analysis of Sentence Structures
# in Descendants of the Sun (태양의 후예)

**Seonmin  Park**
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Descendants of the Sun (태양의 후예) is one of the most popular Korean dramas this year. This study created a corpus of Descendants of the Sun and analyzed the corpus in order to investigate the sentence structures of lines that main characters said. The results showed that various types of English sentence structures such as subject + verb + object occurred in this Korean drama. The destruction of sentence structures in Korean is a new linguistic phenomenon which was rarely found in 90's Korean dramas. The change of linguistic patterns implies the influence of English on Korean. Examples of sentence structures will be illustrated and discussions about the linguistic change in Korean will be addressed in the presentation.

**Biographical Data**

Seonmin Park is Visiting Professor at Korea Advanced Institute of Science and Technology (KAIST). She holds two Master's from International Graduate School of English and Harvard University, and a Doctorate in applied linguistics from Northern Arizona University. She has taught English in the U.S., the U.K., Ireland, Singapore and South Korea. Her research interests are corpus linguistics, vocabulary and EFL curriculum development.

# Appropriateness of Classroom English in Teacher's Guides

**Seong-shik Kim**
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This study has two main purposes: identifying how well the classroom English of the teachers' guide is graded for the four different grade levels of elementary school students, and how well it reflects the real uses of teachers' utterances in terms of lexical contents. The classroom English of the teachers' guide is compared with that of Korean English teachers and native English teachers. For the difficulty level comparison, lexical variety, syntactic complexity, and usefulness and frequency of words are compared. For the content comparison, key words, frequent semantic fields, and frequent lexical phrases are compared. The study revealed that the teachers' guide and Korean English teachers do not appear to raise their classroom English level gradually, and that the teachers' guide do not include pragmatic features of real classes such as fillers, pronouns, and deictic words.

## Biographical Data

Seong-shik Kim is a professor in the English education department of Jeonju National University of Education. He achieved the PhD in English education at Korea National University of Education. His current research interests include corpus linguistics, materials and curriculum development, and discourse analysis based on classroom interactions.

# Making Things Happen: A Corpus-Based Study on the Effects of Phraseology on Semantic Prosody

**Timothy  Main**
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timothy.main@gmail.com

This paper reports on corpus analyses which reveal that the phraseological behaviour of the high-frequency verb happen has a variety of significant effects on its semantic prosody. It is demonstrated that a phrase may contain an item with a semantic prosody of its own, and that this other prosody may in fact be the driving force behind the evaluative tendency of that phrase. Other phraseologies are found to evaluate transparently, and so any notion of semantic prosody becomes irrelevant. Still others have evaluative collocates that are found in much larger collocational contexts than are usually engaged in examinations of semantic prosody, and some evaluate textually, that is in the absence of any evaluative collocates at all. Most notably, perhaps, is that two phraseologies containing the same central word may exhibit opposite prosodies. Results indicate that since natural language production relies on phraseology to such large extent, and phraseology has such significant effects on semantic prosody it may be necessary to redefine the notion of positive-negative semantic prosody to explicitly include these phraseological effects, perhaps on a word-by-word basis.

**Biographical Data**

Timothy Main is a visiting lecturer of English Composition in the Department of English Language and Literature at Chungbuk National University in Korea. He is currently working towards his PhD in Applied Linguistics at the University of Birmingham. His main research interests include the effects of collocation, phraseology, and grammatical patterning on evaluative meaning.

## Concurrent Sessions − Section C: Critical Pedagogy & Sociolinguistics

(Room 6312, 3$^{rd}$ Floor, Building 6)

| TIME | PRESENTATION |
|---|---|
| Chair: Sakae Suzuki (Shonan Institute of Technology, Japan) ||
| 09:00-09:25 | *A Narrative Study of Outlier English Speakers in Japan*<br><br>Akiko Katayama (The University of Tokyo, Japan)<br>**Moderator:** Norhaida Aman (National Institute of Education/Nanyang Technological University, Singapore) |
| 09:25-09:50 | *English vs. the "Mother Tongue": Language Choice and Identity*<br><br>Norhaida Aman (National Institute of Education/Nanyang Technological University, Singapore)<br>**Moderator:** Akiko Katayama (The University of Tokyo, Japan) |
| Chair: Woo-hyun Jung (Youngnam University, Korea) ||
| 13:00-13:25 | *A Critique of Native-Speakerism Within a Korean Context*<br><br>Christopher Redmond (Duksung Women's University, Korea)<br>**Moderator:** Hitoshi Eguchi (Hokusei Gakuen University, Japan) |
| 13:25-13:50 | *Introduction to a Series of Recent Japanese English Education Policies: Catching Up with Korean English Education*<br><br>Hitoshi Eguchi (Hokusei Gakuen University, Japan)<br>**Moderator:** Christopher Redmond (Duksung Women's University, Korea) |
| Chair: Kilryoung Lee (Hankuk University of Foreign Studies, Korea) ||
| 15:00-15:25 | *The Intersection Between Intercultural Citizenship Education and Critical Pedagogy: Insights for an Instructional Model*<br><br>Seonmin Huh (Woosong University, Korea)<br>**Moderator:** Ji Young Lee (Korea Polytechnic University, Korea) |
| 15:25-15:50 | *English Reading Instruction Utilizing the Critical Approach: A Case Study of Korean University Students*<br><br>Young-Mee Suh (Incheon National University, Korea)<br>**Moderator:** Jihee Han (Sungkyunkwan University, Korea) |
| 16:00-16:25 | *The Development of English Speaking Ability of College Students Based on the Critical Approach*<br><br>Ji Young Lee (Korea Polytechnic University, Korea)<br>**Moderator:** Young-Mee Suh (Incheon National University, Korea) |
| 16:25-16:50 | [Discussion] *On Critical Pedagogy*<br><br>Ji Young Lee (Korea Polytechnic University, Korea)<br>&Young-Mee Suh (Incheon National University, Korea)<br>**Moderator:** Seonmin Huh (Woosong University, Korea) |

# A Narrative Study of Outlier English Speakers in Japan

**Akiko Katayama**
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Previous studies (Terasawa & Katayama, 2015) indicated that despite the time and resources invested in the nationally standardized school English education, Japanese speakers of English is a mere ten percent of the adult population; moreover, the users are limited to highly educated, relatively wealthy middle-aged urban residents. However, the statistics also revealed the existence of outlier English users, namely, a small population of rural high school graduates who used English regularly. Guided by Bourdieu's theory of capital (Bourdieu, 1986), the present study investigates the life stories of such outlier English users who seem to be trading linguistic capital (English) with financial capital. The participants were all from families of modest means in rural or suburban areas in Japan, and started working right after high school. They ended up in the positions which required communication with international people not by choice but by accident. The repeated semi-structured interviews about the participants' history of life and learning unfolded the local and particularized importance of English, which was hardly owned by native speakers. Furthermore, the narratives were conspicuously disconnected from the discourse of globalization conceptualized by the government initiative to revise the nation's English education.

**Biographical Data**

Akiko Katayama earned her master's degree is in Teaching English to Speakers of Other Languages (TESOL) from Boston University and doctoral degree in education from Temple University Japan. She has been conducting research regarding English and English education in Japan in qualitative methods. Akiko Katayama is also greatly interested in the philosophy of research, especially phenomenology and postmodernism.

# English vs the "Mother Tongue": Language Choice and Identity

**Norhaida Aman**

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A comparison between the 2000 and the more recent census reports show a rise in the use English in the homes across all ethnic groups. Language shift occurs despite the bilingual educational policy of the small city-state in which every child learns two languages in school – English, the official working language, and the child's mother tongue.

Why should it matter what language(s) one speaks? According to Sapir (1933), "language is a great force of socialization ... and the mere fact of a common speech serves as a peculiar potent symbol of the social solidarity of those who speak the language". Language has always played an important role in the formation and expression of identity. People use language to indicate social identity and social allegiances, that is, which groups they are members of and which groups they are not. In addition, they use language to create and maintain role relationships between individuals and between groups.

Ten-year-old students were surveyed in order to find out their language choices in and out of the homes, and what they had to say about the languages they speak – how they regard their mother tongue and English.

## Biographical Data

Norhaida Aman is a teacher-educator at the National Institute of Education (NIE), Singapore. She has published in the area of language acquisition and early childhood literacy. Now she focuses on sociolinguistic issues like bilingualism, language and identity, as well as matters that relate to teacher education like the relationship between teacher beliefs and practices.

# A Critique of Native-Speakerism Within a Korean Context

**Christopher Redmond**
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Are you a non-native English teacher looking to work in Korea? Unfortunately, you may be out of luck, as Korean schools almost always hire native speakers. However, there is no pedagogical reason why this should be so. The following presentation provides a critique of native-speakerism as a linguistic ideal by framing it within the Korean context of hiring processes, proficiency testing, and the selection of teaching materials. Before beginning our critique, we will first provide a definition of "native speaker" and "native-speakerism" to help us establish the context. After this, we will analyse each of the aforementioned areas, presenting evidence for their existence within Korea, and explaining why the ideology underpinning them is flawed. Our analysis will be carried out with reference to: the pedagogical differences between native- and non-native teachers; the assessment of native- and non-native language proficiency; and the role of English as a Lingua Franca. To help support our analysis, we will reference, among others, Peter Medgyes and Vivian Cook. The results of my own research (based on a questionnaire completed by 38 Korean university students) will also be presented, concluding that competence, not nationality, should take precedence in the evaluation of a teacher.

**Biographical Data**

Chris Redmond teaches English at Duksung Women's University. He taught for two years at a high school in Daegu and has worked as a presentation skills instructor at Yonsei University. He received his BA (English and History), MA (Film Studies) and CELTA from University College Cork, and is studying towards an MA in Applied Linguistics with the University of Leicester.

# Introduction to a Series of Recent Japanese English Education Policies:

# Catching Up with Korean English Education

**Hitoshi  Eguchi**
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Korea began teaching English in elementary schools when I was teaching English at the Language Institute at Chonnam National University in 1997. The Japanese Ministry of Education (MEXT) started employing "Oral Communication" classes at high school around that year, and since then, MEXT has been adopting a series of new policies to develop communicative competence among Japanese people, including teaching English at elementary schools --  15 years behind Korea's English education policy change. The theory behind the policy is "the earlier, the better", something that is not entirely supported by many in the applied linguistics field. In fact, there are a number of myths about foreign language learning that are strongly held by policy makers, school administrators and even English teachers. The purpose of this presentation is to introduce the series of new policies employed by the Japanese government, to examine the theories (and assumptions) behind them, and to assess the plausibility of each. The author believes that applied linguists including English teachers should gain clearer understanding about the theoretical advancements concerning SLA (Second Language Acquisition) and thus make more valuable contributions to policy making.

**Biographical Data**

Mr. Hitoshi Eguchi is currently an associate professor at Hokusei Gakuen University English Department in Sapporo, Japan. He received an MA in Applied Linguistics & TESOL from Indiana University, Bloomington, in 1996. He began his teaching career at the Language Education Center at Chonnam National University in Gwangju where he taught English and Japanese from 1996-1997. After returning to Japan in 1997, he has been teaching English at various levels from elementary school to tertiary education. Currently, he is a pre-service teacher trainer at Hokusei Gakuen University. As a teacher researcher, his areas of interest include integrated language teaching, teacher development, English as medium of instruction, task-based language teaching, grammar teaching, memory strategies, NEST/NNEST issues, and best practices in short-term overseas programs.

# The Intersection Between Intercultural Citizenship Education and Critical Pedagogy: Insights for an Instructional Model

**Seonmin Huh**
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The purpose of this presentation is to unpack the intersection between intercultural citizenship education and critical literacy education. While we understand the importance of intercultural citizenship education, we have not made clear connections between critical literacy education with citizenship education. This presentation will analyze the components of intercultural citizenship education that align with critical literacy and discuss their intersections between two educational approaches. In addition, the instructional model in Korean contexts would require specific and unique curricular components to address critical literacy skills with intercultural citizenship on top of their conventional English skill-based instruction. This presentation want to introduce possible instructional model based upon what the researcher actually had a lesson with a small group of elementary 5th graders on citizenship education. This instructional model will broaden the possibilities of implementing this intercultural citizenship education based upon critical literacy instruction and introduce practical strategies to work on new educational model.

**Biographical Data**

Seonmin Huh works for Woosong University and teaches general English courses. She graduated from the Department of Language, Literacy, and Culture at Indiana University, the USA. She is interested in critical pedagogy, critical literacy, and reading and writing practices of EFL learners of all levels.

# English Reading Instruction Utilizing the Critical Approach:
# A Case Study of Korean University Students

**Young-Mee  Suh**
Incheon  National  University,  Korea
ymsuh012@naver.com

The purpose of this study is to explore how Korean university students develop their critical thinking ability of the texts in English that they read through critical reading instruction. Previous studies on critical approach to reading instruction in Asian EFL contexts show that participatory activities such as discussion are useful tasks to develop students' critical thinking ability. Also, many researchers claim that proficient readers tend to show higher levels of critical thinking ability. With the research interest, therefore, the two researchers taught university students at Busan and Seoul, alternatively, to read texts in English critically. The proficiency level of each class was different: that of one class is much higher than that of the other. Utilizing critical questions provided by the teachers, the students were encouraged to analyze reading texts critically and discussed alternative perspectives of the reading in class. Data were collected by interviewing the students and observing the class. Data analysis reveals that critical approach in reading class were helpful for the students to develop their critical thinking ability of English texts. Interestingly, however, this study does not confirm the results of previous studies on positive relations between proficiency levels and critical thinking ability. Pedagogical implications were discussed.

**Biographical Data**

Young-Mee Suh received her Ph.D. in Language Education from Indiana University, USA. She is teaching college students at Incheon National University in Korea. She is interested in strategic transfer in reading, pre-service teacher training, and critical pedagogy of secondary school students.

# The Development of English Speaking Ability of College Students Based on a Critical Approach

**Ji Young Lee**
Korea Polytechnic University, Korea
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The purpose of this study is to explore the development of college students' speaking ability from the critical pedagogy perspective in a South Korean EFL context. To achieve this goal, two groups of Korean college beginner learners (N=39) were compared on their speaking performance, with one group having been trained in critical thinking explicitly as the experimental group and the other as the control group. Both groups were tested prior to and after the training of the experimental group was performed. A mixed-method approach was employed in the analysis of the data. The results indicated that teaching critical thinking explicitly has a positive impact on the speaking proficiency of Korean college beginner EFL learners. The experimental group received a total of 16 sessions with critical thinking explicit instructions during one semester. The data was analyzed using a quantitative approach and for the qualitative approach, in-depth interviews were conducted and studied. Several pedagogical implications emerged from the results of the study. The explicit instruction of critical thinking in college English classes can not only improve students' English speaking proficiency but also integrate critical thinking into the process of language learning based on a critical approach.

## Biographical Data

Lee, Ji Young is a visiting professor at language education center of Korea Polytechnic University in Siheung, Korea. Her main research concerns as a researcher are multicultural education, teacher education and critical pedagogy.

## Concurrent Sessions − Section D: Teaching Korean as a Second / Foreign Language (KSL/KFL)
**(Room 6303, 3<sup>rd</sup> Floor, Building 6)**

| TIME | PRESENTATION |
|---|---|
| | Chair: Jin-Hwa Lee (Chung-Ang University, Korea) |
| 09:00-09:25 | 소설과 영화의 서사비교를 통한 한국문학교육 방법 연구(*Teaching Korean Literature Through Comparing Narratives in Novels and Movies*) [in Korean]<br><br>Young Yun (Honam University, Korea)<br>**Moderator:** Seung-joo Baek (Chonnam National University, Korea) |
| 09:25-09:50 | 한국어 교사 발화에 나타난 이야기 구성 전략 연구(*Story-Making Strategies in Korean Teachers' Speech*) [in Korean]<br><br>Seung-joo Baek (Chonnam National University, Korea)<br>**Moderator:** Young Yun (Honam University, Korea) |
| | Chair: Young Yun (Honam University, Korea) |
| 13:00-13:25 | 장르 중심 한국어 논설문 쓰기 교육 연구(*Teaching Genre-Based Korean Essay Writing*) [in Korean]<br><br>Haemi Kim (Chonnam National University, Korea)<br>**Moderator:** TaeWoon Im (Chonnam National University, Korea) |
| 13:25-13:50 | 한국어 학습자의 격조사 습득 양상 연구(*The Acquisition of Case Markers in Korean by Learners of Korean*) [in Korean]<br><br>TaeWoon Im (Chonnam National University, Korea)<br>**Moderator:** Haemi Kim (Chonnam National University, Korea) |
| | Chair: Tae-un Kim (Seoul National University of Education, Korea) |
| 15:00-15:25 | 한국과 중국어 화자의 칭찬과 반응 화행에 관한 비교 연구(*A Comparative Study on Korean-Chinese Speakers' Compliment and Response Speech Acts*) [in Korean]<br><br>Lan Jun Hwang (Honam University, Korea)<br>**Moderator:** Daniel Svoboda (Hankuk University of Foreign Studies, Korea) |
| 15:25-15:50 | 거울 이미지: KSL 프로그램을 통하여 외국인이 한국어를 어떻게 학습할까? (*Mirror Image: How Foreigners Learn Korean in KSL Programs*)<br><br>Daniel Svoboda (Hankuk University of Foreign Studies, Korea)<br>**Moderator:** Lan Jun Hwang (Honam University, Korea) |
| 16:00-16:25 | 대학생 독자의 한국 현대시 선호 양상 연구(*A Research on Korean Readers' Preference for Modern Poetry*) [in Korean]<br><br>Jaewon Min (Korea Institute for Curriculum and Evaluation)<br>**Moderator:** Tae Hyun Kwon (Korea Institute for Curriculum and Evaluation) |
| 16:25-16:50 | 국어교사의 장르인식 탐색(*Analysis of Genre Awareness of Korean Language Teachers*) [in Korean]<br><br>Tae Hyun Kwon (Korea Institute for Curriculum and Evaluation)<br>**Moderator:** Jaewon Min (Korea Institute for Curriculum and Evaluation) |

# 소설과 영화의 서사비교를 통한 한국문학교육 방법 연구

(*Teaching Korean Literature Through Comparing Narratives in Novels and Movies*)

**Young Yun**
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　　본 연구에서는 한국문학, 한국문화, 그리고 한국어에 대한 이해를 높이는 방법으로 '소설과 영화의 서사비교를 통한 한국문학교육의 방법'을 제안하고자 한다. 그리고 그것의 실제를 김려령의 다문화소설 『완득이』와 이를 영화화한 이한 감독의 작품 '완득이'를 통해 구체적으로 제시해 보고자 한다. 소설과 영화는 모두 '서사'(narrative) 적 특징을 가지고 있다. 그러나 하나의 소설이 영화로 변용될 때에는 소설의 서사를 이루는 요소, 즉 '이야기'(story)'와 그것을 표현하는 '담론'(discourse)이 달라지기 마련이다. 소설과 영화의 서사적 특징에 대한 이해가 선행된다면 각각의 작품을 더 깊이 있게 감상할 수 있다. 또한 둘의 서사를 비교하는 활동을 통해 학습자는 소설을 더 깊이 있게 이해할 수 있으며 한국의 사회와 문화에 대한 이해도 높일 수 있다.  '소설 읽기'와 '영화 보기', 그리고 이 둘의 서사를 비교, 분석하고 토의하는 일련의 과정을 통해 학습자의 언어 능력도 향상시킬 수 있을 것이다. 소설과 영화의 서사 비교를 통해 위와 같은 다양한 목적을 달성할 수 있도록 본 연구에서는 먼저 서사 이론과 그것의 교육적 활용 방법에 대해 살펴볼 것이다. 그리고 수업 모형과 교수-학습 방법을 제시한 후, 이를 바탕으로 소설 <완득이>와 그것을 영화화한 작품을 통해 수업의 실제를 제시해 보고자 한다.

**Biographical Data**

　　윤영은 현재 호남대학교 국제학부 한국어학과 교수로 재직하고 있으며, 연세대학교에서 한국어교육 전공으로 박사학위를 취득했다. 주요 관심연구분야는 한국문화교육, 한국문학교육, 한국어교재론 등이며, 최근 저서로는 '유학생을 위한 한국어토론'(2015,소통), '세종한국문화 초급1'(2015, 세종학당재단) 등이 있다.

# 한국어 교사 발화에 나타난 이야기 구성 전략 연구

*(Story Making Strategies in Korean Teachers' Speech)*

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　　이 연구에서는 한국어 교사가 교수학습 내용을 학습자들에게 효율적으로 전달시키기 위한 관여 유발 전략(eliciting involvement strategies)으로서 '이야기'를 어떻게 사용하는지에 대해 살펴본다. 이야 기는 관여를 유발하는 강력한 장치 중 하나로 이야기를 하는 화자는 이야기 속의 등장인물의 역할을 함으로써 이야기 내용에 관여하게 되고, 청자는 이야기 속 등장 인물에 감정을 이입함으로써 이야기의 내용을 생생한 체험으로 경험한다. 특히 이야기는 교수주제에 대한 인지적 부담감을 줄여주는 역할을 하는데 이는 감정적 필터링의 수위를 낮추어 학습자들이 교수주제를 보다 더 쉽게 받아들이게 만든다. 이러한 이야기의 특성은 한국어 교육에서도 활용된다. 예컨대 한국어 수업의 교수주제가 특정 문형이라 면 교사는 이야기를 사용하여 그 문형의 기능, 형태, 사용되는 상황을 복합적이고 구체적으로 전달할 수 있다. 이 연구에서는 한국어 수업 대화에서 어떤 종류의 이야기가 사용되는지, 그리고 어떠한 방식으 로 사용되는지를 살펴볼 것이다. 또한 이야기 사용의 효과에 대해서도 고찰해 볼 것이다.

**Biographical Data**

　　Baek  Seung-Joo received PhD in Linguistics from  Yonsei  University.  I am currently  an  associate professor in the Department of Korean Language and Literature at Chonnam National University. My reserarch  interests  include  conversation  analysis  and  Korean  language  education.

# 장르 중심 한국어 논설문 쓰기 교육 연구

(*Teaching Genre-Based Korean Essay Writing*)

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연구는 한국어 학습자가 한국어 논설문의 장르 특성을 정확히 이해하지 못하여 한국어 논설문을 효과적으로 생성하지 못하는 양상을 분석하고, 학습자의 논설문 쓰기 능력을 향상 시킬 수 있는 교육 방법을 구안하고자 한다. 이를 위해 1장에서는 본 연구의 목적 및 필요성, 그리고 연구 주제와 관련된 선행 연구들을 검토한다. 2장에서는 이론적 배경으로써 논증 도식과 논증 표지의 개념 및 특성 등에 대해 살펴보고자 한다. 즉, 쓰기 능력의 구인에 대한 논의를 중심으로 장르 지식이 구현되는 층위를 정리하고자 한다. 3장에서는 2장의 논의를 바탕으로 실제 한국어 학습자가 생성한 논설문 분석을 통해 의미를 구성 방식 등을 살펴보고자 한다. 4장에서는 3장의 분석 결과를 바탕으로 효과적인 장르 중심 한국어 논설문 쓰기 교육의 방법을 구안하고자 한다. 이처럼 본 연구는 논설문에서 필자가 논증 표지를 활용하여 장르 특성에 맞게 무엇을 써야 하는지를 명시적으로 드러내는 교육 방안 중심으로 논의를 전개하고자 한다.

**Biographical Data**

김해미는 현재 국립전남대학교 BK(지역어기반 문화가치창출인재양성사업단) 박사후연구원으로 재직하고 있으며, 전남대학교 대학원에서 국어학 전공으로 박사학위를 취득했다. 주요 관심연구분야는 의미론, 한국어교육이다.

# 한국어 학습자의 격조사 습득 양상 연구

(*The Acquisition of Case Markers in Korean by Learners of Korean*)

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연구는 한국어 학습자의 언어 습득과 관련된 연구이다. 습득 연구의 범주는 한국어 학습자의 격조사의 습득 양상 연구이다. 한국어 학습자의 오류 분석 시 크게 나눌 수 있는 두 가지가 바로 어미와 조사라 말할 수 있다. 격은 명사구의 문법 관계를 나타내는 표지를 일컫는다. 한국어에서 격이라는 것은 조사와 분리할 수 없으며 이 격은 명사구의 문법 관계를 나타내는 표지가 된다. 이러한 문법 관계를 나타내는 역할의 대부분을 한국어에서는 격조사가 차지하고 있다. 이에 본 연구는 한국어 학습자가 산출한 말뭉치 자료와 실험 연구를 통해 격조사가 습득이 어떠한 양상으로 이루어지고 있으며, 격조사의 습득에 요인을 줄 수 있는 요소들은 무엇인지를 살펴본다.

**Biographical Data**

Lim Tae-woon teaches at Chonnam University, where his main responsibility is to organize and offer courses for developing secondary school Korean teachers. His research interests cover Korean education as a second language.

# 한국과 중국어 화자의 칭찬과 반응 화행에 관한 비교 연구

(*A Comparative Study on the Korean-Chinese Speakers' Compliment and Response Speech Acts*)

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사회생활에서 의사소통 능력은 매우 중요하다. 한국과 중국은 모두 타인에게 칭찬을 많이 하는 편이며 칭찬에 대한 응답의 양상도 매우 다양하다. 본 연구에서는 한, 중 대학생들의 경우 상대방의 칭찬에 대해 어떤 응답을 보이는지를 비교, 분석해 보고자 하며, 나아가 상대방이 칭찬을 할 때 어떤 방법으로 응답을 하는 것이 대화를 더 긍정적으로 이끌어갈 수 있는지를 고찰해 보고자 한다. 본 연구에서는 이를 위해 먼저 칭찬응답 화행의 개념과 유형을 살펴볼 것이며 한국에서의 칭찬응답 화행에 대한 선행 연구와 중국에서의 칭찬응답 화행의 선행 연구를 검토해 보도록 하겠다. 이후 한·중 칭찬응답의 화행 양상을 살펴보기 위해 한·중 대학생 각 100명씩을 대상으로 설문 조사를 실시하여 여러 사회적 변인(상황별), 남녀별, 친밀도에 따른 한국과 중국의 칭찬 응답 사용 양상을 비교하여 제시하고자 한다.

**Biographical Data**

황란쥔은  호남 대학교 대학원  한국어교육학과 석사과정을 수료하였으며, 주요 관심 연구 분야는 한국어 화행, 담화 분석, 한국어 문법 교육 등이다.

# 거울 이미지: KSL 프로그램을 통하여 외국인이 한국어를 어떻게 학습할까?

(*Mirror  Image:  How  Foreigners  Learn  Korean  in  KSL  Programs*)

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The global phenomenon of Hallyu, known colloquially as the Korean Wave, had led to a sudden increase in the number of students from other countries coming to Korea to study Korean. Foreign students who come to the peninsula typically spend two to five hours per day in Korean language classes as part of a Korean as a Second Language (KSL) program. In this interactive presentation, the methodology and practices used in KSL programs targeting foreign students will be examined. Diverse curricula, syllabi, textbook selection, as well as program objectives and expected outcomes will be analyzed. Some of the differences between Korean and English language education programs in Korea will be debated. Emphasis will be placed on areas where EFL educators can learn from the competitive advantages of KSL programs. The presentation will conclude with a forum where participants may share experiences of the involvement with either Korean or English language classes.

**Biographical Data**

Daniel Svoboda is an Assistant Professor in the Graduate School of Interpretation and Translation (GSIT) at the Hankuk University of Foreign Studies (HUFS) in Seoul, Korea. He graduated with an MA in Literature in 2011 and is currently working on his doctoral dissertation in literature. His professional interests include Korean-English translation theory and literary criticism.

# 대학생 독자의 한국 현대시 선호 양상 연구

(*A Research on Korean Readers' Preference in Modern Poetry*)

**Jaewon Min**

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In Korean (as L1) education, modern poetry has been dealt as a tool for developing learners' literary competences. Textbooks have provided many poems which were verified by members of literature-champ. The literature competences which can be developed through reading Korean poetry is strongly related to learners' preferences on certain types of poems. Because reading a poem is an interaction between a subject and the world in which she lives, if a reader does not like a certain poem, it tells us that the poem cannot help the reader engage in taking a new relation to the world and the reader cannot develop literary competences. This study examined university students' preferences in certain types of poems. The results show that they preferred the poems which 1) evoke one's own impressive experience and 2) represent one's own voice which she could not or did not speak out. But they seldom choose the poems which 3) show the students the new world that they could not aware of. Discussing the results, the presenter will provide a pedagogical guide to teaching Korean or Korean literature that Korean language educators can utilize when they are selecting poems for their students.

**Biographical Data**

Jaewon Min received Ph.D. in Korean Education from Seoul National University, Korea. He is currently working at Korea Institute for Curriculum and Evaluation as an associate research fellow. His research interest includes Korean literature education, particularly focusing on students' responses on Korean poetry.

# 국어교사의 장르인식 탐색

*(Analysis of Genre Awareness of Korean Language Teachers)*

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이 연구의 목적은 국어 교사들이 지니고 있는 장르 인식을 탐색하는 것이다. 이를 위해 총 43명의 교사를 대상으로 장르 인식 설문지와 쓰기 평가의 방법을 통해 국어 교사의 장르 인식을 확인하였다. 연구 결과, 국어 교사들의 장르 인식은 크게 명시적 장르 교수 인식과 비판적 장르 교수 인식, 장르 확장 인식의 세 가지로 나타났다. 국어 교사들은 명시적 장르 교수 방식과 비판적 장르 교수의 방식을 모두 선호하였으나 그 정도는 비판적 장르 교수의 방식이 더욱 높았다. 그러나 장르의 전형적 특성에 여전히 가치를 두고 있는 것을 고려할 때, 이러한 선호는 장르 교수의 방법론적 차원으로, 장르 자체에 대한 비판적 인식에까지는 이르지는 못한 것으로 보이며 쓰기 평가 결과와도 직접적으로 관련되지 않았다. 그러나 장르에 대한 개방성을 의미하는 장르 확장 인식은 비판적 장르 인식과 일정한 상관을 지니면서도 비전형적 텍스트에 대한 긍정적 평가와도 일정한 상관을 보였다.

**Biographical Data**

권태현은 한국교원대학교를 졸업하고 현재 한국교육과정평가원에 재직 중이다. 주로 쓰기 과정 및 평가, 장르 글쓰기에 관한 연구를 하고 있다.

# Concurrent Sessions − Section E: ESL/EFL Materials Development

**(Room 6304, 3rd Floor, Building 6)**

| TIME | PRESENTATION |
|---|---|
| | Chair: Maria Oh (Jeonju University of Education, Korea) |
| 09:00-09:25 | *Constructed Model Conversations in English Textbooks: Are They a Necessary Evil?*<br><br>Tomoko Watanabe (Tohoku Gakuin University, Japan)<br>**Moderator:** Larry Walker (Kyoto Prefectural University, Japan) |
| 09:25-09:50 | *University Setting: Reflections on the Learning Process and Collaborative Lesson Design*<br><br>Larry Walker (Kyoto Prefectural University, Japan), Martin Parsons (Hannan University, Japan), & Kyoko Hosogoshi (Kyoto Prefectural University, Japan)<br>**Moderator:** Tomoko Watanabe (Tohoku Gakuin University, Japan) |
| | Chair: Myonghee Kim (Sookmyung Women's University, Korea) |
| 13:00-13:25 | *Corpus-Based Workbook Development for English Speaking Activities*<br><br>Mi-ran Kyeong (Misan Elem. School, Korea)<br>& Seong-shik Kim (Jeonju National University of Ed., Korea)<br>**Moderator:** Mitsuyo Toya (University of the Ryukyus, Japan) |
| 13:25-13:50 | *Facilitation of Learning Academic Contents with Digital Technology of iPad and Google Drive: Use of Online Feedback and Learning History for Japanese University Learners of English*<br><br>Mitsuyo Toya (University of the Ryukyus, Japan)<br>**Moderator:** Seong-shik Kim (Jeonju National University of Ed., Korea) |
| | Chair: Namhee Kim (Chosun University, Korea) |
| 15:00-15:25 | *SNS or LMS: The Changing Landscape of E-learning*<br><br>Bradley D. F. Coplitts (Kansei Gakuin University, Japan)<br>**Moderator:** Myung-Jeong Ha (Sangmyung University, Korea) |
| 15:25-15:50 | *Patterns of Interaction in a Wiki-Based Collaborative Writing*<br><br>Myung-Jeong Ha (Sangmyung University, Korea)<br>**Moderator:** Bradley D. F. Coplitts (Kansei Gakuin University, Japan) |
| 16:00-16:25 | *The Patterns of Peer Revision in a Wiki-Based Collaborative Peer Review Process*<br><br>Jaeseok Yang (Kyungnam University, Korea)<br>**Moderator:** Miseong Kim (International Graduate School of English, Korea) |
| 16:25-16:50 | *Applying Concept-Check Questions to Grammar Learning: Bridging the Gap Between Upper-Elementary Schoolers and 1st Graders in Middle School*<br><br>Miseong Kim (International Graduate School of English, Korea)<br>&Yoonhee Kim (International Graduate School of English, Korea)<br>**Moderator:** Jaeseok Yang (Kyungnam University, Korea) |

# Constructed Model Conversations in English Textbooks:
# Are They a Necessary Evil?

**Tomoko  Watanabe**
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Communication-oriented textbooks usually present model conversations for learners to listen to and practice speaking with. Students are led to believe that those are the ways people in English-speaking countries talk so they should learn them.  But should they? Most EFL learners never leave their home country in their life. Even if they do, the "real" people they encounter will probably not talk like in their textbooks. This presentation will first argue that some typical situations and topics used by textbooks, such as shopping, restaurants, hobbies and vacation plans, may be unrealistic to EFL learners at the time of learning. Second, it will show with help of English corpus searches that many typically-taught expressions are not so typical in real life.  Finally, it will look for ways to change teaching materials to better meet EFL learners' immediate communication needs.

**Biographical Data**

Tomoko Watanabe is an associate professor at Tohoku Gakuin University in Sendai, Japan. She made a long journey through theoretical and applied linguistics at four institutions in Japan, USA and UK, eventually earning a PhD from Cambridge University. She currently teaches applied linguistics and trains prospective teachers of English.  Her interests include descriptive grammar, corpus studies, and skill  integration.

# University Setting:

# Reflections on the Learning Process and Collaborative Lesson Design

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**Kyoko Hosogoshi**
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In the ongoing effort to promote student-mediated learning opportunities, integrate technology and design curricula that delivers content in L2, one resource that might be underutilized is the students themselves. In order to further explore this possibility, we propose that students take a leading role in project-based collaborations which focus on material development in a teacher education course. We hypothesize that by doing so, we may gain insights into students' perceptions on both sides of the project, i.e. as learners and as learners now learning about teaching. This presentation will examine a study that is based on three groups of university students: Group A and B are students in English courses, Group C students are in a teacher education course. Group A students will be given a standard teacher-centered lecture course while Group B a content-based set of coursework developed by Group C students. Pretests and posttests will be administered to all the students to track their progress. Feedback will come in the form of test results and surveys related to students' affective perceptions. We will also discuss the possibility of student-mediated content learning based on the students' reflections on the learning process and that of collaborative lesson design.

**Biographical Data**

Larry Walker is currently an associate professor at the Faculty of Letters at Kyoto Prefectural University. His research interests include academic writing and Content and Language Integrated Learning.

Martin Parsons is an associate professor at Hannan University in Osaka, Japan. Born in Australia, he has taught English in Japan to a wide variety of learners, from ages 3 to 83, for approximately 20 year. His research interests include Content and Language Integrated Learning (CLIL), collaborative learning and task-based curriculum development, and peer learning.

Kyoko Hosogoshi is currently a lecturer at the Faculty of Letters at Kyoto Prefectural University. Her research interests include academic listening instruction, task-based language teaching, and computer-assisted language learning.

# Corpus-Based Workbook Development for English Speaking Activities

**Mi-ran Kyeong**
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The workbook for speaking activities for elementary school students is developed based on corpus data. The analyzed corpora are English textbooks for elementary school, informal conversations among English speaking children, and teachers' guides for elementary English textbooks. The phrases and sentences which are selected as a component of dialogues are extracted considering their frequencies and situational typicality. The workbook will allow the students to contact authentic and frequent expressions since it is based on real language uses.

**Biographical Data**

Mi-ran Kyeong has a MA in elementary English education in Jeonju National University of Education. She is currently teaching in Mansun Elementary School. Her main research interests are developing speaking and reading materials for elementary school students.

Seong-shik Kim is a professor in the English education department of Jeonju National University of Education. He achieved the Ph.D in English education at Korea National University of Education. His current research interests include corpus linguistics, materials and curriculum development, discourse analysis based on classroom interactions.

# Facilitation of Learning Academic Contents with Digital Technology of iPad and Google Drive: Use of Online Feedback and Learning History for Japanese University Learners of English

**Mitsuyo  Toya**
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        This presentation introduces effective use of iPads and Google Drive in English-only classroom at a Japanese University. At the initial stage of a 15-week Applied Linguistic course, students reflected on their learning history of English with foci on "initial learning", "memorable event", and "future challenge" and shared it with peers orally and via Google documents. Then they learned how to search for academic online resources with a topic of their choice for the final project. They explained the articles they read to the classmates in pairs. The final products of their learning were put into slides and presented as short movies uploaded to YouTube in a closed manner. The students were also requested to comment on the classmates' YouTube movies online. Throughout the course, participants' feedback via Google forms for lessons were crucial in evaluating the learning and motivation, which led to constant teaching modification. The questionnaire results and final products show that the new technology with visual aid and interactive features together with the course design using reflective methods contributed to the success in making students connect their existing knowledge/experience to others' as well as to the findings in the academic field of SLA/Applied Linguistics in an EFL context.

**Biographical Data**

        Mitsuyo Toya received her M.A. at the University of Hawai'i Manoa, and her Ph.D. at Nihon University. She is a professor in Applied Linguistics and TEFL at the University of the Ryukyus, where she teaches SLA and English Teacher Education. Her main interests include the effects of frequency differences on L2 listening and the use of ICT in language teaching.

# SNS or LMS: The Changing Landscape of E-learning

**Bradley D. F. Coplitts**
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The digital age has quickly redefined education and has provided EFL learners in East Asia much greater opportunity to engage with authentic English. Online social networking services (SNSs) are increasingly being used to supplement in course learning in North America, in favour of so called "Learning Management Systems" (LMSs). This presentation examines the results of a study on students' perceptions of e-learning, specifically using the Moodle LMS and Line SNS. Eleven classes of students from first to fourth year were given a survey to elicit their perceptions of the benefits of Line and Moodle. To this end, their answers to a survey that incorporated twelve quantitative questions and four qualitative questions were examined. Students also self-reported their weekly usage of a variety of popular SNS platforms. The results and their pedagogical implications will thus be discussed. Teachers should expect to leave this presentation with a clearer understanding of the potential advantages and disadvantages of using an SNS in lieu of an LMS, some practical ideas for using SNS platforms in EFL, and a better idea of which SNS platforms are most useful with students in East Asia.

**Biographical Data**

Brad Colpitts is an English instructor who has been teaching in Japan for ten years. He is presently based in the Language Research and Education Center at Kwansei Gakuin University, one of the Kansai region's pre-eminent universities. His research interests include corrective feedback in EFL writing, student motivation in EFL learning, and using technology to enhance learning.

# Patterns of Interaction in Wiki-Based Collaborative Writing

**Myung-Jeong Ha**
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Wikis, as one of the web-based CMC tools, have been increasingly employed in second language learning to support collaborative writing. This study investigates EFL groups' interactions during wiki-based collaborative writing tasks. Thirty Korean EFL learners from a large Korean university were observed over a period of a sixteen week semester in an English writing course aimed at improving basic writing skills. Students were expected to focus on language accuracy while actively interacting their group members in varied ways. This study explores the degree to which the EFL learners attempt to correct their own and others' grammatical errors in collaborative writing tasks. In addition, the level of language accuracy from collaborative writing and the attention the participants pay to grammar revision versus content revision are examined. Thus the present study contributes to the previous literature by addressing student-initiated attention to form in a collaborative writing environment.

## Biographical Data

Myung-Jeong Ha is an assistant professor at the Department of English Language and Literature, Sangmyung University of Korea. Her areas of interest are computer-mediated communication, computer-assisted language learning, learner corpora, and corpus-based pedagogy.

# The Patterns of Peer Revision in an EFL Wiki-Based Collaborative Peer Review Process

**Jaeseok  Yang**
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Wiki is an online writing tool to promote L2 learners cooperative learning experiences through peer social interaction and collaboration. This study uses data from EFL peer-reviewers' feedback on peer's solitary wiki writings to examine the emerging patterns of peer revision and comments. A total of 39 EFL tertiary-level students participated in triad peer feedback activities, and each team consisted of three members with different L2 writing proficiency. Overall, the study found that the participants revised their peers' writing concerning three broad types of revision strategies: surface-level revision (e.g., grammar revision, lexical change), micro-level revision (e.g., elaboration of meaning), and macro-level revision (e.g., reorganization of content, changing perspectives). Also, the intra-group patterns of peer revision showed that proficient L2 writers tended to focus more on both macro-and micro-level revision than less proficient ones. This study shows wiki-based writing can be used effectively to have L2 writers actively involved in collaborative environments through sharing constructive peer-feedback. The findings suggest that teachers need to make their students aware of the repertoire of revision strategies and seek to broaden the scope of peer feedback types according to their proficiency levels.

**Biographical Data**

Jae-Seok Yang, Ph.D. is an assistant professor in the Department of English Education at Kyungnam University. He teaches foreign and second language education courses for preparation of EFL teachers. His research areas include Computer-Assisted Language Learning to strategies-based language learning and teaching, and the use of technologies in language teaching and learning.

# Applying Concept-Check Questions to Grammar Learning: Bridging the Gap Between Upper-Elementary Schoolers and 1st Graders in Middle School

**Miseong Kim**
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**Yoonhee Kim**
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The discrepancy between grammar learning between elementary and middle school in Korea notably exists, and it overwhelms those who just finished elementary in terms of deductive grammar lectures and assessment. This study is exploring the process of developing grammar materials based on concept-check questions for Korean students who just entered middle school. The project is composed of four stages; a needs analysis, developing a first draft, piloting in classrooms, and developing a final draft. In the first stage, a needs analysis was conducted with the stakeholders (e.g., students and teachers in first grade of middle school by using three research methods: questionnaire, interviews, and an evaluation of existing materials). The results of needs analysis showed that teachers and students of first grade in middle school expressed difficulties especially in grammar. Moreover, the results from the evaluation of published materials showed that checking learners' comprehension on concept of grammar has been neglected in the most of the current grammar books. The first draft, therefore, is based on these results. The piloting will be carried out in the classrooms with first graders. Grounded on the feedback from the piloting, the final draft will be developed.

**Biographical Data**

Miseong Kim is a graduate student in department of ELT materials development at International Graduate School of English. She worked as an English teacher in Ulsan of Korea, with about 12 year experiences at public secondary school. She also has studied cooperative and differentiated learning in Ulsan English Teachers Group (UETG) for 9 years. She is interested in an inductive grammar teaching and collaborative learning for secondary schoolers.

Yoonhee Kim is a graduate student in department of ELT materials development at International Graduate School of English. Prior to that, she taught English at Korean public secondary school for about 10 years. Her main interests are ELT material development and ELT curriculum development from designing to evaluating. Especially she is interested in curriculum evaluation about teacher education programs.

## Concurrent Sessions – Section F: Intercultural Issues & World Englishes

**(Room 6305, 3ʳᵈ Floor, Building 6)**

| TIME | PRESENTATION |
|---|---|
| | Chair: Arturo Andrade (Honam University, Korea) |
| 09:00-09:25 | *Social and Educational Challenges of International Students Caused by Accented English in the Australian Context: A Sociolinguistic Analysis of Linguistic Experience*<br><br>Eunjae Park (Griffith University, Australia)<br>**Moderator:** Meizi Piano (Seoul National University, Korea) |
| 09:25-09:50 | *Interlanguage Features of Chinese EFL Learners in the Communicative Act of Refusal*<br><br>Meizi Piao (Seoul National University, Korea)<br>**Moderator:** Park Eunjae (Griffith University, Australia) |
| | Chair: Kyungrang Lee (Sejong University, Korea) |
| 13:00-13:25 | *Does Feedback Type Matter? A Case Study of Learning Korean as a Foreign Language*<br><br>Junghee Hwang (Pyeongtaek University, Korea)<br>**Moderator:** Andrew Pollard (Curtin University, Australia) |
| 13:25-13:50 | *Attitudes Toward Philippine English in Korea*<br><br>Andrew Pollard (Curtin University, Australia)<br>**Moderator:** Junghee Hwang (Pyeongtaek University, Korea) |
| | Chair: Hee Kyung Lee (Yonsei University, Korea) |
| 15:00-15:25 | *Only Caucasian Can Apply for English Language Teaching Jobs? – Beyond Native-Speakerism in the Korean ELT Industry*<br><br>Heedae Park (University of Bath, UK)<br>**Moderator:** Kyutae Jung (Hannam University, Korea) |
| 15:25-15:50 | *Student and Teacher Reflections on Project-Based Learning: A Critical Pedagogy for Korean ELT*<br><br>Mi Kyong Kim (Sunchon National University, Korea)<br>**Moderator:** Heedae Park (University of Bath, UK) |
| 16:00-16:25 | *World Englishes in the Asian Context: The Theory and Practice of WE*<br><br>Kyutae Jung (Hannam University, Korea)<br>**Moderator:** Mi Kyong Kim (Sunchon National University, Korea) |
| 16:25-16:50 | - |

# Social and Educational Challenges of International Students Caused by Accented English in the Australian Context: A Sociolinguistic Analysis of Linguistic Experience

**Eunjae Park**
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This study investigates the issues that international students studying at tertiary institutions in Australia face due to their accented English. While studies in the field of international education have clearly established the impact of these students' language difficulties, limited attention has been directed at the issue of the effects of accentedness on L2 tertiary students. International students have to deal with difficulties caused by accented English at two different levels: 1) their own foreign accent or that of their conversation partner, which can result in loss of confidence in their linguistic skills: and 2) negative societal attitudes towards foreign accents such as accent stereotyping as linguistic discrimination. A mixed-methods approach was employed to access the views of international students. This combined a survey, followed by group interviews, in order to explore the students' views of their difficulties associated with accentedness, and strategies they used to mitigate those challenges. The results reported the linguistic experiences of 182 L2 students who were enrolled at three major universities in South East Queensland. Although the language proficiency of the students was comparatively high, they reported that they still experienced challenges caused by accented English. Diverse communicative strategies as well as coping strategies were employed by the students to overcome communication breakdowns and to integrate with other accented speakers. Notably, accent stereotyping and negative perceptions against accentedness were clearly experienced by this student community. The findings from this study, through the examination of challenges and corresponding strategies identified from the students, provide insights that can inform future policy and practice in this area.

**Biographical Data**

Eunjae Park holds a Master of Arts in Applied Linguistics/TESOL from Griffith University, Australia.

# Interlanguage Features of Chinese EFL Learners
# in the Communicative Act of Refusal

**Meizi　Piao**
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The present study intends to figure out how the refusal strategies and linguistic forms used by Chinese EFL learners vary from those of American English speakers and to see whether or not these variances can be related to features of their native language. Moreover, the relationship between EFL learners' L2 proficiency level and their realization of act of refusal were also examined. With regard to methodology, the present study employed the elicitation method of open role plays for data collection and analyzed the responses based on the interlocutors' social status.

In general, the results indicated that EFL learners differ from native speakers of English in terms of L2 language use. Native Chinese speakers as well as Chinese EFL learners were more sensitive to the interlocutors' social status than the native English group. Regarding the linguistic forms employed by the participants, the native English speakers tended to use hesitators, the modal verb 'could', and downtoners more frequently than the Chinese EFL learners. The Chinese EFL learners, on the other hand, employed the cajoler 'you know' and minus committers more frequently than native English speakers.

**Biographical Data**

Meizi Piao holds a M.A. in English Language and Literature from Seoul National University. Her main research areas are interlanguage pragmatics, cross-cultural communication and SLA.

# Does Feedback Type Matter?
# A Case Study of Learning Korean as a Foreign Language

**Junghee Hwang**
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jhwang@ptu.ac.kr

The presentation reports on findings from a case study which compared the learning effect of one common type of written corrective feedback, direct error correction (DEC) with an alternative type of feedback, metalinguistic explanation (ME). It assumes that ME encourages greater depth of processing whereas DEC requires little depth of processing by learners. To date, despite a great deal of discussion on the value of written corrective feedback in the L2 learning literature, little research has been conducted to investigate the relative effectiveness of DEC versus ME in the context of Korean as a Foreign Language (KFL). Adapting the research framework drawn by Shintani and Ellis (2013), the effect of the two types of written feedback was measured by an error correction test, revision texts and new pieces of writing by six low-intermediate KFL students in an intensive program in Korea. Retrospective interviews were also elicited from the students to capture to what extent they understand the feedback. Findings will be discussed from the theoretical perspectives of SLA, and pedagogical implications and suggestions will be provided.

**Biographical Data**

Junghee Hwang obtained her PhD from the UCL Institute of Education, University of London. She currently works at the Division of General Education, Pyeongtaek University. Her research interests include second language writing and task-based learning and teaching, especially the role of learners' dialogic interaction in L2 learning.

# Attitudes Toward Philippines English in Korea

**Andrew  Pollard**
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English has become the vehicle of international communication, and yet, educational policy across much of Northeast Asia only embraces the 'Native English Speaker' as a legitimate English teacher. In the case of Korea, immigration policy dictates that English language teachers must hold the citizenship of one of seven approved nationalities. When this policy is taken in conjunction with the current study abroad trends for the Korean Learner of English (KLE), there is evidence to suggest there is a developing acceptance of English as a lingua franca within Korea. This paper will focus on the KLE and their blind assessment of multiple English varieties, with 65 participants being exposed to audio recordings and participating in in-depth interviews to draw upon the extent to which language attitudes are present. A key aspect of this paper will focus on Philippines English, and present an analysis of the language attitudes of the KLE, attempting to show that while prejudice does still exist toward the 'non-native', the current generation are transitioning from a 'native is best' mind set into a contemporary society accepting of English  as  a  lingua  franca.

**Biographical Data**

Andrew Pollard is currently attached to the School of Education at Curtin University, Australia. Andrew's research interests lie in English as a lingua franca and world Englishes, with an emphasis on prosodic and paralinguistic features of English varieties and their effects on listening comprehension. He can  be  contacted  at:  andeepollard@gmail.com

# Only Caucasians Can Apply for English Language Teaching Jobs?
# Beyond Native-Speakerism in Korean ELT Industry

**Heedae Park**
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The literature shows that the recent trend related to native English speaker teacher (NEST) recruiting practices promotes colour-based discrimination and views white native speakers as the ideal. This is even more serious in South Korea where racial identities and prejudices tend to impose a chauvinistic ideology in the ELT industry. To explore the connection between racial hierarchy and the NEST hiring practice, this paper explores the connection between Korean NEST recruiters' conception of an ideal NEST and the factors influencing this conception. The purpose is to uncover why the ELT industry often does not treat all NESTs as equal from the perspective of Korean NEST recruiters.

A qualitative multiple case study accompanied by semi-structured in-depth interviews was used to capture the multi-layered and nuanced understandings of the socio-cultural/political motives behind the ideologies that guide the choice of the white NEST. By thematic analysis, three themes were identified: 1) the perception of Anglophone American English as Standard English, 2) the negative stereotyping of coloured NESTs and 3) the students' main purposes for learning English. Through the discussion of each theme, the paper suggests the need for a more thorough consideration of NEST hiring practices in the Korean ELT industry.

**Biographical Data**

I am a 3rd-year doctoral student at the University of Bath in the U.K. I have worked in the field of professional language for over 10 years, having been an English language teacher, interpreter, academic English tutor in Korea and the U.K. My recent research projects have focused on the sociology and cultural politics of English language education and intercultural communication.

# Students' and Teacher's Reflections on Project-Based Learning:

# A Critical Pedagogy for Korean ELT

**Mi Kyong Kim**
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This paper explores teacher and student experiences of project-based learning (PBL), a critical pedagogy for Korean English language teaching. The teacher in this study developed and implemented PBL into a Korean tertiary context. The data set was comprised of learner journals, teacher journals, and interviews. Six findings were established. First, PBL created resistance from both the students and the teacher. Second, communication between the teacher and the students eased students' frustrations. Third, the goal-oriented nature of PBL encouraged students to construct linguistic and topic-related knowledge. Fourth, group work promoted independent and collaborative learning. Fifth, the teacher's role as a facilitator continued to confuse the teacher. Sixth, plagiarism seemed to limit student learning. Based on the findings, two pedagogical implications were made. One is that student-centered approaches in large low-level classes would require some degree of teacher-centeredness so as to respond to language demands. The other is that learner and teacher journals can serve to indicate a need for teacher-centered methods. (158)

**Biographical Data**

Mi Kyong Kim is a teaching professor in English Education at Sunchon National University, Korea. She obtained both her Advanced Diploma and MA from Manchester University, U.K.; and her PhD from Monash University, Australia. Dr. Kim has been involved in English language teacher education and critical pedagogy. Theorizing and practicing a localized version of critical pedagogy in Korean English Language Teaching is a primary research example.

# World Englishes in the Asian Context: Theory and Practice of WE

Kyutae Jung
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People from culturally and linguistically unrelated backgrounds now use English in their interaction around the world. To recognize the functions of English in diverse pluralistic contexts, Kachru uses a term "World Englishes"(WE). The pluralistic assumption of WE opposes to the monolithic approach where a certain single variety of English (a global English or World English etc.,) stands for the global variety of English. According to Kachru, once a transplanted language becomes a language of a certain culture and expresses the culture then it should be considered the legitimate variety of the language. Since Kachru conceptualized and proposed the theory of WE in the early 1980s scholars around the world have reported the various aspects of the regional varieties of English. Research on the use and usage of English in the Outer Circle where English has been used as an official language such as India, Singapore etc., strongly support that the once transplanted language, English, becomes repertoire of the user of the Circle. Kachru strongly argued that the institutionalized variety of language should not be judged by the norm of the original language either British or American English. Therefore, the object of the presentation is first to review the WE research in Korea since the late 1990s. Second, I show a way of teaching world Englishes in the academic context using Information and Communication Technology. through the course "World Englishes and Miscommunications" initiated by Waseda University as a joint global online course in 2004. Third and lastly, this paper analyzes students' attitude and perceptions on Englishization in Asian countries especially in the Expanding Circle.

**Biographical Data**

Professor Kyutae Jung has received his Ph.D. degree in Linguistics at University of Illinois at Urbana-Champaign in 1998. He teaches English and Applied Linguistics at Hannam University, Daejeon, Korea. Professor Jung's research interests are primarily in World Englishes and technology based language learning. His lectures on World Englishes is on JapanOCW since 2005 and co-teaches students from various Asian countries through Waseda's online education system. Professor Jung has served as an adjunct professor at Charles Sturt University, NSW, Australia since 2006.

## Concurrent Sessions – Section G: L2 Acquisition & Learner Motivation

**(Room 6306, 3<sup>rd</sup> Floor, Building 6)**

| TIME | PRESENTATION |
|---|---|
| | Chair: Kyungja Kim (Chosun University, Korea) |
| 09:00-09:25 | *An Analysis of the Critical Period Hypothesis Within the Context of Teaching English as a Second / Foreign Language: Is There a Critical Age to Teach Learners a Second Language?*<br><br>Daniel Costa (Chosun University, Korea)<br>**Moderator:** Eun Sung Park (Sogang University, Korea) |
| 09:25-09:50 | *Learners' Engagement with Indirect Written Feedback: A Think-Aloud Protocol Analysis*<br><br>Ok Yeon Kim & Eun Sung Park (Sogang University, Korea)<br>**Moderator:** Daniel Costa (Chosun University, Korea) |
| | Chair: Jun Kyu Lee (Hankuk University of Foreign Studies, Korea) |
| 13:00-13:25 | *The Relationship Between Motivation and L2 Self: A Case Study of Four Korean Students*<br><br>Hyungjung Oh (Korea National Open University Graduate School, Korea)<br>& Yunjoo Park (Korea National Open University, Korea)<br>**Moderator:** Brandon Payne (Pyeongtaek University, Korea) |
| 13:25-13:50 | *Toward a Parallel Model of Lexical Storage*<br><br>Brandon Payne (Pyeongtaek University, Korea)<br>**Moderator:** Yunjoo Park (Korea National Open University, Korea) |
| | Chair: Yoonhee Choi (Chongshin University, Korea) |
| 15:00-15:25 | *Encoding Motion Event Descriptions by Korean-English Bilinguals*<br><br>Soo-Ok Kweon (Pohang University of Science and Technology, Korea)<br>**Moderator:** Yoon-Kyoung Kim (Chung-Ang University, Korea) |
| 15:25-15:50 | *The Role of Promotion  Prevention Focus in Korean Junior High School Students' English Learning Motivation*<br><br>Yoon-Kyoung Kim (Chung-Ang University, Korea)<br>**Moderator:** Maria Oh (Jeonju National University of Education, Korea) |
| 16:00-16:25 | *Pre-Service Primary School Teacher A's and B's English Learning Motivation, Demotivation and Resilience*<br><br>Maria Oh (Jeonju National University of Education, Korea)<br>**Moderator:** Soo-Ok Kweon (Pohang University of Science and Technology, Korea) |
| 16:25-16:50 | - |

# An Analysis of the Critical Period Hypothesis Within the Context of Teaching English as a Second / Foreign Language: Is There a Critical Age to Teach Learners a Second Language?

**Daniel  Costa**
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Age has been considered one of the major factors determining success in learning a second language (L2) or foreign language (FL). Children are generally considered capable of acquiring a new language rapidly with little effort, whereas adults are believed to struggle, if not fail at such a task. This study examines six previous research studies related to the relationships between age and L2 acquisition in an attempt to further and more clearly determine (1) if there is a critical period for second language acquisition (SLA), and (2) if late L2 learners ever attain native-like proficiency. This study also reflects on SLA theories regarding learners' age. Issues pertaining to the limitations of current research in this scope, and the need for this to be addressed in further research, is presented, along with implications that exist. The findings of this research analysis suggest that it is apparent that an individual can acquire an L2 as an adult. Furthermore, it is also possible for older learners to excel at the L2 to the point of achieving ultimate attainment, although research indicates that this is not achieved by the majority of older L2 learners.

**Biographical Data**

Daniel Costa received his Master of Education (TESOL) from the University of Tasmania, Australia. He is currently undertaking his Doctor of Education (English Education) at Chosun University, South Korea. His doctoral advisor is Professor 김경자. His research field of interest is in age related language acquisition of both L1 and L2, with special interest in aspects of literacy. Currently, he is employed as an assistant professor in the Department of English, at Chosun University. Email: daniel_chosun@yahoo.com

# Learners' Engagement with Indirect Written Feedback:
# A Think-Aloud Protocol Analysis

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Many studies have examined whether or not written corrective feedback results in acquisition, but not much attention has been paid to the recipients of the feedback. The current presentation reports on an exploratory study which examines learner engagement with indirect written corrective feedback, with a view to expanding our understanding of the learners' role in the feedback process. The participants comprised 24 Korean language learners with different levels of proficiency (elementary vs. high-intermediate) who were asked to self-correct their own errors that had been signaled by indirect corrective feedback. They were also asked to think aloud during the self-correction activity. The results showed that the average number of errors per participants was similar across the two proficiency groups and that the elementary group showed higher self-correction rate than the high-intermediate group. The think-aloud protocol data revealed that learners in both groups adopted repeating and self-explanation strategies during the self-correction activity. The findings suggest that learners are capable of correcting their errors regardless of their proficiency level. Based on the results, learners' views on their grammar needs, feedback preferences, and strategy preferences will also be discussed, as well as implications and avenues  for  future  research.

**Biographical Data**

Ok Yeon Kim received her M.A. degree in Applied Linguistics at Sogang University and has been pursuing a Ph.D. degree in Applied Linguistics at the same University. Her research interests include written corrective feedback, second language acquisition (SLA), corpus linguistics, and ESL/EFL learning in  general.

Eun Sung Park is Associate Professor in the Department of English at Sogang University, Seoul, Korea. Her research interests include learners' noticing and processing of L2 input, and the interface of theory and practice in language learning and teaching. Her recent publications include articles in Language  Learning,  Applied  Linguistics,  and  Language  Teaching  Research.

# The Relation Between Motivation and L2 Self:
# A Case Study of Four Korean Students

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**Yunjoo Park**
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The study investigated the relation of learning motivation and L2 Self in English as a Foreign Language situation. The framework for motivation of learning English was developed following Dörnyei's 'L2 Motivational Self System', which consisted of three components; Ideal L2 Self, Ought-to L2 Self, L2 Learning Experience. Participants were four Korean students who learned English as a foreign language in public school, respectively one primary school student, two middle school students, and one high school student. Qualitative analysis was conducted from the collected data by retrospective observations and semi-structured interviews for 6months.

The result of the study revealed the participants experienced positive changing their own the ideal L2self as well as their motivation of learning English. The participants despite their age and parents' influence differences tried to find their own motivation continuously through L2 Motivational Self System, which made them overcome their failure or mistakes of learning. The process of considering the ideal L2self and the ought-to L2self can be the way of building and keeping learning English motivation.

**Biographical Data**

Hyunjung Oh is working on a master's degree in the Department of Practical English at Korea National Open University. She has helped students who are in troubles of learning English as a private tutor and a member of volunteers in Suwon. Her major interest lies in learners' motivation and motivation strategies.

Yunjoo Park is a professor in the Department of English Language and Literature at Korea National Open University. She is currently a dean of Daegu/ Gyeongbuk Campus of KNOU. She received her Ph.D. in Language Education, specializing in Teaching English as a Foreign Language from Indiana University, Bloomington. Her teaching and research interests include: Blended Learning, English Methodology, and Materials Development.

# Toward a Parallel Model of Lexical Storage

**Brandon Payne**
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Since its advent in 1990, the Revised Hierarchical Model has dominated the discussion of bilingual lexical storage. A fundamental characteristic of this model, separate lexical storage among languages, is supported by some evidence, including the ability of bilingual speakers to produce relatively pure forms of one language, and the observance of a translation asymmetry. Nonetheless, Brysbaert and Duyck (2010) among others have begun to question the RHM, especially the notion of separate lexical storage. Gary Libben (2000) proposes the Homogeneity Hypothesis as an alternative to the RHM, but it suffers from a lack of both directed experimental support and a working model. It is the goal of this research to support the Homogeneity Hypothesis by addressing both deficiencies. A group of Korean learners of English were taught English non-words with either English or Korean definitions. They were then asked to recall the words when primed with picture input, and response time across conditions was compared. In line with the Homogeneity Hypothesis, the response time did not significantly differ across experimental conditions. The Parallel Homogenous model of lexical storage is therefore proposed to explain these findings and, by extension, support the Homogeneity Hypothesis.

**Biographical Data**

Brandon Payne is a Professor of English in the General Education Department at Pyeongtaek University with ten years of teaching experience in Korea and America. His received his Master of Arts in Practical and Applied Linguistics from Korea University, and his Bachelor of Arts in English Education from The University of Colorado.

# Encoding Motion Event Descriptions by Korean-English Bilinguals

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It has been a great mystery to find out the ways to what extent language is involved in the perception of events in the visual world. This question concerns that different languages have different ways of encoding motion events. Very little is known yet about how sentence generation interacts with event apprehension in speakers of different languages, and the workings of 'thinking for speaking' have not been demonstrated much cross-linguistically. The participants in this study were 23 monolingual speakers of English and 18 Korean-English bilinguals of shorter Length of Residence (LOR) with mean LOR of 1.5 years and longer LOR with mean LOR of 10.2 years. They watched short video clips depicting motion events and described verbally what had happened in each clip. The results show cross-linguistic differences between English and Korean with more manner encoding in English than in Korean. Bilinguals with shorter LOR showed similar behavior between Korean and English, whereas bilinguals with longer LOR switched verb use towards the pattern of English monolinguals. Encoding motion events differ between different languages and bilinguals differ according to their LOR in L2 environment.

## Biographical Data

Soo-Ok Kweon is associate professor at POSTECH in Korea. She received her Ph. D degree in linguistics from the University of Hawaii at Manoa. Her primary research interests lie in examining how L2 learners differ from L1 speakers in various aspects of second language acquisition and L2 psycholinguistics. She can be contacted via soook@postech.ac.kr

# The Role of Promotion or Prevention Focus in Korean Junior High School Students' English Learning Motivation

**Yoon-Kyoung  Kim**
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In order to find out more effective ways to enhance Korean junior high school students' English learning motivation, this study investigates the possible role of the learners' regulatory focus (promotion or prevention) in their motivation and English proficiency. In examining the students' L2 learning, this study focuses on L2 self-concepts including the Ideal L2 Self, Ought-to L2 Self, and Feared L2 Self since self-concepts in general have been found to be related to one's promotion or prevention focus working as his/her attitudes toward life, work, and learning. The research questions are: (1) Do the two types of regulatory focus and three types of self-concepts exist as a distinctive construct among Korean EFL learners?, (2) To what extent are the two types of regulatory focus related to L2 learning motivation and achievement?, and (3) How do the two types of regulatory focus influence motivated behavior and English proficiency? A total of 178 students in a junior high school located in Seoul participated in a questionnaire survey in November 2015. The collected data are analyzed by using exploratory and confirmative factor analyses, Pearson product-moment correlations, and standard and stepwise regression analyses.

**Biographical Data**

Yoon-Kyoung Kim is a PhD candidate at Chung-Ang University. Her current research interests involve changes in L2 learning motivation/demotivation and teacher motivation/demotivation. Her recent studies have been published in System and the Asia-Pacific Education Researcher.

# Pre-Service Primary School Teacher A's and B's English Learning Motivation, Demotivation and Resilience

**Maria Oh**
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This study aims to report how two Korean primary school pre-service teachers (pseudonym A, B) practiced English learning throughout their lives so as to understand their motivation, demotivation and resilience (김태영, 2013) emerged while they were learning English. One main data-collection source was individual interviews performed in winter 2015 at the researcher's office. Two preliminary findings emerged: (1) A studied in Canada for two years as a fifth and sixth grader. His study abroad experience motivated him to practice English whenever possible at secondary schools, but his never-perfect English test scores demotivated his English learning. Now at a primary school teacher's college, his future job, primary-school English teacher became a good reason why he did English activities whenever possible. He said he was aware of the fact that he will be an English teacher for young primary school children and that he will be required to become a role model as a Korean English speaker for them. A wanted to take more time to do English activities after graduation from the college. (2) In the case of B, his primary reasons why he wanted to learn English were his mother at a primary school, his desire to get good English-test scores at secondary schools and many times of international trips at a teacher's college. B was demotivated while he felt forced to cram English grammar rules at secondary schools and while he felt his English skills were quite limited when he could not understand what English-native-speaking teachers said at English-speaking classes. The current study results draw some implications: (1) A and B did not like grammar-based, and test-oriented English learning at secondary schools and they wanted to listen, speak, read and write English at classes; (2) A and B focused the importance of intrinsic motivation to learn English. It is suggested that there should be a way for students and teachers to foster intrinsic motivation which is so crucial to maximize the effectiveness of English language learning and teaching; (3) A and B did not utilize multimedia to learn English at the college although they did know SNS-based English learning might be effective and cost-effective. SNS-based English-learning-activities might be performed steadily at regular classes for students to have chances to learn how to go beyond class-settings to learn English. Further studies related to this are needed.

## Biographical Data

Maria Oh, PhD is presently teaching in the Department of English Education, Jeonju National University of Education. Her current research interests are how to integrate learner autonomy theory into English classes with Korean learners and teachers mostly utilizing multimedia and how to relate teacher autonomy and learner autonomy at Korean educational settings.

## Concurrent Sessions − Section H: Teaching English to Elementary Students

**(Room 6307, 3rd Floor, Building 6)**

| TIME | PRESENTATION |
|---|---|
| | Chair: Youngjoo Bang (Myongji University, Korea) |
| 09:00-09:25 | *Elementary School Teachers' and Students' Perceptions of English Grammar Instruction and Corrective Feedback*<br><br>Eunhye Lee (Kumgu Elementary School, Korea)<br>& Jaemyung Goo (Gwangju National University of Education, Korea)<br>**Moderator:** Hoo Dong Kang (Chinju National University of Education) |
| 09:25-09:50 | *Corrective Feedback and Language Aptitude in the Acquisition of English Grammar by Fifth Graders*<br><br>Seonyoung Park (Gyelim Elementary School, Korea)<br>& Jaemyung Goo (Gwangju National University of Education, Korea)<br>**Moderator:** Eunhye Lee (Kumgu Elementary School, Korea) |
| | Chair: Yoon-kyung Yim (Won Kwang University, Korea) |
| 13:00-13:25 | *Developing Creativity in a Primary EFL Context Using Alphabet Picture Books*<br><br>Hera Shin (Seo-Ee Elementary School, Korea)<br>& Hae-Ri Kim (Seoul National University of Education, Korea)<br>**Moderator:** Jung Min Lee (Madong Elementary School, Korea) |
| 13:25-13:50 | *Improving Productive Skills Through the V-Power Program*<br><br>Jung Min Lee (Madong Elementary School, Korea)<br>**Moderator:** Soonyong Ha (Jeollanam-do Office of Education, Korea) |
| | Chair: Jaewoo Shim (Chonbuk National University, Korea) |
| 15:00-15:25 | *How Do I Increase Opportunities for Students to Use English and Connect to Their Real Lives?*<br><br>Hyunjin Jeong (Gwangju National University of Education, Korea)<br>**Moderator:** Eunju Kim (Gwangju Yuchon Elementary School, Korea) |
| 15:25-15:50 | *How Do I Encourage My Students to Use Their Experience in L2 Writing?*<br><br>Eunju Kim (Gwangju Yuchon Elementary School, Korea)<br>**Moderator:** Hyunjin Jeong(Gwangju National University of Education, Korea) |
| 16:00-16:25 | *How Do I Teach My Elementary Students Grammar Effectively?*<br><br>Donggun Kim (Gwangju Chipyong Elementary School, Korea)<br>**Moderator:** Seonyoung Park (Gwangju Gyelim Elementary School, Korea) |
| 16:25-16:50 | *How Do Songs and Jazz Chants Affect Fourth-Grade Speaking*<br><br>Seonyoung Park (Gwangju Gyelim Elementary School, Korea)<br>**Moderator:** Donggun Kim (Gwangju Chipyong Elementary School, Korea) |

# Elementary School Teachers' and Students' Perceptions of English Grammar Instruction and Corrective Feedback

**Eunhye Lee**
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**Jaemyung Goo**
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This study explores how elementary school teachers and students perceive English grammar instruction and corrective feedback. A total of fifty elementary school teachers and 966 students (3rd ~ 6th graders) participated in the present study. Two types of questionnaires were designed and administered: one for the teachers and the other for the students. The results showed that most teachers preferred implicit grammar instruction to explicit instruction, and that most students thought that English grammar instruction would play a positive and important role in learning English. However, it appears that they had no preference for a particular instructional method with respect to how to learn grammar. The study also found that there was a clear gap between teachers and students in terms of corrective feedback preferences. The teachers were found to believe that their students did not want to receive corrective feedback, whereas the students favored their teachers' provision of corrective feedback when needed. Several factors that might have influenced the students' perception of English grammar instruction were also analyzed and discussed in this thesis.

**Biographical Data**

Lee, Eunhye received her M.A. in Primary English Education from Gwangju National University of Education, Gwangju, Korea. She is an elementary school teacher and has been teaching at 2 elementary schools for 7 years since 2008. She is interested in differential effects of various L2 instructional methods, effectiveness of corrective feedback in classroom settings, and L2 teachers' and learners' perceptions of instructional activities.

Jaemyung Goo received his Ph.D. in Linguistics (concentration: applied linguistics) from Georgetown University, Washington D,C,, USA. His research articles have appeared in national and international journals including Studies in Second Language Acquisition, Language Learning, and Language Teaching. His research interests include, but are not limited to, instructed SLA, age and SLA, IDs in cognitive factors, TBLT, and SLA research methods. Immediately after his graduation, he began his teaching career as a visiting assistant professor teaching graduate courses in the Department of Second Language Studies at Indiana University, Bloomington, IN. Currently, he is an associate professor in the Department of English Education, Gwangju National University of Education, Korea.

# Corrective Feedback and Language Aptitude in the Acquisition of English Grammar by Fifth Graders

**Seonyoung Park**
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**Jaemyung Goo**
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The present study explores the relation between teacher's feedback types and students' language aptitude in grammar learning. For this study, fifty-five students in the 5th grade participated in the experimental classes. They were divided into two experimental groups and one control group. The different types of feedback (explicit, implicit) were provided to the two experimental groups. No feedback was provided to the control group. Each group was pretested for grammar knowledge of the two target structures, interrogative and comparative sentences. After the groups had undergone the experimental classes, two post tests were administered. The first test was to test their knowledge about the target forms. The second test was to examine their language aptitude, using a computer-based aptitude test. This study ends up with the implication that feedbacks are helpful in improving students' achievement in teaching grammatical structures. However, feedback types and language aptitude had a little correlation in this study.

**Biographical Data**

Seonyoung Park, Teacher, works at Gwangju Gyelim Elementary School in Gwangju. She received an MA in English Education from Gwangju National University of Education. She is studying English Education for her Ph.D in Chonnam National University, South Korea. Her main professional interests are in teacher's feedback and multi-sensory activities including music.

Jaemyung Goo received his PhD. in Linguistics (concentration: applied linguistics) from Georgetown University, Washington, DC, USA. His research articles have appeared in national and international journals including Studies in Second Language Acquisition, Language Learning, and Language Teaching. His research interests include, but are not limited to, instructed SLA, age and SLA, IDs in cognitive factors, TBLT, and SLA research methods. Immediately after his graduation, he began his teaching career as a visiting assistant professor teaching graduate courses in the Department of Second Language Studies at Indiana University, Bloomington, IN. Currently, he is an associate professor in the Department of English Education, Gwangju National University of Education, Korea.

# Developing Creativity in a Primary EFL Context Using Alphabet Picture Books

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**Hae-Ri Kim**
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The purpose of this study was to investigate the effects of primary English learning and the children's creativity development based on alphabet picture books. To attain the objective, the following research questions were proposed: 1) What are the effects on learner's vocabulary learning and writing skills by using alphabet picture books? 2) What are the impacts on the children's creativity development by using alphabet picture books? To find the answers to the research questions, data was collected from diverse sources such as student's artifacts, student's questionnaires, student's comments on the lessons, interview transcripts, teacher's journals and lesson transcriptions. Additionally, vocabulary tests for every 5 texts used in the study were conducted. Both qualitative and quantitative techniques were employed in the data analysis. The data analysis yielded the following results. The first finding showed that primary English learning using alphabet picture books had positive impacts on vocabulary learning and writing skills. The second finding showed that students could improve their creativity through a variety of reading and writing activities using alphabet picture books. Based on the results, suggestions were provided.

**Biographical Data**

Shin, Hera is a teacher at Seo-ee Elementary School, Seoul, Korea, and completed her Master's degree in the field of primary English education from Seoul Nat'l University of Education. She is currently interested in teaching English to primary EFL learners using Alphabet picture books.

Hae-Ri Kim is a professor of the Department of English Education at Seoul Nat'l University of Education, Korea. Her teaching and research areas are Literacy Education, Children's Literature in Education, EFL Materials Development, and Developing EFL Teacher Training Programs. She has been developing various teacher training programs for English teachers in EFL context through cooperative work with teachers at primary and secondary schools.

# Improving Productive Skills Through the V-Power Program

**Jung Min Lee**
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Many elementary school learners seem to lose interest in English learning as they get older. In particular, they struggle with speaking and writing English as they enter early adolescence. They feel more comfortable listening to a dialogue or reading an English text but they are afraid of speaking or writing in English relatively. The presenter needed to invent a program to encourage her learners to speak and write in English with confidence. The V-Power Program is designed to boost the students' vocabulary power and strengthen their competence in the areas of speaking and writing. The V-Power Program includes various types of speaking practice which cover games, role-plays, sentence charades, information gap, writing activities like book making, cartoon making, writing cards and letters, and imagining and writing activities. The V-Power Program also includes other activities such as finding hidden pictures, doing word puzzles, and guessing the hidden words. Through this study, the effect that a strong vocabulary can have will be confirmed on the improvement of productive skills and the connection between a powerful vocabulary and the students' ability to strengthen their productive skills.

**Biographical Data**

Ms. Jungmin LEE majored in English Education and has been teaching for 16 years at several public schools in South Jeolla Province of South Korea. Her interests include second language writing and second language instructional methods and approaches. Currently she is an English teacher at Gwangyang Madong Elementary School and teaches 6th graders. She is also involved in personal career and development for the South Jeolla Office of Education. Ms. Jungmin LEE majored in English Education and has been teaching for 16 years at several public schools in South Jeolla Province of South Korea. Her interests include second language writing and second language instructional methods and approaches. Currently she is an English teacher at Gwangyang Madong Elementary School and teaches 6th graders. She is also involved in personal career and development for the South Jeolla Office of Education.

# How Do I Increase the Opportunities for Students to Use English
# and Connect to Their Real Lives?

**Hyunjin Jeong**
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Korean students learn English in an EFL (English as a Foreign Language) context, which means they don't really have the chance to use English and it is hard for them to connect English to their lives. In the present study, students will have chances to be exposed to English outside of classroom via Flipped Learning. They will also have Epal activities with students in other countries to have chances to use English in real lives. The participants will be 100 6th graders in Korea. This research will be done in the form and process of an action research, and will show the process to solve the problems in the given context.

**Biographical Data**

Hyunjin Jeong, Elementary School Teacher, works at the Attached Elementary School of Gwangju National University of Education in Gwangju. She received an MA in English Education from Gwangju National University of Education, South Korea and MA in Educational Sciences from University of Turku, Finland.  Her main professional interests are Action Research in the English class. She is currently a member of Primary English Action Research Association (http://www.peara.org), whose members are researchers as a teacher working in elementary schools in Gwangju.

# How Do I Encourage My Students to Use Their Experience in L2 Writing?

**Eunju  Kim**
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In Korean elementary classrooms, the genre and the topic of writing are limited. To keep students motivated, the variety of topic and the genre of writing in class are required. In this study, students will be encouraged to connect their experience into different genre of writing in class.  The participants of this study will be 72 English as a foreign language (EFL) learners at a Korean elementary school. They are 6th graders and their proficiency level will be varied. The target instruction will take a form of writing class, which mainly focuses on application of students' experience into writing activity. The cycle of Action Research (Plan-Action-Reflection) will be implemented in this study. The data will be collected from the various resources such as students' work, interview, teachers' observation, reflective journals, and so on. The data will be analyzed by the researcher and the next action step, which is based on the reflection and the result of analyzed data, will be implemented for the enhanced writing lesson.

**Biographical  Data**

Eunju Kim, Teacher works at Yuchon Elementary School in Gwangju, Korea. She received an MA in English Education from Gwangju National University of Education. Her main professional interests are in Interaction and Action Research in the Elementary classrooms. She is currently a member of Primary English Action Research Association (http://www.peara.org).  Email:bonjoursub@naver.com

# How Do I Teach My Elementary Students Grammar Effectively?

**Donggun  Kim**
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This is an action research. One class of fifth graders will be selected. A variety of ways of teaching grammatical items within context will be applied and a series of actions will be made to solve possible problems during instruction. All qualitative data will be collected and analyzed through questionnaire, interview, journal and observation. Students' grammatical knowledge will help to extend their English beyond word or phrase levels.

**Biographical Data**

Donggun Kim, Master Teacher, works at Chipyeong Elementary School in Gwangju. He received an MA in English Education from Korea National University of Education and from the Ohio State University, USA. He has a PhD in Linguistics from Chonnam National University, South Korea. His main professional interests are in Action Research in the English classrooms. He is currently a president of Primary English Action Research Association (http://www.peara.org), whose members are researchers as a teacher working in elementary schools in Gwangju.

# How Do Songs and Jazz Chants Affect Fourth-Grade Speaking

**Seonyoung  Park**
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How  do  songs  and  jazz  chants  affect  fourth-grade  speaking?

This study is an attempt to enhance Korean EFL students' speaking through songs and jazz chants. A total 23 students are going to participate this course. Three-step instructional procedures including introducing the song or jazz chant, changing the lyrics, communicating will be implemented. Data will be collected from audio-recorded class activity, students' reflective journals and interviews and classroom observations.

## Biographical Data

Seonyoung Park, Teacher, works at Gwangju Gyelim Elementary School in Gwangju. She received an MA in English Education from Gwangju National University of Education. She is studying English Education for her PhD in Chonnam National University, South Korea. Her main professional interests are in teacher's feedback and multi-sensory activities including music.

## Concurrent Sessions − Section I: L2 Instructional Methods and Approaches

**(Room 6308, 3rd Floor, Building 6)**

| TIME | PRESENTATION |
|---|---|
| | Chair: Matty Warnock (Honam University, Korea) |
| 09:00-09:25 | - |
| 09:25-09:50 | *Strategies for Inspiring Autonomous EFL Classrooms Through Collaborative Teaching*<br><br>Richard Manuputty (Pattimura University Ambon, Indonesia)<br>& Gregory Santiago Stover Sultan (Regional English Language Org., Indonesia)<br>**Moderator:** Soyeon Jeong (Chonnam National University, Korea) |
| | Chair: Jung Yeon Kim (UNIST, Korea) |
| 13:00-13:25 | *Dictionary Use on Vocabulary Learning and Reading Comprehension in Different Task Conditions*<br><br>Hyeok Jin Cheon (Chonnam National University, Korea)<br>**Moderator:** Andrea Rakushin Lee (Konkuk University, Korea) |
| 13:25-13:50 | *The English Language Challenges of North Korean Refugees in South Korea*<br><br>Andrea Rakushin Lee (Konkuk University, Korea)<br>**Moderator:** Hyeok Jin Cheon (Chonnam National University, Korea) |
| | Chair: Su Jung Min (Kongju National University, Korea) |
| 15:00-15:25 | *Teaching Pronunciation to Korean Learners of English Using Ten Core Rules*<br><br>Jung Hoon Kim & Isaiah WonHo Yoo (Sogang University, Korea)<br>**Moderator:** Haruyo Yoshida (Osaka Kyoiku University, Japan) |
| 15:25-15:50 | *Coaching for Autonomy in a Graduate-Level TEFL Reading Course in Japan*<br><br>Bruce Malcolm, Kathy Kashimoto,<br>& Haruyo Yoshida (Osaka Kyoiku University, Japan)<br>**Moderator:** Isaiah WonHo Yoo (Sogang University, Korea) |
| 16:00-16:25 | *PBL in Translation: How It Motivated, Pleased, and Benefited English Majors*<br><br>Duc Tien Bui (Ho Chi Minh City University of Education, Vietnam)<br>**Moderator:** Kyungsook Choi (Chonnam National University, Korea) |
| 16:25-16:50 | *The Effects of Learning Logs on Korean EFL Learners' Motivation and Achievement Test Scores*<br><br>Kyungsook Choi (Chonnam National University, Korea)<br>**Moderator:** Duc Tien Bui (Ho Chi Minh City University of Education, Vietnam) |

# Strategies for Inspiring Autonomous EFL Classrooms
# Through Collaborative Teaching

**Richard  Manuputty**
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The new norm of social education has left many wondering about the autonomy of teachers and students a like. However, if implemented with care, nurturing the autonomy of both teachers and students, collaborative teaching can be a strategic tool that inspires autonomy in the classroom. Through specific examples of collaborative teaching conducted in an academic writing classroom setting and quantifiable results which specifically address the pros and cons of Collaborative teaching and it's effect on autonomy in the classroom, a new standard can be applied in measuring the effectiveness of collaborative teaching on the autonomy of both teachers and students in the classroom.

**Biographical Data**

Richard Manuputty holds a Master of English Education and Curriculum Instructions received  from Simon Fraser University, Canada in 2000., He received  his Diploma in Applied Linguistic at RELC Singapore in 1996. He has  been lecturing in the English Study Program of Pattimura University Ambon Indonesia for 30 years mostly responsible for teaching Academic Writing Courses, Research on language Teaching and Education.

# Dictionary Use on Vocabulary Learning and Reading Comprehension in Different Task Conditions

**Hyeok Jin Cheon**
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This study examined the effects of dictionary use and integrated skills on vocabulary learning and reading comprehension, and learners' perceived difficulty of reading texts. Sixty two high school students assigned to four groups according to different task conditions — read-aloud with dictionary use, listening with dictionary use, dictionary use only, and noticing (non-dictionary). The learners' vocabulary learning and reading comprehension were measured through pre-, post-, and delayed tests. Their perceived text difficulty was checked with a seven-point Likert scale. Results were that there were substantial improvements in vocabulary scores over time. It was also revealed that the sustained effect of all task conditions was found in both vocabulary and reading comprehension, except for the noticing group in reading comprehension. In perceived text difficulty, the read-aloud group felt significantly easier than the noticing group.

## Biographical Data

Hyeok Jin Cheon is a doctoral candidate in the department of English Education at the Chonnam National University. He has been teaching English for about ten years in the secondary educational settings. His research interests are L2 vocabulary acquisition and language skill development.

# The English Language Challenges of North Korean Refugees in South Korea

**Andrea Rakushin Lee**
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This presentation will discuss the results of a qualitative study that examined the educational experiences of North Korean refugees in light of their exposure to Juche, militarism, and human rights violations. Although this study did not focus on English language experiences, the participants frequently discussed the challenges that they faced related to English language acquisition in South Korea. Many North Korean refugees in South Korea lack basic knowledge of the English language which makes it difficult to understand classes that are taught partially or entirely in English. Furthermore, many North Korean refugees take a leave of absence from university due to problems related to English.

The participants in this study included 15 North Korean refugees in their twenties who lived in South Korea for at least 3 years and North Korea for at least 10 years. In addition, all of the participants were college or university students except for one who was beginning university the following term. Four types of data were collected including a demographic survey, a timeline of primary life events, standardized, open-ended interviews, and journal entries. This presentation will primarily focus on the results of the study, but practical implications and participant recommendations will also be discussed.

## Biographical Data

Dr. Andrea Rakushin Lee is an assistant professor in the International Business Department at Konkuk University Glocal Campus. She has experience teaching education, business, history, public administration, and EFL courses at the university level. In addition, she spent several years volunteering with North Korean refugees and has worked with charity organizations that promote human rights in North Korea.

# Teaching Pronunciation to Korean Learners of English Using Ten Core Rules

**Jung Hoon Kim**
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**Isaiah WonHo Yoo**
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The purpose of this study is to ascertain a more effective way of teaching English pronunciation to college-level students in Korea. The research is based on actual teaching experiments of 56 Korean adult learners of English, all of whom are attending a two-year college in Seoul and are majoring in tourism. The majority of the participants are 19 years old, and their English proficiency is at a beginner's level, except for a handful of students. All the participants were divided into two different groups: the first group was taught English pronunciation by explicitly studying 10 pronunciation rules from a book titled You Too Can Speak like a Movie Star!, and the other was taught English pronunciation without the rules. The study lasted for one semester. The results show that the participants who explicitly studied pronunciation rules made much more progress than did those who did not study them, a finding which suggests that adult students with a relatively lower level of English proficiency can benefit from studying explicit pronunciation rules when they are taught appropriately. Pedagogical implications will also be discussed based on the findings of the study.

**Biographical Data**

Jung Hoon Kim is an MA student in the Department of English at Sogang University. His primary research interest is pedagogical pronunciation. He has been teaching English at Jeonghwa Arts College for the past 3 years.

Isaiah WonHo Yoo is Professor in the Department of English at Sogang University. His primary research focuses on how corpus linguistics informs language pedagogy. His recent publications have appeared in Applied Linguistics, the Journal of Pragmatics, the International Journal of Corpus Linguistics, and the Journal of English for Academic Purposes.

# Coaching for Autonomy in a Graduate-Level TEFL Reading Course in Japan

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**Haruyo Yoshida**
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This study examines the effects of a coaching support system with a group of TEFL graduate students in an introductory academic reading course. During the 15-week course of weekly 90-minute classes, students read articles from SLA/ELT journals and produced digital presentations, explaining and critiquing each article individually and in small groups. These first-year graduate students were coached by two second-year students and one post-graduate research student who had previously completed the team-taught class, and teachers in turn provided ongoing mentoring support for the coaches. The coaching process was based on a cyclical interaction model; coachesbegan with initial interviews, and individual student goals were established in regular sessions, with the coaches suggesting strategies for successful presentations and offering tailored feedback within groups, as well as encouraging reflection on individual performances through action plans and reflective journals in individual sessions. This overview examines the coaching experience, identifying its strengths and limitations. The participants exhibited varying degrees of success deriving from their abilities to self-reflect and self-criticize, apply their efforts effectively, and manage time. Data from coaching logs and a post-treatment questionnaire are cited to draw conclusions about the efficacy and influence of the coaching program, while offering suggestions for future iterations.

**Biographical Data**

Bruce Malcolm has worked as an EFL educator in Japan for over 25 years and is now a Foreign Lecturer at Osaka Kyoiku University, where he teaches courses in writing, communication, and cultural theory. His current research interests include Coaching and gender issues in Education for International Understanding.

Kathy Hiroko Kashimoto has spent most of her life teaching Japanese young learners in her own classrooms and in elementary schools, developing learner-centered materials. Her main research areas are CLIL for Japanese elementary pupils and literacy for young learners. She is currently a Lecturer in the English Education Department at Osaka Kyoiku University.

Haruyo Yoshida is a professor in the Department of English Education at Osaka Kyoiku University,

Japan. She has a Master's degree in TESL, and a Ph.D. in Vocabulary Acquisition: fMRI Study. She is currently involved in a project to develop a well-rounded curriculum for Japanese junior high school students. Specifically, she is interested in developing methods to enhance students' motivation.

# PBL in Translation: How It Motivated, Pleased, and Benefited English Majors

**Duc Tien Bui**
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Considering the daunting tasks and time allocation for my Journalism Translation class, it made no sense for me to take a traditional translation practice approach, for this would soon wear out both the students and the instructor. Such a manner of instruction had been adopted by other lecturers and had yielded negative responses (not through official investigations, but through word of mouth). Under these circumstances, there needed to be a new approach, which prompted me to projectize this subject. The idea of project-based learning is highly applicable in such subjects which require high-level thinking as translation, and so seemed perfectly fitting to the case. During the 15 weeks of training, students would participate in big and small projects alongside their translation tasks. Smaller projects, for example, involve students finding out the linguistic nature of writing newspaper headlines, both in Vietnamese and English. Two big projects involve students creating a news coverage in video format, with subtitles. Their performance was assessed based on content, accuracy of translation, and the quality of mutual feedback. Post-class surveys indicated students' favor for PBL over the traditional approach.

**Biographical Data**

Bui Duc Tien (M.A.) is a lecturer at Ho Chi Minh City University of Education, Vietnam. His job involves working with English majors, providing training on English skills, linguistics, and translation and interpretation. He is also specialized in Technology in Language Teaching. He also joins national and regional projects. Furthermore, he runs his own English Language Center which prioritizes ESP.

# The Effects of Learning Logs on English Language Learners' Academic Achievement, Motivation, and a Teacher's Lesson Planning

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This study examines the effects of learning logs on English language learners' academic achievement, motivation, and a teacher's lesson planning. 105 second graders at middle school in Korea participated in the experiment for 5 weeks. Students were divided into two groups: the experiment and control group. The participants in the experiment group kept learning logs for 5 weeks. A series of pre- and post-tests were administered to measure the effectiveness: the English tests of 2014 and 2015 National Assessment of Educational Achievement, mid-term and final exam in school, and motivation battery. A teaching log and follow-up questionnaires about the experience of writing learning logs were also used. The results suggest that a learning log can be implemented with positive effects on both a teacher and students as a useful tool for lesson improvement even though its effects on academic achievement and motivation are marginal

**Biographical Data**

I graduated from Chonnam National University, and I have been studying for a master's degree at the same university. My major is English Education. I have three-year teaching experience, and I am working at a middle school now.

## Concurrent Sessions − Section J: L2 Instructional Methods and Approaches

**(Room 6309, 3<sup>rd</sup> Floor, Building 6)**

| TIME | PRESENTATION |
|---|---|
| | Chair: Kyungsook Yeum (Sookmyung Women's University, Korea) |
| 09:00-09:25 | *Development and Application of a Teacher Education Model for the Identity Development of Elementary English Teachers*<br><br>Kyungja Ahn (Seoul National University of Education, Korea)<br>**Moderator:** Daniel Corks (Dongshin University, Korea) |
| 09:25-09:50 | *Effects of Direct Feedback on Learners' Grammatical Accuracy and Their Explicit/Implicit Knowledge of Target Forms: A Case Study of Two EFL Learners*<br><br>Daniel Corks (Dongshin University, Korea)<br>**Moderator:** Kyungja Ahn (Seoul National University of Education, Korea) |
| | Chair: Young Min Kim (Daegue University of Education, Korea) |
| 13:00-13:25 | *Implicit vs. Explicit Grammar Instruction: A Meta-analysis*<br><br>Sunhee Choi (Jeonju University, Korea<br>& Ji-young Song (Chonbuk National University, Korea)<br>**Moderator:** Aijing Li (Chonnam National University, Korea) |
| 13:25-13:50 | *Chinese EFL Learners' Awareness and Use of English Tense and Aspect: Focusing on Simple Past, Present Perfect, and Past Perfect*<br><br>Aijing Li (Chonnam National University, Korea)<br>**Moderator:** Sunhee Choi (Jeonju University, Korea) |
| | Chair: Tae-young Kim (Chung-Ang University, Korea) |
| 15:00-15:25 | *Foreign Language Classroom Anxiety (FLCA): Japanese EFL College Students and Pedagogical Implications*<br><br>Takako Inada (Birkbeck, University of London, U.K.)<br>**Moderator:** Kyong-Sook Song (Dongeui University, Korea) |
| 15:25-15:50 | *Teaching and Learning World Englishes Through Famous Speeches*<br><br>Kyong-Sook Song (Dongeui University, Korea)<br>**Moderator:** Takako Inada (Birkbeck, University of London, U.K.)) |
| 16:00-16:25 | *Family Values: "Modern Family" in the ESL Classroom*<br><br>Victoria McGregor Elliott (Jeonju National University of Education, Korea)<br>**Moderator:** Jin Seok Kim (Seoul National Unversity of Educaion, Korea.) |
| 16:25-16:50 | *On the Methods of Improving Interactional Competence Through Personalization*<br><br>Jin Seok Kim (Seoul National Unversity of Educaion, Korea.)<br>**Moderator:** Victoria McGregor Elliott (Jeonju National Universityof Education, Korea) |

# Development and Application of a Teacher Education Model for the Identity Development of Elementary English Teachers

**Kyungja Ahn**
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This study aims to develop a model for the identity development of elementary English teachers. It also examines how the teachers developed their English teacher identities when this model was applied in their graduate seminar. The participants were 20 in-service primary English teachers (19 female, 1 male) enrolled in a graduate course on second language teacher education. The main data were the participants' autobiographical essays and journal entries about their English teacher identities. The participants reflected on and developed their teacher identities through writing autobiographic essays and journals, reading research on L2 teacher identities, and discussing topics related to the readings and their own identities. The findings revealed that the teachers had similarities and differences in terms of (1) their perceptions about English teachers' professional identities, (2) their current and past identities when they were pre-service teachers and novice teachers, and (3) the factors affecting their identity formation and development. In particular, the critical factors influencing their elementary English teacher identities included participating in teacher education programs, co-teaching with native-speaking teachers, and whether they were teaching English as homeroom teachers or as English subject teachers. It was found that the model provided a mediational space for the teachers to reflect on and develop English teacher identities. Important implications regarding elementary English teacher identities and teacher education are discussed.

**Biographical Data**

Kyungja Ahn is an associate professor in the Department of English Language Education at Seoul National University of Education. She received her Ph.D. in Applied Linguistics from the Pennsylvania State University in the United States. Her research interests include second language teacher education, classroom discourse, language planning and educational policy, sociocultural theoretical perspectives on language learning and teaching, and second language writing.

# Effects of Direct Feedback on Learners' Grammatical Accuracy and Their Explicit/Implicit Knowledge of Target Forms: A Case Study of Two EFL Learners

**Daniel  Corks**
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This paper describes a case study that examined learner response to unfocused written corrective feedback and its effects on grammatical accuracy for high-beginner learners of L2 English. The study was motivated by the ongoing debate (i.e. the "Truscott debate") over the effectiveness and potentially harmful effects of grammar correction in L2 writing. Two participants wrote weekly journals over a 9-week period and received direct corrective feedback on each journal entry; five grammatical features were targeted for feedback without the knowledge of the participants. The effect of the corrective feedback was measured by a number of instruments aimed at gauging the participants' explicit and implicit knowledge of the target features. In addition, the journal entries were analyzed for potential secondary effects of the feedback. The results showed small improvements for accuracy and explicit/implicit knowledge, but a lack of consistency for individual features, suggesting that the efficacy of feedback was minimal overall. Secondary effects were either not found to be marginal or attributable to factors other than corrective feedback. The current results support Truscott's position and suggest that incidental learning of redundant grammatical features does not take place.

**Biographical Data**

Daniel Corks 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.

# Implicit & Explicit Language Learning: A Meta-analysis

**Sunhee Choi**
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**Ji-young Song**
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The purpose of this study is to synthesize the research on implicit and explicit language learning using meta-analysis. In particular, it aims to analyze the relative effects of each approach to teaching English. In order to conduct the study, several research databases and ELT journals will be searched using a number of keywords such as implicit learning, explicit learning, focus on form, grammar instruction, etc. The results of the study will be expected to provide data-based evidence regarding the effects of different approach to teaching English to Korean students, which can be utilized in pedagogical practice and future research

## Biographical Data

Sunhee Choi is Associate Professor at Jeonju University. She received her master's and PhD degrees from the University of Southern California. Her research interests include focus on form, research synthesis, and scale development.

Ji-young Song is a PhD student at Chonbuk National University. She also teaches English at several universities including Chonbuk National University, Jeonju University, and Jeonju National University of Education. She is now working on her PhD thesis which is about the impact of output practice on the learning of English grammar.

# Chinese EFL Learners' Awareness and Use of English Tense and Aspect: Focusing on Simple Past, Present Perfect, and Past Perfect

**Aijing  Li**
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The purpose of this study is to explore Chinese non-English-major undergraduate students' capability of discriminating the form and meaning of English simple past, present perfect, and past perfect, and their awareness of the underlying semantics of these temporal categories. The study adopts a mixed research method that consists of a test, a follow-up retrospective interview and a corpus study. The main findings of the test are: Students across proficiency groups get a higher rate of accuracy on form than on meaning. Irregular verbs cause more misformation than regular verbs. Students across proficiency groups get highest accuracy on simple past, followed by present perfect, and lowest on past perfect. Two general tendencies are found in the students' performance: the use of present perfect in sentences with definite past time adverbials, and the use of achievement verbs under events for a period of time. The more advanced students get higher accuracy on both form and meaning across temporal categories. However, the gap between formal accuracy and appropriate use does not narrow down as a function of the students' advancement in L2 proficiency. The students' self-reports and results of corpus study indicate that L1 influence (i.e., the [-tense] feature of Chinese, partial overlap or different uses between Chinese and English), morphological or conceptual complexity of individual temporal category, teaching and learning sequence of past tenses and distributional bias in the language input may work together to explain the findings.

**Biographical Data**

In February 2016, I graduated from the English Education Department of Chonnam National University as the Doctor of Philosophy in Education.

# Foreign Language Classroom Anxiety (FLCA):
# Japanese EFL College Students and Pedagogical Implications

**Takako Inada**
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Horwitz et al. (1986) described FLCA tripartitely as communication apprehension, test anxiety, and fear of negative evaluation. Moreover, Young (1990) found that students feel anxious because of presentations in class, a lack of confidence, a fear of making mistakes, and peer pressure. In FL classrooms, L1 can be a useful resource to not only reduce anxiety, but also promote L2 learning if the L1 is judiciously used (Cook, 2001). The present study investigated what kinds of factors might affect anxiety levels among Japanese EFL college students. Semi-structured individual interviews were conducted in Japanese with 37 students with a low, medium, and high level of FLCA selected by a paper-based questionnaire 257 students participated in. The data was analyzed by NVivo. The reasons of anxiety were found:1) time pressure; 2) low enthusiasm; 3) low self-confidence; 4) the restriction of L1 use; 5) fear of making mistakes; 6) incompatible partners; 7) uncomfortable classroom atmosphere; and 8) gender difference. In conclusion, inclusion of L1 use is more reasonable than exclusive TL use because L1 can be a useful tool for reducing anxiety with more clarification, accomplishing tasks, externalizing inner speech and enhancing interactions and co-operation with classmates. Some pedagogical implications will be discussed.

**Biographical Data**

Takako Inada is currently a PhD candidate at Birkbeck College, University of London, but she passed the viva and is now in the last stage of the PhD study. Her research interests include second language acquisition, educational psychology, and sociolinguistics in Japan.

# Teaching and Learning World Englishes Through Famous Speeches

**Kyong-Sook Song**
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In the era of globalization, there is not one English any more, not two Englishes, but many Englishes, World Englishes (Crystal 2003, Song 2007, etc). English is no longer the language of native speakers, it belongs to the world, and new forms of English, born of new countries with new communicative needs, should be accepted into the marvelously flexible and adaptable galaxy of 'Englishes' (Strevens 1980: 90). According to MaKay (2002) and others, varieties of any language are associated with particular social groups and can be characterized by a specific set of linguistic variations. But all varieties of English are equal because they are fully systematic and regulated by a set of rules. Even though they are linguistically equal, they are not considered to be socially equal. The model of English (native-speaker, nativized, or lingua franca) that should be used in classrooms in Outer and Expanding Circle countries (Kachru 1992) has been a subject of debate. Korean university students consider their proficiency in English as a key to their social moves and career success. This paper explores innovative ways of teaching World Englishes to Korean university students through worldly famous speeches to Korean university students, and discusses some implications of critical pedagogy in Korea.

**Biographical Data**

Kyong-Sook Song received her Ph.D. in linguistics from Georgetown University in 1993, and currently is a professor of English linguistics and the director of the Global Communication Research Institute at Dongeui University. Dr. Song's research areas include pragmatics, discourse analysis, socio-applied linguistics, English education, language policy, World Englishes, and cross-cultural communication. Her books include Discourse Analysis (2002), Discourse and Pragmatics (2003), and Understanding Global Society English: World Englishes (2007). Dr. Song also currently serves as a vice-president of the Linguistic Society of Korea and the KASELL.

# Family Values: "Modern Family" in the ESL Classroom

**Victoria McGregor Elliott**
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'Modern Family' is a hit US TV series which covers the daily lives of members of a fictional family. Aside from the trials and tribulations which each family member must face, each heart-warming (and often hilarious!) episode is also loaded with tasty titbits which are usable in the ESL classroom. This presentation aims to give some guidance on how just one episode of 'Modern Family' can be used to explore a wide range of facets pertaining to English language and culture. This lecture will offer an insight as to how the show can be manipulated to review the family structure, discuss social change, and generate performable language.

## Biographical Data

Tori has lived and worked in Jeonju for the last 12 years. She obtained her undergraduate degree from the University of Glasgow (Scotland) and studied for her MA with the University of Nottingham (England). Tori enjoys teaching her students using various media and is interested in the interplay between semantics and cultural identity.

# On the Methods of Improving Interactional Competence Through Personalization

**Jin  Seok  Kim**
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Learners need opportunities to communicate what they want to say and express what they feel or think (Willis, 1998, p. 13). Above all, they have to foster their ability to comprehend and express themselves in English through interaction based on personalization in classes, which is one of adequate ways of promoting learning by themselves. Thus, the purpose of this presentation is to suggest the method of improving interactional competence through personalization in primary and secondary classes. In order to achieve the objective, the difference between Classroom Communicative Competence (CCC) and Classroom Interactional Competence (CIC), the definition of personalization, and Kim (2013, 2016)'s MAP (motivation/involvement, activation/long-term memorization, and personalization/individualization) model are reviewed. Also, classroom activities are analyzed in terms of the checklist composed of turn-taking, repair, overlaps and interruptions, and topic management (Walsh, 2011) considering Dublin & Olshtain (1988)'s discourse components (who says what to whom on what occasions and with what intent) and Hymes (1072)'s SPEAKING components (speaking, participants, ends, act sequence, key, instrumentalities, norms of interaction & interpretation, and genre). Based on the results, it is suggested that teaching models, teaching methods, and tasks based on personalization need to be designed and implemented in order to improve learners' CCC and CIC in classes.

## Biographical Data

Jin-Seok Kim has worked in Seoul National University of Education (SNUE) since 2009. He has been teaching intercultural communicative competence, classroom discourse analysis, and curriculum development for pre-service and in-service elementary teachers. He worked in Korea Institute of Curriculum and Evaluation (KICE) as a senior researcher and also taught English in middle and high schools for about 12 years.

## Concurrent Sessions − Section K: L2 Instructional Methods and Approaches

**(Room 6310, 3<sup>rd</sup> Floor, Building 6)**

| TIME | PRESENTATION |
|---|---|
| | Chair: Indong Song (Honam Theological University and Seminary, Korea) |
| 09:00-09:25 | *The Preliminary Research into the Development of English Writing Strategy Questionnaire Using SEM*<br><br>Myunghwan Hwang (Yonsei University, Korea)<br>**Moderator:** Inhwa Kim (Chonnam National University, Korea) |
| 09:25-09:50 | *Task Complexity and Model Writing*<br><br>Inhwa Kim (Chonnam National University, Korea)<br>**Moderator:** Myunghwan Hwang (Yonsei University, Korea) |
| | Chair: Kyunghee Go (Jeju National University, Korea) |
| 13:00-13:25 | *Thematic Progression for Coherence in Summary Writing in Different Disciplines*<br><br>Hyekyung Yu (Sogang University, Korea)<br>**Moderator:** Yangsuk Kang (Jeonju Dong Middle School, Korea) |
| 13:25-13:50 | *Exploring Rating Patterns of Constructed Response Items Through a Raters' Rating Process Based on Middle Students' Error Responses.*<br><br>Yangsuk Kang (Jeonju Dong Middle School, Korea) &<br>So Young Jang (Kunsan National University, Korea)<br>**Moderator:** Hyekyung Yu (Sogang University, Korea) |
| | Chair: Jeong-Won Lee (Chonnam National University, Korea) |
| 15:00-15:25 | *The Effect of Online Task-Based Writing Assignments on Second Language Writing Anxiety*<br><br>Daniel Ryan Bailey (Konkuk University's Glocal Campus, Korea)<br>**Moderator:** Gavin Farrell (Hankuk University of Foreign Studies, Korea) |
| 15:25-15:50 | *Plagiarism Policies in Korea: A Comparison to International Norms*<br><br>Gavin Farrell (Hankuk University of Foreign Studies, Korea)<br>**Moderator:** Daniel Ryan Bailey (Konkuk University's Glocal Campus, Korea) |
| 16:00-16:25 | *Developing a Course for Business Communication*<br><br>Marc Neufeld (Ehwa Womans University, Korea)<br>**Moderator:** Tae-Jun Park (Korea Institute for Curriculum and Evaluation) |
| 16:25-16:50 | *An Investigation into How English Performance Assessment Is Being Conducted in High Schools in Korea*<br><br>Tae-Jun Park (Korea Institute for Curriculum and Evaluation)<br>**Moderator:** Marc Neufeld (Ehwa Womans University, Korea) |

# The Preliminary Research into the Development of English Writing Strategy Questionnaire Using SEM

**Myunghwan Hwang**
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This study aims to develop a self-report questionnaire to measure how frequent English learners use English writing strategies while writing in English and which type of strategies they usually rely more on. Item development and validation proceeded with two stages: qualitatively and statistically. That is to say, a broad literature review was carried out first to construct sample items, and in addition to the literature review, a self reflection log was performed by 18 graduate students majoring English, which is to ask the students about the process they go through while writing in English. Then, the item samples were read by 18 graduate students majoring English by thinking aloud to check face validity. Finally, a total of 43 items were sampled and they were applied to exploratory factor analysis and confirmatory factor analysis using structural equation model (SEM). As a result of exploratory factor analysis, five factors were found, which are meta-cognitive, memory, social, first language use, and revision strategies, and a total of 14 items were loaded in the factors. Based on the results of the exploratory factor analysis, confirmatory factor analysis was applied using SEM, and the result says the model is theoretically well constructed, showing its moderate model fits. In conclusion, the self-report questionnaire to measure the degree to which English learners use writing strategies, and the strategy types, was found valid when it comes to its content, context of use, and statistical application.

## Biographical Data

Myunghwan, Hwang is a PhD candidate affiliated with the department of Cognitive Science of Yonsei University. His primary research interests are in language measurement and assessment, L2 writing, and language learning strategies.

# Task Complexity and Model Writing

**Inhwa Kim**

Chonnam National University, Korea

blackrn00@naver.com

This study examined how noticing function of model texts affects the subsequent revision process in L2 writing depending on the manipulated task complexity. With this research purpose, the following research questions are formulated: what features of language L2 learners notice during their initial writing and while comparing their writing with the model texts according to the given task complexity, and what types of revision L2 learners report. The participants were 32 Korean secondary school students and were divided into two groups according to English writing proficiency. The data were collected from a three-staged picture description task consisting of the initial writing, the comparison, and the rewriting, with this procedure performed four times with or without task complexity. The findings showed that the participants largely noticed problematic linguistic features in lexical areas initially, but more frequently reported their language problems in next stage, revealing the noticing function of model texts, no statistically significant difference between with or without task complexity. At the revision stage, the participants revised their initial writing rather without preceding noticing conditions. However, the effects of model writing as noticing appeared different depending on proficiency levels, suggesting the necessity of level-differentiated instruction using model texts in L2 educational settings.

**Biographical Data**

Kim, Inhwa is a doctoral student in the Department of English Language Education at Chonnam National University and earned MA (English Education) Degrees from the same University. She has been teaching English to secondary school students over 10 years. Her research interest is TBLT, L2 writing, and cognitive approach to SLA.

# Thematic Progression for Coherence in Summary Writing in Different Disciplines

**Hyekyung Yu**
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An increasing number of disciplines are taught in English in higher education across the world, and accordingly the needs of writing in English, ranging from writing summary to synthesizing various related texts, are therefore increasing in tandem with this trend. Among other things, summary writing is the baseline for all academic writing, since without the competence of comprehending a given text and finding the gist out of it, it becomes impossible to go any further to lay out the writer's argument regardless of the genre of writing he or she is involved. With this increasing needs, this paper examines Korean undergraduate students' writing in English. The data have been gathered from an engineering course and a composition and rhetoric course over the period of one semester. The study aims to look at specifically how thematic progression is developed in summary writing in engineering majors and book reviews in literature majors, respectively. By analyzing the texts and how differently and/or similarly thematic progression is presented in L2 writers from different disciplines, it would help find what challenges L2 writers face in terms of pursuing coherence in writing and this will shed some light in the ways we teach academic writing in higher education.

**Biographical Data**

Hyekyung Yu is a PhD student studying Applied Linguistics at Sogang University. She works as a researcher for English writing at Sogang Center for Writing (SCW). She is interested in teaching reading and writing and discourse analysis.

# Exploring Rating Patterns of Constructed Response Items Through a Raters' Rating Process Based on Middle Students' Error Responses

**Yangsuk  Kang**
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**So  Young  Jang**
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The purpose of this study is to explore teachers' scoring patterns of the error responses on sentence-level writing items and to identify their subjective preferences for judging embedded errors in a middle school setting. When it comes to scoring sentence-level writing, it is common for teachers to tend to focus on surface errors rather than build the analytic criteria suggested by Lennon (1991). For this study, 198 responses on the chosen constructed items were collected and 5 Korean English teachers answered the survey. Of the constructed responses items collected, three types of sentence-level writing items were used not only to classify the errors of the students but also to search for the hierarchy of scoring errors and scoring reliability of the teachers. Data collected and categorized to have 12, which were modified from Jin at el. (2006) and Mardijono (2003). Five non-native English teachers scored erroneous sentences on a holistic scale from 0 from 6 by marking the embedded errors and writing error categories on the lists. The data were submitted through the Rasch measurement model to study the raters' scoring patterns and the error hierarchy. The result indicated that five teachers' intra reliability is comparatively high but their inter reliability is not as high. The findings suggest that the agreement among teachers is needed and the analytic scales considering the various error types should be developed.

**Biographical Data**

Yangsuk Kang is an English teacher in secondary public school, and is also PhD candidate in the department of English Education in Cheonbuk National University. Currently She is actively conducting her PhD dissertation and interested in the development of reading and writing items. Rater agreement in scoring process is also her secondary research interests as well.

So Young Jang is currently involved in the Institute of General Education as an instructor in Kunsan National University. She has received her PhD at the University of Illinois at Urbana-Champaign, U.S. She is interested in rater reliability and classroom assessments using Rasch measurement.

# The Effect of Online Task-Based Writing Assignments
# on Second Language Writing Anxiety

**Daniel Ryan Bailey**
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This presentation will provide insight into how online task-based activities can be used to decrease writing anxiety through online writing assignments. Results will be presented from an action research project that investigated the effect of online-tasked based forum assignments on English writing anxiety. Second language writers are assumed to have more anxiety when writing in English and more negative views about writing. This increase in anxiety occurs when the fear of the writing process outweighs the benefits of the ability to write. Anxiety will be measured by the Second Language Writing Anxiety Inventory (Cheng, 2004) which conceptualizes anxiety into three different components: cognitive, physiological, and behavioral. This study hypothesizes that online writing activities help L2 learners develop coping mechanisms for anxiety because the students are allowed to engage in the learning environment when and where they feel comfortable. Through exposure to online writing, the students are able to overcome fears related to the English writing process as well as develop writing accuracy. While this is a presentation of research findings, practical implications for the use of blended learning in the L2 classroom will also be discussed.

## Biographical Data

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

# Plagiarism Policies in Korea: A Comparison to International Norms

**Gavin  Farrell**
Hankuk  University  of  Foreign  Studies,  Korea
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Plagiarism policies and penalties have recently come to the fore in Korea over the last few years. Scandals have affected novelists, politicians, and academics. Many professors and departments in Korea have policies and penalties set out for plagiarism, but these are usually not standardized and university wide policies are generally inconsistent. More notable is the fact that types of plagiarism infractions are not defined and that and that regulations for disciplinary sanctions are essentially absent in the whole country.  International universities normally have well-regulated academic integrity offices and transparent processes for discipline decisions. This presentation will look at specific cases and common standards of academic integrity offices around the world and what certain practices could be productively used by  Korean  universities.

**Biographical Data**

Gavin teaches at Hankuk University of Foreign Studies. His is Assistant Professor in the Department of English Linguistics, where he teaches newspaper editorial writing, media English, and debating. He has 20 years experience in international education. He has two current research interests; strategies students develop in order to write international editorials; and Korean heritage students learning Korean language in  South  Korea.

# Developing a Course for Business Communication

**Marc Neufeld**
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Business Communication is becoming an important aspect of education for students of all majors, particularly in our globalized society. However, there needs to be a course that meets the needs of many students from many different majors, taking into consideration they will be involved in different work fields. This paper develops a course in Global Business Communication from the perspective of the students' backgrounds and needs, both while studying and after graduating. To determine the needs of the students from different majors, a needs analysis including student surveys is conducted. The end goal is developing a course designed to meet the needs of students from various majors to prepare them to communicate globally in the workforce.

## Biographical Data

Marc Neufeld is an assistant professor at Ewha Womans University in Seoul, Korea. He had various work experience, studied business in Canada, and finished MBA. Utilizing his diverse experience, he has been teaching business writing, business communication, and business English for undergraduate and MBA students at Ewha Womans University.

# An Investigation into How English Performance Assessment Is Being Conducted in High Schools in Korea

**Tae-Jun Park**
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This study aimed to explore how performance assessment in English language arts is being implemented in high schools in Korea and how it is being perceived by both English teachers and their students. For the purpose of this study, a comprehensive survey was conducted among high school English teachers and high school sophomores in Korea. In total, 310 English teachers and 284 students participated in the present study. The results of this study revealed that assessing speaking, in particular, is seriously underrepresented in English performance assessment currently being conducted in most high schools in Korea. Another noteworthy point is that indirect assessment of speaking (e.g., written discourse completion tasks) as opposed to direct assessment of speaking (e.g., oral interviews or presentations) turned out to be a preferred method of assessing speaking ability among high school teachers in Korea. This indicates that many English teachers still have difficulty implementing English speaking performance assessment in high schools. In addition, this study revealed that more than 40% of surveyed high school English teachers in Korea have never received any training on how to implement performance assessment in school settings. Therefore, these issues need to be urgently addressed by the Ministry of Education in Korea

**Biographical Data**

Tae-Jun Park received a Ph.D. degree in Applied Linguistics from Columbia University in 1997. He currently serves as Research Fellow at Korea Institute for Curriculum and Assessment (KICE), a state-funded research institute dedicated to research in primary and secondary education. While working at KICE for the past 8 years, he has been involved in various projects such as Korean College Scholastic Aptitude Test (KCSAT), National English Ability Test (NEAT), and English Listening Comprehension Test for middle and high school

## Concurrent Sessions − Section L: L2 Instructional Methods and Approaches

**(Room 6404, 4th Floor, Building 6)**

| TIME | PRESENTATION |
|---|---|
| | Chair: Hohsung Choe (Hankuk University of Foreign Studies, Korea) |
| 09:00-09:25 | *How Fast Do Students Read? Reading Rate Test Rate vs. Online Book Reading Rate*<br><br>Michael Misner (Korea University, Korea)<br>**Moderator:** Dong Ook Kim (Chung-Ang University, Korea) |
| 09:25-09:50 | *Extensive Reading Outside of Class for EFL College Students*<br><br>Dong Ook Kim (Chung-Ang University, Korea)<br>**Moderator:** Michael Misner (Korea University, Korea) |
| | Chair: Chongnan Chin (Hankuk Cyber University of Foreign Studies, Korea) |
| 13:00-13:25 | *A Study on Korean College Students' English Vocabulary Learning Strategies*<br><br>Duk-Young Kim (The United Theological University, Korea)<br>**Moderator:** Eun-hee Joung (Korea National Open University Graduate School, Korea) |
| 13:25-13:50 | *A Study on Comprehension of the English Word Order System Through a Student-Centered Learning Program*<br><br>Eun-hee Joung & Yunjoo Park (Korea National Open University Graduate School, Korea)<br>**Moderator:** Duk-Young Kim (The United Theological University, Korea) |
| | Chair: Mi Lim Ryoo (Korea National Maritime University, Korea) |
| 15:00-15:25 | *The Dynamics of L2 Motivation in Korean Elementary School Student*<br><br>Soonhee Kim (Chonnam National University, Korea)<br>**Moderator:** Jihee Han (Sungkyunkwan University, Korea) |
| 15:25-15:50 | *Translation Errors in Reading Comprehension: A Case Study of NNESs' TOEFL Preparation Class*<br><br>Nur Fatikhatin Jannah (State University of Malang, Indonesia)<br>**Moderator:** Soonhee Kim (Chonnam National University, Korea) |
| 16:00-16:25 | *The Real-Time Processing of Syntactic Gap Sentences by L2 Learners: An Exploratory Study*<br><br>Jihee Han (Sungkyunkwan University, Korea)<br>**Moderator:** Nur Fatikhatin Jannah (State University of Malang, Indonesia) |
| 16:25-16:50 | - |

# How Fast Do Students Read? Reading Rate Test Rate vs Online Book Reading Rate

**Michael Misner**
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Students in Korea face many challenges in acquiring English especially in terms of reading fluency. One way to overcome this challenge is through extensive reading (lots of easy interesting books). This quasi-experimental study of extensive reading rate collected data through reading rate tests, and X-reading (an online graded reader library) to investigate the phenomena which lead to participants attempting to complete reading rate tests as rapidly as possible while reading graded readers at a more leisurely rate. The result of this behavior is that reading rate tests do not correspond to the reading rates that participants use to read their graded readers in their free time. This one semester pre/post-test study of 51 Korean university students showed that there is a 40 word per minute (WPM) gap between reading rate test rate and graded reader reading rates. Also, the increase of reading rates of reading rate tests and graded readers show a moderate correlation. This has implications on how reading rates can/should be collected, reported, and used in formal and informal research.

**Biographical Data**

Mike Misner is currently an assistant professor in the English Education Department at Korea University. He has been teaching and teacher training in Korea, the US, and France for 21 years. His research interests include extensive reading, teacher training, curriculum development, and mixed methods research. The PPT for his presentations can be downloaded at academia.edu.

# Extensive Reading Outside of Class for EFL College Students

**Dong  Ook  Kim**
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This qualitative case study looks into the Korean EFL college students' experiences of and perceptions on extensive reading (ER) outside of class. ER has been hailed by many researchers and teachers; and, this study explores if a new paradigm of ER may act as a change agent to positively influence Korean EFL students' reading proficiency and attitude. In this study, participants' engagement in ER was regulated by students themselves without any limited numbers of books or reading hours and without an actual teacher figure. Data are mainly collected from in-depth interviews, which are audio-recorded, transcribed, coded, and analyzed to glean significant themes that capture participants' perceptions on ER. Book reports, questionnaires, consulting logs, and researcher's journal entries are also compared for triangulation. All the data are qualitatively interpreted using three fundamental activities: data reduction, data display, and conclusion drawing. Focused themes are gleaned from the organic development of emic views of participants based on their varied life experiences and attitudes, and the expected results include potency of the ER paradigm, benefits of and barriers to ER, the possibilities and limitations of ER outside of class, and future suggestions to implement ER in Korean EFL contexts.

**Biographical Data**

Dong Ook Kim is a doctoral candidate in the Department of English Education at Chung-Ang University in Seoul, Korea. His research interests include extensive reading inside and outside of class, learner autonomy, and alternative education curriculum.

# A Study on Korean College Students' English Vocabulary Learning Strategies

**Duk-Young Kim**
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dukyoung10@hanmail.net

This study investigates Korean college students' vocabulary learning strategies. Vocabulary is a basic component for speakers to conduct a successful communication (Nation, 1990; Rivers, 1983; Schmitt, 2000); and much research reveals that vocabulary learning strategies can be introduced to build and accelerate vocabulary knowledge more effectively. Yet, there is a scarcity of research on Korean college students' vocabulary learning strategies. This study explores which kinds of vocabulary strategies are employed by participants and investigates the relationship between participants' reading comprehension level and their vocabulary learning strategies. This study also looks into the gender differences on vocabulary learning strategies. Participants of this study are two hundred college students (120 males, 120 females) in Kyung-gi province. A mixed method is adopted to collect and analyze multiple sources of data such as vocabulary evaluation sheet, questionnaire, and interview. In-depth interviews with the focus group participants will reveal how they have come to develop their own English vocabulary learning strategies. This study will examine the potency of vocabulary learning strategies; and the results will include pedagogical suggestions to implement vocabulary learning strategies for Korean EFL learners.

**Biographical Data**

Duk-Young Kim was born and raised in Seoul, Korea. He received his Ph.D. in Applied Linguistics from the University of Florida. He is interested in interlanguage pragmatics, language use and culture and SLA. He teaches English courses, including 'English teaching methods' and 'SLA'.

# A Study on the Comprehension of the English Word Order System
# Through a Student-Centered Learning Program

**Eun-hee  Joung**
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The study investigated the effectiveness that indicated when applying a program to help development of four English linguistic competences for early language learners in the student-centered learning/teaching environment. The framework for the student-centered learning (hereinafter, SCL) was developed following John Dewey, Jean Piaget, and Lev Vygotsky who argued that it can help lead student's higher learning ability when the student-leading learning is conducted autonomously. The content of the essay was designed with a classroom example to implement it over a period of five weeks targeting age about 10 to 13 year-old intermediate level elementary school students for developing English word order system. The result of the study revealed the positive efforts to contribute to language acquisition of SVO word order system for Korean learners by SCL. The SCL also proved the effectiveness about how to stimuli learner needs and how to comprehend English language structures that reflected in the associative technique and collaborative learning activities. For the research, participants wrote its questionnaires in the first class and the final as qualitative analysis, which revealed how students immersed in the lessons and they understood the concept of English word order system.

**Biographical Data**

Eunhee Joung is pursuing her master's degree in the department of practical English at Korea National Open University. She is a member of Seoul Volunteer Center in Seoul and a member of Chungju Youth Cooperatives in North Chungcheong Province. Her research interest includes second language pedagogy in early age through student-centered learning and computer integrated learning.

Yunjoo Park is a professor in the department of English Language and Literature at Korea National Open University.  She is currently a dean of Daegu/ Gyeongbuk Campus of KNOU.  She received her Ph.D. in Language Education, specializing in Teaching English as a Foreign Language from Indiana University, Bloomington.  Her teaching and research interests include: Blended Learning, English Methodology, and Materials Development.

# The Dynamics of L2 Motivation in Korean Elementary School Students

**Soonhee Kim**
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Among the multitude of factors involved in second language, learners' motivation has been widely accepted as one of the most powerful factors in individual differences. Recent studies reported that Korean students' EFL motivation tends to decrease as they advance through grades and the change starts in younger age. Given the matter of concern for motivational change reported and the influence on elementary English education, present paper aimed to answer how the motivation profiles differ according to school grade in elementary school and whether the motivational change influences students' demotivation. 196 participants carried out 5-point Likert-scale questionnaire consist of 55 items of 8 factors that were modified from previous research. As a result, the mean of overall motivation showed a curvilinear change across the grade; 3rd graders showed relatively high motivation, decreased to a minimum in 4th grade, but increased again as the students advanced to upper grade. However motivation decrease was not significantly correlated to demotion increase. The participants of this study were demotivated due to other students' attitude and parents' expectation, low confidence and difficult textbook, while teacher was not the greatest indicator of demotivation dissimilarly to previous studies.

**Biographical Data**

Kim, Soonhee has been teaching English in elementary school for over 10 years and is currently a doctoral candidate in English Education at Chonnam National University.

# Translation Errors in Reading Comprehension: A Case Study in NNEs' TOEFL Preparation Class

**Nur  Fatikhatin  Jannah**
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TOEFL is a worldwide known test to assess the English proficiency of Non Native English speaking candidates who would like to apply for a position in government agencies, scholarship programs and others. Nearly 80% admissions officers prefer the TOEFL test over any other English language proficiency test. Regarding the importance of the TOEFL test above mentioned, the NNEs, then, try hard to make the grade of it by attending preparation classes. Having been teaching reading comprehension in TOEFL preparation classes for two semesters, the researcher finds out some quandaries that hinder the students to comprehend the passages given. As reading is already translation (Schulte: 2005), the researcher assumes that one of those quandaries is translation. Two major errors made by the students are presumably the students' erroneous reading of the English text and misinterpretation of English lexical meaning. The first one involves misunderstanding of the English text, while the second involves wrong propositional and expressive meanings concerning the difference notion between L1 (Indonesian) and L2 (English). This study, later, will depict those two translation errors viewed from translation premises and reading ones accompanied by the data taken from students' test result.

## Biographical Data

Nur Fatikhatin Jannah is an assistant lecturer in the English Department of Universitas Negeri Malang, Indonesia and a language instructor in Center of Language and Culture of Universitas Negeri Malang, Indonesia.  She majors at English Literary Science and English Language Teaching which lead her to have interest on several studies. Those studies are Translation, Applied linguistics, Reading, and English Literature.

# The Real-Time Processing of Syntactic Gap Sentences by L2 Learners:
# An Exploratory Study

**Jihee Han**
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This study examined the real-time processing of different types of syntactic gap sentences by advanced adult Korean EFL learners in comparison to native speakers by using a self-paced reading software, DMDX, to test the shallow structure hypothesis (SSH) (Clahsen and Felser, 2006). SSH proposes that adult L2 learners are not sensitive to the intermediate trace but only to the real gap position unlike native speakers due to their shallow syntactic processing. Thus, L2 learners were proposed to rely more on semantic subcategorization cues than syntactic. One type of the syntactic gap for the present study has a structurally longer distance from the filler and there is an intermediate trace across a clause boundary. The other type was an indirect object gap which does not have an intermediate trace. Reading time (RT) did not increase at the intermediate trace position in comparison to control sentences by Korean L2 learners or NSs but it significantly increased at the original gap position by both groups. However, the RTs did not show any significant increase at the indirect object gaps for both groups. Therefore, SSH was not supported by the present study and the type of sentences was suggested as another variable to consider.

**Biographical Data**

Jihee Han received M.A. in TESOL at the Graduate School of Translation and TESOL, Sungkyunkwan University. She is an English teacher at Poongmoo high school. Her research interests include second language acquisition.

## Concurrent Sessions − Section M: Language Testing

**(Room 6405, 4th Floor, Building 6)**

| TIME | PRESENTATION |
|---|---|
| | Chair: Wanqing Cheng (Honam University, Korea) |
| 09:00-09:25 | - |
| 09:25-09:50 | *IELTS Reading and Materials Design*<br><br>Hyun Kyu Park (Chosun University, Korea)<br>**Moderator:** Tae-young Kim (Kunsan National University, Korea) |
| | Chair: Soyeon Kim (Korea Institute for Curriculum and Evaluation, Korea) |
| 13:00-13:25 | *Diagnostic Assessment: Its Use and Applications in Foreign Language Instruction*<br><br>Hyunsoo Hur (Defense Language Institute Foreign Language Center, USA)<br>**Moderator:** So Young Jang (Kunsan National University) |
| 13:25-13:50 | *Exploring Substantive and Consequential Validity of English Listening Test Using the Rasch Measurement Approach*<br><br>So Young Jang (Kunsan National University)<br>& Tae-young Kim (Chonbuk National University, Korea)<br>Moderater: Hyunsoo Hur (Defense Language Institute Foreign Language Center, USA) |
| | Chair: Soyoung Lee (Inha University, Korea) |
| 15:00-15:25 | *The Examinees' Perception and Their Speaking Performance in a Paired Oral Assessment*<br><br>Hyun Kyu Choi (Yonsei University, Korea)<br>**Moderator:** Sang Bok Park (Korea Institute for Curriculum and Evaluation, Korea) |
| 15:25-15:50 | *The Impact of Multinational Pronunciation in National Secondary English Listening Tests*<br><br>Sang Bok Park (Korea Institute for Curriculum and Evaluation, Korea)<br>**Moderator:** Hyun Kyu Choi (Yonsei University, Korea) |
| 16:00-16:25 | *Dynamic Assessment of Rubric Comprehension Among EFL Students*<br><br>Yunjung Nam (Busan Gangseo High School, Korea)<br>**Moderator:** Younghyo Park (Korea Institute for Curriculum and Evaluation) |
| 16:25-16:50 | *What Is A Key Player in Difficulty of Items?*<br><br>Yonghyo Park, Jun-Shik Kim & Hoky Min (Korea Institute for Curriculum and Evaluation)<br><br>**Moderator:** YunjungNam (Busan Gangseo High School, Korea) |

# IELTS Reading and Material Design

**Hyun Kyu Park**
Chosun University, Korea
chumiyo@hanmail.net

In this paper, at first, I will analyse East Asia learning style in various ways and show how English class in Korea is progressed. In addition, difficulties for IELTS will be also following when asian students follow the ways. Then, I will analyse IELTS reading test in details. And finally, imperative factors to improve skills for IELTS will be shown and material design for IELTS test will be also suggested.

**Biographical Data**

In recent, Hyun Kyu Park studies in Chosun university as a PhD student in English education. And He is researching vocabulary field. He has been working in BCM language institutions for four 4 years as a TOEIC, TOEFL and English conversation lecturer.

# Diagnostic Assessment: Its Use and Applications in Foreign Language Instructions

**Hyunsoo  Hur**

Defense  Language  Institute  Foreign  Language  Center,  USA

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This  presentation  introduces  diagnostic  assessment  practices  adopted  at  the  Defense  Language  Institute  (DLI),  USA.  Diagnostic  assessment  at  DLI  is  used  to  better  gauge  students'  proficiency  levels  and  to  provide  tailored  instructions  to  foreign  language  learners.  The  concept  of  diagnostic  assessment  was  influenced  by  dynamic  assessment,  which  is  grounded  on  the  mental  development  theory  developed  by  Russian  philosopher,  psychologist,  and  educator  Vygotsky.  Dynamic  assessment  is  an  interactive  assessment  with  the  intent  of  identifying  learners'  actual  development  and  potential  development  level.  DLI's  diagnostic  assessment  includes  personality  and  motivation  level  analysis  and  learning  style  identification  in  addition  to  interactive  dynamic  assessment  between  teacher  and  students.  Based  on  the  analysis  of  the  available  information  and  teachers'  one-on-one  assessment  of  the  learners,  teachers  diagnose  students'  strengths  and  weaknesses  and  design  a  tailored  learning  plan  to  assist  learners'  individual  needs.  Diagnostic  assessment  can  be  on-going  and  is  directly  related  to  classroom  activity  designs  and  providing  individual  learner  support.  The  presenter  will  share  her  experiences  of  being  a  teacher  educator  training  teachers  of  diagnostic  assessment  as  well  as  her  experience  of  implementing  diagnostic  assessment  with  learners  of  advanced  level  Korean.

**Biographical Data**

Hyunsoo  Hur  is  Associate  Professor  at  the  Defense  Language  Institute,  USA.  She  has  trained  foreign  language  teachers  working  for  the  U.S.  Government.  Her  areas  of  interest  include  applied  linguistics,  linguistic  anthropology,  language  acquisition,  teacher  education  and  intercultural  communication.  She  has  been  a  presenter  at  numerous  conferences  and  also  published  in  various  journals.  She  has  earned  her  PhD  from  the  Pennsylvania  State  University,  USA.

# Exploring Substantive and Consequential Validity of English Listening Test Using Rasch Measurement Approach

**So Young Jang**
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**Tae-young Kim**
Chonbuk National University, Korea
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This study aims to analyze the effects of the nationwide standardized listening test targeting the middle school students in Korea. In addition, for obtaining positive washback effects on teaching and learning, this study evaluates not only validity of listening test but also explore an effective way on how a language teacher would give students individual feedback for improving the listening ability in the classroom contexts. For achieving the research purposes, responses of 60 students on 20 listening items were collected and analyzed using Rasch measurement model. Particularly, WINSTEPS, one of useful programs to evaluate various types of test validity, was used for this analysis. The results reported empirical evidence step by step on the basis of the procedures of argument- based approach that Kane (2013) suggested. For instance, content validity, construct validity and consequential validity will be discussed by providing the fit statistics, point-biserial correlation coefficients, indicators of the measure estimates, and person diagnostic maps which report the achievements of individual students. Some suggestions and implications for teaching and learning will be discussed based on the findings.

**Biographical Data**

So Young Jang is currently involved in the Institute of General Education as an instructor in Kunsan National University. She has received her PhD. at the University of Illinois at Urbana-Champaign, U.S. She is interested in rater reliability and classroom assessments using Rasch measurement.

Tae-young Kim is a PhD candidate who currently finished PhD coursework in the department of English Education in Cheonbuk National University. Her research interests are classroom assessments such as the development of listening and speaking tests and rater reliability.

# The Examinees' Perception and Their Speaking Performance in a Paired Oral Assessment

**Hyun Kyu Choi**
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A paired oral assessment has advantages such as collaboration in the classroom, but from a measurement perspective the paired format may be problematic because a partner may influence an examinee (Larry, 2009). Accordingly, recognizing the influence of a partner is important for classroom teachers who evaluate students' oral proficiency. The study aims to explore how an interlocutor proficiency affects an examinee's perception about his evaluation result, and an examinee's speaking performance as well as his evaluation results. To accomplish this objective, a group of 22 students at a high school and three raters participate in the study. The students are divided into three groups of high, middle, and low English proficiency as decided by the result of TOEIC Speaking and are interviewed twice, once before the paired oral test and once after the test. The students test three times with high, middle, and low English proficiency level interlocutors, and all examinee performances are scored by three raters, who are all native English teachers. All the tests are video and audio recorded. To recognize an examinee's perception about his evaluation result, all the interviews are transcribed and then analyzed. Raw scores from each rater are analyzed using the FACETS to examine the influence of interlocutor on scores. To transcribe the collected data of students, the study follows the convention established by Jefferson (1984), and a conversation analysis is conducted. The result of the study is expected to make a contribution to English speaking classes and pave the way for further relevant research.

## Biographical Data

Hyun-Kyu Choi is a PhD candidate affiliated with the department of Cognitive Science of Yonsei University as well as an English teacher in a high school. His primary interests are in language measurement and assessment, learning strategies and teaching methods.

# The Impact of Multinational Pronunciation in National Secondary English Listening Tests

**Sang Bok Park**
Korea Institute for Curriculum and Evaluation, Korea
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National English Listening Tests for Secondary Students (NELTS) have included British pronunciation along with American one since 2013 with the purpose of learning multinational spoken English. There were several concerns of introducing British pronunciation; the scope of test is beyond national curriculum of English subject that is oriented with American pronunciation and the expectation of negative side effect of leading more private lesson. This paper examines students' and teachers' perceptions of the test with multinational pronunciations and what they teach and learn for the test. Questionnaires and interviews will be performed with secondary students and teachers. The results may show what the introduction of British pronunciation brings about in teaching and learning. This paper may conclusively make suggestions based on what impacts of multinational pronunciation in the test are

**Biographical Data**

Dr. Samuel Sang-Bok PARK has been involved in English language education for over 20 years. He is currently a researcher of Division of Global Education, Korea Institute for Curriculum and Evaluation (KICE). He joined KICE in 2012 after he obtained Doctoral degrees from Lancaster University in the UK. His research interests include language assessment, classroom pedagogy and developing teacher professional.

# Dynamic Assessment of Rubric Comprehension Among EFL Students

**Yunjung Nam**
Busan Gangseo High School, Korea
eunicenam84@gmail.com

Dynamic Assessment (DA), based on Lev Vygotsky's theory and the notion of ZPD, is an alternative way to challenge the traditional assessment-instruction dualism (Poehner & Lantolf, 2003; Poehner, 2008). DA has been applied to language assessment through individual conferences where teacher asks questions to mediate for understanding and promoting L2 development of the students (Poehner, 2008; Anton, 2009). This study explores the feasibility of DA to enhance EFL students' language learning. The participants in this study are ten EFL high school students in South Korea. Their ability to understand and utilize grading rubrics for speaking performance is assessed during DA style conferences. Students' ability to comprehend and apply standards in grading rubrics is assessed through finding relevant examples from student's own speaking performance and self-grading during individual conferences and paper-based interviews. A pilot study (prior to this research) ESL college student's rubric comprehension showed that DA style conferences can be helpful for promoting better comprehension by providing necessary mediation and assistance. Those students agreed that DA style conferences were helpful for transparency of grading and effectiveness of feedback. The pedagogical implications will be discussed in the light of the evidence collected through DA style conferences and interviews.

## Biographical Data

Yunjung Nam is an English teacher at Busan Gangseo High School in Busan, South Korea. Her most recent degree is an MA in Teaching English as a Second Language from the University of Illinois at Urbana-Champaign, in the U.S. Her research interests include language testing/assessment and classroom assessment.

# What Is a Key Player in the Difficulty of Items

**Yonghyo Park**
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**Hoky Min**
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As the new criterion-referenced CSAT (College Scholastic Ability Test) will be implemented in 2017, the stability of the test has become an issue: how to maintain item difficulty at the same level across different administrations each year. This presentation aims to report to the result of a pilot study which intends to identify the characteristics that affect difficulty of CSAT English items. The CSAT English items were rated by 19 highly-experienced item developers regarding the characteristics that were presumed to affect item difficulty. These include topic familiarity, passage abstractness, distractor attractiveness, and the number of clues in the passage along with surface features such as length, the number of words, syntactic complexity, and etc. Results of multiple-regression analyses indicate that, in general, item difficulty is predicted by passage abstractness, the number of words per sentence, distractor attractiveness, and the number of words. The results from item modules were different, however. As for Main Idea Module, passage abstractness, distractor attractiveness, and the number of clues were the key variables; as for Supporting Idea Module the number of words per sentence; as for Interaction Module topic familiarity; as for Complex Module the number of words per sentence; and lastly as for Indirect Writing Module passage abstractness, distractor attractiveness, and the number of words per sentence. Based on the findings, the ways to keep CSAT English items at the particular level of difficulty will be explored.

**Biographical Data**

Jun-Shik Kim (Ph.D.) is an Associate Research Fellow at Korea Institute for Curriculum and Evaluation (KICE). Currently he is working on the criterion-referenced English test for College Scholastic Ability Test (CSAT). His research interests are language testing, corpus linguistic, and second language acquisition.

Hoky Min (Ph.D.) is an Associate Research Fellow at Korea Institute for Curriculum and Evaluation (KICE). Currently he is working on the criterion-referenced English test for College Scholastic Ability Test (CSAT). His research interests include language assessment and language acquisition.

Yonghyo Park (Ph.D.) is an Associate Research Fellow at Division Korea Institute for Curriculum and Evaluation (KICE). Currently he is working on the criterion-referenced English test for College Scholastic Ability Test (CSAT). His research interests include L2 reading strategies and meta-analysis.

# Concurrent Sessions − Section N: Teacher Development

**(English Zone, 2<sup>nd</sup> Floor, Building 6)**

| TIME | PRESENTATION |
|---|---|
| | Chair: Kyusu Sun (Gwangju National University of Education, Korea) |
| 09:00-09:25 | *Task-Based Learning as Vehicle and Goal in Language Teacher Education*<br><br>William Littlewood (Hong Kong Baptist University, Hong Kong)<br>**Moderator:** Emiko Yukawa (Ritsumeikan University, Japan) |
| 09:25-09:50 | *Why Do Some Teachers Learn to Teach Communicatively But Not Others?*<br><br>Emiko Yukawa (Ritsumeikan University, Japan)<br>**Moderator:** William Littlewood (Hong Kong Baptist University, Hong Kong) |
| | Chair: Jung Ok Bae (Kyungbuk National University, Korea) |
| 13:00-13:25 | *Korean English Teachers' Conflicts and Struggles over Local, Global, and "Legitimate" Englishes in School*<br><br>Juyoung Song (Murray State University, USA)<br>**Moderator:** Eun Ju Kim (Hanyang Women's University, Korea) |
| 13:25-13:50 | *A Narrative Inquiry of a Pre-service Teacher's Knowledge Construction as an English Reading Teacher*<br><br>Eun Ju Kim (Hanyang Women's University, Korea)<br>**Moderator:** Juyoung Song (Murray State University, USA) |
| | **KOTESOL Session** Chair: David Shaffer (Chosun University, Korea) |
| 15:00-15:25 | *Doing Reflective Practice: Awareness-Raising for Empowerment*<br><br>Jocelyn Wright (Korea TESOL, Mokpo National University, Korea)<br>**Moderator:** Bryan Hale (Korea TESOL, Sunkyung Academy, Korea) |
| 15:25-15:50 | *Understanding Our Learners: Being Reflective and Intentional About How We Know Students*<br><br>Bryan Hale (Korea TESOL, Sunkyung Academy, Korea)<br>**Moderator:** Stewart Gray (Baekseok Culture University, Korea) |
| 16:00-16:25 | *Always the Other: Foreign Teachers of English in Korea, and Their Experiences as Speakers of KS*<br><br>Stewart Gray (Baekseok Culture University, Korea)<br>**Moderator:** Jocelyn Wright (Korea TESOL, Mokpo National University, Korea) |
| 16:25-16:50 | - |

# Task-Based Learning as Vehicle and Goal in Language Teacher Education

**William Littlewood**
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A familiar phenomenon in teacher development is that new teachers' classroom beliefs and actions are often influenced less by the input from their pre-service teacher education courses than by their own previous learning experiences. This is often explained with reference to Lortie's (1975) term 'the apprenticeship of observation': students have already sat through several thousand hours of learning and these have provided them with powerful mental models of teaching which are not easily changed by the formal input from courses in pedagogy. This phenomenon is often referred to in a negative way, since it may inhibit a new teacher's attempts to adopt innovations and teach according to newly acquired ideals and methods. However, once we recognize its influence, we can also draw on its positive potential as a blueprint for new learning. This paper considers some ways in which task-based activities in which students engage in their teacher education classes may facilitate 'the subtle interplay of experiential knowledge with received knowledge' (E.M. Ellis, 2006) on which they may base their own future practice. The paper illustrates this with activities which were used in a pre-service teacher education course.

**Biographical Data**

William Littlewood worked in secondary schools and teacher education in the UK before moving to Hong Kong, where he has worked at tertiary institutions and is currently Honorary Professor at Hong Kong Baptist University. He has published widely in applied linguistics and language teaching. His books have been used widely in teacher education and translated into several languages, including Korean.

# Why Do Some Teachers Learn to Teach Communicatively But Not the Others?

**Emiko Yukawa**
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This paper reports the results of an initial analysis of 64 secondary school lessons observed and videotaped in the academic years of 2014 and 2015. The lessons were analyzed to see to what extent the teachers designed and conducted their lessons with a clear goal, rich input/interaction on meaning, and necessary and sufficient language practice as was instructed in their pre- or in-service teacher education (TE hereafter). When the lessons were not conducted in this way, the reasons were explored. Thus, the present study focuses on why some teachers do not conduct the lessons in the instructed manners. The data consist of the video tapes of 64 lessons as well as the lesson plans (though some plans were not available) and the author's notes when she observed these classes. They were taught by 42 teachers who teach 9 public schools and 3 private schools. They were all taught by the author how to teach English either in their pre-service teacher education or in their in-service training organized by their municipal board of education. The analysis indicates that the lack of compliance with the TE stems from their lack of understanding of the TE, teaching beliefs, lack of English among others.

**Biographical Data**

Emiko Yukawa teaches at Ritsumeikan University, where her main responsibility is to organize and offer courses for developing secondary school English teachers. Her research interests cover English education at the primary and secondary levels, teacher education, English medium instruction, bilingual education for both minority and majority children.

# Korean English Teachers' Conflicts and Struggles over Local, Global, and "Legitimate" Englishes in School

**Juyoung Song**
Murray State University, USA
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This study focuses on Korean English teachers' conflicts and struggle over the legitimacy of different varieties of English. It particularly discusses how early study abroad (jogi yuhak) returnees in school escalate this struggle, brining about underlying conflicts about English teachers' identity and language ideology of NS (native-speaker) English. In the study, English teachers provided negative views on returnees' English skills, as their English lacks "desired" skills". By saying so, they presented themselves as English professionals who have authority in the classroom. At the same time, they showed their desire for the very English that returnees presented, which they believe would improve their teaching skills the most. The key to understanding their conflicting discourses is teachers' anxiety resulting from their desire to secure their position in the midst of the influx of new language skills and their insecurity for their own language competence. The deeply imbedded language ideology of NS English in Korean society is also shown in these teachers' divergent attitudes toward returnees' different varieties such as Western versus Asian Englishes. This shows that while teachers themselves confronted the language ideology of NS English, they found themselves applying the same ideology to the varieties of English surrounding them.

## Biographical Data

Juyoung Song is an associate professor in TESOL programs at Murray State University, Kentucky, USA. Her interests include language teaching and learning in its sociocultural context and language teacher education. She published a co-edited volume on Ethnolinguistic Diversity and Education: Language, Literacy and Culture and numerous articles in such journals as TESOL Quarterly, TESOL Journal, and The Modern Language Journal.

# A Narrative Inquiry of a Pre-service Teacher's Knowledge Construction as an English Reading Teacher

**Eun  Ju  Kim**
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Traditionally, English reading has been the area which cognitive linguists are interested in; the topics such as reading process or factors influencing reading comprehension have been paid much attention (Grabe & Stoller, 2002; Grabe, 2009). In spite of some instructional implications based on research, however, how teachers actually perceive the implications and learn to teach English reading has not been the major interest of reading researchers. Acknowledging the gap, this case study examines a pre-service teacher's experience of learning to teach English reading in a pre-service teacher preparation course. The 16-week course was designed to provide opportunities for a group of pre-service teachers to understand the nature and features of reading, experience diverse reading instruction approaches, and integrate theory and practice in their teaching demonstrations. For this study, a course-final portfolio and interviews with a participant teacher were collected and analyzed. Through narrative inquiry, what the pre-service teacher learns or not learns, how he learns and why he learns are explored. The factors influencing his learning and the nature of his learning in terms of teacher knowledge are the interest of this study as well. These findings will be lastly discussed in connection with English reading teacher education.

## Biographical Data

Eun-Ju Kim is teaching as Assistant Professor at English Department, Hanyang Women's University. She earned her doctoral degree in Applied Linguistics in the Pennsylvania State University, US. Her research interest includes the investigation of English language learners' diverse learning experience and English teachers' professional development in connection with sociocultural theory perspectives.

# Doing Reflective Practice: Awareness-Raising for Empowerment

**Jocelyn Wright**
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Reflective practice is a professional activity many teachers choose to engage in in an effort to improve learning- and teaching-related outcomes. They may have very different foci and adopt diverse approaches to meet their needs. Critical reflection, especially, involves questioning experiences. To do this effectively, teachers need to consider many areas in addition to curriculum, planning, teaching, learning, and assessment, such as social contexts, values and identities, communication, among others. Moreover, to feel empowered, they have to feel they have opportunities to excel in their duties or to make a difference. In this short workshop, teachers will be able to reflect on the degree of control they have over a number of areas and, through an interactive, mingling activity, dialogue about those that they wish to focus on, either because they are successful or because they pose problems that participants desire to understand better, so they can attempt to bring about positive change in the future.

**Biographical Data**

Jocelyn Wright works in the Department of English Language and Literature at Mokpo National University. Her background is in linguistics and education, and she is also CELTA certified. She has been teaching English in Korea at the university level for over 7 years. She co-facilitates the local KOTESOL Reflective Practice Special Interest Group (RP-SIG) and is interested in critical education.

# Understanding Our Learners: Being Reflective
# and Intentional About How We Know Students

**Bryan  Hale**

Korea  TESOL,  Sunkyung  Academy,  Korea

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As teachers we often want to understand our students as much as we can - to understand not just their language level and learning experiences so far, but also their motivations, goals, anxieties, and hopes, their personalities, and the relationships among our students. But, much of the time, our relationships with our students are unavoidably limited, bureaucratic, and institutional. Even if we make relationship-building part what happens in our classrooms, we may wish we were doing more. In this short session, teachers will have a chance to reflect on their knowledge of their students, how they (really) built that knowledge, and the limitations of that knowledge. Participants will also discuss how we can be mindful and intentional about managing our understanding of our learners, even in limiting circumstances, and share ideas about how teachers might feel content or fulfilled in how they relate to learners in real teaching contexts.

## Biographical Data

Bryan Hale is a coordinator of KOTESOL's Reflective Practice Special Interest Group, and co-facilitates monthly Reflective Practice meetings in Gwangju. He is an English teacher from Australia and currently teaches elementary and middle school students at Sunkyung Academy in northern Gwangju. He has experience teaching students of all ages, from very young to adult.

# Always the Other: Foreign Teachers of English in Korea, and Their Experiences as Speakers of KSL

**Stewart Gray**
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As the number of foreign residents in Korea has increased rapidly, many ethnically non-Korean people are now speaking Korean as a second language, and negotiating places for themselves in Korean society. This presentation is based on the results of a narrative inquiry conducted on the experiences of six foreign English teachers learning and speaking Korean while living in Korea. The focus of the research was the ways in which the teachers learned Korean to challenge their position in Korean society as foreign teachers and ethnic outsiders, the social benefits they sought and obtained by learning, and the ways in which their Korean competence affected their interactions with Korean native speakers. Results indicate that learning the Korean language can grant a degree of social and cultural access that might otherwise be unavailable, though it may not be enough for an identifiable foreigner to entirely escape their position in the restrictive ethnic discourses of Korea. However, in contrast to their associates in other ethnic groups, many participants experienced privilege that they associated with being White, suggesting that there may be benefits to being in the position of a White English speaker even when part of a small ethnic and linguistic minority.

## Biographical Data

Stewart Gray is an English teacher at Baekseok Culture University. He received his CELTA from Newcastle College, and his MA TESOL from the Dankook University TESOL program in Jukjeon. He is the current organizer of the Seoul KOTESOL reflective practice SIG. He has been teaching in Korea for six years. His interests include, language, identity, critical thinking and reflective practice.

## Concurrent Sessions − Section O: Teacher Development

**(Chinese Zone, 2nd Floor, Building 6)**

| TIME | PRESENTATION |
|---|---|
| | Chair: Sang Ki Lee (Korea National University of Education, Korea) |
| 09:00-09:25 | *Coping with Teacher Demotivation Toward Directed Motivational Currents*<br><br>Toshiko Sugino (Kogakuin University, Japan)<br>**Moderator:** Yuhwa Lee (Keimyung University, Korea) |
| 09:25-09:50 | *Teacher Identity Construction of Korean Non-regular English Conversation Teachers at Elementary School*<br><br>Yuhwa Lee (Keimyung University, Korea)<br>**Moderator:** Toshiko Sugino (Kogakuin University, Japan) |
| | Chair: Hee-Jeong Ihm (Seoul National University of Education, Korea) |
| 13:00-13:25 | - |
| 13:25-13:50 | *Pre-service English Teachers Opinions About the Requirements to Be a Good Teacher*<br><br>Haedong Kim (Hankuk University of Foreign Studies, Korea)<br>Hee-Jeong Ihm (Seoul National University of Education, Korea) |
| | Chair: Sunhee Kwon (Busan University of Foreign Studies, Korea) |
| 15:00-15:25 | *The Discourse of ELT "in" Applied Linguistics: A Diachronic Approach*<br><br>Masaki Oda (Tamagawa University, Japan)<br>**Moderator:** Zati Hulwani binti Mustaffa (Pendekr Production, Malaysia) |
| 15:25-15:50 | *Shifting Identities and Motivations: "Hagwon" English Teacher Narratives*<br><br>Gordon West (Sookmyung Women's University, Korea)<br>**Moderator:** Masaki Oda (Tamagawa University, Japan) |
| 16:00-16:25 | *Malaysian's Literature Finding: Reading Literary Texts Improves Empathy*<br><br>Zati Hulwani binti Mustaffa (Pendekr Production, Malaysia)<br>**Moderator:** Gordon West (Sookmyung Women's University, Korea) |
| 16:25-16:50 | - |

# Coping with Teacher Demotivation Toward Directed Motivational Currents

**Toshiko  Sugino**
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In the field of Second Language Acquisition (SLA), motivation has played a crucial role for language learning and teaching. Just as motivation is important in SLA, demotivation constitutesan important factor for both students and teachers. In our previous study, investigating 97 teachers for their demotivational factors, the teachers felt demotivated to see students' lack of interests and bad attitudes as well as dissatisfaction with curriculum, teaching material and poor facilities. We concluded the further investigation was necessary as to how teachers regain motivation and hopefully toward directed motivational current (DMC), which not only provides a direction for action, but it also energizes action (Dörnyei et al, 2016). In our on-going study, compared to our previous study which was analyzed quantitatively, we have interviewed some 30 college teachers investigating when they felt demotivated, what they did to cope with it, and how they regained their motivation. Data will be collected, analyzed qualitatively, and factors which may lead to DMC will be extracted.  It is hoped that this study will be beneficial for facilitating better SLA learning and teaching, and also for teacher training.

## Biographical Data

Toshiko Sugino was a full professor at Kogakuin University, presentaly teaching at various institutions.  Received her EdD at Temple University. She serves as TLT Japanese-language Editor. Has published numerously on SLA and language policies.

# Teacher Identity Construction of Korean Non-regular English Conversation Teachers at Elementary School

**Yuhwa  Lee**
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This  study  explores  the  process  of  two  Korean  non-regular  English  conversation  teachers' (non-RECT)  identity  formation  and  negotiation.  According  to  the  post-structuralist  notion  of  identity (Block,  2007;  Norton,  2000),  teacher  identity  is  not  fixed,  but  constantly  changing,  interacting  with  the sociocultural  context  in  which  second  language  teachers  are  located.  The  data  were  collected  primarily from  interviews  with  two  non-regular  English  teachers  at  different  elementary  schools.  The  data  were analyzed  through  constant  comparison  to  find  the  themes  for  one  year  and  then  they  were  analyzed.  The findings  show  that  non-RECTs  identified  themselves  as  an  outsider  of  the  school,  feeling  isolated  and small  from  the  regular  teachers,  school  staffs,  and  even  students  due  to  their  unstable  and  marginalized status.  The  conflicts  and  ambivalence  of  participants'  positioning,  in  relation  to  the  colleagues  and  the educational  contexts,  affected  their  participation  or  non-participation.  This  study  shows  how  the participants  made  sense  of  their  non-RECT  positioning  and  how  their  sense  of  who  they  are  affected their  participation  or  nonparticipation  in  the  elementary  school  context.  Further  research  needs  to  be conducted  to  examine  teacher  identity  construction  and  its  potential  impact  on  teaching  practices.

**Biographical Data**

She  majored  in  English  Literature  in  her  undergraduate  course,  and  English  Education  in  Master's degree  at  Keimyung  University  located  in  Daegu.  Now,  she  is  writing  her  doctorial  dissertation  under the  guidance  of  Professor  Shin-hye,  Kim.  She  has  interests  on  teaching  methods  and  teacher  identity. Now  she  has  been  lecturing  as  semester  contract  teacher  at  Keimyung  University.

# Pre-service English Teachers Opinions About the Requirement to Be a Good Teacher

**Haedong Kim**
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The aim of the presentation is to identify pre-service English teachers' opinions about the requirement to be a good teacher. This presentation stresses the value of opinions from pre-service teacher trainers, especially from those who receive teacher training at a university in Korea. The method of data collection is a questionnaire survey. The specific questions for analysis involve in general characteristics of teachers, English proficiency, knowledge about English subject, ability to understand students, ability to design lessons, management of class environment and classroom atmosphere, competence of classroom teaching, level of professional development, materials adaptation, and understanding of English speaking culture. Overall data analysis is made on the basis of quantitative descriptive statistics analysis. The positive responses and the negative responses are compared by frequency check. For an inferential statistics, Chi-square tests are carried out. The analysis illustrates which items show high levels of mean scores, indicating high levels of teacher competences for Korean teachers of English. The data of this research will be useful for improving English teacher training programs. Furthermore, the development of new teacher training programs based on the data of this presentation will be an important component for bridging the gap between research and contextual reality.

**Biographical Data**

Haedong Kim is a professor of English language teaching major in Graduate School of Education at Hankuk University of Foreign Studies in Seoul, Korea. His current research interest includes ELT materials, testing, and curriculum.

# The Discourse of ELT 'in' Applied Linguistics: A Diachronic Approach

**Masaki  Oda**
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This  presentation  will  discuss  a  diachronic  survey  of  the  discourse  of  applied  linguistics  as  an academic  discipline  with  a  special  attention  to  its  impact  on  ELT  in  Japan.  Applied  linguistics  has gradually  gained  its  recognition  as  an  academic  discipline  in  Japan.  However,  there  are  still  some prevailing  assumptions  among  applied  linguists  themselves  as  if  the  discipline  only  covered  English language  teaching,  despite  the  fact  that  the  discipline  could  potentially  cover  a  wider  range  of  areas. The  presenter  will  review  the  development  of  the  discipline  in  the  Japanese  context  in  the  last  two  decades, focusing  on  popular  research  topics  at  different  periods  of  time.  A  special  attention  will  be  paid  to  the impact  of  these  research  topics  on  the  discourse  of  the  discipline  (Berkenkotter  &  Huckin  1995)  which has  been  constantly  shifted  over  time.  Next,  the  presenter  will  discuss  the  role  of  English  in  the  discipline and  critically  analyze  the  influence  of  the  framework  of  applied  linguistics  and/or  TESOL  of  English Speaking  West  (Holliday  2005).  In  conclusion,  the  presenter  will  call  for  our  self-reflection  of  the discipline  as  a  discourse  community  with  some  suggestions  on  what  each  of  us  can  do.

**Biographical Data**

Masaki  Oda  (Ph.D.  Georgetown  University)  is  Professor  of  Applied  Linguistics  and  the  founding director  of  the  Center  foe  English  as  a  Lingua  Franca  (CELF)  at  Tamagawa  University,  in  Tokyo,  Japan. His  primary  interests  are  sociopolitical  aspects  of  language  teaching  and  teacher  education.  He  is  Vice President  for  membership  of  AsiaTEFL  and  Director  of  Academic  Affairs  of  JACET.

# Shifting Identities and Motivations: Hagwon English Teacher Narratives

**Gordon West**
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English language hagwons are dynamic sites of power-laden interaction. Recently, attention has been called in ELT to the moral dilemmas inherent in power struggles related to native speakerism, gender politics, and racism in ELT in East Asian countries (Appleby, 2013; Stanely, 2013). This presentation will share data from a longitudinal narrative study of 16 hagwon teachers collected from interviews over a two year period. The study uses narrative analysis (De Fina & Georgakoupulu, 2012) to show how they position themselves through stories of teaching as professionals searching for moral purpose to their work. The longitudinal nature of the study allows us to see how their positions shift, but also in ways solidify as their careers progress through different hagwons and as they meet different challenges. Their narratives entail a sense-making process (Ochs, 2004) and provides opportunities for observation of how they cope with the fact that their expectations of becoming an English teacher did not meet the reality of teaching in hagwons. Results from this study add a layer of complexity to previous studies of white male, NS privilege in ELT (Kobayashi, 2014) while also interrogating that privilege further in how it creates a moral universe.

## Biographical Data

Gordon Blaine West currently works as an assistant professor in the Sookmyung Women's University Young Learner TESOL program. His research interests are in critical pedagogy, teacher education, and teacher narratives. He received his MA in Second Language Studies from the University of Hawaii at Manoa.

# Malaysian's Literature Finding: Reading Literary Texts Improves Empathy

**Zati Hulwani binti Mustaffa**
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Empathy is heartbreaking. We experience other people's pain and joy. In reading, we enjoy the experiences by imagining what it would be like to be in that person's situation. This study investigated whether reading children's literature experiences change of empathy to the reader. Based on transportation theory, it was predicted that when people read fiction, and they are emotionally transported into the story, they become more empathic. Two experiments showed that empathy was influenced over a period of one week for people who read a fictional story, but only when they were emotionally transported into the story. No transportation led to lower empathy in both studies, while in the first case showed that high transportation led to higher empathy among fiction readers. These effects were not found for people in the control condition where people read non-fiction. The study showed that reading children literature influences empathy of the reader, but only under the condition of low or high emotional transportation into the story.

## Biographical Data

Zati Hulwani binti Mustaffa is a Former Chief Executive at Sarawel College of Science and Management, Sarawak, Malaysia. She received her Masters' Degree in TESL at Putra University of Malaysia. Her research interest includes language and ideology: feminist ideology, teacher development, creative writing and classroom research in second language teaching and learning. She is currently serving as the Founder of Pendekar Production (independent company providing IGCSE and O'Level home tuition, translating and creative writing services). She has presented papers in few international conferences and published articles related to teacher development and creative writing.

# Concurrent Sessions − Section P: Input Theory

**(Room  6406,  4th  Floor,  Building  6)**

| TIME | PRESENTATION |
|---|---|
| | Chair: Yeon-seong Park (Chonnam National University, Korea) |
| 09:00-09:25 | - |
| 09:25-09:50 | *Exploring the Effects of English Reading for Korean Primary School Learners Through Implementation of Extensive Reading*<br><br>Hae-Ra Jang (Seoul Jamsil Elementary School) & Hae-Ri Kim (Seoul National University of Education, Korea)<br>Yeon-seong Park (Chonnam National University, Korea) |
| | Chair: Seong Won Lee (Gyeongsang National University, Korea) |
| 13:00-13:25 | *A Mixed-Methods Inquiry into Participants' Development Through a Short-Term Study-Abroad Program*<br><br>Etsuko Kakimoto (Kyushu Sangyo University, Japan)<br>**Moderator:** Yoshifumi Mikuma (Hiroshima Institute of Technology, Japan) |
| 13:25-13:50 | *Effects of an Oral Presentation and Performance Event as "Matsuri"*<br><br>Yoshifumi Mikuma (Hiroshima Institute of Technology, Japan)<br>**Moderator:** Etsuko Kakimoto (Kyushu Sangyo University, Japan) |
| | Chair: Kyungbin Im (Cheju Halla University , Korea) |
| 15:00-15:25 | *Attitudes Towards English-Medium Instruction of University English Teachers in Japan*<br><br>Ian Willey (Kagawa University, Japan)<br>**Moderator:** Kyungbin Im (Cheju Halla University , Korea) |
| 15:25-15:50 | *The Effects of Task-Induced Involvement Load on English Vocabulary Learning by Korean Learners*<br><br>HyunMi Sung (Kunsan National University, Korea)<br>**Moderator:** Kenji Tomifuji (Osaka Kyoiku University, Japan) |
| 16:00-16:25 | *The Effects of One-to-One Online Lessons with Filipino Teachers in Junior High School English Classes in Japan*<br><br>Kenji Tomifuji (Osaka Kyoiku University, Japan) & Haruyo Yoshida (Osaka Kyoiku University, Japan)<br>**Moderator:** Ian Willey (Kagawa University, Japan) |
| 16:25-16:50 | - |

# Exploring the Effects of English Reading for Korean Primary School Learners Through Implementation of Extensive Reading

**Hae-Ra Jang**
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**Hae-Ri Kim**
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This study aims at exploring the process of implementing extensive reading in a primary school setting and the effects thereafter its application. For those purposes, the following specific research questions were set: 1) In what ways can extensive reading program for primary school learners be developed and implemented? 2) What changes will extensive reading bring to participants' perception of learning English? Upon reviewing the data and conducting a qualitative analysis of the results, two main conclusions were reached. In regards to the first research question, a 5-step extensive reading program for primary school learners was developed with a dual composition of in-class (instructional/guided) and out-of-class (individual: not yet independent) readings. Classroom activity and voluntary reading motivated students and enhanced their reading step by step. Text exploring was also allowed under seven themes for in-class and out-of-class readings, and students were free to choose books they liked. Lastly, suggestions were explored to modify the program for better implication, including cooperation with local libraries, level-based book recordings, and activities to extend reading into speaking and writing. Responding to the second research question, students' growth and changes were observed throughout the program. First, they renewed their perceptions about their goals of English reading, and developed reading habits with a positive learning attitude. Second, the program enhanced students' English learning. The interaction between peers or teacher and student stimulated the learning process. In addition, students enjoyed narrow reading and realized the value of reading good literature. The results of the study provided educational implications for primary English education.

**Biographical Data**

Jang, Hae-Ra is a teacher at Jamsil Elementary School, Seoul, Korea, and completed her Master's degree in the field of primary English education from Seoul Nat'l University of Education. She is currently interested in teaching English to primary EFL learners through children's literature.

Hae-Ri Kim is a professor of the Department of English Education at Seoul Nat'l University of Education, Korea. Her teaching and research areas are Literacy Education, Children's Literature in Education, EFL Materials Development, and Developing EFL Teacher Training Programs. She has been developing various teacher training programs for English teachers in EFL context through cooperative work with teachers at primary and secondary schools.

# A Mixed Methods Inquiry into Participants' Development
# Through a Short-Term Study Abroad Program

**Etsuko Kakimoto**
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Foreign language teaching has a special mission in today's globalized world, which is to provide learners not only with linguistic competence but also with appropriate intercultural communicative competence for them to survive in this new ear. Studying abroad has been believed to be "one of the most effective ways of mastering a foreign language" (Freed, 1995; Kinginger, 2008), therefore, more research into the nature of effective study abroad programs is necessary. The current study was administered with mixed methods utilizing both quantitative and qualitative data analysis and the findings are as follows: 14 participants in a three-week study abroad program displayed statistically significant (1) anxiety decrease, (2) enhancement in confidence in the use of English and in willingness to communicate (WTC), and (3) development of interests in the international activities. The qualitative analysis revealed that the affective quality in the participants' experiences played an important role in facilitating their reflections on their experiences and those who were more introspective showed significantly more gains in WTC and decrease in anxiety. Even after an eight-month interval, those participants showed their high appreciation for their experiences in the program and stated they still kept high motivation for language learning.

**Biographical Data**

Etsuko Kakimoto is a professor at Kyushu Sangyo University, Japan. Her research interests include the NNEST issues and learning outcomes in study abroad. She is currently Director of International Affairs at her institution. Her most recent paper is "Changes in motivational factors of the participants in a short-term study abroad program" published in 2016 in the journal of her faculty.

# Effects of an Oral Presentation and Performance Event as Matsuri

**Yoshifumi Mikuma**
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In EFL circumstances such as in Japan, it should be part of teachers' responsibility to provide learners with wide opportunities to use English outside the classroom and let them enjoy a sense of accomplishment in real communication. The Chugoku-Shikoku Chapter of JACET (Japan Association of College English Teachers) has been conducting an annual intercollegiate "Oral Presentation and Performance" event for seven years. It is an event for college students to give oral presentations in such forms as speeches, chants, dramas, musicals, and academic presentations. Approximately one hundred students from several universities participate in it each year. We view this event as Matsuri (festivity)－a kind of extraordinary occasion, in which participants define themselves as members of a community of practice by engaging in activities of their own choice. This study will first report the contents of the past events, and then investigate the effects of the experience of participation with respect to the development of language skills and the changes in attitudes and motivation toward learning English. The investigation is based upon the data collected through pre/post-questionnaires and interviews. The most important finding is that the experience greatly contributed to the recognition of the values of collaborative learning.

**Biographical Data**

Yoshihiro Nigo is currently a professor of English at Japan Coast Guard Academy in Japan. With the recent completion of PhD, he has been interested in cross-curricular English instruction in the application of CLIL and Multiple Intelligences theory in order to enhance motivation, understanding, and communication skills.

# Attitudes Towards English-Medium Instruction of University English Teachers in Japan

**Ian  Willey**
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This presentation addresses a controversial topic in EFL pedagogy: whether or not English-medium instruction (EMI) is the ideal. Following a review of studies on EMI, the presenters will show preliminary results from a survey of English teachers (Japanese and non-Japanese; n = 15) at four Japanese universities over a two-year period. Data sources included 1) semi-structured interviews focusing on these teachers' classroom language use and attitudes towards EMI, and 2) class observations. In interviews, it was found that participants' views on classroom language use varied according to their own teaching/learning experiences. The native-English-speaking teachers feel comfortable teaching classes almost exclusively in English, though they occasionally use Japanese to facilitate instruction and to bond better with students. For the Japanese teachers, EMI is a difficult-to-attain ideal, as it can create distance between teachers and students; they often believe that using Japanese is more suitable and effective, for instance, when teaching grammatical rules. Class observations supported the interview findings, showing that teachers make use of both English and Japanese in order to teach effectively and engage students. The presenters will conclude that teachers' reliance on EMI is highly nuanced, and that teachers make language choices with learners' motivation and learning outcomes in mind.

**Biographical Data**

Ian Willey is an associate professor at Kagawa University. His research interests include second language writing, English for medical purposes, and teacher identity.

# The Effects of Task-Induced Involvement Load on English Vocabulary Learning by Korean Learners

**HyunMi Sung**
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This study is to investigate the effects of task-induced involvement load when learners are engaged in vocabulary learning tasks. According to Hulstijn and Laufer (2001), learners acquire new vocabulary better while performing a task of higher level of involvement load than a task of lower level of involvement load. In order to verify their hypothesis, the current study aims to examine how different level of involvement load affects Korean EFL college students' incidental vocabulary learning when they are engaged in three different vocabulary tasks. Two hundred five college students of two different proficiency levels performed one of the three vocabulary tasks inducing different level of involvement load: reading comprehension, reading & gap-filling, and unscrambling sentences. Two post-tests were conducted to measure the participants' learning outcome on 10 target words: short-term learning immediately after and two weeks after the treatment. Two factors, difference of involvement load and the participants' proficiency levels are analyzed as independent variables in two-way ANOVA. The results are discussed based on what Hulstijn and Laufer (2001) claimed and what Sung (2013) found in her previous research.

**Biographical Data**

HyunMi Sung graduated with an M.A. in TESOL at University of Maryland in Baltimore City and earned her PhD. at Sookmyung Women's University. She is currently teaching at Kunsan National University as an instructing professor. Her research interest focuses on vocabulary learning, writing and discourse analysis.

# The Effects of One-to-One Online Lessons with Filipino Teachers in Junior High School English Classes in Japan

**Kenji Tomifuji**
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**Haruyo Yoshida**
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In the EFL classroom, a rich and diverse environment is necessary to develop learners' skills. This study investigated whether one-to-one online lessons with Filipino teachers would help junior high school students enhance their English oral proficiency, with the aim of increasing students' confidence as well as proficiency in their speaking skills. The study was carried out with 120 junior high school students in Osaka, Japan. Students chose one teacher from an online pool and received twenty-five minutes of Skype-based, one-to-one video lessons as homework for one month. Teachers and students also created groups on Edmodo, currently considered one of the most popular platforms for online social networking. The students posted their ideas, messages, and questions about the lessons they received on Edmodo, and their teachers answered and gave them feedback. Pre- and post-activity questionnaires and interview tests were conducted for data analysis. According to the post-activity questionnaires, most students reported great satisfaction. In addition, their willingness to communicate and oral proficiency in English showed statistically significant increases, suggesting that one-to-one online lessons could be adapted successfully into English classrooms in Japan.

**Biographical Data**

Kenji Tomifuji is a teacher in Hirano Junior High School attached to Osaka Kyoiku University, Japan. He has a Master's degree in the study of the effect through oral reading approach in speaking ability of Junior High School students in Japan. He is currently interested in flipped classrooms. Especially he is in developing teaching materials in online study.

Haruyo Yoshida is a professor in the Department of English Education at Osaka Kyoiku University, Japan. She has a Master's degree in TESL, and a Ph.D. in Vocabulary Acquisition: fMRI Study. She is currently involved in a project to develop a well-rounded curriculum for Japanese junior high school students. Specifically, she is interested in developing methods to enhance students' motivation.

# Poster Session

| TIME | PRESENTATION |
|---|---|
| 13:00-14:00 | *Identity Formation of Native Speaker English Teachers in South Korea*<br><br>Allison Bill (Jeonju University, Korea) |
| | *How to Promote Student Participation in an EFL Context*<br>Sujeong Choi (Gwangju Jeil High School, Korea) |
| | *Revisiting Assumptions of a Changing Culture: New Implications for CLT in Korea*<br><br>David Light (University of Birmingham, UK) |
| | *Addressing Stereotypes in Monocultural EFL University Classrooms*<br><br>Eleanor Smith (University of Nottingham, UK) |
| | *Strategy Use and Improvement in Writing: A Study with Young Korean Learners of English*<br><br>Eunsook Kwon (Keimyung University, Korea) |
| | *A Chronological and Cross-disciplinary Analysis of Research Articles*<br>Sayako Maswana (Ochanomizu University, Japan) |
| | *Education Policy, Textbook Materials, Teachers' Views and Students' Views in Respect of English as a Lingua Franca in South Korea*<br><br>Hyesung Lee (University of Oxford, UK) |
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# Identity Formation of Native Speaker English Teachers in South Korea

**Allison Bill**
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This poster presentation reports on ongoing dissertation research into the development of teacher identity among Native Speaker (NS) English teachers in South Korea. In North America, teacher burnout is a worrying problem, with up to half of new teachers leaving the profession within five years (Dickson, 2006, Reichel, 2013). The issue of support for newly hired teachers is extremely important. However, there is little research into support for NS teachers in foreign teaching contexts, or into NS teacher burnout. In a Confucian society such as South Korea, NS teachers are generally regarded as part of the "out" group, with no possibility of joining the "in" group (Blommaert & Verschueren, 1998). The term used to refer to foreigners in Korean (wae-guk-in) includes the term for outsider. This continual feeling of not being accepted can be discouraging and demoralizing. As a result of these two issues (support and acceptance), it could be quite useful to see how newly arrived NS teachers in Korea adapt to their new context. How do they see themselves as they first arrive, and how does their individual setting (supportive and accepting, or not) lead to any transformation in their identity as teachers and as people in general.

**Biographical Data**

Allison Bill started her own second language learning at the age of 5. She has a B.Ed. in Elementary French Education, an M.A. TESOL, and is currently working on her Ed.D. dissertation. Allison has taught FSL in Canada, and EFL in France and South Korea. A native of Ottawa, Canada, she has lived in Korea since 2000, and teaches at Jeonju University.

# How to Promote Student Participation in an EFL Context

**Sujeong  Choi**
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In a Korean EFL context, despite continuous stimuli of an interactive class, there are still many classes teachers playing a key role throughout the whole class observed. In particular, if the classes are mainly designed for preparing a Korean SAT, it seems rational that teachers are responsible for providing as much knowledge as possible with not so much interaction going on in class. However, I believe when interaction between teachers and students goes down, the learning itself might not happen in class. Most teachers tend to be under the illusion that they are expert at knowing students' needs. But it turned out that many students were not satisfied with their own class. At the beginning of class in 2015, I also was time pressured since I had to cover all assigned textbooks before a Korean SAT In November. So I decided to increase 'efficiency and productivity" by adopting a traditional teacher-centered class. Unfortunately, however, the class did not go smooth because students were hard to catch with the class with too much knowledge determined by a teacher only. Therefore, I started to adopt a Google drive so that students could be more responsible for their own class and also more involved in class. The result was amazing when it comes to improving student participation.

## Biographical Data

Sujeong Choi graduated from department of English Education at Jeonnam National University and received a master's degree in Second Language Studies from the University of Hawaii. She is currently teaching at Gwangju Jeil High school. Her research interests are second language writing anxiety and teacher training.

# Revisiting Assumptions of a Changing Culture: New Implications for CLT in Korea

**David  Light**
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Teacher.DLight@Gmail.com

In surveying Korean parents of elementary aged students, "the ability to interact with many cultures using a global language" was reported to be the most valued reason for learning English. This purpose can be seen as predominantly communicative. Using this as a starting point, the presentation begins by offering a brief review of  foundational work on the CLT approach to language teaching, which holds the development of communicative competence as its primary goal. Using the literature, the presenter defines "Seven Components of Lesson Approach", and then outlines how these components can be designed to best support student development of L2 communicative ability. Unfortunately, the current standard in Korean models of education retain several aspects of Confucian influence which present certain limitations to the implementation of best CLT practices. Overcoming these impediments can be a challenge, as it is often assumed that these elements of inherited culture continue to represent values and expectations in society at large. However, Korean culture is in the midst of significant changes. It is possible that administrative assumptions about cultural values are not entirely accurate with respect to educational practices. Initial results investigating perceptions regarding CLT practices held by parents of elementary students support this possibility.

**Biographical Data**

David Light is a current grad student working towards an MA in TESOL with the Department of English Language and Applied Linguistics at the University of Birmingham. He has been living and teaching English in Korea since 2011, and is currently employed by Gangnam District Office as a public teacher at Daechi Elementary School in Seoul.

# Addressing Stereotypes in Monocultural EFL University Classrooms

**Eleanor  Smith**
University  of  Nottingham,  UK
elliemsmith@hotmail.co.uk

With reference to the context of a mono-cultural EFL classroom at Kyoto Sangyo University (KSU), methods to address stereotyping are explored. Many students express interest in study abroad schemes at KSU. However, despite Japan's shift in education policy towards attempting to understand other cultures, stereotyping still surfaces frequently during lessons, although the speaker does not intend malice or understand the potential offense caused by their comments. The maintaining of stereotypes in the classroom often deters initially curious students from wanting to travel or study abroad and also significantly hinder their intercultural communication competency. A selection of activities, focussing on stereotypes, were developed to address the following aims: cultivation of cultural sensitivity towards the native English teacher; reflection on stereotypes surrounding the students' own culture; a reduction of anxiety involved with living overseas; motivation to gain more knowledge of other cultures; compare, with an open minded approach, their own culture to others; a reduction of pressure on obtaining linguistic perfection through highlighting the inextricability of language and culture; developing respect for other cultures despite large differences; developing understanding that opinions of cultures will differ. The activities and their connection to the aims are discussed on the poster.

**Biographical Data**

Practical English Instructor, Kyoto Sangyo University, Japan. MA Applied Linguistics, University of Nottingham (current). BSc Physical Geography, Aberystwyth University (2005). Research Interests: Student attitudes towards compulsory English communication classes. Intercultural communication competency in EFL classrooms. Publications: Smith, E. (2016) Classroom techniques for teaching EFL to deaf or hard-of-hearing students in Japanese Universities, Kyoto Sangyo University Journal － Humanities Series, (49), 283-293.

# Strategy Use and Improvement in Writing:
# A Study with Young Korean Learners of English

**Eunsook  Kwon**
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ruchia26@hotmail.com

The purpose of the study is to examine the effects of strategy instruction (SI) on writing tasks among fifth graders (n=65) in an EFL context. It reports on a four-month, mixed-methods, quasi-experimental study. Two classes of participants from one elementary school served as a treatment group and a control group. The writing strategy instruction is a modified cognitive strategy instruction in writing instruction that involved text instruction, modeling, guided practice, and independent practice (Guzel-Ozmen, 2009). Writing strategies: Pre-writing strategies (brainstorming strategies and graphic organizer strategies), While-writing strategies (L1 use strategies, modeling strategies) and post-writing strategies (reread strategies and editing checklist strategies) are carefully analyzed. Findings indicate that strategy awareness and use were enhanced following instruction. This study investigated young EFL learners' writing strategies and compared the higher-proficient writers' strategies to those of the lower-proficient peers. Strategies were measured by means of the modified questionnaire originally developed by Petric and Czarl (2003). The treatment group showed statistically significant gains in writing from pre- to post-test and outperformed the control group. Especially, the high level students improved the most in vocabulary. Qualitative and quantitative data, including questionnaires and, interview responses provide sources of evidence to support the findings of this investigation. The pre- and post-writing tests of the participants are compared based on mean length of T-unit and the number of the words. This study has tips for teaching young EFL learners how to write in English with writing strategies and learners' favored  strategy  use.

**Biographical Data**

Eunsook Kwon is a PhD candidate at Keimyung University. Her current research interests teaching writing, writing strategies, and discourse analysis.

# A Chronological and Cross-disciplinary Analysis of Research Articles

**Sayako Maswana**
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There have been a number of genre analyses of research articles; however, analyses from a chronological perspective combined with cross-disciplinary comparison using articles published after 2010 are scarce. This paper reports on an exploratory genre analysis of English research articles in the discipline of medicine and economics published in the years 1995 and 2015 with a focus on the introduction sections and titles. For the study, the author compiled two corpora for the respective year in each discipline, totaling 120 article introductions and titles. The rhetorical structure and linguistic features were compared between the two corpora as well as across two disciplines. While the overall rhetorical structure of the introduction sections did not see significant change, some differences and disciplinary variances were observed in areas including the use of verb tense, the lengths of the sentences and titles, and title structures. The results of the study suggest an evolving nature of the genre and some changes specific to disciplines. Pedagogical implications will also be discussed on how a small-scale corpus study such as the one presented in the paper could be applied by English-teaching practitioners for their academic writing classrooms.

**Biographical Data**

Sayako Maswana, Ph.D., is Lecturer in the Foreign Language Education Center at Ochanomizu University, Tokyo. She is currently conducting research on genre analysis. She has published articles in journals such as *The Journal of Asia TEFL* and *The Asian ESP Journal*.

# Education Policy, Textbook Materials, Teachers' Views and Students' Views in Respect of English as a Lingua Franca in South Korea

**Hyesung  Lee**
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yi.hyesung@gmail.com

In the era of globalisation, it is necessary to be aware of the importance of English as a Lingua Franca (ELF) and to be exposed to a wide range of varieties of English to communicate successfully between people from different linguistic and cultural backgrounds. In order for people to be aware of varieties of English, the role of English education is crucial especially in countries where English is not an official language as it is likely that people learn only the variety of English that is taught through formal education. This study will examine the extent to which English education in South Korea equips school students to become familiar with different varieties of English – which they may be exposed to in future in the context of using ELF. It will analyse and critically compare the country's English education policy, the audio materials provided in a popular English textbook, and the perceptions of teachers and students in the same school who use that textbook as partof their English lessons. Of interest is the portrayal of, and attitudes towards, different varieties of English, focussing in particular on their phonology (i.e. how they sound). The findings will be analysed in terms of wider theory and research into ELF.

## Biographical Data

Hyesung Lee is a postgraduate student in Applied Linguistics at Oxford University. She also teaches English at Myong-ji High School. Her research area concerns English as a Lingua Franca from the perspective of its pedagogical implications.

# Visual Narrative:

# What We Learn from Students' Implicit Beliefs About Learning English

**Sakae  Suzuki**

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Although Japanese students study English for six years in secondary school, they often demonstrate little success with it when they enter higher education. Some of them bring negative thoughts and beliefs about English into universities. Thus, it is important to understand students' beliefs and feelings and analyze their psychological states of mind. Learners' beliefs can predict their future behaviors as students. Employing a Jungian approach, this study aims at investigating how students' beliefs are revealed within drawings of themselves    and their surrounding environments and artifacts while they are engaged in language learning. The analysis of drawings has been used for therapy. In  Japan also, this approach has been used in educational fields for elementary school children or mentally disabled children. To date, though, no study has applied a psychoanalytic approach to investigate learners' beliefs in English as a Foreign Language/English as a Second Language (EFL/ESL) field. Although this analytical method of drawings has been used for therapy, it may be applied to  investigate learners' implicit thoughts and feelings. Participants were university students majoring in science and technology in Japan. Data on 70 students included students' drawings of themselves as learners of English as well as written descriptions of perceptions of learning English. Based on the findings,  I shall discuss implications for teaching and learning.

**Biographical Data**

Sakae Suzuki is a professor of English at Shonan Institute of Technology in Japan, where she is Director of Center for Liberal Arts. She teaches English for sciences and coordinates study-abroad programs. She obtained an MA in TESOL from Teachers College, Columbia University and an Ed.D in TESOL from Temple University. Her research interests include learners' beliefs, motivation and learners' stories.

# Using ICT for Phonics Instruction in the Japanese Elementary School Classroom

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**Kyungsuk  CHUNG**
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English has been taught to elementary school students in Japan since 2011, and phonics instruction is now receiving significant attention. According to Heilman & Matsuka (2000), children need to learn the connection between sounds and letters in order to be able to read by themselves, and phonics, as a method to teach the rules that correlate sounds and letters (Suzuki & Kadota, 2012), is a necessary part of elementary English language instruction. In Japan, however, few elementary school teachers have sufficient knowledge of EFL methodologies to teach the language successfully (Benesse, 2010). This problem might be solved through using ICT, whereby one teacher can teach many pupils simultaneously. In the experiment performed by the authors, one English teacher conducted phonics lessons in a studio, which were then broadcast to several classes so that pupils were able to learn phonics in their respective classes through ICT. Additionally, pupils in the treatment group studied phonics using tablets, while pupils in the control group studied phonics with paper-based textbooks. The results of this study revealed that recognition of phonics principles was enhanced in both the treatment and control groups, and students in the treatment group improved their pronunciation significantly.

## Biographical Data

Shiori Oura is an English teacher at Ikeda Elementary School Attached to Osaka Kyoiku University where she got her master's degree of English Education. Her research interests lie in Second Language Acquisition and phonics. She is also interested in integrating music with second language education, especially how songs should be used in the English classroom.

Naoaki Nishimura is a graduate student majoring in English Education at Osaka Kyoiku University. His research area is Second Language Acquisition and Blended Learning, and he has currently interested in investigating and developing teaching materials for the phonics instruction based on the blended learning style.

Haruyo Yoshida is a professor in the Department of English Education at Osaka Kyoiku University,

Japan.  She has a Master's degree in TESL, and a Ph.D. in Vocabulary Acquisition: fMRI Study. She is currently involved in a project to develop a well-rounded curriculum for Japanese junior high school students. Specifically, she is in developing methods to enhance students' motivation.

Kyungsuk Chung works at Momoyama Gakuin University. She teaches courses in General English Classes that all students are required to take. She is currently involved in a project to develop phonics rule books and university students' cooperative learning with extensive reading. She has taught the courses in Class Methodology for prospective elementary school teachers.

# Practical Mathematics Materials for Teenagers

**Hyunjeong  Song**
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CLIL is the short term of Content and Language Integrated Learning and refers to teaching various subjects such as science, history and mathematics to students through a foreign language. Learners can learn English with the contents of the subject naturally in the countries where nobody uses English as a native language. Educational reality of our country is not backing up it. Even though curriculum is taking charge of important roles in school educations, educational actuality of ours is not preparing curriculum for English immersion education well. Anyway, mathematics is considered as a boring and practical subject in schools. In addition, math is thought as a useless subject except getting a score in a test and passing the K-SAT. So, we need to make a new CLIL curriculum in order to choose and gather practical mathematics. This work has to be preceded to establish an English educational environment. All of the process should be based on Korean regular mathematics and English curriculum. Also, my project is based on communicative language teaching (CLT) and task-based language learning (TBLT) method, hence, incorporates diverse mathematical concepts and authentic materials. Although it is designed for EAP classes, my project is applicable to a wider range of fields including daily conversation with foreigners. The poster will be divided into three main parts. The first focuses on the needs analysis and goal setting of the research. It will then be followed by the sample syllabus and its curriculum's materials towards. The final part will be explained about the feedback and evaluation from the curriculum.

**Biographical Data**

Hyunjeong Song's Master's of Art in English Materials Development is in progress at the International Graduate School of English (IGSE), Seoul, South Korea. Present qualifications include a Master's of Art in Mathematics Education, Ewha Womans University, Seoul, South Korea; a certificate of Eligibility with Advanced Standing, New Jersey; Secondary School Teacher certification, South Korea.

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| | | | |
|---|---|---|---|
| 01 학문관 | 06 지성관 | 11 세계관 / 인재관 | 16 문무관(학군단) |
| 02 건학관 | 07 성인관 | 12 수위실(정문수위실/상황실) | 17 IT스퀘어 |
| 03 상지관 | 08 창조관 | 13 생활1관 | 18 면학관 |
| 04 상하관 | 09 경전관 | 14 생활2관 | 19 지혜관(축구부) |
| 05 현명관 | 10 복지관 | 15 대학본부(신축예정) | |

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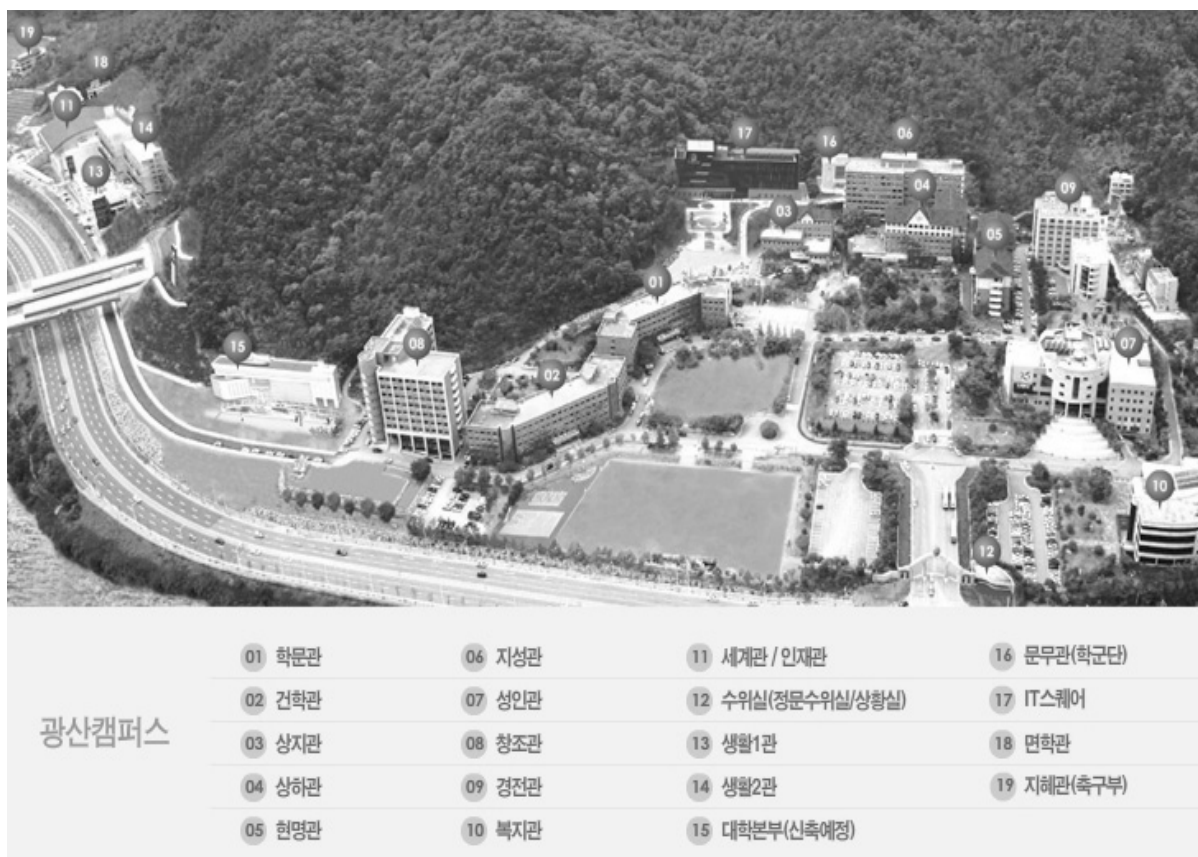
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2. International Conference is held at the **Auditorium, Building 04, Sangha-gwan (상하관)**, and
   **Building 06, Jiseong-gwan (지성관)** 8:00-20:00, Sept. 10, 2016.

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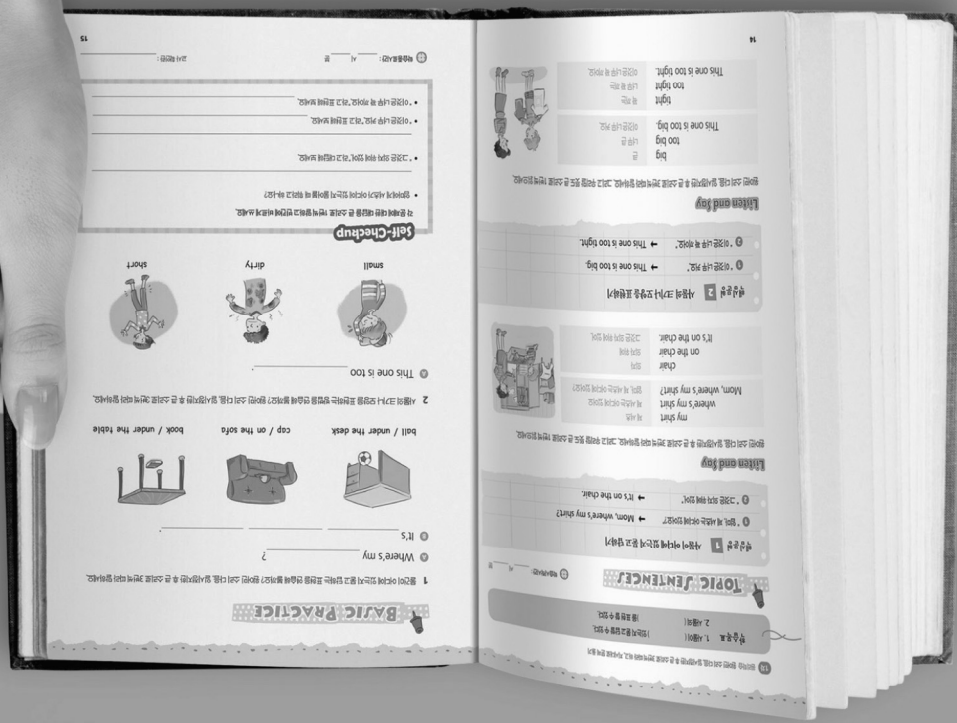
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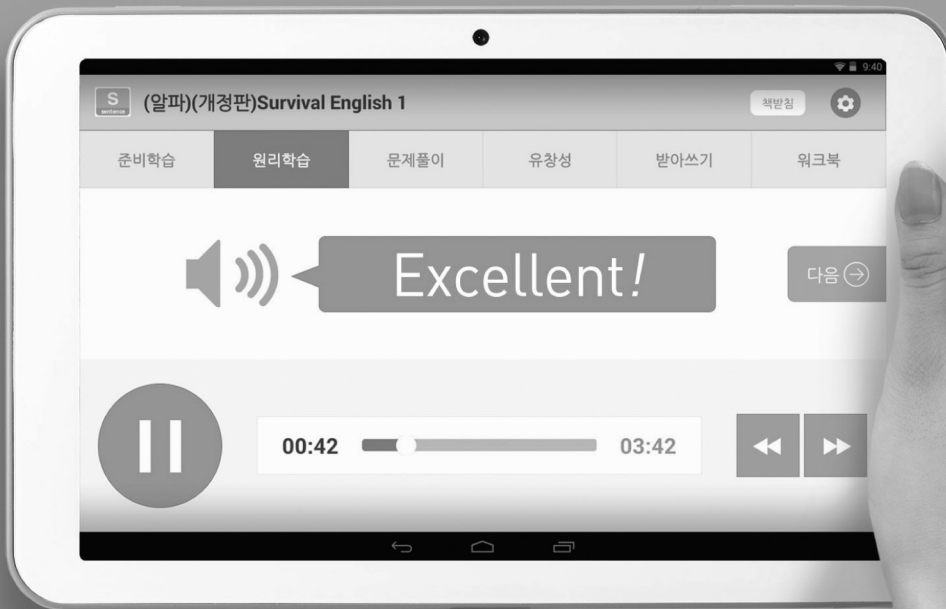
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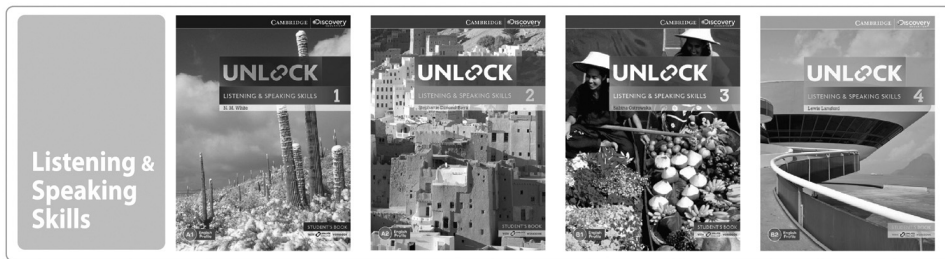
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