



The 17th Annual Korea TESOL International Conference

국제 학술대회

*Pursuing Professional
Excellence in ELT*

Oct. 24-25, 2009
Sookmyung Women's University
숙명여자대학교
Seoul, Korea

Invited Speakers

David Nunan Rod Ellis Kathleen Bailey Tim Murphey Scott Thornbury
John Fanselow Jerry Gebhard John Flowerdew Jill Burton Jeannette Littlemore
Marc Helgesen Stephen Andrews Scott Miles

Korea Teachers of English to Speakers of Other Languages



www.kotesol.org



KOTESOL

Korea Teachers of English to Speakers of Other Languages

대한영어교육학회

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KOTESOL 2009 Conference Chair's Welcome



Dear Conference Participants,
Welcome to the 2009 KOTESOL Annual International Conference!
Pursuing Professional Excellence in ELT is the theme for this year's Conference, and pursuing excellence is precisely what the Conference team have been busy doing in the last 12 months to bring you this spectacular event!

The KOTESOL International Conference is the largest of its kind in South Korea, and every year we try to bring you something new and different to fulfill your quest to become a better teacher. This year is of no exception.

We have a most impressive lineup of invited scholars to bring you just the right mix of expertise and experience. I am most grateful to (in alphabetical order) Stephen Andrews, Kathleen Bailey, Jill Burton, Rod Ellis, John Fanselow, John Flowerdew, Jerry Gebhard, Marc Helgesen, Jeanette Littlemore, Scott Miles, Tim Murphey, David Nunan, and Scott Thornbury for taking time out of their busy schedule to come to the Conference. I am also thankful to their sponsors, including Anaheim University, Australia Education International (Study in Australia), Kyungwon University (University of Birmingham TESOL Programme), Pearson Longman, SIT Graduate Institute, and Cambridge University Press, for bringing them to Korea in order to provide you the *crème de la crème*.

Along with these world renowned guests, we have also accepted over 150 presentation proposals, which represent a wide range of academic interests to suit every need. You may find more information from within the pages of this book. Though I do not have enough space here to name each and every one of you, please accept my sincere gratitude for being here with us. I would like to also thank Sookmyung Women's University for agreeing to let us host the Conference. I am most grateful for their gracious hospitality.

You will find that our refreshments this year are provided for by Costco. Their presence is most appreciated! I hope you will enjoy all the goodies they provide.

Needless to say, a conference is not a conference if we do not have attendees. So your participation is most vital to the success of this event. I would like to congratulate you all for being here. It is an indication of your commitment towards your own professional development and your desire to improve the field of ELT in Korea and beyond. Remember, though, that there should always be fun in all the hard work, so be sure to browse through our publishers' exhibition, play some games to win some prizes, and to make new friends and network!

Last but not least, I would like to convey my most heartfelt gratitude to my committee members. We have a lot of new faces this year, who have all performed admirably alongside our veteran sub-committee chairs to bring you this brilliant event. Well done, everyone!

I sincerely wish that you will all leave at the end of these two days rejuvenated and filled with all the new techniques and ideas that you will have acquired. Have a great time!

With best wishes,

Louisa Lau-Kim
2009 KOTESOL Conference Committee Chair

KOTESOL President's Welcome



Welcome everyone, and thank you for joining us here at KOTESOL's 17th annual International Conference *Pursuing Professional Excellence in ELT*. Our program this year includes both household names in the field of ELT like David Nunan, Rod Ellis, Kathleen Bailey and Scott Thornbury (just to name a few) as well as local favorites. As usual, there is something for everyone but I will let Louisa Lau Kim, this year's Conference Chair, fill you in on the details of the conference.

I wish to focus on two things: a few of the things KOTESOL has accomplished so far this year and what we as ELT professionals face for the foreseeable future.

KOTESOL Update

- I would like to recognize and thank the members of the council for their efforts over the past 12 months.
- Both the Seoul chapter and National Conferences had over 300 people in attendance - a true testament to the work of both Seoul and the Daejeon Chungcheon chapters' efforts to put on quality events.
- Thanks to the superior efforts of the Publications committee, Proceedings are ready to go to press for every year up to 2008 and they are already working on 2009. TEC has never fallen behind (although it has been delayed a few times). The Journal remains a prime concern.
- We held the first ever Global Spelling Bee with Franklin and TESOL this past May and will hold the second next year.
- We will host the Pan - Asian Consortium of Conferences (PAC) next October. Preparations are already underway for this.
- Despite what has been a rough couple of years economically for much of the world. We have remained at around 660 members although we reached the 700 mark briefly this year as well.
- Our elections offers the widest selection of candidates I have ever seen and our website has developed and expanded significantly over the last year as well.

The Future of ELT in Korea

According to an *English Teaching Professional* magazine survey on the future of ELT, teachers in 110 countries predicted:

- There would be an increase in the importance of English over the next 10 years and an increase in the numbers of students.
- Tests like G-TELP, IELTS, OPIc, PELT, TEPS, TOEFL, and TOEIC, will become even more important.
- Technology and the Internet will become increasingly important in the classroom.

Korea certainly seems to be leading in these trends. The message for schools and educators seems clear: gear up for exam classes and make sure you are up to date with technology based

resources. Many of the presentations and workshops here this weekend will definitely help you keep up with these trends and anticipate many of those to come.

Thank you for supporting our conference in so many ways this year. Please take the time to thank our hardworking volunteers or at least get out of their way as you see them dashing from place to place to keep things on track.

I wish you all an informative and enjoyable conference experience. We hope to see you all back here for PAC 2010 at Sookmyung University.

Tory S. Thorkelson
KOTESOL President



How to Use This Book

Welcome

The first few pages of this book provide general information on the conference. Here you will find information on KOTESOL events and publications, plus messages from current Conference Chair Louisa Lau Kim and from KOTESOL President Tory S. Thorkelson.

Schedules

Presentation schedules are divided into six areas, three for each day of the conference. The three subdivisions within each day are: **AM** (presentations that start before noon), **afternoon** (presentations that start between noon and 3pm), and **PM** (presentations that start after 3pm). Each section begins with an overview of the presentations held during that time. This is followed by the abstracts for each presentation during that period, sorted chronologically, and then in ascending order, by room number. You will want to read these carefully, and perhaps cross refer-

ence them with the presenter biographical statements and the indexes.

Indexes

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

FYI

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

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

**YL (Young Learner), S (Secondary), U (University),
A (Adult), B (Business English)**

Look for these symbols throughout the schedule.

2009 Conference Committee

Conference Chair

Louisa T.C. Lau-Kim
Conference Co-Chair
Stephen-Peter Jinks
Communications Manager
Gina Yoo
Chapters Liaison
Jake Kimball

The Technical Team

Technical Director
Sean O'Connor
Stage Manager
Ingrid Zwaal
Equipment Manager
Yoon-Ji Lee
IT Support Manager
Duane Myhre
IT Support Manager
Thunder VanBrocklin
IT Support Manager
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Jennifer Young
Pre-Registration Coordinator
Deborah Tarbet
Pre-Registration Manager
William Algeo
Onsite Registration Coordinator
Michelle Farley
Onsite Registration Manager
Leticia Patino
Registration Finance Manager

Pre-Registration and Registration Associates

National Council Ex-Officio and Advisors

National Council President
Tory Thorkelson
Acting Organizational Partner Liaison & Conference Advisor
Robert Dickey
Tech. Committee Chair
John Phillips

The Treasury Team

Treasurer
David Shaffer
Assistant Treasurer
Eunjoo Cho
Treasurer's Assistants (2)

Venue Liaison

Venue Chair
Kyungsook Yeum
Venue Coordinator
Jongsun Lee

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Guest Services Chair
Marilyn Plumlee
VIP Liaison International
Kara Mac Donald
Acting VIP Liaison Domestic
Louisa T.C. Lau-Kim
Presenter Services Manager
Vivien Slezak
Attendee Services Manager
Maria Pinto
Employment Center Manager
Jaeho Ji
Assistant Employment Center Manager
Sung-Min Hong

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Philip Owen

Extended Summaries Editor

Timothy Whitman

Program Editor

Maria Pinto

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Paul Lawley-Jones

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Support Services Chair

Stafford Lumsden

Food and Beverage Manager

Kathy Moon

Special Events Manager

Ralph Cousins

Volunteer Coordinator

Curtis Desjardins

Student Volunteer Team (100 members)

Volunteer Manager

Stephanie White

Volunteer Manager

Sarah Emory

Volunteer Manager

Elliott Walters

Volunteer Manager

Jennifer Brown

Volunteer Manager

Rick Galang

Words of Appreciation

The KOTESOL 2009 International Conference Committee would like to welcome all invited speakers, presenters, teachers, and organizational partners to the Conference.

We would like to thank our speakers and presenters for their contribution. Another group of people without whom the conference could not happen is our team of 100 student volunteers. There are also many KOTESOL volunteers helping around the venue.

I would personally like to express my gratitude to the Conference Committee members, who have spent countless hours over the past year preparing for this event.

Please take a moment this weekend to encourage all of these people on a job well done.

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

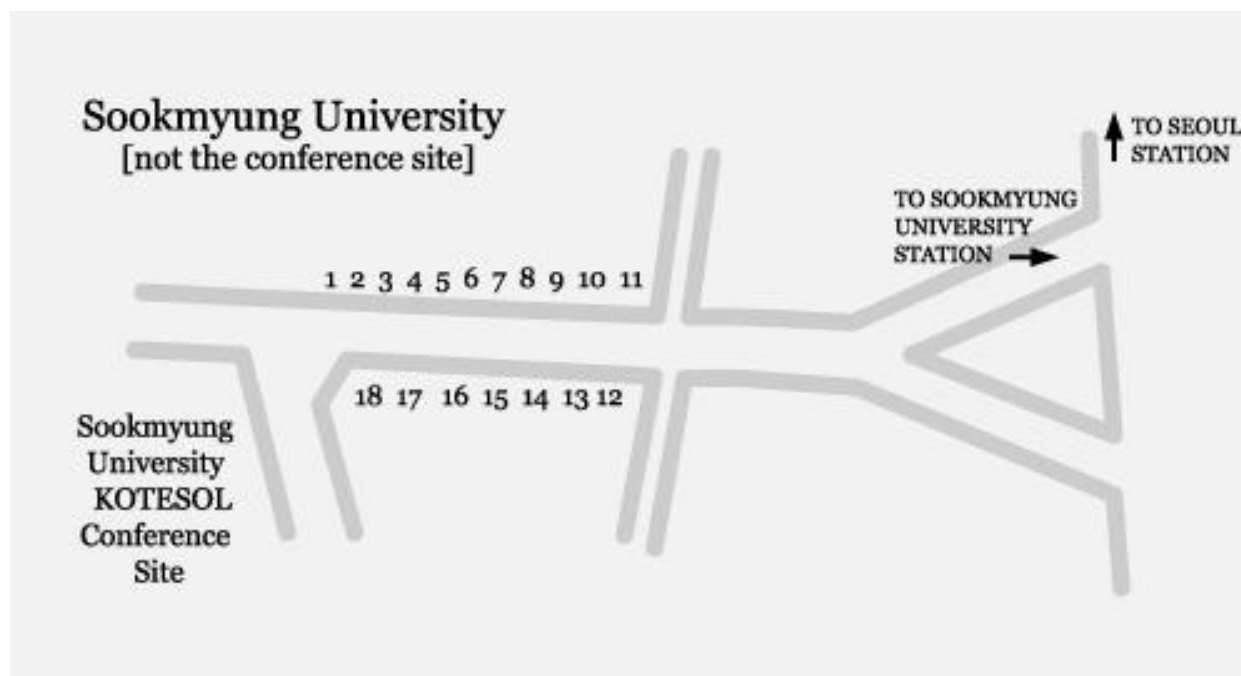
Thank you!

Map of Sookmyung Women's University Campus



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

Map of Local Restaurants in the Sookmyung Area



KEY	RESTAURANT	TYPE OF FOOD
1	종로김밥	Korean kimbab (rice roll)
2	허브수	Korean donkkas
3	달볶이	Korean fast food
4	Family Mart	(Supermarket)
5	Lee's Cups	Chicken
6	코바코	Korean fast food: donkkas, chobap, udon
7	Rosebud Coffee Café	Café
8	Ediya Coffee	Café
9	Blind Alley Wafflehouse	Waffles
10	Isaac	Toast and sandwiches
11	빵굽터	Bakery
12	Bonsol Coffee	Café
13	Cianini	Panini and Café
14	Coffee Flanel	Café
15	Rainbow House	Sandwiches and waffles
16	델라파스타	Italian food
17	청과분식	Korean food
18	선다래	Noodles and tofu

KOTESOL: Who and What We Are

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

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

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

All English teachers, regardless of level or nationality, are invited to join KOTESOL. The membership of KOTESOL includes elementary school, secondary school, and university English teachers and professors, as well as ELT teachers-in-

training, administrators, researchers, materials writers, curriculum developers, and other interested persons. Approximately 40% of our members are Korean. KOTESOL has regional chapters serving Seoul, Suwon-Gyeonggi, Daejeon-Chungcheong, Daegu-Gyeongbuk, Busan-Gyeongnam, Gwangju-Jeonnam, Jeonju-North Jeolla, Gangwon, and Jeju. Members of KOTESOL are from all points of Korea and the globe, thus providing KOTESOL members the benefits of a multicultural membership.

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

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

Finding the right presentations

By Phil Owen

Every year it is important to find a good selection of quality presentations for the International Conference. Here is how we select the general academic presentations you have to choose from.

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

As these proposals come into the KOTESOL website, I compile them all into a large database. When the deadline has passed (usually about June 1) I make a list of the abstracts, remove the people's names, and send them to the readers - or "vetters".

The vetters read each abstract and consider its appropriateness for the International Conference. This year the vetters gave each abstract from 1 to 4 points. They then sent their evaluations back to me. I added each proposal's scores together and found the abstracts which rated the highest. *This year, we had to select about 100 presentations from just over 200 proposals.* The vetters must have been working overtime!

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

But that's not all! On top of the general academic vetting I just described, we have our invited speakers and the presentations from the publishers and other Organizational Partners. *All in all, about 18 presentations for each of nine hours!*

Finally, I'd like to publically acknowledge and thank the people who vetted all of these proposals for you this year. They are: **Dr. David Shaffer**, Chosun University; **Dr. Kara Mac Donald**, Hanyang University, and **Anne Cave**, Korea Nazarene University. **We all owe you a very big "Thank You."**

2009-2010 KOTESOL National Election Candidates

Office: President

Represents KOTESOL in an official, public capacity. This position requires a three year commitment to KOTESOL. The elected president will serve on the 2009-2010 and 2010-2011 National Councils as president, and on the 2011-2012 council as past president.

Candidate: Robert Capriles, A.B. Political Science, Juris Doctorate

Korea National University of Education, English Teacher

Daejeon Chungcheong Chapter President 2007 Present; Daejeon Chungcheong Chapter 1st Vice President 2007.

25 years experience with not-for-profit organizations in various positions.

Candidate: Phil Owen, BA; MEd.; Graduate Certification in TESL/TEFL; MDiv.

Visiting Professor, Dept of English Language and Literature, Kunsan Nat'l U

Member, Jeonju North Jeolla Chapter. Past chapter treasurer and president; Served as KOTESOL president, International Affairs Chair, Program Chair for the International Conference

Over ten years teaching in the US and ten years teaching experience in Korea
Life-time member of KOTESOL, member of TESOL

Office: First Vice-President

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

Candidate: David Kim, BSc (Hons), MA, PhD (Candidate)

Kangnam University, Assistant Professor

1) Regional Conference Chair, 1999 & 2000; 2) International Conference Co-Chair & Chair, 2002-04; 3) National 2nd Vice President, 2004-05; 4) Research SIG Facilitator, 2001-2009; 5) National Research Committee Member, 2003-07; 6) Proceedings Editor, 2003-06; 7) KTT Presenter, 2000-04; 8) International Conference Program Committee Co Chair, 2002-03

Election Goals: Bring about change to the National Council; Develop and encourage new programs to assist chapter growth. Provide full support to chapter activities and initiatives.

Office: Second Vice-President

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

Candidate: Kara Mac Donald, MA (Applied Linguistics TESOL), Doctorate (Applied Linguistics)

Hanyang TESOL, Hanyang University, Assistant Professor

1) Seoul Chapter member; 2) The English Connection: Editor-in-Chief; 3) Kotesol National Secretary; 4) 2009 International Conference Committee VIP Liaison.

Office: Secretary

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

Candidate: Jennifer Booker Young, BA, MEd. (TESOL)

Elite Educational Institute, Bundang Branch, Head Teacher

KOTESOL Service: 1) Seoul Chapter Member-At-Large; 2) Seoul Chapter Secretary; 3) Seoul Chapter 1st Vice President; 4) International Conference Committee Student Volunteer Coordinator; 5) International Conference Committee Student Volunteer Manager; 6) International Conference Committee Registration Chair

Election Goals: To maintain an open flow of information between the National Council and membership.

Candidate: Allison Bill, B.A. (Hons.), M.A. TESL/TEFL

Jeonju University, Department of English Language and Culture, Teacher

Member of the National Council, 2004-2008; International Affairs Committee Chair 2007, 2008; International Conference Committee Member 2003-2008 - various positions held, including International Conference Chair 2006; Chapter Level Involvement 2002-2008, including Secretary, VP, President, Regional Conference Committee Chair, etc.; Presenter at Chapter, Regional, National and International Conferences, 2003-2009.

Office: Treasurer

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

Candidate: Dr. David E. Shaffer, BS, MA, PhD (Ling.), Adv. TESOL Cert.

Chosun University, Director of TESOL and Foreign Lang. Programs

2008-09: 1) National Treasurer, 2) Research Comm. Chair, 3) *The English Connection* Assoc. Editor & Columnist, 4) *Korea TESOL Journal* Board Member & Editor, 5) Int'l Conf. & PAC 2010 Conf. Treasurer, 6) Nat'l Conf. Comm. Member, 7) President's Award: 6 time Awardee, 8) KOTESOL Teacher Training Member, 9) Gwangju Jeonnam Chapter Advisor & Conf. Comm. Member, 10) Conference Presenter.

Candidate: Deborah Tarbet

Office: Conference Committee Co-Chair

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

Candidate: Herrie Lee

Office: Nominations & Elections Committee Chair

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

Candidate: Joshua W. Davies, MEd (TESOL), CC, TEFL
Yonsei University, College of English Faculty
KOTESOL, National Webmaster & Teacher Training Coordinator

Electronic voting is open from October 14 to October 25. Onsite voting will take place on October 24 - 25 [Sat. 9-5; Sun. 9-10:30]. To cast a vote, you must be a current KOTESOL member at election time.

Election results will be announced at the Annual Business Meeting on October 25th.

Call for Papers

The 2009 Kotesol Proceedings team invites submissions from all presenters at the 2009 Kotesol International Conference.

Information about *Proceedings* submission guidelines can be found at: <http://www.kotesol.org/?q=publications>

Please direct submissions and/or queries to:
2009proceedings@gmail.com

Submissions deadline: 28 February 2010

17th Annual KOTESOL International Conference AT-A-GLANCE

Saturday, October 24

Time	Activity		
08:00	Registration Opens		
09:00 - 09:45	Concurrent Sessions		
10:00 - 10:45	Concurrent Sessions		
11:00 - 11:30	Opening Ceremonies: Main Auditorium (M608, Music Building)		
11:30 - 12:15	Plenary Speaker: David Nunan, <i>Supporting Professional Development through Mentoring, Coaching and Peer Observation</i> Main Auditorium (M608, Music Building)		
12:15 - 13:15	LUNCH		
13:15 - 14:00	Featured Speakers		
	<table border="1"> <tbody> <tr> <td>Jill Burton <i>Writing the Profession: An Examination of How TESOL Practice Gets Documented</i> (B121)</td> <td>John F. Fanselow <i>Huh? Oh. Aha!—Differences between Learning Language through Rote Memorization and Predicting</i> (B161)</td> <td>Scott Thornbury <i>Seven Things Beginning with M</i> (C601)</td> </tr> </tbody> </table>	Jill Burton <i>Writing the Profession: An Examination of How TESOL Practice Gets Documented</i> (B121)	John F. Fanselow <i>Huh? Oh. Aha!—Differences between Learning Language through Rote Memorization and Predicting</i> (B161)
Jill Burton <i>Writing the Profession: An Examination of How TESOL Practice Gets Documented</i> (B121)	John F. Fanselow <i>Huh? Oh. Aha!—Differences between Learning Language through Rote Memorization and Predicting</i> (B161)	Scott Thornbury <i>Seven Things Beginning with M</i> (C601)	
14:15 - 15:00	Concurrent Sessions		
15:15 - 16:00	Concurrent Sessions		
16:15 - 17:00	Concurrent Sessions		
17:15 - 17:55	Plenary Speaker: Rod Ellis, <i>Corrective Feedback and Teacher Development</i> Main Auditorium (M608, Music Building)		
18:00 - 18:40	Plenary Speaker: Kathleen M. Bailey, <i>Pursuing Professional Excellence Through Reflective Teaching</i> Main Auditorium (M608, Music Building)		
19:00	Banquet Speaker: Marc Helgesen, <i>Let's Get Physical: Warm - ups that Include Language and Movement</i> (C800)		



Sunday, October 25

Time	Activity		
07:30 - 08:15	Various Morning Meetings/ Breakfast with the Speakers (Room TBA)		
8:00	Registration Opens		
08:30 - 09:15	Concurrent Sessions		
09:30 - 10:15	Concurrent Sessions		
10:30 - 11:15	Plenary Speaker: Tim Murphey , <i>Professional Inging, Hoping, and ELTing</i> (M608, Music Building)		
11:30 - 13:15	LUNCH/ KOTESOL Annual Business Meeting		
13:30 - 14:15	Featured Speakers		
	John Flowerdew <i>A Pedagogic Model of Second Language Listening Comprehension</i> (B121)	Jerry G. Gebhard <i>Pursuing Professional Excellence through Exploration of Teaching</i> (B161)	Jeanette Littlemore <i>More than Just Words: Pursuing Professional Excellence Through the Use of Gesture</i> (B107)
14:30 - 15:15	Concurrent Sessions		
15:30 - 16:15	Concurrent Sessions		
16:30 - 17:15	Featured Speakers		
	Stephen Andrews , <i>Teacher Language Awareness and Professional Excellence in TESOL</i> (B121)	Scott Miles <i>What Sticks? Language Teaching for Long-Term Learning</i> (B161)	Marc Helgesen <i>Pursuing Professional Excellence: Language Teaching that Makes Sense</i> (Gemma)
	Elections conducted Saturday and early Sunday. Results announced at ABM		

Plenary Speaker



About the Speaker

David Nunan, Vice President of Academic Affairs and founding Dean of the Graduate School of Education for Anaheim University, has been with the California based institution since its founding in 1996, when he played a central part in the development of the University's ground-breaking interactive online learning system. Dr. Nunan is a world-renowned linguist and best-selling author of *English Language Teaching* textbooks for Cambridge University Press, Oxford University Press, and Cengage Learning. His ELT textbook series *Go For It* is the largest selling textbook series in the world with annual sales of over 700 million copies. In 2000, David Nunan served as President of TESOL, the world's largest language teaching association, and was the first person to serve as President from outside North America. David Nunan served as Chair and Professor of Applied Linguistics at the University of Hong Kong and has been involved in the teaching of graduate programs for such prestigious institutions as Columbia University, the University of Hawaii, Monterey Institute for International Studies, and many more. In 2002 Dr. Nunan received a congressional citation from the United States House of Representatives for his services to English language education through his pioneering work in online education at Anaheim University, and in 2003 he was ranked the 7th most influential Australian in Asia by *Business Review Weekly*. The Anaheim University David Nunan Institute for Language Education was established in 2008 in honor of Dr. Nunan's countless contributions to the fields of TESOL and Linguistics. Dr. Nunan serves as Director of the Institute that offers online and on-campus English teacher training programs for teachers of adults and children.

Supporting Professional Development through Mentoring, Coaching and Peer Observation

David Nunan

Anaheim University Graduate School of Education

Sat 11:30

Room M608

In this presentation, I want to look at ways in which teachers can take control of their own professional development through ongoing collaboration with colleagues and peers. Such collaborative development can: facilitate the acquisition of new knowledge and skills; help teachers cope with and keep up with the pace of change; increase professionalism and status; lead to self empowerment through an increased knowledge base; combat negativity and burnout. (Bailey, Curtis and Nunan, 2001 *Pursuing Professional Development* Boston: Heinle/Cengage Learning). The three collaborative procedures that I will explore in this presentation are mentoring, coaching and peer observation.

Plenary Speaker



About the Speaker

Rod Ellis is currently Professor in the Department of Applied Language Studies and Linguistics, University of Auckland, where he teaches postgraduate courses on second language acquisition, individual differences in language learning and task based teaching. He is also the TESOL Chair in the MA in TESOL program in Anaheim University and a visiting professor at Shanghai International Studies University (SISU) as part of China's Chang Jiang Scholars Program. His published work includes articles and books on second language acquisition,

language teaching and teacher education. His books include *Understanding Second Language Acquisition* (BAAL Prize 1986) and *The Study of Second Language Acquisition* (Duke of Edinburgh prize 1995). More recently, *Task-Based Learning and Teaching* early (2003), *Analyzing Learner Language* (with Gary Barkhuizen) in (2005) and a second edition of *The Study of Second Language Acquisition* (2008) were published by Oxford University Press. His latest book is *Implicit and Explicit Knowledge in Language Learning, Testing and Teaching* (Multilingual Matters). He has also published several English language textbooks, including *Impact Grammar* (Pearson: Longman). He is also currently editor of the journal *Language Teaching Research*. In addition to his current position in New Zealand, he has worked in schools in Spain and Zambia and in universities in the United Kingdom, Japan and the United States. He has also conducted numerous consultancies and seminars throughout the world.

Corrective Feedback and Teacher Development

Rod Ellis

Anaheim University / University of Auckland

Sat 17:15 Room M608

This talk will explore how an 'idea' of interest to both researchers and practitioners can serve as a basis for the professional development of second language teachers. It will seek to illustrate how research can inform teachers' development. The talk will first examine a number of controversies relating to how corrective feedback (CF) has been viewed in second language acquisition research (SLA) and in language pedagogy. These controversies address ; (1) whether CF contributes to L2 acquisition, (2) which errors should be corrected, (3) who should do the correcting (the teacher or the learner him/herself), (4) which type of CF is the most effective, and (5) what is the best timing for CF (i.e. immediate or delayed). In discussing these controversies, both the pedagogic and SLA literature will be drawn on. The talk will then offer a some general guidelines for conducting CF in language classrooms based on a sociocultural view of L2 acquisition and suggest how these guidelines might be used for teacher development.

Plenary Speaker



About the Speaker

Kathleen M. Bailey is a professor in the Anaheim University TESOL masters degree program and a Past President of TESOL (1998-1999). Dr. Bailey received her M.A. in TESL (1976) and her Ph.D. in Applied Linguistics (1982) from the University of California, Los Angeles. She has served as a professor of Applied Linguistics, Director of the TESOL M.A. Program and Director of the Intensive English as a Second Language Program at the Monterey Institute of International Studies in Monterey, California. In addition, she is the advisor to students enrolled in the

Monterey Institute's Peace Corps Masters Internationalist students in TESOL. Dr. Bailey has worked with language teachers in Japan, Korea, Mexico, Italy, Spain, Uruguay, Poland, Argentina, Brazil, Thailand, Trinidad, Czechoslovakia, Singapore, Australia, Hong Kong, and the United States. From 1992 to 1995 she was a member of the TESOL Executive Board and the USIA English Teaching Advisory Panel. She is a member of the editorial boards of IRAL, Language Teaching Research, and the Asian Journal of English Language Teaching, and the Modern Language Journal, as well as a member of the Board of Trustees of the TESOL International Research Foundation (TIRF). She taught in TESOL Summer Institutes at Georgetown, Northern Arizona, San Francisco State, Michigan State, and Iowa State Universities, as well as St. Michael's College, and directed the 1986 program at the University of Hawaii. In 1996-97 she taught EFL in the English Language Teaching Unit at the Chinese University of Hong Kong. Dr. Bailey's research interests include teacher education and development, second language acquisition, language assessment, classroom research, and research methodology. Her work has been published by Cambridge University Press, McGraw Hill, and Heinle and Heinle/Cengage Learning. Dr. Bailey is the recipient of the James E. Alatis Award for Service to TESOL and a two-time recipient of the Allen Griffin Award for Excellence in Post-secondary Teaching on the Monterey Peninsula.

Pursuing Professional Excellence Through Reflective Teaching

Kathleen M. Bailey

Anaheim University / Monterey Institute of International Studies

Sat 18:00 Room M608

As language teachers, we have many ways to pursue professional excellence. We can take courses, attend conferences, or read books and articles to increase our knowledge and skills. We can benefit from our supervisor's feedback. We can also engage in reflective teaching practices to address issues which we ourselves identify. In this plenary presentation, we first will consider the concept of reflective teaching and then examine a variety of reflective teaching practices which were topics in an international survey of over a thousand language teachers. The respondents indicated their experience with and the appeal of a range of reflective teaching practices. Their views will inform our discussion about pursuing professional excellence.

Plenary Speaker



About the Speaker

Tim Murphey was an exchange student for two years in Switzerland where he got his BA in French and German. He got his MA at the University of Florida and taught there for seven years while returning each summer to Switzerland to teach languages and sports in a children's camp in the mountains. He then settled in Switzerland for 8 years to do his doctorate, continuing to teach in summer camps and ski camps (PhD University of Neuchatel, Switzerland). He came to Asia in 1990, resigned from his tenured position in 2001 to protest against the entrance exam system at his university and went to Taiwan for two years. He returned to Japan in 2003 and presently researches, learns, and teaches at Kanda University of International Studies. He is TESOL's *Professional Development in Language Education* series editor (four volumes), co-author with Zoltan Dornyei of *Group Dynamics in the Language Classroom* (CUP 2003), author of *Music and Song*, (OUP 1992), and *Language Hungry!* (Helbling Languages, 2005). He juggles while skiing and researches interdisciplinary socio-cultural complexity theory applications to learning and student voice. His novel about the Japanese entrance exam system, *The Tale that Wags*, came out this year in Italian (Felix Press, 2009).

Professional Inging, Hoping, and ELTing

Kanda University of International Studies

Sun 10:30

Room M608

Snyder et al (1999) describe HOPE as entailing PATHWAYS THINKING (ways to solve a problem) + AGENCY THINKING (confidence to act). As teachers we might ask, "To what degree do our methods provide productive pathways and confidence to others?" Ahearn (2001) calls AGENCY "the socioculturally mediated capacity to act." Taking more control over one's life and work through languaging (Swain 2005), grammaring (Larsen-Freeman, 2003), and participating (Sfard 1998) are what language learners and teachers hope to do and in doing so motivate each other. Student Voice: Action Logs, LL Histories, Petitions, Surveys, Volunteer Work, on-line presence etc. are examples of participants becoming prosumers, i.e. producers of their own learning materials. Teachers' action research and curriculum improvements are ongoing acts of agency. Imagined, ideal, and possible selves create motivating goals for us about what we might become in the future. These ideas for possible selves come from our peers, our communities. Motivating communities that we want to join can be past, present, and imagined communities. All of these communities can contribute to our learning, professional development, and identities. Of special importance is believing in our ongoing development and our students' developing abilities and seeing them as incremental (Dweck, 1999, 2006). Improving ourselves as learners and teachers is an incremental task that allows for mistakes, stepping backwards, and continual lifelong inging while ELTing.

Featured Speaker



Dr. Jill Burton supervises TESOL doctoral students at the University of South Australia, Adelaide, where she is associate professor of applied linguistics, and currently researches language teacher education of and writing in academic contexts at times of practice.

About the Presentation

Writing the Profession: An Examination of How TESOL Practice Gets Documented
Sat 13:15 B121

TESOL is, in the main, explained to the general community by TESOL consultants and academics outside the classroom, especially in written form. This paper examines why this happens and considers what understanding and respect for teaching is lost through, in particular, teachers' silence in TESOL publications. It uses personal narratives of writing and editing for publication, draws on forms of writing that connect with reflective practice and uses community of practice theory (e.g., Wenger, 1998) to argue that unless teachers document and interpret teaching publicly, particularly in respected written forms, they will never be more than peripheral members of what should be their own communities of practice. The paper concludes by balancing the implications of this argument for teacher education and the management of educational institutions against a currently undervalued teaching specialism in mainstream society.



Featured Speaker



John F. Fanselow became involved in ESOL by joining a volunteer organization called the Peace Corps that sponsored teachers to go to many countries of the world. He was initially sent to Nigeria in the first group to that country. He subsequently spent two years in Somalia and one year in French speaking Africa. He taught ESOL as well as methods courses and supervised practice teachers. His main interest has been observation and analysis of interactions, both inside and outside of classrooms. His publications reflect this interest. "Beyond Rashomon", "It's too damn tight!" and "Let's see", three of his seminal articles in the *TESOL Quarterly*, have been reprinted in many anthologies. In addition "Let's see" was awarded the Malkemes Prize from New York University for the best article of the year for relating ideas to practice. "Beyond Rashomon" was the basis of *Breaking Rules* (Longman, 1987) and "Let's See" was the basis of *Contrasting Conversations* (Longman, 1992) and *Try the Opposite*, published by SIMUL International (1992) in Japanese in Japan and subsequently published in English by the college he was president of in New Zealand. In addition to teaching and writing, he has been active professionally. He was elected second vice president and president of TESOL and president of New York State TESOL. And he started an off campus M.A. Program in Tokyo for Columbia University, Teachers College. After he became Professor Emeritus at Columbia University, Teachers College in New York, he was invited to become president of a private tertiary institution in New Zealand. After eight years there, focusing on staff development, he has returned to Japan.

About the Presentation

Huh? Oh. Aha!—Differences between Learning Language through Rote Memorization and Predicting

Sat 13:15 B161

When a person in a language class responds to a question with "Huh? Sorry, I can't remember," the person is implying that rote-memorization is the main way to learn a language. Questions in textbooks and on tests that ask for restatement of information also send the message that we learn through rote-memorization. Though there is a place for some rote-memorization in all learning, to assimilate and internalize a language we want to learn we need to use predicting skills. Though we cannot learn without increasing the amount of language that we move into our memory, the least efficient way to move anything into our memory is through rote-memorization. The most efficient way to move something into our memory is through predicting and projecting meanings—connecting what we do not know with what we know. During the session, we will do a range of activities to contrast learning through predicting and rote-memorization.

Featured Speaker



Scott Thornbury is Associate Professor on the MA TESOL program at the New School in New York, and has an MA (TEFL) from the University of Reading. He has taught and trained in a wide range of contexts, including the School for International Training in Brattleboro, Vermont. He has written extensively on areas of language and methodology, his most recent books being *Conversation: From Description to Pedagogy* (with Diana Slade, CUP) and *The CELTA Course* (with Peter Watkins, CUP). He is currently the series editor of the *Cambridge Handbooks for Language Teachers* (CUP). He divides his time between

New York and Barcelona.

About the Presentation

Seven Things Beginning with M
Sat 13:15 C601

It's a truism that no single method is going to meet the needs of all teachers and all learners, either locally or globally. Hence, we now operate in what is called the post-method era. Yet methods formerly provided teachers with a certain sense of security, a role which perhaps coursebooks now fulfil. This security is illusory, though, if it is not grounded in some basic principles of learning and education, principles that I will attempt to identify, and which (I will argue) constitute a blueprint for a coherent approach to language teaching.



Featured Speaker



Dr. John Flowerdew's research and teaching are focussed on discourse analysis, corpus linguistics, inter-cultural communication, curriculum theory, English for Specific Purposes, academic listening in a second language context, and the use of English in Hong Kong. During his time at CityU he has been involved in two major research endeavours: one an ethnographic-type investigation into lectures in a 2nd language and the other studying the political discourse of Hong Kong governor Chris Patten. The first project resulted in a series of papers (with his colleague, Lindsay Milles) and also a number of journal articles, *Academic Listening: Research Perspectives* (Cambridge), which also yielded a string of papers and a book,

The Final Years of British Hong Kong: The Discourse of Colonial Waning (Macmillan and St Martin's Press). He is currently planning a project to study the discourse of the first Chief Executive of the new Hong Kong Special Administrative Region (SAR), Tung Chee Hia, and also to investigate how non-native English speaking academics go about teaching and the other in English. His research interests include second language acquisition, discourse analysis, and applied linguistics. He is also interested in the use of technology in language learning. For some time Dr. Flowerdew has been involved in the development of a new course for the first year of the new Hong Kong Special Administrative Region (SAR), Tung Chee Hia, and also to investigate how non-native English speaking academics go about teaching and the other in English. His research interests include second language acquisition, discourse analysis, and applied linguistics. He is also interested in the use of technology in language learning. For some time Dr. Flowerdew has been involved in the development of a new course for the first year of the new Hong Kong Special Administrative Region (SAR), Tung Chee Hia, and also to investigate how non-native English speaking academics go about teaching and the other in English. His research interests include second language acquisition, discourse analysis, and applied linguistics. He is also interested in the use of technology in language learning.

About the Presentation

A Pedagogic Model of Second Language Listening Comprehension

Sun 13:30 B121

In this paper I map out what I consider to be the essential features of a pedagogic model of second language listening. The model consists of a set of dimensions derived from a range of theories about listening. These dimensions are eclectic, in so far as they draw on cognitive, social, linguistic and pedagogic theory. Drawn together, they make possible a unified model of second language listening. The model I propose incorporates previous models of listening: bottom up processing; top down processing; and interactive processing, but it also has distinct dimensions of listening which make it more intricate and more pedagogically oriented than previous models. These dimensions are as follows:

1. individualisation
 2. cross-cultural aspects
 3. social features
 4. contextual features
 5. affective factors
 6. strategic aspects
 7. intertextuality
 8. critical discourse features
- The presentation will explain what is meant by each of these dimensions and provide examples.

Featured Speaker



Jerry G. Gebhard is Professor of English Education at Pusan National University and Professor Emeritus at Indiana University of Pennsylvania (IUP). At IUP he taught TESOL courses in the Graduate Program in Composition & TESOL and served as the director of the MA TESOL and Ph.D. programs.

Dr. Gebhard's initial experience as a teacher began in the late 1960's and early 70's in Northeast Thailand where he taught Buddhist monks English. This experience motivated him to earn an MA in ESL at the University of Hawaii where he also taught Vietnamese and Laotian refugees.

After completing his MA, he worked as a cross-cultural sensitivity trainer in Japan, taught language skills at Bangkok College (now Bangkok University) and English majors at Thammasat University in Thailand. He then moved to New York where he completed a doctoral degree at Teachers College, Columbia University.

Throughout his career, Dr. Gebhard has maintained two areas of academic interest, those of Second Language Teacher Development and Intercultural Communication. Within the area of teacher development, his goal has been to show teachers how they can make their own informed teaching decisions. Within his interest of Intercultural Communication, his ambition has been to understand patterns of communication in Thailand, Japan, and Korea, as well as how people adjust to life in new countries.

Dr. Gebhard has published a variety of book chapters and journal articles on both areas of interest. Some recent publications include: The TESOL practicum. (In *The Cambridge Guide to Second Language Teacher Education*, edited by A. Burns and J.C. Richards, Cambridge University Press), A mutual learning experience: Collaborative journaling between a nonnative speaker intern and native-speaker cooperating-teacher (*Asian EFL Journal*, with T. Nagamine), Teacher development through exploration: Principles and activities (*TESOL EJ*) and Awareness of teaching through action research: Examples, benefits, limitations (*JALT Journal*).

About the Presentation

Pursuing Professional Excellence through Exploration of Teaching

Sun 13:30 B161

This talk defines principles underlying An Exploratory Approach to Teaching, including (1) being nonjudgmental, (2) being descriptive, (3) collaborating with others, (4) being willing to try out new ways of seeing teaching (e.g. trying the opposite to see what happens), and (5) taking on a beginner's mind. This talk then provides ways to explore teaching (e.g. self-observation, action research, peer-observation) and gives examples of explorations Asian teachers have done through these principles to pursue understanding and change in their teaching.

Featured Speaker



Jeanette Littlemore lectures in English Language Teaching and Applied Linguistics in the Centre for English Language Studies at the University of Birmingham (UK). She has taught and lectured in these areas for over twenty years in Spain, Japan and Belgium as well as in the UK. She has an MA in Applied Linguistics and a PhD in individual differences in second language acquisition. She has published widely in the area and has written over sixty articles, book chapters and books, including: *Figurative Thinking and Foreign Language Learning* (2006, with Graham Low, Palgrave MacMillan) *Applying Cognitive Linguistics to Second Language Learning and Teaching* (2009, Palgrave MacMillan) and *ICT and Language Learning: Integrating Pedagogy and Practice* (2004, with Angela Chambers and Jean Conacher, Birmingham University Press). Her current research interests include metaphor in language teaching, cognitive linguistics and gesture studies. At Birmingham she is part of a team responsible for delivering both campus-based and distance MA Programmes in Applied Linguistics and TEFL. She is supervises research students in the areas of SLA, cognitive linguistics, and metaphor studies.

About the Presentation

More than Just Words: Pursuing Professional Excellence Through the Use of Gesture

Sun 13:30 B107

It is well known that professional development in language teaching involves not only the ability to reflect on action but also the ability to reflect in action. In this talk, I focus on an aspect of 'action' that is sometimes overlooked; the role of gesture, by both learners and teachers, in the language classroom. I argue that paying increased attention to the gestures that learners use, as well as to the gestures we ourselves use, can enhance our professional development as teachers.

Evidence has shown that the gestures used by learners serve both a cognitive function (i.e. they help them to formulate messages and to 'think' in English) and a communicative function (i.e. they help them to convey their ideas and to indicate when they need help). The use of gesture has been found to vary considerably across languages, partly because it is strongly related to the syntax of individual languages and thus reflects the way in which ideas are construed differently by different languages. In this talk I look at the use of gesture by language learners. I outline the different types and functions of gesture, and discuss research which indicates that Korean, Chinese and Turkish speakers tend to use gesture differently from speakers of English. In order to illustrate my points, I use examples from my own data to show how language learners make use of gesture when they are producing language, and trying to understand language or explain it to others.

Research into the use of gestures by teachers has shown that teachers who use large amounts of gesture are more likely to be viewed by their students as 'good' teachers than those who don't. However, we need to be careful not to over-use gesture as it can sometimes provide too much help, thus reducing the necessity for the learner to 'learn' the language. I close the talk by looking at how we as teachers can make good of gesture in the classroom and how we can conduct small pieces of experimental research with our students in order to improve the ways in which we use, and attend to gesture, in order to become better teachers.

Featured Speaker



Stephen Andrews is Professor in English Language Education and Associate Dean (Learning and Teaching) in the Faculty of Education, University of Hong Kong, where he has worked since 1990. He was previously Head of the TEFL Unit at what is now Cambridge ESOL. Before that he worked at the University of Reading, as well as in Thailand, Sudan, Egypt, Mexico, Switzerland, Germany and France. His research and publications mainly concern second language education, particularly the language awareness of L2 teachers, and the impact of assessment on teaching and learning. He has published a number of international journal articles and book chapters, and he is the author of the 2007 Cambridge University Press book *Teacher Language awareness*.

About the Presentation

Teacher Language Awareness and Professional Excellence in TESOL

Sun 16:30 B121

In this paper, I discuss the notion of professional excellence in TESOL from two interconnected perspectives: that of the teacher-educator whose goal is to foster pre-service and in-service ESOL teachers' aspirations and continuing development towards professional excellence, and that of the researcher whose aim is to investigate the nature of professional excellence in TESOL and to understand more about the knowledge underpinning such excellence and the processes associated with its development. The paper focuses specifically on knowledge of subject matter.

The relationship between subject-matter knowledge and teachers' professional excellence has been noted by many in the field of education. Shulman (1999), for instance, argues that subject-matter knowledge is at the core of teacher professionalism. Shulman (see, for example, Shulman, 1987) also highlights the importance of what he terms 'pedagogical content knowledge' (PCK), that form of knowledge unique to teachers, which 'lies at the intersection of content and pedagogy' (1987:15), enabling the teacher to draw on his/her content knowledge in ways that are likely to promote learning. My own work explores the implications of such arguments for TESOL. Andrews (2007) uses the label 'teacher language awareness' (TLA) to refer to those aspects of the ESOL teacher's professional knowledge base 'which seem to intermesh particularly closely whenever pedagogical practice is specifically engaged with the content of learning, i.e. the language itself' (2007:31). The use of the word 'awareness' underlines the importance of the procedural dimension of TLA, which enables the teacher to draw on subject-matter knowledge selectively in order to facilitate the learners' acquisition of language.

If professional excellence in TESOL requires a teacher to be 'language-aware', then it is important for teacher-educators to understand the nature of TLA and what characterizes the TLA of professionally excellent, i.e. expert, teachers. In this paper, I examine the TLA of the 'expert' ESOL teacher. Drawing on the work of Berliner (for example, Berliner, 1994) and Tsui (2003; 2005), I begin by examining the complex nature of pedagogical expertise development. I then relate this discussion to ESOL teachers and to TLA in particular, examining the characteristics of the TLA of 'highly proficient'/'expert' ESOL teachers and the ways in which such teachers engage with the content of learning. This part of the paper draws on a variety of data, including lesson observation and interviews with 'highly proficient'/'expert' ESOL teachers, and interviews with experienced ESOL teacher educators. The paper concludes by considering implications for teacher-educators.

Featured Speaker



Scott Miles is an assistant professor in the Foreign Languages Department in Daegu Haany University. Scott has an MA in TESOL and is currently working on a doctorate degree in Applied Linguistics in language acquisition (Lancaster University). He is the series editor of the *Essential Reading* series (Macmillan Publishers) and the author of Book 3 in the series. His research interests include extensive reading, grammar and vocabulary acquisition. Scott is the co chair of the KOTESOL Extensive Reading Special Interest Group.

About the Presentation

What Sticks? Language Teaching for Long Term Learning

Sun 16:30 B161

What do your students learn in your classroom? More importantly, how much of what you teach is still retained by your students even just a few months after your class is finished? A second language takes thousands of hours of exposure and practice to reach a level of competency. Most classrooms, however, only provide students with 40-70 hours of English a semester. Not only is this time very limited, but many classrooms fail to provide the conditions for long-term learning to take place. The result is a cycle of learning and forgetting that is far too commonplace in EFL settings, with the average student having precious little to show after even a decade of formal English study. This presentation will review research in second language acquisition and cognitive psychology which gives guidance on what conditions are required for initial learning to take place in the classroom, and what instructors can do to assist students in maintaining and further developing acquired language knowledge and skills long after the class is finished.



Featured Speakers



Marc Helgesen is a well-known author, teacher and teacher trainer. He has written more than 100 articles, books and textbooks including the popular *English Firsthand* series. He has lead teacher development workshops on five continents. Marc is a professor at Miyagi Gakuin Women's University, Sendai, Japan and adjunct professor at the Teachers College Columbia University MA TESOL program - Japan.

About the Presentation

Pursuing Professional Excellence: Language Teaching that Makes Sense
Sun 16:30 Gemma B107

Professional excellence means more than knowing about ELT. It includes knowing how we teach, including our own teaching and learning styles, and knowing who we are - in relation to our students. That includes sensory awareness. Barring a disability, we all have five senses. Every bit of information we take in comes through sight, hearing, touch/movement, smell or taste. Why then are classes often limited to visual (Look at page 35) and auditory input (Listen!)? Everyone has one strongest "preferred" sense. Most of us also have a weak one. We often teach in the sense we process most easily. What about learners weak in that sense? This activity based session will explore sensory modalities (learning styles or learning channels), ways to identify our own and learners' preferred sense, teach across the senses and techniques to modify tasks to provide a range of sensory input. It really does make sense!



Saturday AM



Room	9:00	10:00	10:25
B109		Scott Miles <i>Turning Students into Avid Readers: Essential Reading</i> S/U	
B111	Rebecca Fletcher <i>Active Grammar in Context!</i> YL/S	Grant Trew <i>Effective Online Testing for Schools</i> S/U	
B121	Will Lingle <i>Language and Power in the Classroom</i> U/A	Marc Helgesen <i>10 Minutes for Happiness (Positive Psychology in the Classroom)</i> YL/S/U/A/B	
B142	Kitai Justin Kim <i>Improving Cultural Awareness of Black Americans using Movies in the ESL/EFL Classroom</i> S/U/A/B	Tim Dalby <i>Notes from a Teacher-Training Course</i> A	
B161	Raymond Wong <i>Creating Materials in a CALL Classroom: Students' Turn</i> S/U	Peter Kim <i>What is the Criterion Service?</i> S/U/A/B	
B164	Boryung Choi, Marie Kim <i>Showing Students Why They Need to Learn English Now</i> YL	Akiko Takagi, M. Arash Khalili <i>How to Implement Effective Professional Development Activities</i> S/U	Todd Cooper <i>Splendid Blended Blogging: Blogging in Business English Class</i> S/U/B
B166	Bruce Lander, Paul Spijkerbosch <i>Student Presentations in TOEIC Courses</i> U	Terry Fellner <i>Stopping Plagiarism through a Processed-Based Portfolio Approach</i> S/U	Young-Ah Kang <i>Relentless Learner With Practicing Knowledge, Attitude, Skills and Awareness</i> A
B167	David Moroney <i>Evaluating Task-Supported Language Teaching in a Korean Context</i> U/A	Kostas Pexos <i>Using a Cross-Curricular Approach for Organizing Language Learning</i> YL	
B178	Sean Mahoney <i>Comparing Teacher and Student Evaluations of Error</i> U	Philip McCasland <i>Not Just a Commercial: Narrative that Demonstrates Communication Dynamics</i> U/A/B	
C503		Chiyo Myojin <i>Teaching Gender-Neutral Language in EFL Classrooms</i> U	
C504		Maggie Lieb <i>Professional Excellence in ELT: The Role of Ethics</i> S/U	
C505		Marla Wolfe <i>Connecting With Students: Forming Healthy Relationships</i> YL/S/U/A	
C601		Jake Kimball <i>Stepping into Research 1: Selecting a Topic</i> YL/S/U/A/B	
C608		Robert Cochrane <i>Integrating Learning Strategies into Tasks</i> S/U	
M101		Charles Anderson <i>Can You Judge Vocabulary Books by Covers?</i> S/U/A	Hong-wen Chen, Heien-kun Chiang, Feng-lan Kuo <i>Enhancing Situated Learning with Augmented Reality and Large Display Technologies</i> YL
M103	Michael Griffin <i>Three of My Favorite Grammar Lessons</i> S/U/A	Michael Cahill <i>Developing Meaningful Activities for '3L' Students</i>	
M104	Justin McKibben <i>Slang and Idioms in Conversation Classes</i> S/U/A/B	Han Chae <i>Developing Authentic Communication Skills</i> S/A	
M105	Yonghwan Bang, Jean Kirschenmann <i>Building a Classroom Library with Student-Authoring Texts</i> S/U/A	Liz Na <i>Use Multimedia in Your Grammar Classroom with FUN!</i> YL	
M608	Plenary Session: 11:30		
	David Nunan <i>Supporting Professional Development through Mentoring, Coaching and Peer Observation</i> YL/S/U/A/B		



SATURDAY - 9:00~9:45

Active Grammar in Context!

Rebecca Fletcher, Oxford University Press

Room B111

Grammar is a very important skill for language learners. Grammar becomes a very powerful tool when learners understand how it works and the situations where it is used. This presentation will show teachers how they can enable their learners to use grammar fluently and with confidence. Examples will be taken from *Oxford Living Grammar*, a new series from Oxford University Press that shows active grammar in context, so learners become fluent by practicing grammar in everyday situations. This presentation will also highlight how learners can develop their own dialogues and create their own reading texts with the *Context Plus+ CD ROM*. **YLS**

Language and Power in the Classroom

Will Lingle, University of Birmingham

Room B121

What tools can students use to analyze texts that reveal how power is encoded in language? How can we provide even relatively low-level students with simple tools to analyze texts for subtle ideological stances implied by writers, to decode what's really being said to them? The language of news reporting of torture by US forces in the "war on terror" reveals important patterns reflecting ideological stances taken by reporters, which contrast with accounts by human rights groups and prisoners at Abu Ghraib. A functional grammar analysis of a government report, a news report, a human rights group report, and prisoner statements reveal ideological positioning by news reporters, affecting public perceptions of US involvement in torture.

The deep analysis of short texts made possible by functional grammar has been criticized for

lack of representativeness of the texts studied. Here, a functional analysis provided results that were taken as testable predictions, that were tested by using large scale computer corpora. Searchable databases of millions of words of authentic text provided results that confirmed the results of the functional analysis.

Both functional analysis and corpus techniques provide basic elements that can be taught to students, giving them vast resources to answer their own language queries. This presentation is intended to spark a discussion of how these tools can be made useful in the classroom.

U/A

Improving Cultural Awareness of Black Americans using Movies in the ESL/EFL Classroom

Kitai Justin Kim, Kkottongnae Hyundo University of Social Welfare

Room B142

Hollywood movies have been noted for historically portraying Black Americans in a negative manner. The popularity and distribution of Hollywood movies around the world have in part contributed to the "exporting" of this negative portrayal. Many cultures and societies have therefore been unduly influenced and subjected to Hollywood's negative depiction of Black Americans. This paper attempts to examine how Koreans view Black Americans and how Hollywood movies may have influenced those views. By using movies such as Paul Haggis's (2004) *Crash* and Spike Lee's (1989) *Do the Right Thing*, the study examines many of the common negative stereotypes that exist in Hollywood movies. The study maintains that most Korean college students hold a negative impression of Black Americans even though they have not had any previous or personal contact with them. The study proposes that this bias/prejudice against Black Americans is due in part to the negative portrayal of Black Americans in Hollywood movies. The study suggests methods for iden-

tifying the four most common stereotypes of Black Americans presented in many Hollywood movies. The study concludes that movies may be used to increase the awareness of Hollywood's negative portrayal of Black Americans in order to demonstrate that the negative portrayal of Black Americans is biased and unjustified. S/U/A/B

Creating Materials in a CALL Classroom: Students' Turn

Raymond Wong, Ritsumeikan University

Room B161

In many CALL classrooms, there is very little scope for interaction and cooperative learning between students. Moreover, the test preparation-oriented software used in CALL courses is rarely inspiring for the learners. This presentation will demonstrate how university students in small cooperative groups can develop their own listening materials using the equipment readily available in a CALL classroom. Students are offered the opportunity to select and develop their own listening and vocabulary-building materials based on short partial recordings from commercial TV channels such as Discovery Channel and BBC. In the process of creating their own listening materials, a variety of listening, reading, and writing skills are exercised by the students. A step-by-step explanation of this process over eight successive weeks will be provided. This will cover aspects of initial material selection, the scaffolding steps required for developing the listening materials which includes cloze exercises, sample listening worksheet templates, tape scripts, cooperative materials development, and peer evaluation. In addition, the motivational effect of allowing students to choose and develop their materials, copyright issues, and the necessary hardware and software will be discussed. The presentation will conclude by showing the results of how students have evaluated this component of the CALL course.

S/U

Showing Students Why They Need to Learn English Now

Boryung Choi & Marie Kim, Cheongshim International Academy

Room B164

EFL teachers should return to students' fundamental motivation for sitting through English lessons. Teachers should be able to demonstrate to students that what they learn during their English classes is not only academic, but immediately practical. There are various strategies for showing students the many uses for English in their daily lives; the ones covered in this paper are oriented towards the more basic rules of English grammar. When children in Korea begin to learn English, they have little motivation to do so. In order to avoid the negative effects of students' reluctance, teachers should avoid dreary lectures on English grammar and instead seek real-life applications of their lessons. The presentation that accompanies this paper includes a multitude of lesson plans that incorporate this strategy. For example, in one lesson plan, students are instructed to speak without using pronouns in order to demonstrate the importance of pronouns in their everyday communications. This strategy and others like it not only create a more entertaining classroom, but alter students' fundamental motivation for learning English. Students should no longer be vaguely told that they need to learn English for their future careers. Rather, teachers should emphasize the immediate uses of English. YL

Student Presentations in TOEIC Courses

Paul Spijkerbosch & Bruce Lander, Matsuyama University

Room B166

Courses in TOEIC test preparation often seem daunting, de-motivating and arguably somewhat pointless to both university students and their instructors. Although students generally acknowledge the utility of doing well in the TOEIC, learning proficiency, more often than

not, depends on classroom activities. Augmenting classroom exercises with out-of-classroom preparation, we argue that English language proficiency (and commensurate TOEIC scores) can be enhanced with short presentations. We will describe a course centered around short two-minute presentations to augment the more traditional test-taking strategies and practice. Results indicate that not only did learners' motivation improve, but arguably, presentations enhanced discrete test-taking skills. U

Evaluating Task-Supported Language Teaching in a Korean Context

David Moroney, Kyungwon University
Room B167

The purpose of this paper is to research if task-supported language teaching (TSLT) can benefit learning for Korean Teachers in a TESOL Certificate course. I will argue that pure task-based learning (TBL) can confuse Korean students and that TSLT can be a solution to this. I will evaluate a TESOL course via a needs analysis to highlight the "weakest module", redevelop that module with TBLT in mind and then test that redesigned module with two classes. Results will be obtained from students' scores, interviews and micro teaching evaluations. U/A

Comparing Teacher and Student Evaluations of Error

Sean Mahoney, Fukushima University
Room B178

How do teachers apprehend and rank the severity of errors? How do their students? The presenter will begin with a definition of "Error Gravity," followed by a quick, participant evaluation of a few EFL learner produced sentences, to be discussed in the latter part of the presentation. Next, a description will be given of an experiment conducted last year involving 183 university students' and five

teachers' evaluations of student writing, as elicited through a context-rich English dictation quiz. The students and teachers in this experiment were found to have given identical marks to over half the transcriptions produced, but scores from teachers tended to be wider spread, with both native and non-native English speaking teachers awarding significantly lower marks than student evaluators, particularly on the more difficult questions. Comments will be welcomed in a discussion of examples of major teacher-student gaps in evaluation, and comparisons with other studies in Error Analysis will be noted where appropriate. The presentation will conclude with a friendly review of the participant evaluations made at the start. After consideration of what gaps in student-teacher evaluations mean for teaching and learning, a practical handout designed to explain "error gravity" to students will be provided. U

Three of My Favorite Grammar Lessons

Michael Griffin
Room M103

When most people hear the word grammar they think of boring drills. It does not have to be that way. Grammar can certainly be fun. My proposal is for a simple workshop where I will have the audience participate in three of my favorite grammar activities. The first is a true/false guessing game based on 10 sentences about my life. The grammatical focus of the first activity is the use of prepositions. The second involves using comparative adjectives to compare drawings created by the audience. The final activity is a picture description and recognition activity with a focus on count and zero count nouns. In each of these activities the grammatical focus is reached inductively and in a fun way. The grammatical points to be worked with are also common confusions for Korean students and it is hoped that audience members will be able to adapt the ideas in the workshop to their own teaching contexts. To that end, a short discussion in

which audience members will be invited to share their feelings, ideas, and opinions is planned at the end of the presentation. It is hoped that participants will be able to use their experience in the workshops to inform their future grammar teaching. **S/U/A**

Slang and Idioms in Conversation Classes

Justin McKibben, Woosong University

Room M104

This presentation is designed to show the importance and usefulness of teaching slang and idioms in conversation classes. It will demonstrate how this knowledge will not only help students to better understand English as a language, but also some of the culture and references that these sayings came from. This can also be used to show that English is a fluid and diverse language, changing constantly within a country and often quite different from its counterparts in other countries.

A brief explanation of intrinsic motivation and how the use of slang and idioms in the classroom can help to foster intrinsic motivation will also be presented. This is often derived from the knowledge base of the students, and the questions the students bring to the classroom.

The presentation will close with an explanation of past ways of using slang and idioms in the classroom that have worked and some that haven't. There will also be a short list of websites and references that may assist a teacher using slang and idioms in the classroom. **S/U/A/B**

Building a Classroom Library with Student-Authored Texts

Jean Kirschenmann & Yonghwan Bang, Hawaii Pacific University

Room M105

The readability of texts that students see in their English language classes can be described loosely with one of three labels (Betts,

1957). Materials at the independent reading level are easily understood without much support. These materials can be used for recreational reading. Instructional level reading materials can be understood with support such as a teacher's instruction, textbook explanations, or a glossary. Ideally, but not always, this is the level of course textbooks. Frustration level reading is painfully difficult for readers to understand even with support. Many EFL teachers report that most of what their students read in English is at the frustration level. Worse, many EFL students report that they have never had a pleasurable experience reading in English. Under such circumstances, it is no surprise that motivation is low. Building a classroom collection of independent level English language reading materials can have a dramatic effect on student attitude toward English. In this workshop, participants will examine seven different means of collecting and/or generating independent level reading material for their students, whatever their level. They will also participate in a demonstration of one technique that is particularly well suited for large multilevel classes.

S/U/A

SATURDAY - 10:00~10:45

Turning Students into Avid Readers: Essential Reading

Scott Miles, Macmillan Korea Publishers Limited

Room B109

Too often course books aimed at an international audience contain content that is either uninteresting or simply irrelevant to Asian students, making it difficult for teachers to engage students. *Essential Reading* is a four-level reading series specifically designed to meet the needs and interests of Asian students. The presenter (course book author and series editor) will demonstrate the value of reading pas-

sages written specifically to match the interests of young adult Asians. To encourage independent reading, the series covers the key fundamentals of general reading skill development, vocabulary building, and dictionary use skills. Finally, the presenter will show how the *Essential Reading* series also promotes extensive reading practices by providing information on the practice and introducing selections of Macmillan graded readers, giving students the opportunity to see that reading in English at their level of difficulty can be an enjoyable and effective way to develop language skills. The presenter will discuss how all of these elements in *Essential Reading* combine to fulfill the most important goal of a reading course: to get our students willing and able to read more in English after the course is finished. S/U

Effective Online Testing for Schools

Grant Trew, Oxford University Press

Room B111

Assessing ability is an essential part of learning. In addition to determining the final outcome of a given course, tests are also used for important functions such as tracking student progress and ensuring that students are placed into the correct course levels. However, assessment can be very challenging to do well. Effective tests can be difficult to create, time consuming to mark, and expensive to administer—especially for schools with large numbers of students. At this presentation, participants will discuss a variety of factors that can influence the successful implementation of testing programs for their institutions, and students. Participants will also see how www.oxfordenglishtesting.com, a brand new service from Oxford University Press, can simplify the successful implementation of placement tests and practice tests, whether for ten students or thousands of students. This presentation will be of particular interest to school directors and coordinators. S/U

10 Minutes for Happiness (Positive Psychology in the Classroom)

Marc Helgesen, Pearson

Room B121

As ELT teachers, we all deal with educational psychology – either with awareness or by default. This activity based session looks at ways positive psychology (*TIME* magazine calls it ‘The science of happiness’) can be combined with clear language learning goals for active, invested learning.

Traditional psychology deals with mental illness. Positive psychology investigates mental health: What do happy, mentally healthy people do? How much of our happiness is pre-determined (the ‘set point’)? This is more than ‘the power of positive thinking’ (although ‘positive self talk’ can be useful in creating self fulfilling prophesies). It is sharing with our students the concrete behaviors that happy people engage in and connecting them to language learning/practice tasks.

Of course, many teachers don’t control their curriculum or have time for long activities. We will focus on short warm-up/cool-down tasks that can be used to supplement nearly any course. The presenter has talked about this topic at previous KOTESOL conferences. This session builds on those (although it doesn’t assume participants were present) but will introduce new activities. Task-sheets for all activities are available free at the presenter’s website: <http://ELT&Happiness.terapad.com>.

This is an academic, non commercial session. It is made possible by Pearson Longman as a way of saying "thank you" to KOTESOL and all English teachers in Korea.

YL/S/U/A/B

Notes from a Teacher-Training Course

Tim Dalby, Jeonju University

Room B142

The presidency of Lee Myung-Bak has given new and increased impetus to the teaching of English in Korea. The government has recog-

nized that many of its public school teachers are inadequately skilled in English and inadequately trained to teach English in any way other than by using outdated, audio-lingual style methodologies. As a response, many education boards are contracting universities to provide six-month training courses to rapidly increase teachers' skills, abilities and confidence in the using and teaching of English. In this presentation, the author will share some of his findings and observations after following a group of 30 elementary school teachers on such a course. As well as a course outline, areas covered will include attitudes towards native and non-native English language teachers, cultural awareness, improvements in English skills, the use of Extensive Reading and attitudes towards testing and towards technology. This presentation is designed to be informative, and will also invite participants to share their observations from similar courses.

A

What is the Criterion Service?

Peter Kim, ECD, Inc.

Room B161

Presenter Peter Kim, certified master trainer of Criterion Service, provides an overview of the Criterion Service, developed by ETS (Educational Testing Service). Uncovering a technology-enhanced teaching method, he identifies the Criterion Service that is the most effective online learning tool for teaching English essay writing in Korea. He demonstrates that method of English education paradigm is being transferred to a proactive and individualized learning and teaching method from a passive and impersonal method in contemporary Korea. Likewise, the new paradigm of English education puts more emphasis on written and spoken components of English than on reading and listening. The Criterion Service can support the needs of individualized teaching instruction for writing from the perspective of both instructors and students.

ETS's Criterion Online Writing Evaluation Service is an award-winning Web-based system that provides an automated essay scoring engine which includes a suite of programs that detect errors in grammar, usage, and mechanics, identify discourse elements in the essay, and recognize elements of undesirable style. Together, these evaluation capabilities provide students with specific feedback to help them improve their writing skills. S/U/A/B

Using a Cross-Curricular Approach for Organizing Language Learning

Kostas Pexos, Bridge Learning Korea Ltd.

Room B167

Research into SLA (second language acquisition) has indicated that a cross-curricular approach to language teaching can be particularly beneficial to students. In fact, many coursebooks today reflect this perception and have incorporated a cross-curricular component.

It is widely recognized that children learn more effectively when they are involved. They become involved when they are interested. Cross-curricular topic work is one way of organizing language learning which builds on pupils' interests. This is the topic that will be addressed in this session. YL

Not Just a Commercial: Narrative that Demonstrates Communication Dynamics

Philip McCasland, Fukushima University

Room B178

TV commercials provide a host of pedagogical possibilities for any language class. One 30-second ad brings authentic linguistic and cultural content that can be integrated into various communicative activities. A commercial is not just a 30-second ad; it's a story, a scene, a cast of characters, a dialogue, an array of emotions and even a bit of humor: the real dynamics of communication. The technology is basic (a computer, MP4 player and TV mon-

itor) but the content delivered through appropriate commercials will bring English to life for your students. They will naturally react to the situation while empathizing with the characters and experiencing an emotional and often humorous side of English. Students are also motivated to improvise and modify the content while using the specific context as a framework for such co-creating and expanding. This technique borrows much from the methodology of using films in language education where listening and observing serve as foundational skills that naturally lead to discussion, critical thinking, role-play, and writing activities. In this workshop I will demonstrate several methods for incorporating TV advertising into your class. I will also share some student examples while discussing the benefits, the technology, and a selection matrix.

U/A/B

Teaching Gender-Neutral Language in EFL Classrooms

Chiyo Myojin, Kochi University of Technology

Room C503

The use of gender-neutral language instead of gender-biased one is rapidly becoming important in the business and academic world. In fact, gender-neutral words such as "human being", "person" and "chairperson" are commonly used as generic meanings in English-speaking countries, whereas the use of gender-biased words such as "man", "he", and "chairman" has been avoided recently. It is also true that recently many English-speaking countries have passed strict laws prohibiting discrimination based on gender. Consequently, quite a few organizations, especially, academic organizations prohibit gender-biased language in their writing (Ferguson 2004).

Therefore, it seems very important for us EFL teachers to equip our students with ways to avoid sexist language by teaching it in classrooms. In order to enable our students to skillfully interact in authentic situations, as

EFL teachers, we should have a responsibility to equip our students with an understanding of gender-biased language and appropriate substitutions for such language.

First, this paper reviews exactly what gender-biased terms have been replaced by what gender-neutral terms in English-speaking countries recently. Second, this examines how much EFL learners are currently aware of gender-biased language by administering a questionnaire survey toward about 66 Japanese university students. U

Professional Excellence in ELT: The Role of Ethics

Maggie Lieb, Meiji University

Room C504

Dedicated ELT practitioners constantly expand their repertoire of pedagogical tools in pursuit of professional excellence. However, we should also consider the role of ethics in achieving this goal. Ethics means having basic standards of right and wrong that guide behaviour, and constantly striving to enhance those standards (Velasquez, et. al). At work, ethics encompass "good" work that goes beyond perfunctory performance (Weber, in Gardner, 2008). This means high quality work that also serves the wider community (Gardner, 2008). Thus, most professions adopt ethical codes to ensure they serve society with integrity and honour. Since all educators have the capacity to influence attitudes and behaviour, educational ethics are essential. However, little attention is devoted to educational ethics and how to incorporate ethics into ELT. This presentation will explore ways to incorporate ethics into ELT which, in addition to "good", "high quality" teaching, must operate "within a wider framework of education for peace" (Marti, 1996). Thus, ethical ELT involves awareness of how methods, textbooks, and pedagogical practices contribute to "...mutual understanding, respect, and cooperation among nations" (Marti, 1996). This requires engaging in reflective practice and carefully monitoring

attitudinal outcomes of instruction in the ongoing quest for professional excellence in ELT. S/U

Connecting With Students: Forming Healthy Relationships

Marla Wolfe, Jeonju University
Room C505

As human beings, we experience several kinds of social relationships. These relationships are formed for different reasons, and for different functions. As teachers, we daily interact with students inside and outside of the classroom. We do more than teach a subject; we enter into influential relationships with our students. It is important to have healthy, nurturing relationships with them. If we can make meaningful connections with students, they will have greater motivation to learn, will be more academically successful, and will benefit emotionally and socially. Sometimes connecting with students can be a challenge, due to situational constraints, time constraints, and generational and cultural differences. Both teachers and students can experience problems if the teacher-student relationship is not clear and professional. This workshop will provide an overview of the teacher-student relationship, and will give attendees an opportunity to brainstorm and discuss practical, effective strategies and methods that teachers can use to make healthy connections with students.

YL/S/U/A

Stepping into Research 1: Selecting a Topic

Jake Kimball, ILE Academy
Room C601

This presentation is intended to help people who are interested in carrying out research in their teaching practice, but are feeling uncertain where to start. One of the goals of the presentation will be to try to make the process of carrying out research more accessible to teachers who have not been trained in research

methods by introducing them to some techniques for identifying possible topics for research in their work, ways to narrow overly broad topics into researchable questions, and resources that may help them in both processes. This session includes activities where small group will fine-tune research questions and narrow their topics.

YL/S/U/A/B

Integrating Learning Strategies into Tasks

Robert Cochrane, Kyushu Sangyo University
Room C608

This presentation will discuss an intervention aimed at increasing the grammar and reading test scores of poorly-motivated, low-proficiency first year students at a Japanese private boys sports high school. A review of the literature regarding Japanese high school education, Japanese students' learning styles, and good language learner studies suggests that these learners may be lacking the skills and strategies necessary to succeed in their English studies, and may benefit from learning strategy instruction. During the intervention, strategy lists and a framework for strategy instruction provide the foundation for a program integrating ten learning strategies into the tasks of a first year high school oral communication course. Sixteen forty-five-student classes were grouped into three proficiency levels, with each level divided into experimental and control groups. All classes received the same tasks but the experimental group was given explicit instruction in the use of the selected strategies. The scores from three end of term grammar and reading class tests were examined for improvement. T-tests were conducted between experimental and control groups and within proficiency groups. A post intervention survey was conducted to examine students' strategy use. Only one group reported significant improvements in test scores but the survey results reported some very unexpected patterns of strategy use. Possible reasons for the results and suggestions for further research

will be presented as well as a possible role for strategy instruction in high school English education programs. S/U

Developing Meaningful Activities for '3L' Students

Michael Cahill, Cengage Learning Korea, Ltd.
Room M103

What's so important about making learning active? It is directly connected to acquisition. Brain studies show us that depth of learning is proportional to how deeply and actively tasks are processed. Another critical factor is personal relevance, which causes the release of neurotransmitters that facilitate learning. Building on the work of Curtis Kelly and Chuck Sandy, the presenter will discuss methods and activities in that help '3L' learners—low-level, low-motivation, and low-confidence—engage, and thus internalize the supporting language and strategies. Examples will be taken *ACTIVE Skills for Communication* (Heinle, Cengage Learning ©2009).

Developing Authentic Communication Skills

Han Chae, e-future
Room M104

Han is a co-author of the *Cactus* series, a reading course book which incorporates thought-provoking discussion topics. The presentation will focus on the importance of language communication, current English education trends and basic management of conversation classes. Additionally, it will cover the development of the texts and their usage with practical lesson plans. S/A

Use Multimedia in Your Grammar Classroom with FUN!

Liz Na, Language World
Room M105

Many ESL/EFL teachers have been struggling

with teaching grammar, especially when young learners feel bored and find it difficult to learn grammar. This session reports on effective new grammar teaching methods using interactive CD-ROMs in the classroom. Many fun games which help students remember the keys of the grammar will catch teachers and students' eyes in the CD-ROMs. Also many good jazz grammar chants which include all essential grammar knowledge will be introduced. Regarding multimedia teaching materials, direct and indirect teaching methods will be included in this session as well.

Useful websites and more practical class activities, which keep children engaged in learning English, will be introduced.

In this presentation, you will find out how to apply multimedia content to your classes in effective ways and make your grammar class more fun with various encouraging activities.

YL

SATURDAY - 10:00~10:20

How to Implement Effective Professional Development Activities

M. Arash Khalili & Akiko Takagi, Osaka Kyoiku University
Room B164

A number of leading authorities in the field of teacher education have stated that teachers should be engaged and guided by a series of current concepts of teaching based on teacher's reflection, rather than strictly adhering to a single teaching method in order to enhance their growth, and particularly one that has little or no theoretical or empirical support.

This study investigates English teachers' opinions and beliefs about professional development (PD) and kinds of PD activities they have experienced in Japanese context. Since the purpose of this study is to apply the findings into Afghan context, we have tried to find the most relevant theories and approaches re-

garding reflective teaching and self-awareness among novice teachers in order to provide an atmosphere of collaboration, peer observation, self-inquiry, journal writing, and other relevant activities in the field.

As for methods of data collection, we used a closed and open-ended questionnaire in addition to a follow-up interview. We will discuss how we can implement effective PD activities for novice teachers in Afghan context where PD activities are not widely perceived based on the analysis of the questionnaire and interview data. S/U

Stopping Plagiarism through a Process-Based Portfolio Approach

Terry Fellner, Saga University
Room B166

However, too often the value of the information collected by such surveys is undermined by an unsophisticated treatment of data that will give arbitrary results depending on the numerical value assigned to the choices. This workshop will firstly demonstrate the problems of using simple arithmetic to analyze Likert scale data, then go on to demonstrate procedures that will allow the researcher to draw meaningful conclusions. The solution uses the Rasch software 'Winsteps' (free for small scale studies). Using Rasch allows the data to be analyzed holistically so that the relationship between all the items can be utilized. To show the benefit of the procedures, the workshop will use the presenters' own data collected from two surveys: one that investigated the effectiveness of teaching materials on a TESOL certificate course, and one that investigated student language ability through self-assessment. S/U

Can You Judge Vocabulary Books by Covers?

Charles Anderson, Kyushu Sangyo University
Room M101

The creation of a vocabulary notebook (VN) is

an established learning tool for vocabulary acquisition, especially among successful language learners. However, less data is available concerning the use of vocabulary notebooks among less successful students especially those lacking the motivation to create, maintain, and effectively utilize VN. This paper will begin with a literature review of VN within TESOL, followed by an exploration of factors that led the majority of teachers at a private university in Kyushu to begin using VN. Data from teacher interviews and example VN will be presented cataloguing teachers' prior and current approaches and justifications for the adoption of VN. It is hoped that this will provide practical and theoretical advice for teachers interested in more effectively utilizing this potentially powerful learning resource. S/U/A

SATURDAY - 10:25~10:45

Splendid Blended Blogging: Blogging in Business English Class

Todd Cooper, Toyama National College of Technology
Room B164

At the Toyama National College of Technology, students in the international business course are recently being introduced to Business English at the ages of 17 and 18. At first, this was not an easy task for either the students or the teacher. High school students generally lack the necessary vocabulary and are motivated differently than the usual business people for whom the specialized textbooks are usually made. Furthermore, without job experience they cannot apply what they are learning to what they are doing. Adults take Business English courses to study what they need to know for their jobs right now; high school students are still a few years away from their careers.

Given those reasons, there came a need to use something other than just the standard texts

offered on the market. For the past two years we have blended the material covered in lectures with the practice of blogging. This has offered the students the capability to use what they are learning in a practical yet virtual form. This report will introduce different ways in which business textbooks and blogs can be blended into an effective teaching method. Results will also be shown to verify its effectiveness. **S/U/B**

Relentless Learner With Practicing Knowledge, Attitude, Skills and Awareness

Young-Ah Kang, Gyeonggi English Village, Paju

Room B166

There must be several ways to keep oneself professional in English language teaching. However, I believe there is no other best way to learn when the learner takes one's own responsibility for their own learning. As a licensed teacher trainer from School for International Training in Vermont, U.S.A and have been a teacher trainer since 2006, I have seen Korean English teachers becoming stronger active researchers by practicing a reflective practice in one month teacher training program in Gyeonggi English Village, Paju camp. I will report how Korean English teacher participants are becoming more responsible as an active learning agent and pushing themselves by writing their learning log, essays and self evaluation with KASA rubric (Knowledge, Awareness, Skill and Attitude) that has been developed by the presenter in teacher training program in Gyeonggi English Village, Paju camp. Also in this presentation, I will share some studies of public Korean English teachers who have been in the program how to teach English only in English and how they have been changed through the program.

A

Enhancing Situated Learning with Augmented Reality and Large Display Technologies

Heien-kun Chiang & Feng-lan Kuo, National Changhua University of Education

Room M101

Augmented Reality (AR) integrates real-world and virtual reality data to generate real footage, blended with computer graphics objects, in real time (Wikipedia, 2009). In this study, AR and large display were applied to the English vocabulary learning of third grade students. By using the AR technology, each English vocabulary was shown as a vivid, life-like 3D animated object, promoting the learning motivation and interest of learners. A comparative study was then conducted to investigate the effectiveness between AR supported English instruction and traditional English instruction implemented in an EFL context. Subjects of the study were 94 third graders from a public elementary school in central Taiwan. Three intact classes were randomly assigned to the AR supported group, the traditional group, and the control group. Target words to be learned are 30 items of noun, verb, and adjective category. Posttest results showed that the AR group outperformed both the traditional English instruction group and the control group. Taking the grammatical categories into consideration, it was found that the AR group performed significantly better than the traditional group in nouns and verbs, but not in adjectives. This indicated that adjectives are harder for young children to acquire. Questionnaire results further revealed that subjects participated in the AR supported instruction are highly motivated. **YL**

SATURDAY - 11:30~12:45

Supporting Professional Development through Mentoring, Coaching and Peer Observation

David Nunan, Anaheim University Graduate School of Education

Room M608

In this presentation, I want to look at ways in which teachers can take control of their own professional development through ongoing collaboration with colleagues and peers. Such collaborative development can: facilitate the acquisition of new knowledge and skills; help teachers cope with and keep up with the pace of change; increase professionalism and status; lead to self empowerment through an increased knowledge base; combat negativity and burnout. (Bailey, Curtis and Nunan, 2001 Pursuing Professional Development Boston: Heinle/Cengage Learning). The three collaborative procedures that I will explore in this presentation are mentoring, coaching and peer

observation. YL/S/U/A/B

SATURDAY - 12:00~1:15

Meet the Christian Teachers SIG

Heidi Vande Voort Nam,
Room M104

This is a time for people who are interested in the KOTESOL Christian Teachers Special Interest Group to meet. YL/S/U/A/B

Call for Presenters

KOTESOL Seoul Chapter 7th Annual Conference *The Complete Teacher*

KOTESOL Seoul Chapter is seeking workshop-type presentations for the chapter's Annual Conference on **March 27, 2010**.

All workshops will be one (1) hour in length. Presenters are strongly encouraged to submit proposals related to the following four strands: (see www.kotesol.org for full details of each strand)

- **English in Public Education.** Basic skills for pre-service Korean teachers and foreign public school teachers, working with co-teachers.
- **Surviving as a Foreign Teacher in Korea** Working culture of Korean public schools, hagwons and universities, Confucianism in the classroom
- **Teaching the Four Skills** How to add reading, writing, and listening to a speaking lesson,
- **The Forgotten Skills:** teaching pronunciation, teaching grammar, performing oral assessments and speaking tests.

All workshop proposals should at least 200 words in length and also include biographical information. Please include cell number and email address. Your proposal and bio should fit together on ONE A4 page and be in doc format

The deadline is **5pm December 5th, 2009**. Please send to Workshop Coordinator, Don Payzant at seoulkotesol2010@yahoo.com . For further information contact Don at 010-6745-0717.

Saturday Afternoon



M104	Lunchtime Meet & Greet: 12:30 Heidi Vande Voort Nam <i>Meet the Christian Teachers SIG</i> YL/S/U/A/B		
Room	13:15	14:15	14:40
B109		Clyde Fowle <i>Developing Skills for Life</i> U/A	
B111		Young-kuk Jeong <i>A New Chapter in English-Korean Dictionaries</i> S/U/A/B	
B121	Jill Burton <i>Writing the Profession: An Examination of How TESOL Practice Gets Documented</i> YL/S/U/A/B	Andrew Finch <i>Researching Complexity Theory in EIL: Critical Learning Events</i> S/U/A	Jiyoung Jo, Sangdo Woo <i>Teachers' Beliefs on English Team teaching in Korean Elementary Schools</i> YL
B142		Stephen Andrews <i>Assessment as a Lever to Promote Teacher Language Awareness</i> YL/S/U/A/B	
B161	John F. Fanselow <i>Huh? Oh. Aha!—Differences between Learning Language through Rote Memorization and Predicting</i> YL/S/U/A/B	Gilly Dempster <i>Developing Cross-Cultural Awareness in Children</i> YL	
B164		Varisa Titanantabutr <i>Assessing Communicative Ability of Thai Tour Guides</i> U/A	Hideki Maki, Juri Yoshimura <i>The Minimal English Test: A Revised Version</i>
B166			
B167		Myung Ho Kang <i>Mimio Interactive White Board</i> YL/S/U/A/B	
B178		Robert Waring <i>Choosing and Making Graded Reading Materials</i> YL/S/U/A	
C503		Kristin Dalby <i>A Critical Examination of a Mandatory English Language Program</i> U/A	
C504		Danny Marland, Holly Marland <i>Finding Focus for Less than-Motivated Learners</i> U	
C505		Tim Thompson <i>Publishing and Presenting Classroom Experiences</i> A	
C601	Scott Thornbury <i>Seven Things Beginning with M</i> YL/S/U/A/B	Joshua Davies, Robert Kienzle <i>Upgrading Your Workshop: Proven Methods for Better Presentations</i> U/A/B	
C608		Kara Mac Donald <i>Stepping into Research 2: Forming the Research Question</i> YL/S/U/A	
M101		Esat Ugurlu <i>Designing the 21st Century Classroom Using Online Resources: NetTrekker</i> YL/S	
M103		Aaron Jolly <i>The Graded Readers Approach to Extensive Reading.</i> YL/S/U/A	
M104		Stanford Rappaport <i>Teaching English Phonetics to Koreans Learners</i> U	Noppom Sarobol <i>Self-Access Activities for Independent Learners</i> U/A/B
M105		Todd Enslin <i>ESL and EFL Acquisition of Request and Apology Strategies</i> U	Heidi Vande Voort Nam <i>The Presentation of Apology and Forgiveness in Coursebooks</i> S/U/A
Music Lobby		Charles Anderson & Aaron Gibson <i>Moving Vocabulary Tasks for Mobile Phones</i>	
Music Lobby		Yu-Rim Han <i>A Teaching Methodology for English Syntactic Causatives</i> S	



SATURDAY - 1:15~2:00

Writing the Profession: An Examination of How TESOL Practice Gets Documented

Jill Burton, University of South Australia, Adelaide

Room B121

TESOL is, in the main, explained to the general community by TESOL consultants and academics outside the classroom, especially in written form. This paper examines why this happens and considers what understanding and respect for teaching is lost through, in particular, teachers' silence in TESOL publications. It uses personal narratives of writing and editing for publication, draws on forms of writing that connect with reflective practice and uses community of practice theory (e.g., Wenger, 1998) to argue that unless teachers document and interpret teaching publicly, particularly in respected written forms, they will never be more than peripheral members of what should be their own communities of practice. The paper concludes by balancing the implications of this argument for teacher education and the management of educational institutions against a currently undervalued teaching specialism in mainstream society. **YL/S/U/A/B**

Huh? Oh. Aha!—Differences between Learning Language through Rote Memorization and Predicting

John F. Fanselow, Columbia University Teachers' College, Japan

Room B161

When a person in a language class responds to a question with "Huh? Sorry, I can't remember," the person is implying that rote-memorization is the main way to learn a language. Questions in textbooks and on tests that ask for restatement of information also send the message that we learn through rote-memorization. Though there is a place for

some rote-memorization in all learning, to assimilate and internalize a language we want to learn we need to use predicting skills. Though we cannot learn without increasing the amount of language that we move into our memory, the least efficient way to move anything into our memory is through rote memorization. The most efficient way to move something into our memory is through predicting and projecting meanings—connecting what we do not know with what we know. During the session, we will do a range of activities to contrast learning through predicting and rote-memorization.

YL/S/U/A/B

Seven Things Beginning with M

Scott Thornbury, School for International Training

Room C601

It's a truism that no single method is going to meet the needs of all teachers and all learners, either locally or globally. Hence, we now operate in what is called the post-method era. Yet methods formerly provided teachers with a certain sense of security, a role which perhaps coursebooks now fulfil. This security is illusory, though, if it is not grounded in some basic principles of learning and education, principles that I will attempt to identify, and which (I will argue) constitute a blueprint for a coherent approach to language teaching.

YL/S/U/A/B

SATURDAY - 2:15~4:00

Note: These are poster presentations that are available to view in the Music Building Lobby. These are *not* presentations or workshops.

Moving Vocabulary Tasks for Mobile Phones

Charles Anderson & Aaron Gibson, Kyushu

Sangyo University
Room Music Lobby

Using mobile phones to deliver suitable study materials to students is a delicate balance between the possible, the pedagogical and the popular. Activities that successfully integrate all three factors are more likely to provide students with appealing and accessible opportunities to learn. This presentation will start with data from a previous m-learning research project including survey results on mobile phone use among Japanese university students, and a pilot vocabulary intervention designed to explore the effect of time on task and task difficulty on task completion. This will be followed by a deeper examination of the mobile tasks utilized, their acceptance among students, and the pedagogical justifications for their adoption. Practical problems encountered, and potential solutions for better utilizing m-learning for vocabulary acquisition will also be discussed. The presenters hope that this may provide other educators with a starting point in creating their own mobile learning tasks appropriate to the needs and wants of their students.

A Teaching Methodology for English Syntactic Causatives

Yu-Rim Han

Room Music Lobby

Korean learners of English start to learn about English syntactic causatives in middle school days. However, they have difficulties in acquiring English syntactic causatives because of two reasons. First, they do not learn about the semantic and pragmatic knowledge of English Syntactic Causatives. Korean learners of English from middle school students through university students are taught the structural knowledge of English syntactic causatives only. This makes Korean students have difficulties discerning the English syntactic causative verbs: "have," "make," "let," and "help." Second, Korean's syntactic causatives

negatively transfers to English causatives. Korean syntactic causatives *-ka madelulta*, *-ke-ha-ta*, *-ke-shkhi-ta*, *-ke-dowacu-ta*, *-ke-heurakha-ta*, and *-ke-haecu-ta* seldom have differences among one another, so they cannot reflect the discrepancies among English syntactic causative verbs: "have," "make," "let," "help." These two interfering factors can be got rid of by teaching Korean learners of English all of the three necessary areas: the structural, semantic, and pragmatic knowledge of English syntactic causatives. (Supported by Celse-Murcia.) S

SATURDAY - 2:15~3:00

Developing Skills for Life

Clyde Fowle, Macmillan Korea Publishers Limited

Room B109

Teaching language alone may not be enough. Increasingly we hear the need for life-long learning and the development of transferrable skills for individuals to be successful in modern society, but what does this mean for language teaching and learning? How can we help equip our students to survive in the big wide world?

One way to do this is to broaden our view of 'skills' to include life skills such as: information gathering and research; self-direction and independent learning; collaboration and team work; as well as critical thinking and problem-solving skills. This session will look at ways in which we can integrate the development of life skills into our language teaching so as to help equip our learners for the challenges they will face outside the classroom in their life and future careers. The session will draw on ideas and examples from the new course series *openMind* by Macmillan. U/A

A New Chapter in English Korean Dictionaries

Young-kuk Jeong, Oxford University Press
Room B111

The purpose of this presentation is to introduce key features of the new *Oxford Advanced Learner's English-Korean Dictionary (OALEKD)*, compare it to other English-Korean dictionaries, and suggest ways to use the dictionary effectively. The presentation will show how an appropriately developed English-Korean dictionary can assist EFL learners in learning English. It will include a brief survey of the historical development of the *Oxford Advanced Learner's Dictionary (OALD)*, and an introduction to the outstanding features of the *OALEKD*, particularly focusing on equivalents, example sentences, sentence patterns, and sense guides. The presenter will also provide tips for selecting an English-English dictionary or an English-Korean dictionary which is suitable for the users in consideration of their English proficiency and objectives for using the dictionary. In addition, participants will learn about the *Oxford Learner's Thesaurus* and the *Oxford Collocations Dictionary*. This presentation will be in Korean. **S/U/A/B**

Assessment as a Lever to Promote Teacher Language Awareness

Stephen Andrews, University of Hong Kong / Cambridge University Press
Room B142

Knowledge of subject matter (Teacher Language Awareness, or TLA, in the terms used by Andrews, 2007) is generally considered essential for any English Language teacher who aspires to professional excellence, with the development and maintenance of TLA seen as vitally important throughout any ESOL teacher's career. Such views motivate the design of most professional development courses in TESOL which target the enhancement of teachers' subject-matter knowledge. The ra-

tionale for such courses is usually a hope that teachers will be able to transfer their new or improved knowledge to the classroom context. However, as suggested by Freeman (1994), it is naive to assume that enhanced knowledge transfers readily to better practice. This view is echoed by Bartels (2005:419), who argues that we need a better understanding of knowledge transfer and of the impact of strategies employed by teacher educators to try to facilitate the transfer process. The presentation describes attempts on an in-service course at the University of Hong Kong to use assessment as a strategy for addressing the knowledge transfer challenge. The assumption underlying this strategy is that appropriately chosen assessment tasks may help to promote course participants' critical engagement with TLA-related matters, heighten their self-awareness, and enhance their willingness to reflect on and engage with content. The presentation critically evaluates the effectiveness of the assessment strategy, drawing on data from a small-scale study involving a sample of the course participants. **YL/S/U/A/B**

Developing Cross-Cultural Awareness in Children

Gilly Dempster, e-future
Room B161

We live in a very different world to that of our ancestors. It's easy for us to jet off to another part of the world for relaxation or business, where we can enjoy the sensory delights the new culture has on offer. However, when we step into other cultures, we have to be mindful of not stepping on them simultaneously. By showing children that languages learned in the English classroom can relate to the awesome and exciting world we live in, we are giving them the opportunity to become more open-minded; in fact to become internationally-minded. By traveling to different destinations, children can not only develop their cross-cultural awareness, but integrate it into their own experience whilst building lan-

guage skills. Do you think your young learners would like to learn the past perfect whilst meeting new friends in, say, Brazil? Then *Next Stop*, the new children's course from Macmillan, can open up the world for them through you! YL

Mimio Interactive White Board

Myung Ho Kang, Mimio Korea
Room B167

We are the main dealer of interactive white boards in Korea. We dominate the pre-school and secondary market, supplying white boards to over 70% of users in Korea. We would like to display our product and give a demonstration at your conference room ...

YL/S/U/A/B

Choosing and Making Graded Reading Materials

Robert Waring, Compass Media / AM
Room B178

This presentation will discuss the criteria for selecting appropriate graded readers and other reading materials for the students. It will then look at how students can select appropriately from the library. Various kinds of graded readers will be presented. Finally, there will be discussion of how to create one's own graded reader materials. YL/S/U/A

A Critical Examination of a Mandatory English Language Program

Kristin Dalby, Jeonju University
Room C503

Nearly all Korean university students are required to take English language classes, regardless of their major. This session will critically examine the requirements of one Korean university regarding mandatory English language classes. The curriculum will be examined in terms of program goals and objectives,

needs analysis and types of courses required, teacher training and program evaluation. In addition, we will look at student goals regarding English language learning and see if the types of courses required are meeting stated goals. Finally, recommendations will be made on how the mandatory English program could be improved from two different aspects: curriculum renewal at the administrative level and curriculum delivery in the classroom. It is hoped that attendees will walk away with ideas of how they can improve the English language program at their institution. This presentation is based on action research which was done at the presenter's university during the first semester of 2009. U/A

Finding Focus for Less-than-Motivated Learners

Holly Marland & Danny Marland, Konkuk University; Chungju Campus
Room C504

Though we all like to teach highly-motivated learners, at least occasionally teachers will find themselves with a class full of students who don't want to learn English and are only taking the class because they have to. In classes like these we find ourselves putting less energy into teaching English and more effort into answering questions such as, "How can I get the students to come, study, and put forth effort?" "What can I do to minimize distractions and encourage students to cooperate with one another? The presenters have been wrestling with these sorts of questions. The two recently made the transition from teaching English majors and other highly-motivated learners to teaching required conversation courses to students of various majors with a wide array of abilities and motivation levels. In this workshop, they will discuss their failures and successes in their efforts to teach students who are not always interested in learning English.

Topics they will cover include: Re-examining your teaching context, developing empathy for

students, helping students achieve the "3 C's": Care, Come and accomplish, and techniques for better controlling the class and improving lesson plans. U

Publishing and Presenting Classroom Experiences

Tim Thompson, KAIST

Room C505

This presentation will highlight several avenues for professional development and give advice on how to get started. First, the speaker will introduce a list of publications which are not research-based. There are many educational magazines, smaller journals, and other media outlets which prefer to publish good ideas from classrooms around the world. Teachers can take experiences from their schools and share them with other educators while at the same time begin to establish themselves as education experts. Second, places to present and the benefits of sharing your experiences with others will be addressed. From holding small workshops at your school to becoming a teacher trainer and speaking to hundreds of people at a time, the possibilities for presenting your classroom successes and failures is endless. Finally, the presenter will describe how opportunities virtually do fall into place once you have started down the professional development route and how building an academic portfolio can improve your career prospects. A

Upgrading Your Workshop: Proven Methods for Better Presentations

Joshua Davies & Robert Kienzle, Yonsei University

Room C601

Does the ability to teach well automatically translate into being able to give an engaging presentation? Are great ideas alone enough to carry the weight of a workshop? The presenters of this session would like to suggest

that the answer both of these questions is a resounding "no." How can we better communicate our content to the audience? This workshop will focus on applying research on presentation theory to practical methods that can be used by conference presenters to create more effective, memorable, and lively experiences for their audiences. The presenters will first banish dull PowerPoints by covering aspects of visual design related to cognitive load theory. This will be followed by an exploration of ways to move audiences from being passive (and sometimes even yawning) listeners to actively taking up the ideas and cause of the speaker. Finally, the presenters will introduce strategies for continuing to increase audience interaction in meaningful ways that lead to truly memorable workshops.

U/A/B

Stepping into Research 2: Forming the Research Question

Kara Mac Donald, Hanyang Oregon TESOL, Hanyang University

Room C608

Whether you are new to SLR or not, selecting a researchable topic can often be a difficult part of doing research. Is the topic too broad? Is it too narrow? Will you be able to find enough information? The ability to develop a good research topic is a learned skill. In part, what makes choosing an effective topic difficult, is that there is no general answer as to how to choose a research question. However, there are guidelines which help avoid common mistakes. To develop a sound research project, the topic needs to be founded on existing theoretical analysis and identify a gap in existing research or further develop or replicate existing studies. Additionally, research of a particular topic needs to be based on the value and contribution the findings will offer the fields of SLA and ELT. The presenter outlines how to structure general interest in an area to formulate a defined topic and effective research question. YL/S/U/A

Designing the 21st Century Classroom Using Online Resources: NetTrekker

Esat Ugurlu, Bridge Learning Korea Ltd.

Room M101

We would like to introduce to you some of the best online resources available that we feel would greatly enhance your school's educational needs. Our presentation will focus on online learning strategies with various resources as tools: netTrekker d.i. America's #1 educational search engine is trusted by more than 12 million K-12 students, educators and parents. www.nettrekker.com. YL/S

The Graded Readers Approach to Extensive Reading

Aaron Jolly, Pearson

Room M103

Research by ELT luminaries such as Paul Nation, Richard Day and Rob Waring has shown the connection between extensive reading (ER) and language development (Nation, 2001). However, while some lucky well funded teachers and administrators are busy creating libraries of English books, many others ask 'How do I get started? How can I strike a balance between the reality of my situation and the desire to use ER as a way to provide "massive amounts of comprehensible input" (Krashen, 1983) for my students?' Those in the know will usually say the answer lies in balancing the use the right "graded" readers for your own situation. In this presentation Professor Jolly will demonstrate how such balance might be struck in different teaching situations here in Korea, from very young learners, elementary students and teens, right up to university and adult students. Model texts from the Penguin Young Readers, Penguin Active Readers, and Penguin Readers series will be shown. YL/S/U/A

Researching Complexity Theory in EIL: Critical Learning Events

Andrew Finch, Kyungpook National University

Room B121

This paper attempts to examine the sensitivity to initial conditions and critical events in language learning, in the hope of identifying critical events that seemed insignificant when they occurred, but which turn out to have major implications for the students and considerable results in terms of effective learning. In order to research such events, 50 English Education students were asked to keep a journal of their learning over the course of a semester, and to reflect on events (academic, emotional, interactional, social, affective, etc.) which had affected their learning during that time, and which they felt had significance for their future progress. The journal was supplemented by a "Critical Events" questionnaire at the end of the semester, and a representative sample of students was also interviewed at that time. The research attempts add to the "nature-nurture" debate in education by showing that effective learning emerges from a complex mix of interacting dynamics which are largely immeasurable in terms of conventional assessment techniques, and that learning is a complex, highly sensitive, psychological process that requires expert guidance from appropriately qualified professionals. S/U/A

Assessing Communicative Ability of Thai Tour Guides

Varisa Titanantabutr, Chulalongkorn University

Room B164

The computer-mediated simulation tour guide test tasks (CMS-TG Test) has been developed to assess Thai tour guide trainees' communica-

tive ability, under the concept of English for Occupational Purposes (Douglas, 2000) using a performance assessment approach (McNamara, 1996). The test was constructed through an in-depth job analysis process by interviewing tour guides, distributing questionnaires to tour guides, observing the tour guides' actual work, and interviewing five English Department Heads in Tour Guide Training Programs from well-known public and private universities in Bangkok. Experts including two professional tour guide and two tour guide language teachers were invited to validate the CMS-TG test. The subject of this study comprises of 80 tour guide trainees taking the Tour Guide Licensing Program at Silpakorn University. After the test administration, the results will be evaluated by three trained raters. The data will be further analyzed by using content analysis and genre analysis techniques. It is expected that the results of the study may provide insights for the improvement of tour guide training programs and professional development. U/A

Teaching English Phonetics to Korean Learners

Stanford Rappaport, Mahidol University
Room M104

Korean learners of English often have immense difficulties with phonetics and pronunciation. It is common to encounter university students with six or more years of experience studying English who have developed good reading and writing skills and yet cannot function well in the most basic conversational settings. This deficiency in understanding the sound system of English can be attributed to perhaps two things: the poor preparation of students learning conversational English (in primary and secondary schools), and the vast phonetic differences in the two languages. This proposal aims to focus on the underlying problem by proposing a more intensive and scientific view of teaching phonetics to Korean learners of English. With an understanding of

the specific differences between Korean and English phonetics, students can overcome this barrier and then more effectively concentrate on conversation and understanding. This approach is innovative because it focuses on phonetic science as a point of departure for understanding the sound systems of both languages. Aspects of this approach include understanding phonetic production, differences between Korean and English, and methods for studying and practicing phonetics. U

ESL and EFL Acquisition of Request and Apology Strategies

Todd Enslin, Tohoku University
Room M105

One area of language teaching that is often neglected is sociocultural competence, because it is an area that is not easily addressed in classrooms and is often glossed over in textbooks. Many teachers operate under the belief that pragmatic skills will develop implicitly through classroom interaction or immersion. However, is this belief true? This presentation will examine the results from a longitudinal research project using Free Discourse Completion Tasks in a pre-test and post-test format to determine the acquisition of "requests" and "apologies" in two student populations: a group of 10 students between the ages of 15 and 17 participating in a one-year study abroad program and 46 students of similar ages who remained in Japan. The research questions addressed by this project are as follows: 1. Does the study abroad experience expand the learners' knowledge of speech act production? If so, to what extent? 2. How do study abroad students and those who do not go abroad differ in the acquisition of speech acts?

In addition to these results, this presentation will examine ways to better address pragmatic issues in the EFL classroom to help students formulate socially-appropriate responses and to possibly better prepare them for future study abroad opportunities. U

Teachers' Beliefs on English Team Teaching in Korean Elementary Schools

Jiyoung Jo, Onyangoncheon Elementary School & Sangdo Woo, Gongju National University of Education

Room B121

Many schools have recently implemented team teaching in Korea in order to provide communicative model of language teaching. Team teaching is planned to be adopted in almost every public school in Korea by 2009. Even though many students and teachers have great expectations of team teaching, it has, unfortunately caused many difficulties and problems for both teachers and students. First, most teachers were simply asked to undergo team teaching without any training. Second, there is little research that identifies the possible problems, introduces appropriate approaches, or suggests guidelines. In most cases, team teaching in English classes of Korean schools is neither appropriately planned nor organized in a step-by-step manner.

The purpose for this study is to investigate teachers' beliefs regarding their perceptions of team teaching by recognizing the problems and difficulties of team teaching in Korea. This study presents the findings of an investigation of teachers' beliefs toward team-teaching through-survey with elementary school teachers and native speakers of English who have been teaching English, providing suggestions which may improve team teaching in Korea for English education. A

The Minimal English Test: A Revised Version

Hideki Maki, Juri Yoshimura, Gifu University

Room B164

Maki et al (2003) developed the Minimal English Test (MET) to measure learners' ESL proficiency. The MET is a five-minute test

which requires the test taker to write a correct English word with four letters or fewer into each of the 72 blank spaces of the given sentences, while listening to the CD. The Maki group has shown statistically significant correlations between the scores on the MET and the scores on the Japanese University Entrance Examination (English) (UEE) 2002-2008. However, no explanation has been provided for the question why the target words were four letters or fewer. To avoid this problem, we developed a new version of the MET, where every seventh word was a target word, and examined correlations between the scores on the old and new MET and the scores on the UEE 2009. The result was that the correlation coefficients were .56 in both cases, and no statistically significant difference between the two correlation coefficients was found by the Fisher r to z transformation. Therefore, the renovated version of the MET, which has a typical form of a cloze test, and thus, is free from the above problem, could function as a useful tool in future ESL research.

Self-Access Activities for Independent Learners

Nopporn Sarobol, Thammasat University Language Institute

Room M104

As we know, every learner has a different learning style and learners can learn best on their own. Therefore, the role of teacher is to help them to develop their independent learning. In this session, the presenter will describe how the students in the university in Thailand learn on their own. At Thammasat University in Bangkok, Thailand, all first year students are required to study an English Foundation Course. This course is an integrated English course that aims at developing the abilities to communicate in English. In this course, apart from studying in the classroom, students have to study by themselves at the Self Access Learning Center (SALC), where materials and worksheets are provided by teachers for them to practice and help them

develop their language learning.

U/A/B

The Presentation of Apology and Forgiveness in Coursebooks

Heidi Vande Voort Nam, Chongshin University

Room M105

Since the ability to mend relationships is an important part of communicative competence, the functions of apology and forgiveness should be included in a complete language curriculum. It has been suggested that although apology is commonly covered in language course books, forgiveness is often a neglected function (Smith and Carvill 2000). Despite the criticism, the coverage of forgive-

ness in course books has not been systematically analyzed. The present study will investigate the presentation of apology and forgiveness in 20 course books for young adult learners. Preliminary results suggest that many course books do in fact portray forgiveness although the portrait of forgiveness may not necessarily be realized by a forgiveness expression such as, "It's okay," or "I forgive you." Forgiveness (or a lack of forgiveness) may also be implied by the speaker's language or behavior. Practical ideas for using textbooks to raise student awareness of conflict and reconciliation will be suggested.

This project was developed in cooperation with KOTESOL's Christian Teachers Special Interest Group (CT SIG). S/U/A

The 6th Annual Daejeon-Chungcheong KOTESOL Thanksgiving ELT Symposium & Dinner.

"Integrating Skills in the Young Learner & Teen Classroom"
Co-hosted the KOTESOL Young Learners & Teens SIG.

Saturday November 28th, 10am to 6pm (Dinner till 8pm)
Hoseo University, Cheonan Campus.

Keynote Speaker: Devon Thagard (Super Simple Songs in Japan)

- Presentations will be practical and focused on skills integration.
- There will be streams for very young learners, young learners, teens, as well as assessment and teacher training.
- Devon Thagard from Super Simple Songs in Japan is the keynote speaker, and he will be talking about integration of 4 skills with music for YLs.
- We have secured the cream of local based YL presenters including Jake Kimball, and Dr. Andrew Finch.

To preregister for event and/or dinner follow the links from the KOTESOL homepage immediately following the International Conference.

For information please contact Aaron Jolly (Symposium Chair) at jollyprofessor@gmail.com

Saturday PM



Room	15:15	15:40	16:15	16:40
B109	Clyde Fowle <i>Reading Keys: Unlocking the Door to Reading</i> S/U		Patrick Hafenstein <i>Using PowerPoint in the Classroom the REALLY Easy Way</i> S/U/A	
B111	Mark Richard <i>Teaching Tricky Teens: Practical Approaches to Teaching Teenagers</i> S		Julie Hwang <i>Fun and Exciting Stories and Activities from 'Surprise Surprise'!</i> YL	
B121	Darrell Nelson <i>Professional Advancement through Online MA TESOL and Certification programs</i> YL/S/U/A/B		Julie Choi, David Nunan <i>Assessment for Learning</i> YL/S/U/A/B	
B142	Kathryn Shelley Price-Jones, Adrian Smith <i>Listening to Korean Student Voices: Implications for Professional Development.</i>		Joshua Davies <i>Blended Learning Success in the Classroom</i> S/U/A	
B161	Jerry G. Gebhard <i>Teaching Writing as a Process: Advice Based on Thirty Years of Teaching</i> YL/S/U/A/B		Peter Kim <i>What is the Criterion Service?</i> S/U/A/B	
B164	Amporn Srisermbhok <i>Exploitation of IT to Enhance Students' Extensive Reading Skills</i> U/B	Todd Cooper <i>Virtual Interviewing for Self-study and Standardized Test Preparation</i>	David Shaffer <i>Corrective Feedback Techniques and Student Perception of Their Application</i> YL/S/U/A/B	
B166	Iain Stanley <i>Using Technology for Student Self-Reflection and Assessment</i> S/U/A		C Dion Clingwall <i>Drama to Promote Successful English Conversation.</i> YL/S/U/A	
B167	Michael Cahill <i>Real People, Real Places, Real Language</i>		Michael Cahill <i>Explore Your World</i> S/U/A	
B178	Douglas Rhein <i>Body Language and Public Speaking: What are We Really Saying?</i> U/A		Michelle Park <i>Phonics Becomes Easy and Fun!</i> YL	
C503	Adriane Geronimo <i>Children's Literature as Comprehensible Input in the University Classroom</i> U		Kevin Parent <i>Stepping into Research 3: Designing a Project</i> YL/S/U/A	
C504	Jeff Durand, David A. Leaper <i>Making Sense of Surveys: Analyzing Likert Scale Data</i>		Jake Kimball <i>All Words Are Not Created Equal: Identifying Gaps in Needs versus Wants</i> YL/S/A	
C505	Bob Chau <i>Lesson Plans (Incorporating all the Language Acquisition Skills)</i> YL		John Campbell-Larsen <i>Autonomy in Spoken Communication Classes</i>	
C601	ER Colloquium – see details below			
C608	Sara Davila <i>Performance Assessment: Creation and Application</i> YL/S/U		Heebon Park-Finch <i>Using Authentic Drama Texts in the ELT Classroom</i> S/U	
M101	James Forrest <i>TKT: The New Cambridge ESOL Teachers Exam in Korea</i> YL/S/U/A		Scott Thornbury <i>Flexible Graduate Education: The New School University's MA TESOL</i> YL/S/U/A/B	
M103	Linda Warfel <i>TALES: Teach All Learners Essential English</i> YL		Jeanette Littlemore <i>Figurative Thinking and Communicative Language Ability</i> YL/S/U/A/B	
M104	Warren Chung <i>Reconciling Constructivist and Traditional Approaches in a Content-Based Class</i> U	Moon-kwon Jun <i>Integrated Language Perspective: Science Notebooks to Enhance Literacy Skills</i> YL/S	Sarah Louisa Birchley <i>Sensemaking as a Lens for Examining Change in Education</i> YL/S/U/A/B	Heien-kun, Chiang, Feng-lan Kuo <i>Factors Affecting Chinese EFL Learners' Stress Placement</i> S
M105	Robert Curr <i>Peer Observation of Teaching: Theory to Practice</i> U/A	Hsiao-i Hou <i>Use of Magazine Restaurant Reviews in the ESP Classroom</i> U	Terry Fellner <i>Pedagogical Implications of the TOEIC Speaking and Writing Test</i> U/B	

Saturday PM Special Events

Room	Event	Details
15:15-17:00		
C601	ER Colloquium	Scott Miles <i>ER Evaluation Techniques</i> S/U/A Tim Dalby <i>Five Stages in Developing a Successful Extensive Reading Course</i> U/A/B Robert Waring <i>Action Research in ER</i> S/U/A Rocky Nelson <i>ER at Pusan University of Foreign Studies</i> U/A Aaron Jolly <i>Practical ER: Getting Started with Graded Readers.</i> YL/S/U Michael Allen Misner <i>Timed Repeated Retelling: The 4,3,2 vs. The 2,3,4 Activities</i> YL/S/U Shur-Chen Chang <i>The Nature and Tendency of Simplification in Graded Readers</i> YL/S
17:15		
M608	Plenary session	Rod Ellis <i>Corrective Feedback and Teacher Development</i> YL/S/U/A/B
18:00		
M608	Plenary session	Kathleen M. Bailey <i>Pursuing Professional Excellence Through Reflective Teaching</i> YL/S/U/A/B
19:00		
C800	Banquet speaker	Marc Helgesen <i>Let's Get Physical: Warm-ups that Include Language and Movement</i> YL/S/U/A/B

The 2nd Symposium on Extensive Reading in Korean EFL

Co-hosted by the KOTESOL ER SIG & KEES (Korea English Education Society)

Saturday November 14th, 9am to 6pm.

Sookmyung University, Centennial Building.

The Symposium is a day-long event devoted to extensive reading practices and research. This year's plenary speakers include **Marc Helgesen, Rob Waring, Kim Jeongryeol & Thomas Robb**. There will be presenters from Korea, Japan and Thailand as well as local based expatriate presenters.

Presentation and workshop topics include:

- Extensive Reading for Very Young and Young Learners.
- Extensive Reading for Middle School and Teen Learners.
- Extensive Reading for University and Adult Learners.
- Extensive Reading and Action Research.
- Extensive Reading and CALL with Moodle Quizzes.

For more information contact ER SIG Chair Scott Miles at scott@dhu.ac.kr



SATURDAY - 3:15~5:00

ER Evaluation Techniques

Scott Miles, Daegu Haany University

Room C601

One of the trickier aspects of implementing an extensive reading program is evaluation. Ideally, students participate in extensive reading without any form of evaluation, but as is often the case in most programs, if teachers do not check to see if students are doing their reading, not much reading gets done. The presenter will discuss a few of the most common evaluation techniques which allow the teacher to check up on the students' progress without creating too much of a burden on students. The presenter will also introduce a somewhat new evaluation technique which is appropriate with large groups of students.

S/U/A

Five Stages in Developing a Successful Extensive Reading Course

Tim Dalby, Jeonju University

Room C601

You've heard about Extensive Reading and you know that it's a good idea, but you are not sure about how to get started. This short presentation will take you through the five main stages of setting up a successful Extensive Reading course. These are: 1) Selling the concept to both the institution and the students; 2) Sourcing the books; 3) Running the course (including ideas for activities); 4) The problems that you may need to deal with; and 5) Student feedback. This session is based on recent, practical experience and there will also be a handout for those that cannot stay to watch. **U/A/B**

Action Research in ER

Robert Waring, Notre Dame Seishin University

Room C601

During this boom time for Extensive Reading, many ER practitioners have developed ER programs. However, not all these programs are working smoothly and data need to be collected to examine what is working well and what is not. This session will explore how ER practitioners can research their own ER environments to answer fundamental questions about ER, its application and evaluation. The presentation opens by defining Action Research and examining a typical Action Research cycle-from initiating a research question, to reporting the outcomes. Then several examples of Action Research questions will be presented and examined. The session will then examine common Action Research behaviors pointing out pitfalls and problems that researchers may encounter and will suggest ways to either avoid them, or deal with them adequately.

S/U/A

ER at Pusan University of Foreign Studies

Rocky Nelson, Pusan University of Foreign Studies

Room C601

The presenter has been running full time ER programs since 1993 at the College of English of PUFs. For the last two years he also has taught ER to 72 elementary and secondary school teachers at the university's In-Service Teacher Training Program. He teaches ER to up to 100 students, 10 months per year. He places them into the program using the EPER tests (Edinburgh Project on Extensive Reading), and then gives another EPER test at the end of the programs to ascertain the improvement in their English abilities. Students also have begun weekly Timed Repeated Reading exercises to increase their reading rate. This presentation will de-

scribe his prototype university ER course, how he was able to set it up, and the results of the achievement tests and TRR activities. Significant results have been documented in fluency, accuracy, and reading rates. U/A

Practical ER: Getting Started with Graded Readers

Aaron Jolly, Hanseo University

Room C601

Research by ELT luminaries such as Paul Nation, Richard Day and Rob Waring has shown the connection between extensive reading and language development (Nation, 2001). While some lucky well funded teachers and administrators are busy creating libraries of English books, many others ask how do I get started? One of the key issues to consider when starting an extensive reading program, is the choice between so called "authentic literature", and "graded readers". While both have their merits, graded readers are an easier and usually cheaper way to start. They can be used for intensive, teacher-led, whole-class work, and they are even easier to apply for independent out-of-class work. This workshop will briefly introduce some of the issues to consider before starting a graded reader based ER program; and also address some of the practical how-to questions that teachers with works or plans in progress may be agonizing over. Furthermore, the presenter's own version of an in-class "books-in-baskets" approach will be displayed. YL/S/U

Timed Repeated Retelling: The 4,3,2 vs. The 2,3,4 Activities

Michael Allen Misner, Hanguk University of Foreign Studies

Room C601

Among the hundreds of extensive reading activities available for all ages, perhaps the most common and most versatile is a type of timed repeated retelling known as Nation's

4,3,2 activity. This activity facilitates, among others, the production of faster speech, more complex grammatical constructions, better story organization, and prevents students from giving away the conclusion of a story. Another side effect of this activity is to increase student reading motivation, as students introduce three new books to each other which according to Krashen results in more free voluntary reading. According to Nation, student fluency may increase as much as 50% as a result of the time pressure inherent in the 4,3,2 activity. However, this study compares the 4,3,2 with the 2,3,4 activity. The results of a study of thirty-two elementary school 5th and 6th grade students indicate that the repetition of the retelling and not the time pressure may be responsible for generating the positive effects of this genre of activity. In addition, students who preferred to elaborate and/or highly fluent students preferred the 2,3,4 activity. This presentation will conclude with recommendations for appropriate use of timed repeated retelling for different ages and levels of students. YL/S/U

The Nature and Tendency of Simplification in Graded Readers

Shu-Chen Chang, Lancaster University

Room C601

Numerous studies have been undertaken to explore the effectiveness of simplifications as reading comprehension boosters by investigating whether learners understand simplified texts better than the original unsimplified ones and came to different conclusions that cannot be simultaneously true. My study is to examine the simplifications from an entirely different approach, using the techniques of stylistic analysis to analyse the originals and their simplified versions and to describe more exactly what is actually happening in the act of adaptation. I use Katherine Mansfield's short story "The Garden-Party" and its two simplified versions (the Penguin Readers series and the Oxford Bookworms Library ser-

ies) as the source texts, categorize all cases of linguistic changes into types and recognize the patterns of their occurrences distributed in the entire texts. The four major categories established for this research are: (1) paragraph retainment, (2) paragraph replacement, (3) paragraph summarization and (iv) paragraph deletion. The second category has a range of subcases and is further subdivided into more detailed subcategories on the basis of a sentence-by-sentence comparison. Each sub/category will be studied to explain its frequency, average length, distribution over the text, textual content, and, most of all, influences on the meaning and effect of the story. YL/S

SATURDAY - 3:15~4:00

Reading Keys: Unlocking the Door to Reading

Clyde Fowle, Macmillan Korea Publishers Limited

Room B109

This session will look at the importance of developing reading strategies to help our learners become effective readers. Participants will start by considering the reading sub-skills that their learners need to develop to achieve this. Practical ideas for teaching a number of key reading strategies such as skimming, scanning, inferring meaning, speed reading, as well as vocabulary-building and dictionary skills will be considered. Example texts drawing on real world and cross-cultural issues, of interest to Asian learners, with accompanying activities will be demonstrated and discussed. Teachers will leave the session with ideas on how they can systematically build their learners' reading strategies. The session will draw on the materials from *Reading Keys New Edition* published by Macmillan Education.

S/U

Teaching Tricky Teens: Practical Approaches to Teaching Teenagers

Mark Richard, Oxford University Press

Room B111

Are your teenage students a challenge? While being old enough to be interested in a variety of topics, they can also be very unresponsive to even the most exciting content! Working together, participants in this interactive workshop will review why teenagers can be tough to teach (and perhaps challenge that notion). We will also examine the root causes of common problems in a typical language learning classroom of teenagers. Finally, participants will work together on a variety of activities guaranteed to get teenagers talking! The presenter will illustrate activity types and activities using examples from *Look Up*, a brand new course specifically written for young teenage students from Oxford University Press. S

Professional Advancement through Online MA TESOL and Certification programs

Darrell Nelson, Anaheim University

Room B121

Anaheim University's Online Master of Arts and Certificate programs in TESOL are taught by a world-class globally-acclaimed faculty. The world-renowned TESOL faculty of Dr. David Nunan, Dr. Rod Ellis, Dr. Kathleen Bailey, Dr. Ruth Wajnryb and Dr. Martha Cummings help both experienced and prospective teachers of English gain a comprehensive understanding of curriculum, the roles of teachers and students, methodology, and teaching skills, as well as all the theoretical background and practical applications they need to succeed in the classroom. Attendees will learn about Anaheim University's 125-week online MA in TESOL and 15-week online Certificate in TESOL. Upcoming programs, including an online TESOL Certificate in Teaching English to Young Learners and an Ed.D. (Doctorate in Education) in TESOL

will also be introduced.

YL/S/U/A/B

Listening to Korean Student Voices: Implications for Professional Development.

Adrian Smith & Kathryn Shelley Price-Jones,
Kyung Hee University

Room B142

As part of an ongoing process, teachers have talked to teachers, teachers have read books written by teachers, and teachers have spoken to parents of students. In order to provide other voices to feed into the conceptualization, and implementation of professional development that is suited to Korea, it is time to let the students speak. This paper is based upon our findings and analysis of over 270 qualitative surveys, interviews and student writings from current (2009) Korean University undergraduate courses. It addresses the Korean education system in particular, outlining problems the students have experienced first-hand and offers their suggestions for implementing positive changes. In addition, but not comprising the largest portion of the paper, we will also provide some of our own ideas and insights for teachers in university settings who need to know how this education system may impact their current classes.

YL/S/U/A

Teaching Writing as a Process: Advice Based on Thirty Years of Teaching

Jerry G. Gebhard, Pusan National University

Room B161

This talk addresses concepts and practical ideas on teaching writing as a process, including (1) the concept of writing to an audience; (2) processing writing through prewriting activities, drafting, small-group peer-conferencing, revising, and editing; (3) the recursive nature of the writing process; (4) suggestions on teaching students how to revise; (5) recognizing which students are ready to process writing and which students lack the back-

ground to do so.

YL/S/U/A/B

Using Technology for Student Self-Reflection and Assessment

Iain Stanley, Miyazaki International College

Room B166

One of the biggest difficulties we have as educators is getting students to think about what they have learned and to think about their learning once a class has finished. Students may seem focused during class time yet days later have somehow forgotten most of what they were taught. This can be very frustrating. Research indicates that one of the main reasons for this is that once a class is over students let go of whatever they learned and it slips effortlessly out of their minds.

In this presentation I want to focus on a method that I have successfully employed at my university in which students are asked to reflect on their learning and write about things they have learned and why they think those particular things are useful.

In setting up the activity, a form of technology called Moodle is used. The advantage of using technology is that it is anonymous, it allows for instant, 24-hour feedback and teachers can go into as much detail as they want in their responses to students. The presentation will focus on every stage of the process and examine why it has been a success.

Real People, Real Places, Real Language

Michael Cahill, Cengage Learning Korea, Ltd.

Room B167

Building on the theme, a Global View from Your Classroom Window, the presenter will explore the practice of bringing the world into our lessons including: the capacity of *National Geographic* text, images, and video to engage and hold learners' interest; the benefit of utilizing a competency-based curricu-

lum to reflect student achievement; the flexibility of using a multimedia approach to learning and lesson planning. Examples will be taken from *World English* (Heinle, Cengage Learning © 2010).

Body Language and Public Speaking: What are We Really Saying?

Douglas Rhein, Mahidol University
Room B178

This workshop will discuss various methods to analyze speakers' nonverbal behavior and introduce techniques to improve immediacy and thus, overall expression. As nonverbal behavior communicates far more than spoken language, it is essential for instructors and students to be aware of what messages are being sent through body language. Therefore, this workshop will encompass four categories; namely proximity, movement, gestures and eye contact. Each will be examined from a psychosocial perspective with an emphasis on causal patterns and the effects these acts have on audiences. Corrective measures to develop more effective nonverbal behavior will be introduced for each of the common mistakes or weaknesses within each category. U/A

Children's Literature as Comprehensible Input in the University Classroom

Adriane Geronimo, Chonnam National University
Room C503

This presentation will examine children's literature as a source of input that is comprehensible, interesting and relevant, and of sufficient quantity in the university English language classroom. Activities incorporating shared reading of thematic children's literature in a low-intermediate topics-based credit course will be evaluated in terms of learner motivation, socio-affective factors, and language development, including the areas of essay writing, academic vocabulary, and

metaphor. Qualitative and quantitative data will be presented to assess whether this is an effective practice that could be adopted by other instructors in similar contexts in which children's literature may not often be considered as a potential source of authentic linguistic input. U

Making Sense of Surveys: Analyzing Likert Scale Data

Jeff Durand, Tokai University, Japan & David A. Leaper, Hankuk University of Foreign Studies, English Education Dept
Room C504

If you agree that research is the acme of the pursuit of professional excellence, you will reach a point where you have to collect data for your project. A common way of doing this is through surveys that use Likert scale questions. A Likert scale question is one that appears in this form: "Do you agree with this statement? 1 = disagree, 2 = neutral, 3 = agree". However, too often the value of the information collected by such surveys is undermined by an unsophisticated treatment of data that will give arbitrary results depending on the numerical value assigned to the choices. This workshop will firstly demonstrate the problems of using simple arithmetic to analyze Likert scale data, then go on to demonstrate procedures that will allow the researcher to draw meaningful conclusions. The solution uses the Rasch software 'Winsteps' (free for small scale studies). Using Rasch allows the data to be analyzed holistically so that the relationship between all the items can be utilized. To show the benefit of the procedures, the workshop will use the presenters' own data collected from two surveys: one that investigated the effectiveness of teaching materials on a TESOL certificate course, and one that investigated student language ability through self assessment. S/U/A/B

Lesson Plans (Incorporating all the Language Acquisition Skills)

Bob Chau, Kyobo Book Centre. ELT
Room C505

People learn language because they are in real life situations communicating, reading, and writing about interesting and important things. First and second language acquisition are similar but not identical processes. Research in language acquisition has shown that there are different stages of language development and language acquisition skills and stages may overlap. Second language learners often appear to understand the oral language before being able to produce it. Silent periods and making mistakes are considered a natural and integral part of learning a second language. Fluency in conversational language can be mistaken as overall proficiency in a second language. However, being able to speak a language doesn't guarantee having the ability to read or use the language effectively in academic settings. ESL students need lots of opportunities to practice all the language acquisition skills which lead to the use of both conversational and academic language. Incorporating all the language acquisition skills into each and every lesson will provide English language learners with the tools to listen, speak, read, and write about who they are. Building a solid foundation and encouraging pride helps to make English language learning meaningful, build confidence, self-esteem, and give them a solid foundation in their English language proficiency. **YL**

Performance Assessment: Creation and Application

Sara Davila, Kyungil University
Room C608

Today, when one observes a language classroom, numerous methods are being used to engage and teach students. Whether you have a task-based learning environment, a multiple-intelligences style class, or a traditional class

learning English through content, we know that language education is quickly changing. With this consideration it is time to evolve assessment to accommodate learner performance in these authentic classroom environments.

Assessing student performance is primarily accomplished in four ways. The standard methods include written examinations, reading comprehensives, listening comprehensives and the speaking examination. Speaking exams fall into one of two categories: students preparing answers for questions or creating and presenting a written piece. These methods are good foundation but provide little information on how students actually perform with language on a day-to-day basis.

In this workshop style lecture, teachers will examine techniques for creating assessment tools and calculating performance for a quantifiable scientific assessment. This includes how to assess performance on a daily basis in large classes (40+ students), and how to incorporate data from traditional test-based methods as well. Information is useful to teachers in all learning situation

TKT: The New Cambridge ESOL Teachers Exam in Korea

James Forrest, Cambridge ESOL
Room M101

A global leader in language testing, 2.5 million English learners took Cambridge ESOL's main suite of exams in 2008 with a further 1.2 million taking the IELTS. Now Cambridge is providing a new exam for English teachers: the Teaching Knowledge Test (TKT), which deals with the understanding of concepts and practice related to language teaching and learning. An outline of Cambridge ESOL will be given, followed by a description of each of the TKT's three modules. You will have the opportunity to try out some of the questions yourself. We'll then look at the benefits of taking the TKT, where you can take it, and how it differs

from the CELTA (Certificate in English Language Teaching to Adults). YL/S/U/A

TALES: Teach All Learners Essential English

Linda Warfel, Scholastic

Room M103

This presentation will demonstrate how short read-aloud tales can help students remember a wide range of skills necessary for success in English. The humorous tales and numerous teacher tips will systematically illustrate: alphabet beginning sounds with alliterative vocabulary; 25 top rhyming word families; top 100 sight words to jump-start reading; phonics skills, including vowels and blends; grammar rules and parts of speech; punctuation marks. Each participant will receive a Scholastic Tales reader during the presentation to encourage laughing, learning and literacy! YL

SATURDAY - 3:15~3:35

Exploitation of IT to Enhance Students' Extensive Reading Skills

Amporn Srisermbhok, Eastern Asia University Thailand

Room B164

Extensive Reading has been proclaimed by many outstanding scholars to be an effective tool to enhance students' language competence. This action research exploits the Internet to encourage students to find related reading materials on their own outside the classroom so as to improve their language skill. The main purposes of this action research were firstly to motivate students to read to improve their reading skills and secondly to find out if extensive reading can really help students develop some other skills. The participants in this study consisted of twenty fourth-year Business English major

students studying at Eastern Asia University. Some of them had reasonably high levels of reading and writing skills whereas some others were at much lower levels, ranging from those who could express only basic survival needs in English to those able to make fairly effective use of intermediate syntax level, but with limited vocabulary. Descriptive analysis were used to describe the participants' performances. After twelve weeks, the findings showed that extensive reading had helped students in many ways. They had confidence in writing, and they had improved their grammar and could read faster. They also enjoyed reading on their own and had enlarged their vocabulary size. All the participants commented that the Internet provided good sources for their reading elections. Their journals also confirmed that their attitudes about reading had changed. Some particular participants with larger vocabulary size and higher reading proficiency reported that extensive reading had a great impact on their language competence. Even weak students reconfirmed the impact of extensive reading on their language improvement. U/B

Reconciling Constructivist and Traditional Approaches in a Content-Based Class

Warren Chung, Ewha Women's University

Room M104

This was an educational technology class taught in English at a women's university in Korea. Students were expected to use the language to investigate the role of educational technology in society and explore social issues in the context of their own personal experiences. This inquiry involved the use of multimedia to produce a final project that would address one of five questions about the relationship between educational technology and society. Yet, students expected a technical skills-based course despite the instructor's clarifications to the contrary. With the exception of a few, students were unable to grasp the main objective of the course.

Expectations for a technical skills class were not met, resulting in disappointment and relatively low evaluation of the course. Many students in the Korean educational context are accustomed to, and expecting, a rote-learning, teacher-directed environment. As a result, what may be needed is a gradual approach to learner-centered practices that integrates traditional methods with techniques to foster learner autonomy. U

Peer Observation of Teaching: Theory to Practice

Robert Curr, GNUCR International Center
Room M105

Peer Observation of Teaching seems to be a frequently mentioned but less often implemented aspect of teacher development. Likewise, some research in this area draws data from classes artificially created for the express purpose of the research itself. This project aimed to pinpoint in academic literature the key guidelines for effective peer observations. A group of in-service teachers then conducted a series of observations in an effort to both evaluate and expand understanding of how these principles fare in practice. The results provide numerous insights into how to implement such a system as well as how teachers responded to observing and being observed by their colleagues in an actual work environment. U/A

SATURDAY - 3:40~4:00

Virtual Interviewing for Self study and Standardized Test Preparation

Todd Cooper, Toyama National College of Technology
Room B164

Traditional assessment tests comprise writing, reading and listening, but neglect the im-

portant aspects of oral communication. However, oral interview tests [eg. TOEFL and the new TOEIC test] are becoming a necessity for entrance into universities and business. Large class sizes and difficulty meeting students one-on-one have proven to be barriers for properly practicing and assessing interview performance.

We are currently developing a new system which combines an ICT interactive visual/audio recording system with voice/face recognition technology. We hope that this will solve the problems listed above, and maximize both self-learning and teacher-student time. Our goal is to give students the ability to have their interview performances scored automatically in real time by computer software. In addition, video and audio will be sent to an instructor-monitored server, and be scored using a standardized rubric.

From using these two methods the data produced will be analyzed quantitatively and qualitatively for the purpose of enhancing speaking ability and interview performance. This paper will serve as an interim report and detail our accomplishments so far and the current challenges we face. S/U/A/B

Integrated Language Perspective: Science Notebooks to Enhance Literacy Skills

Moon-kwon Jun, University of Iowa
Room M104

In an integrated language classroom, reading and writing are not considered ends of themselves but tools of learning by which to communicate for various purposes. One of examples of such perspectives is to use science notebooks to enhance literacy skills, especially reading and writing skills. By using science notebooks, students can have ample opportunities to develop and practice various expository writing forms such as procedural writing, narrative writing, descriptive writing, explanatory writing, persuasive writing, and labeling. Students need to practice writing in more authentic contexts. They need to learn

not only the forms of expository writing but also what purpose each form serves in real life situations. Another important benefit of using science notebooks in language learning is to increase students' intrinsic motivation; enthusiasm and purpose for learning to enhance oral and written language, especially using academic language.

This presentation will address the potential of science notebooks as an integrated language teaching method in EFL setting and benefits of using science notebooks in developing and enhancing language learners' communication skills-written, visual, and oral. YL/S

Use of Magazine Restaurant Reviews in the ESP Classroom

Hsiao-i Hou, National Kaohsiung Hospitality College

Room M105

The genre-based framework of instruction tends to play a fundamental role in ESP/EAP teaching. Surprisingly, few of the recent studies have actually focused on the impacts on students. Studies that report on the effects these genre descriptions or pedagogical proposals have on learners' development of genre awareness are few and are often constrained by various methodological limitations. It seems that the ESP genre-based approach has neglected the actual learning processes or outcomes of the learners. In addition, another major problem in ESP teaching is the lack of authentic teaching materials. Restaurant reviews in magazines can be seen as an authentic material for Food and Beverage Management majors' ESP teaching. None of the current research has focused on the implications of using this type of genre as a genre-based instruction method in ESP teaching. Given those problems mentioned above, more learner-focused, context-sensitive research may be needed. This study will mainly focus on how the F&B majors develop genre awareness and discipline-specific reading and writing knowledge by using mag-

azine restaurant review articles. Other possible contextual factors influencing learning in the ESP genre-oriented pedagogy will also be explored. U

SATURDAY - 4:15~5:00

Using PowerPoint in the Classroom the REALLY Easy Way

Patrick Hafenstein, Macmillan Korea Publishers Limited

Room B109

Simply using a coursebook in the classroom is clearly not being a teacher of today. Your students expect flexible delivery where they are exposed to learning through a range of mediums. Teachers of today are embracing a range of new digital products, with PowerPoint proving to be a popular choice because of its ease of use and adaptability. This presentation will show how publishers have taken all of the hard work of making PowerPoints so even the most digitally inept can enjoy highly engaging and successful lessons. And for the old hands at PowerPoint, a few extra tips on how to make your lessons more interactive using this software will be given. Examples will be taken from *Breakthrough*, a highly successful coursebook from Macmillan Education which has a new PowerPoint component. S/U/A

Fun and Exciting Stories and Activities from Surprise Surprise!

Julie Hwang, Oxford University Press

Room B111

Surprise Surprise! is a brand new six-level course for kindergarten and primary students, published by Oxford University Press. The course is based around Uncle Harry, who travels and sends home a package each week, providing the theme for the beautifully illus-

trated stories in each unit. All lessons contain engaging stories with fun and easy to teach activities and songs to keep young learners motivated in the classroom. This interactive workshop will demonstrate how teachers can enable students to learn English by using songs, stories and a wide range of creative activities and games. Participants will read stories from *Surprise Surprise!* and take part in games and songs. Come and enjoy an hour of fun and exciting lessons at the *Surprise Surprise!* workshop! **YL**

Assessment for Learning

David Nunan, Anaheim University Graduate School of Education & Julie Choi, Anaheim University

Room B121

There are many purposes for assessment. These include placing learners in appropriate learning groups, diagnosing strengths and weaknesses, providing information to learners, parents, employers and others on progress, end-of-course achievement, and assessment for promotion. In this presentation, I will argue that in the classroom, assessment should be part of the learning process. I will demonstrate that any teaching task can be turned into an assessment task with the addition of two elements: criteria for judging the success of learner performance and feedback mechanisms to the learner. Assessment for learning should be task-based, direct, rather than indirect, and should involve learners in self-assessment. The presentation will include examples of assessment tasks that exhibit these characteristics. **YL/S/U/A/B**

Blended Learning Success in the Classroom

Joshua Davies, Pearson

Room B142

The amount of in-class time available for learning English during a semester is usually far less than required to create significant

progress. How can teachers overcome this obstacle? Increasingly, many turn to blended learning solutions that utilize a mixture of face-to-face and online instruction, with an aim to both maximize the benefits of each respective environment, and to overcome time constraints. This presentation will examine three common forms of blended learning: self-access, community-generated, and integrated, and show examples of how courses such as iZone may be utilized to extend and improve the classroom. The presenter will share the benefits and problems which arise with creating these hybrid courses, taking results from current literature on the subject, as well as from action research. Drawing together the practical with the academic, this presentation will conclude with concrete steps the audience can take to transform their own classrooms into blended success stories utilizing the iZone system. **S/U/A**

What is the Criterion Service?

Peter Kim, ECD, Inc.

Room B161

Presenter Peter Kim, certified master trainer of Criterion Service, provides an overview of the Criterion Service, developed by ETS (Educational Testing Service). Uncovering a technology-enhanced teaching method, he identifies the Criterion Service that is the most effective online learning tool for teaching English essay writing in Korea. He demonstrates that method of English education paradigm is being transferred to a proactive and individualized learning and teaching method from a passive and impersonal method in contemporary Korea. Likewise, the new paradigm of English education puts more emphasis on written and spoken components of English than on reading and listening. The Criterion Service can support the needs of individualized teaching instruction for writing from the perspective of both instructors and students.

ETS's Criterion Online Writing Evaluation

Service is an award winning Web based system that provides an automated essay scoring engine which includes a suite of programs that detect errors in grammar, usage, and mechanics, identify discourse elements in the essay, and recognize elements of undesirable style. Together, these evaluation capabilities provide students with specific feedback to help them improve their writing skills.

S/U/A/B

Corrective Feedback Techniques and Student Perception of Their Application

David Shaffer, Chosun University

Room B164

This presentation will be a combination of workshop and research study presentation. It will introduce and demonstrate the various methods of providing corrective feedback in their typical forms and will show how noticing is effectively incorporated in several of them.

The presentation will specifically demonstrate the corrective feedback techniques of (a) explicit correction: clearly telling the learner of their error and the correct form, (b) meta-linguistic clues: using linguistic terms to point to errors, (c) elicitation: asking for a reformulation or utterance completion, (d) repetition: repeating and highlighting the error, (e) clarification requests: asking the learner to repeat or explain, (f) confirmation requests: asking if one's understanding is correct, and (g) recasts: using the correct form of the learner's error in continued dialogue. The frequency of use of these techniques will be discussed as well as the degree of uptake and successful repair that the various techniques produce. Results of a classroom research project into university student preferences for these various corrective feedback techniques will also be presented and discussed.

YL/S/U/A/B

Drama to Promote Successful English Conversation

C Dion Clingwall, Keimyung University

Room B166

With EFL instructors ever on the lookout for new methods to improve the delivery of English lessons, the use of the dramatic arts can be an effective and innovative approach for facilitating classroom communication. Theatrical techniques are an often overlooked resource in language instruction.

This presentation intends to foster participants' use of drama to enhance language learning. It presents drama activities that have been used successfully to promote English conversation at middle school, high school and post secondary levels. Participants will witness the tasks in action then try them out themselves. Everyone will be encouraged to offer their own creative input regarding objectives that will be addressed during the presentation. The workshop includes improvisation, dialogue/monologue techniques, communication through gestures, and creative use of teaching space. Additionally, using these techniques to lower students' affective filter and thereby increase comfort levels will also be discussed.

In short, a variety of drama-based techniques that have proven to be extremely effective in the English as a foreign language classroom will be demonstrated and discussed. Furthermore, in order to offer as much practical information as possible, previous work on adapting middle school textbook content to suit a drama-based format will also be considered. **YL/S/U/A**

Explore Your World

Michael Cahill, Language World

Room B167

Students' intrinsic motivation for language learning declines at an age when they begin to engage with deeper, real world interests such as people, places and culture. Some

learning resources may be designed solely to meet exam criteria and may present domestic, sanitized topics in an uninteresting way. As such, lively young minds do not receive the intellectual stimulation required for self-motivated language learning. Within the context of our increasingly competitive globalized world, it's essential that we seek out materials that engage students. Participants in this workshop will discover how new content-rich texts can not only increase their learners' reading and vocabulary skills while helping them prepare for exams but also allow them to explore our fascinating world. Through a dynamic multimedia approach to reading instruction, students can develop into engaged, confident and visually-literate learners. Participants will receive a free copy of *Reading Explorer*, containing stunning images and exciting videos especially adapted from National Geographic. S/U/A

Phonics Becomes Easy and Fun!

Michelle Park, e-future

Room B178

What is phonics? What should students be able to do after they finish a phonics program? More importantly, how can teachers make phonics lessons both interesting and informative? Smart Phonics session presents the objectives of phonics course and offers a variety of fun activities. With Smart Phonics, phonics becomes easy and fun! YL

Stepping into Research 3: Designing a Project

Kevin Parent, Daejeon English Education Center

Room C503

You know what you want to examine. You have a question that requires some investigating, but the more immediate question is "Where do I start?" This presentation aims to help the beginning researcher get started. It

offers an overview of research design and the various methods and techniques available, giving some advice on how to match the proper method to the question you want to answer and to the resources you have. Would, for example, a controlled experiment, a statistical survey, or a case study best help you attain your answer? It also examines the various problems that appear time and again in research, the problems that make the results hard to trust. Some basic statistics will be presented as well (designed with people who don't like statistics in mind). YL/S/U/A

All Words Are Not Created Equal: Identifying Gaps in Needs versus Wants

Jake Kimball, ILE Academy

Room C504

Learning vocabulary is one of most likely activities our students engage in on a daily basis. However, not all words are created equal. There are words and phrases that our students ought to study because it is highly likely they will encounter these lexical sets in their exams, course books, or in other learning materials. Then there are the word lists that students spend an enormous amount of time memorizing. Are these items the same, or even similar? Are students efficient at learning vocabulary? Identifying and quantifying the words students want to learn, and then comparing these sets of words to those actually found in relevant materials, is beneficial for materials writers, teachers, and ultimately students. How can we close the gap between what students want and what they need? In this session, I will identify the gap between needs versus wants and suggest ways for students to enhance their vocabulary learning. YL/S/A

Autonomy in Spoken Communication Classes

John Campbell-Larsen, Himeji Dokkyo University

Room C505

This presentation outlines the implementation of a spoken communication course at a private university in Japan. The goal of the course was to develop students' spoken communicative skills to a point where they could initiate, sustain, develop and end daily phatic communication in English in a normative and spontaneous manner. The lesson was structured as follows: 1) Administration, attendance and announcements. 2) Student talk time. Students decided speaking partners/group size, topic(s), length and degree of teacher participation. 3) Student generated requests for lesson content. 4) The teacher would teach any points that had been noticed during monitoring or teach from the text book.

The lesson outline was made clear to the students from the beginning, but students were encouraged to take an active part in negotiating lesson content. Steps could be extended, curtailed, dropped or revisited during the lesson, or students could request different activities.

Results were gathered from a teaching journal kept by the teacher, responses on an in house survey and review of videotaped lessons. The promotion of student autonomy stimulated students to significantly increase the amount of time they could confidently carry out extended, spontaneous naturalistic conversation in English.

Using Authentic Drama Texts in the ELT Classroom

Heebon Park-Finch, University of Bristol
Room C608

The aim of this workshop/presentation is to build up and share practical ideas of effectively integrating "authentic" English drama texts into the Korean EFL classroom, and to provide both teachers and learners with a wide range of mental and physical benefits. Drama provides motivation to learn, since it is largely concerned with experience and action. In addition, for EFL teachers, the ad-

vantage of working from a play text is that the focus is clear and this can take pressure away from the teacher to keep coming up with fresh content.

Drama provides social and moral training, and helps young people to mature emotionally, preparing them for adult life. The benefits emerge not only through learners participating actively in drama; they can also learn from observing others, particularly if they are encouraged to watch positively and critically by being asked to comment and give praise afterwards.

In the end, the presenter will recommend, on the basis of her academic interest in drama, some of the most well known and widely read English play texts (written by Ibsen, Wilde, Miller, to name a few) that are suitable for use and culturally appropriate for Korean EFL learners, partly because they include situations which keep touch with reality of the learners and help to extend their moral, emotional, and cultural understanding. S/U

Flexible Graduate Education: The New School University's MA TESOL

Scott Thornbury, The New School University
Room M101

The New School's innovative MA in TESOL can be completed online or by blending online classes with classes offered during our summer intensive program at our Greenwich Village campus in New York City. The New School, founded in 1917, has been at the forefront of progressive education for nearly a century. In that tradition our MA in TESOL explores the role of English in a globalized world and the implications this has for teachers and learners. Our long history of integrating theory and practice means that the program is also deeply grounded in practical classroom practice. Our international faculty include Scott Thornbury, Jeremy Harmer, John Fanslow, Elka Todeva and Radmila Popovic, among others, bringing a truly global perspective from an award winning group

of scholars and teachers. As important as our faculty is the diversity of our students. At our campus and in our online courses teachers working with immigrants and refugees in New York City mix and share with teachers in Korea, Ukraine, Chile and China. The broad range of experiences and the deep discussions directed by skillful faculty create a learning experience our alumni have described as "transformative."

The New School consists of: The New School for Social Research, Parsons The New School for Design, Milano The New School for Management & Urban Policy, The New School for Jazz & Contemporary Music, Mannes College The New School for Music, Eugene Lang College The New School for Liberal Arts, The New School for General Studies **YL/S/U/A/B**

Figurative Thinking and Communicative Language Ability

Jeanette Littlemore, University of Birmingham/ Kyungwon University
Room M103

This talk discusses the role of figurative thinking in all areas of communicative language ability and argues for an increased focus on metaphor in the language classroom. Illustrative examples are provided from the media and from classroom discourse.

YL/S/U/A/B

Pedagogical Implications of the TOEIC Speaking and Writing Test

Terry Fellner, Saga University
Room M105

Standardized tests such as ETS' paper-based TOEIC Listening and Writing Test have significant pedagogical implications for ESP and EAP courses. Indeed, rightly or wrongly, such tests are currently used to assess students' English abilities as well as evaluate ESP/EAP course effectiveness. What pedagogical im-

plications does the new computer-based TOEIC Speaking and Writing test, introduced in 2006, hold for ESP teachers in particular and English language teachers in general? The presentation begins by briefly providing an overview of the Speaking and Writing Test and identifying the linguistic features the test is intended to assess. However, does the test actually do this? The presenter will answer this question based on his experiences of both sitting the test and teaching an ESP TOEIC Speaking and Writing course. He will then illustrate the linguistic, cultural and pragmatic features of which ESP educators need to be aware of so that their students can achieve desirable outcomes when sitting the test. Finally the presenter will discuss some of the implications this test may hold for teachers and universities. **U/B**

SATURDAY - 4:15~4:35

Sensemaking as a Lens for Examining Change in Education

Sarah Louisa Birchley, Toyo Gakuen University
Room M104

As teachers, we experience a number of changes throughout our careers, changes in our working environment, changes to policy, our goals, changes to the technology we have available to work with, and numerous other issues. Yet, how do we make sense of these changes? It is recognized that sensemaking is an interpretative process that is necessary for organizational members to understand and share understanding about the features of an organization or a situation (Feldman, 1989:19). The process clearly occurs and has been examined in several fields, such as medical care, policy making and university governance (Gioia & Chittipeddi, 1991). This short paper will argue for utilizing Weick's (1979) seven properties of sensemaking as a lens for

examining strategic change within the field of language education as doing so would enable us to ascertain the degree of bracketing and the cognitive profile of the group within which we work (Ericson, 2001). Suitable methodologies for such a study will be discussed and it is anticipated that this enquiry would contribute to the field by helping teachers to better understand the complexities of the environment in which they work.

YL/S/U/A/B

SATURDAY - 4:40~5:00

Factors Affecting Chinese EFL Learners' Stress Placement

Feng-lan Kuo, Heien-kun Chiang, National Changhua U. of Education

Room M104

Within the field of L2 acquisition, substantially less attention has been devoted to L2 acquisition of word stress. Furthermore, most prior studies have centered on exploring either the perceptual or the productive aspect of stress acquisition (Field 2005; Ku, 2004; Kuo, 2004; Lee, 2005). Altmann (2006) argued that it is equally important to explore the correlation between learners' perception and production of stress. This study thus examines the factors of lexical category, language proficiency, and vocabulary size on Chinese EFL learners' perception and production of English stress. Subjects were two intact classes of 11th graders of three proficiency levels in Taiwan. Test items were twenty disyllabic nonwords of 4 syllable types: CVV-CVCC, CV-CVCC, CV-CVC, CV-CVVC. These items were further embedded in meaningful sentential contexts of a verb frame and a noun frame respectively. Results showed that the subjects performed well in the perception of English stress; in

contrast, they encountered great difficulties in producing English word stress. Furthermore, their perception of English stress did not correlate with their English listening proficiency level, whereas their production of English stress indeed had a strong correlation with their English speaking proficiency level. In addition, it was found that subjects' vocabulary size affected their stress production.

S

SATURDAY - 5:15~6:00

Corrective Feedback and Teacher Development

Rod Ellis, Anaheim University / University of Auckland

Room M608

This talk will explore how an 'idea' of interest to both researchers and practitioners can serve as a basis for the professional development of second language teachers. It will seek to illustrate how research can inform teachers' development. The talk will first examine a number of controversies relating to how corrective feedback (CF) has been viewed in second language acquisition research (SLA) and in language pedagogy. These controversies address: (1) whether CF contributes to L2 acquisition, (2) which errors should be corrected, (3) who should do the correcting (the teacher or the learner him/herself), (4) which type of CF is the most effective, and (5) what is the best timing for CF (i.e. immediate or delayed). In discussing these controversies, both the pedagogic and SLA literature will be drawn on. The talk will then offer a some general guidelines for conducting CF in language classrooms based on a socio-cultural view of L2 acquisition and suggest how these guidelines might be used for teacher development.

YL/S/U/A/B

SATURDAY - 6:00~6:40

Pursuing Professional Excellence Through Reflective Teaching

Kathleen M. Bailey, Anaheim University / Monterey Institute of International Studies
Room M608

As language teachers, we have many ways to pursue professional excellence. We can take courses, attend conferences, or read books and articles to increase our knowledge and skills. We can benefit from our supervisor's feedback. We can also engage in reflective teaching practices to address issues which we ourselves identify.

In this plenary presentation, we first will consider the concept of reflective teaching and then examine a variety of reflective teaching practices which were topics in an international survey of over a thousand language teachers. The respondents indicated their experience with and the appeal of a range of reflective teaching practices. Their views will inform our discussion about pursuing professional excellence. **YL/S/U/A/B**

SATURDAY - 7:00~7:45

Let's Get Physical: Warm-ups that Include Language and Movement

Marc Helgesen, Miyagi Gakuin Women's University / Pearson Longman
Room C800

Why use warm up activities that use both physical movement and language? There are many reasons. Physical movement gets everyone involved. It makes use of multiple sensory modalities - and that means everyone is getting input in the sense the use most easily. They also build a cooperative, positive classroom culture. The activities can trigger the imagination, provide a break in the classroom routine...and they are fun. Learners do more when they are engaged with the activity. This activity based session will introduce a series of warm up activities that involve language and movement as well as a rationale for using them. These are activities the presenter uses with university students but are useful from high elementary school on up. And here's the irony: even though they use more energy than many classroom tasks, they also generate energy, whether in your classes or at the end of a long day of conferencing. Enjoy. It'll move you. **YL/S/U/A/B**

Sunday AM



Room	8:30 – 9:15	9:30 – 10:15	9:55-10:15
B109		Patrick Hafenstein <i>Ensuring Students Sound Natural and Fluent through Vocabulary Teaching</i> S/U/A	
B111	Rebecca Fletcher <i>Let's Go Digital: Tools for Classroom Management Success</i> YL	Mark Richard <i>Make your Classes Incredible through Whole Child Development</i> YL	
B121	Ian Brown <i>A Comparison of Free Web-based Class "Home" Sites</i> S/U/A	Jeannette Littlemore <i>University of Birmingham ODL MA TEFL and Applied Linguistics</i> YL/S/U/A/B	
B142	Patrick Rates <i>Incorporating Video in the Collaborative ESL Classroom</i> S/U	Clare Chun <i>Let's Begin Literacy with Multi-Media for Young Learners</i> YL	
B161	Kip Cates <i>The Asian Youth Forum: International Understanding through EFL</i> S/U	In Seong Cho, Hyoseon Hong, Ye Rin Seo <i>Integrating Mock Trial and Moot Court into English Language Learning Classrooms</i> YL/S/U	
B166		Marilyn Plumlee <i>Issues in Using English Medium Instruction for Teacher Training</i> U/A	John McGaughey <i>A Functional Analysis of Korean in the EFL Classroom</i> YL/S/U/A/B
B167		H. Douglas Sewell <i>Observed Outcomes and Issues of TESOL Training Programs</i> YL/S/U/A/B	
B168	Kristin Dalby <i>Oral Testing in Conversation Classes</i> YL/S/U/A/B	Michelle Park <i>Is Grammar Right for Young Learners?</i> YL/S	
B178	Kostas Pexos <i>Enhancing Critical Thinking in Language Learning.</i> YL/S	C Dion Clingwall <i>Challenge and Success: A Multi-level Listening Class</i> U/A	
C503	Sara Davila <i>Low-Budget, No-Budget Task-Based Learning</i> YL/S/U	Hanna Jeong <i>Building Reading Comprehension Skills with Nonfiction Articles</i> YL	
C504	Greg Brooks-English <i>Mutuality and Motivation: Connecting to Self and Other in the EFL Classroom</i> YL/S/U/A/B	Allison Bill <i>Successes and Struggles in Computer Lab-based Teaching</i> S/U/A	
C505	Charles Anderson, Luke Fryer, Jeff Stewart <i>Integrating Vocabulary in a Coordinated Curriculum</i>	Scott Miles <i>Stepping into Research 4: Collecting and Analyzing Data</i> YL/S/U/A	
C608	Kara Mac Donald <i>English-Medium Instruction and Korean Universities' Struggle with Quality Assurances</i> U/A	James Brawn <i>Scaffolding in a Productive Skill Lesson</i> YL/S/U/A	
Gemma Hall B107	Han Seo <i>Movie Making in the Classroom</i> YL/S/U/A	John F. Fanselow <i>Exploring Teaching</i> YL/S/U/A/B	
M101	Michael Cahill <i>Helping Learners Bridge the Listening Comprehension Gap</i>	Peter Kim <i>What is the Criterion Service?</i> S/U/A/B	
M103	Alistair Van Moere <i>Overcoming Obstacles with Computerized Speaking Evaluation</i> YL/S/U/A/B	Linda Fitzgibbon <i>Theme-Based Teaching and Learning</i> YL	
M104	Michael Drummond <i>Getting a Handle on Teaching Kindergarten EFL</i> YL	Jeong-Ah Lee, Jieun Lim <i>Needs Analysis for Workplace English Programs</i> A/B	Huei-Chun Teng <i>Relationship between Comprehensibility and Foreign Accent in EFL Speech</i> U
M105	Kevin Parent <i>Paved with Good Intentions: How Teachers Unmotivate Students</i> S	Won Kim <i>L2 Learning through Literature: Challenges and Implications</i> U/A	Wenhua Hsu <i>Establishing and Evaluating a Business Academic Word List</i> U

10.30am Plenary session: M608

Tim Murphey *Professional Inging, Hoping, and ELTing* YL/S/U/A/B

SUNDAY - 8:30~9:15

Let's Go Digital: Tools for Classroom Management Success

Rebecca Fletcher, Oxford University Press
Room B111

Primary teachers have a challenging job. They are expected to plan fun and exciting lessons, engage their students' attention during classes, and measure their students' progress. Sometimes it can all be a bit overwhelming. Fortunately, there are digital resources available which can save teachers time AND motivate students. The *Let's Go Third Edition* series now offers a new digital Teacher Presentation Tool as well as a Test Center CD-ROM. This presentation will demonstrate how teachers can use the Teacher Presentation Tool to conduct interactive, whole class activities designed to motivate and engage students. Additionally, teachers will learn how to assess listening, reading, and writing skills with the clear and easy to use *Let's Go Test Center CD-ROM*. The CD-ROM contains tests for all seven levels of *Let's Go Third Edition*, the world's favorite children's series! Make classroom management a breeze with the *Let's Go Teacher Presentation Tool and Test Center CD-ROM!*

YL

A Comparison of Free-Web based Class "Home" Sites

Ian Brown, Kyushu University
Room B121

Not everyone using CALL has access to use a sophisticated Learning Management System (LMS) such as Moodle or even computer rooms. Free web based hosting sites, give teachers an opportunity to use CALL by allowing them to set up free independent class "home" sites with a variety of LMS like features. Although more limited than

full-blown LMSs, they can be used to enhance learning. They can provide students with information about the class, and supplementary materials. They can be used for submission of homework and assignments, and for communication and discussion through, messaging, blogs and discussion boards. They provide an opportunity to extend learning beyond the confines of the classroom.

This presentation will explore the capabilities and uses of such Web based hosting/social networking sites through a comparison of features of four sites, already being used in various educational settings, that the presenter is currently trialling: Ning, Nicenet, Google Sites and Edu2.0. Whilst offering similar key features there are varied additional features with each. The best one to use largely depends on matching what the teacher wants to use with the features offered by the "home" site. This paper will help teachers in choosing which is the best site for them.

S/U/A

Incorporating Video in the Collaborative ESL Classroom

Patrick Rates, Ritsumeikan University
Room B142

Students enjoy watching video in the classroom for a variety of reasons. Video can provide students with natural language in a non-threatening classroom atmosphere. Video also has the advantage of providing a common ground to students of any international background. For many reasons video can also be a powerful educational resource for teachers. Incorporating effective collaborative classroom techniques can be very beneficial to the ESL classroom for both students and teachers. Videos may also have the potential of having obstacles and drawbacks in a collaborative classroom. Knowing these potential obstacles and drawbacks can be advantageous when preparing a class incorporating video that includes all of the language skills in collaborative groups. In this presentation I would

like to discuss how using videos in an ESL classroom can be used to benefit and enhance teaching, and motivate students. More specifically, this presentation will discuss producing video classroom materials for a collaborative ESL classroom, setting up collaborative groups, and assigning group member roles in their collaborative groups. Finally, the presentation will examine potential drawbacks or problems encountered using video in a collaborative ESL classroom. **S/U**

The Asian Youth Forum: International Understanding through EFL

Kip Cates, Tottori University
Room B161

This session will introduce participants to the "Asian Youth Forum" (AYF), a unique series of international youth exchanges designed by English language educators in Asia. This aims at promoting communication skills, cross-cultural awareness and international understanding through the medium of English-as-an-international-language.

The AYF brings together college-aged EFL students from countries such as Korea, Japan, Thailand, Vietnam and the Philippines. During the AYF, students take part in a rich program of seminars, presentations and social events. The first AYF was held in Seoul at the 1999 Pan Asian Language Teaching Conference (PAC 2). Further events have been held in Japan (AYF 2), Taiwan (AYF 3), Vladivostok (AYF 4), Bangkok (AYF 5) and Tokyo (AYF 6).

The session will discuss the background, aims and design of the AYF and describe the program's outcomes in terms of student language development, leadership skills, Asian awareness and international understanding. The presenter will also discuss the future of the AYF, emphasize key points to consider in organizing events of this kind and give suggestions to teachers who would like to organize similar EFL youth exchange programs.

S/U

Oral Testing in Conversation Classes

Kristin Dalby, Jeonju University
Room B168

Many English teachers in Korea find themselves teaching "English Conversation" and are often required to give oral tests to their students. Despite the amount of time spent preparing and administering tests, not everyone is an expert on testing! This presentation is for the testing novice who is especially interested in oral tests. First, testing in general will be introduced, along with important terms like testing validity and reliability, washback, and summative and formative testing. Next, we will narrow down the discussion to the assessment of speaking and criteria that should be considered when giving oral tests. Finally, we will evaluate the practices of a group of teachers at one Korean university where "English Conversation" classes are mandatory and oral tests are given at least twice a semester. Attendees should leave this session with increased confidence in talking about testing in general and giving oral tests in particular. This presentation is based on action research conducted during the first semester of 2009 at the presenter's university.

YL/S/U/A/B

Enhancing Critical Thinking in Language Learning.

Kostas Pexos, Bridge Learning Korea Ltd.
Room B178

Many students come to the language classroom thinking that all they have to do is memorize vocabulary and grammatical rules. However, learning a foreign language entails a lot more than that. It requires one to take risks, show initiative, think creatively and provide solutions. In short, it requires critical thinking skills. In the course of this session we will explore ways of promoting critical thinking in the language classroom through the use of appropriate activities and materials. We will also demonstrate how the develop-

ment of critical thinking skills can help students become successful and autonomous language learners. **YL/S**

Low-Budget, No-Budget Task-Based Learning

Sara Davila, Kyungil University

Room C503

Task based learning (TBL) is an excellent method for introducing productive speaking, listening, reading and writing activities in the classroom. Using TBL allows teachers to create learner-centered classrooms where materials are actively engaged and language becomes truly communicative. Having used TBL in my classrooms for over five years I have heard a few questions rather frequently: Where do I get the time to do that? How can I do that with this book I have to use? How can I show that my students are actually learning and not just having a good time?

TBL as a tool is hard to match but the time and effort involved in creating materials, working with fixed curriculum, and justifying learner outcomes is often enough to turn even the most enthusiastic convert away

Over the last few years I have taken these questions to heart and thought long and hard about how TBL can be made more accessible to teachers who are working within a set curriculum and who do not have either the time or the budget for massive materials creation. With this in mind I began to develop what I have come to think of as low-budget, no-budget, low-prep tasks that are still engaging and promote learning communication and fluency. Combined with some accessible assessment tools teachers everywhere will have the opportunity to bring TBL into the classroom. **YL/S/U**

Mutuality and Motivation: Connecting to Self and Other in the EFL Classroom

Greg Brooks-English, Dongguk University

Room C504

Do you want more joy in your classroom? Would you like to find ways to increase the quality of connection within yourself and with your students on a daily basis? Are you longing for a deeper sense of meaning and purpose in your profession as a teacher? If you answered yes to any of the above, you might enjoy this experiential and practical presentation on Nonviolent Communication (NVC) in the EFL classroom. NVC can be used to increase motivation for teachers and students in the classroom by learning to share honestly and receive empathically. Part of this process is an initial four step process to differentiate between evaluations and observations, feelings and thoughts, needs and strategies, as well as requests and demands. The heart of NVC is to learn to connect with universal human energies that are common to all people. Seen as a continuation of the work of Martin Luther King, Jr. and Gandhi, these techniques and consciousness can be used to transform a classroom into a space where students and teachers alike feel heard and understood, while increasing motivation for L2 acquisition. This session is provided by the KOTESOL Science and Spirituality Special Interest Group. **YL/S/U/A/B**

Integrating Vocabulary in a Coordinated Curriculum

Luke Fryer, Charles Anderson & Jeff Stewart, Kyushu Sangyo University

Room C505

This presentation will outline the development of a coordinated vocabulary curriculum at one private Japanese university (2007-2009). This pilot study (n=4000) sought to investigate the three following areas: A) Teacher instruction, B) Testing and C) E-learning materials development. This presentation will, in addition to outlining the development of the coordinated vocabulary curriculum, present: 1) the collated experiences of 14 full-time teachers teaching a wordlist in a mandatory English course context, 2) the results of large scale

vocabulary testing and test development, 3) ongoing work to create a university-wide e-learning component to support the proposed vocabulary program, and 4) the use of the Longman Ei/Wa Jiten as a curriculum-wide text. With increasing attention being paid to the idea of coordinated curricula within tertiary language programs, it is hoped that presenting the process underlying our work to develop this program will aid other institutions with similar intentions. U

English Medium Instruction and Korean Universities' Struggle with Quality Assurances

Kara Mac Donald, Hanyang University

Room C608

The number of English medium instruction (EMI) content courses taught at Korean universities has risen dramatically in recent years. Legislators and administrators work to build a basis for integrating content and language at Korean universities as a mean to remain academically competitive at an international level and therefore, attempt to conduct EMI course in parallel to Korean medium courses as equal and equivalent options for students from all over the world. However, amidst the rapid surge in EMI, faculty find little support to transition their courses to English and as a result, struggle to maintain the quality of the course content as the needs of Korean and international students are distinct. The presenter discusses the result of her research on EMI policy implementation at Korean universities, regarding universities' reaction to language policies and their preparedness in terms of quality assurances and faculty training. U/A

Movie Making in the Classroom

Han Seo, University of Birmingham

Room Gemma Hall B107

Using Gardner's Theory of Multiple Intelligences as a base, this session will ex-

amine several ways to make movies in classroom, such as: 1. Scripts--finding script online or making them in class; 2. Shooting--locations and props; 3. Editing--using MS movie maker; 4. Problems faced--class size to resources. YL/S/U/A

Helping Learners Bridge the Listening Comprehension Gap

Michael Cahill, Cengage Learning Korea, Ltd.

Room M101

Much of what is called listening comprehension teaching is closer to comprehension testing. While understandable in the highly-competitive, exam-focused education environment in Korea, this 'teach the best and shoot down the rest' approach, intentionally or not, leads to a two-tiered education system where those with ability and, invariably, financial resources do well while others are left behind. In choosing to facilitate the listening ability of all our students regardless of background or innate ability, we can consider the following: learners interact with the text individually, learners exhibit recurring behavior that may interfere with comprehension, understanding of the task as well as the learner's ability to negotiate that task have an impact on comprehension. In this presentation, we will examine each of the above and review methods to help learners successfully navigate listening texts and exams. Examples will be taken from *Listening Advantage* (Heinle, Cengage Learning ©2010).

Overcoming Obstacles with Computerized Speaking Evaluation

Alistair Van Moere, Pearson

Room M103

Innovation in speech processing technology over the last two decades has shown that computer software can diagnose pronunciation errors for use in spoken language instruction.

However, in many assessment contexts, measurement of overall spoken language proficiency is more useful than a narrower focus on pronunciation. Therefore the challenge is to develop time- and cost-effective methods of testing by applying this technology to evaluating spoken language skills in general. This presentation will compare two different approaches to assessing oral proficiency: computerized testing and face-to-face interview testing. The automated approach utilizes speech processing technology and assesses psycholinguistic constructs. The Versant English Test is a 15-minute test delivered via the telephone or computer which employs five different task-types to elicit spoken responses from the test-taker. The computerized scoring system analyzes the test-takers' speech and immediately following the test returns scores on fluency, pronunciation, sentence mastery, and vocabulary. This is contrasted with the more traditional interview test approach, where candidates are able to engage freely in discussion with an examiner and demonstrate their sociolinguistic knowledge. Interestingly, comparisons between scores on the two kinds of tests illustrate that the automated tests are able to estimate communicative proficiency, even though the tests have no communicative tasks. Further, validity evidence shows that the automated test scores are highly reliable ($r=.97$) and highly correlated with careful ratings provided by human listeners ($r = .89$ to $.97$). Dr. Van Moere will also discuss how this technology is used on the new English Test developed by Pearson: PTE Academic.

YL/S/U/A/B

Getting a Handle on Teaching Kindergarten EFL

Michael Drummond, Dongguk University, Gyeongju Campus

Room M104

Teaching English to kindergarten students (TEKS) present various methodological chal-

lenges, all of which can seem daunting to the new teacher, whether the native speaking or local teacher. How does a teacher use the homeroom co-teacher? How does she or he escape from the book-based programs, many of which are problematic in one way or another, and create and execute a curriculum for three, four or five year old children. This article then discusses a song-based curriculum in which the TEKS teacher creates and executes all of the curriculum and teaching methodology, including making one's own props. **YL**

Paved with Good Intentions: How Teachers Unmotivate Students

Kevin Parent, Daejeon Teacher Education Center

Room M105

This presentation examines questions relevant to education but which seldom flow into the landlocked field of ELT. In the classroom, the teacher may be her own worst enemy as the very devices used to motivate students have precisely the opposite effect, resulting in dysfunctional classrooms in which students are more concerned about completing the course than mastering the material presented. Culled from library research and heavily influenced by education writer and iconoclast Alfie Kohn, this presentation specifically inspects the concepts of grades, praise and homework, and finds that each of these may be doing much more harm than good. We will examine and question aspects of schooling that we may have never questioned before, concluding that modern education remains based on models of military and behaviorism that are considered obsolete in the literature yet persist unchallenged in our schools. This workshop is recommended not just for teachers but for parents as well.

S

SUNDAY - 9:30~10:15

Ensuring Students Sound Natural and Fluent through Vocabulary Teaching

Patrick Hafenstein, Macmillan Korea Publishers Limited

Room B109

One of the keys to success to fluency in English conversation is teaching students more than just single item words. In order to sound natural it's important that you teach students lexical chunks, collocations, common expressions and idioms. This presentation will look at how to teach vocabulary for conversation practice and highlight the difference when students are learning in the more natural way of multiple item expressions as opposed to single item. Examples will be taken from *New English Upgrade*; Macmillan Education's highly successful conversation book for college students. S/U/A

Make your Classes Incredible through Whole Child Development

Mark Richard, Oxford University Press

Room B111

What is "Whole Child Development" and how does it apply to us when teaching young learners? Simply put, whole child development combines language learning with other skills such as learning how to learn, learning other subjects through English (CLIL), understanding different cultures and working with others. Before trying a variety of effective and fun activities together, participants at this presentation will discuss and explore the concept of "Whole Child Development" by considering questions such as "What benefits might it have for students?", "How can we set up classes to accommodate this approach?" and "What practical activities can we use to contribute to the effective development of the 'Whole Child'?" Activities at this

presentation will use material from *Incredible English*, a series for young learners from Oxford University Press, which gives learners access to more vocabulary, more reading, more lessons, and more cross curricular content than most primary courses! YL

University of Birmingham ODL MA TEFL and Applied Linguistics

Jeannette Littlemore, Kyungwon University International Language Center

Room B121

This presentation is designed to provide details about the University of Birmingham Distance MA Programmes in TEFL/TESL and Applied Linguistics. The Distance MA takes approximately two and a half years to complete. Materials are delivered online and by post. An optional week-long academic seminar is held in Seoul every summer for all programme participants. In-country tutors advise students on their assignments and course convenors at Birmingham University provide advice on course content. The programmes each comprise six modules and a dissertation. Further information about the programmes can be found at <http://cels.bham.ac.uk>

YL/S/U/A/B

Let's Begin Literacy with Multi-Media for Young Learners

Clare Chun, Language World

Room B142

Literacy starts with reading, and it is the key to succeed in your academic goals. *Reading Cue* is a series of books for improving reading skills from young learners to intermediate students. Providing six levels, it guides students how to read passages and gain meaning from the texts. It engages not only young learners in interesting stories, but also intermediate students in learning strategies for reading comprehension. Every unit has a systematic layout building background, key vo-

cabularies, main story, reading comprehension, listening & writing, and even word challenge. It also specializes in hybrid-CD, which has enabled teachers to instruct multi-media education. Hybrid-CD is a useful self study component for students who are accustomed to using computers. This seminar will present theories and results of survey in reading and useful methods of teaching reading for young students. Additionally, you will see practical application of multi-media education as many teachers as you want to know.

YL

Integrating Mock Trial and Moot Court into English Language Learning Classrooms

Hyoseon Hong, Ye Rin Seo & In Seong Cho,
CheongShim International Academy

Room B161

This workshop will demonstrate the use of Mock Trials and Moot Court for improving English student language skills. Mock Trials and Moot Court are used in North America elementary, middle and high schools and sometimes involve local, regional and national competitions. The workshop begins with a brief introduction to mock trial and moot court for the language classroom, and then the presenters will demonstrate the procedures and methods including audience participation and modeling of activities. Moot court and Mock Trails require a multi-skills language approach. Participants must speak, read, write, and listen when acting as lawyers and witnesses in role-playing speeches, statements, arguments, direct examination and cross examination. The same skills are used to debate the merits of cases vis-à-vis the moot court experience. By using an integrated set of language challenges and goals for students, Mock Trial and Moot Court fall under the task-based teaching approach for language learning. This workshop is for teachers of beginner to advanced level students. There will be time at the end of this workshop for questions, comments and discussions of all

ideas presented.**YL/S/U**

Observed Outcomes and Issues of TESOL Training Programs

H. Douglas Sewell, Dankook University /
University of Birmingham

Room B167

As a teacher trainer to both native English speakers as well as Koreans at the TESOL certificate and MA levels for many years, I have observed many reactions to both the SLA theories as well as the approaches and methods covered in class. These reactions have ranged from acceptance to skepticism and even occasionally rejection of such ideas and concepts as having validity and usefulness in the Korean context. Based on student reflections, surveys and extracts from student assignments, this presentation will highlight some of the reasons for these reactions among pre and in service teachers. Following this, ways of promoting greater openness to current research and theory will be suggested. **YL/S/U/A/B**

Is Grammar Right for Young Learners?

Michelle Park, e-future

Room B168

How should we teach grammar to young children? Kids don't like studying English grammar, and who can blame them? Learning grammar is boring. Grammar is tricky and difficult to learn. By the time the lesson's over, the kids have already begun to forget what they were taught. So why should we even bother? Grammar is central to learning the language in an EFL program. Unlike in their native language, EFL students are not regularly exposed to the language constructs of English. Grammar is not something they will pick up naturally with time. We must address grammar in order to enable students touse the language in actual communication. But what can be done to teach grammar to

young children? We can make lessons fun. Learn how *My First Grammar* uses games, fun activities, and comics to allow for a fun educational experience that students will actively seek to participate in. We can make lessons easy. See how *My First/Next Grammar*'s grammar targets are age and level appropriate. Students do not need to master every aspect of each grammar point, only those relevant to their level and immediate communication task. We can make lessons memorable. Find out how *My First/Next Grammar*'s unique organization and review methods enable students to internalize and retain the information they are taught. We can make students successful. YL/S

Challenge and Success: A Multi level Listening Class

C Dion Clingwall, Keimyung University
Room B178

As the Korean government strives for English competency among its population, new ideas are being developed to help achieve these goals. Currently, one approach involves middle and high school Korean English teachers participating in a 6-month intensive English training program.

The program's principle aim is to substantively increase teachers' English ability in the four main skill areas: reading, writing, speaking, listening. This is being carried out in the hopes of developing teachers able to teach English through English (TETE). However, participant English levels range from high beginner to near native fluency. Therefore, designing appropriate syllabi and choosing effective activities presents a formidable task.

The course objectives were to develop both individual listening skills as well as effective strategies for teaching listening at the Korean middle and high school levels. However, considering such a multi-level class make-up, a number of difficulties were encountered. This presentation examines the challenges that

arose due to the varying levels of English ability in one listening class and how these challenges were addressed. Areas of particular importance were the use of variable needs assessment, contradictory feedback from participants, and the balance between improving listening ability and developing listening instruction. U/A

Building Reading Comprehension Skills with Nonfiction Articles

Hanna Jeong, Kyobo Book Centre. ELT
Room C503

This presentation discusses the importance of Content-Area Reading with *Time to Read*--a nonfiction reading series. Topics covered include: How content area reading can be fun with narrative nonfiction articles; Critical Thinking Skills and Reading Skills--Why critical thinking skills are important; Practical English Usage--How to encourage students to speak about information that is learned in the classroom; How to utilize *Time to Read* in the classroom. YL

Successes and Struggles in Computer Lab based Teaching

Allison Bill, Jeonju University
Room C504

Has your school or institution asked you to start integrating more multimedia use into the classroom? Are you nervous about how to get started? Do you believe that this is a good way to efficiently teach English?

This presentation will start with a description of a Multimedia English class at a Korean university, including the instructor's goals and expectations for the course. Successes will be judged based on the goals. There are some expected and unexpected struggles with the course, which will be discussed. As this course will be in its second run at the time of the conference, reflection on changes and improvements to the course will also be

shared.

Participants will then be asked to brainstorm and discuss effective computer based activities for the English classroom. Please come with your own ideas to share, and questions to discuss. **S/U/A**

Stepping into Research 4: Collecting and Analyzing Data

Scott Miles, Daegu Haany University
Room C505

This presentation will cover the fundamental issues of collecting and analyzing data for a quantitative study. In particular, the presenter will discuss the fundamentals of how to analyze and interpret data from descriptive, correlation, and experimental studies. Basic features of statistics such as mean scores, standard deviation, and statistical significance will also be covered. The presenter will illustrate the above issues with sample studies from SLA literature. No prior knowledge of statistics is necessary for audience members, though attendance of earlier presentations in the 'Stepping into Research' strand is encouraged. **YL/S/U/A**

Scaffolding in a Productive Skill Lesson

James Brawn, Hangeuk University of Foreign Studies / School for International Training
Room C608

There seems to be various definitions for the term scaffolding in use in both Second Language Acquisition and in English Language Teaching. These various definitions often cause confusion with teachers in training when developing materials and planning lessons. In this workshop, the definition for scaffolding will be clarified and examples will be given for how scaffolding can be used when planning and implementing a lesson. The workshop will demonstrate that there are two kinds of scaffolding at work when planning and implementing lessons. The first kind

of scaffolding relates to the lesson or target language and the second kind of scaffolding relates to the task or activity. Lesson or target language scaffolding is derived from the student learning objectives and this is the scaffolding which needs to be removed as the learner progresses through the productive skill lesson. Activity or task scaffolding is support that is provided in order for student to accomplish a specific activity or task. After the workshop a short discussion regarding when and where to use scaffolding in specific lessons will conclude the presentation.

YL/S/U/A

Exploring Teaching

John F. Fanselow, Columbia University Teachers' College, Japan
Room Gemma Hall B107

Few teachers have the time while they are teaching to explore ways teaching affects students. In the workshop, we will explore ways to look at teaching activities in a playful, descriptive, analytical way rather than in a stern, prescriptive, judgmental way. From the exploration of teaching, reflected in excerpts from textbooks and short transcripts of classes, each participant will develop a range of atypical, novel activities, either alone or with fellow teachers. The amount of time we need to plan lessons can be decreased as we understand more clearly what we are doing and the consequences of what we do.

YL/S/U/A/B

What is the Criterion Service?

Peter Kim, ECD, Inc.
Room M101

Presenter Peter Kim, certified master trainer of Criterion Service, provides an overview of the Criterion Service, developed by ETS (Educational Testing Service). Uncovering a technology-enhanced teaching method, he identifies the Criterion Service that is the

most effective online learning tool for teaching English essay writing in Korea. He demonstrates that method of English education paradigm is being transferred to a proactive and individualized learning and teaching method from a passive and impersonal method in contemporary Korea. Likewise, the new paradigm of English education puts more emphasis on written and spoken components of English than on reading and listening. The Criterion Service can support the needs of individualized teaching instruction for writing from the perspective of both instructors and students.

ETS's Criterion Online Writing Evaluation Service is an award winning Web based system that provides an automated essay scoring engine which includes a suite of programs that detect errors in grammar, usage, and mechanics, identify discourse elements in the essay, and recognize elements of undesirable style. Together, these evaluation capabilities provide students with specific feedback to help them improve their writing skills.

S/U/A/B

Theme-Based Teaching and Learning

Linda Fitzgibbon, Ajou University

Room M103

The aim of this practical workshop is to explore an alternative means to teaching English as a Foreign Language (EFL) in young learners' classrooms. The theme-based approach (Cameron, 2002; Moon, 2000) follows typical teaching and learning activities that young children experience daily in elementary school. As learning through themes is already part of elementary life, EFL teachers can use this familiarity to their advantage by offering theme-based work as a highly innovative approach compared to traditional EFL itineraries. This workshop will begin with an introduction to the theory that supports theme-based teaching in elementary classrooms, and then the processes involved in theme planning will be outlined. The work-

shop will include time for participants to create a theme that they can then take and teach to a class of young learners. **YL**

SUNDAY - 9:30~9:50

Issues in Using English Medium Instruction for Teacher Training

Marilyn Plumlee, Hankuk University of Foreign Studies

Room B166

Korea has recently seen the proliferation of pre-service and in-service teacher training programs, known as TESOL certificates or TESOL degrees. The majority of these programs cater to Korean native speakers taught exclusively in English by native English-speaking teachers. Many teacher trainers deplore their students' lack of achievement, but few studies have sought explanations for this perceived poor performance.

This paper reports the results of a discourse analytic study of the written output of approximately 100 Korean students in a one-semester TESOL program. The database includes students' answers to reflective questions, in-class and take-home essay exams, and retrospective interviews. In this it differs from many previous studies which took an autobiographical perspective to examine ethnocentric and discriminatory practices toward non-native speakers in the English teaching profession (See Braine 1999, Canagarajah 1999, Delli Carpini 2009, Johns 2005, Kamhi-Stein 1999, Liu 1998, Samimy & Brutt-Griffler 1999, among others.)

The analysis shows that the difficulties are primarily linguistic, but lack of familiarity with academic discourse conventions also plays a role. These results argue not for an abandonment of English as a teaching medium, but for a heightened awareness among teacher trainers regarding their learners' diffi-

culties and for changes in TESOL program teaching practices. U/A

Needs Analysis for Workplace English Programs

Jeong-Ah Lee, Sungkyunkwan University & Jieun Lim, University of Incheon

Room M104

Along with the globalized use of English, the importance of English has been emphasized at workplace as well as at school in Korea. Companies require for applicants to submit some proof of their English ability, and encourage the workers to further develop English ability along the career. In some cases, Human Resources departments offers English classes for the workers by inviting English instructors. However, research on the English programs at workplace is rather scarce compared with those in the school setting.

In this context, the presentation will report the findings of the needs analysis conducted for the purpose of developing an English education curriculum for company workers. The study had three groups of participants: HR staff (n=65), non HR workers (n=250), and English instructors (n=20). An explanatory mixed methods design was employed: each group of the participants responded to the respective questionnaire in the quantitative phase and semi structured open ended interviews were conducted with selected participants in the qualitative phase. Major findings will be presented by each group, and then the results of the three groups will be compared with each other. In addition to the major findings, the presentation will share implications for developing effective English programs for company workers. A/B

L2 Learning through Literature: Challenges and Implications

Won Kim, University of British Columbia

Room M105

This presentation reports on a three month long descriptive case study of an ESL class at a private language institute in Canada with international advanced level adult learners employing literature based second language (L2) instruction (LBLI). Based on the findings of the study, this presentation intends to suggest pedagogical implications to extend its feasibility as an alternative L2 teaching paradigm in light of Johnson's (2004) new model of SLA, namely "dialogical approach" based on Vygotsky's Sociocultural theory and Bakhtin's Literary theory.

The study aimed to investigate 1) the nature of teaching practices of the instruction, and 2) students' learning experiences with such instruction in an effort to contribute to the further scholarly discussion of "how" literature is being and can/should be incorporated for the development of L2. Data was collected through weekly class observations, interviews, questionnaires, and analysis of written documents. Together with implications for curriculum developers, policy makers, teacher educators, and students, the presentation concludes with pedagogical implications for its successful implementation in various ESL and EFL contexts by discussing different facets of L2 pedagogy, including text selection criteria, classroom discourse, participation structures, students' and teachers' roles, extended reading activities, and other preliminary pedagogical issues. U/A

SUNDAY - 9:55~10:15

A Functional Analysis of Korean in the EFL Classroom

John McGaughey, York University in Toronto

Room B166

This case study focuses on the functional use of Korean (L1) in a middle school English as a foreign language (EFL) classroom by a Korean teacher. The data is from 3 classes

which were recorded and transcribed along with data obtained from interviews with the teacher before and after the recorded classes. The study found that the functions of the L1 could be classified into three general categories: curriculum access, classroom management discourse, and interpersonal relations (Ferguson, 2003). The study concludes that in most instances, the use of the L1 appears to facilitate learning in a class that had students of mixed English proficiency and had limited time constraints. The implications of the study are that further research is needed on the role of the L1 in learning, particularly to determine the correlation (whether positive or negative) between L1 use and L2 learning in an EFL context. **YL/S/U/A/B**

Relationship between Comprehensibility and Foreign Accent in EFL Speech

Huei-Chun Teng, National Taiwan University of Science and Technology

Room M104

The purpose of the present study is to examine the relationship between comprehensibility and foreign accent in the EFL sentences produced by Taiwanese college students. There were two groups of participants in the current study, including 60 speakers and six raters. The speech samples used in the present study were elicited from 60 college students in Taiwan. A group of six raters were native speakers of American English and have taught EFL in Taiwan for one to three years. Materials were “sentence reading” including a list of five specially prepared sentences, and “passage reading” consisting of a 111-word English story. The main instruments were two types of rating scale adopted in the rating task of participants’ speech samples, including the foreign accent scale with a 9-point scale and the comprehensibility scale with a 9-point scale. Results show that there was a significant positive correlation between the perceived accent ratings and the comprehensibility ratings. The current study can contrib-

ute to the understanding of foreign accent, and offer some implications for EFL speech instruction. **U**

Establishing and Evaluating a Business Academic Word List

Wenhua Hsu, I-Shou University

Room M105

This paper reports a corpus-based lexical study of the most frequently-used business academic vocabulary in business research articles (RAs). Following Coxhead's method of establishing an Academic Word List (AWL) across four disciplines, the researcher compiled a corpus containing around 2 million tokens of 504 business research articles across 12 business subject areas from online resources (e.g. the ScienceDirect, EBSCOhost, ProQuest and the SpringerLink databases) and established a Business Academic Word List (BAWL) that is more complete in representing the academic words across sub-disciplines in the field of business and management. 600 of the most frequently-used academic word families in business research articles were ultimately chosen. 420 of the 600 word families in the BAWL overlapped with the 570 word families in the AWL.

Although the BAWL is the list of academic words targeted exclusively at business, this preliminary study needs to be examined in another corpus or in other commercial genres, such as English teaching materials for business purposes. Therefore, the large bodies of data in this study also included textbooks of business core courses as a comparison basis. The operational measures for analysis involved the text coverage of BAWL and AWL in the corpus of business textbooks through RANGE32. This computing tool can measure vocabulary size, frequency, range as well as lexical coverage by comparing the word lists made from the target texts with the word lists, AWL and BAWL, and then by counting the overlap between each list. In addition, how these representative words behaved se-

matically and grammatically were discussed with the aid of concordancers.

This research addressed two fundamental issues regarding sub-technical vocabulary (i.e. academic vocabulary) in specialized texts and how learners can be helped to cope with specialist academic vocabulary. It sought to answer the following questions:

(1) What words make up a business academic vocabulary? Compare Coxhea's AWL and the current BAWL under study.

(2) What percentage of the running words in the business textbook corpus and in the business RAs corpus does the BAWL cover? Namely, how important (measured in coverage) is the business academic vocabulary in business discipline-specific texts?

It is hoped that the issues examined would help English teachers to take account of the business academic vocabulary in curriculum design for the choice of English for business purposes teaching materials. U

(confidence to act). As teachers we might ask, "To what degree do our methods provide productive pathways and confidence to others?" Ahearn (2001) calls AGENCY "the socioculturally mediated capacity to act." Taking more control over one's life and work through languaging (Swain 2005), grammar-ing (Larsen Freeman, 2003), and participating (Sfard 1998) are what language learners and teachers hope to do and in doing so motivate each other. Student Voice: Action Logs, LL Histories, Petitions, Surveys, Volunteer Work, online presence etc. are examples of participants becoming prosumers, i.e. producers of their own learning materials. Teachers' action research and curriculum improvements are ongoing acts of agency. Imagined, ideal, and possible selves create motivating goals for us about what we might become in the future. These ideas for possible selves come from our peers, our communities. Motivating communities that we want to join can be past, present, and imagined communities. All of these communities can contribute to our learning, professional development, and identities. Of special importance is believing in our ongoing development of our own and our students' developing abilities and seeing them at incremental (Dweck, 1999, 20006). Improving ourselves as learners and teachers is an incremental task that allows for mistakes, stepping backwards, and continual lifelong inging while ELTing.

YL/S/U/A/B

SUNDAY - 10:30~11:15

Professional Inging, Hoping, and ELTing

Tim Murphey, Kanda University of International Studies

Room M608

Snyder et al (1999) describe HOPE as entailing PATHWAYS THINKING (ways to solve a problem) + AGENCY THINKING

Thank You!

For coming to the conference

And thanks to the conference committee members, the invited speakers, presenters, teachers, student volunteers and organizational partners for their contributions to the 17th International KOTESOL Conference.

Sunday Afternoon



Room	1:30	2:30	2:55
Gemma B107	Jeanette Littlemore <i>More than Just Words: Pursuing Professional Excellence Through the Use of Gesture</i> YL/S/U/A/B	Tim Murphey <i>Student Success Experiences: Stories, Speed Dictations, & Songs</i> YL/S/U/A/B	
B109		Clyde Fowle <i>Creating a Readers' Community</i> S/U	
B111		Grant Trew <i>Practical Business English for Lower Level Learners</i> B	
B112		Eric Reynolds <i>Using Wikis for EFL</i> S/U/A/B	
B121	John Flowerdew <i>A Pedagogic Model of Second Language Listening Comprehension</i> YL/S/U/A/B	Marc Helgesen <i>New English Firsthand - 10 New Ideas</i> S/U/A	
B142		Pompilai Termsinsawadi <i>WebQuest Development for EFL Reading and Writing Instruction</i> U	
B161	Jerry G. Gebhard <i>Pursuing Professional Excellence through Exploration of Teaching</i> YL/S/U/A/B	Jean Ware <i>Using Extensive Listening and Shadowing in EFL Classes</i> YL/S/U/A	
B166		Azar Hosseini Fatemi, Mohammad Saber Khaghaninezhad <i>The Effect of Cultural/Linguistic Factors on Students' Performance in Bicultural Contexts</i> U/A	Manpal Sahota <i>Exploring Race Issues With EFL Professionals in South Korea</i> YL/S/U/A/B
B167		Shery Seymour <i>Grading Participation in University Classes</i> U	
B168		Jennifer Jordan <i>Supporting Learners through Guided Extensive Reading</i> U	
B178		Michael Cahill <i>They Won't Forget Crocodile Teeth</i>	
C503		Esat Ugurlu <i>Designing the 21st Century Classroom Using Online Resources: World Book Web</i> YL/S/U/A/B	
C504		Scott Thornbury <i>What do Teachers Need to Know about SLA ?</i> YL/S/U/A/B	
C505		Ksan Rubadeau <i>Recognizing and Beating Teacher Burnout</i> YL/S/U/A/B	
C608		Glen Poupore <i>Video-based Tasks Within a Task-based Language Teaching Framework</i> S/U/A	
M101		Rafael Sabio <i>YouTube Videos: The How and The Why!</i> YL/S/U/A	
M103		Gabriel Allison <i>Have Fun with Reading: Efuture Reading Series</i> YL/S	
M104		David Williams <i>Does Extensive Reading Always Assist TOEFL Scores?</i> U	Erlenawati Sawir <i>English Language Teaching and Globalisation</i> U
M105		Atsushi Asai <i>On the Strength of L2 Lexical Knowledge</i> U	Mahdieh Aram <i>A Comparison of the Effectiveness of Teacher vs. Peer Feedback in Promoting Grammatical Accuracy of EFL Learners</i> A



SUNDAY - 1:30~2:15

More than Just Words: Pursuing Professional Excellence Through the Use of Gesture

Jeanette Littlemore, University of Birmingham/ Kyungwon University
Room B107

It is well known that professional development in language teaching involves not only the ability to reflect on action but also the ability to reflect in action. In this talk, I focus on an aspect of 'action' that is sometimes overlooked; the role of gesture, by both learners and teachers, in the language classroom. I argue that paying increased attention to the gestures that learners use, as well as to the gestures we ourselves use, can enhance our professional development as teachers. Evidence has shown that the gestures used by learners serve both a cognitive function (i.e. they help them to formulate messages and to 'think' in English) and a communicative function (i.e. they help them to convey their ideas and to indicate when they need help). The use of gesture has been found to vary considerably across languages, partly because it is strongly related to the syntax of individual languages and thus reflects the way in which ideas are construed differently by different languages. In this talk I look at the use of gesture by language learners. I outline the different types and functions of gesture, and discuss research which indicates that Korean, Chinese and Turkish speakers tend to use gesture differently from speakers of English. In order to illustrate my points, I use examples from my own data to show how language learners make use of gesture when they are producing language, and trying to understand language or explain it to others. Research into the use of gestures by teachers has shown that teachers who use large amounts of gesture are more likely to be viewed by their students as 'good' teachers than those who don't. However, we need to

be careful not to over use gesture as it can sometimes provide too much help, thus reducing the necessity for the learner to 'learn' the language. I close the talk by looking at how we as teachers can make good of gesture in the classroom and how we can conduct small pieces of experimental research with our students in order to improve the ways in which we use, and attend to gesture, in order to become better teachers. **YL/S/U/A/B**

A Pedagogic Model of Second Language Listening Comprehension

John Flowerdew, City University of Hong Kong
Room B121

In this paper I map out what I consider to be the essential features of a pedagogic model of second language listening. The model consists of a set of dimensions derived from a range of theories about listening. These dimensions are eclectic, in so far as they draw on cognitive, social, linguistic and pedagogic theory. Drawn together, they make possible a unified model of second language listening. The model I propose incorporates previous models of listening: bottom-up processing; top-down processing; and interactive processing, but it also has distinct dimensions of listening which make it more intricate and more pedagogically oriented than previous models. These dimensions are as follows: 1. individualisation; 2. cross-cultural aspects; 3. social features; 4. contextual features; 5. affective factors; 6. strategic aspects; 7. intertextuality; 8. critical discourse features. The presentation will explain what is meant by each of these dimensions and provide examples. **YL/S/U/A/B**

Pursuing Professional Excellence through Exploration of Teaching

Jerry G. Gebhard, Pusan National University
Room B161

This talk defines principles underlying an exploratory approach to teaching, including (1) being nonjudgmental, (2) being descriptive, (3) collaborating with others, (4) being willing to try out new ways of seeing teaching (e.g. trying the opposite to see what happens), and (5) taking on a beginner's mind. This talk then provides ways to explore teaching (e.g. self-observation, action research, peer-observation) and gives examples of explorations Asian teachers have done through these principles to pursue understanding and change in their teaching. **YL/S/U/A/B**

SUNDAY - 2:30~3:15

Creating a Readers' Community

Clyde Fowle, Macmillan Korea Publishers Limited

Room B109

There has been resurgence in the interest in extensive reading in recent years with lots of new ideas of how readers can be exploited both within and outside the classroom. It is widely acknowledged that extensive reading both develops learners' general language proficiency as well as fostering learner autonomy. This session will look at ways in which learners can be encouraged to read in groups that support each others' reading and help motivate them to read. In the literature various people have written about ways in which learners can work co-operatively when reading for pleasure. In this session a variety of ideas on how such reading communities can be practically organized will be presented giving participants the opportunity to see the various options open to them and their learners. The session will also focus on various activities that learners can do in groups that will support their reading and give them added motivation to read and work together in their readers' community. Examples from Macmillan Readers will be used to illustrate

the ideas and activities and all participants will be given a sample Macmillan Reader.
S/U

Practical Business English for Lower Level Learners

Grant Trew, Oxford University Press

Room B111

English is essential for international business success in today's global marketplace. With more business people and students studying business English and taking international exams such as TOEIC, many schools and teachers find themselves teaching students with limited time and limited English ability. So what are the key ingredients for business English communication which lower level students need to master to become successful and confident? How can we address their need to improve their practical business English skills and/ or exam scores in a limited time? Additionally, how can we manage this in a way which is flexible enough to meet a variety of course types? This presentation will answer these questions and more. Examples will be illustrated with content from *Business Venture Third Edition*, a brand new and fully updated edition of our best selling American English business course. **B**

Using Wikis for EFL

Eric Reynolds, Woosong University

Room B112

Everyone uses Wikipedia--but most of us do not know what the "wiki" in Wikipedia stands for or fully understand the power of the wiki process? Simultaneous to the explosion of wikis, Korea has been the most "wired" country in the world--for years running. Isn't it about time for us to bring these two worlds together for use in our EFL classrooms?

In this presentation/workshop for novice to

intermediate users of wikis, participants will learn what a wiki is, hear about why a wiki can be a tremendously powerful and useful tool in teaching EFL, see some examples of how wikis have been used for both teaching and professional development, learn the tremendously simple process of creating and maintain one's own wiki, and begin sketching out plans for designing, implementing, and using a wiki to meet their own teaching and professional development needs.

S/U/A/B

New English Firsthand--10 New Ideas

Marc Helgesen, Pearson

Room B121

Some people say there are no really new textbook ideas. Nonsense.

Welcome *English Firsthand--New Edition*. Communicative language teaching is evolving. Books need to evolve with it. The author will share 10 ideas we've added to the new edition. They include picture dictionary previews, a video drama coach, FonF (Focus-on-Form) in the language models/grammar boxes (so students actually pay attention!), shadowing, task recycling, 'backwards cloze' (fill-in-the-blanks first, then listen), student writing based on real stories as models, clear goals/outcomes/'can' statements and a 'one-minute teacher development track': Tips for Better Teaching (Focus, input, splash!) There are lots of new ideas to share. Join us.**S/U/A**

WebQuest Development for EFL Reading and Writing Instruction

Pornpilai Termsinsawadi, Rajamangala University of Technology Phra Nakhon

Room B142

The purpose of this study was to develop the WebQuest Modules to promote undergraduate EFL students' reading and writing abilities as specified in the "Technical English" course

goals and objectives of Rajamangala University of Technology Phra Nakhon in Bangkok, Thailand. The web based lessons comprised an integration of technology and a cooperative learner-centered environment into the course aiming to improve the pedagogical methods, which were generally based on the traditional teacher-centered practice. The effectiveness of the developed WebQuest modules in relation to the students' reading and writing abilities, their learning engagement and perceptions were investigated for 15 weeks. The experiment was conducted with an intact class of 40 engineering students who were enrolled in the "Technical English" course. Data analyses revealed that the scaffoldings provided during the implementation of the WebQuest activities were very useful and could help them improve their English reading and writing performance. The findings from the questionnaires and interviews revealed the students' positive perceptions and attitudes towards the utilization of the WebQuest modules. The results also indicated that these web-based learning activities can lead students to become more engaged in the learning process. **U**

Using Extensive Listening and Shadowing in EFL Classes

Jean Ware, Tokai University, Foreign Language Center

Room B161

This is the third year that we have been studying using Graded Readers with CDs (GR-CDs) for Extensive Listening and Shadowing (EL&S) in our EFL classes. Our purpose this year is to see how much students' listening skills and vocabulary increase over the course of a year while taking required speaking and listening classes. We will briefly describe our previous studies. Next, we will discuss the results from the first semester of this year's study, which has about 280 students in nine classes and uses pre- and post-tests and surveys. Our four treatment

classes use about 20 minutes to do EL&S during every class. We will present the results of our students' tests, and we make comparisons between our four treatment and five control classes. Problems and insights will be discussed, and recommendations will be made based on the results of our studies. We will conclude by discussing recent research reports in the areas of psychology, brain and aphasia studies, and second language acquisition. This research provides insights into the effects of shadowing and subsequent language acquisition. These reports seem to indicate that shadowing has a long-term effect that eventually leads to the improvement of listening and speaking skills. YL/S/U/A

Grading Participation in University Classes

Sherry Seymour, Dongguk University, Gyeongju Campus

Room B167

It is important for students to know the criteria for which they are evaluated on in terms of participation. Clarity and objectivity are two goals I have when it comes to designing grading schemes. This presentation is a sequel to a presentation I was a part of last year. One year later, I would like to share the changes I have made to my classes, along with new discoveries I have found. In this presentation, I will discuss several methods for evaluating participation in compulsory university English classes, including self-evaluation, peer-evaluation, and evaluation by the teacher. Results of a small-scale survey on participation will also be analyzed. Some of the methods for grading participation presented could also be applied to other classroom settings. U

Supporting Learners through Guided Extensive Reading

Jennifer Jordan, Kwansai Gakuin University

Room B168

Kwansai Gakuin University's English Language program has undergone revisions to accommodate an increasing number of lower level learners. Over the course of four semesters and 12 English courses, lower level learners are now required to take three semesters of Reading. With a strong emphasis on Extensive reading, the courses are designed to foster enjoyment in reading and increasing independence. The first of these courses incorporates Guided Extensive reading, the focus of this presentation. For lower level learners, being given a book and asked to simply "read it" is a difficult prospect. In using Guided Extensive Reading, the course developers aimed to provide additional support for these learners. Class readers are used to introduce students to the stages readers go through in choosing and responding to books. Learners are then given a chance to self-select two books and they repeat the steps and report on their efforts to their classmates. This class provides an initial step for students in the process of learning to appreciate reading as an enjoyable activity. This presentation will provide teachers and materials developers with ideas for the use of Guided Extensive Reading in encouraging reluctant learners to become independent readers. U

They Won't Forget Crocodile Teeth

Michael Cahill, Cengage Learning Korea, Ltd.

Room B178

One of the most powerful ways to teach new terms and phrases is to use an instructional sequence that allows for multiple exposures in multiple ways. This type of instruction is in fact quite rare. Such a strategy for teaching vocabulary, referred to as the six-step process (Marzano, 2004), involves the following steps: 1. Provide a description, explanation, or example. 2. Students restate the description in their own words. 3. Students construct a picture, pictograph, or symbolic representation of the term. 4. Students periodically engage in

activities that help them add to their knowledge in their vocabulary notebooks. 5. Students periodically discuss the terms with one another. 6. Students periodically engage in games that enable them to play with terms. It's how we use such a strategy that determines whether it produces great results, mediocre results, or no results at all. Examples will be taken from *Milestones* (Heinle, Cengage Learning © 2009).

Designing the 21st Century Classroom Using Online Resources: World Book Web

Esat Ugurlu, Bridge Learning Korea Ltd.

Room C503

The World Book Web is a suite of online research tools that delivers the information your students need, including encyclopedia articles, primary source collections, ebooks, educator tools, student activities, pictures, audio and video, complemented by current periodicals and related websites. www.worldbookonline.com. **YL/S/U/A/B**

What do Teachers Need to Know about SLA ?

Scott Thornbury, School for International Training

Room C504

And, does knowledge about second language acquisition (SLA) improve teachers' day-to-day teaching? I'll address these questions, by first presenting a potted history of SLA, including some of its more recent (and I think more interesting) developments; by reflecting on my own professional trajectory as a theory "fashion victim"; and then by attempting to explain how theory and practice might (or might not) interrelate. (This talk evolved out of the experience of teaching SLA on the MA in Teaching ESOL at SIT Graduate Institute in Vermont, USA.)

YL/S/U/A/B

Recognizing and Beating Teacher Burnout

Ksan Rubadeau, Korea University

Room C505

"Why am I so tired?" "I always have too much to do." "No one understands what my classroom is like." "Will these students ever improve?" "I've stopped caring." "How many years until I can retire?" Thoughts such as these can be symptoms of teacher burnout, a situation which affects countless educators at some point in their careers. When the stress of the classroom meets constraints and demands from education's shareholders, teachers may find themselves losing their professional enthusiasm. However, given the wealth of research on dealing with teacher burnout, there is no need for teachers to allow undue stress to control their lives. This workshop will provide a framework for understanding burnout and delve into useful tips for recognizing and dealing with the stresses of teaching. By the end of the workshop, participants will have practical techniques that they and their colleagues at school can use in preventing and managing the symptoms of burnout.

YL/S/U/A/B

Video-based Tasks Within a Task-based Language Teaching Framework

Glen Poupore, Korea University

Room C608

Task-based language teaching (TBLT), with its use of interactive small group work tasks, is increasingly becoming the choice methodology in English language teaching classrooms around the world. As Kumaravadivelu (2006) points out in his review of the major trends in TESOL methods within the past 15 years, the word "task" has replaced "communicative" as the all-pervasive methodological label within the field. Indeed, tasks and TBLT can literally be said to be everywhere and happening worldwide. In this presentation I will outline how to use video-based texts, often perceived to be highly

engaging and motivating, as the basis for a TBLT lesson framed within the framework developed by Jane Willis (1996, 2007) which follows a pre-task, task cycle, and post-task "focus on form" order. After briefly describing the framework and outlining its rationale, two video-based tasks will be presented to the participants who will in turn perform the tasks, including post-task "focus on form" activities based on language from the video scripts. The first video will involve the use of movie trailers for the movie *Moulin Rouge* starring Nicole Kidman and Ewan McGregor. The second video, meanwhile, will involve scenes from the Alfred Hitchcock classic *Vertigo*.S/U/A

Student Success Experiences: Stories, Speed Dictations, & Songs

Tim Murphey, Kanda University of International Studies
Room Gemma Hall B107

Creating experiences in the classroom in which students have a sense of success are crucial for motivation and continual engagement. The three R's (relationships, routines, and revolutions) encourage us to make a collaborative friendly environment so that students can make friends and learn in a low risk environment, building on successes. With collaboration comes group and individual success. Making activities into collaborative student produced events creates engagement and enjoyment among students. We will experience building relationships, routines and revolutions in a short time and reflect on their application in our classrooms. YL/S/U/A/B

YouTube Videos: The How and The Why!

Rafael Sabio, Yonsei University
Room M101

YouTube videos provide students with an authentic English language learning experience by giving them access to sights, sounds, and

English language dialogue they would otherwise not experience in common textbooks. Moreover, those videos give students a chance to see how English is used in the context of a real-world environment. This session starts with an introduction to YouTube video usage in the classroom. It then segues into the process by which English language instructors can use online videos effectively. Finally, this session concludes with the presenter showing teachers how to download the videos from YouTube and if time permits, the audience becomes the students and the presenter becomes the teacher in an interactive mock classroom situation. Participation is encouraged. YL/S/U/A

Have Fun with Reading: E-future Reading Series

Gabriel Allison, e-future
Room M103

ELT reading books have been gaining popularity among educators in recent years. Unfortunately, they are not always taught effectively. Teaching English through reading can be interactive, fun and successful. In his presentation, Gabriel will give some tips to help teachers more successfully teach reading books and provide some sample activities for them to use in the classroom. He will also talk about the basic methodology and theory behind e-future's newest book, *Reading Rocket*, and the e-future reading series as a whole. YL/S

SUNDAY - 2:30~2:50

The Effect of Cultural/Linguistic Factors on Students' Performance in Bicultural Contexts

Mohammad Saber Khaghaninezhad & Azar Hosseini Fatemi, Ferdosi University
Room B166

Linguistic/cultural differences of learners' native language with English as a foreign language, gender and English proficiency level are among those numerous variables which affect English learning and its quality in Iranian context. The present study was an attempt to illuminate the effects of so called variables on performing integrative approach of general English tests (cloze test and recall task, in particular). Hence, participants who were 162 Persian/Arab English learners of both genders and were at different levels of proficiency took part in a recall task and a cloze test dependent on their proficiency levels. Firstly, subjects were categorized into two categories of 82 Persian and 80 Arab English learners, as the basic categories of the study. Secondly, each category was divided into two groups of males and females and thirdly, each male and female group of each category was classified into two classes of intermediate and advanced. In this way, each of the basic categories contained some intermediate and some advanced male and female language learners. This classification provided the researcher an opportunity to put the effects of three independent variables of the study on the quality of performing integrative English tests under focus. Accordingly, subjects were exposed to the study's instruments; the cloze tests were constructed based on fixed ratio method (every 5th word was deleted) and then the recall task in which participants were asked to write down whatever they remembered from the passage either in their mother tongue or the target language on separate pieces of paper. The obtained results from a series of independent sample t tests implied that Persian English learners performed remarkably better than their Arab peers. This over performance may be because of the linguistic/cultural characteristics of Persian which is phonologically, structurally and rhetorically more analogous with English compared with Arabic. Gender was also found to be an insignificant variable for successful performance of integrative tests while language proficiency was shown to be

influential for doing these tests. In better words, as students' proficiency level decreases, culture affects more significantly their performance on recall task. U/A

Does Extensive Reading Always Assist TOEFL Scores?

David Williams, Yokohama City University
Room M104

Complementing the well established knowledge highlighting the benefits of extensive reading (ER) to overall foreign language competency, there is now a growing body of research indicating that ER is effective in raising learner proficiency in standardized tests such as TOEFL. Research shows ER is a positive contributor to test scores in L2 and L1 settings, and even amongst poorly motivated students. Consequently, the axiom "the more ER the better" is widely accepted among EFL and ESL professionals. However, not all students who read extensively as part of standardized test preparation raise their scores equally, and some readers even experience test score attrition. ER may thus be said to benefit groups of students differently. Using TOEFL scores from a university-wide program, this research paper explores the level of benefit ER gave to different student groups who were taking TOEFL as part of their compulsory studies. By employing a control group of non readers, results indicate that ER was effective for mid frequency readers, but amongst low and high frequency readers it gave little, or no, benefit above the control group. Discussion on the meaning and implications of the results to students, instructors and ER administrators will be made. U

On the Strength of L2 Lexical Knowledge

Atsushi Asai, Daido University
Room M105

This study investigates how EFL learners

judge the degrees of their knowledge of English words. The participants were 212 Japanese college students. The degrees of visual and semantic familiarity for 20 words showed a significant dependency on word frequency and proficiency level. The eye fixation durations to the mid frequency words were longer than those to both the high and low frequency words. This corresponded to the levels of cognitive processing. Immediately after the judgment tests, the participants wrote their answers in a translation test which included the above target words. The results showed a critical point in the mid frequency range of word appearance. Remarkably, the lower proficiency group exhibited a greater sense of knowing the lower frequency words. Such a cognitive gap between the intuitive perception exhibited in the judgment tests and the actual performance reflected in the translation test can be accounted for with a psychological bias model. This trend might affect the acquisition and consolidation of knowledge. The present study thus discusses what kind of L2 vocabulary knowledge the learners had and how they could effectively build their vocabulary.

U

SUNDAY - 2:55~3:15

Exploring Race Issues With EFL Professionals in South Korea

Manpal Sahota, Gangnam District Office
Room B166

Issues of race and race relations in EFL education have largely been unexplored in the past. Previous studies on issues of race in South Korea's EFL context are virtually non-existent. I have lived and worked in Korea for six years and I have experienced racist attitudes and hiring practices throughout my time here. Until recently, I avoided explicitly talking about this sensitive topic in my class-

rooms, work environments and social worlds. I now feel I have a personal and professional responsibility to bring racism to the forefront and look for possibilities to understand this social illness.

In my master's thesis, I examine the lived experiences of not only myself, but of Korean EFL teachers and white EFL teachers. I look at how we all deal with issues of race from our past and our present, in order to help move us forward in our future. I chose to conduct a narrative inquiry because I felt that through storytelling I could gain a broader understanding of how different players in the EFL world cope with racism. I present these stories in their raw form and draw on patterns and threads that weave through our collective knowledge and experience. I offer my recommendations for dealing with issues of race applicable for all teachers in the EFL world.

YL/S/U/A/B

English Language Teaching and Globalisation

Erlenawati Sawir, International Education Research Centre, Central Queensland University Melbourne
Room M104

Advanced technology and communication have implications for people movement. There are more people pursuing their degrees overseas than ever before. English speaking countries have been chosen by a large number of international students particularly from non English speaking background. Aside from targeting an overseas qualification these students also intend to improve their English proficiency. Australia is one among the countries with a large number of international students. This growth has also prompted numerous studies on international students and aspects of their experience, ranging from market research to scholarly projects. If there is one theme that stands out in the entire literature on international education, it is the language-related difficulties that are faced by in-

ternational students, particularly students from English as a foreign language country. The paper identifies language issues of international students studying in Australia tertiary institutions. The difficulties range from verbal communications to written expression. The study also reports how language difficulties affect the students' everyday encounters. Data were derived from the researcher's work on international students in Australia, specifically semi structured interviews with 200 students from 31 countries, and other literature on international students. Understanding the difficulties experienced by international students has global implications not only for higher institutions in Australia but also for provider countries sending international students especially language teachers in high schools, higher institutions and language courses. **U**

A Comparison of the Effectiveness of Teacher vs. Peer Feedback in Promoting Grammatical Accuracy of EFL Learners

Mahdieh Aram, Kish Language Institute
Room M105

Much of L2 teacher feedback research is conducted with advanced students in process-oriented classrooms in the United States. There is less published research about how school teachers in EFL contexts respond to students' writing (Lee, 2008). Moreover, the studies conducted on the effectiveness of teacher correction and peer correction in L2 writing, obtained conflicting findings. The primary purpose of this study is to examine the effectiveness of two kinds of feedback (teacher vs. peer) on grammatical accuracy and overall writing improvement of (High vs. low profi-

ciency) Iranian EFL learners.

In order to determine which type of feedback leads to more accuracy and overall writing improvement, 126 English learners in a private language school did 6 narrative tasks during seven weeks of study. The participants of the study were divided into two groups (low vs. high proficiency level) based on a proficiency test (Nelson). They were further divided into four groups according to the kind of feedback (peer vs. teacher) they would receive on their initial writing tasks. All participants perform a new writing task each week using either feedback types. After they finished the sixth, writing performance at the beginning (pre test) and end of the study (post-test), was measured and compared with each other to determine the short term effect of peer vs. teacher corrective feedback. The secondary purpose is to investigate students' attitudes toward these two feedback types.

The results revealed that peer feedback did not affect grammatical accuracy improvement for both high and low proficient students, but teacher feedback was found to be effective for grammatical accuracy especially for low proficient learners. In other words teacher feedback groups outperformed peer feedback groups in their grammatical accuracy. In terms of overall writing performance, both feedback types were significantly effective, irrespective of the proficiency level. The study also showed that learners favored teacher feedback and saw the teacher as a figure of authority that guaranteed quality.

The research findings, though inconclusive, have raised several significant issues for writing teachers to consider. The possible implications of the findings of this study for the writing teachers were also discussed. **A**

Sunday PM



Room	3:30	3:55	4:30
Gemma Hall B107	Carl Dusthimer, Aaron Jolly <i>Extensive Reading in an IB Curriculum: A New Approach.</i> YL/S		Marc Helgesen <i>Pursuing Professional Excellence: Language Teaching that Makes Sense</i> YL/S/U/A/B
B109	Patrick Hafenstein <i>Teaching TOEIC and TOEFL Digitally and Face to Face</i> S/U/A		
B111	Julie Hwang <i>Teaching Grammar in the Primary Classroom</i> YL		
B121	Shaun Manning <i>Conversation Tests: What do Raters Rate?</i> S/U	Marguerite Muller <i>The Use of Evaluation Portfolios in Oral English Assessment</i> S/U/A	Stephen Andrews <i>Teacher Language Awareness and Professional Excellence in TESOL</i> YL/S/U/A/B
B161	Tim Dalby, Joshua Davies, Andrew Finch, Heebon Park-Finch, Rafael Sabio, Tory Stephen Thorkelson, Bruce Wakefield <i>A Conversation About Teacher Training</i> YL/S/U/A/B		Scott Miles <i>What Sticks? Language Teaching for Long-Term Learning</i> YL/S/U/A/B
B166	Barbara Waldern <i>Combatting the Hegemony of English with Democratic Praxis</i> YL/S/U/A/B	Greg Brooks-English <i>BYU's Technology Assisted Language Learning Popular Among Dongguk University Students</i> S/U/A	
B167	Steve Garrigues <i>Research Q & A Panel: Asking the Researchers</i> YL/S/U/A/B		
B168	David Shaffer <i>Stepping into Research 5: Presenting the Results</i> S/U/A/B		
B178	Patrick Rates <i>Optimizing the ESL Classroom with Randomized Seating Charts</i> S/U		
C503	Sam Lee <i>Teacher Training that Works: Teacher Development Interactive Online</i> YL/S/U/A/B		
C504	Chanmi Hong <i>Reading for Meaning: Building Strategic Readers and Thinkers</i> YL		
C505	Ian Brown <i>Classroom Oral Presentation: A Different Approach</i> S/U/A/B		
C608	Sarah Kim <i>Making Learning Visible with Goal-Oriented English</i> YL		
M101	Peter Kim <i>What is the Criterion Service?</i> S/U/A/B		
M103	Gabriel Allison <i>Link Listening with Speaking Skills: SBS Listening</i> YL/S		
M104	Hao Xu <i>Home Tutoring: Interaction and Identity</i> S	Athena Pichay <i>Style and Substance in the EFL Classroom</i> S/U/A	
M105	Mohammad Hashamdar <i>Critical Thinking and Reading Comprehension</i> U	Shannon Tanghe <i>Problems with Data in Educational Research</i> A	



SUNDAY - 3:30~4:15

Teaching TOEIC and TOEFL Digitally and Face to Face

Patrick Hafenstein, Macmillan Korea Publishers Limited

Room B109

Exam preparation is a high stakes course as the student's end result might be the difference between getting into a Masters course at their preferred university and/or getting his/her dream job. How can we ensure that students maximize their results? This presentation will look at how a blended learning approach, combining both face to face teaching with a digital component, to exam preparation can help students perform at their best on the big day. Examples will be taken from **Macmillan Practice Online**; a new and exciting way of teaching exam preparation and other English language courses.

S/U/A

Teaching Grammar in the Primary Classroom

Julie Hwang, Oxford University Press

Room B111

How do you teach grammar in the primary classroom? For many teachers, grammar is simply thought of as a set of forms and rules. This notion leaves teachers drilling and explaining pages of rules to students, forcing them to feel far from motivated. So, how can you teach grammar in a motivating way? Many students participate actively in personalized communicative activities which involve reading, writing, speaking and listening. Through this process, students learn how a grammatical concept works and how it is used in a foreign language. *Grammar Friends*, a new grammar series from Oxford University Press, is full of engaging content and situations that are directly related to students' everyday lives, enabling them to con-

centrate on grammar and writing skills. This workshop will demonstrate how teachers can enable primary students to learn grammatical concepts using interactive activities and games in the classroom. **YL**

Reflective Writing—A Way To Do and Learn Teaching

Jill Burton, University of South Australia, Adelaide

Room B142

A model of reflective writing which complements reflective practice will be presented. Participants will then be asked to use a simple form of the model individually and collaboratively to try out how writing (e.g., journal entries, short narratives) can support inquiry of specific teaching issues and may sustain the exploration of teaching experience over time. **YL/S/U/A/B**

A Conversation About Teacher Training

Bruce Wakefield, Kyonggi University

Rafael Sabio, Yonsei University

Tory Stephen Thorkelson, Hanyang University

Heebon Park Finch, University of Bristol

Andrew Finch, Kyungpook National University

Tim Dalby, Jeonju University

Joshua Davies, Yonsei University

Room B161

What makes a good teacher? How can we continue to grow as professionals? What is the future of English Education in Korea? These are the questions we as teachers ask ourselves in our work, and for which KOTESOL's Teacher Trainers travel the country, trying to offer answers. During this workshop a panel of KTT presenters will discuss the role of teacher training in Korea, how it can benefit teachers and help them to grow, and how professional teachers can create positive change in their environments,

drawing on the combined experience of over 50 years of teaching in Korea. Audience members will have a chance to interact with and question trainers from a wide variety of backgrounds, and from this workshop take away a better understanding of how they can join the process of improving their own teaching, as well as the educational climate of Korea as a whole. **YL/S/U/A/B**

Research Q & A Panel: Asking the Researchers

Steve Garrigues, Kyungpook National University

Room B167

Have you ever thought of what it would be like to have a captive group of experienced researchers address your every query about starting/conducting/reporting research projects? Well, this workshop makes available to you an assembly of research veterans with expertise in a variety of research related areas to answer all your questions (e.g., literature search, methodology, statistics, psychometrics, theoretical background, publication procedures, etc.), from the most basic (What is action research, and how do I go about doing it?) to the little more complicated (What research design, qualitative or quantitative, and why?) and everything in between. This session is provided by the KOTESOL Research Special Interest Group. **YL/S/U/A/B**

Stepping into Research 5: Presenting the Results

David Shaffer, Chosun University

Room B168

This presentation and the series that it is in are designed to be the igniting spark for those people who have been interested in carrying out research as practicing teachers, but have felt unsure about how to go about it. Its focus is on writing up and presenting the research

findings after the research has been carried out, i.e., after the research topics has been selected, the project has been designed, and the data has been collected and analyzed. Covered in the presentation first will be the organization of a research paper for publication. Also to be discussed is how the write up of a qualitative research project differs from that of the quantitative report, as well as suggestions for giving an oral presentation of one's research and the formats for listing the most common types of references. The typical quantitative research article organization to be presented is: (a) Introduction, (b) Method, (c) Results, (d) Discussion, (e) Conclusions, (f) References, and (g) Appendices (optional). It will be discussed how the qualitative research article differs in that it puts more emphasis on review of the literature and the opinions of the author and others rather than on numerical data. These will be contrasted with an oral research presentation where the data that can be presented is much more limited and the presence of the researcher/presenter is very important.

S/U/A/B

Optimizing the ESL Classroom with Randomized Seating Charts

Patrick Rates, Ritsumeikan University

Room B178

The arrangement of the classroom is an integral part of any teacher's classroom preparation. Many teachers regard seating charts as primarily for the purpose of getting to know students names, taking role or grouping students. A seating chart can have an influence on classroom organization, seating students in a way that will give them the opportunity to promote positive learning environments in specific situations. A seating arrangement can be a great tool for the ESL teacher in accomplishing the goals of the lesson.

This paper explores options in classroom seating plans; in addition it will explore ran-

dom seating charts and both of their effects in the ESL classroom. It is the aim of this paper presentation to demonstrate how seating chart, and how utilizing a random seating plan can be advantageous in an ESL setting. This paper will present data gathered from a student survey and teachers experiences with random seating charts. S/U

Teacher Training that Works: Teacher Development Interactive Online

Sam Lee, Pearson

Room C503

In order to ensure that students receive instruction delivered by teachers grounded in effective principles of language learning and teaching, programs must equip instructors with initial and ongoing professional development. For teachers challenged by practical constraints such as time, money and space, Teacher Development Interactive offers an easy to use, flexible, online solution that combines exceptional instruction with practical knowledge and experience in a highly motivating teacher development course. Featuring a unique, online interface and lectures by experts like Jack Richards, Jeremy Harmer and H. Douglas Brown, Teacher Development Interactive will enhance teacher effectiveness, which will translate into improved student results. YL/S/U/A/B

Reading for Meaning: Building Strategic Readers and Thinkers

Chanmi Hong, Kyobo Book Centre. ELT

Room C504

Teaching EFL (Teaching English as a Foreign Language) students to actively engage with text and develop independent reading skills can be a challenging task. As students move through the grades, the demands of comprehending complex text increases and some students may begin to struggle. In this session, I would like to introduce Steck Vaughn

Publisher's reading comprehension resources to implement in your daily reading lessons. Providing the step by step reading strategies, and scaffolding techniques to achieve true understanding. YL

Classroom Oral Presentation: A Different Approach

Ian Brown, Kyushu University

Room C505

Traditionally class presentations involve the teacher assessing one student's presentation in front of the entire class. This method of evaluation can be time consuming and even boring for students. Valuable class time, better spent on teaching and learning activities, can be wasted. This presentation will describe an alternative method for conducting these assessments that can reinvigorate the class presentation process in a more collaborative and creative way and provide a more productive and motivating learning experience for the students. In this method small groups of students conduct presentations simultaneously in different parts of the classroom. This method leads to the amount of time to conduct the assessments being cut in half compared to the "traditional whole class" style. The whole presentation process is rejuvenated with additional educational benefits not seen in the traditional style. Students are able to practice and improve their presentations several times and become more relaxed, engaged and motivated due to the more intimate and less stressful nature of this method. As well as explaining this method in detail along with providing useful handouts, this presentation will provide theoretical support for this style and report on some practical considerations from the presenter's own experiences.

S/U/A/B

Making Learning Visible with Goal-Oriented English

Sarah Kim, Language World

Room C608

Do you need more engaging classroom activity ideas? This presentation will show you interesting activities for young learners and how to enhance their learning with clear goals. During the presentation participants will have a chance to explore *We Can*-a seven level ELT coursebook series and to discuss how different types of activities and having goal statements help student improve language skills. YL

Extensive Reading in an IB Curriculum: A New Approach.

Carl Dusthimer, Korea National University of Education & Aaron Jolly, Hanseo University
Room Gemma Hall B107

In recent years input based approaches such as Extensive Reading (ER) have begun to gaining wider acceptance in the field of Korean ELT for Young Learners and Teens. The value of "massive amounts of comprehensible input" (Krashen 1983), as provided by easy and enjoyable leveled reading materials is basically indisputable. Those who use it know it works, but how can we take the approach further? When children are exposed to great quantities of varied English content it is worth considering what kind of values, or character traits, are they likely to be influenced by. Considering this aspect, it is clear that values based curriculum must be imbedded in input-based EFL curriculum. The model advocated in this workshop is based on the International Baccalaureate (IB) Curriculum, an elementary through high school curriculum used in more than 2500 schools world-wide. Those familiar with the IB will attest to the well rounded, compassionate, curious and inventive young people it helps mould. In this workshop; background to ER and IB will be provided and a model for integration of the two approaches will be demonstrated. YL/S

What is the Criterion Service?

Peter Kim, ECD, Inc.

Room M101

Presenter Peter Kim, certified master trainer of Criterion Service, provides an overview of the Criterion Service, developed by ETS (Educational Testing Service). Uncovering a technology enhanced teaching method, he identifies the Criterion Service that is the most effective online learning tool for teaching English essay writing in Korea. He demonstrates that method of English education paradigm is being transferred to a proactive and individualized learning and teaching method from a passive and impersonal method in contemporary Korea. Likewise, the new paradigm of English education puts more emphasis on written and spoken components of English than on reading and listening. The Criterion Service can support the needs of individualized teaching instruction for writing from the perspective of both instructors and students.

ETS's Criterion Online Writing Evaluation Service is an award winning Web based system that provides an automated essay scoring engine which includes a suite of programs that detect errors in grammar, usage, and mechanics, identify discourse elements in the essay, and recognize elements of undesirable style. Together, these evaluation capabilities provide students with specific feedback to help them improve their writing skills.

S/U/A/B

Link Listening with Speaking Skills: SBS Listening

Gabriel Allison, e-future

Room M103

Step By Step Listening is a listening and speaking integrated series for young learners. In his presentation, Gabriel will talk about how to link teaching listening with speaking skills and also give some tips on how to guide students to participate actively in the

EFL classroom. He will then give a short sample lesson with the book *Step By Step Listening*. YL/S

SUNDAY - 3:30~3:50

Conversation Tests: What do Raters Rate?

Shaun Manning, Hankuk University of Foreign Studies

Room B121

The problem of valid and reliable scoring of speech is an ongoing issue. One of the major problems is investigating and controlling for rater bias. MacNamara (1996) claims that rater training does little to eliminate bias. This work used multivariate Rasch analysis to examine the tendencies of Non-native teacher trainees, Native Speaking professors and Professional Native Speaker Raters when evaluating different types of speech production-Simulated Oral Proficiency Test data, Oral Proficiency Interview data and Group Discussion Test Data. Three groups of raters teacher trainees (n=34), professors (n=6), and professional raters (n=4) were given 30 60-second SOPI recordings, 30 4-minute OPI recordings and 10 12-minute GDTs to rate using a scale adapted from MacNamara (1996). The results were examined using Multivariate Rasch Analysis and bias patterns were noted. Some key findings were a difference in rating of intonation and pronunciation across Native Speakers and Non-native speakers, suggesting that non native speakers and native speakers assessed these constructs differentially. Another finding was that trained raters and untrained (native speakers) assessed topic development differentially. Suggestions for training of raters, hiring of raters and use of ratings are proposed as a result of the findings. S/U

Combatting the Hegemony of English with

Democratic Praxis

Barbara Waldern, International Language Education Center, Pusan University of Foreign Studies

Room B166

In this era, most social theorists are concerned with confronting the production and reproduction of power relations that operate through the production and reproduction of hegemonic culture, such as discourse and education. Macedo, Dendrinos and Gounari (2003) talk about the hegemony of English in the USA and worldwide, and language education policies and practices that maintain and extend this hegemony. Should we be participating in this project? An examination of the status of English as a global or international language reveals that the heyday of English may be fading. Furthermore, anthropological investigation shows that culture and language are somewhat resistant to domination. The example of teaching English in Korea is given. If neo-liberal domination is not so monolithic, then it can be resisted further. It is still to be teachers of conscience and pursue teaching approaches and methods in the highest interests of ethics, inclusion and democracy. Macedo et al. (2003) propose exposing the neo-liberal discourse in daily institutional life and state policy and reviewing the language of "freedom", Biesta (2006) criticizes humanism for assuming that all people are the same, a perspective that turns the stranger into a problem and can be used to justify hegemony, and recommends that we rethink what it means to be a democratic person. He proposes that teachers and students work together so as to find their own voices. Kivisto (2005) suggest that we rethink assimilation, given the reality of multiculturalism, and incorporate diversity. YL/S/U/A/B

Home Tutoring: Interaction and Identity

Hao Xu, Capital Normal University

Room M104

This paper reports findings from a qualitative study on interaction patterns between and identity construction of an EFL home tutor and two tutored learners. Home tutoring, as a potential influential source of out-of-class learning and a relatively neglected area of enquiry, is commonplace in mainland China, especially in big cities. A large proportion of tutors are undergraduate students of English or English education, taking part-time jobs in home tutoring secondary and elementary EFL learners. Research into the interaction between the tutor and the tutored as well as their identity construction helps, from a socio-cultural perspective, enrich our understanding of this important form of learning beyond the language classroom. Specific research questions are: (1) How do the tutor and the tutored learners interact during the home instruction when handling pedagogical content and interpersonal relationship? (2) What identities do they assume for themselves and the other party in home tutoring, and how do they practice the assumed identities? (3) What are the pedagogical implications of the findings?

The case study was completed in June 2009. Data sources are digital audio recordings of the tutoring sessions, semi structural interviews, journals kept by the tutor, and autobiographic reflections by the tutored learners.

S

Critical Thinking and Reading Comprehension

Mohammad Hashamdar, Islamic Azad University, Science and Research Branch
Room M105

Critical thinking deals with the way you think about the way you think. Critical thinking has been specifically considered a salient issue by colleges and universities all over the world. However, the link between critical thinking and Second Language Teaching and Learning has recently attracted the attention of language teachers. Starkey (2004) asserts that

critical thinking involves both problem solving and reasoning. The application of critical thinking techniques and language learning, specially language comprehension, can be of great benefit to both students and teachers. As it is clear, reading is perhaps the most important skill both in first and second language acquisition, but it is very problematic for language learners at high levels of language learning. This paper reports the findings based on the experiment conducted by the researcher. The researcher chose two classes of university students in Azad University in Karaj, Iran. At the outset, two reading comprehension tests were administered to both groups (control and experimental) and results were obtained as pre tests. Then a three-week treatment of critical thinking skills was given to the experimental group while control group did not have any treatment. Finally, another reading comprehension test was administered in the both classes. The result indicated that the experimental group performed much better than the control group.

U

SUNDAY - 3:55~4:15

The Use of Evaluation Portfolios in Oral English Assessment

Marguerite Muller, Hanguk University of Foreign Studies-Yongin Campus
Room B121

To survive in the global society, and to grow as a global community we will need increasingly better communication and greater collaboration. Therefore, language education and assessment should prepare students not just to survive, but to contribute to the world outside the classroom. Assessment as an integral part of education doesn't have to be a solitary battle that each student has to win or lose. This paper is a reflection on traditional assessment methods and the role that these

play in English assessment in South Korea. It specifically questions the use of individual competition as motivator in assessment practices. It is argued that educators should create assessment tools that will stimulate learning, collaboration and autonomy among students. Assessment practices should therefore be designed for students as individuals that will grow and learn in different ways, at different times, and evaluate them holistically. In an attempt to apply theory to practice this paper includes a design for an evaluation portfolio that can be used to assess oral English at university level. Furthermore, the paper is an exploration of how assessment portfolios can be used in the cooperative learning situation and how self-and peer-assessment can be used to strengthen language learning. S/U/A

BYU's Technology Assisted Language Learning Popular Among Dongguk University Students

Greg Brooks-English, Dongguk University,
Center for Foreign Language Education
Room B166

A pilot study at Dongguk University (DU) Center for Foreign Language Education (CFLE) in Brigham Young University's Technology Assisted Language Learning (TALL) system was completed with twelve students in four sessions of 1.5 hours each for a total of six hours per student. Pilot was undertaken to measure student interest in TALL when compared with present program conversation courses. The first session of the pilot introduced students to the TALL system; the second session assisted students in downloading the program who were having trouble and gaining experience with TALL; the third session assisted students further with their experience with TALL; and the final session was furthering students experience with TALL and completing a final survey. At the completion of the pilot, data from the survey was compiled. Results indicated a strong in-

terest on behalf of students for TALL over existing DU CFLE for credit conversation programming, in addition to some students indicating a willingness to pay for the programming out of pocket as a non-credit courses.

S/U/A

Style and Substance in the EFL Classroom

Athena Pichay, Korea University

Room M104

This research investigates the similarities and differences of student and teacher perspectives on the importance of style and substance in the Academic English (AE) EFL classroom at Korea University. A total of 963 students and 29 native English speaker teachers participated in the study. The data obtained reveal significant results suggesting certain degrees of similarities and differences in the perceptions of teachers and students regarding teaching and learning styles. One significant similarity is how both groups value the relevance of students' English skills and abilities in their future plans to study or travel abroad and in their future prospects for employment. Results also show that students perceive style as something that inspires them more, compared to the substance or content of the subject matter. Their preferences for style refer to the teacher's personality and teaching techniques. Majority of the AE students understand and acknowledge the importance of the AE course; however, their expectations of what this course entails show some degree of disparity with teachers' expectations of what should be taught and how much workload should be assigned. Implications of this study will provide direction in finding practical ways to bridge the gap between perspectives in teaching and learning styles. S/U/A

Problems with Data in Educational Research

Shannon Tanghe, Dankook University,
Indiana University of Korea

Room M105

What is data, where does it come from and why is it important in educational research? This paper is an indepth analysis of the concept of data-exploring issues ranging from what data is, how it can be used, and the vast availability of data in the world today leading up to the impact it has on society. Data is an essential tool, the use of which leads to discovery; however, data is only a tool-it is the means by which questions are answered. Data is not and cannot be the answers in itself. Only through careful analysis and interpretation can data aid the process of advancing the field. Errors in data collection, data processing and data interpretation can have a large impact on the field. This paper offers a critical examination, exploring the impact misleading data can have and its implications as it relates to the field of educational research. Examples of research with problematic data sources, analysis and interpretation will be uncovered in order to address issues of keeping data "clean" in order to protect its validity and implications when this does not happen. A

SUNDAY - 4:30~5:15

Pursuing Professional Excellence: Language Teaching that Makes Sense

Marc Helgesen, Miyagi Gakuin Women's University / Pearson Longman

Room Gemma Hall B107

Professional excellence means more than knowing about ELT. It includes knowing how we teach, including our own teaching and learning styles, and knowing who we are - in relation to our students. That includes sensory awareness. Barring a disability, we all have five senses. Every bit of information we take in comes through sight, hearing, touch/movement, smell or taste. Why then are

classes often limited to visual (Look at page 35) and auditory input (Listen!)? Everyone has one strongest "preferred" sense. Most of us also have a weak one. We often teach in the sense we process most easily. What about learners weak in that sense? This activity-based session will explore sensory modalities (learning styles or learning channels), ways to identify our own and learners' preferred sense, teach across the senses and techniques to modify tasks to provide a range of sensory input. It really does make sense!

YL/S/U/A/B

Teacher Language Awareness and Professional Excellence in TESOL

Stephen Andrews, University of Hong Kong / Cambridge University Press

Room B121

In this paper, I discuss the notion of professional excellence in TESOL from two interconnected perspectives: that of the teacher-educator whose goal is to foster pre-service and in service ESOL teachers' aspirations and continuing development towards professional excellence, and that of the researcher whose aim is to investigate the nature of professional excellence in TESOL and to understand more about the knowledge underpinning such excellence and the processes associated with its development. The paper focuses specifically on knowledge of subject-matter. The relationship between subject-matter knowledge and teachers' professional excellence has been noted by many in the field of education. Shulman (1999), for instance, argues that subject matter knowledge is at the core of teacher professionalism. Shulman (see, for example, Shulman, 1987) also highlights the importance of what he terms 'pedagogical content knowledge' (PCK), that form of knowledge unique to teachers, which 'lies at the intersection of content and pedagogy' (1987:15), enabling the teacher to draw on his/her content knowledge in ways that are likely to promote

learning. My own work explores the implications of such arguments for TESOL. Andrews (2007) uses the label 'teacher language awareness' (TLA) to refer to those aspects of the ESOL teacher's professional knowledge base 'which seem to intermesh particularly closely whenever pedagogical practice is specifically engaged with the content of learning, i.e. the language itself' (2007:31). The use of the word 'awareness' underlines the importance of the procedural dimension of TLA, which enables the teacher to draw on subject matter knowledge selectively in order to facilitate the learners' acquisition of language. If professional excellence in TESOL requires a teacher to be 'language aware', then it is important for teacher educators to understand the nature of TLA and what characterizes the TLA of professionally excellent, i.e. expert, teachers. In this paper, I examine the TLA of the 'expert' ESOL teacher. Drawing on the work of Berliner (for example, Berliner, 1994) and Tsui (2003; 2005), I begin by examining the complex nature of pedagogical expertise development. I then relate this discussion to ESOL teachers and to TLA in particular, examining the characteristics of the TLA of 'highly proficient'/'expert' ESOL teachers and the ways in which such teachers engage with the content of learning. This part of the paper

draws on a variety of data, including lesson observation and interviews with 'highly proficient'/'expert' ESOL teachers, and interviews

with experienced ESOL teacher educators. The paper concludes by considering implications for teacher educators.

YL/S/U/A/B

What Sticks? Language Teaching for Long Term Learning

Scott Miles, Daegu Haany University

Room B161

What do your students learn in your classroom? More importantly, how much of what you teach is still retained by your students even just a few months after your class is finished? A second language takes thousands of hours of exposure and practice to reach a level of competency. Most classrooms, however, only provide students with 40-70 hours of English a semester. Not only is this time very limited, but many classrooms fail to provide the conditions for long term learning to take place. The result is a cycle of learning and forgetting that is far too commonplace in EFL settings, with the average student having precious little to show after even a decade of formal English study. This presentation will review research in second language acquisition and cognitive psychology which gives guidance on what conditions are required for initial learning to take place in the classroom, and what instructors can do to assist students in maintaining and further developing acquired language knowledge and skills long after the class is finished. **YL/S/U/A/B**

6th Annual Korea TESOL Thanksgiving-time Symposium

“EFL Teacher Development for Young Learners & Teens in Korea.”

Co-hosted by

Daejeon-Chungcheong KOTESOL chapter
& the KOTESOL Young Learners & Teens SIG.

Saturday November 28th 2009 10.30am to 6pm
Hoseo University, Cheonan Campus.

Schedule

10:00-10.30am	Registration in Lobby Area <i>(Attendees may also peruse publisher book display of course)</i>						
10:30-11:00	Opening Ceremony and Welcome Speeches						Room: Auditorium
11:00-12:00	Opening Plenary Speech (50 minutes) The Practice of Integrating Skills in the YL & Teen EFL Classroom. Speaker: Devon Thagard from Super Simple Songs (Japan)						Room: Auditorium
12:00-1:00	Concurrent Presentation Sessions	Auditorium YL SIG Featured Speaker	<u>Room 2</u> Assessing YL & Teen Language Development	<u>Room 3</u> Using Technology With Young Learners	<u>Room 4</u> A Balanced Approach to 4 -skills for Korean K-6	<u>Room 5</u> A Balanced Approach to 4 -skills for Korean Teens	<u>Room 6</u> Preparing YL & Teens for Tests Like TOEFL
1:00-2:00	Lunch in the cafeteria						
2:00-4:00 (2hrs)	Teacher Training Workshop Sessions	Auditorium Integrating Songs for YL/Teen Classroom	<u>Room 2</u> Reading Practice for Korean YL and Teens	<u>Room 3</u> Using Technology With Young Learners	<u>Room 4</u> A Balanced Approach to 4 -skills for Korean K-6	<u>Room 5</u> A Balanced Approach to 4 -skills for Korean Teens	<u>Room 6</u> Preparing YL & Teens for Tests Like TOEFL
4:00-5:00	Classroom Videos & Forum Sessions	Auditorium Integrating Songs for YL/Teen Classroom	<u>Room 2</u> Reading Practice for Korean YL and Teens	<u>Room 3</u> Using Technology With Young Learners	<u>Room 4</u> A Balanced Approach to 4 -skills for Korean K-6	<u>Room 5</u> A Balanced Approach to 4 -skills for Korean Teens	<u>Room 6</u> Preparing YL & Teens for Tests Like TOEFL
5:00-6:00	Closing Panel Discussion and Q & A with Presenters. (50 minutes) Room: Auditorium Speakers: Keynote and featured speakers from the day.						
6:00-8:00	Thanksgiving Dinner						Room: Dining Hall

Call for Presenters

KOTESOL Seoul Chapter 7th Annual Conference *The Complete Teacher*

KOTESOL Seoul Chapter is seeking workshop type presentations for the chapter's Annual Conference on **March 27, 2010**.

All workshops will be one (1) hour in length. Presenters are strongly encouraged to submit proposals related to the following four strands:

- 🕒 **English in Public Education** Including but not limited to: basic skills for pre-service Korean teachers and foreign public school teachers, working with co-teachers, contracts, classroom management, and presentation skills,
- 🕒 **Surviving as a Foreign Teacher in Korea** Including but not limited to: Working culture of Korean public schools, hagwons and universities, awareness of Confucianism in the classroom, awareness of and access to government services, Korean language learning, travel and transportation, health and fitness, eating healthy, and banking,
- 🕒 **Teaching the Four Skills** How to add reading, writing, and listening to a speaking lesson,
- 🕒 **The Forgotten Skills:** teaching pronunciation, teaching grammar, performing oral assessments and speaking tests.

All workshop proposals must include a description of the workshop at least 200 words in length. Your proposal should also include biographical information including your most recent workplace and up-to-date contact information (cell number and email address). Your proposal and bio should fit together on ONE A4 page and be in doc format (Microsoft Word 2003 or earlier version)

The deadline for workshop proposals is **5pm December 5th, 2009**. Please send your bio and workshop proposal to Workshop Coordinator, Don Payzant at seoulkotesol2010@yahoo.com. For further information contact Don at 010-6745-0717.

Presenters' Biographical Statements

Allison, Gabriel has worked as a teacher, writer and curriculum developer in Spain, South Korea, and Argentina. He holds a Bachelor of Arts from High Point University and a TEFL certification from Executive Business Communications International in Madrid, Spain. Among his other accomplishments, he has been a contributing author and editor on the upcoming publications *Reading Town*, *Reading World*, *Step By Step Listening*, and *More Step By Step Listening*. He was also a contributing writer on an Internet based ESL learning program entitled *Online Content: Speaking E tutor and Writing E tutor*.

Anderson, Charles has been living and teaching in Japan for the last 19 years. Initially a high school teacher, he now lectures full time at Kyushu Sangyo University. He is currently interested in vocabulary acquisition and mobile learning.

Andrews, Stephen is Professor in English Language Education and Associate Dean (Learning and Teaching) in the Faculty of Education, University of Hong Kong, where he has worked since 1990. He was previously Head of the TEFL Unit at what is now Cambridge ESOL. Before that he worked at the University of Reading, as well as in Thailand, Sudan, Egypt, Mexico, Switzerland, Germany and France. His research and publications mainly concern second language education, particularly the language awareness of L2 teachers, and the impact of assessment on teaching and learning. He has published a number of international journal articles and book chapters, and he is the author of the 2007 Cambridge University Press book **Teacher Language Awareness**.

Aram, Mahdiah is a supervisor and English teacher at Kish language institute in Iran. Her academic background involves teaching English as a foreign language. She graduated from Tarbiat Modares University in Tehran in the field of master of English teaching. Her present research interests include second language acquisition, writing proficiency improvements and technology in language learning as well as the teacher education.

Asai, Atsushi teaches language processing and cognitive science as an associate professor at Daido University, Nagoya, Japan. His research interests include morphological phonology and learning science. He can be reached at a9asai@hotmail.com.

Bailey, Kathleen M. is a professor in the Anaheim University TESOL masters degree program and a Past President of TESOL (1998–1999). Dr. Bailey received her M.A. in TESL (1976) and her Ph.D. in Applied Linguistics (1982) from the University of California, Los Angeles. She has served as a professor of Applied Linguistics, Director of the TESOL M.A. Program and Director of the Intensive English as a Second Language Program at the Monterey Institute of International Studies in Monterey, California. In addition, she is the advisor to students enrolled in the Monterey Institute's Peace Corps Masters Internationalist students in TESOL. Dr. Bailey has worked with language teachers in Japan, Korea, Mexico, Italy, Spain, Uruguay, Poland, Argentina, Brazil, Thailand, Trinidad, Czechoslovakia, Singapore, Australia, Hong Kong, and the United States. From 1992 to 1995 she was a member of the TESOL Executive Board

and the USIA English Teaching Advisory Panel. She is a member of the editorial boards of IRAL, Language Teaching Research, and the Asian Journal of English Language Teaching, and the Modern Language Journal, as well as a member of the Board of Trustees of the TESOL International Research Foundation (TIRF). She taught in TESOL Summer Institutes at Georgetown, Northern Arizona, San Francisco State, Michigan State, and Iowa State Universities, as well as St. Michael's College, and directed the 1986 program at the University of Hawaii. In 1996-97 she taught EFL in the English Language Teaching Unit at the Chinese University of Hong Kong. Dr. Bailey's research interests include teacher education and development, second language acquisition, language assessment, classroom research, and research methodology. Her work has been published by Cambridge University Press, McGraw-Hill, and Heinle and Heinle/Cengage Learning. Dr. Bailey is the recipient of the James E. Alatis Award for Service to TESOL and a two time recipient of the Allen Griffin Award for Excellence in Post-secondary Teaching on the Monterey Peninsula.

Bang, Yonghwan holds an M.A. in TESL from the American University and is Assistant Director of International Admissions for Asia at Hawaii Pacific University.

Bill, Allison started her own second language learning at the age of 5, and is passionate about teaching and learning. She completed her B.Ed. in Elementary French Education at the University of Ottawa, and her M.A. TESL/TEFL at St. Michael's College in Vermont. She has taught EFL in France, FSL in Canada, and EFL in South Korea. Allison is a native of Ottawa, Canada. She has lived in Korea since 2000, and teaches at Jeonju University.

Birchley, Sarah Louisa is currently a full time lecturer at Toyo Gakuen University, Tokyo, Japan. She teaches a variety of courses at the university level including, Marketing English, Business Communication, and an ALPS (Academic Language Learning and Professional Skills) course. Sarah is currently engaged in doctoral studies with the University of Bath, UK. Her research interests include Higher Education Management, Marketing of Higher Education and Sensemaking in Education. She is an active member of the Japan Association for Language Teaching, The Society for Higher Education Research and various other professional organizations.

Brawn, James R., M.Ed. has lived in worked in Korea for more than twelve years. He is currently a professor of education, teacher trainer and curriculum consultant. His primary employer is Hankuk University of Foreign Studies in the Graduate School of Education. He also does teacher training and trainer development for the School for International Training.

Brooks-English, Greg, MS in Education/TESOL, teaches at Dongguk University and has taught EFL for nearly seven years, including China and Costa Rica. The Founder of the Science and Spirituality Special Interest Group of KOTESOL (KSSSIG), he enjoys exploring the intersection of science, spirit, and peace education in EFL, which includes a wide variety of applications including Nonviolent Communication. Furthermore, he is currently implementing a Technology Assisted Language Learning (TALL) program at his university to catalyze student L2 proficiency for lower level students primarily. Finally, he is an advocate and implementer of Extensive Reading programs at his university. To contact him, email at brooksenglish@yahoo.com or call 010-3102-4343.

Brown, Ian (Master of Ed TESOL) is currently an Associate Professor working at Kyushu

University in Fukuoka, Japan. His teaching background spans over nineteen years with experience teaching in Japan, Australia and Thailand. He has a long interest in CALL, and in teaching academic English, and was previously a specialist CALL teacher and coordinator of an EAP program. He has presented papers and conducted training sessions on various aspects of ELT at conferences and workshops around the world.

Burton, Jill supervises TESOL doctoral students at the University of South Australia, Adelaide, where she is associate professor of applied linguistics, and currently researches language teacher education and writing in academic communities of practice.

Cahill, Michael is an experienced teacher, trainer and consultant based in Singapore. He has taught students of all ages and abilities in Taiwan, Malaysia and the United States. His areas of interest include teaching young learners and learner training. His most recent teaching position was at Soochow University in Taipei. He currently works for an ELT publisher as a senior product manager, helping schools choose materials and implement programs.

Campbell Larsen, John is a member of the Faculty of Foreign Languages at Himeji Dokkyo University in Japan. He has taught English in Japan for 14 years and his research interests include spoken discourse, the mental lexicon and EAP.

Cates, Kip A. has a B.A. in Modern Languages from the University of British Columbia, Canada and an M.A. in Applied Linguistics from Reading University, England. He coordinates the "Global Issues" Special Interest Group of the Japan Association for Language Teaching (JALT) and is past chair of "TESOLers for Social Responsibility." He teaches English at Tottori University, Japan as well as courses on global education for the MA in TESOL program of Teachers College Columbia University (Tokyo). He is a founder of the Asian Youth Forum <www.asianyouthforum.org> and edits the quarterly "Global Issues in Language Education Newsletter" <www.gilesig.org> E-mail: kcates@rstu.jp. Website: www.kipcates.com

Chae, Han is an experienced teacher, author and curriculum specialist. His background includes teaching students and developing ELT programs as a senior researcher in a major Hagwon. He currently works at Donguk University as an English instructor.

Chang, Shu-Chen is currently a PhD student in her fourth year with a special interest in the interface of language and literature in the ESL/EFL education context; literary comprehension; discourse presentation in literary prose

Chau, Bob has been an English instructor and teacher trainer for over 9 years. His primary teaching experience has been with elementary level students. Bob received his TESOL certification in 2002 and has had the opportunity to travel and conduct teacher training seminars Taiwan, China, Japan, Thailand, Hong Kong, Thailand, the United Arab Emirates, Cairo, and the Pacific region. He has worked with Harcourt International for over 5 years and is currently employed by Innovatus Education. He understands and believes that successful English language learning begins with a solid foundation in reading instruction. He has focused on keeping his lessons interactive, engaging, and fun because when students enjoy the experience of English language learning, they learn and retain more information.

Chiang, Heien kun received his Ph.D from Computer Science Dept. at University of Illinois

at Urbana Champaign, Illinois, USA. He currently serves as an associate professor at Information Management Dept. of National Changhua University of Education, Taiwan. His research includes computer assisted language learning, web based learning, and collaborative web teaching/learning environment.

Cho, In Seong is a teaching assistant at Cheongshim International Academy and had lived in the United States for 9 years, finishing in Jefferson City High School. He has received Summa Cum Laude in National Latin Exam, and was a semi finalist in Face to Face, an internationally televised debate program when he was a high school student. He was also a Grand finalist in Korean High School Moot Court Competition and a chair for the Health, Education, Labor and Pension committee for the World Youth Model Congress. He actively teaches English to underprivileged kids in a small rural village. He enjoys going on archaeological digs and loves the Classics. He would like to pursue a career in investment banking.

Choi, Boryung is a high school senior at Cheongshim International Academy. Having lived abroad in the United States of America for 13 years, her English is fluent and she scores well on standardized tests in English, including the SAT and AP exams. She has had experience teaching English at the Summer Vacation Pohang City Middle School English Camp, where she was a paid English teacher. She has written a book with Mr. Eric J. Pollock called, "Writing Great Sentences, a comprehensive review of the fundamental rules of English grammar," which will be published soon.

Choi, Julie has extensive experience as a language learner and teacher. She has lived for extensive periods in Korea, China and Japan, as well as her native United States, and is quadrilingual in English, Korean, Chinese and Japanese. A graduate of Anaheim University's Master of Arts program in TESOL, she is currently completing her doctorate on language, culture and identity at the University of Technology, Sydney. Her research interests include autoethnographic research in language and identity, self-reflexivity in academic writing, sociolinguistics, multilingualism and cultural studies. She has experience teaching English in Korea, Japan and China and currently teaches Identity, Culture and Communication and Teaching and Learning in Practice to undergraduates and graduates in the TESOL program at the University of Technology, Sydney.

Chun, Clare is an education consultant/presenter at Language World. She has been curious about ways of how language works when she was young. It made her major in linguistics at Korea University. Working as an ESL teacher, she had experience in teaching from young learners to junior students. Clare has had interests in teaching methodology and learning strategies.

Chung, Warren is Lecturer at the Graduate School of TESOL, Ewha Womans University. His research interests are in computer mediated communication, content based instruction, and language and culture. Warren received his EdD and EdM from Teachers College, Columbia University.

Clingwall, C Dion, MEd. TESL, a Canadian by birth, he has lived in Sweden, Germany, Japan and now Korea. He has taught EFL at all educational levels, and while in Japan doubled as a university women's ice hockey coach. Armed with a graduate degree in Education, TESL, from the University of Alberta, Dion's current ESL efforts focus primarily on course development, health care oriented ESP and writing instruction for university level students. Presently,

he is residing in Daegu and working as an Assistant Professor at Keimyung University in the Intensive Teacher Training Program. He can be contacted at dclingwall@gmail.com.

Cochrane, Robert first began teaching in Japan in 1991 on the JET and has taught students at all levels from elementary school to university to conversation schools. He has recently completed his Master's degree from the University of Birmingham and is a full time lecturer and researcher at Kyushu Sangyo University in Fukuoka, Japan. Current research areas are strategy use, vocabulary acquisition, CALL, and material design and development.

Cooper, Todd was educated in Canada at St. Francis Xavier University and the University of Alberta. Working at a College of Technology has blessed him with the opportunity to use computers in the classroom and colleagues who specialize in IT [for when things go wrong].

Curr, Robert has taught TESOL in 5 countries since 1996. Holding a TESOL certificate from SIT, this presentation is a result of his MATESOL research for Sheffield Hallam University. He is currently an instructor at GNUCR International Center in Gangnam.

Dalby, Kristin holds a B.A. in French and Anthropology from The University of Wisconsin Madison in the US and is currently working towards an MA in Applied Linguistics and TESOL with the University of Leicester in the UK. Kristin has been teaching English since the summer of 2000. She has taught in Korea, New Zealand and the Czech Republic in a variety of contexts including business English, general English, EAP, FCE, CAE and IELTS. She has been a head teacher and a teacher trainer. She currently teaches and trains teachers at Jeonju University and is available on email at kristin_dalby@yahoo.com.

Dalby, Tim holds an M.A. (with distinction) in English Language Teaching from The University of Reading in the UK. Originally from Portsmouth, England, Tim has been teaching English since the summer of 2000. He has taught in Korea, New Zealand and the Czech Republic in a variety of contexts including business English, general English, EAP, FCE, CAE, IELTS, TOEIC and TOEFL. He has been a head teacher and a teacher trainer and is Korea TESOL's 1st Vice President. He currently teaches and trains teachers at Jeonju University.

Davies, Joshua, originally from Hawaii, has spent the last eight years teaching and traveling in various parts of the world. Currently he teaches at Yonsei University in Seoul as a member of the College of English Faculty. When he isn't teaching Joshua can be found running KOTESOL's national website and coordinating the Teacher Training department of KOTESOL as well as contributing a quarterly column to "English Connection" magazine. He can be contacted on joshuawdavies.com.

Davila, Sara has been living and teaching in Korea since 2002. While in Korea she has worked to introduce and promote accessible task based EFL strategies. Between 2006-8 she developed and taught a three tiered cooperative Task Based curriculum for EFL at KNU Middle School. She continues to lead task based classes in her current position at Kyungil University. Her M.Ed is focused in Curriculum, Instruction and Assessment with all research being completed in Korea.

Dempster, Gilly is an ELT consultant/trainer working for Macmillan based in Korea and has experience as a teacher here and in Scotland. She holds an MA in English/Sociology from

Aberdeen University, a Montessori diploma, a TESOL certificate and has developed, and indeed is still developing, resources to aid children's learning. She has written six workbooks for a children's reading anthology, test material for a six level children's course, presented in different Asian contexts, and currently lectures at three Korean universities on their Y-TESOL and TESOL courses. When not involved in ELT she is involved in doggie things as she has two wonderful canine companions.

Drummond, Michael has taught kindergarten English for 12 years in Taiwan, China and Thailand. He is co author of the Summerhill Kindergarten English text books, 1 - 6, which are used in various kindergartens in Taiwan. He holds a Master of Arts from Bristol University in the UK.

Durand, Jeff has been teaching at universities in the United States, Thailand, and Japan for more than 12 years. His main area of research has been related to language assessment and on those who perform the assessments, i.e. raters. Jeffrey is currently teaching at Tokai University outside Tokyo, Japan.

Dusthimer, Carl is a content developer focusing on IB/ER curriculum development at the pre K through elementary school level. He currently teaches at the Korea National University of Education in the School of Elementary Education. He was the Director of Education at the Gyeonggi English Village in Ansan and Paju, where he oversaw curriculum development and implementation. Carl was a founding member of Korea TESOL and served as president from 1997 - 1999.

Ellis, Rod is currently Professor in the Department of Applied Language Studies and Linguistics, University of Auckland, where he teaches postgraduate courses on second language acquisition, individual differences in language learning and task based teaching. He is also the TESOL Chair in the MA in TESOL program in Anaheim University and a visiting professor at Shanghai International Studies University (SISU) as part of China's Chang Jiang Scholars Program. His published work includes articles and books on second language acquisition, language teaching and teacher education. His books include **Understanding Second Language Acquisition** (BAAL Prize 1986) and **The Study of Second Language Acquisition** (Duke of Edinburgh prize 1995). More recently, **Task-Based Learning and Teaching early** (2003), **Analyzing Learner Language** (with Gary Barkhuizen) in (2005) and a second edition of **The Study of Second Language Acquisition** (2008) were published by Oxford University Press. His latest book is **Implicit and Explicit Knowledge in Language learning, Testing and Teaching** (Multilingual Matters). He has also published several English language textbooks, including **Impact Grammar** (Pearson: Longman). He is also currently editor of the journal *Language Teaching Research*. In addition to his current position in New Zealand, he has worked in schools in Spain and Zambia and in universities in the United Kingdom, Japan and the United States. He has also conducted numerous consultancies and seminars throughout the world.

Enslin, Todd has been teaching in both EFL and ESL university settings in Japan for over 16 years. Todd's interest in pragmatics has grown over the years based on problems students experience with appropriateness. He also has a great interest in English for Specific Purposes and helped to develop a English for MBA students class during his graduate studies.

Fitzgibbon, Linda began her career with a Bachelor of Education teaching Early Childhood

Classes (ages 5–8) in Australia's Northern Territory. After finishing a Graduate Diploma in Languages Other Than English (L.O.T.E), she taught both Spanish and Indonesian to children of all ages in Australian Primary Schools. Later, after completing a MA TESOL from the University of Canberra, Linda taught ESL in an Intensive Language Centre in Canberra. In the mid 90s, she moved to Australia's Sunshine State and took a position teaching ESL to adult migrants and ESL to International Students. Following the Asian Economic Crisis, Linda came to Korea. During an almost 11 year sojourn, she has been involved in teacher education in three universities, and found time to teach Korean children at English camps and other contexts. In 2001 in a small team, Linda wrote a series of Immersion textbooks for children. Linda is currently a doctoral candidate at the University of Queensland.

Fanselow, John F. became involved in ESOL by joining a volunteer organization called the Peace Corps that sponsored teachers to go to many countries of the world. He was initially sent to Nigeria in the first group to that country. He subsequently spent two years in Somalia and one year in French speaking Africa. He taught ESOL as well as methods courses and supervised practice teachers.

His main interest has been observation and analysis of interactions, both inside and outside of classrooms. His publications reflect this interest. "Beyond Rashomon", "It's too damn tight!" and "Let's see", three of his seminal articles in the TESOL Quarterly, have been reprinted in many anthologies. In addition "Let's see" was awarded the Malkemes Prize from New York University for the best article of the year for relating ideas to practice. "Beyond Rashomon" was the basis of **Breaking Rules** (Longman, 1987) and "Let's See" was the basis of **Contrasting Conversations** (Longman, 1992) and **Try the Oppositee**, published by SIMUL International (1992) in Japanese in Japan and subsequently published in English by the college he was president of in New Zealand. In addition to teaching and writing, he has been active professionally. He was elected second vice president and president of TESOL and president of New York State TESOL. And he started an off campus M.A. Program in Tokyo for Columbia University, Teachers College. After he became Professor Emeritus at Columbia University, Teachers College in New York, he was invited to become president of a private tertiary institution in New Zealand. After eight years there, focusing on staff development, he has returned to Japan.

Fellner, Terry is an assistant professor at Saga University. He received his Masters degree from the University of Birmingham and his current interests include CALL, Outdoor Language Learning, EAP/ESP, lexis and academic writing. Terry has over 18 years of experience as a language instructor and teacher trainer in North America, Africa and Asia.

Finch, Andrew is associate professor of English Education at the Teachers' College of Kyungpook National University, Daegu, where he teaches graduate and undergraduate pre service and in service Korean teachers of English. Courses given include TEFL methodology, Task Based Materials Design, Classroom Based Assessment, and Multimedia in TEFL. His research interests include bilingualism, Heritage Language Learning, English teaching as education of the whole person, the non threatening learning environment, and task based supplementation of textbooks. Andrew was visiting research fellow at the Graduate School of Education (TESOL), Bristol University, UK, during his sabbatical year, in 2008, when he visited bilingual and immersion schools in Europe. His Ph.D. was with Manchester University, UK (2000), and was on the design and evaluation of a task based language program in Korea. He has worked in Korea and in Hong Kong (testing consultant) and has authored a number of ELT books, some of which can be viewed online at www.finchpark.com/books.

Fletcher, Rebecca has been an educator since 1995, with experience teaching in the US and Korea. Her extensive teaching experience includes teaching young learners, university students, and adults. She has a Master of Arts in English and has completed education courses on the graduate level. She is also a certified OTA Trainer and has experience conducting teacher training for Korean public school teachers. Her areas of interest include CLIL, developing intensive and extensive reading skills, and student centered learning.

Flowerdew, John research and teaching are focussed on discourse analysis, corpus linguistics, inter cultural communication, curriculum theory, English for Specific Purposes, academic listening in a second language context, and the use of English in Hong Kong. During his time at CityU he has been involved in two major research endeavours: one an ethnographic type investigation into lectures in a 2nd language and the other studying the political discourse of Hong Kong governor Chris Patten. The first project resulted in a series of papers (with his colleague, Lindsay Miller) and also an edited collection of articles, "Academic Listening: Research Perspectives" (Cambridge), while the second also yielded a string of papers and a book, "The Final Years of British Hong Kong: The Discourse of Colonial Withdrawal" (Macmillan and St Martins Press). At the moment Dr. Flowerdew is planning a project to study the discourse of the first Chief Executive of the new Hong Kong Special Administrative Region (SAR), Tung Chee Hwa, and also have an on-going project investigating how non native English speaking academics go about writing for publication in English. His approach to research is basically problem driven and so he looks for the best method to investigate the various linguistic issues he becomes interested in. For some people Dr. Flowerdew seems rather eclectic, but his activities are all inter related and do have a certain logic. Fortunately, Hong Kong is a great place for anyone interested in second language use and cross cultural issues and so he has plenty to keep him busy. Prof. Flowerdew does a lot of reviewing for journals and publishers and is a member of the editorial board of ESP Journal. Last year he received a CityU teaching excellence award.

Forrest, James James Forrest is currently Director of Cambridge CELTA courses at Teacher Training Institute International and a Lecturer on the MA TEFL programme at the International Graduate School of English here in Seoul. He was formerly Head of Teacher Training Services at the British Council in Seoul, and before that ran Teacher Training at the English Department of Yonsei University's Foreign Language Institute. He is Team Leader for the Cambridge main suite of examinations in Korea.

Fowle, Clyde Clyde Fowle is Regional Consultant/Trainer for Macmillan Education, East Asia. He has over 15 years' experience of teaching English, managing language programmes and teacher training in Asia. He holds an MA in TESOL from Sheffield Hallam University and has published several articles in the field of ELT.

Fryer, Luke is currently working on completing his Doctorate Degree in Education and currently is a senior lecturer at Kyushu Sangyo University.

Garrigues, Steve is a professor in the Department of English Language and Literature at Kyungpook National University in Daegu, where he has been teaching since 1986. His MA and PhD are both in cultural anthropology. His primary research interests are in intercultural communication and comparative phonology, and his passions are photography and world music. He is a long time member of KOTESOL and is currently the Vice President of the Daegu Chapter

of KOTESOL. In addition to his years in Korea, he has worked in Japan, India and Tonga.

Gebhard, Jerry G. is Professor of English Education at Pusan National University and Professor Emeritus at Indiana University of Pennsylvania (IUP). At IUP he taught TESOL courses in the Graduate Program in Composition & TESOL and served as the director of the director of the MA TESOL and Ph.D. programs.

Dr. Gebhard's initial experience as a teacher began in the late 1960's and early 70's in Northeast Thailand where he taught Buddhist monks English. This experience motivated him to earn an MA in ESL at the University of Hawaii where he also taught Vietnamese and Laotian refugees. After completing his MA, he worked as a cross cultural sensitivity trainer in Japan, taught language skills at Bangkok College (now Bangkok University) and English majors at Thammasat University in Thailand. He then moved to New York where he completed a doctoral degree at Teachers College, Columbia University.

Throughout his career, Dr. Gebhard has maintained two areas of academic interest, those of Second Language Teacher Development and Intercultural Communication. Within the area of teacher development, his goal has been to show teachers how they can make their own informed teaching decisions. Within his interest of Intercultural Communication, his ambition has been to understand patterns of communication in Thailand, Japan, and Korea, as well as how people adjust to life in new countries.

Dr. Gebhard has published a variety of book chapters and journal articles on both areas of interest. Some recent publications include: **The TESOL Practicum**. (In *The Cambridge Guide to Second Language Teacher Education*, edited by A. Burns and J.C. Richards, Cambridge University Press), **A mutual learning experience: Collaborative journaling between a nonnative speaker intern and native-speaker cooperating-teacher** (*Asian EFL Journal*, with T. Nagamine), **Teacher development through exploration: Principles and activities** (*TESOL-EJ*) and **Awareness of teaching through action research: Examples, benefits, limitations** (*JALT Journal*).

Geronimo, Adriane has been teaching English for more than 14 years. She holds a US public school teaching license in English as a Second Language and is National Board Certified in English as a New Language/Early and Middle Childhood. She holds a BA in Linguistics from the State University of New York at Stony Brook and an MA in English Language from Chonnam National University. She is presently completing her PhD in English Language at Chonnam. She is president of the Gwangju Jeonnam chapter of KOTESOL and a part time lecturer in the English Language and Literature department of Chonnam National University.

Gibson, Aaron has taught English in Japan for 5 years, including to high school, junior high and university students. He is currently a lecturer at Kyushu Sangyo University with interests in vocabulary instruction and CAL.

Griffin, Michael first came to Korea in June of 2000, planning on staying for just a year. He stayed in Jinju for 2.5 years and then spent some time traveling around Asia. After splitting time in Korea and Japan for a few years he came back to Korea full time in January 2007 and lived in Seoul for 2 years. He guesses that he was the only tourist at the KOTESOL National Conference this year. He is hoping to receive his MATESOL from the New School this December. Mike is not afraid to admit that he is a big fan of Scott Thornbury.

Hafenstein, Patrick, armed with over 13 years experience in the ELT industry, is a teacher of kids and adults, teacher trainer across 8 countries in the Asia Pacific region, an examiner of

IELTS, KET, PET and TOEIC; an author of 4 books, an editor and has

Han, Yu Rim earned her B.A at Sogang University and M.A at Hanguk University of Foreign Studies. She has been an English Teacher at Seokgwan Middle School since March in 2009.

Hashamdar, Mohammad has been a university instructor for 10 years teaching Testing, Methodology, Linguistics, and Phonology. He got his MA in TEFL 10 years ago and at present he is a PhD candidate at Islamic Azad University (Science and Research Branch) Tehran, Iran. Mr. Hashamdar has compiled two books; (1) **Idiosyncratic English**, and (2) **Polish your Pronunciation** and was the Head of Translation Department at Islamic Azad University from 2007 to 2009. He is now a faculty member at Karaj Azad University.
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Helgesen, Marc is a well-known author, teacher and teacher trainer. He has written more than 100 articles, books and textbooks including the popular English Firsthand series. He has lead teacher development workshops on five continents. Marc is a professor at Miyagi Gakuin Women's University, Sendai, Japan and adjunct professor at the Teachers College Columbia University MA TESOL program - Japan.

Hong, Chanmi is currently an Educational Consultant and Researcher at Bridge Learning Korea, which is the Korea Branch office for Houghton Mifflin Harcourt. With prior experience in teaching and researching Houghton Mifflin Harcourt products, she has been working as a educational sales consultant assisting teachers and curriculum coordinators adopt K-12 school products. Her passion and vision in teaching and English education lead to continue her studies after completing the SMU-TESOL certificate program and currently in the MA-TESOL program in Sookmyung Women's University.

Hong, Hyoseon is a teaching assistant at Cheongshim International Academy. HyoSeon returned to Korea in 2007 after living in the United States for six years. She is interested in studying languages, communication and law. Hyoseon plans on going abroad for law school after her contract with the school expires. She dreams of becoming a lawyer. She had been participating various forms of forensics competitions during her high school and college life such as speech contests, model United Nations, Moot Courts, and Mock Trials to improve her language and communication skills.

Hosseini Fatemi, Azar is an ELT professor of Ferdosi University of Mashhad, Iran.

Hsu, Wenhua is an associate professor at I-Shou University in southern Taiwan. She obtained her MBA degree from Kansas State University, U.S.A. and a Ph.D. degree in the field of ESP from the University of Essex, U.K. Her papers concerning EBP were published in the e FLT journal and Chinese EFL Journal. Her current research interest is the selection of English textbooks with a particular focus on lexical coverage.

Hwang, Julie is a children's author and ELT consultant for Epublic, the exclusive distributor of Oxford University Press titles in Korea. She has a BA in Journalism and has studied English Education at the graduate level. Her diverse experience includes teaching English at various levels from pre schoolers to elementary school students and adults. She also has experience adapting and developing textbooks and products for English language learners. Julie has recently writ-

ten and published a songbook for children. She enjoys meeting new teachers and students and broadening her understanding of creative learning and teaching methods.

Jeong, Hanna Undergraduate degree from the University of California at Berkeley. National Language Flagship graduate program at the University of Hawaii, Manoa and Korea University in Seoul. Translator and intern journalist for Yonhap News Agency's English News Department. Member of the ELT R&D team at Kyobo Book Centre Co, Ltd.

Jeong, Young-kuk is currently teaching at the International Graduate School of English (IGSE) in Seoul. Presently, he is teaching “The Use of English Dictionaries”, “The Development of EFL Materials”, “Teaching and Learning English Vocabulary”, and other related courses. He was awarded his doctoral degree by the University of Exeter, for his research on dictionaries for EFL students and has been involved in several English Korean dictionary projects, including Oxford Advanced Learners English Korean Dictionary, Collins COBUILD English/Korean Advanced Dictionary of American English, and the BBI Dictionary of English Word Combinations. In addition, he has recently written A Guide to the Effective Use of English Dictionaries (in Korean).

Jo, Jiyoung completed the Masters degree in TESOL from New York University, under an extensive Professional Studies Scholarship by the Korean Government. She is an elementary school teacher as well as teaching at the college level, giving seminars and presentations for the education system here in Korea. She is interested in teachers training, co-teaching, Content and Language Integrated Learning (CLIL).

Jolly, Aaron is an English teacher, workshop presenter, teacher trainer, textbook writer and editor, and curriculum developer, who has taught students of all ages in Korea. He has been a private institute teacher for elementary and teenage children, and a public middle school teacher, as well as a university lecturer. Currently he is employed by Hanseo University, where amongst other tasks he is the lead instructor and curriculum developer at the university's Institute for the Development of Talented and Gifted Education. His job includes teaching a reading based 4 skills program, which combines critical thinking and discussion activities to children from 3 years to 17 years old, as well as coordinating university conversation and extensive reading programs.

Jordan, Jennifer has been working in the English as a Foreign Language field for the past thirteen years teaching Korean, Japanese and Chinese students. She is currently an Associate Lecturer of English at Kwansai Gakuin University in Sanda, Japan. Before moving to Japan, she was a full time English teacher at Daegu University. She has an MA in Applied Linguistics from Macquarie University in Sydney, Australia. Her interests include pronunciation, motivation, and extensive reading.

Jun, Moon-kwon is a Program Consultant with The College of Education, University of Iowa in Iowa City, IA, USA. Jun's education includes an M.A., ESL and Foreign language education, The University of Iowa and Ph.D., Instructional Design and Technology, The University of Iowa.

Kang, Myung-Ho works for Interactive white board company.

Kang, Young-Ah (aka Gina Kang) is a licensed teacher trainer from School for International Training in Vermont, U.S.A. where she achieved her master degree on English education as a second language. She also teaches at the School of Education at Hanyang University. She has been a teacher trainer since 2006 and developing various teacher training curriculum. Before she became a teacher trainer, she used to teach at the University of Connecticut American English Language Institute as a full time instructor.

Khaghaninezhad, Mohammad Saber is a Ph.D student of ELT at Ferdosi University of Mashhad, Iran.

Khalili, M. Arash is a graduate student in the Department of English Language Education at Osaka Kyoiku University. His research scope is to find and apply the most appropriate ways of teachers' growth in Afghan context.

Kienzle, Robert, after working for non profits and political action groups in the USA, obtained a Masters degree in Communication and taught public speaking courses in the University of Arkansas. He taught for SMOE and became an NSET Representative before coming to teach in his present position at Sungkyunkwan University.

Kim, Kitai Justin, Ph.D., was born in Seoul, South Korea and immigrated to the United States when he was six years old. He received his B.A. and M.S. from Virginia Commonwealth University and his Ph.D. in English Literature from Chungbuk National University in Cheongju, South Korea. Professor Kim has been teaching at Kkottongnae Hyundo University of Social Welfare in Korea since 1999. He is a member of several academic societies and has published numerous articles on English Literature and Language in scholarly journals. He recently published his first book, *ibt Toefl Essay* (Screen Publishing Company) with co author Kim, Hyoung-young. He hosted a daily English radio program, "How are you?" on Cheongju MBC (FM 99.7) from 1999 to 2008.

Kim, Marie is a high school sophomore at Cheongshim International Academy who has also lived abroad in the United States for many years. Thus, she too is fluent in English and has achieved high scores on her SAT and AP exams. Furthermore, Marie also has extensive experience in English forensics activities. She placed fifth in the world in The People Speak Global Debates sponsored by the United Nations Foundation, and thus qualified to attend the United Nations Youth Leadership Summit in New York City.

Kim, Peter currently is an ETSCertified Criterion Master Trainer in Korea and president of Edu Cherry Donga (ECD, Inc.). He holds an undergraduate degree from Virginian Military Institute (BESS, 1983), and graduate degrees from Air Force Institute of Technology (MSEE, 1988) and Chapman University (MBA, 1991). In the process of earning the masters degree in engineering, Peter has spent a significant time in his research of artificial intelligence technology for the thesis requirement. This research experience, along with an extensive business development/educational experience, enhances his capabilities to market the Criterion in Korea. The heart of the Criterion program is the automated scoring engine, e-rater, which is based on the artificial intelligence technology. Peter's experience includes an extensive senior management consulting background in education and business industry. throughout his career, Peter has been holding a number of decision level positions in various field with several professional organizations including United States Air Force, The Allied Defense Group, Inc., Nano Vector, Unc., and Honeywell International.

Kim, Sarah is an ELT consultant and teacher trainer at Language World. She has degrees in Early Childhood Education and TESOL and is interested in the Project Approach and young learner language acquisition. She is currently involved in on line teacher training programs as well as off site workshops.

Kim, Won. Learning and teaching the English language has been an essential part of Won Kim's life. He strives to continue his academic and professional journey in the field of second language education. After he obtained his TESOL diploma from Vancouver Community College (VCC) in Canada which armed him with practical teaching techniques and graduated from the University of British Columbia (UBC) in Canada with his Master's degree in Language and Literacy Education (LLED), he is currently in a Ph.D program in LLED at UBC. He has taught in various educational settings in Korea and Canada. He is currently working as a teaching assistant at UBC to teach Japanese academic exchange students, and also teaches adult immigrants in a private language institute in Canada. Together with his passion in education, it is his wish to make a difference in the lives of people with different life stories.

Kimball, Jake (MSc: Educational Management in TESOL, Aston University) has been in Korea for over a decade. He is the Director of Studies at ILE Academy in Daegu and the founder of KOTESOL's Young Learners and Teens Special Interest Group. In addition to YL issues, his other professional interests include program evaluation and curriculum development and early literacy.

Kirschenmann, Jean holds an M. A. in TESL from the University of Hawaii and is Assistant Professor of English (ESL) at Hawaii Pacific University. She has taught English and trained English teachers in Hawaii, China, Japan, Micronesia, and Romania.

Kuo, Feng-lan received her Ph.D from Linguistics Dept. at University of Illinois at Urbana Champaign, Illionis, USA. She currently serves as a full professor at English Dept. of National Changhua University of Education, Taiwan. Her research includes phonetics, phonology, computer assisted language learning, and vocabulary acquisition.

Lander, Bruce has worked for a number of years in Japan. After working for three years at Ehime University, he now works at Matsuyama University. He has recently completed his Masters in Linguistics from the University of Birmingham. His research interests center on Learner Autonomy.

Leaper, David A. has been working at universities in London, Japan and Korea since 1999. His research interest is language assessment, particularly of speaking ability. He is currently working for the English Education Dept of Hankuk University of Foreign Studies where he teaches various courses for undergraduate, postgraduate and TESOL Certificate programs.

Lee, Jeong-Ah completed her Ph.D. in Foreign and Second Language Education at The Ohio State University (OSU), Columbus, Ohio. She is currently teaching at Sungkyunkwan University. Her research interests include non native English speaking teacher development, use of drama in language teaching and learning, and teaching English as an international language in the EFL context. She can be contacted at sjkstar@gmail.com.

Lee, Sam is a teacher trainer with experience working with students of all ages, from kindergarten to adults. For the past few years, he has been working in Seoul as a trainer and teacher,

specializing in young learners ages 4-12. His primary interests are helping new teachers understand the EFL context and the special challenges of teaching English in Korea. He has also presented on topics such as classroom management, using debate in the classroom, and intercultural communication. He is currently pursuing his MA TESOL at Sookmyung University in Seoul. Sam Lee is a fulltime ELT Consultant for Pearson Longman Korea.

Lieb, Maggie teaches and conducts research at Meiji University, Tokyo. She holds a B. Ed. Degree from St. Patrick's College, Dublin (National University of Ireland) and an M.A. in reading/language arts from California State University, Chico. She was the recipient of the Vere Foster Memorial Prize from the Irish National Teachers' Organization. She has been teaching for 18 years in the USA, Ireland, and Japan. She has conducted presentations all over Asia, as well as Ireland and the United States. Her research interests include language and culture, EAP, the Affective Domain, and educational ethics.

Lim, Jieun completed her M.A. in TESOL at Southern Illinois University at Carbondale. She is currently teaching English composition in University of Incheon. Her research interests include English composition and teaching material development.

Lingle, Will has been teaching in Korea for 7 years, and recently completed an MA in Applied Linguistics through the University of Birmingham. The research presented here is taken from his MA dissertation, and is aimed at developing classroom exercises as part of a planned Ph.D. research project.

Littlemore, Jeanette lectures in English Language Teaching and Applied Linguistics in the Centre for English Language Studies at the University of Birmingham (UK). She has taught and lectured in these areas for over twenty years in Spain, Japan and Belgium as well as in the UK. She has an MA in Applied Linguistics and a PhD in individual differences in second language acquisition. She has published widely in the area and has written over sixty articles, book chapters and books, including: **Figurative Thinking and Foreign Language Learning** (2006, with Graham Low, Palgrave MacMillan) **Applying Cognitive Linguistics to Second Language Learning and Teaching** (2009, Palgrave MacMillan) and **ICT and Language Learning: Integrating Pedagogy and Practice** (2004, with Angela Chambers and Jean Conacher, Birmingham University Press). Her current research interests include metaphor in language teaching, cognitive linguistics and gesture studies. At Birmingham she is part of a team responsible for delivering both campus based and distance MA Programmes in Applied Linguistics and TEFL. She is supervises research students in the areas of SLA, cognitive linguistics, and metaphor studies.

Mac Donald, Kara teaches in the Hanyang-Oregon TESOL Program at Hanyang University in Seoul. Her masters and doctorate degrees are both in Applied Linguistics (TESOL) from the University of Sydney. She has taught English in a range of contexts to young learners as well as adults. She has worked as a teacher trainer for English teachers for the last four years and has also become involved in English medium instruction training for faculty in recent years. Her areas of interest are NNEST issues, language planning and policy and CALL for pronunciation instruction. She is currently Editor-in-Chief of The English Connection.

Mahoney, Sean. Before coming to Japan fourteen years ago, Sean taught an English course in grammar at the University of Regina, and ESL at St. Michaels University School (Victoria) in

Canada. He worked as a junior high AET in Bandai, Fukushima Prefecture for two years (1995-97), and has been teaching English at Fukushima University since 1997. His research interests focus on the JET Programme and English education in Japan, with articles published in *World Englishes*, the *JALT Journal*, *ARELE*, and several other journals. His most recent works are two university textbooks, *Essential Listening for the TOEIC Test* (Kinseido, 2005) and *New Essential Listening for the TOEIC Test* (Kinseido, 2007).

Maki, Hideki is an associate professor of linguistics at the Faculty of Regional Studies of Gifu University.

Manning, Shaun is a full time lecturer in the Department of English Linguistics at Hankuk University of Foreign Studies, Seoul, South Korea. He also lectures in the Graduate School of TESOL, Graduate School, and Certificate Program in TESOL at Hankuk University of Foreign Studies. His research interests include testing, metaphor analysis, CALL and TBLT.

Marland, Danny and his wife Holly teach at Konkuk University's Chungju campus in the General Education Department. The two first met at The School for International Training (SIT) in Brattleboro, Vermont, where they earned their master's degrees in TESOL. Collectively, the two have taught at language institutes, kindergartens, elementary, junior high, and high schools, 2-year colleges, 4-year universities, a teacher training program, and in one remote African village. Between the two of them they have lived and worked in Korea, Japan, the U.S.A., and Togo.

Marland, Holly and her husband Danny teach at Konkuk University's Chungju campus in the General Education Department. The two first met at The School for International Training (SIT) in Brattleboro, Vermont, where they earned their master's degrees in TESOL. Collectively, the two have taught at language institutes, kindergartens, elementary, junior high, and high schools, 2 year colleges, 4 year universities, a teacher training program, and in one remote African village. Between the two of them they have lived and worked in Korea, Japan, the U.S.A., and Togo.

McCasland, Philip an Associate Professor at Fukushima University's Faculty of Economics and Business Administration; has lived and taught English in universities in Japan for more than 12 years; is the National Director of Programs for the Japan Association for Language Teaching (JALT); taught in Korea for one year; has research interests that include business English, extensive reading, and administrative structures.

McGaughey, John is currently completing a PhD in Linguistics and Applied Linguistics at York University in Toronto, Canada. Prior to undertaking his doctoral studies, he was teaching in Korea at the university level for a number of years. His research interests include: classroom based research focusing on classroom interaction, teacher education, language policy and second/foreign language acquisition.

McKibben, Justin has a BA degree in English from The Ohio State University and a Master's in Educational Leadership degree from Antioch University-McGregor. He has worked as a camp counselor, aide for special needs classrooms, a vocational trainer, a high school teacher, and as an ESL teacher in Peru and now in South Korea. He is currently at Woosong University in Daejeon. This wide variety of places and types of education he feels has given him a

well-rounded experience as an educator and he hopes to continue to always learn as he teaches.

Miles, Scott is an assistant professor in the Foreign Languages Department in Daegu Haany University. Scott has an MA in TESOL and is currently working on a doctorate degree in Applied Linguistics in language acquisition. He is the Chair of the Extensive Reading Special Interest Group in KOTESOL has recently published a reading course book for Macmillan publishers (Essential Reading). His research interests include extensive reading, grammar and vocabulary acquisition.

Miles, Scott is an assistant professor in the Foreign Languages Department in Daegu Haany University. He is the series editor and one of the authors of the Essential Readings series published by Macmillan. Scott has an MA in TESOL and is currently working on a doctorate degree in Applied Linguistics in language acquisition. His research interests include extensive reading and grammar and vocabulary acquisition.

Misner, Michael Allen has been teaching ESOL for 15 years and has been in Korea for 12. He is most interested in extensive reading and how theory can inform practice.

Moroney, David has taught in Korea since 2004 and is living in Suwon City. The majority of his teaching was done in companies focusing on Business English such as Samsung and KEPCO but he has also taught in an elementary school and a middle school. In 2008 he was a teacher trainer in an intensive 8-week TESOL Certificate course. He is currently teaching in Kyungwon University in Seongnam City. His interests include course development, fostering learner autonomy, SLA, sociolinguistics, Business English and Task Based Teaching, especially focusing on Task Supported Language Teaching. He has an MA in TESOL/TEFL from the University of Birmingham.

Muller, Marguerite is a South African citizen who is currently living and working in South Korea. She has been working in the in the in ESL field since 2004. Her educational background includes a BA Fine Arts and Post Graduate Certificate in Education (PGCE) from the University of Pretoria, South Africa. In 2007 she obtained a CELTA certificate form International House in Bangkok, Thailand. She is currently working towards her Master in Education with specialisation in TESOL at the University of Tasmania, Australia. Her work experiences in South Korea have included an English instructor position at the Geonggi English Village, Paju Camp; a position as an EPIK teacher at a Girls High School in Wonju; and presently a lecturing position at Hanguk University of Foreign Studies, Yongin Campus. She is specifically interested in the sociolinguistic aspects of language learning, narrative approaches to language construction, collaborative learning, and holistic assessment methods.

Murphey, Tim was an exchange student for two years in Switzerland where he got his BA in French and German. He got his MA at the University of Florida and taught there for seven years while returning each summer to Switzerland to teach languages and sports in a children's camp in the mountains. He then settled in Switzerland for 8 years to do his doctorate, continuing to teach in summer camps and ski camps (PhD University of Neuchatel, Switzerland). He came to Asia in 1990, resigned from his tenured position in 2001 to protest against the entrance exam system at his university and went to Taiwan for two years. He returned to Japan in 2003 and presently researches, learns, and teaches at Kanda University of International Studies. He is TESOL's Professional Development in Language Education series editor (four volumes),

co-author with Zoltan Dornyei of **Group Dynamics in the Language Classroom** (CUP 2003), author of **Music and Song**, (OUP 1992), and **Language Hungry!** (Helbling Languages, 2005). He juggles while skiing and researches interdisciplinary socio-cultural complexity theory applications to learning and student voice. His novel about the Japanese entrance exam system, **The Tale that Wags**, came out this year in Italian (Felix Press, 2009).

Myojin, Chiyo received her MA in Teaching English as a Second Language from Georgetown University, Washington, D.C. in 1987. She taught Japanese as a foreign language at Georgetown University for 3 years and also at the US Naval Academy for 4 years. She is currently teaching English as full professor at a technology university in Japan. She is interested in doing research on teaching gender-neutral language and teacher talk in EFL classrooms as well as on the "Shadowing" technique.

Na, Liz Yeo-Jin has completed the master's course in English education, and has taught English to primary leveled children and adults. Now she works at Language World Co. Ltd. as a Teacher's Trainer and Researcher. She has been developing useful and practical teaching methods, and also has given many seminars for English teachers and parents actively. Also she has been managing the English Education Specialist Course as a specialist by herself.

Nam, Heidi Vande Voort (MA TEFL/TESL) teaches a mix of general English and teacher training courses at Chongshin University in Seoul. She is the facilitator of KOTESOL's Christian Teachers Special Interest Group.

Nelson, Darrell. An Honors graduate of Oxford University, Darrell Nelson serves Anaheim University as its International Liaison Office Director in Tokyo, Japan. A former Brand Manager for GlaxoSmithKline and Program Coordinator for the Narita Educational Foundation, Darrell brings international experience in research, educational development and marketing to the institution.

Nelson, Rocky, M-TESL, was invited to Korea in 1996 by Yeungnam University, where he taught for 3 years at the Department of English. He was the 1st VP of Taegu KoTesol in 1999. He moved to Andong National University, 1999 to 2001, and was their Academic Coordinator in 2001. Now teaching at Pusan University of Foreign Studies, he is the developer of several "intensive fluency" content courses now used on campus. His Extensive Reading course is a popular elective choice among the content courses given by the International Language Experts program/ILEC department and the College of English and the In-Service Teacher Training Program.

Nunan, David, Vice President of Academic Affairs and founding Dean of the Graduate School of Education for Anaheim University, has been with the California-based institution since its founding in 1996, when he played a central part in the development of the University's ground-breaking interactive online learning system. Dr. Nunan is a world-renowned linguist and best-selling author of English Language Teaching textbooks for Cambridge University Press, Oxford University Press, and Cengage Learning. His ELT textbook series "Go For It" is the largest selling textbook series in the world with annual sales of over 700 million copies. In 2000, David Nunan served as President of TESOL, the world's largest language teaching association, and was the first person to serve as President from outside North America. David Nunan served as Chair and Professor of Applied Linguistics at the University of Hong Kong and has

been involved in the teaching of graduate programs for such prestigious institutions as Columbia University, the University of Hawaii, Monterey Institute for International Studies, and many more. In 2002 Dr. Nunan received a congressional citation from the United States House of Representatives for his services to English language education through his pioneering work in online education at Anaheim University, and in 2003 he was ranked the 7th most influential Australian in Asia by Business Review Weekly. The Anaheim University David Nunan Institute for Language Education was established in 2008 in honor of Dr. Nunan's countless contributions to the fields of TESOL and Linguistics. Dr. Nunan serves as Director of the Institute that offers online and on-campus English teacher training programs for teachers of adults and children.

Parent, Kevin is a native Chicagoan who has lived in Korea since 1999, working at the university level and now in teacher education. His areas of interest include second language vocabulary acquisition, polysemy, and general education. He has studied music composition, is an avid CD collector and plays piano.

Park, Michelle. Internship Jeff Bingaman Senator's Office, Washington D.C., USA. Overseas Studies Summer Program, New York University, Manhattan, New York City, USA; M.A. North American Regional Studies, Graduate School of International Studies, Korea University, Seoul, Korea; B.A. English Education, Seoul National University, Seoul, Ko. Career: Currently, Researcher and teacher trainer, R&D Department, e-future. Previously, Program developer and teacher trainer, Headquarters, BR English. Researcher, APEC Team, Korea Institute for International Economic Policy.

Park-Finch, Heebon is currently working on a PhD in Modern English Drama at the University of Bristol (UK) Drama Department, subsequent to her first doctorate from Kyungpook National University (KNU). Heebon taught for two years at KNU as Part-time Lecturer in the English Language and Literature Department, giving such courses as Academic Essay Writing, and Modern British and American Plays. Heebon has also given teacher-training lectures (on how to teach English writing) for Korean secondary school English teachers, and has deep interest in finding effective ways of teaching and sharing the enjoyment of authentic British and American plays with students in EFL environment. She has also benefitted from wide experience as international coordinator and official interpreter at the Gyeongju World Culture EXPO, Academic Coordinator for the KNU Language Education Center, script-writer at Daegu MBC for an English-learning TV program, simultaneous translator and MCs for various international events, and Social Secretary to an ambassador in Seoul.

Pexos, Kostas was born in Montreal, Canada, he completed his Bachelor's and Master's degree in English Literature at Concordia University, Canada. He has extensive experience in teaching English as a foreign language at all levels. His particular fields of interest are incorporating literature into the ELT curriculum and developing students' speaking skills. Mr. Pexos is currently involved in teacher's training and travels widely in this capacity. He is a familiar figure to teachers in many countries throughout Europe, Latin America and the Middle East where he has conducted teacher training programmes. Mr. Pexos is a captivating speaker and has the unique ability to understand teachers' needs and link theoretical concepts in ELT with the everyday practice of teachers in their classrooms. He has been working with MM Publications as an ELT consultant and teacher trainer since 2004.

Pichay, Athena is currently a Full time Lecturer at Korea University, Seoul in the Division

of International Studies. She also serves as the Administrative Coordinator in the Institute of Foreign Language Studies of the university. In her twenty years' experience as an ESL/EFL educator, she has spent 13 years teaching in Korea. Her areas of interest and expertise are teacher training, SLA, language and culture studies, curriculum planning and materials development. Athena has an MA in Applied Linguistics from California State University, Northridge.

Plumlee, Marilyn holds a Ph.D. in Linguistics from the University of Hawai'i. She has been teaching at Hankuk University of Foreign Studies in Seoul since 2000, where she teaches both undergraduate students and graduate students in linguistics and applied linguistics (TESOL certificate, TESOL MA and TESOL PhD programs). Her primary areas of research are in second language acquisition, discourse analysis, multilingualism, language contact, language in use and sign language linguistics. She is a former president of KOTESOL and is currently serving as the Chair of the International Affairs Committee on the National Council.

Poupore, Glen is from Canada and has been an English teacher and teacher trainer in Korea for several years. He has a PhD in Applied Linguistics from the University of Birmingham and is currently an assistant professor in the Department of English Language and Literature (Applied Linguistics/TESOL Division) at Korea University. His areas of interest include language teaching methodology, principally task based language teaching (TBLT), L2 motivation, group work dynamic, and complex systems theory as applied to language learning and to research methodology.

Price-Jones, Kathryn Shelley has 13 years teaching experience in Korean universities and has created and is co-developing a new system for ELT. She has published in the Asian EFL Journal and the New English Teacher and is currently a Ph.D. candidate with the University of South Australia.

Rappaport, Stanford is currently Instructor of English in the faculty of Graduate Studies at Mahidol University in Thailand. He has also been an instructor of Foreign Languages at City College of San Francisco for the past eleven years. Mr. Rappaport has eighteen years of experience in teaching ESL, foreign languages, and teaching and implementing technology solutions for foreign language education. His background includes a bachelor's degree from the University of Arkansas in French and German and a master's degree in French and General Linguistics for the University of Texas at Austin.

Rates, Patrick is a lecturer in the Faculty of Science and Engineering at Ritsumeikan University. He has many different areas of interest, including cross-cultural communication, content based instruction, learner autonomy and CALL.

Reynolds, Eric has been a world traveler for EFL. Since he was born in the very small town of Page, Arizona, USA, he has lived all over the US and since becoming an EFL teacher, he has lived and taught EFL in at least seven countries including Japan, Bulgaria, Tajikistan, and now Korea. He has recently become a Ph.D. candidate in Educational Psychology from the University of Illinois at Urbana-Champaign focusing on social and cultural perspectives on language learning, and is working on a dissertation studying the communication of emotion across cultures. He teaches at Woosong University in Daejeon as an Assistant Professor in the TESOL-MALL graduate program.

Rhein, Douglas has been teaching at various universities in Asia for over ten years. He has taught in Korea, Japan, China and Thailand and has been involved in the production of instructional English videos in both Thailand and China. His current English teaching interests include patterns of spoken rhetoric, debate and methods of persuasion. Mr. Rhein is also a psychology lecturer at Mahidol where he teaches Abnormal Psychology, Evolutionary Psychology, and Social Psychology. He is currently researching adjustment demands among international students.

Richard, Mark, M.A. Journalism Studies, B.A. French and English Language, Linguistics and Literature, is an experienced presenter with ten years of teaching and training experience in France, Taiwan, and Vietnam. Mark has taught practically every age group, from toddlers to grandparents, and has worked for private language schools, government departments, and state high schools. Mark has also been responsible for developing curricula and materials, and editing textbooks and essays. He has worked as an ELT Consultant and subsequently Product Manager for Oxford University Press for four years, and continues to enjoy sharing ideas with teachers from around the world.

Rubadeau, Ksan (M.A., Applied Linguistics) has enjoyed being a language educator for the past fourteen years in Canada, Mexico, Japan, and Korea. In addition to supervising TESOL practicum students and lecturing at Korea University, she is the treasurer of KOTESOL's Seoul Chapter and a columnist for *The English Connection*.

Sabio, Rafael, M.S. Ed. TESOL, is an assistant professor and university supervisor at Yonsei University and he has been working in South Korea for over 5 years. Along with publishing a book on practical listening lesson plans, Ralph has presented on several topics in different venues such as TESOL 2008 in New York, The KOTESOL International Conference 2008 in Seoul, and other conferences and symposiums in and around South Korea. Also, Rafael has published in several academic journals such as *Modern English Teacher*, the *I-TESL Journal*, and an upcoming article in *English Teaching Professional*. During his free time, he likes to weight train and spend time with his wife.

Sahota, Manpal is an academic coordinator for the foreign teachers working in elementary, middle, and high schools in the Gangnam District of Seoul. He has a M.A. degree in TESOL and his interests include professional development through reflective practice, issues of race in EFL education, and world Englishes.

Sarobol, Nopporn is at present an associate professor at the Language Institute, Thammasat University, Bangkok, Thailand. She has been involved in English language teaching for over 25 years. Her research interests include learner independence and professional development. Now, she is also the First Vice President of ThailandTESOL.

Sawir, Erlenawati completed her PhD in Language and Education at Monash University in 2003, then worked as a Research Fellow at Monash Centre for Research in International Education, Monash University (2003-mid 2006) and in the Centre for the Study of Higher Education at the University of Melbourne (mid 2006-2008). She is currently working as a Research Fellow at International Education Research Centre, Central Queensland University (CQU), Melbourne. Her primary research focus is on international education in the context of globalization. She has contributed to a number of research projects to include (1) the investigation of the social and

economic security of international students in Australia and in New Zealand and (2) University staff understanding of international students and intercultural teaching and learning.

Seo, Han is from Toronto, Canada. He is currently enrolled in Applied Linguistic with University of Birmingham. Han has earned TESOL certificate from Pusan University of Foreign Study in 2008. He earned his BA in Philosophy and Computers from Trent University. His special skill in English education is media productions and debating. Han's media production background consist from movie productions in Toronto, Canada. You will find those materials in imdb.com and type Han Seo. His debating background comes from over 10 years of debating in school and also some experiences from Toast Masters. He currently teaches at Kyung ju university.

Seo, Ye Rin is a teaching assistant at Cheongshim International Academy. She lived in Sydney, Australia, for over 3 years and graduated high school at MLC School, Burwood. She was invited to the "We the Students" National High School Moot Court Competition at American University Washington College of Law as one of the first International students. Ye Rin wants to pursue in the teaching career after a few years of experience.

Sewell, H. Douglas came to Korea for one year in 1999 and never seemed to want to moved back home. After completing an MA TESOL through The University of Birmingham, UK in 2006, Douglas began his Ph.D. Studies at The University of Leeds, UK in 2008. Douglas' research and study interests relate to applying Self Regulation Theory to the Korean EFL context and hence looking at questions relating to learner autonomy and self study methods among Korean students.

Douglas is a faculty member at Dankook University teaching in the MA TESOL, Graduate School of Education, and English Departments, as well as an in country tutor for The University of Birmingham's MA TESOL programme. In his free time, Douglas enjoys travelling, exploring and visiting new, interesting places.

Seymour, Sherry's interests lie in Positive Discourse Analysis, Ecolinguistics, and teaching English through Music. She received her M.A. in TEFL/TESL from the University of Birmingham in 2008, and she presently teaches at Dongguk University's Gyeongju campus. Sherry is the President of the Daegu Gyeongbuk Chapter and is also the National Nominations and Elections Chair. She has lived in Korea for over six years and has taught students of all ages. Sherry can be reached at sherrylynnseymour@gmail.com.

Shaffer, David, PhD Linguistics, is a member of the faculty at Chosun University where he teaches methodology, linguistics, and skills courses in the graduate and undergraduate programs. He is presently CU Foreign Language Programs Director as well as CU TESOL Program Director. He is a teacher trainer, materials developer, and author of EFL-related books and columns in periodicals. His academic interests include employing conceptual metaphor in teaching figurative expressions. Within KOTESOL, his is National Treasurer, Research Committee Chair, publications editor, and KOTESOL 2009 and PAC 2010 conference committee member, as well as frequent conference presenter. Dr. Shaffer is a member of a variety of ELT and linguistics associations, and currently serves on the boards of Asia TEFL and GETA.

Smith, Adrian is interested in curriculum and materials development and is co-developing a new system for ELT teaching. He has published in the Asian EFL Journal and the New English

Teacher. He is currently a Ph.D. candidate with the University of South Australia.

Spijkerbosch, Paul began his career teaching English in Japan and then studied for his Masters degree in Applied Linguistics from the Macquarie University. In 2007 he started work as a Lecturer at Matsuyama University where he still works. Paul is interested in sociolinguistics, bilingualism, education management and learner development.

Srisermbhok, Ampom is an Associate Professor at Eastern Asia University, Thailand, where she is also Assistant President for International Relations. She was specialized in English and American Literature with many publications on modern fiction. Her major research focused on gender and equity issues, and her recent publication was entitled "Approaches to Feminist Literature". Dr. Srisermbhok is also keen on using Extensive Reading to enhance her undergraduate students' language competence. Her current action research on Extensive Reading has provided significant findings.

Stanley, Iain has an MTeach from the University of Sydney, Dip Multimedia from Gold Coast Institute of TAFE and RSA/CELTA. He has taught in Samoa, Thailand, Korea and Australia, and is currently a lecturer at Miyazaki International College in Japan. His research interests include CALL and vocabulary acquisition.

Stewart, Jeff has taught ESL at a variety of schools and companies in Japan and Thailand since 2001, including Toshiba, Sanyo and Niigata University. He is currently a lecturer at Kyushu Sangyo University, and lives in Fukuoka.

Takagi, Akiko is Associate Professor in the Department of English Language Education at Osaka Kyoiku University. Her current research interests include teacher/learner autonomy, teacher/learner belief, and critical language testing.

Tanghe, Shannon is a professor in the M.A. TESOL program at Dankook University. Tanghe has been teaching in Korea for 9 years and has previous teaching experience in Egypt and Guyana. Tanghe is currently pursuing her PhD in TESOL at Indiana University of Pennsylvania with research interests in bilingualism and teacher training.

Teng, Huei-Chun got her Ph.D. on Second Languages Education at University of Minnesota. She is currently a professor of the Department of Applied Foreign Languages at National Taiwan University of Science and Technology. Her research specialties include listening research, speech instruction, language assessment, and learning strategy.

Termsinsawadi, Pompilai is currently an instructor of English at Rajamangala University of Technology Phra Nakhon, Bangkok, Thailand. She has been teaching English in vocational and technical fields over twenty years. Pompilai received her B.A. in French and English and M.A. in Applied Linguistics (English for Science and Technology). Her research interests include learner autonomy, intercultural communication and technology integration in EFL settings. At present, she is a Ph.D. candidate in the Interdisciplinary program (English as an International Language) at Chulalongkorn university, Bangkok, Thailand.

Thompson, Tim is a Visiting Professor at the Korea Advanced Institute of Science and Technology. He has been teaching in South Korea for more than nine years. He holds an MA

in TESOL and a BA in Marketing. Tim enjoys teaching Business English, presentation skills, and sharing his experiences with other educators. You can find his articles in publications such as ESL Magazine, KATE Forum, The English Connection, and English Teaching Professional Magazine.

Thorkelson, Tory Stephen (M.Ed in TESL/TEFL) is a proud Canadian active in KOTESOL since 1998 and has presented at or worked on many local and international conferences in Seoul. He has been the Past President for Seoul Chapter, KTT Coordinator and 1st VP of National KOTESOL for 2007-8. He was Assistant Professor/Research Coordinator for Hanyang University's PEEC Program until March 1st, 2007 when he moved to the English Language and Literature Department. He has co-authored research studies (see ALAK Journal, December 2001& June, 2003 as well as Education International September 2004 V1-2) and a University level textbook, "World Class English", with fellow KOTESOL members. On a more personal note, he married his Korean wife on July 6th, 2002 and is a stage actor with 29 years of experience and has acted in local Drama Productions for The Seoul Players. His daughter, Jean, was born in May 18th, 2008-the first grandchild on both sides of the family!

Thornbury, Scott has an MA (TEFL) from the University of Reading. He has taught and trained in a wide range of contexts, including SIT Graduate Institute in Brattleboro, Vermont. He has written extensively on areas of language and methodology, his most recent books being Conversation: From Description to Pedagogy (with Diana Slade, CUP) and The CELTA Course (with Peter Watkins, CUP). He is currently the series editor of the Cambridge Handbooks for Language Teachers (CUP). He divides his time between New York and Barcelona.

Titanantabutr, Varisa is a Ph.D. student in English as International Program at the Graduate School Chulalongkorn University: Bangkok, Thailand and holds an M.A. in English for Careers from Thammasat University, and a B.A. in Education (English), Chulalongkorn University. Varisa is currently a part time English Lecturer at public and private universities, tutorial schools and training centers.

Trew, Grant has been working in the field of EFL for nearly 20 years as a teacher, trainer and materials developer in the UK, the Middle East and Japan. He has designed and run training courses, and has written materials for a number of corporate and academic institutions, in areas ranging from communicative language use to English for Specific Purposes (ESP). He has a particular interest in the field of language assessment and has designed both oral and written test instruments for a number of institutions. He is a trained item writer for the TOEIC® test and is an oral examiner for the Cambridge ESOL and YL exams He is the author of the Tactics for TOEIC® Speaking and Writing Tests and Tactics for TOEIC® Listening and Reading Tests, both of which are recognized as official test preparation materials by the Educational Testing Service (ETS).

Ugurlu, Esat graduated from Brandeis University (Massachusetts) with a degree in Political Science and Economics. Since then, his main focus has been using various technologies to improve teaching skills and efficiency in classrooms around the world. After completing his duties at UNESCO Bangkok Education for Sustainable Development unit, he became a member of iBridge Learning. For more than two years, he has assisted many schools in Asia with their questions and needs about technological changes in 21st Century classrooms. Esat has had expe-

rience in giving trainings for more interactive, fun and effective experience in classrooms for both instructors and students.

Van Moere, Alistair has a PhD in Applied Linguistics, an MA in Linguistics and Language Teaching, and brings over 12 years experience in language training and assessment. Before joining the Knowledge Technologies group of Pearson to lead the test development team, he worked as lecturer at Kanda University, Japan; Director of Studies in language schools in Japan and the UK; EFL teacher in Thailand and Indonesia; and academic tutor at the universities of Warwick and Lancaster, preparing overseas students for studying in the UK. He has consulted on numerous language assessment projects, including: Kanda University's English Proficiency Test (KEPT); Trinity College London's Graded Examination in Spoken English (GESE) and Skills for Life; and Lancaster University's validation of the English Language Proficiency for Aeronautical Communication (ELPAC) test.

Wakefield, Bruce is currently teaching in the College English Program at Kyonggi University, Suwon Campus. Prior to this he was a Senior English teacher at the New Zealand Centre for Culture and Education (NZC), Gangnam, Seoul and he spent three years at S

Waldern, Barbara, a Canadian citizen from Vancouver, now lives in Busan. She has years of experience in teaching ESL and EFL, and a history of academic research and writing complemented by a masters degree in anthropology (SFU, Canada, 2003) as well as two undergraduate degrees (French and social policy). She is currently a full time lecturer at the International Language Education Center at Pusan University of Foreign Studies. She taught at Korean hagwons prior to starting at PUFSS in this academic year. A former ESL instructor for adults in college, city and school programs, Barbara renewed her TESOL/TEFL certification recently. Before going overseas, she worked in education research. She was a teaching assistant and her instructor's union Chief Steward while a graduate student. She continues to present at sociology, anthropology and education conferences and published several academic and policy articles. This paper is based on a presentation to the conference of the International Teachers Working Group held in Taiwan in the summer of this year. An article on alienation was written for the English language campus journal at PUFSS this past summer. Waldern has been a volunteer in human rights and other causes for over 20 years.

Ware, Jean has been teaching English in Japanese universities almost eleven years. After a career as a computer programmer, she earned her MA in English: TESOL. She is interested in optimizing students' learning through technology, multimedia, and by using extensive reading (ER), extensive listening (EL), and shadowing. She has been investigating EL&S since April 2007.

Warfel, Linda has over 30 years experience in education, with extensive experience working with public and private schools in more than twenty countries throughout Asia/Pacific. She is a frequent presenter at professional educational conferences such as the International Reading Association, Asia TEFL, JALT, ETA, KoTESOL and KATE. In addition, she has been a guest speaker for the Association of Educational Publishers (AEP) at the Bologna Book Fair and Frankfurt Book Fair on Global Learning Initiatives. In China, Linda has been an International Judge for the 21st Century Cup National English Speaking Contests in 2004-2008, a guest speaker at the Beijing Intl Book Fair's Children's Forum in 2008, international presenter at the Fourth National Conference of Child Language Education in Chengdu in 2009 and an Adjunct

Professor at East China Normal University in Shanghai since Feb. 2009. Linda has worked continuously with Scholastic since 1984 and is currently the Vice President, Asia/Pacific, Education and Trade, Scholastic Asia.

Waring, Robert is an acknowledged expert in Extensive Reading and second language vocabulary acquisition. He has presented and published widely on these topics. He is Associate Professor at Notre Dame Seishin University in Okayama, Japan. Professor Waring is a board member of the Extensive Reading Foundation.

Williams, David is a full time lecturer in intercultural studies at Yokohama City University, Japan, and has lived in Asia for 17 years. His current research interests include the association between standardized test scores and ER, and student motivations for joining overseas study programmes. He may be contacted at davidokj@yahoo.com

Wolfe, Marla is from Orlando, Florida, in the USA. Her education includes a B.A. in English/Secondary Education from Trevecca Nazarene University and a TESOL certificate from the University of Florida. She is anticipating the completion of her MATESOL from Saint Michael's College this year. Before coming to Korea, Marla taught English in American middle and high schools. For the last three and a half years she has lived in Jeonju, teaching English (EFL) courses at Jeonju University.

Wong, Raymond is a contract lecturer at Ritsumeikan University. He holds a Master of Education degree in TESOL from Deakin University. He has taught English in Australia, the Czech Republic, China, and Japan. His research interests include self access language learning, peer teaching, materials development, and affect in language learning.

Woo, Sangdo teaches English at Gongju National University of Education. He is head of English Education Department and director of the TESOL program for YL. His research interests include primary English education, English pronunciation and speech, English team teaching in elementary schools, and teacher education.

Xu, Hao is an assistant professor of applied linguistics in Capital Normal University, Beijing. He is completing his Ph.D. studies in applied linguistics in Beijing Foreign Studies University. His major research interests include second language acquisition, psycholinguistics, pedagogy of English, and EFL teacher education and development. He has published on a few flagship journals in mainland China, and presented at international conferences such as Symposium on Second Language Writing (2006) and TESOL Annual Convention (2009).

Yoshimura, Juri is an undergraduate student of linguistics at the Faculty of Regional Studies of Gifu University.

Dear Conference Attendees

Thank you for attending our 2009 event. This year's conference theme *Pursuing Professional Excellence in ELT* is exactly what we are doing, as we attend presentations, talk with publishers and network with other like-minded educators. Thank you for getting involved and I hope that this year's conference delivers a positive result in your own personal pursuit for professional excellence.

Next year, Sookmyung Women's University will host the PAC/KOTESOL 2010 International Conference: *Advancing ELT in the Global Context*. I hope you will attend this event, too. The 2010 International Conference is Korea TESOL's opportunity to host speakers and delegates from the Pan-Asian Consortium (PAC) of TESOL organisations. Our sister organisations from Philippines, Taiwan, Japan, Thailand, Laos, Russia and Singapore will be well represented at next year's PAC/KOTESOL International Conference.

Our theme for next year focuses on the global context of English language education, but our speakers will also be asked to investigate issues of identity in relation to teaching and learning a global language, such as English.

I would like to invite you start thinking about next year's conference; maybe you would like to become more involved with conference planning, or perhaps you have an idea for a presentation you would like to submit – if so, we'd love to hear from you. Whatever your interest, please mark October 16-17 2010 in your diary and get ready for another great conference.

Kind regards
Stephen-Peter Jinks
2010 International Conference Committee Chair

PAC/KOTESOL 2010 International Conference

***Advancing ELT
in the Global Context***

Sookmyung Women's University, Seoul.

October 16th& 17th 2010

Invited Speakers:

Jennifer Jenkins □ Keith Folse □ Michael McCarthy □ Paul Nation

Hwang Sunhae □ Jack Richards □ Jodi Crandall

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- Sun 09:30 C608 *Scaffolding in a Productive Skill Lesson*, James Brawn
- Sun 14:30 B168 *Supporting Learners through Guided Extensive Reading*, Jennifer Jordan
- Sun 14:30 C608 *Video-based Tasks Within a Task-based Language Teaching Framework*, Glen Poupore
- Sun 15:30 Gemma *Extensive Reading in an IB Curriculum: A New Approach.*, Carl Dusthimer, Aaron Jolly

Critical Thinking

- Sun 08:30 B178 *Enhancing Critical Thinking in Language Learning.*, Kostas Pexos
- Sun 15:30 M105 *Critical Thinking and Reading Comprehension*, Mohammad Hashamdar

Cross-cultural / Intercultural Communication

- Sat 09:00 B142 *Improving Cultural Awareness of Black Americans using Movies in the ESL/EFL Classroom*, Kitai Justin Kim
- Sat 15:15 B178 *Body Language and Public Speaking: What are We Really Saying?*, Douglas

- Rhein
- Sat 15:15 M104 *Reconciling Constructivist and Traditional Approaches in a Content-Based Class*, Warren Chung
- Sun 08:30 B161 *The Asian Youth Forum: International Understanding through EFL*, Kip Cates
- Sun 14:30 B166 *The Effect of Cultural/Linguistic Factors on Students' Performance in Bicultural Contexts*, Azar Hosseini Fatemi, Mohammad Saber Khaghaninezhad
- Sun 15:30 B166 *Combatting the Hegemony of English with Democratic Praxis*, Barbara Waldern

ESP

- Sat 16:15 M105 *Pedagogical Implications of the TOEIC Speaking and Writing Test*, Terry Fellner
- Sun 14:30 B111 *Practical Business English for Lower Level Learners*, Grant Trew

English for Specific Purposes

- Sat 14:15 B164 *Assessing Communicative Ability of Thai Tour Guides*, Varisa Titanantabutr
- Sat 15:40 B179 *Use of Magazine Restaurant Reviews in the ESP Classroom*, Hsiao-i Hou

Ethics of Education

- Sat 09:00 B142 *Improving Cultural Awareness of Black Americans using Movies in the ESL/EFL Classroom*, Kitai Justin Kim
- Sat 10:00 C504 *Professional Excellence in ELT: The Role of Ethics*, Maggie Lieb
- Sat 10:00 C505 *Connecting With Students: Forming Healthy Relationships*, Marla Wolfe
- Sun 14:55 B166 *Exploring Race Issues With EFL Professionals in South Korea*, Manpal Sahota
- Sun 15:30 B166 *Combatting the Hegemony of English with Democratic Praxis*, Barbara Waldern

Genre Studies

- Sat 15:40 B179 *Use of Magazine Restaurant Reviews in the ESP Classroom*, Hsiao-i Hou

Grammar

- Sat 09:00 B111 *Active Grammar in Context!*, Rebecca Fletcher
- Sat 09:00 M103 *Three of My Favorite Grammar Lessons*, Michael Griffin
- Sat 10:00 M105 *Use Multimedia in Your Grammar Classroom with FUN!*, Liz Na
- Sat 14:15 Music Hall *A Teaching Methodology for English Syntactic Causatives*, Yu-Rim Han
- Sat 15:15 Music Hall *A Teaching Methodology for English Syntactic Causatives*, Yu-Rim Han
- Sun 09:30 B178 *Is Grammar Right for Young Learners?*, Michelle Park
- Sun 15:30 B111 *Teaching Grammar in the Primary Classroom*, Julie Hwang
- Sun 14:55 M105 *A Comparison of the Effectiveness of Teacher vs. Peer Feedback in Promoting Grammatical Accuracy of EFL Learners*, Mahdiah Aram

Learning Preferences / Styles

- Sat 14:40 M104 *Self-Access Activities for Independent Learners*, Nopporn Sarobol
- Sun 08:30 Gemma *Movie Making in the Classroom*, Han Seo
- Sun 15:55 M104 *Style and Substance in the EFL Classroom*, Athena Pichay

Listening

- Sun 08:30 M101 *Helping Learners Bridge the Listening Comprehension Gap*, Michael Cahill
- Sun 09:30 B178 *Challenge and Success: A Multi-level Listening Class*, C Dion Clingwall

- Sun 14:30 B161 *Using Extensive Listening and Shadowing in EFL Classes*, Jean Ware
 Sun 15:30 M103 *Link Listening with Speaking Skills: SBS Listening*, Gabriel Allison

Literacy / Reading

- Sat 09:00 M105 *Building a Classroom Library with Student-Authored Texts*, Yonghwan Bang, Jean Kirschenmann
 Sun 09:30 B142 *Let's Begin Literacy with Multi-Media for Young Learners*, Clare Chun
 Sun 09:30 M105 *L2 Learning through Literature: Challenges and Implications*, Won Kim
 Sat 10:00 B109 *Turning Students into Avid Readers: Essential Reading*, Scott Miles
 Sat 14:15 B178 *Choosing and Making Graded Reading Materials*, Robert Waring
 Sun 14:30 B109 *Creating a Readers' Community*, Clyde Fowle
 Sun 14:30 B168 *Supporting Learners through Guided Extensive Reading*, Jennifer Jordan
 Sun 14:30 M104 *Does Extensive Reading Always Assist TOEFL Scores?*, David Williams
 Sat 15:15 B109 *Reading Keys: Unlocking the Door to Reading*, Clyde Fowle
 Sat 15:15 B164 *Exploitation of IT to Enhance Students' Extensive Reading Skills*, Amporn Srisermbhok
 Sat 15:15 C503 *Children's Literature as Comprehensible Input in the University Classroom*, Adriane Geronimo
 Sat 15:15 C601 *Five Stages in Developing a Successful Extensive Reading Course*, Tim Dalby
ER Evaluation Techniques, Scott Miles
ER at Pusan University of Foreign Studies, Rocky Nelson
The Nature and Tendency of Simplification in Graded Readers, Shu-Chen Chang
Action Research in ER, Robert Waring
Practical ER: Getting Started with Graded Readers., Aaron Jolly
Timed Repeated Retelling: The 4,3,2 vs. The 2,3,4 Activities, Michael Allen Misner
 Sun 15:30 Gemma *Extensive Reading in an IB Curriculum: A New Approach.*, Carl Dusthimer, Aaron Jolly
 Sun 15:30 M105 *Critical Thinking and Reading Comprehension*, Mohammad Hashamdar
 Sat 16:15 C601 *ER Evaluation Techniques*, Scott Miles

Multiple Skills

- Sat 09:00 B166 *Student Presentations in TOEIC Courses*, Bruce Lander, Paul Spijkerbosch
 Sat 10:00 C608 *Integrating Learning Strategies into Tasks*, Robert Cochrane
 Sat 15:15 M103 *TALES: Teach All Learners Essential English*, Linda Warfel
 Sat 16:15 B111 *Fun and Exciting Stories and Activities from 'Surprise Surprise'!*, Julie Hwang
 Sun 09:30 B161 *Integrating Mock Trial and Moot Court into English Language Learning Classrooms*, In Seong Cho, Hyoseon Hong, Ye Rin Seo
 Sat 10:00 B167 *Using a Cross-Curricular Approach for Organizing Language Learning*, Kostas Pexos
 Sat 14:15 B109 *Developing Skills for Life*, Clyde Fowle
 Sat 16:15 B167 *Explore Your World*, Michael Cahill
 Sun 15:30 C608 *Making Learning Visible with Goal-Oriented English*, Sarah Kim

Music, Drama in the Classroom

- Sat 16:15 B166 *Drama to Promote Successful English Conversation.*, C Dion Clingwall
 Sat 16:15 C608 *Using Authentic Drama Texts in the ELT Classroom*, Heebon Park-Finch
 Sun 08:30 M104 *Getting a Handle on Teaching Kindergarten EFL*, Michael Drummond

Other

- Sat 14:15 B111 *A New Chapter in English-Korean Dictionaries*, Young-kuk Jeong
Sun 09:30 B111 *Make your Classes Incredible through Whole Child Development*, Mark Richard

Other Issues

- Sat 10:00 C504 *Professional Excellence in ELT: The Role of Ethics*, Maggie Lieb
Sat 10:00 C505 *Connecting With Students: Forming Healthy Relationships*, Marla Wolfe
Sat 14:15 B121 *Researching Complexity Theory in EIL: Critical Learning Events*, Andrew Finch
Sat 14:40 B121 *Teachers' Beliefs on English Team teaching in Korean Elementary Schools*, Jiyoung Jo, Sangdo Woo
Sat 15:15 B142 *Listening to Korean Student Voices: Implications for Professional Development.*, Kathryn Shelley Price-Jones, Adrian Smith
Sun 14:30 C505 *Recognizing and Beating Teacher Burnout*, Ksan Rubadeau
Sun 14:55 B166 *Exploring Race Issues With EFL Professionals in South Korea*, Manpal Sahota
Sun 14:55 M104 *English Language Teaching and Globalisation*, Erlenawati Sawir

Pragmatics

- Sat 14:15 M105 *ESL and EFL Acquisition of Request and Apology Strategies*, Todd Enslin
Sat 14:40 M105 *The Presentation of Apology and Forgiveness in Coursebooks*, Heidi Vande Voort Nam

Reading

- Sat 14:15 M103 *The Graded Readers Approach to Extensive Reading.*, Aaron Jolly
Sun 09:30 C503 *Building Reading Comprehension Skills with Nonfiction Articles*, Hanna Jeong
Sun 14:30 M103 *Have Fun with Reading: E:future Reading Series*, Gabriel Allison
Sun 15:30 C504 *Reading for Meaning: Building Strategic Readers and Thinkers*, Chanmi Hong

Research Methodology

- Sat 10:00 C601 *Stepping into Research 1: Selecting a Topic*, Jake Kimball
Sat 14:15 C608 *Stepping into Research 2: Forming the Research Question*, Kara Mac Donald
Sat 15:15 C504 *Making Sense of Surveys: Analyzing Likert Scale Data*, Jeff Durand, David A. Leaper
Sat 15:15 C601 *Action Research in ER*, Robert Waring
Sat 16:15 C503 *Stepping into Research 3: Designing a Project*, Kevin Parent
Sun 09:30 C505 *Stepping into Research 4: Collecting and Analyzing Data*, Scott Miles
Sun 15:30 B168 *Stepping into Research 5: Presenting the Results*, David Shaffer
Sun 15:55 M105 *Problems with Data in Educational Research*, Shannon Tanghe

SLA

- Sun 14:30 C504 *What do Teachers Need to Know about SLA ?*, Scott Thornbury

Second Language Acquisition

- Sat 14:15 B121 *Researching Complexity Theory in EIL: Critical Learning Events*, Andrew Finch
Sat 16:15 B164 *Corrective Feedback Techniques and Student Perception of Their Application*, David Shaffer
Sat 16:15 M103 *Figurative Thinking and Communicative Language Ability*, Jeanette Littlemore
Sat 16:40 M104 *Factors Affecting Chinese EFL Learners' Stress Placement*, Li-hsuan Cheng, Heien-kun Chiang, Feng-lan Kuo

- Sun 09:55 B166 *A Functional Analysis of Korean in the EFL Classroom*, John McGaughey
 Sun 14:30 B166 *The Effect of Cultural/Linguistic Factors on Students' Performance in Bicultural Contexts*, Azar Hosseini Fatemi, Mohammad Saber Khaghaninezhad

Sociolinguistics / Language Policy

- Sat 10:00 B142 *Notes from a Teacher-Training Course*, Tim Dalby
 Sat 10:00 C503 *Teaching Gender-Neutral Language in EFL Classrooms*, Chiyo Myojin
 Sun 08:30 C608 *English-Medium Instruction and Korean Universities' Struggle with Quality Assurances*, Kara Mac Donald
 Sun 15:30 M104 *Home Tutoring: Interaction and Identity*, Hao Xu

Testing / Technology Assisted

- Sat 10:00 B111 *Effective Online Testing for Schools*, Grant Trew
 Sun 08:30 M103 *Overcoming Obstacles with Computerized Speaking Evaluation*, Alistair Van Moere
 Sun 15:30 B109 *Teaching TOEIC and TOEFL Digitally and Face to Face*, Patrick Hafenstein

Testing / Evaluation

- Sat 09:00 B178 *Comparing Teacher and Student Evaluations of Error*, Sean Mahoney
 Sat 14:15 B164 *Assessing Communicative Ability of Thai Tour Guides*, Varisa Titanantabutr
 Sat 14:40 B164 *The Minimal English Test: A Revised Version*, Hideki Maki, Yuki Makino, Juri Yoshimura
 Sat 15:15 C601 *ER Evaluation Techniques*, Scott Miles
 Sat 15:15 C608 *Performance Assessment: Creation and Application*, Sara Davila
 Sat 16:15 B121 *Assessment for Learning*, Julie Choi, David Nunan
 Sat 16:15 M105 *Pedagogical Implications of the TOEIC Speaking and Writing Test*, Terry Fellner
 Sun 08:30 B168 *Oral Testing in Conversation Classes*, Kristin Dalby
 Sun 14:30 B167 *Grading Participation in University Classes*, Sherry Seymour
 Sun 15:30 B121 *Conversation Tests: What do Raters Rate?*, Shaun Manning
 Sun 15:55 B121 *The Use of Evaluation Portfolios in Oral English Assessment*, Marguerite Muller

Teacher Development

- Sat 10:00 B142 *Notes from a Teacher-Training Course*, Tim Dalby
 Sat 10:00 B164 *How to Implement Effective Professional Development Activities*, M. Arash Khalili, Akiko Takagi
 Sat 10:25 B166 *Relentless Learner With Practicing Knowledge, Attitude, Skills and Awareness*, Young-Ah Kang
 Sat 14:15 C505 *Publishing and Presenting Classroom Experiences*, Tim Thompson
 Sat 14:15 B601 *Upgrading Your Workshop: Proven Methods for Better Presentations*, Joshua Davies, Robert Kienzle
 Sat 15:15 M101 *TKT: The New Cambridge ESOL Teachers Exam in Korea*, James Forrest
 Sat 15:15 M105 *Peer Observation of Teaching: Theory to Practice*, Robert Curr
 Sat 16:15 M104 *Sensemaking as a Lens for Examining Change in Education*, Sarah Louisa Birchley
 Sun 09:30 B167 *Observed Outcomes and Issues of TESOL Training Programs*, H. Douglas Sewell
 Sun 09:30 Gemma *Exploring Teaching*, John F. Fanselow
 Sun 14:30 Gemma *Student Success Experiences: Stories, Speed Dictations, & Songs*, Tim Murphey

- Sun 15:30 B142 *Reflective Writing—A Way To Do and Learn Teaching*, Jill Burton
 Sun 15:30 B161 *A Conversation About Teacher Training*, Andrew Finch
A Conversation About Teacher Training, Rafael Sabio
A Conversation About Teacher Training, Tim Dalby
A Conversation About Teacher Training, Tory Stephen Thorkelson
A Conversation About Teacher Training, Joshua Davies
A Conversation About Teacher Training, Heebon Park-Finch
A Conversation About Teacher Training, Bruce Wakefield
 Sun 16:30 B121 *Teacher Language Awareness and Professional Excellence in TESOL*, Stephen Andrews

Teacher Training / Development

- Sat 10:00 B121 *10 Minutes for Happiness (Positive Psychology in the Classroom)*, Marc Helgesen
 Sat 15:15 B121 *Professional Advancement through Online MA TESOL and Certification programs*, Darrell Nelson
 Sat 16:15 M101 *Flexible Graduate Education: The New School University's MA TESOL*, Scott Thornbury
 Sun 09:30 B121 *University of Birmingham ODL MA TEFL and Applied Linguistics*, Jeannette Littlemore
 Sun 14:30 B121 *New English Firsthand - 10 New Ideas*, Marc Helgesen
 Sun 15:30 C503 *Teacher Training that Works: Teacher Development Interactive Online*, Sam Lee

Technology

- Sat 16:15 B142 *Blended Learning Success in the Classroom*, Joshua Davies

Technology-Enhanced Instruction / CALL / CMI

- Sat 09:00 B121 *Language and Power in the Classroom*, Will Lingle
 Sat 09:00 B161 *Creating Materials in a CALL Classroom: Students' Turn*, Raymond Wong
 Sat 10:25 B164 *Splendid Blended Blogging: Blogging in Business English Class*, Todd Cooper
 Sat 10:25 M101 *Enhancing Situated Learning with Augmented Reality and Large Display Technologies*, Hong-wen Chen, Heien-kun Chiang, Feng-lan Kuo
 Sat 14:15 Music Hall *Moving Vocabulary Tasks for Mobile Phones*, Charles Anderson, Aaron Gibson
 Sat 15:15 B166 *Using Technology for Student Self-Reflection and Assessment*, Iain Stanley
 Sat 15:40 B164 *Virtual Interviewing for Self-study and Standardized Test Preparation*, Todd Cooper, Akira Tsukada
 Sun 08:30 B121 *A Comparison of Free Web-based Class "Home" Sites*, Ian Brown
 Sun 09:30 C504 *Successes and Struggles in Computer Lab-based Teaching*, Allison Bill
 Sun 14:30 B112 *Using Wikis for EFL*, Eric Reynolds
 Sun 14:30 B142 *WebQuest Development for EFL Reading and Writing Instruction*, Pornpilai Termsinsawadi
 Sun 15:55 B166 *BYU's Technology Assisted Language Learning Popular Among Dongguk University Students*, Greg Brooks-English
 Sat 15:15 B167 *Real People, Real Places, Real Language*, Michael Cahill
 Sat 10:00 B161 *What is the Criterion Service?*, Peter Kim
 Sat 14:15 B167 *Mimio Interactive White Board*, Myung Ho Kang
 Sat 14:15 M101 *Designing the 21st Century Classroom Using Online Resources: NetTrekker*, Esat Ugurlu
 Sat 14:15 Music Hall *Moving Vocabulary Tasks for Mobile Phones*, Charles Anderson, Aaron Gibson

Sat 16:15	B161	<i>What is the Criterion Service?</i> , Peter Kim
Sun 09:30	M101	<i>What is the Criterion Service?</i> , Peter Kim
Sun 14:30	C503	<i>Designing the 21st Century Classroom Using Online Resources: World Book Web</i> , Esat Ugurlu
Sun 15:30	M101	<i>What is the Criterion Service?</i> , Peter Kim

Unassigned

Sat 10:00	M103	<i>Developing Meaningful Activities for '3L' Students</i> , Michael Cahill
Sat 11:30	M608	<i>Supporting Professional Development through Mentoring, Coaching and Peer Observation</i> , David Nunan
Sat 13:15	C601	<i>Seven Things Beginning with M</i> , Scott Thornbury
Sat 13:15	B121	<i>Writing the Profession: An Examination of How TESOL Practice Gets Documented</i> , Jill Burton
Sat 13:15	B161	<i>Huh? Oh. Aha!—Differences between Learning Language through Rote Memorization and Predicting</i> , John F. Fanselow
Sat 17:15	M608	<i>Corrective Feedback and Teacher Development</i> , Rod Ellis
Sat 18:00	M608	<i>Pursuing Professional Excellence Through Reflective Teaching</i> , Kathleen M. Bailey
Sat 19:00	C800	<i>Let's Get Physical: Warm-ups that Include Language and Movement</i> , Marc Helgesen
Sun 10:30	M608	<i>Professional Inging, Hoping, and ELTing</i> , Tim Murphey
Sun 13:30	B107	<i>More than Just Words: Pursuing Professional Excellence Through the Use of Gesture</i> , Jeanette Littlemore
Sun 13:30	B121	<i>A Pedagogic Model of Second Language Listening Comprehension</i> , John Flowerdew
Sun 16:30	B161	<i>What Sticks? Language Teaching for Long-Term Learning</i> , Scott Miles
Sun 16:30	Gemma	<i>Pursuing Professional Excellence: Language Teaching that Makes Sense</i> , Marc Helgesen
Sat 16:15	B109	<i>Using PowerPoint in the Classroom the REALLY Easy Way</i> , Patrick Hafenstein
Sat 16:15	B178	<i>Phonics Becomes Easy and Fun!</i> Michelle Park

Video in the Classroom

Sat 10:00	B178	<i>Not Just a Commercial: Narrative that Demonstrates Communication Dynamics</i> , Philip McCasland
Sun 08:30	B142	<i>Incorporating Video in the Collaborative ESL Classroom</i> , Patrick Rates
Sun 08:30	Gemma	<i>Movie Making in the Classroom</i> , Han Seo
Sun 14:30	C608	<i>Video-based Tasks Within a Task-based Language Teaching Framework</i> , Glen Poupore
Sun 14:30	M101	<i>YouTube Videos: The How and The Why!</i> , Rafael Sabio

Vocabulary

Sat 09:00	M104	<i>Slang and Idioms in Conversation Classes</i> , Justin McKibben
Sat 10:00	M101	<i>Can You Judge Vocabulary Books by Covers?</i> , Charles Anderson
Sat 10:25	M101	<i>Enhancing Situated Learning with Augmented Reality and Large Display Technologies</i> , Hong-wen Chen, Heien-kun Chiang, Feng-lan Kuo
Sat 16:15	C504	<i>All Words Are Not Created Equal: Identifying Gaps in Needs versus Wants</i> , Jake Kimball
Sun 08:30	C505	<i>Integrating Vocabulary in a Coordinated Curriculum</i> , Charles Anderson, Luke Fryer, Jeff Stewart
Sun 08:30	C505	<i>Integrating Vocabulary in a Coordinated Curriculum</i> , Charles Anderson, Luke Fryer, Jeff Stewart
Sun 09:55	M105	<i>Establishing and Evaluating a Business Academic Word List</i> , Wenhua Hsu
Sun 14:30	B161	<i>Using Extensive Listening and Shadowing in EFL Classes</i> , Jean Ware

- Sun 14:30 B161 *Using Extensive Listening and Shadowing in EFL Classes*, Jean Ware, Yuka Kurihara
 Sun 14:30 B178 *They Won't Forget Crocodile Teeth*, Michael Cahill
 Sun 14:30 M105 *On the Strength of L2 Lexical Knowledge*, Atsushi Asai

World Englishes / Sociolinguistics / Language Policy

- Sat 14:15 C503 *A Critical Examination of a Mandatory English Language Program*, Kristin Dalby
 Sun 09:55 B166 *A Functional Analysis of Korean in the EFL Classroom*, John McGaughey

Writing

- Sat 10:00 B166 *Stopping Plagiarism through a Processed-Based Portfolio Approach*, Terry Fellner
 Sat 15:15 B161 *Teaching Writing as a Process: Advice Based on Thirty Years of Teaching*, Jerry G. Gebhard
 Sat 15:40 M104 *Integrated Language Perspective: Science Notebooks to Enhance Literacy Skills*, Moon-kwon Jun
 Sun 14:55 M105 *A Comparison of the Effectiveness of Teacher vs. Peer Feedback in Promoting Grammatical Accuracy of EFL Learners*, Mahdieh Aram

Constitution & Bylaws of Korea TESOL

Constitution

(Adopted April 1993, Amended October 1996, March 1998)

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

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

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

IV. Meetings. KOTESOL shall hold meetings at times and places decided upon and announced by the Council. One meeting each year shall be designated the Annual Business Meeting and shall include a business session.

V. Officers and Elections. 1. The officers of KOTESOL shall be a President, a First Vice-President, a Second Vice-President, a Secretary, and a Treasurer. The First Vice-President shall succeed to the presidency the following year. Officers shall be elected annually. The term of office shall be from the close of one Annual Business Meeting until the close of the next Annual Business Meeting.

2. The Council shall consist of the officers, the Immediate Past President, the chairs of all standing committees, and a representative from each Chapter who is not at present an officer, as well as the KOTESOL General Manager. The Council shall conduct the business of KOTESOL under general policies determined at the Annual Business Meeting.

3. If the office of the President is vacated, the First Vice-President shall assume the Presidency. Vacancies in other offices shall be dealt with as determined by the Council.

VI. Amendments. This Constitution may be amended by a majority vote of members, provided that written notice of the proposed change has been endorsed by at least five members in good standing and has

been distributed to all members at least thirty days prior to the vote.

Bylaws

(Adopted Apr. 1993; Amended Mar. 1998, Oct. 2003, Oct. 2004, Oct. 2005)

I. Language. The official language of KOTESOL shall be English.

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

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

3. The dues for each category of membership shall be determined by the Council. The period of membership shall be twelve (12) months, from the month of application to the first day of the twelfth month following that date. Renewals shall run for a full twelve (12) months. For those members whose membership would lapse on the date of the Annual Business Meeting in 1998, their renewal year will commence on October 1, 1998.

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

2. The First Vice-President shall be the supervisor of Chapters and work with the Council representatives from each Chapter. The First Vice-President shall also undertake such other responsibilities as the President may delegate.

3. The Second Vice-President shall be the convener of the National Program Committee, and shall be responsible for planning, develop-

ing, and coordinating activities.

4. The Secretary shall keep minutes of the Annual Business Meeting and other business meetings of KOTESOL, and shall keep a record of decisions made by the Council. The Treasurer shall maintain a list of KOTESOL members and shall be the custodian of all funds belonging to KOTESOL.

IV. The Council. 1. All members of the Council must be members in good standing of KOTESOL and international TESOL.

2. Any members seeking nomination for an elected position on the Council must have been a member in good standing for at least the 12 full months immediately prior to the time of seeking nomination.

3. Any elected or appointed member of the Council may be removed from office through impeachment, which must be based on a failure to properly conduct the affairs of their elected/appointed office. Impeachment shall require the approval of 75% of elected officers and chapter representatives, regardless of present attendance.

4. The KOTESOL General Manager (GM) shall be an equal member of the Council in all respects, except that the GM will be excluded from deliberations and voting concerning the hiring, compensation, retention, discipline, or termination of the GM or affecting the position of GM. The GM serves as Chief Executive Officer for KOTESOL, and retains such authority as is vested by the action of the Council for day-to-day management of KOTESOL activities.

5. Five members of the Council shall constitute a quorum for conducting business. Council members shall be allowed to appoint a qualified substitute, but that person shall not be allowed to vote at the meeting.

6. Minutes of the Council shall be available to the members of KOTESOL.

V. Committees. 1. There shall be a National Program Committee chaired by the Second Vice-President. The Committee will consist of the Vice-Presidents from each of the Chapters. The Program Committee shall be responsible for planning and developing programs.

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

3. The Council shall authorize any other standing committees that may be needed to implement policies of KOTESOL.

4. A National Conference Committee shall be responsible for planning and developing the Annual Conference. The National Conference Committee Chair shall be elected at the Annual Business Meeting two years prior to serving as Chair of the National Conference Committee. This person shall serve as Co-chair of the National Conference Committee for the first year of the term. In the second year of the term, the Co-chair shall become the Chair of the National Conference Committee.

5. There shall be a Nominations and Elections Committee responsible for submitting a complete slate of candidates for the respective positions of KOTESOL to be elected. The Chair of this Committee shall be elected by a majority vote of members. The Chairs is responsible for appointing a Nomination and Elections Committee and for conducting the election.

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

2. The membership fee shall be set by the Council, 50% of which will go to the National Organization, and 50% will belong to the Chapter.

3. All Chapter Officers must be current KOTESOL members.

4. The Chapters will have autonomy in areas not covered by the Constitution and Bylaws.

VII. Parliamentary Authority. The rules contained in *Robert's Rules of Order*, Newly Revised shall govern KOTESOL in all cases in which they are applicable and in which they are not inconsistent with the Constitution and Bylaws.

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

IX. Amendments. The Bylaws may be amended by a majority vote of members provided that notice of the proposed change has been given to all members at least thirty days before the vote. The Bylaws may be amended without such prior notice only at the Annual Business Meeting, and in that case the proposal shall require approval by three-fourths of the members present.

KOTESOL 2009 INTERNATIONAL CONFERENCE

EMPLOYMENT CENTER

AT YOUR SERVICE ALL DAY SATURDAY & SUNDAY

Room S01

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ARE YOU LOOKING FOR A NEW TEACHING POSITION?

Check out the jobs posted on the announcement

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**WANT TO HAVE A PRELIMINARY INTERVIEW WITH A POTENTIAL
EMPLOYER?**

Find out which employers are interviewing and make an appointment on-site at the
Employment Center during the conference

* * * * *

**ARE YOU A POTENTIAL EMPLOYER WHO DIDN'T HEAR ABOUT
THE 2009 CONFERENCE EMPLOYMENT CENTER?**

Stop by the Employment Center to post a description of an open position,
or set up an interview schedule to meet qualified applicants
from the pool of teachers at this conference



**The 17th Korea TESOL
International Conference**

**Extended Summaries of
Academic Presentations**



**Editor
Tim Whitman**

Extended Summaries of Academic Presentations



Gwangju-Jeonnam Chapter

Upcoming Events:

November 10

Chapter Workshop

2:00–5:00, Chonnam National University, Gwangju

Chapter Officer Elections

Speakers:

Angela Miok Park

Department of English language and Literature,
Chonnam National University

Fun English for Korean Children's Language Learning

Jonathan Brenner

Language Education Center,
Chonnam National University

*The Use of Newspapers and Magazine Articles as Source Materials in Upper Level
Discussion Classes*

December 12

The Third Student Conference of English for Academic Purposes

Chonnam National University, Gwangju

Holiday Dinner to Follow

No Meetings in January or February for Winter Break

For more information:

e-mail: Gwangju_KOTESOL@yahoo.com

website: <http://kotesol.org?q=Gwangju-Jeonnam>

Facebook: Gwangju-Jeonnam KOTESOL

On the Strength of L2 Lexical Knowledge

Atsushi Asai

Daido University, Nagoya, Japan

Abstract

This study investigates how EFL learners judge the degree of their knowledge of English words in a differential representation paradigm. The participants were 209 Japanese college students. The degree of visual and semantic familiarity for 20 target words demonstrated a significant dependency on word frequency and proficiency level. Next, the participants wrote their answers in a translation test that included the target words. The results showed a critical point in the mid frequency range of word appearance. The students' knowledge exhibited weaknesses below the point corresponding to the highest level of cognitive processing. As evidence, the eye fixation durations relative to the mid frequency words were longer than those for both the high and low frequency words. Moreover, the lower proficiency learners showed a larger gap between the perception ratings and the performance scores, and produced a greater understanding of the lower frequency words. This study thus exemplified the exhibited levels of knowledge cognition in a typical EFL situation, and implies the importance of developing meta cognitive skills.

I. Background

The teaching of English has widened its scope from traditional English literature to the various latest developments in academic and vocational fields. What has remained unchanged so far includes the importance of size and depth of vocabulary. In general, the state of knowledge reflects the schooling of the person, and more or less predicts what and how he or she can learn at present and in the near future (Asai, 2005, 2008; Broudy, 1977). This study thus aimed to investigate a component of the measurable meta conception of L2 vocabulary knowledge by college students in East Asia.

II. Method

A. Participants and procedure

The participants were 209 undergraduates at three Japanese universities majoring in various fields of engineering, and possessing a wide range of English proficiency. They first undertook the judgment tasks, which consisted of a visual familiarity rating for 20 individual words for Session 1 and a semantic familiarity rating in Session 2 for the same words but in a different order. The participants were allowed to assign the ratings on a 5-point scale base at their own pace within a two-minute limit. Visual familiarity and semantic familiarity were defined here respectively as how often the responder feels that he or she has encountered a word in question and how well the person understands the word. For Session 3, the students took a 15-minute English test and gave their translations in writing in Japanese. The short period of session time prevented the participants from having their attention distracted, from employing extra guessing, and from enlarging personal differences in cognitive style (Asai, 2007; Guilford, 1967). Furthermore, the eye movement of additional five learners was traced in an eye mark recorder.

B. Vocabulary

Regarding target word selection, the 20 words were selected for Sessions 1 and 2 mainly from the reserved words of "C," which is the most widely used computer language, as listed in Table 1. The difficulty level of each word referred to its frequency of appearance in three corpora, the British National Corpus (Burnard, 2007), the Corpus of Contemporary American English (Davies, 2008), and the Freiburg-Brown Corpus of American English (Hundt et al., 1999). The present study defined the normalized relative word frequency, which was calculated as the ratio of a token-based appearance frequency of a certain word to that of the highest frequency word, "the." This study presumed that the differences in grammatical function and semantic scope should not seriously affect the results.

Table 1. Vocabulary items and relative word frequencies

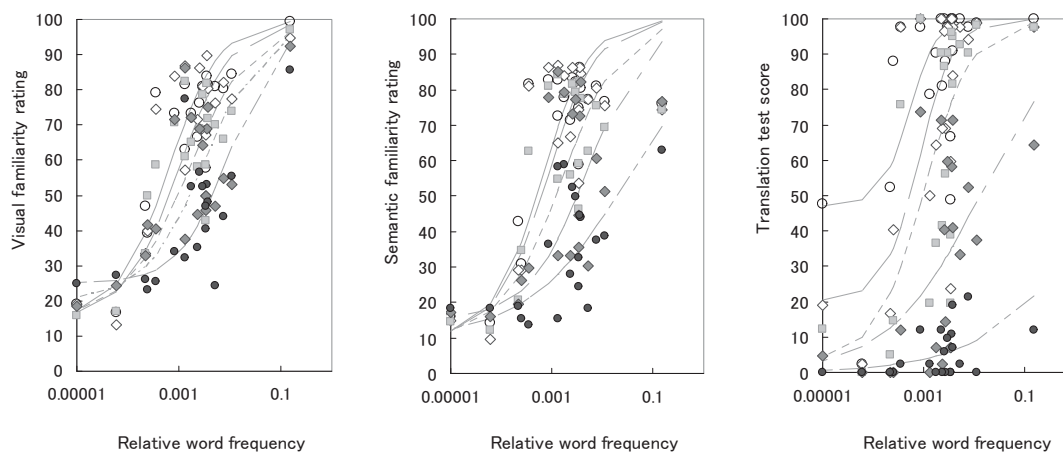
Word	(<i>the</i>)	for	while	case	include	return	<i>class</i>	continue
Rel. freq.	(1)	.14935	.01089	.00766	.00519	.00368	.00368	.00355
	else	sort	main	<i>cover</i>	price	function	<i>event</i>	date
	.00338	.00333	.00288	.00269	.00259	.00232	.00217	.00175
	enter	define	escape	decrease	void	static	integer	increment
	.00132	.00130	.00084	.00035	.00025	.00022	.00006	.00001

Notes: “the” = the common denominator. The three words in italic were checked only in Session 3.

III. Results

In Session 1, the participants’ responses yielded the judgment ratings on visual familiarity. In case all the participants marked a scale of 1, which means that they thought they had seen the word very frequently, the score was 100 for this word. The obtained mean was 62.4, and the standard deviation, SD, was 13.1. In the same manner, the judgment ratings on semantic familiarity were obtained in Session 2. The mean and SD were 60.6 and 14.0, respectively. In Session 3, vocabulary knowledge was measured by the answers of the participants on a correct-or-incorrect basis for each target word embedded in the sentences. The average of the scores marked by the author was 52.3, and their SD was 29.8.

Both the visual and semantic familiarity ratings were approximately proportional to the translation test scores. The correlation coefficients between the visual and semantic familiarity ratings and between the semantic familiarity ratings and the translation scores were .715 and .648, respectively, which demonstrated a significant dependency at a 1% risk level. The Cronback’s alpha coefficient in the translation score data was .959, which proved internal consistency. The eye fixation durations on the mid-frequency words were longer than those on both the high- and low-frequency words as discussed later.



(a) Session 1: Visual familiarity (b) Session 2: Semantic familiarity (c) Session 3: Translation test

Plot types: High proficiency group of 42: Open circle Thin line; Mid high 42: Open diamond Broken line; Mid 41: Light gray square Dotted line; Mid low 42: Dark gray diamond Dashed dotted line; Low 42: Closed circle Dashed two dotted line.

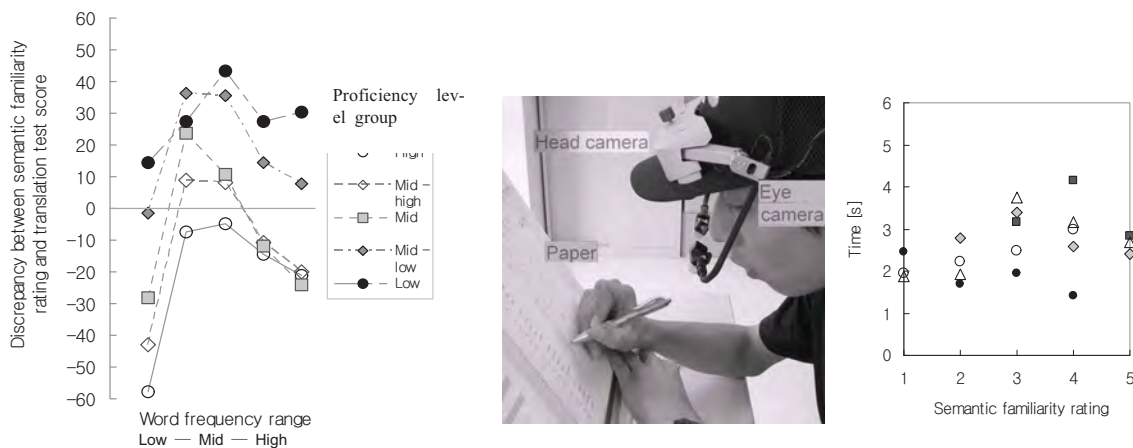
Figure 1. Familiarity rating and translation score distributions by relative word frequency

IV. Discussion

A. Analyses

First, the participants were divided into five groups according to the scores of the translation test in Session 3. Their word-base translation performance was assumed to mirror their English proficiency. Figure 1 illustrates the

relationship between the learners' judgment or understanding and the reported relative word frequency, depending on the proficiency level. On the whole, there appeared to be a critical point at roughly around .001 of the frequency. The scores of the words above the critical point approached full marks for the higher-proficiency group more sharply. In contrast, such distinct points did not appear in the data of the lower-proficiency groups as if indicating that the subgrouped condition could yield a high-threshold situation. In Figure 1 panel (a), the fitted curves principally corresponded to the cumulative chances of encountering words (Coady et al., 1993; Graves et al., 1980; Perkins & Brutton, 1983). It seems in panel (b) that the critical point of word frequency shifted to the lower frequency for the higher-proficiency group and to the higher value for the lower group. Sessions 1 and 2 required the knowledge of lexical entries, or the pieces of declarative memory. Oft-observed superior recognition memory for rare items might occur there. On the other hand, Session 3 needs the concrete outputs of the bindings of those pieces. The realization of such less abstract knowledge representation led to the broad distribution of data in panel (c).



(Left) Figure 2. Differences between familiarity ratings and translation scores by relative word frequency range and by proficiency group

Plot types: High: Open circle Solid line; Mid high: Open diamond Broken line; Mid: Light gray square Dotted line; Mid low: Dark gray diamond Dashed dotted line; Low: Black circle Dashed two dotted line.

(Center) Figure 3. Eye tracing setup

(Right) Figure 4. Mean time for processing the semantic familiarity rating

Plot types = 5 individuals.

Figure 2 shows the translation test scores subtracted from the familiarity ratings, which integrated the words into five class ranges by relative word frequency. The familiarity can be regarded here as the word frequency. The lower-proficiency groups tended to exhibit optimistic judgments vis-à-vis all the frequency words and particularly the mid-frequency-class words. Those discrepancies imply low meta-conception to their own knowledge (Brown, 1975; Slife et al., 1985).

In terms of eye fixation characteristics, the observed tendency of selective attention corresponded to the levels of cognitive processing, which reached the highest degrees around the critical point of word frequency. Figure 4 shows the relationship between the semantic familiarity ratings and the mean time needed for the processing by the five learners. The decline in time at a raw rating of 4 or 5, which corresponded to 20 or 0 in percentile notation, suggests the occurrence of cognitive reduction for the difficult words. A larger size of data is expected in the future to discuss this issue more precisely.

B. Pedagogical implications

The above results showed that lexical frequency was closely related to the learners' understanding of the word and their feeling of understanding. From the language-teaching viewpoint, those characteristic curves can represent the vocabulary level of students and can suggest a learning target for vocabulary in the classroom. One idea for vocabulary building is, for instance, to develop the meta-cognitive skills of learners. The optimistic bias mentioned above often causes the omission of further learning. In fact, a low degree of self-regulation is a common issue in today's educational circles. Even if a learner feels that he or she encounters a word which is already familiar, the person should sometimes stop to think about the meaning. These reassessment opportunities help the learner monitor his or her state of knowledge of the words (Chi et al., 1989; Flavell, 1979). As a possibly effective example, teachers or their cooperators can

create or arrange proficiency-level-adaptive exercises electronically. This kind of customized formulation might implicitly and encouragingly motivate students over a long span of learning (Asai, 2008; Finch, 2006).

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Dongguk University Center for Foreign Language Education (CFLE) Pilot in Technology Assisted Language Learning (TALL)

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Abstract

A pilot study at Dongguk University (DU) Center for Foreign Language Education (CFLE) in Brigham Young University's Technology Assisted Language Learning (TALL) system was completed with twelve students in four sessions of 1.5 hours each for a total of six hours per student. The pilot was undertaken to measure student interest in TALL when compared with present program conversation courses. The first session of the pilot introduced students to the TALL system; the second session assisted students in downloading the program who were having trouble and gaining experience with TALL; the third session assisted students further in their experience with TALL; and the final session was furthering students experience with TALL and completing a final survey. At the completion of the pilot, data from the survey was compiled. Results indicated a strong interest on behalf of students for TALL over existing DU CFLE for-credit conversation programming, in addition to some students indicating a willingness to pay for the programming out of pocket as a non credit course.

I. The Present Program

At the Dongguk University Center for Foreign Language Education (CFLE) we have English language speaking and listening instruction for some 4,500-5,000 freshman students each year as required credit classes. Freshman are required to take at least two semesters, usually in their freshman year with a pass of D or higher. Those students getting below a D - must retake the course. There are two levels of courses: Conversation 1 using the ICON 1 (McGraw Hill) and Conversation 2 using the English Upgrade 2 (MacMillan). Each class has a maximum size of 30 students. Each Full time Lecturer (FTL) teaches approximately 12 credit hours, but has about four of these classes which are two credit hours each, totaling about 120 students.

In addition to the courses above, the CFLE now has five non English track content based courses as electives for open enrolment based on the themes and expertise of those teachers with Master's degrees. Additionally, we have 34 courses in Paragraph and Essay Writing, Public Speech, and Focus on Reading as to be taken by top tiered 1,000 incoming freshman students. Each of the 27 FTLs teaches at least one of these classes, except for those teaching the non English track courses above. This will evolve as time unfolds.

FLT's teaching the ETCs have 12 credit hours, while those teaching the NTC have 13 credit hours, unless otherwise needed.

Besides the credit courses, the CFLE has a Hogwan Program in which students pay additional money to take English courses from a native speaking FTL. The program has been a challenge to run effectively and successfully for a variety of reasons. About 6 classes run monthly, but this can vary greatly due to demand, of which some 5-6 teachers participate, with about 50 students enrolled at any one time. This varies in summer and winter vacation periods. Statistically, this is about 1% of our freshman student body, and about .2% of entire student body.

Current administrative direction wants the CFLE program to be as effective as possible and has institute measures to meet student needs as they see them.

III. The TALL Pilot

This TALL Pilot was inspired by a chance meeting at a Korean Investment and Trade Association (KITA) sponsored gathering to which the author of this report was invited, along with a former Dean of the CFLE, Kim, Il chung. Janis Koh, CEO of TALL Korea presented on the software and did a demonstration of it. Since then, the guiding instructor of this pilot has been curious about TALL's application to Dongguk University's CFLE and hogwan programming as a possible substitution of our traditional Conv 1 and 2 credit courses as a way to prepare

students for more advanced study in DU core English courses and study abroad.

Previously studied was the TALL Report prepared by Vincent Flores, a Fulbright Professor at Sunlin College who had used the program during the Spring 2008 semester. His detailed nineteen page report gave this guiding instructor inspiration and an idea of how to apply TALL to DU's CFLE programming (See Appendix C1/C2 for English and Korean versions of Vincent Flores' TALL report, including a summary page in English). Of particular usefulness, Flores mentions what advantages the program has, general issues encountered, as well as issues specific to Sunlin College in their Hotel Department. Many of those issues of Sunlin College might invariably be issues at Dongguk University if we were to use it in our programming.

The TALL Pilot presented here, due to its short duration was designed merely to obtain feedback from students on what they thought about using TALL and their desire and preference for TALL in general over our current programming of Conversation 1 and 2.

The pilot took place over two weeks, between May 14 and May 26. Four 1.5 hour sessions were offered for free in an announcement broadcast to interested students campus wide. TALL did not charge for the use of the program during this time. The four 1.5 hour sessions were to take place over two weeks in a blended learning environment during Tuesday and Thursdays from 6-7:30PM. Students were offered two months of TALL on line only for free if they were to come to all four sessions without fail and that being more than 10 minutes late to any one of them would constitute an absence. Of 50 places available, 47 students signed up. Of those original 47 students, 34 came to the level test offered on May 12th, the Tuesday before the pilot was to begin. However, only 12 students logged sufficient hours to evaluate the TALL program.

It had been hoped that students would obtain at least one hour or more on levels one and two of TALL. This goal was achieved partially, in that the twelve students to complete the study averaged the following:

Level 1

Total Time in Course:	51 minutes
Average Number of Sessions:	2.217
Average Session Time:	23 minutes

Level 2

Total Time in Course:	4 hours 31 minutes
Average Number of Sessions:	5.214
Average Session Time:	52 minutes

Level 3

Total Time in Course:	1 hour 49 minutes
Average Number of Sessions:	3
Average Session Time:	36 minutes

All students were to begin with level 2, and go down or up depending on how challenging they find it. Most students either stayed on level 2, or moved down to level 1. Some students went to level 3. On average, most time was spent on level 2 as predicted by level testing.

May 12th - The Level Test and Pre-Orientation: The level testing was to gain awareness of students' ability levels so as to properly meet their needs in the pilot due to the blended learning aspect. The average ability level was lower intermediate, or a 2.5 rating on a scale of 1-6. See Appendix A1-A3 for level testing criteria. Students were reminded that they must come to all four sessions if they were to qualify for any free on line TALL programming and that they were expected to be punctual. Furthermore, the guiding instructor level tested all students himself.

May 14th - *Session 1*: Of the 34 students that did the level test, 33 came to the first introductory class. The class was conducted as a mixed ability level class in Korean and English to ensure comprehensibility. This class was to introduce and orient students to the program so that they could get a taste for the program and the approaching three sessions ahead. Students were given IDs to login and passwords specific to them. They were instructed to download the program on their home computer and use a headset of their own. Students were asked to do at least one hour a day during the pilot. There were some technical problems for students using Vista, though it was successfully resolved by TALL's technical support staff during Session 2. Unfortunately, no headsets were provided by the multimedia lab during this first class, so TALL and the author had to get some by Session 2. From the second class headsets were provided, which might indicate low return rates after first course.

May 19th - *Session 2*: During this session attendance was taken, it was determined how many students actually downloaded the software, and students were encouraged to log on to TALL and use it for the first hour

of class with the headsets. The guiding instructor, along with TALL technical support, ensured that all headsets worked. Students began to use TALL in earnest on this day. The guiding instructor interrupted students on TALL after one hour to do some conversation activities in pairs and as a group. At the end of this, the students were given goals for using the TALL program at home, and a common homework assignment among all levels of describing people and the weather. Eighteen students were present for this class.

May 21st - Session 3: During session three, like the last class, students were welcomed, attendance taken, students were given headsets, and then encouraged to begin immediately using the TALL software. Fourteen students were in attendance for this class. While students engaged with TALL, the guiding instructor went from student to student doing conversation checks to see which students had mastered previous homework communicative activity of describing a person and the weather. In retrospect, this might be more effective if done at the back of the classroom because neighboring student can be distracted, hear the teacher coming and hear student answers. After 45 minutes using the program, the guiding instructor interrupted students and engaged them in supplemental materials to inspire them and get them talking in natural settings. One activity was having students describe various images on the projection screen, first to their partner, and then out loud as a class. Next, some material on be / do verbs was done. A new homework assignment was given and students were asked to study TALL while at home intensively, at least one hour a day, except Sunday.

May 26th - Session 4: On the final class, the same routine was followed as previously described in sessions two and three. Twelve students were in attendance. Students were welcomed, attendance taken, support offered, and students tested on their previous homework. In future classes, checking students progress could be done according to student progress in specific lessons, instead of measuring the class as a whole on the same lesson, as it was more difficult for lower level students. Basically, while the students worked with TALL, the guiding instructor was free to focus on student progress in encouraging them to speak louder into the microphone, or actually doing comprehension and productive checks. This session ended with survey in Korean being handed out to students. Students were requested to be completely honest in their responses and that their honesty would help design better programming for them in the future in the CFLE at Dongguk University. The surveys (see Appendix B1/B2) were handed out and collected and some five students remained to ask detailed questions about when TALL would be offered to them and how.

Of the original 34 attendees at the first class, 21 dropped out and 12 completed it (high dropout rate could be due to heavy rain and festival week during pilot). Here are the results of the twelve students that completed their feedback.

The ratings offered for questions 1-16 were on a scale of 1 to 5, with 1 being "Poor", 2 being "Fair", 3 being "Good", 4 being "Very Good" and 5 being "Excellent". Of the twelve students completing the pilot and survey ranked various aspects of TALL a 4.12 on average, or "Very Good".

Also, seven students had taken C1C2 and five had no basis for comparison not having done either course. Of the seven students who did have a basis for comparison, five indicated that they preferred TALL over C1C2. This indicates a generally strong student preference for TALL.

Six of the twelve students said they would be willing to pay for TALL. This is 50% of the pilot sample. Those willing to pay for "TALL on-line only" indicated they thought 41,300 won per month for the service was a fair price. Four students said they weren't sure if they would be willing to pay for it. Two students said that they would not be willing to pay for it. Please notice that this is less than 20% of our sample students saying they would definitely not pay for it, while 80% there was a possibility. Eight students also said that they thought 86,300 a month would be a fair price for TALL on line with a native teacher (12 hours contact time / month). This indicates to the guiding teacher that there is possibly a strong demand for TALL by students at Dongguk University.

IV. Recommendations

Based on the data gathered above, it is reasonable to assume that students who completed the pilot considered the program "very good" and that there is a strong interest in using TALL on both a paid and free basis. Additionally, TALL could be offered as part of a hogwan program's regular semester classes and during vacation programming if multimedia labs are available. Furthermore, since the pilot was of a short duration, on a trial and test basis, TALL could be offered instead of a Conversation 2 class (only to students who completed Conversation 1) in order to gather more data over a longer period of time. TALL could serve as a reliable and integrated approach to supporting students doing content based classes over the long term during their career at Dongguk University. Also, with on line only courses, without much effort, *TALL could very quickly become an income generating program for the hogwan, which might offset costs for other programming*, or for the use of TALL in our core credit classes. Additionally, TALL is accredited at some US universities allowing students to study abroad.

TALL can also be used to help increase student's TOEFL and TOEIC scores, as it was designed to get students listening and speaking scores up to academic levels.

Finding the Middle Ground: Reconciling Constructivist and Traditional Approaches in a Content-based Class

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Abstract

This was an educational technology class taught in English at a women's university in Korea. Students were expected to use the language to investigate the role of educational technology in society and explore social issues in the context of their own personal experiences. This inquiry involved the use of multimedia to produce a final project that would address one of five questions about the relationship between educational technology and society. Yet, students expected a technical skills-based course despite the instructor's clarifications to the contrary. With the exception of a few, students were unable to grasp the main objective of the course. Expectations for a technical skills class were not met, resulting in disappointment and relatively low evaluation of the course. Many students in the Korean educational context are accustomed to, and expecting, a rote-learning, teacher-directed environment. As a result, what may be needed is a gradual approach to learner-centered practices that integrates traditional methods with techniques to foster learner autonomy.

I. Introduction

This was an educational technology class taught in English at a women's university in Korea. The class was an example of content-based instruction, which although not classified as an English as a Foreign Language or language learning class, involved using English to communicate ideas and investigate issues related to educational technology and society. The purpose of the class was to give students academic skills in a particular subject area through the target language. Students were expected to use English to discuss and express their ideas.

Yet, they expected a technical skills-based course despite the instructor having clarified otherwise. Apart from several students who had native or high-level proficiency in English, most students seemed unable to grasp the main objective of the course. Expectations for a technical skills class were not met, which resulted in disappointment and relatively low evaluation of the course.

In this course, students were to examine the role of educational technology in society and explore social issues in the context of their own personal experiences. This inquiry involved the use of multimedia to produce a final project that would address one of five questions about the relationship between educational technology and society. To present their projects, students could use tools such as PowerPoint, wikis, or digital movies.

Contrary to students' expectations, however, the course was not about using educational technology applications per se but about thinking conceptually. The course content focused on how to apply technology to understand social issues and propose solutions for them. Scaffolding students' language production could have benefited students by helping them use English to explore the connections between educational technology and social issues. The instructor may have overlooked the need for critical intermediary mechanisms that could have prepared students who had just recently emerged from a rote language learning environment to use language for critical expression.

As a result, they may have been uncomfortable learning in the zone of proximal development, or the gap between the "actual developmental level as determined by independent problem solving" and "potential development as determined through problem solving under adult guidance or in collaboration with more capable peers." (Vygotsky, 1978: p. 86). By learning in the zone of proximal development, students express themselves by interacting with their classmates as well as with the guidance of their teacher (p. 88). Yet, most students in this class had had no experience with collaborative learning. Moreover, they expected the teacher to feed them knowledge that would be tested.

II. Background

A. Learner responsibility

According to Scharle and Szabo (2000), responsible learners “accept the idea that their own efforts are crucial to progress in learning, and behave accordingly.” (p. 3). They define autonomy as “the freedom and ability to manage one’s own affairs and to make decisions as well.” (p. 4).

For example, students who interrupt the teacher’s explanation to ask about a certain point in the explanation, look up a concept outside of class that the teacher did not actually “teach,” and pay particular attention when the topic is unfamiliar or difficult, are behaving autonomously because they were self-motivated and not merely doing what the teacher told them to do.

B. Learning culture differences

Students in certain cultures may be averse to individualism and prefer to act collectively and in response to the direction of a teacher or other authority figure. As a result, they may not want to take personal initiative. They may have a low tolerance for ambiguity and may avoid it at all costs. Thus, they may find unsettling the prospect of working without constantly being told what to do or they may dislike any kind of tasks without a clear right or wrong answer. Others look to the teacher as an authority figure who is always there to give orders (Scharle & Szabo, 2000).

1. Is it culture or context?

Until now, it has been easy to generalize about the typical Korean or Asian student as obedient and unquestioning. Such statements are so common that it is difficult to question whether they are grounded in any kind of reality. This leads one to wonder, however, in *what* reality are such claims grounded? Are these assertions based on the natures and preferences of students who really do want to listen or obey? Or are they merely conforming to the limitations and dictates of their cultural and educational traditions? Could it be a stereotype of the “passive Asian student” that exists only in the mind? (Littlewood, 2000: p. 32). Results of a learning attitudes study involving more than 2,000 secondary and tertiary students in eight Asian and three European countries suggest that Asian students assuming passive roles in the classroom may be more a function of their educational contexts rather than their personalities or preferences (p. 33).

III. Study Description

The study was conducted on a class that had been taught in the fall semester of 2008 at a women’s university in Seoul, Korea. There were 24 students enrolled in the class, Information Society and Education, offered in the Educational Technology department of the university’s College of Education. With the exception of four students, including three from abroad, all were first year students. The class was one of several offered at the College of Education that were taught in English.

This was not a required subject for students, which led the instructor to assume that students would be sufficiently prepared and motivated to follow coursework and class discussions in English. Furthermore, the department did not determine or recommend in advance any syllabus or guidelines for course content and objectives to be met. Hence, the instructor was free to determine course content and teaching approaches. The word “society” in the title led the instructor to infer that content would address the role of educational technology in society.

With that in mind, the instructor decided to center the course content around the investigation of several broad questions, each addressing how educational technology can help improve the quality of life and increase our mental capabilities.

These were:

1. Do ICTs alienate us from each other or bring us closer together?
2. Can ICTs transform how we learn?
3. Can educational technology help us realize social change?
4. How can we bridge the digital divide?
5. What role will educational technology play in the future of cognition?

Based on these five categories, students were expected to form groups, with each group responsible for researching the topic and presenting its findings. The instructor created a class wiki, <http://infosociety-education.pbwiki.org> which was a collaborative space where students created their own group wiki pages.

Students were tasked with researching and presenting a topic related to educational technology and society.

They were to ask, “What do we want to investigate? What question do we want to answer?” Then, they were to draw idea bubbles (mind maps) and brainstorm the topic. Students then had to decide which subtopic each member of the group would research and present. Individually, they were to brainstorm their subtopics and define a question to investigate.

The instructor suggested several questions to form the basis for a paper:

1. Can ICTs bring students and teachers closer together—can technologies help personalize learning?
2. Can a technology-based learning environment create a stronger sense of community?
3. How does a Web portal like CyberCampus connect students who may not have much, if any, opportunity to interact face-to-face?
4. Is learning in a virtual world like Second Life as effective as learning in a face-to-face environment?
5. How can schools, communities, and organizations help bridge the digital divide for the disabled? How can ICTs help better integrate the disabled into society?
6. How can ICTs contribute to societal development?
7. Can ICTs make us smarter? What would be an example of a technology that could improve cognition?

IV. Findings

In one student’s words, an autonomous, Western learning model is unfamiliar to students here and may not even seem like "real" learning. It might seem paradoxical how being comfortable in a classroom environment can lead students to ignore the teacher, but in the local context, this is a plausible scenario. What may be needed are intermediary mechanisms that can help students make the transition from a test-based, teacher-directed instructional model to one that tasks students with taking responsibility for their own learning.

To bridge the gap between current learning styles and student-centered approaches, therefore, the instructor may consider teaching in a manner more familiar to Korean students and gradually weaving in constructivist, learner-centered approaches.

V. A possible solution: The middle ground

Importing a so-called Western teaching model into the Korean higher educational context may appeal to Korean educators and students in theory. In practice, however, such an approach would meet with resistance not only from faculty but from students expecting right answers and who have little tolerance for ambiguity. Teachers from the West may be inclined to apply their own goals and value systems to their counterparts in another society. In the process, it is easy to overlook the potential conflict that may arise when introducing a Western teaching model into an Asian teaching context (Ellis, 1996, p. 216).

According to Ellis (1996), the foreign teacher in a college classroom could ideally be a cultural mediator. Mediation shows awareness of other cultural identities without compromising one’s own. One kind of mediation entails finding similarities between apparently incompatible cultural norms (p. 217). The change in teacher roles from a traditional provider of knowledge to that of facilitator or counselor, however, should be gradual, not abrupt. Academics, administrators, and students alike may resist change not necessarily because they are against innovative methods per se, but because they may fear uncertainty and risk. Parents or other academics may also resist increased learner involvement because they think it may result in a breakdown of order or respect for professors, or less effective teaching (Scharle & Szabo, 2000).

To gradually achieve this cultural synergy, teachers or students from two or more cultures could interact systematically and collaborate to develop understanding of content as well as language proficiency. In the process, they would not have to compromise their Korean identity to achieve an understanding of global educational and societal issues related to technology (Cortazzi and Jin, 1996, p. 201). Western teaching methods may be more appropriate for speaking classes while Korean approaches may be better suited the teaching of reading and grammar. Thus Korean students could have the best of both cultures absorbing innovative characteristics from Western teaching methods to adapt to Korean ways of learning.

VI. Conclusion

At the classroom level, Western or Western-trained teachers in Korea would need to understand and shift toward a Korean culture of learning while retaining the strengths of their own approach. Likewise, Korean students

can learn much from Western ways in a classroom setting, from Western as well as Korean teachers, but in the process do not have to detach themselves from their society's learning culture. By embracing a culturally synergic approach, students can learn English and use it to understand the relationship between educational technology and society (Cortazzi & Jin, 1996, p. 202). Western teachers can still achieve their objectives and Korean students will still feel like they are engaging in "real" learning.

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Acquiring Skills in Requesting and Apologizing Studying Abroad vs. Studying in Japan

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Abstract

Many teachers operate under the belief that pragmatic skills will develop implicitly through classroom interaction or immersion. However, there is little research to support this hypothesis. This research examines the results from a longitudinal research project using Free Discourse Completion Tasks in a pre test and post test format to determine the acquisition of “requests” and “apologies” in three distinct groups: a group of 10 students participating in a one year study abroad program in the U.S., a control group of 24 domestic Japanese students studying in mandatory Freshman English classes without any specific focus on pragmatic components, and a group of 22 domestic Japanese students who received 20 minutes of explicit instructions on the targeted speech acts over the 15-week semester. The data was analyzed for different features prevalent in native speaker responses with respect to social distance, social power and degree of imposition. Students who studied abroad showed the biggest gains in the acquisition of requests and apologies as might be expected. However, students who received explicit instruction made considerable progress acquiring pragmatic components for these speech acts indicating the benefits of targeted instruction.

I. Introduction

How does one express his/her thoughts in an appropriate way to achieve a desired outcome, or a communication act? Within a given situation a person must make the correct linguistic choices to not only express their ideas, but to do it in a socially acceptable way by making judgments about social and perceived distance, social power and the degree of impositions. (Coulmas, 1981; Nattering and DeCarrico, 1992). Although there are many definitions of pragmatics, Crystal (1997) provides the most specific definition by defining pragmatics as the “the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication” (p. 301).

Pragmatic knowledge, or the comprehension and production of pragmatic components in the target language, has received a great deal of coverage in the literature to date. However, there are few studies that address the development of pragmatic knowledge, which is a cause for concern among some authors (Bardovi Harlig, 1999a; Kasper, G. and Rose, K.R., 2002). Focusing on use rather than development does not lend the teacher much help in the designing of materials and curriculum as to best address the needs of the students.

II. Research design

The objective is to determine if there is any change in L2 pragmatic competence toward or away from the L2 norm in these three groups and to record the difference in competence between the three groups. The research questions that this study addresses are as follows:

- A. Does the study abroad experience expand the learners’ knowledge of speech act production? If so, to what extent?
- B. How do study abroad students and those who do not go abroad differ in the acquisition of speech acts?
- C. Can pragmatic issues be effectively taught in the classroom?

III. Research Instrument

To measure pragmatic competence there are a number of possible instruments (Kasper and Rose 2002) to choose from as outlined below.

- A. Spoken Interaction
 1. Authentic Discourse
 2. Elicited Conversations
 3. Role Plays

- B. Questionnaires
 - 1. Discourse Completion Tasks (DCT)
 - 2. Free Discourse Completion Tasks
 - 3. Multiple Choice
 - 4. Scaled Response
- C. Oral/ Written Self Reports
 - 1. Interviews
 - 2. Diaries
 - 3. Verbal Protocol

While each type of research instrument has its own strengths and weaknesses, an FDCT was chosen for this research since this study is focused on the students' knowledge rather than the ability for the students to produce or comprehend an utterance. Being that a major portion of the students are EFL learners with a more grammar oriented rather than communication oriented background, it is reasonable to assume that they may have the knowledge of how a specific utterance should be produced without the communicative ability to produce it on the spot for an oral exercise. The FDCT was also chosen over the DCT because it is not limiting and does not hint at the appropriate length for a response.

IV. Points of Analysis

The particular speech acts, which were chosen for this study, were "requests" and "apologies". These particular speech acts were chosen for specific reasons.

A. Requests

Requests have received a great amount of attention in the literature making it easy to compare the results from this study with other studies. Brown and Levinson (1987) describe requests as face threatening acts that involve face saving on both the speakers' parts. Thus, it has high relative importance as to how the people are seen. Depending on the status, distance and imposition, requests will consist of some or all of the following elements: 1) Alerters, such as the person's name; 2) presuppositive moves or reasons; 3) a head act or the request element itself; 4) Downgraders such as "do you think"; 5) Upgraders and post supportive moves such as "I promise to do something by a specific time." (Blum Kulka, S. house, J. and Kasper, G. (Eds.) 1989)

B. Apologies

Goffman (1971) points out that apologies help people to understand how society is maintained through an individual's conduct. Apologizing shows acceptance of one's guilty and also indicates that one will not violate the rules again. Apologies also can be broken down into specific components that may or may not be present depending on the status, social distance and degree of imposition. These include: 1) explicit alerters such as "I'm sorry"; 2) responsibility; 3) explanation; 4) offer of repair; and 5) forbearance. (Blum Kulka, S. House, J. and Kasper, G. (Eds.), 1989)

V. Results

Each of the three targeted speech acts had five situations, which were varied as much as possible across status, social distance and degree of imposition in the cases of requests and apologies. Each of the three study groups' responses were judged for appropriateness based on a native speaker English perspective and the results of each group are listed below each question according to the following groupings:

- A. Group A - non-study abroad, pre-/post-test over one semester with no extra instruction regarding pragmatics. (24 total respondents)
- B. Group B - non-study abroad, pre-/post-test over one semester with 20 minutes of explicit pragmatic explanation per class. (22 total respondents)
- C. Group C - study abroad students in American, pre-/post-tests over one year.

For both speech acts, Group C had the most native-like responses, which included the most improvement from a non-native-like response to a more native like response. These results may be partially explained by the longer period of time to acquire these speech acts. However, it is important to note that even with a minimal amount of explicit instruction over a 15-week period, the students in Group B made substantial gains in knowledge

when compared with students who had no instruction regarding these speech acts.

VI. Conclusion

The argument that implicit exposure when studying abroad in a native English speaking country may be adequate for students to acquire native-like abilities in these speech acts seems to have some validity. However, this does not hold true for students who remain in Japan. By using explicit instruction in the EFL classroom, teachers provide students with the opportunity to see the way language is actually used. It would therefore go to reason, that explicit instruction prior to the study abroad experience might help better prepare those students for their study abroad experiences.

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The Effect of Ethnicity (Linguistic/Cultural Characteristics) on Integrative Tests Performances of Iranian English Learners

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Abstract

Linguistic /cultural differences of learners' native language with English as a foreign language, gender and English proficiency level are among those numerous variables which affect English learning and its quality in Iranian context. The present study was an attempt to illuminate the effects of these variables on performing integrative approach of general English tests (cloze test and recall task, in particular). Hence, participants who were 162 Persian/Arab English learners (students of Abadan Institute of Technology in Khozestan, a province in which Arabic and Persian ethnicities live together) of both genders and were at different levels of proficiency were categorized into two categories of 82 Persian and 80 Arab English learners, as the basic categories of the study. Then, subjects were exposed to study's instruments dependent on their proficiency levels; the cloze tests (which were made out of culture based texts) were constructed based on fixed ratio method and then, the recall task in which participants were asked to write down whatever they remembered from the passage on separate pieces of paper. The obtained results of an independent samples t-tests implied that Persian English learners performed remarkably better than their Arab peers. This over performance may be because of Linguistic/Cultural Characteristics of Persian which is more analogous with English compared with Arabic. With the aid of a three-way ANOVA gender and language proficiency level were also found to be effective variables for successful performance of integrative tests. In better words, as students' proficiency level decreases, culture affects more significantly their performance on recall task. It was also found that, subjects' performances on cloze and recall tasks as two manifestations of integrative tests were highly correlated.

I. Introduction

Human's beliefs, world views, abilities and activities should be understood in terms of his or her own culture or ethnicity. This principle was established as *Cultural relativism* in an anthropological research by Franz Boas in the first few decades of the 20th century and later popularized by his students. Boas first articulated the idea in 1887 in the way that "civilization is not something absolute, but ... is relative, and our ideas and conceptions are true only so far as our civilization goes." Boas did not actually coin the term "cultural relativism" himself but it became common among anthropologists after his death in 1942. The first use of the term was in the journal of *Anthropology* in 1948. The concept "cultural relativism" seems to be highly related to what Cook (2001) called *cultural schemata*. Cultural schema is generally the background knowledge one has about the topic he is reading and may have an effect on the interpretation of the passage being read. The background knowledge may consist of personal and/or social history, cultural beliefs, attitudes, interests as Cook (2001) stated, 'for a reader to make sense of a text a particular piece of background information is required and a person who does not possess the information does not get much out of the text (p.12).'

Inspired by the unavoidable roles of cross cultural factors on learning a second or foreign language, the researchers tried to investigate the impact of ethnocentricity (cultural schemata) on cloze and recall tasks performances of 162 Persian and Arab English learners at Abadan Institute of Technology (AIT), where he had worked as an English teacher for 3 semesters. Additionally, he put the effects of gender and different English proficiency levels on learners' performances under focus in order to study the possible underlying factors for the better performance of the more successful group. The present study primarily tends to investigate the impacts of ethnicity

(cultural/linguistic differences) of English learners' on their performances in an English cloze test. In fact written recall task is added to double check the same effect as another test of reading comprehension. Furthermore, the possible effects of gender and English proficiency level on subjects' performances are investigated. Therefore, this study seeks answers to the following questions:

R.Q1: Is there any difference between the performance of Persian and Arab English learners _as two different ethnic groups_ on cloze test and written recall task?

R.Q2: Does gender have a significant role on cloze test/recall task performances of the study's subjects?

R.Q3: Does language proficiency level have a significant role on cloze test/recall task performances of the study's subjects?

R.Q4: Is there any relationship between students' performances on a cloze test and written recall task?

II. Literature review

Ethnocentrism is the tendency to look at the world primarily from the perspective of one's own culture. The term was introduced in 1906 by William Graham Sumner in his book *Folkways*, a Yale anti-imperialist professor. Ethnocentrism often entails the belief that one's own race or ethnic group is the most important and that some or all aspects of its culture are superior to those of other groups. Within this ideology, individuals will judge other groups in relation to their own particular ethnic group or culture, especially with concern to language, behavior, customs, and religion. These ethnic distinctions and sub-divisions serve to define each ethnicity's unique cultural identity. A person who is born and grows up in a particular culture absorbs the values and behaviors of the culture and develops particular patterns of thought. If the person then experiences other cultures that have different values and behaviors, he finds that the thought patterns of his birth culture and the meanings the birth culture attaches to them are not appropriately defined for the new cultures. However, since a person is accustomed to his birth culture it can be difficult for him to see the behaviors of people from a different culture from the viewpoint of the target culture rather than from his own.

The concept of ethnocentricity can be embodied in cultural relativism (Boas 1887) and cultural schemata (Celce-Murcia 1995). Cultural schema is what a learner brings to learning tasks in addition to his plans and strategies which affects his learning process. According to Nunan (2001), generally schemata are of two types; *formal* and *content*. The former is the knowledge of language and linguistic conventions, including knowledge of how texts are organized, and what main features of particular genres are, while the latter, however, is the knowledge about the content of the passage readers need to have in order to be able to understand it. Such a knowledge needs to be activated by the reader, or the text, if it is to be understood accurately.

Some studies reported that a match between readers' background knowledge and text's content strongly would result in the better comprehension while a mismatch makes the readers quite embarrassed (Johnson 1981; Steffensen and Anderson 1979). Other studies showed that combination of provision of background knowledge and text's previews in particular, optimizes L2 reading comprehension (Chen and Graves 1995; Gatlinton and Tucker 1971; Johnson 1982). Richards, J. C. and Renandya, A. (2002) stated that minor changes (toward cultural conventions) in textual elements will result in better performance on cloze tests and tests of reading comprehension. Johnson (1981) and Carrel (1987) refer to culturally determined expectancies as being of greater importance than syntactic complexity. Sasaki (2000) compared the verbal reports and item performance of two groups of Japanese English majors on a culturally familiar and a culturally unfamiliar version of a cloze test. The results revealed that the group completing the familiar cloze passage restored more blanks, and demonstrated better understanding of the text, than those engaged in the unfamiliar version. Sasaki came to the conclusion that the procedure has a high level of sensitivity to higher order processing.

A. Integrative language tests

Language testing has generally followed the trends in language teaching methodology, while language teaching is affected by advances in linguistics and psychology and sociology. This fact has caused test makers to change their methods, from *discrete-point* tests, which are still in use in many areas, to *integrative* tests (Farhady, Jafarpur and Birjandi 1994). In 1980s, there was a disagreement in language testing community which led to debate, and to recollection and reinterpretation of evidence, relating to an argument that supported the claim for test use. Some researchers argued that language proficiency was a unitary concept rather than a divisible concept. Oller (1980) put it this way;

One hypothesis claims that language skill is separable into components related either to linguistically defined categories or the traditionally recognized skills...another possibility is that second language ability may be a more unitary factor such that once the common variance on a variety of language

tasks is explained; essentially no meaningful unique variance attributable to separate components will remain (p.47).

To Oller (1980) evidence supported the claim that cloze test is the best general language proficiency measures of the single underlying language ability.

According to Talebinezhad and Dastjerdi (2006), 'cloze procedure has several advantages over other types of reading assessment. Firstly, cloze tests are very easily created and administered. Secondly, they are based on silent reading which is the predominant and most natural form of reading. Moreover, they can be constructed from materials that teachers use for instructional purposes or from authentic texts and they do not require the writing of specific comprehension questions.' Based on a body of theories, (Alderson 1979; Sciarone and School 1989) cloze tests often exhibit the highest degree of consistency; though this consistency may vary considerably depending on the text selected, the deletion starting point and gap rates that are employed. Cloze tests provide excellent overall pictures of proficiency since they reflect the degree to which language skills are used in a meaningful context, while a number of researchers (like Cecilia 2003) have also found them to be particularly useful tools for measuring reading comprehension.

Written recall task has also been recommended as a measure of reading comprehension and is generally considered as an integrative test in which several features combine to convey the meaning upon which a response is based. It requires readers to read a passage silently and then to write down everything they can remember from the text. There is evidence that a recall protocol provides data that reflect the nature of the reading process in terms of encoding, restructuring and analyzing information (Nunan 2001). Although the written recall task and cloze test are both integrative tests, they differ in the nature of their response modes. According to Savignon (1983) cloze tests entail a discrete point response mode whereas recalls have a global response mode. Both have proved to be affected by different factors which need to be controlled if one wants to construct valid and reliable tests. Cloze tests may be influenced by the level of the difficulty of the text, the amount of the text on either side of the blank, text redundancy, personal characteristics, cultural schemata, and ethnocentricity. He also revealed that recall of the text is affected by factors such as the text structure, memory, the topic of the passage, the conditions under which the test is administered, scoring procedures. For example, Johnson (2001) in his study compared readers' performances on the immediate recall task and a translation task in order to explore the effect of memory on readers' recall. The results showed that the requirement of memory in the recall task hinders the test takers' ability to demonstrate fully their comprehension of the reading passage.

Linguistically speaking, however, both Persian and Arabic are hypothesized to be rooted from the same linguistic mother _ both are classified as **Semitic** languages_, they have basic differences in terms of word order (Persian is SOV (subject object verb) but Arabic is SVO (subject verb object)) and discursive construction (referencing in English and Persian is highly dependent on context of language use and interlocutors' background knowledge while Arabic rich affixation plays a noticeable role for referencing) (Carnie, 2002).

Among the factors mentioned above, cross cultural differences seem to cause great variations in test takers' performance on cloze tests and written recall tasks. The present study is an attempt to explore the possible effect of cultural schemata _ethnicity or cultural/linguistic differences_ in addition to students' gender and language proficiency level on performing integrative realizations of general English tests; cloze test and recall task.

B. Proficiency level

L2 proficiency has been conceptualized in different ways, none of which, according to Stern (1983), provides a completely satisfactory expression. Stern (1983) stated that;

Until 1970 or so, proficiency was defined as the knowledge of phonology, vocabulary, and grammar; however more recent definitions of proficiency include semantic, discourse, and sociolinguistic features. The description of proficiency is therefore an important step in the studies of second / foreign language testing since the proficiency level of testees has been manipulated as a variable in most language testing research (p.53)

In addition to the role of content (cultural) schemata in EFL reading comprehension, the potential interaction between learners' content knowledge and their language proficiency level also concerns researchers in EFL reading. Carrel (1984) suggested that the non native readers in her study failed to use background information because they were linguistically bound.

III. Method

A. Subjects

The study's subjects were 162 English learners of two ethnicities (Persian and Arab) and of both genders who were at different levels of proficiency at Abadan Institute of Technology (AIT); intermediate and advanced. In the very beginning of university education they had passed a placement test and were classified into two groups of intermediate and advanced on its basis. Intermediate language learners had passed the first three books of Interchange series (Intro, 1, 2 volumes), while advanced language learners were the students of an intensive English course and had passed all the course books of interchange series (Intro, 1, 2, and 3 volumes) at the time of research conduction. Inspired by *intact group design* (Hatch and Farhady 1981), the need for a pre-test which is usually used to figure out pre-existing differences among language learners was satiated.

Firstly, subjects were categorized into two categories of 82 Persian and 80 Arab English learners, as the basic categories of the study. Secondly, each category was divided into two groups of males and females and thirdly, each male and female group of each category was classified into two classes of intermediate and advanced. In this way, each of the basic categories contained some intermediate and some advanced male and female language learners.

B. Procedure

For cloze test administration, the researcher needed to construct two different cloze tests in terms of difficulty, one, for intermediate and one for advanced subjects. The cloze tests were constructed out of culture based texts (marital traditions and customs, in particular) on the basis of fixed ratio method (every 5th word was deleted). Then, some modifications were made in terms of wordings of the passage in order to make it more culturally demanding. Care was taken to ensure that there would be similar passages in aspects such as, number of words, the places of all the blanks, and the number of blanks (both cloze tests consisted of 50 blanks). After cloze tests were conducted, participants were asked to write down whatever they remembered from the passage either in their mother tongue or the target language on separate pieces of paper. This procedure was done after all cloze tests were collected from the participants.

C. Scoring procedure

To score the cloze test the *exact word method* was used. The participants were expected to guess the exact word used in the original passage. This type of scoring method was used because it is easier in terms of correction than other methods such as acceptable word method. For written recall task, first the idea units of the passages were all identified (as a whole there were 66 idea units). Then the recall papers were studied, and then one point was given to each *idea unit* if it was recalled verbatim or in a close paraphrase or correct translation. In order to obtain a measure of general language proficiency and for making data analysis more concise, the mean of received marks on cloze and recall task was calculated for each subject and considered as subjects' indices of his English general proficiency.

VI. Data analysis

A. the effect of ethnicity (linguistic/cultural differences)

The most reasonable way to concentrate on the effects of Linguistic /cultural differences of learners' native language with English as a foreign language on cloze test and recall task performances of Persian and Arab English learners was to obtain the means of both categories' subjects on two examination types and then compare them.

Independent samples t-test shows that linguistic/cultural characteristics significantly affects the performances of subjects with different first language background ($t(158) = -7.860$) and the critical "sig." value is less than 0.05 ($P = 0.00 < 0.05$ even less than 0.01). So, there was a meaningful difference between performances of language learners of the two groups. Persian language learners performed remarkably better than their Arab peers on cloze test and recall tasks.

B. The effects of gender and level of language proficiency

Two of the fundamental purposes of the present study were to investigate the roles of gender and level of language proficiency of subjects in successful performance on cloze and recall tasks. Hence, the possible individual and interactional effects of focused variables of the study were statistically examined through a three way ANOVA. It was found that there was a statistically meaningful difference between the performances of male and female learners of Persian/Arab subjects of the study (Gender sig. = $0.00 < 0.05$). So, gender did have a determin-

ing effect on the success of language learners in performing cloze and recall tasks (females had better performances between Arab and Persian subjects). So, the second research question was answered and gender was shown to be a salient variable for the success in integrative measurement of general language proficiency based on the obtained results of the study.

Furthermore, another aim of the research was to investigate the effect of different levels of English proficiency on performing cloze and recall tasks. The answer to this question, may determine which of English proficiency level and cultural familiarity is a more influential factor for successful performance on integrative measurements of language proficiency. As it is discernable in table 3, (Level sig. = 0.00 < 0.05) there was a significant difference between the performances of intermediate and advanced Persian learners in the way that advanced subjects of both ethnicities and both genders had remarkably better performances than those of intermediates. So, as far as the results of the study showed, different levels of language proficiency had a determining effect on the success in performing integrative measurements. In better words, as students' proficiency level decreases, culture affects more significantly their performance on recall task.

V. Discussion

Better performance of the Persian subjects over Arab subjects of the same proficiency level which was determined by the mean-comparison, implies that ethnicity (linguistic/cultural differences) of learners' first languages play a determining role in performing general language proficiency tests. This can be justified culturally due to fact that the texts from which cloze passages were made were quite culture based and linguistically, on the basis of the fact that differences between Persian and English are more negligible compared with the same differences between Arabic and English;

- A. Phonologically speaking, there are more common sounds (phonemes) between Persian and English while phonetic differences between English and Arabic are considerable in terms of quantity and quality of articulation.
- B. Structurally speaking, although English and Arabic are analogous in terms of word order (both are among SVO languages (subject verb object)), they are strongly different in terms of verb conjugation and the necessary modifications a verb needs to be conjugated for different subjects (14 possible aspects for each verb). Persian and English are again very similar in this respect (both have only 6 aspects for each verb) (Carnie, 2002).
- C. Discursively speaking, referencing in English and Persian is highly dependent on context of language use and interlocutors' background knowledge while Arabic rich affixation plays a noticeable role for referencing.

To researcher's best knowledge and inspired by the results of the present study, Persian learners are culturally more familiar with English cultural atmosphere in comparison with Arab learners. This familiarity is an aid for success in cloze and recall tasks where performances need a cultural familiarity with the target culture inevitably. Gender is one of the most influential variables in nearly all of social phenomena. Language as a basic social phenomenon is not an exception. In this study like many language teaching and testing approaches, the superiority of females has been delineated. Most of neurolinguistic experimentations relate this female superiority in second or foreign language learning to the more engaging left hemisphere which is believed to have the responsibility of language development, Lange and Crooks (1998).

Advanced learners who can be placed in higher levels of cognitive and psychological readiness, seem to establish more meaningful relationships among discourse markers of the cloze text. Compared to intermediates, they seem to have powerful capacities for deriving linguistic patterns from real life speaking practices. The results revealed that subjects of the study in general (either intermediate or advance) are more or less affected by cultural schemata but as students' proficiency level decreases, culture affects more significantly their performance on cloze test and recall task. To sum up, the effect of cultural schemata, gender and proficiency level on cloze test performance and recall task were confirmed while they behave almost independently (except gender and ethnicity). It was also observed that subjects' performances are significantly correlated on two procedures of integrative evaluation (cloze test and recall task).

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Dr. Azar Hosseini as an experienced professor and M. Saber Khaghaninejad as a Ph. D student of TEFL at Ferdowsi University of Mashhad _one of the biggest universities of Iran_ created a scientific couple who try to focus on new cultural/sociocultural issues of ESL/EFL in the modern world. They hope to present more comprehensive articles in future.

A) Tables descriptive statistics

Between-Subjects Factors

		N
Ethnicity	A	80
	F	82
Gender	FE	81
	M	81
Level	AD	83
	IN	79

Descriptive Statistics

Dependent Variable: Performance

Ethnicity	Gender	Level	Mean	Std. Deviation	N
A	FE	AD	15.8000	1.39925	20
		IN	14.3500	1.08942	20
		Total	15.0750	1.43915	40
	M	AD	13.8500	1.53125	20
		IN	12.4000	1.39170	20
		Total	13.1250	1.62019	40
	Total	AD	14.8250	1.75247	40
		IN	13.3750	1.58012	40
		Total	14.1000	1.81136	80
F	FE	AD	17.7273	1.27920	22
		IN	16.0000	1.59861	19
		Total	16.9268	1.66419	41
	M	AD	17.0000	2.64575	21
		IN	14.8500	1.13671	20
		Total	15.9512	2.30164	41
	Total	AD	17.3721	2.07046	43
		IN	15.4103	1.48178	39
		Total	16.4390	2.05539	82
Total	FE	AD	16.8095	1.64151	42
		IN	15.1538	1.58178	39
		Total	16.0123	1.80620	81
	M	AD	15.4634	2.67486	41
		IN	13.6250	1.76414	40
		Total	14.5556	2.43926	81
	Total	AD	16.1446	2.30129	83
		IN	14.3797	1.83487	79
		Total	15.2840	2.26084	162

B) Tables of mean comparison (t-test and ANOVA)

5. Ethnicity * Gender

Dependent Variable: Performance

Ethnicity	Gender	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
A	FE	15.075	.250	14.580	15.570
	M	13.125	.250	12.630	13.620
F	FE	16.864	.248	16.374	17.353
	M	15.925	.247	15.436	16.414

6. Ethnicity * Level

Dependent Variable: Performance

Ethnicity	Level	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
A	AD	14.825	.250	14.330	15.320
	IN	13.375	.250	12.880	13.870
F	AD	17.364	.242	16.887	17.841
	IN	15.425	.254	14.924	15.926

7. Gender * Level

Dependent Variable: Performance

Gender	Level	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
FE	AD	16.764	.245	16.280	17.247
	IN	15.175	.254	14.674	15.676
M	AD	15.425	.247	14.936	15.914
	IN	13.625	.250	13.130	14.120

8. Ethnicity * Gender * Level

Dependent Variable: Performance

Ethnicity	Gender	Level	Mean	Std. Error	95% Confidence Interval	
					Lower Bound	Upper Bound
A	FE	AD	15.800	.354	15.101	16.499
		IN	14.350	.354	13.651	15.049
	M	AD	13.850	.354	13.151	14.549
		IN	12.400	.354	11.701	13.099
F	FE	AD	17.727	.338	17.060	18.394
		IN	16.000	.363	15.282	16.718
	M	AD	17.000	.345	16.317	17.683
		IN	14.850	.354	14.151	15.549

Teaching Korean Learners of English the Three Dimensions of English Syntactic Causatives: Form, Meaning, and Use of Let, Help, Make, and Have

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Abstract

Korean learners of English usually start to learn English syntactic causatives in the second grade of middle school. Even though their understanding the structure of the English syntactic causatives is similar to American students', their comprehending the meaning and use of the syntactic causatives is not enough for them to make a judicial use of the syntactic causatives. When the Korean students are fully provided with the three dimensional grammar teaching, they are sure to have good understanding of the form, meaning, and use of the English syntactic causatives.

I. Introduction

English grammar education helps Korean learners of English continue to refine their interlanguage and get over fossilization. This has been one of the main ideas in teaching English, and Korean students learn English grammar in class. Korean English teachers, however, focus students' attention on structure or form, which leads Korean learners of English to fail to acquire the meaning and use. This failure can be corrected by the three dimensional grammar teaching: Form, Meaning, and Use. Experiments were done to English syntactic causatives: *Let*, *Help*, *Make* and *Have*.

II. Experiments

Three groups of Korean students and one group of American students took part in the experiments which tested their understanding the structural, semantic, and pragmatic knowledge of the English syntactic causatives.

A. The First Experiment

Both Korean students and American students showed a similar level of understanding in terms of the structural knowledge of the English syntactic causatives. On the other hand, these two groups had differences in the semantic and pragmatic knowledge of the syntactic causatives. Most of the Korean students did not have any problems with *Help*, but they were confused with the two meanings of *Let*.

The most serious problem came from their inabilities to discern *Have* from *Make*. There were two main reasons for these problems. One of them was that Korean students had been interfered by their mother tongue; *Let* has two different Korean equivalents *-heorakhata* and *-ke hata*, and both *Make* and *Have* are translated into the same Koreans such as *-ke mandeul-ta*, *ke hata*, and *ke sikhi-ta*. The other problem was that Korean students had not been taught the meaning and use of the English syntactic causatives.

B. The Second Experiment

Korean students were taught the semantics and pragmatics of the English syntactic causatives for one month, and they came to acquire them. They were given adequate contexts to raise their consciousness on the meaning and use of the English syntactic causatives and could figure out the differences between *Let* and *Help* and *Have* and *Make*.

e.g.

1. () me go home; When I want to watch TV at home and get permission, () must be *Let*
2. () me go home; When I hurt my leg and ask a favor of one of my friends () must me *Help*

3. The boss () his secretary type the letter; When a causer is socially superior to a cause and the cause is willing to do with the causer says, () must be *Have*.
4. John () her type the letter; When a causer knows that a cause doesn't want to type the letter, () must be *Make*.

III. Conclusion

Korean English teachers have taught only structure or form in their grammar class, which has caused Korean learners of English to have vague understanding of English grammar. To improve their comprehension and communicative competence in English, Korean learners of English should learn all of the three dimensions: form, meaning, and use. Enough contexts and explanations help them to discern the different uses and make the best use of the target grammar increasing the efficiency and effectiveness in the communication.

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Establishing and Evaluating a Business Academic Word List

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Abstract

This paper reports a corpus based lexical study of the most frequently used business academic vocabulary in business research articles (RAs). Following Coxhead's method of establishing an Academic Word List (AWL) across four disciplines, the researcher compiled a corpus containing around 3.5 million tokens of 1,140 business research articles across 12 business subject areas from online resources (e.g. ScienceDirect, EBSCOhost, ProQuest and SpringerLink) and established a Business Academic Word List (BAWL) that is more complete in representing the academic words across sub disciplines in the field of business and management. The large bodies of data in this study also included textbooks of business core courses as a comparison basis. The operational measures for analysis involved the text coverage of BAWL and AWL in the corpus of business textbooks through RANGE32. This computing tool can measure vocabulary size, frequency, range as well as lexical coverage by comparing the word lists made from the target texts with the word lists, AWL and BAWL, and then by counting the overlap between each list. Five hundred and seventy of the most frequently occurring academic word families in business research articles were ultimately chosen. Four hundred and twelve word families in the BAWL overlapped with the five hundred and seventy word families in the AWL. It is hoped that the issues examined would help English teachers to take business academic vocabulary into account in curriculum design for the choice of English for business purposes teaching materials.

I. Introduction

According to Nation (2001), words in non-fiction texts can be divided into four categories: (1) high-frequency or general service vocabulary, (2) academic vocabulary (also called sub-technical or semi-technical vocabulary), (3) technical vocabulary and (4) low-frequency vocabulary. High-frequency words refer to those basic general service English words which constitute the majority of all the running words in all types of writing. The most well known general service vocabulary is West's (1953) General Service List of English Words (GSL). The GSL containing the most frequently occurring 2,000 word families of English (3,372 word types) accounts for approximately 75% of the running words in non-fiction texts and around 90% of the running words in fiction (Hirsh & Nation, 1992; Nation & Hwang, 1995). Technical words are the ones used in a specialized field, which are considerably different from subject to subject. About 5% of the words of an academic text consist of technical vocabulary, with each subject containing roughly 1,000 word families (Nation, 2001). In an academic setting, ESP students do not see technical terms as a problem because these terms are usually the focus of the discussion in the classroom or in the specialist textbooks. Low-frequency words are the rarely used terms. Academic vocabulary with middle-frequency of occurrence across texts of various disciplines, i.e. somewhere in between the high-frequency words and technical words, has some rhetorical functions and communicative purposes. Acquiring these academic words (sub-technical vocabulary) seems to be essential when learners are preparing for EAP or ESP.

II. Literature Review

Coxhead (2000) compiled a corpus of around 3.5 million running words from university textbooks and materials of four different academic areas (law, arts, commerce as well as science), and identified 570 academic word families, which were claimed to cover almost 10% of the total words in a general academic text. Her research implied that for learners with academic goals, the academic word list contains the next vocabulary to learn after the top 2,000-word level. To put it concretely, greater text coverage is gained by moving on to learning 570 academic words (10% coverage) than by continuing to learn the next 1,000 words ("3-5%" coverage for the 3rd 1,000, Nation, 2006, p. 79) after the top 2,000 word families on a frequency list. However, Hyland and Tse (2007) raised their doubt about the widely held assumption that students need a single core of high frequency words for academic

study because they are common in an English academic register. They argued that the different practices and discourses of disciplinary communities undermine the usefulness of such an AWL and recommended that teachers help students develop a more restrict, disciplined based lexical repertoire. Chen and Ge (2007) analyzed the occurrence and distribution of the AWL word families in medial RAs. Their findings confirmed that the academic vocabulary had a high text coverage and dispersion throughout a medical research article and served some important rhetorical functions, but they concluded that the AWL was far from complete in representing the frequently used medical academic vocabulary in medical RAs and called for efforts in establishing a medical academic word list. The present researcher also agrees with Hyland and Tse's (Ibid.) as well as Chen and Ge's (Ibid.) query about generalization of the AWL. Instead, she develops an interest in business.

III. Research Method

Following Wang, Liang and Ge's (2008) method of establishing a medical academic word list, this research was designed to develop a Business Academic Word List (BAWL) of the most frequently used business academic vocabulary across different sub disciplines in the field of business.

A. The Corpus

The researcher compiled a corpus containing around 3.5 million tokens of 1,140 business research articles across twelve business subject areas from online resources. All the sample written business research articles were downloaded from the databases such as ScienceDirect, EBSCOhost, ProQuest and SpringerLink. In particular, top forty business academic journals were screened first, because they were identified by the *Financial Times* and *Business Week* in their rating of business school scholarly productivity in the year 2008. These forty journals were therefore considered the most authoritative and representative in the business academic circle. The topics discussed in the business research articles involved accounting, economics, finance, management, human resources, marketing, operations, organization behavior, entrepreneurship and so on.

B. The Instrument

Heatley and Nation (2002) created RANGE and FREQUENCY programs which incorporated General Service List of English Words (GSL), Academic Word List (AWL) and British National Corpus High Frequency Word List (BNC HFWL) based on English words' occurring frequency, range and dispersion figures. The RANGE software can be used to compare a text against certain base word lists to see what words in the text are and are not in the lists, and to see what percentage of the vocabulary items in the text are covered by the lists, namely text coverage. In particular, it can also be used to compare the vocabulary of many text files at a time to see how much of the same vocabulary they use (i.e. range) and the frequency of occurrence of the words in total and in each file.

C. Selection Criteria

All the finally selected word families in the BAWL met Coxhead's (2000) word selection criteria:

1. Specialized occurrence: The word families included had to be outside the first 2,000 most frequently-occurring words of English, as represented by West's GSL (1953) as well as the BNC top 2,000 word families.
2. Range: Members of a word family had to occur at least in 6 or more of the 12 subject areas.
3. Frequency: Members of a word family had to occur at least 100 times in the corpus of business research articles.

D. Research Questions

This study sought to answer the following questions:

1. What words make up a business academic vocabulary? Compare Coxhead's AWL and the current BAWL under study.
2. What percentage of the running words in the business textbook corpus and in the business RAs corpus does the BAWL cover? Namely, how important (measured in coverage) is the business academic vocabulary in business discipline specific texts?

IV. Results

By the selection criteria above, 570 word families were ultimately chosen and formed the Business

Academic Word List (BAWL). Below list some of the business academic words that appeared in over a half of the 12 business related subject areas and not in the AWL.

administer	appraisal	accomplish	adverse	appeal	asset
bid	budget	boom	boost	barrier	bankruptcy
bonus	batch	brand	ceiling	crude	compliance
certify	campaign	cope	counter	cancel	carrier
competence	demographic	engage	elaborate	efficiency	inflation

The average lexical coverage of the BAWL was 15.5% of the total words in the business research articles under study.

V. Conclusion

It is hoped that the BAWL established in this study may serve as a guide for business English instructors in curriculum preparation, especially in designing teaching materials of business academic vocabulary, and for business English learners in setting their vocabulary learning goals of reasonable size during a particular phase of English language learning.

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How to Implement effective Professional Development Activities

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Abstract

A number of leading authorities in the field of teacher education have stated that teachers should be engaged and guided by a series of current concepts of teaching based on teacher's reflection, rather than strictly adhering to a single teaching method in order to enhance their growth; particularly one that has little or no theoretical or empirical support.

This study investigates English teachers' opinions and beliefs about professional development (PD) and types of PD activities they have experienced in the Japanese context. Because the purpose of this study is to apply the findings into an Afghan context, we have tried to find the most relevant theories and approaches regarding reflective teaching and self awareness among novice teachers in order to provide an atmosphere of collaboration, peer observation, self inquiry, journal writing, and other relevant activities in the field.

For data collection we used an open ended questionnaire in addition to a follow up interview. Based on the analysis of the questionnaire and interview data, we discuss how we can implement effective PD activities for novice teachers in an Afghanistan context where PD activities are not widely perceived

I. Background and Introduction

When we look back on the history of Afghanistan, the country has suffered and experienced decades of civil war that destroyed almost all its foundations. The war especially destroyed and affected educational areas. During the civil war Afghanistan gradually lost its perfect educational system by abandoning intelligence (Khawrin, 2007). However after the end of civil war in 2002, Afghanistan initially started to reconstruct its educational system. During this process a large number of students were stimulated to go for further studies in foreign countries (Ministry of Higher Education, 2006). This author is one student who was sent to Japan to earn an MA degree. Because of the lack of teachers in Afghanistan, I have been motivated to conduct research that could effectively enhance the teaching proficiency of novice teachers in Afghanistan. However, the initial aim of this study is to identify and examine some basic and effective professional development activities in order to address teacher education in Afghanistan.

II. Review of the Literature

This section consists of two parts. The first part addresses the importance of professional development, and the second part explores and presents teachers' reflections on some of those professional development activities, which could be used by novice teachers in Afghanistan.

A. The significance of professional development

Professional development is an important aspect in the field of teacher education, and it plays a strong role in the concept of teacher growth. As de Arechaga (2001) stated, professional development is perceived as a variety of activities in which teachers are involved to be able to enhance their proficiency as a teacher. Many researchers provide a number of reasons for the necessity of professional development, the most obvious being to acquire new knowledge and skills (Day, 1999). Underhill (1999) saw the teaching profession as a learning profession and acknowledged the importance of continuous learning. Learning new techniques may allow teachers to solve their problems or to have better dynamics in the classroom.

B. Exploring professional development through reflection

According to the literature reviewed in this study for being a successful teacher, teachers need a longitudinal process of reflection on teaching context. As Wallace (1991) maintained, teacher growth or professional develop-

ment suggests change, and approaching a worthwhile change is very difficult without reflection on teaching. Stanley's (1998) research identified that many teachers' initial step toward reflection was simply to think back on their teaching situation in classrooms and to scrutinize what happened and how they felt about it. Farrell (2007) affirmed that teachers can learn much about teaching through "self inquiry," more than concentrating solely on mentors' and experts' opinions and theories. He suggested that the bottom up approach is an efficient way to regard the improvement of PD, either for experienced teachers or for teachers who are not so informed about reflective language learning. As Richards and Lockhart (1994) pointed out, when teachers know well about their teaching, they are able to evaluate their teaching practices and where they need to make adjustments because they are more aware of what stage they have reached in their professional development.

III. Research questions

The main aim of this study is to investigate the beliefs and assumptions of teachers in Japan and Afghanistan regarding professional development and to identify ways of implementing and suggesting to teachers to be involved in professional development activities in Afghanistan context in the future. The three questions addressed are:

1. What kinds of opinions and beliefs do English teachers have about professional development?
2. What professional development activities do experienced English teachers apply in order to enhance their growth?
3. What kinds of professional development activities are appropriate/effective for teachers who are not familiar with the activities?

VI. Methodology

A. The instrument

In this study, we adopted qualitative research methods. We used an open-ended questionnaire and a follow up interview in order to investigate and identify the kinds of professional development activities experienced teachers apply in teaching. (In this presentation, we only present the results of the questionnaire.) The questionnaire was developed by the authors and consists of nine questions. The questionnaires were distributed by e-mail and by hand. The data obtained through the questionnaires were content analyzed and reread carefully for emergent codes.

B. The participants

The participants who participated in this study were 16 university teachers from three different countries: Japan, Afghanistan, and Iran. The majority of the participants (10) were from Japan where the study was conducted; four of the participants were from Afghanistan, and two were from Iran. The years of teaching experience was more than 20 years for four participants, 16 - 20 years for two participants, 11 - 15 years for two participants, 6 - 10 years for three participants, and under 5 years of teaching experience for four participants.

V. Results

The results of the questionnaire will be presented in the presentation.

VI. Conclusion

Based on the results obtained from this study, a valuable concept of improvement has been provided for perceptions toward professional development of novice teachers in Afghanistan. Implementing the findings obtained from the literature review and the results of the questionnaire into English language teaching in Afghanistan is essential. The findings will hopefully change the perception of Afghan novice teachers and be a starting point within their profession.

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Factors Affecting Chinese EFL Learners' Stress Placement

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Abstract

Within the field of L2 acquisition, substantially less attention has been devoted to L2 acquisition of word stress. Furthermore, most prior studies have centered on exploring either the perceptual or the productive aspect of stress acquisition (Field, 2005; Ku, 2004; Kuo, 2004). Altmann (2006) argued that it is equally important to explore the correlation between learners' production and perception of stress. This study thus examines the factors of language proficiency and vocabulary size on Chinese EFL learners' perception and production of English stress. Subjects were 11th graders of three proficiency levels in Taiwan. Test items were twenty disyllabic non-words. These items were further embedded in meaningful sentential contexts of a verb frame and a noun frame respectively. Results showed that the subjects performed well in the perception of English stress; in contrast, they encountered great difficulties in producing English word stress. Furthermore, their perception of English stress did not correlate with their English listening proficiency level, whereas their production of English stress indeed had a strong correlation with their English speaking proficiency level. In addition, it was found that subjects' vocabulary size affected their stress production.

I. Background

Recently, word stress has received increasing attention in L1 and L2 context. For example, Field (2005) investigated the effect of word stress on intelligibility, showing that both native and nonnative listeners encounter loss of intelligibility when listening to words with incorrect stress placement. On the other hand, relatively less attention has been paid to L2 acquisition of word stress in Taiwanese EFL context. Furthermore, most studies have centered on exploring the productive aspect of stress acquisition; only few studies have concerned the perceptive perspective of stress acquisition. However, Altmann (2006) argued that it is equally important to explore the correlation between learners' perception and production of stress.

In a cross linguistic study, Altmann (2006) proposed the Stress Typology Model and divides languages into three types of stress systems: languages with predictable stress, languages with non predictable stress, and non-stress languages. Based on his classification, French falls into the first category; English typically is labeled as a non predictable stress language, whereas Chinese is categorized as a tone language without stress on the word level. He further defines English as a language in which the stress patterns cannot be accounted for by phonological factors alone, but by additional factors such as the syntactic class and morphological structure of a word. In an L1 study, Guion, Clark, Harada, and Wayland (2003) found that syllabic structure, lexical class, and stress patterns of phonological words are the three major factors affecting native speaker's stress placement. In reviewing related studies investigating stress acquisition of L2 learners, language proficiency and vocabulary size are additional potential factors affecting English learners' knowledge of word stress. For example, Kuo (2004) investigated the relationship between Chinese EFL learners' language proficiency and their stress production. She selected 9th graders as the participants, in which the high achievers were from the advanced classes whereas the low achievers selected from the intermediate classes based on the subjects' English average scores obtained in the past five semesters. The results revealed that high achievers outperformed low achievers in producing English lexical stress. Andrade (2006) also drew similar conclusion in exploring Japanese learners' stress perception. Results of these studies suggest that learners' language proficiency strongly correlates with their stress performance in either production or perception. Nevertheless, these studies did not utilize an independent test to assess learners' listening ability and oral proficiency. Likewise, learners' vocabulary size was found to influence their stress acquisition. Arciuli and Cupples (2003) explored the relationship between L2 learners' vocabulary size and their stress placement, finding that learners with limited vocabulary size tended to rely on the information of word class (i.e. syntactic knowledge) to assign stress since they lacked semantic knowledge. Focusing on understanding the impacts of word class on learners' stress performance, this study therefore aims to explore the relationship between stress perception and stress production and to examine the factors of language proficiency and vocabulary size on Chinese EFL learners' production and perception of English stress.

II. Participants and procedures

Eighty four 11th grade Chinese EFL learners participated in this study. The *GEPT Intermediate Level Speaking and Listening Comprehension Tests* were used to probe the subjects' English speaking and listening proficiencies in order to explore the effect of language proficiency on their stress placement. The other standardized test, *Vocabulary Quotient* developed by *National Taiwan Normal University*, was used to determine the subjects' English vocabulary size to explore its effect on their stress placement. A comparable set of word stress tasks containing a production task and a perception task, modified from Guion et al. (2003), were used as the major instruments to investigate their performance on stress placement of English disyllabic non-words. To avoid the possibility that test items of real words may be known by the subjects, test items used in the present study were twenty disyllabic non-words. These items were further inserted into meaningful sentential contexts of a noun frame and a verb frame respectively.

Participants were firstly asked to take the *GEPT Intermediate Level Speaking and Listening Comprehension Tests*. The *Vocabulary Quotient Test* was then administered to obtain the participants' English vocabulary size. Next, they were asked to produce the non-word items orally in the production task and then proceeded to distinguish the word stress of these non-words in the perception task. The scoring criteria of the production and perception tasks followed Guion et al. (2003). According to the participants' scores on the *GEPT Intermediate Level Speaking Test*, *Listening Comprehension Test*, and the *Vocabulary Quotient Test* respectively, they were further categorized into three proficiency groups, including the High Proficiency learners, the Mid Proficiency learners, and the Low Proficiency learners. The High Proficiency learners were the learners whose scores were at the top 30%, whereas the Low Proficiency learners were those whose scores were at the bottom 30%. The obtained data from these tests were then analyzed quantitatively. In order to highlight the contrast between the proficiency groups, only scorings of the high proficiency group and the low proficiency group were included in the statistical analyses.

III. Results

The statistical analyses yielded different results in all subjects' production and perception of word stress. The subjects as whole performed quite well in perceiving stress ($M = 15.93$, in which the perfect score of the perception task is 20) but encountered great difficulties in producing stress ($M = 12.07$, in which the perfect score of the production task is 20). Furthermore, the paired *t*-test analysis showed significant difference between the subjects' two stress performances ($t = 7.914$, $p < .01$). The result echoes with the findings of previous studies that Chinese learners' stress production does not correspond to their stress perception (Altmann, 2006). In addition, it supports the findings of Altmann (2006) that among several languages being examined, the Chinese learners performed well in stress perception, whereas they performed at least native-like in stress production since the Chinese language is a language with no stress system.

Three independent *t*-tests were conducted to evaluate the effects of subjects' listening proficiency, speaking proficiency, and vocabulary size on their stress performances. Regarding the subjects' listening abilities, it was found that the mean scores of the High Listening Proficiency group and the Low Listening Proficiency group are quite similar (mean score of the former group is 15.76 and that of the latter group is 15.13), indicating that both listening proficiency groups perform well in stress perception. Further statistical analysis revealed no significant difference between the two proficiency groups ($t = 1.289$, $p > .05$). In other words, the participants' English listening abilities do not seem to correlate to their stress perception.

Differing from the result of the perception task, the mean score of the Low Speaking Proficiency group ($M = 10.00$) is much lower than that of the High Speaking Proficiency group ($M = 13.03$). Independent *t*-test result showed significant difference between the two proficiency groups in producing English stress ($t = 3.584$, $p < .01$). This thus indicates the subjects' English speaking proficiency affects their stress production. It therefore supports the findings of Kuo (2004) that students' English speaking proficiency is significantly related to their stress production.

In further comparing the subjects' performance in the perception task, the mean scores of the High Vocabulary Size group and the Low Vocabulary Size group (mean score of the former group is 16.64 and that of the latter group is 16.25) are found to be quite similar. In contrast, the High Vocabulary Size group ($M = 13.64$) performed notably better in stress production than the Low Vocabulary Size group ($M = 11.16$). Similar to the results concerning the effect of language proficiency on stress performances, vocabulary size was found to strongly correlate with the participants' stress productive responses ($t = 3.709$, $p < .01$) but not with their stress perception ($t = .480$, $p > .05$). It indicates that the participants with larger vocabulary size are more able to produce appropriate main stress in English disyllabic nonwords, whereas they do not necessarily perceive English stress well

when they possess a larger lexicon.

IV. Conclusion

The results of the present study showed that Chinese EFL learners performed well in perceiving English word stress; however, they encountered great difficulties in producing appropriate stress, suggesting that asymmetrical phenomenon is found between their stress perception and production. It is likely that two different systems are at work for these two tasks (Altmann, 2006). It is possible that Chinese learners with a tone language background are able to use the pitch change alone to perceive the stress patterns of English. However, they lack the experience of combining pitch, duration and intensity to produce appropriate word stress. In addition, learners with better oral proficiency outperformed those with poor oral proficiency in stress production, indicating that English stress is learnable. Furthermore, vocabulary size was found to positively affect learners' stress which runs counter with Arciuli and Cupples' (2003) finding that English users' vocabulary size was negatively related to their knowledge of English stress. It may be attributed to the assumption that the way for Chinese EFL learners to acquire word stress is through generalizing the rules from the accumulation of a great amount of English lexicon. Hence, EFL learners with larger vocabulary size may be more able to acquire the rules and patterns of word stress and in turn to count on this knowledge to assign appropriate main stress to English lexicons.

According to the findings of the current study, there were some pedagogical implications for English word stress teaching and learning. First of all, participants' language proficiency is found to be influential on their stress performance, indicating that English word stress is learnable and teachable. In addition, Chinese EFL learners showed asymmetrical performances between stress production and perception, in which production is much worse, suggesting that English teachers should pay more attention to the teaching of the oral production of English stress by allowing them more chances to discover and produce the features of English word stress. Besides, vocabulary size was found to affect learners' stress performance, and it is therefore suggested that English teachers should enhance students' concept about English stress through providing enough amount of lexicon as input; in the mean time, teachers should explicitly introduce rules and patterns of English stress to help students with poor language proficiency to produce appropriate English stress.

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Language, Power, and the Classroom

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Abstract

The issue of US torture of prisoners is a compelling subject for study. Since the revelations of US abuse of prisoners at the Abu Ghraib prison in Iraq in 2004, the issue of treatment and legal status of US prisoners in the “war on terror” has been the subject of US Congressional hearings, military courts-martial, and much public debate. Critical Discourse Analysis, with its focus on real-world texts and issues of abuse of power, is well-positioned to contribute to this debate, especially the role of language in depicting the actions of American forces. Here four texts—a government list of interrogation techniques, a BBC news report and a human rights report describing interrogation conditions, and a statement made by an Abu Ghraib prisoner about abuse he witnessed by US forces—are compared using Halliday’s functional categories, focusing on Material clauses to compare the texts’ portrayals of physical actions. Conclusions from the functional analysis are tested using both specialized and large general corpora. Results from both analyses indicate a correlation between the harm described—and the believability ascribed to it—and proximity to the violence itself. A discussion of corpus activities usable with even low-level English students is also included.

I. Introduction

In recent years the meanings of torture and other key terms have been debated by administration officials and in the press. On one side, US officials argue that US interrogation techniques do not constitute torture, while also maintaining that US prisoners in Iraq and Guantánamo Bay are not protected by the Geneva Conventions, and that US forces are not subject to the International Criminal Court. On the other side, photos, sworn statements, and medical evidence of US abuse of prisoners have come to light, resulting in a small number of convictions, demotions, and resignations, particularly of US military responsible for atrocities at the Abu Ghraib prison in Iraq. Groups and individuals including the Red Cross and former president Jimmy Carter have described US actions as torture (“Book Cites Secret Red Cross Report of CIA Torture of Qaeda Captives,” *New York Times*, July 11, 2008, “Jimmy Carter: US tortures prisoners,” Associated Press, October 11, 2007). The Red Cross report is published in Greenberg and Dratel (2005: 383-404).

The trend in news reporting, indicated by this analysis, to avoid attributing torture to US actors, despite available medical and textual evidence, is significant in its effect on public debate over an issue of global significance. A sincere effort has been made to ensure that the conclusions presented here are supported by reliable data. Texts were selected for comparability, not contrast. Finally, the conclusions gathered from detailed analysis of sample texts were checked against large computer corpora to test their validity.

II. Frameworks for Inquiry: Critical Discourse Analysis and Corpus Linguistics

Over the past few decades, linguistic researchers have been increasingly interested in the relationship of language to abuses of power in society, and exposing subtle ideological positions implied in texts. Critical Discourse Analysis (CDA) formally began in 1991 with a meeting of like-minded scholars in Amsterdam (Wodak 2001: 4). Central to CDA studies are concerns related to how language is used to support discrimination, social inequality, and violence. CDA is, however, a framework, a perspective on language study, and there is no official methodology mandated for CDA studies. In common with many CDA studies, this analysis uses the functional grammar (FG) of Australian researcher Michael Halliday (Halliday 2004).

Since this is a study focused on physical actions of abuse, the key functional categories used here are Actors, Material Processes, and Goals. Material Processes are events that cause observable changes in the world (e.g. go, run, kick) and are denoted here by verbs relating to physical actions. Actors are the doers of these Processes, and Goals are the people or things whom those Processes are done to. Functional grammar’s

terminology is complex, but for simplicity's sake Actors, Processes, and Goals may be thought of here as subjects, verbs, and objects, keeping in mind that this study focuses on Material Processes as opposed to Verbal Processes (say, claim), Mental Processes (think, recall), etc.

Drawing conclusions about mass media performance, especially on a contentious issue like the one discussed here, carries a responsibility for strong supporting data that increases in proportion to the unpopularity of the conclusions themselves. The generalizability of in-depth studies of small numbers of texts, as is typically done in SFL-based CDA studies, has been called into question (Widdowson 2004). Widdowson recommends using data derived from large corpora to strengthen CDA conclusions.

Researchers are beginning to use language corpora in CDA studies. Studies of large databases of natural language collected from news reports, books, television and radio broadcasts add a quantitative element to what might otherwise be qualitative studies of small numbers of texts. Recent studies have used corpora to investigate actual usage of terms and presentation of individuals and social groups in the press (Downs 2002, O'Grady 2007). These studies generally derive hypotheses from corpus data rather than taking SFL-based text analyses to corpora to check the results. The results of this study indicate that combining the two approaches, and using large corpora of language in use to check qualitative conclusions, is a promising research direction that deserves further investigation.

III. Approach: Combining functional and corpus analyses

A. Using a Hallidayan functional analysis from a CDA perspective

In the full-scale study discussed here, four texts were originally studied: a US government list of approved techniques to be used in prisoner interrogations, a BBC news report detailing the arrest and confinement of prisoners in the "war on terror" by US officials, a report from Physicians for Human Rights detailing accounts of freed prisoners of their arrest and captivity, along with the corresponding medical evidence supporting their accounts of abuse, and finally a statement taken from a prisoner at the Abu Ghraib prison in Iraq, describing in detail the torture of prisoners he witnessed at the hands of specific, named US military police. Since the original research was done, more US government documents have been declassified, including CIA guidelines for interrogators and details of individual prisoners' treatment while in captivity. While these new documents contain important revelations, for example that one prisoner, Khalid Shayk Muhammad, was waterboarded 183 times in March of 2003, here space limitations dictate that these new documents be addressed elsewhere. The new government data do not affect the bulk of the study's conclusions at all, however, and the original results presented here focus on news coverage, which is the most important of the four genres studied.

To put the question simply, in these four texts, who was doing what to whom?

We can take a close look now at exactly who was doing what to whom by looking at representative Actors, Material Processes, and Goals listed in all four texts.

Presented this way (table 1 below), the trends become more clear. All texts involve authorities as Actors, though they account for only a few instances in the government text and non human Actors appear more often. The BBC text chiefly features unnamed authority figures as Actors, as does the PHR text, though the PHR text presents the prisoners as actors more often. The prisoner statement nearly always presents authorities as Actors, though here they are sometimes named. Whereas Actors show similarity across the text samples, and Goals show more similarity than difference, it is in the Material Processes themselves (and especially in the full material clauses with Actors and Goals) that the variation in impact is sharpest. The prisoner statement has the strongest effect on the reader, with its first person account of Processes denoting much harsher acts (tortured, beat up) and the included, named Actors in nearly every clause.

It would be enough for a small scale CDA study to stop here, concluding that these texts indicate, among other things, a trend towards less sympathetic accounts of torture in mainstream news versus a more sympathetic portrayal in primary texts and human rights reports. From a critical standpoint, however (and it is a major aim of CDA to encourage a critical response to language), we should ask that these conclusions be backed by stronger evidence. The type of qualitative analysis done here is impractical for extending to large numbers of texts, given time and space constraints, as Widdowson himself agrees (2004: 115). It is possible nevertheless to take the conclusions of the functional analysis not as final answers, but as hypotheses to test against much larger amounts of language data, using computerized collections of authentic written English, or corpora.

Table 1. Representative Actors, Material Processes, and Goals in all four texts

	Actors	Material Processes	Goals
US Gov't. Report	they [conditions] military police this technique	deprive create, creating adjusting introducing transfer use / are used cause/would cause requiring	detainee / the detainee him [detainee] subject [detainee] moderate discomfort sleep cycles anxiety pain or injury
BBC News Report	US agents US immigration Mr. Arar / he intelligence agents the US	could be / interrogated was arrested / seized heading / was headed held / was held / being held was / had been beaten was flown was shackled / bound was / would be tortured	Mr. Masri / he Maher Arar / he Mr. Habib / he / him terror suspects "enemy combatants"
Physicians for Human Rights (PHR) Report	US forces Amir / he the / a soldier US personnel Youssef / he	forced / was forced were deprived threw was taken was / being subjected was transferred was detained was shackled	Amir / he he and other detainees Youssef / he
Prisoner Statement	the guards / they Grainer / he the Doctor / he	torture / tortured beat / beat up / was beating brought stitch dropped / fall / fell pouring / were pouring	the prisoners / them a man [prisoner] / him an Iraqi / him water pictures

From a critical perspective, news writing presents a far more significant source of information due to its large scale and influence on public opinion (Fairclough 2001, Fowler 1991). Perhaps partly for this reason, large corpora of news writing are available in the Bank of English, a very large corpus of English from international sources. Since the treatment of torture carried out by US Actors is the chief concern here, from the data we can derive (among other possibilities) the following four testable hypotheses related to this area:

Torture is an action Americans distance themselves from, and it will seldom appear in a Material clause where US agents appear as Actors (as compared with interrogate)

Torture is controversial in news reporting, and so, when it does refer to actions of the US, will most often appear framed by Verbal Processes, in both noun and verb forms (referring to physical, non-metaphoric torture)

Material Processes denoting violent actions often attributed to authorities (arrest, detain, torture) will appear most often as passivized, backgrounding Actors who are not specifically named

Prisoner statements feature more violent acts as Material Processes than news reports on torture and pris-

oners in the “war on terror”

These four hypotheses were tested in the original study, but here space dictates that we examine just the first two.

B. Testing the CDA hypotheses against computer corpus data

The first hypothesis states that *torture*, when it appears in the news, will rarely be described as the action of Americans, as compared with the less-violent, more official-sounding *interrogate*. To produce the following tables, a 100-line sample of concordance results for ‘torture@’ was obtained from the news corpora in the Bank of English. Each line was expanded to reveal the term in a 5-line extract of text. Actors identifiable by nationality, and their associated Goals, are presented in table 2. Actors and Goals identifiable in the context of the 5-line sample are given in square brackets.

Table 2. Non fictional Human Actors (doers) of physical, non metaphorical torture paired with non fictional human Goals (those the torture is done to) in the Bank of English news corpora, versus Actors and Goals in clauses featuring interrogate

Torture Actors	Torture Goals	Interrogate Actors	Interrogate Goals
Israelis and Palestinians	[their prisoners]	The Chinese authorities	a well-known [Chinese] dissident journalist
the killer, Sydney man Richard Leatch, 20	James [his victim]	The FBI	the playboy son of a well known Balkan millionaire, who was a suspected Nazi sympathiser
Dragan Kulundzija [a Serb camp commander]	thousands of Muslims and Croats	Germans	Poles
Yemeni police	Malik Harhra, 26 [a Briton]	South Korean intelligence officials	Miss Kim [a Korean prisoner]
SLA officers	Nadia (Ex-Prisoner)	[Czech] authorities	[eventual Czech president Vaclav] Havel
[Egyptian forces]	people [held in paramilitary camps]	the Soviets	two Treblinka guards

The results here seem to support the hypothesis. US forces do not appear as *torture* Actors in this sample. There is a further pattern in that the Actors, when appearing as *torture* authorities or government forces, tend to come from far outside the US and Western Europe. It can be argued that when “we” talk about torture, it is not something “we” do, but rather something “they” do. Americans do appear as Actors for interrogate, as do US allies with whom we might expect western news readers to be sympathetic. One could argue the various effects of the two terms, but the central point is that the data do tend to support the claim that instances of Americans appearing as torturers are rare.

To test the second hypothesis, that torture, when it is attributed to the US, will be most often reported in the news as alleged or attributed to an individual’s statement, rather than as fact. An expanded search of 500 lines in the Bank of English revealed only five instances where Americans were identified as Actors of torture. Perhaps not insignificantly, none of these instances come from major US news sources (NPR has a relatively small and select audience).

The results here are rather unsatisfying, since the BBC text used for this study features instances where torture is attributed to the US. Fortunately, there is a further option. The AntConc concordancer program allows researchers to compile smaller corpora using text files, which the program renders searchable for concordances and collocation information. For this study, a small corpus of 26 news articles was compiled, totaling 25,290 words. The articles were taken from British and American news (chiefly the BBC, Financial Times, Washington Post and New York Times) and international wire service (AP & Reuters) reports dated between May 31, 2005 and July 19, 2008, and all articles cover aspects of the issue of US torture in the “war on terror.”

Searched using AntConc, the articles feature 120 instances of torture, 14 for tortured, 1 for torturing, and

0 for tortures. All instances refer to physical, non metaphorical torture, though several refer to it as a hypothetical act (“the Convention Against Torture”). The results also featured a number of Relational Processes relating to torture as a noun (“did not conclude that the techniques [that were actually used] constituted torture”), though these refer to actual events as in the previous example as well as hypothetical ones (“the UK and US differ on their definitions of what constitutes torture”). Since the current hypothesis is concerned with the presence or absence of Verbal Processes, the Relational Processes were not counted here. Searching through the concordance lines for references to actual instances of torture reveals 17 instances referring to factual, physical acts attributed to US state action. Of these, 8 are attributed denials, quotations from people like then US president George W. Bush saying “This government does not torture people.”

While the denials are unsurprising, what is interesting is the uniformity with which torture is treated dismissively by the press, who, they often assert, are dogged pursuers of truth presenting both sides of an issue. That journalists at major newspapers align themselves with state policy has been amply demonstrated before (Herman and Chomsky 1988) but this is still a revealing example of how sharply current public debate on torture has been limited by the very journalists that present it. The hypothesis, that instances of torture are relegated to projected clauses and attributed to outside speakers, seems well-supported by the evidence here.

IV. Conclusion

This analysis indicates that corpus techniques can be used to strengthen CDA studies, as other researchers are demonstrating (Orpin 2005). While possibilities for large scale analyses were limited here by the types of specialized corpora currently available, the smaller corpora compiled for this study indicate support for the findings of the functional analysis. CDA certainly does not require researchers to use functional categories, but their popularity is understandable in light of their potential to give valuable insight into real world texts. Though qualitative functional studies and quantitative corpus studies each have their limitations, by combining some elements from both, I have attempted to address these limitations to see if they can be combined usefully. News reporting has a crucial role to play in presenting information on serious crimes of powerful states, and language plays a major role in framing that information. A combination of comparative functional and corpus analyses, such as the one presented here, can make a significant contribution to increasing awareness of the role of language in events of global importance.

V. Classroom uses for corpus linguistics

Language use is dynamic and complex, and the seemingly arbitrary conventions of usage (why “at 3pm” and not “on 3pm?”) can easily frustrate learners struggling to find reliable rules to use in their new language. If you have an online computer and a projector in your classroom, you can help the entire class in answer to a spontaneous student question. Great example questions are when they ask “how do we use this word?” “can I say this?” and “What’s the difference between this word and that one?” Teachers sometimes are afraid to say they don’t know the answer, but we shouldn’t be. Language use is so idiosyncratic that we can’t possibly be expected to know all the answers about how all 1 billion English speakers worldwide use the language individually.

Languages are constantly changing, and a corpus is basically a snapshot of the state of the language in a specific place and time. Open contemporary corpora like the Corpus of Contemporary American English (www.americancorpus.org) can give teachers a free, in class tool to answer language questions with reliable, up-to-date data on how English is actually being used right now, and very importantly, how usage conventions and the meanings of words and phrases themselves are changing.

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The Minimal English Test: A Revised Version

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Abstract

Maki et al (2003) developed the Minimal English Test (MET) to measure learners' ESL proficiency. The MET is a 5 minute test which requires the test taker to write a correct English word with 4 letters or fewer into each of the 72 blank spaces of the given sentences, while listening to the CD. The Maki group has shown statistically significant correlations between the scores on the MET and the scores on the Japanese University Entrance Examination (English) (UEE) 2002–2008. However, no explanation has been provided for the question of why the target words were 4 letters or fewer. To avoid this problem, we developed a new version of the MET, where every 6th word was a target word, and examined correlations between the scores on the old and new MET and the scores on the UEE 2009. The result was that the correlation coefficients were .56 and .57, respectively, and no statistically significant difference between the two correlation coefficients was found. Therefore, the revised version of the MET, which is free from the above problem, could function as a useful tool in future ESL research.

I. Introduction

Maki et al (2003) developed the Minimal English Test (MET 4) to measure learner's ESL proficiency. The MET is a simple 5 minute test which requires the test takers to fill a correct English word with 4 letters or fewer into each of the 72 blank spaces of the given sentences, on one piece of A4 paper, while listening to the CD which produces the sentences. However, no explanation has been provided for the question of why the target words were 4 letters or fewer. To avoid this problem, we developed a new version of the MET (MET 6), where every 6th word was a target word, and examined correlations between the scores on the old and new MET and the scores on the UEE 2009. The result was that there was no statistically significant difference between the correlation coefficient between the scores on the MET 4 and the scores on the UEE 2009, and the correlation coefficient between the scores on the MET 6 and the scores on the UEE 2009. Therefore, it has become clear that the MET 6 is free from the problem inherent in the MET 4.

The organization of this paper is as follows. Section 2 overviews three materials in this study: the MET (MET 4), the revised version of the MET (MET 6), and the UEE 2009. Section 3 analyzes the data. Section 4 provides the results and Section 5 concludes the paper.

II. Materials

In this study, we used three materials to measure ESL proficiency: the Minimal English Test (MET 4), the revised version of the Minimal English Test (MET 6), and the University Entrance Examination in Japan: English Part (UEE) 2009. Section II.A., II.B., and II.C. give an overview of the MET 4, the MET 6, and the UEE 2009, respectively.

A. The Minimal English Test (MET 4)

The MET is a simple test which requires the test taker to fill a correct English word with 4 letters or fewer into each of the 72 blank spaces of the given sentences written on one piece of A4 paper, while listening to the

CD which produces the sentences. The MET is based on Lessons 1 and 2 of the textbook for college freshmen by Kawana and Walker (2002) and the CD that accompanies it. The contents of the textbook are essays on the modern society of the United States. The CD lasts about 5 minutes with a speed of 125 words per minute. The MET 4 is shown in (Table 1).

(Table 1) The Minimal English Test (MET 4)

<p>Name: _____ Date: Month ___ Day ___ Year _____</p> <p>Please fill an English word with 4 letters or less into each blank spot, while listening to the CD.</p> <ol style="list-style-type: none"> 1. The majority of people have at least one pet at () time in their (). 2. Sometimes the relationship between a pet () or cat and its owner is () close 3. that () begin to resemble () other in their appearance and behavior. 4. On the other (), owners of unusual pets () as tigers or snakes 5. sometimes () to protect themselves () their own pets. 6. Thirty years () the idea of an inanimate () first arose. ... 13. The Japanese Tamagotchi—() imaginary chicken ()— 14. () the precursor of () virtual pets. 15. Now there () an ever-increasing number of such virtual () 16. which mostly young people are adopting () their (). 17. And () your virtual pet (), 18. you () reserve a permanent resting place () the Internet in a virtual pet cemetery. ... 19. Sports are big business. Whereas Babe Ruth, the () famous athlete of () day, 20. was well-known () earning as () as the President of the United States, the average 21. salary () today’s professional baseball players is () times that of the President. 22. () a handful of sports superstars earn 100 times () through their contracts 23. () manufacturers of clothing, (), and sports equipment. 24. But every generation produces () or two legendary athletes () rewrite ... 31. Such () typically practice three to () hours a day, 32. () weekend () during their school vacations 33. in order () better their chances of eventually obtaining () well-paid position 34. on a professional () when they grow (). 35. As for the () young aspirants who do () succeed, 36. one wonders if they () regret having () their childhood.

The test taker is verbally given the following 3 instructions in advance: (1) Fill an English word with 4 letters or fewer into blank spaces, while listening to the CD; (2) The CD lasts about 5 minutes, and (3) There is about a three second interval between Line 18 and Line 19.

As for the reliability of the MET, Goto et al (2008) shows that the reliability coefficient of the MET is .88 (n=693), which indicates that the scores on the MET are moderately reliable as an ESL test.

After the development of the MET in 2003, the Maki Group has investigated whether or not the MET, which is a five minute test, actually measures ESL proficiency, and found statistically significant relatively high correlations between the scores on the MET and the scores on other widely used ESL tests such as: (1) the UEE 2002, which is the common university entrance examination in Japan (r=.68, p<.05, n=154), (2) the Paul Nation Vocabulary Test (Nation (2001)) (r=.81, p<.05, n=160), and (3) the College Scholastic Achievement Test (English Part) (CSAT) (The Korea Institute of Curriculum & Evaluation (KICE) (2007)), which is the common university entrance examination in Korea (r=.61, p<.05, n=155). Furthermore, the Maki Group has confirmed that the MET, which at first sight seems to be a listening test, measures not only listening comprehension but also reading comprehension. Therefore, the MET, more or less, seems to measure the same sort of ESL proficiency (that is, both listening and reading comprehension) as the above mentioned widely-used English tests.

B. The Minimal English Test: A Revised Version (MET 6)

The text which the Revised Version MET (MET 6) is based on is the same as that of the MET 4. One crucial difference between the MET 4 and the MET 6 is that the latter has a target word in every 6th word. The MET 6 is shown in (Table 2).

(Table 2) The Minimal English Test: A Revised Version (MET 6)

Name: _____ Date: Month ___ Day ___ Year _____

Please fill an English word into each blank spot, while listening to the CD.

1. The () of people have at least () pet at some time
2. in () life. Sometimes the relationship between () pet dog or cat
3. and () owner is so closethat () begin to resemble
4. each other () their appearance and behavior. On () other hand,
5. owners of unusual () such as tigers or snakes () have to protect
6. themselves from () own pets. Thirty years ago () idea of
- ...
13. we have virtual (). The Japanese Tamagotchi—
14. the imaginary chicken () —was the precursor of many () pets.
15. Now there are an ()-increasing number of such virtual ()
16. which mostly young people are () as their own.
17. And if () virtual pet dies, you can () a permanent resting
18. place on () Internet in a virtual pet ().
- ...
19. Sports () big business. Whereas Babe Ruth, the most ()
20. athlete of his day, was ()-known for earning as much () the President
21. of the United (), the average salary of today's () baseball players
22. is ten times () of the President. And a () of sports superstars
23. earn 100 times () through their contracts with manufacturers ()
24. clothing, food, and sports equipment. () every generation produces
- ...
31. Parents send their children () sports training camps at an () age.
32. Such kids typically practice () to four hours a day, () weekend
33. and during their school () in order to better their () of eventually
34. obtaining a well-() position on a professional team () they grow up.
35. As for () many young aspirants who do () succeed,
36. one wonders if they () regret having lost their childhood.

C. The University Entrance Examination (English Part) 2009 (UEE 2009)

The University Entrance Examination Center (2009) provides the summary of the UEE (English Part) 2009 results below.

The Reading Section of the UEE 2009

Observations	500,297
Full mark	200
Number of questions	50
Average score	115.02
Standard deviation	37.54
Time limit	80 minutes
Date	January 17th, 2009

The Listening Section of the UEE 2009

Observations	494,342
Full mark	50
Number of questions	25
Average score	24.03
Standard deviation	9.65
Time limit	30 minutes
Date	January 17th, 2009

The reading section of the UEE 2009 contains questions about pronunciation, grammar, reordering of sentences, and reading comprehension, and the listening section of the UEE 2009 contains questions about listening comprehension.

III. Analysis

First, we analyzed the data (the scores on the METs 4, 6 and the UEE 2009) by a simple regression analysis (correlation analysis). The results are shown below.

Correlation Coefficients between the Scores on the MET 4 and the Scores on the UEE 2009

	MET 4	Reading Part	Listening Part	Total Score
MET 4	1			
Reading Part	0.53	1		
Listening Part	0.59	0.61	1	
Total Score	0.56	0.87	0.68	1

Correlation Coefficients between the Scores on the MET 6 and the Scores on the UEE 2009

	MET 6	Reading Part	Listening Part	Total Score
MET 6	1			
Reading Part	0.53	1		
Listening Part	0.56	0.63	1	
Total Score	0.57	0.92	0.68	1

Next, we examined whether there was a statistically significant difference between the two correlation coefficients (one between the scores on the MET 4 and the scores on the total scores on the UEE 2009, and another between the scores on the MET 6 and the scores on the total scores on the UEE 2009) by the Fisher r to z transformation. The result was that there was no statistically significant difference between them, as shown below.

Significance of the Difference between the Two Correlation Coefficients

	MET 6	MET 4
Correlation Coefficient	0.57	0.56
Samples	518	877
z	0.26	
p-value	0.79	

IV. Results

The result of the analysis was that no statistically significant difference between the two correlation coefficients.

V. Conclusion

In this paper, we found that the correlation coefficients were .56 for the MET 4 and .57 for the MET 6, and no statistically significant difference between the two correlation coefficients was found by the Fisher r -to- z transformation. Therefore, the revised version of the MET (MET 6), which has a typical form of a cloze test, and thus, is free from the problem inherent in the MET 4, could function as a useful tool in future ESL research.

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A Functional Analysis of Korean in the EFL Classroom

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Abstract

This case study focuses on the functional use of Korean (L1) in a middle school English as a foreign language (EFL) classroom by a Korean teacher. The data is from 3 classes which were recorded and transcribed along with data obtained from interviews with the teacher before and after the recorded classes. The study found that the functions of the L1 could be classified into three general categories: curriculum access, classroom management discourse, and interpersonal relations (Ferguson, 2003). The study concludes that in most instances, the use of the L1 appears to facilitate learning in a class that had students of mixed English proficiency and had limited time constraints. The implications of the study are that further research is needed on the role of the L1 in learning, particularly to determine the correlation (whether positive or negative) between L1 use and L2 learning in an EFL context.

I. Introduction

The learner's first language (L1) in English language teaching has been markedly absent from language teaching curricula. Language curricula in EFL contexts such as South Korea's 7th curriculum are frequently discouraging the use of the L1 in the classroom in favour of teaching English through English. While language policies espousing the sole use of the target language (TL) may be a reaction to prior policies or teaching methodologies that were viewed as ineffective, conducting classes entirely in English appears to be ignoring L1 as a resource that may be used to facilitate learning.

II. The first language in the language classroom

Ferguson (2003) conducted a meta analysis of 13 different studies that looked at the functions of co-switching in language and content classes in elementary and secondary schools in post colonial contexts. Ferguson argues that the varied functions of the L1 may be placed into three general categories: 1) Curriculum access where the first language is used to "talk around written text and in teacher's commentary on, and annotation of, the meanings of these texts" (p.39); 2) The management of classroom discourse where the L1 is used for purposes other than lesson content such as disciplining a student, giving directions, and talking about test or exams (p.42); 3) Interpersonal relations in the classroom is where the L1 is used to build rapport with students and reduce the distance between teacher and students (p.43).

Within the South Korean context, research looking at the role of the L1 in the classroom is limited. Liu, Ahn, Baek, and Han (2004) looked at how English was used in high school English classes in South Korea. The researchers analyzed data from 13 English teachers who each agreed to have one 50-minute class audio recorded along with interview data from 10 of the 13 teachers and student surveys. The data revealed that the teachers used the L1 for a number of different functions that would typically coincide with Ferguson's (2003) three categories such as explaining vocabulary or grammar and managing student behaviour. The study, while significant as it provide insight into how English is used in Korean high school classrooms along with the teachers' perceptions of its use, may not be reflective of a typically class for most of the teachers. The results are only indicative of one class for each teacher that was specifically chosen by the teacher and in one case, one teacher submitted a pre-recorded model-lesson for analysis. The authors note that this may have led to an observer's paradox where the teachers used much more English in the observed classes than they usually would (p.614). This is further reflected in a large discrepancy between the amount of English that the teachers reported they typically used and the observed use.

In a more recent longitudinal case study, Kang (2008) looked at how a Korean grade 5 English teacher implemented the Teaching English through English (TETE) policy in her EFL classroom. The data for the study was obtained by audio recording classes once a week for 14 weeks and through three interviews with the teacher. While the analysis did not explicitly deal with the functional aspects of the L1, the structural patterns of language use were made explicit consisting of: Exclusive use of the L1; exclusive use of the TL; TL immediately followed

by TL equivalent; and TL immediately followed by L1 equivalents. The author notes that the different patterns would typically be used for different functions, for example, the exclusive use of the L1 for classroom management, giving instructions, and commenting on culture.

There still exists a gap in the research looking at the functional analysis of Korean in the EFL classroom. The role of Korean in the middle school level is yet to be reported on. The middle school classroom is very significant as it marks a stage where the learners are just beginning to have English classes for four hours a week compared to elementary school where they attended English class for only one to two hours a week. The English proficiency of the students is also expected to be lower than high school students and as such the L1 is expected to play a greater role in English teaching. In this light, the goal of this study is to investigate how a middle school English teacher uses and perceives her use of Korean in her EFL classroom.

III. Research Methodology

A. Context

This case study focuses on Minji[1] a Korean middle school EFL teacher in South Korea. At the time the research was conducted, Minji was 29 years old and had been a full time teacher for over three years. Minji, along with completing a bachelor's degree in education, also obtained TESOL certification in Canada. Her English language proficiency, based on her TOEFL score of over 600, is advanced and she is able to effectively communicate in English.

Minji meets with each of her classes four times a week, with the role of Korean varying depending on the class. Twice a week, the goal of the class is to maximize the amount of English used. One class is co-taught with a native English speaking teacher and is English-only and the other is a level differentiated class where she teaches her advanced students, focusing primarily on speaking. The remaining two classes focus on the textbook, which is part of the curriculum and the amount of English and Korean would vary.

B. Data

The data in this study was obtained from interviews conducted in English and audio-recorded classroom data.

1. Interview data

The initial interview, approximately an hour and a half, was conducted to learn about the teacher's prior education and teaching background as well as to determine her perceptions on how Korean should be used in the classroom. The post-observation interview took a stimulated recall format where the teacher would be asked follow up questions after listening to portions of the recorded data. This allowed the researcher to gain further insight as to why the teacher felt she used Korean for the different functions as well as giving the teacher the opportunity to give any comments or share further insights on the use of Korean in the EFL classroom.

2. Classroom data

Three 45-minute classes were chosen to be recorded in the week following the initial observation interview. The classes would be considered typical in the sense that the students' proficiencies were varied and the emphasis was on the textbook which is reflective of the government mandated curriculum. These classes were also expected to have a higher amount of Korean used in comparison to classes where she would focus on maximizing English. The classes were recorded using a digital voice recorder and microphone. The recordings were transferred to a computer and all classes were transcribed with the help of a native Korean speaker. Following the transcription, all instances where the teacher code switched from English to Korean were then analyzed and coded according to Ferguson's (2003) general classification categories. Each general category was then analyzed for specific functions (see Analysis). After the functional analysis was complete, the teacher was consulted to provide clarification on code-switches where the functions could not be immediately determined and the teacher was also given the opportunity to confirm the analysis and suggest changes if necessary.

IV. Analysis/Discussion

The analysis allowed for a thorough view of the teacher's use of the L1 in the EFL classroom. Table 1 below provides a breakdown of the different L1 functions as well as the total number of instances in the recorded classes.

A. Curriculum Access

In the interviews, Minji noted that the proficiency of her students varied greatly, most students knew some English grammar and had a limited vocabulary, as a result she would be limited with what she could explain through English and in many instances she felt she had to switch to Korean to make certain that all of her students understood the lesson content that would be on the exam. Perhaps as a result of her concern for her students' comprehension, the curriculum access functions were most frequently used. In particular, the teacher would most often use the L1 to clarify and elaborate on lesson content. The teacher would typically begin by dealing with different lesson points in English and would then switch to Korean in order to make items like grammar points, vocabulary, or cultural content explicit to all of her students. When Minji was asked if it would be possible to use English for these functions instead of Korean, the teacher insisted that it would not be very effective. She reiterated the need to ensure all of her students understood the content for testing. She further elaborated that in a number of instances she would use Korean out of necessity as she did not have enough time to cover all of the required content through longer English explanations.

B. Management of classroom discourse

In the pre-observation interview, Minji stated that one of her primary uses of Korean was to give instructions which the analysis supported as providing directions and instructions was the second most frequent function. The teacher would frequently give an instruction in English and then follow it up immediately with a Korean translation, such as when she would tell her students to listen to an audio recording. In other instances, she would provide more than a literal translation when the students were encountering new types of instructions. In the follow up interview, Minji said that she needed to use Korean when the students were given new instructions as she felt the students would not understand the explanation in English. However, she was also surprised with the number of instances where she would provide an immediate translation for very common instructions. She felt that this may have been a habit that formed from the beginning of the year with the class when they did not know the instructions and it was easier to provide an automatic translation. When the teacher was asked if she could do the same instructions in English, she thought she could, provided that she spent time initially with her students going over classroom English.

C. Interpersonal relations

In the pre-observation interview, Minji said that it was necessary to use Korean in order to create a warm friendly atmosphere that reduced the perceived distance herself and the students. She felt this was important so that students would feel comfortable participating in class in both English and Korean. Based on the analysis, Minji would use Korean to praise and joke around with her students and it appeared to create a warm friendly environment. In the follow-up interview, Minji was asked about one instance when she was joking with one student and she would say one sentence in English and then immediately translate it into Korean. She said that even though the student she was talking to would understand the English sentences, she wanted to make sure that everyone in the class would be able to understand and have fun. When asked if she would be able to do the same functions in English-only, Minji replied that she could but that only a few of her advanced students would understand and the warm and jovial environment would not develop.

V. Conclusion

The study indicates the L1, Korean, has an important place in the middle school EFL classroom. It appears to be crucial to ensure student understanding so that they are able to succeed academically as well as to ensure a warm and inviting classroom. The study also indicated areas where the teacher felt that she was relying too much on the L1 and that she would like to try using primarily English for giving repetitive task instructions rather than relying on translations. Although this is a single case study, the implication is that language policies that encourage the elimination in the EFL classroom may be a little short sighted by neglecting a valuable resource. What are needed in the future are studies to determine the correlation between the specific language functions and language acquisition. Once such studies have been conducted it would then be possible for policy makers and curriculum developers to make decision based on empirical evidence.

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Endnotes

[1] Names have been changed to pseudonyms to ensure anonymity.

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Table 1. Frequency table of L1 functions from 3 middle school EFL classes in South Korea

L1 Functions	Frequency
Curriculum Access (n=225)	
Clarifying/elaborating	114
Eliciting response	40
Checking comprehension	39
Giving feedback	29
Highlighting important information	3
Management of classroom discourse (n= 98)	
Directions/Instructions	63
Discipline	24
Lesson overview and scheduling	11
Interpersonal Relations (n=33)	
Praise	6
Personal/joking	27
Total	384

Evaluating Task Supported Language Teaching for TESOL Learners

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Abstract

This study investigates whether Task Supported Language Teaching (TSLT) is beneficial for adult learners participating in a TESOL for Adults Certificate course in South Korea. Some researchers and teachers indicate that Task Based Learning (TBL) can be problematic in deployment where the textbook is considered a compulsory component of the classroom. In this study a module was re-developed with TSLT, piloted and results obtained from student generated data such as questionnaires, interviews and micro teachings. Two groups were assigned: one experimental group using TSLT and the other control group was taught in a traditional teaching method. Comparisons were extracted from both groups, focusing on the style of teaching, use of tasks in the classroom and outcome of the students' micro teaching as a final project for this study. Results indicate that the experimental group were favorable to the application of TSLT and scored higher in their micro-teaching compared to their counterparts. The paper summarizes how effective TSLT appears and indicates where more research needs to be done, especially in comparing TSLT and TBL in classrooms with interesting implications for material design.

I. Introduction

Much research has been conducted on Task Based Learning (TBL) in recent years but few studies have been carried out on Task Supported Language Teaching (TSLT). The starting point of this study was a request that some modules in a 120 hour TESOL for Adults Certificate course in South Korea should be modified to suit students and teachers demands. It was proposed to merge two modules, *Linguistics* and *Speaking*, into one, *Speaking Module*, since students often complained that one of those modules was too technical and not practical. However, students still required the use of their textbook and coursebook so TSLT was experimented with to employ tasks in conjunction with the redeveloped Speaking Module. These tasks were designed around appropriate real world activities for a teacher — teaching. Upon completing the design, the redeveloped Speaking Module was piloted with two classes, one Experimental Group (EG) and the other Control Group (CG). The main task was the micro-teaching where students had to instruct their classmates, graded by an external examiner. The student generated-data for this study consists of the micro teaching scores, post-analysis questionnaires and one-to-one interviews to discover how beneficial TSLT was for the learners.

II. Literature

A plethora of definitions for TBL are obtainable in the literature. Van den Branden provided more than fifteen, compiled from various sources (2006). For this study TBL is defined as '*an approach to language teaching organized around tasks rather than language structures*' (Nunan, 2004). In other words, TBL is entirely based on tasks (Ellis, 2003). The definition of task itself can be problematic since researchers argue over its precise definition (Ellis, 2003; Van den Branden, 2006; Littlewood, 2007; Samuda and Bygate, 2008; Carless, 2004). A task is goal directed where '*the path to the goal is not known in advance and has to be discovered*' (Bereiter and Scardamalia, 1993, cited in Samuda and Bygate, 2008).

Task Supported Language Teaching (TSLT) is defined in this study as the use of tasks in parallel to an existing syllabus and/or textbook to exploit those resources towards a focused student objective. Tasks in TSLT are interpreted '*as tools to be exploited by teacher and learners in the service of particular language aims and objectives, with the teacher providing support through briefing, on-line support and selective feedback.*' TSLT is an element of an existing syllabus, not necessarily the defining feature, and is used in conjunction with various activities in that syllabus. The task becomes a resource which teachers '*can draw on in the light of experience and learners' preferences and needs,*' which offers greater flexibility, potential and exploitation for both teachers and learners (Samuda and Bygate, 2008; Ellis, 2003). The tasks themselves could be specified as a disassociated

'strand' and are not dependent on any particular syllabus existing in conjunction with other types of pedagogic activities such as classroom activities, rule explanation, focused practice, drilling, etc. offering greater versatility for motivating learners (Samuda and Bygate, 2008).

A. Teacher and Student Roles

'Role' refers to the part that learners and teachers are expected to play in executing tasks as well as the social and interpersonal relationships between the participants (Nunan, 2004). However, teachers' roles can be very different than the theoretical training they received, where the rationale for the methodology is explained but teachers themselves are unable to transfer that knowledge into their classrooms (Van den Branden, 2006). Some teachers feel implementing certain tasks a challenge because students can become noisy, converse in their native tongue and use insufficient amount of the target language (Carless, 2004). Some Korean teachers ignore government recommendations and write reports stating that they use that official policy while continuing to '*practice examination orientation classroom instruction*' (Shim and Baik, 2004). Often instructors are ascertained as guides, counselors, motivating coaches and authentic interactional partners but there is very little research currently available on supporting these declarations (Van den Branden, 2006).

For the successfulness of task based lessons, there are several characteristics that students may exhibit when using tasks:

Figure 1 - Characteristics of TSLT Students

Individual Accountability	Each student needs to be made accountable for his/her own contribution to the completion of the task. (Ellis, 2003)
Make their own Opportunities (Resourcefulness)	Learners are motivated to interact with each other, use their textbooks, research the Internet and discuss the task with the teacher in an effort to complete the task. (Nunan, 2004)
Achievement Orientation	Students become active and motivated to perform the task with maximal effort because of a sense of achievement. (Van den Branden, 2006)
Understanding the Task	Students must understand the goals of the task so that they can avoid ' <i>random trial-and-error behaviour</i> ' which could be in conducive for learning. (Samuda & Bygate, 2008)
Leamer Centeredness	As mentioned previously, the gap between teaching and learning can be reduced when a more active role is given to learners. This is achieved by analyzing the learners' real-world needs and encouraging them to become their own teachers. (Nunan, 1995)
Task Repetition	Repeating a task can be advantageous and make the language forms more salient and can improve learners' productivity in a number of ways including complexity and fluency. (Ellis, 2003)
Reporting/ Feedback	Although different than Willis' 'Report Stage,' students nevertheless must be given opportunities to give and receive feedback so that accuracy can be increased in further tasks. (Willis, 1996)

If learners view their instructor as one who provides direct explicit instructions in a traditional classroom setting and that instructor views '*him or herself as a facilitator and guide, then conflict may arise*' (Nunan, 2004).

III. Study

The emphasis in this study was to analyze how beneficial the redeveloped module, titled Speaking Module, was for the TESOL learners. The main goal of the redeveloped Speaking Module was the successful completion of the Speaking Micro teaching and it was desirable to allow a piecemeal approach for students to achieve this goal over the course of this module. The student scores and comments on this may determine if they react positively to the use of TSLT and if TSLT is beneficial for teaching.

The redeveloped Speaking Module with TSLT focused on encourage more interaction in the EG class. Learners participated in the development of a lesson plan, wrote and performed role-plays to view their value; prac-

ticed pronunciation with user-friendly explanations; and most importantly designed and performed a Mini Micro-teaching. There was a sufficient amount of questions added in the coursebook which allowed students to reflect on the aspect at hand or to discuss them with their teacher or classmates. These aspects attempted to change the class dynamic from lecture based to more of a comfortable and interactive classroom environment.

Previous modules for both groups were conducted in traditional teacher-led classes, where information was presented directly to the students, answers elicited and time allowed for group/class discussions on some questions from the textbooks. There was no practical application in use. The main difference occurred when the Control Group (CG) completed the assigned modules as per usual while the Experimental Group (EG) started the re-developed Speaking Module incorporating TSLT.

The period for the redeveloped Speaking Module lasted one week, including the micro-teaching as a graded final task. The CG consisted of seventeen students while the EG had nineteen students. The CG had several qualified teachers with an average of six years teaching experience while the EG had predominately university students with little or no teaching experience. Upon finishing the redeveloped Speaking Module, the Speaking Micro-teaching was conducted, when students became teachers and taught their classmates while being graded. After the micro-teachings were completed, post analysis questionnaires were administered, and the following day, individual interviews were conducted in a casual environment. These results of these student-generated data were used to form a conclusion to this study, specifically if TSLT was beneficial for the EG.

IV. Results

On the Speaking Micro-teaching the EG participants, scored on average 4% higher than the CG. The external examiner noted that the CG tended to present explicitly more than the EG and did not allow their students sufficient time to answer, often answering their own questions. It was also noted that the EG were more creative than their counterparts, adding various visual aids and activities such as role plays, debates and discussions. The questionnaires demonstrated that EG found the module practical, the use of a textbook with tasks a good way to teach adults, and expressed confidence in teaching adults after the course. However, comments from CG highlighted a lack of confidence both when speaking and teaching, and a desire to change the instructional method of the class from teacher fronted to other methods, including TBL. The interviews highlighted for the EG the use of tasks in class for motivation and learning; allowing students to practice in front of their peers, and working together with their classmates. On the other hand, surprisingly the CG expressed external factors as being one of the main problems to effective classroom learning. The classroom environment had a decisive repercussion on both groups, fostering learner autonomy for the EG while creating boundaries in the CG. Was it the classroom dynamic or TSLT that did this? Was it a combination of both?

V. Conclusion

So is TSLT relevant in the classroom? From the results obtained it would suggest that TSLT is an area worth researching especially for adults. The favorable view from the EG suggests that syllabi designers need to be more creative to develop effective textbooks which can incorporate tasks when needed. TSLT also allows the teacher to be more creative in class, employing what is essentially a half-way point between pure TBL and pure textbook.

The use of TBL still remains a conversational issue but with TSLT employed as a lighter component it could allow greater control and creatively in classrooms by teachers. A study carried out on comparing TBL and TSLT would be prudent. Analyzing student generated data would give researchers an in-depth opportunity to judge which method learners and teachers prefer more and more importantly why they preferred it.

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Alternatives to English Language Assessment in South Korea

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Abstract

To succeed and grow as a global community we will need increasingly better communication and greater collaboration. Language education and assessment should prepare students not just to succeed, but to positively contribute to the world outside the classroom. Consequently, it is necessary to re-evaluate traditional assessment practices that rely on individual competition between students as the only motivator. It is the responsibility of educators to create assessment tools that will stimulate learning, collaboration and autonomy among students. Assessment practices should recognise students as individuals who will grow and learn in different ways, at different times, and evaluate them holistically. This paper is an exploration of how alternative assessment can be used to enhance traditional methods.

I. Introduction

“Keep your eyes on your own work”, is a phrase that often breaks the silence and concentration in examination rooms, as a reminder that you’re on your own, responsible for your own work, and your own test result. This phrase essentially goes to the core of an educational philosophy centred on competitiveness and individual success; a philosophy which can be seen as underscoring many assessment practices. However, alternative assessment such as portfolio evaluation could contribute to a more collaborative and holistic approach. This paper investigates traditional assessment methods, and possible alternatives, in a South Korean context.

II. Traditional Assessment

Traditional assessment practices like ‘bell curve’ or ‘curved’ grading often rely on competition as the main motivator. Accordingly, students’ grades are assigned based on relative performance in comparison to their classmates’ performance. These assessment tools are designed to serve administrative purposes rather than students’ needs (Finch & Teaduct, 2002). Consequently, many assessment tools don’t measure individual student progress and could therefore cause weaker students to lose motivation.

A. Language Assessment in South Korea

In South Korea testing plays an imperative role, with students being trained from a very young age to perform well on their College Scholastic Ability Test (CSAT). This test can influence a South Korean student’s entire future, since it is currently used as a measure by all South Korean universities. In the article ‘Life and death exams in South Korea’, Card (1995) wrote about the South Korean obsession with getting into one of the so called “big three” universities: Seoul National University, Korea University, and Yonsei University, collectively nicknamed SKY. Getting into a SKY university ensures the best academic pedigree, provides a strong alumni network, and higher social status. The obsession with scoring well on a test to get into the best school or university can be understood, since it will ultimately secure good employment as, “...most Korean companies hire exclusively from the prestigious high schools and universities, with little regard for a person’s qualifications or skills” (Woelers & Moes, 2002, p. 2). For this reason, students find themselves in test-driven classrooms where the emphasis falls on ‘language usage’, which is necessary to pass the tests, rather than ‘language use’, which is necessary to communicate (Finch, 2004).

The common format for the National CSAT is multiple choice, and the English section often focuses on grammar and vocabulary recognition. The consequence is that productive language skills like speaking and writing are often neglected in secondary education; causing problems in language fluency. Standardized tests, which focus on listening and reading, could therefore impede the acquisition and improvement of oral and written English. According to Finch (2004), the secondary school textbooks and university entrance examinations focus almost exclusively on reading and listening, which gives secondary teachers little opportunity to develop productive skills

like speaking and reading. Productive skills are often neglected, "...despite the fact that objectives of the 7th Korean National Curriculum state that high school students should be taught to develop listening, speaking, reading and writing in English, without any of these being emphasized or neglected..."(Finch, 2004, p.68).

University level assessment is not restricted by National standardized examinations and might be a chance to introduce alternative methods into the assessment process. It is therefore possible to encourage university students to acquire and use oral English language skills by implementing assessment tools that will test these skills. Moreover, students should be given more responsibility in choosing what kind of spoken abilities are truly necessary for their real life experiences rather than memorizing impractical language. Subsequently, portfolio assessment could be specifically beneficial to oral language assessment at university level in South Korea.

III. Alternative Assessment

Assessment is often divided into formative and summative categories to make a distinction between the different objectives of assessment practices. Summative assessment tools, like standardized tests, are usually carried out at the end of a course and are typically used to assign grades or make placements. In contrast, formative assessment is carried out on a continuous basis, and includes alternative assessment tools like portfolio evaluation, which can be used as learning aids. According to Short (as cited in Makarchuk, 2003, p. 54), "Educators now acknowledge that standardized tests with short answer or multiple-choice items do not provide an accurate picture of student knowledge as a whole; therefore, it is inappropriate to base placement, achievement levels, and instructional plans solely on standardized test results". It is therefore necessary to look towards alternative assessment methods, in addition to traditional methods, to create a more holistic approach to assessment.

A. Portfolio Assessment

With the use of portfolios the aim is to measure student growth over a period of time, and assessment is therefore conducted on a continuous basis. In contrast to traditional assessment, "...students are evaluated on what they integrate and produce rather than what they are able to recall and reproduce" (Huerta-Macias as cited in Tannenbaum, 1996). Portfolios serve as evidence and record of student growth, which is then used to show the students' strengths, rather than weaknesses. The students are also encouraged to use reflective methods to gain insight into their own learning and to become autonomous learners. If used effectively, portfolio assessment could empower students by making them more involved in their own learning process.

1. Oral English Assessment Portfolio

Encouraged by the evidence of positive results in a study by Makarchuk (2003) on the use of portfolio assessment, I designed and implemented evaluation portfolios as an assessment tool for oral English skills at university level. This portfolio project was designed as a group, rather than individual, project. The aim was to encourage collaboration, rather than individual success. Students were required to create a digital story presentation through a process of drafting and redrafting of a script or dialogue. Evaluation was done on a continuous base and students had to collect evidence of their progress in their team portfolio. The final assessment included peer- and self-assessment forms.

2. Cooperative Learning and Collaborative Assessment

One drawback of portfolio assessment is that it can be very time consuming for the teacher to grade. A possible solution for this is group assessment or collaborative assessment. Traditional assessment methods often encourage competitiveness in the classroom. Apart from, "Keep your eyes on your own work", phrases like "Don't copy," and "Move your desks apart" come to mind. Alternatively, in cooperative learning projects each student's success is linked to another's success (Hirst & Slavic, 2006). Students can therefore work for common goals instead of trying to outperform each other. Another advantage of cooperative learning and assessment is that students with different learning styles can contribute in different ways to complete the project. A collaborative assessment tool can give individual learners the opportunity to develop individual strengths while working in a team towards a common goal. Students should not only work together but also take an active role in the assessment.

Self- and peer-assessment is an integral part of portfolio assessment. Dickinson (as cited in Finch, 2004) pointed out that self assessment does not have to replace external or standardised evaluation, since these are necessary for supplying learning qualifications. Self-assessment should therefore be seen as an enhancement to other assessment tools, not a replacement. One of the main reasons to implement and encourage self-assessment is that it will enable learners to become autonomous learners.

IV. Conclusion

The assessment process should not be a solitary battle that each student has to win or lose. To count on competition as a motivator and 'bell-curve' grading as a measure is a certain way to 'lose' many students along the way. Alternative assessment measures should be used in addition to traditional methods to ensure a more holistic approach to evaluation. Evaluation portfolios, as a form of alternative assessment, can encourage reflective practices and create more autonomous learners. In South Korea, where oral testing is not prevalent in secondary school, the use of evaluation portfolios at university level can help students develop strategies to use spoken English language more creatively and effectively.

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Style and Substance in the EFL Classroom: Bridging Student and Teacher Perspectives at Korea University

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Abstract

This research investigates the similarities and differences of student and teacher perspectives on the importance of *style* and *substance* in the Academic English (AE) EFL classroom at Korea University. A total of 963 students and 29 native English speaker teachers participated in the study. The data obtained reveal significant results suggesting certain degrees of similarities and differences in the perceptions regarding teaching and learning styles. Both groups value the relevance of students' English skills and abilities in their future plans to study or travel abroad and more importantly, in their future prospects for employment. Results also show that students perceive *style* as something that inspires them more as a student, compared to the *substance* or content of the subject matter. Their preferences for *style* refer to the teacher's personality and teaching techniques. Findings also suggest that even though majority of the AE students understand and acknowledge the importance of the AE course, their expectations of what this course entails and how much workload should be assigned show some degree of disparity with teachers' expectations. Implications of this study will inform pedagogical considerations and necessary changes in the AE curriculum and will also provide direction in finding practical ways to bridge the gap between student and teacher perspectives, consequently enhancing students' learning and sense of accomplishment and teachers' sense of fulfillment.

I. Introduction

An important part of the learning process is for students to believe that their learning is progressing and their skills are improving. In the same way, an important aspect of being an educator is feeling inspired, fulfilled and validated by students. Studies have been done demonstrating that serious mismatches between the learning styles of students and the teaching style of the instructor can cause conflict, de-motivation, discouragement, learning failure and loss of interest on the part of both the teacher and the learner (Reid, 1987; Felder & Silverman, 1988; Oxford et. al., 1991; Bada & Okan, 2000; Peacock, 2001). On the other hand, motivation, performance and achievements will improve if learning styles and appropriate teaching approaches are matched (Brown, 1994).

II. Learning Styles and Teaching Styles

Kinsella (1995, p 171) refers to a learning style as a person's "natural, habitual and preferred ways of absorbing, processing and retaining new information and skills which persist regardless of teaching methods or content area." Reid (1987) defined it as a learner's preferred mode or method of learning. Learning styles vary in every culture and between individuals in a given culture. Recent cross-cultural studies have been conducted to evaluate the learning styles and preferences of Asian students (Mitsis & Foley, 2005; Sharp, 2004; Peacock, 2001; Xiao, 2006; Lengkanawati, 2004; Littlewood, 2001; Park, G. P. & Lee, H. W., 2006; Thompson; 2005; Lee, K. R. & Oxford, 2008). Learning styles can be influenced by broader educational cultures and students' learning experiences within those cultures. It is very important that native speaker (NS) teachers become aware of different learning styles and the way they teach should be adapted to the way learners from a particular community learn. Some teachers struggle and feel frustrated when a gap occurs, for example, when students do not respond positively or actively to most of the communicative and interactive activities.

Teaching style refers mostly to the methods, techniques and approaches teachers employ to achieve goals and objectives set for their classes (Felder & Henriques, 1995). Research evaluating learners' styles abounds; however, the literature on defining, discussing and evaluating "teaching style" is scarce. Peacock (2001) admitted that there is a need to assess and refine the definition of teaching styles for usefulness and

validity. An important aspect of teaching style is the teacher's personality and demeanor in the classroom. Ambady and Rosenthal (1992) coined the phrase "thin slices" to refer to judgments made about an individual's personality, intentions and other characteristics in no more than five minutes upon meeting that person. Students pick up much from the way the teacher walks into the room on the first meeting (Senior, 2006).

III. The Substance of Learning

Substance is what is taught. It is the content or the bank of materials used by the teacher to transmit knowledge, promote actual practice and base the assessment of learning from. There are three main concerns about substance: a) Is it relevant to the students? b) Is it interesting? c) Is it appropriate to the level, age and life experiences of the students? Making decisions on the selection of teaching materials is one of the challenges language teachers have to face (Hutchinson, 1987). However, it seems that teacher intuition or administrative convenience most often affect materials selection rather than considerations based on needs analysis of the teaching and learning situation (Tarone & Yule, 1989; Spratt, 1999). Consequently, a possible mismatch of teacher and learner beliefs and expectations may occur.

An important factor that is related to the content of teaching is the amount of course-workload. Sperber (2005) refers to "college lite" phenomenon, where educators compromise in lowering their standards of academic rigor due to "cultural softening" (Barone, 2004). This resulted from experiences of teachers who had difficulties in maintaining intellectual rigor while working in educational environments that did not acknowledge or support high standards and demanding workloads. Instructors who resist "college lite" are targets of low evaluations and therefore, decrease their own potential for professional success (Eiszler, 2002). Greenwald & Gillmore (1997) found evidence that in order for instructors to avoid being punished by negative evaluations, they may adjust their academic rigor expectations. Moreover, Eiszler (2002) wrote that by lowering grading standards, instructors may be evaluated positively.

IV. Motivation

Motivation in the classroom is two-way; teachers need to feel validated and encouraged in the same way that students need to feel they have achieved something. Nevertheless, motivated teachers are needed if we want motivated students at our schools (Czikszentmihalyi, 1982; Deci & Ryan, 1982). According to Dörnyei (1998), motivation is a key to learning. Brown (2007) wrote that people are motivated to do something because they seek self-recognition and approval from others. This echoes Maslow's "Hierarchy of Needs" (1970), which states that every human being has the need for self-actualization and this need drives them to aim for higher attainment. Dörnyei (1990) also states that the need for achievement and self-efficacy influences language learning motivation. This may result in learner autonomy or independence, which is one of the significant items in the "Ten Commandments" (Dörnyei & Csizer, 1998) that stimulate intrinsic motivation.

V. Conclusions and Implications

There is a need for teachers to identify their own teaching style. Results of this research clearly show that there are similarities and differences in student and teacher perspectives regarding teacher's attitudes, effective teaching techniques, course workload, and what content to teach. Teachers need to evaluate their attitude toward students (Clayson & Sheffét, 2006), their beliefs in their role as an educator and in what the students should achieve. Professional development for teachers is very important to create increased awareness of learning and teaching styles and to establish coordination among teachers in materials development and testing and assessment criteria. Likewise, students' learning styles should also be identified. A diagnostic "learning styles" test should be administered in the beginning of the semester. Results from this research should be taken into consideration, particularly students' less agreeable attitude toward group work and group activities and the preference for kinesthetic and visual activities rather than those that promote receptive skills. Consequently, teachers should accommodate multiple learning styles and take into consideration students' majors when they plan lessons and activities that will allow for students to use their various skills, talents and styles.

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Optimizing the ESL Classroom with Randomized Seating Charts

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Abstract

The arrangement of the classroom is an integral part of any teachers' classroom preparation. Many teachers regard seating charts as primarily for the purpose of getting to know student's names, taking role or grouping students. A seating chart can have an influence on classroom organization, seating students in a way that will give them the opportunity to promote positive learning environments in specific situations. A seating arrangement can be a great tool for the ESL teacher in accomplishing the goals of the lesson.

This paper explores options in classroom-seating plans; in addition it will explore random seating charts and both of their effects in the ESL classroom. It is the aim of this paper presentation to demonstrate how seating chart, and how utilizing a random seating plan can be advantageous in an ESL setting. This paper will present data gathered from a student survey and teachers experiences with random seating charts.

I. Introduction

Seating arrangements play a major part of a teacher's classroom activities and classroom management plans. The teacher, in deciding the seating arrangement needs to think about not only the organization of the room, the aim of the activity, but also the make up and nature of the students and the teacher's own involvement in the activity (Sommer, 1967; Zifferblatt 1972; Sommer 1977; Becker, et al., 1973). The consideration for the physical environment of the room is so that teaching and learning can occur as efficiently and effectively as possible. In an ESL classroom, to achieve the goal of encouraging, assisting, and supporting students in learning in a way that the classroom seating is structured to support both the teacher to student support and student to student interaction. Other factors a teacher may consider while making a seating arrangement is the make-up of his or her students including the personality of the class, the number of students, and age of the students. Teachers also want to consider the goal of the classroom activity and how the classroom seating can best support the activities goal (Johnson, 1970). For example, in an ESL class, the teacher may want pair work or group collaboration with much student interaction or the teacher may want the students to do an individualized reading exercise or the teacher may want the attention of the class directed toward the teacher. By altering the seating arrangements the teacher can contribute to the success of the ESL student in the classroom. The teacher must look at what outcomes from the class they are striving to achieve and arrange the students to best meet these goals. Another factor to consider by the teacher is the personality of the class. There are a number of variables in considering the personality of the class. For example, the various levels of English, different strengths and that some students are shyer than their peers.

Seating arrangements can also have an outcome on the effectiveness of communication of the students themselves. From the point of view of the teacher, a factor deciding different seating plans is matching a style of teaching that best suits the instructor, to the objective of the lesson.

Along with the classroom layout, I would like to suggest and offer feedback from an in class survey suggesting that randomizing the classroom seating, or changing of the student's assigned seat, the student's group or pair makeup, changing where in the classroom the students sit every class or every couple of classes can be beneficial for the students development. I found that first, the students are perhaps meeting new people with different personalities and being forced to leave their comfort zone, being exposed to other personalities and strengths and weaknesses which especially beneficial in an ESL classroom. Second, if the teacher changes the classroom seating chart regularly, the students will get the chance to hear more people talk, work, and study in the English language, students will have the challenge of working with different level and abilities of English.

II. Seating Arrangements

I will describe some possible seating arrangement styles that teachers have at their disposal. When deciding

a seating arrangement, teachers should consider what will give the class maximum effectiveness and control and give students the best chance to grasp the lesson. Depending on how the instruction is being delivered or goal for the class, it makes sense for the teacher to change the layout.

The organization of the class is a major element to the classroom. In an ESL classroom emphasizes is often placed on collaboration and interaction is often encouraged. Different arrangements give students different ways to participate in the class and it gives the teacher different ways to provide instruction. The following is few of the more common seating arrangements: collaborative groups, cluster groups, rows, circle, semi-circle, and pairs. The best arrangement for each class depends on the class and teacher.

III. Randomized or Shuffled Seats

In combination with the arrangement of the class, I would like to propose that randomized or shuffled seating can enhance the class and benefits the teacher and student in many ways. I find that by shuffling the classroom seating arrangement the class is refreshed. With randomized seating the teacher chooses a seating arrangement and shuffles the seating arrangement so that students are given the opportunity to work with different students each class and are seated in different location in the classroom. There are going to be expected issues that the students are going to have when changing from one seating arrangement to another. For example, students must check their new seat location before each class and students must get acquainted with new group member for each class. Some students will have gotten accustomed to their seat and the people around them and not be as willing to sit in their new seat. Most of the students will like the change and will get used to it very quickly, even though it might come to as an adjustment.

IV. Discussion

The students of the survey were given a survey with the following questions and were encouraged to additional comments on their own opinion.

1. Do you like changing seats every class?
2. Does changing seats help you work with other people?
3. Does changing seats help you work with different people who have different views than your own?
4. Do you prefer working with the same group members every week?
5. If you change seats, how often do you want to change seats?
6. Why do you think changing seats is good or bad?
7. Would you prefer big groups (6-10 students), small groups (3-4 students) or pair work (2)?

The results of the survey show that students have an overall favorable opinion of randomized seats. Many students feel that randomized seating helps them communicate in small groups. Students also expressed that randomized seating helps them communicate with a greater variety of people. Many students have expressed to me that randomized seats livens up the class by giving the class a new atmosphere. Some students also expressed that they would prefer to have permanent seating throughout the semester. These students expressed that they were unable to feel comfortable with a new group every week. Some students also feel that it is a bother to have to check the seating chart before class and change seats every class.

Our classes in the Science and Engineering Department are largely collaborative, which is an excellent opportunity for randomized seating. Obviously each teacher has their own style and purpose for each class, but these are observations that I have made in my classes and the results that I have found in my class. By my own observations, students were hesitant at first, but most soon enjoy working with other students. I find that by changing the class layout and shuffling the student's seats that it keeps the class fresh. As new student groups are formed each class, students have the opportunity to take on new roles. Each group usually has a dominant student who will emerge and lead the group in the discussion. When groups are shuffled from class to class students have the opportunity to take on new roles. In my opinion classroom will be very successful where students are able to get instructions but they are allowed and able to explore learning by helping each other and doing hands on activities.

There are many options available to the teacher when planning the classroom layout. In deciding the seating arrangement the teacher needs to think about not only the organization of the room, the aim of the activity, but also the make up and nature of the students and the teacher's own involvement in the activity. The end goal for a teacher when considering the physical environment of the room is to provide an environment where teaching and learning can occur as efficiently and effectively as possible. I have proposed that seating charts and randomized seating can be a valuable tool in the classroom, beneficial for both students and teachers.

The idea of randomized seating and seating arrangements all have different functions and are best used for

different classroom purposes. No single one should be considered as a classroom's primary arrangement, but rather as a toolbox that can all be used from time to time. The important thing is to understand that the arrangement of students in the classroom can be a highly useful tool in making lessons more effective.

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Incorporating Video in the Collaborative ESL Classroom

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Abstract

Students enjoy watching video in the classroom for a variety of reasons. Video can provide students with natural language in a non-threatening classroom atmosphere. Video also has the advantage of providing a common ground to students of any international background. For many reasons video can also be a powerful educational resource for teachers. Incorporating effective collaborative classroom techniques can be very beneficial to the ESL classroom for both students and teachers. Videos may also have the potential of having obstacles and drawbacks in a collaborative classroom. Knowing these potential obstacles and drawbacks can be advantageous when preparing a class incorporating video that includes all of the language skills in collaborative groups. In this presentation I would like to discuss how using videos in an ESL classroom can be used to benefit and enhance teaching, and motivate students. More specifically, this presentation will discuss producing video classroom materials for a collaborative ESL classroom, setting up collaborative groups, and assigning group member roles in their collaborative groups. Finally, the presentation will examine potential drawbacks or problems encountered using video in a collaborative ESL classroom.

I. Introduction

Some teachers may have doubts that video lessons can be taught effectively in the collaborative ESL classroom setting. Saying, television shows are too difficult for students, they speak too fast, the content is too complex, the students can't identify with the show and the vocabulary is too difficult. This may be the case for some television shows, but not all of them. With attentive selection and preparation, television shows can be incorporated into a class and be an effective teaching strategy for many collaborative ESL English classes. I would like to present materials and methods that I used that I felt stimulated interest, guided students to understanding, encouraged them to try to listen to television programs in English and aided in cultural understanding while working in a collaborative group setting.

Video has been shown to be a beneficial method in teaching English as a foreign/second language (EFL/ESL) to students. Stempleski (1987) states that, "a rich and exciting source of video software for EFL/ESL classes is authentic material." Video lessons incorporating cooperative group activities are intended to improve EFL learners' communicative language skills (i.e., listening, speaking, reading, and writing) by working together, exchanging information and ideas. In a broad sense, I hope that by using video, I can focus on developing the learners' listening, comprehension, and cultural understanding in a cooperative group atmosphere.

I will provide teachers of English as Foreign Language (EFL) with ideas into incorporating video in developing student group cooperation and teaching methods that can be incorporated and thus practically implemented in their classrooms. Emphasis will be on approaching English through diverse authentic teaching materials in collaborative groups.

II. Objectives

1. To motivate students by presenting authentic language interaction.
2. Present to students the nonverbal components of the language (i.e. body language).
3. Provide students exposure to authentic language that a native speaker employs in language interaction.
4. Design lessons and activities that students will implement as individuals and in cooperative groups, with the aim of developing their language competence and performance.
5. Provide students with opportunities to practice using the language skills in an authentic communicative setting in collaborative groups.
6. The sharing of knowledge among students and teachers

III. Material

I discuss what can be learned from "The Simpsons," and how it can be used in a collaborative group setting. The show can be a teaching asset for the classroom. It provides students a condensed and exaggerated view of life in America. It may occasionally be difficult for students to understand, but when presented correctly it can have a great value in the collaborative ESL classroom.

I feel that the television series depiction of America can be a great topic of material for the ESL/EFL classroom. It contains everything from humor to social satire to keep students attention. It includes references to many of America's cultural markers. It is a means for students to make a connection with, learn, and enjoy.

The show has many cultural teaching points. The use of stereotypes in "The Simpsons" for each its major characters as well as that of particular cultures can be one of the shows assets. Members of the show have spent time in assorted countries, for example, Brazil, Japan, England, France, Canada, and Australia. In these cases, they often use stereotypes, generalizations, and major icons from each of these cultures. The choice of elements that are shown is often more telling about the culture that created it, than that of the culture being observed (Hamilton 2002). This depiction of culture can provide worthwhile debate, interest or discussions among students.

Everything is exaggerated on the show, including the voices. In a cartoon, the actor giving an animated character a voice cannot rely on body language and gestures, and therefore the voice must be exaggerated. This is very useful to students when learning English as a foreign language. We get authentic material that doesn't have the constructed feel of most texts designed for teaching, while it is distinct and understandable. The characters express many valuable characteristics. When it comes to different emotions, it conveys the inflection of the language. To make the characters stand out there is also a wide variety of ages, and accents in cartoons. Not only are there national and regional differences, but also class structures are voiced with accents. This gives the student a broad perspective on the language and an understanding of the variety of language.

IV. Collaborative Groups

Video material in combination with collaborative groups can be a very effective both for the ESL student and teacher. It can combine both fun and instruction with authentic material in groups that that reflects on real interaction and real language. By employing videotaped material, teachers can create an indefinite number of language teaching activities for collaborative groups.

Video can be incorporated into collaborative groups. The characteristic of a genuine collaborative classroom includes the sharing of knowledge among students and teachers, shared authority between the two, using teachers as mediators, and finally, heterogeneous groupings of students (Kulieke et al, 1990). When students divide into groups, group work can be enhanced. Group members are able to work together on a common goal. Typical roles in a collaborative group may include: a team leader, and recorder or clerk. When students utilize these roles in their collaborative groups, they develop skills in making group decisions, leading, and managing a group. This constructivist approach to teaching "puts the student in the driver's seat" and stresses the importance of active student engagement (Perkins, 1992). All of these skills are of value for students in the future. In collaborative groups each group member has a responsibility of contributing to the group, each member has a responsibility. Students should be active seekers and processors of information, not passive recipients (Schunk, 1986).

Groups working together, sharing information, listening to each other promotes learning and collaborating (Erickson & Strommer, 1991). From my experience, when students discuss and work together they arrive at a better sense of understanding and understand what parts of the activity needs further discussion and reflection.

In the classroom, I find that collaborative groups need to regularly assess the effectiveness of its communication strategies and seek ways to improve its group communication. I find that groups become more failure and comfortable with the collaborative group learning process and become better at the process. Periodically, we reserve time at the end of class to assess group dynamics. What is working? What isn't? How can the groups function more effectively? I also encourage groups to discuss the group dynamics within the group.

It is important to provide the best setting for learning in class as we can, video in combination with collaborative groups can help accomplish this. "The Simpsons" can be used as a support to good teaching material, providing humor, confidence and variation in the classroom. While collaborative groups can aid in communication skills, group cooperation and sharing of knowledge.

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Stepping into Research: Presenting the Results

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Abstract

Not a few young and able ELT professionals would like to get involved in research in one or more of the varied areas in our field. However, their unfamiliarity with research procedures prevents them from doing so. As the final part of a five-part strand presented by the KOTESOL Research Committee, this presentation addresses the question of how to go about writing up or presenting the results obtained from a research project. This strand of research presentations also deals with (a) selecting a research topic, (b) formulating research questions, (c) designing a research project, and (d) collecting and analyzing research results. Both written and oral reports of research are dealt with. The focus is on the sections of a quantitative research paper and their organization as this form is preferred for research evaluation. The differences with a qualitative research paper are highlighted, as are those of an oral presentation.

I. Introduction

This presentation is designed to help people who are interested in carrying out research as practicing teachers but feel unsure about how to go about it. Its focus is on writing up and presenting the research findings after the research has been carried out, i.e., after the research topics has been selected, the project has been designed, and the data has been collected and analyzed. Covered in the presentation will be the organization of a research paper for publication, as well as suggestions for giving an oral presentation of one's research and the formats for the most common reference types.

II. Organization of the Quantitative Research Report

The typical organization of a quantitative research article is (a) Introduction, (b) Method, (c) Results, (d) Discussion, (e) Conclusions, (f) References, and (g) Appendices (optional). Research articles appearing in journals often begin with an abstract. The purpose of the abstract is to summarize the article. It includes a statement of the topic and purpose, a description of the materials and procedures, and the statistical analyses used, results, and implications.

A. Introduction

This section situates the study within the larger field of study. This is accomplished through a review of the literature and a statement of purpose. The literature review provides the background for the study, demonstrates the relationship of previous studies, and provides a framework for the study. The statement of purpose provides precise research questions clarifying what is being investigated and specific research hypotheses.

B. Method

In this section, the characteristics of the participants in the study and how they were selected are described. Any materials used in the study - teaching materials, questionnaires, rating scales, tests, etc. - are described. The procedures of how the materials were prepared, administered, and scored are presented in detail. This section also describes how the data were arranged and analyzed in the study.

C. Results and Discussion

These sections may be separate or combined. The Results section summarizes the grouped data and the results of the analyses. This technical report is often done through the use of tables and figures for clarity. In the Discussion section you will arrive at the answer to the original research questions.

D. Conclusions

Well-supported and reasoned conclusions may be presented, and suggestions for further study on

questions raised by the study, some discussion of the limitations of the study, an explanation of the pedagogical implications of the research results, and a statement of the overall contribution that the study makes to its field.

E. References

This section is a list of all and only the resources cited in the text of the study. In our field, the style guidelines that research must almost always follow for publication are those of the American Psychological Association (2001). Among these APA guidelines, the most important ones – those relating to citations and references – pose some of the biggest problems for authors and could be the basis for a paper submission not receiving acceptance if they are not well followed. Knowledge of a few basic style rules and the style guidelines for a few common types of resources (books, papers in books, and papers in journals) will equip the writer and editor with the information they need to properly format the majority of references listed in research papers. APA style will be presented for (a) reference citations of authors and their works in text as part of the narrative and parenthetically, (b) reference lists, including author names, publication dates, titles of articles, titles of works, publication information (location, publisher), and (c) retrieval information for electronic sources.

The four most commonly cited resource types – books, articles in a book, journal articles, and online articles – are presented below in the form they should appear in the list of references:

Smith, J. K. (2005). *Doing research: An introduction*. Fairview, NY: Macmillan.

Smith, J. K., & Jones, S. (2006). Research design. In A. Black & B. White (Eds.), *How to do second language research* (pp. 123-132). Darby, England: Longman.

Smith, J. K., Jones, S., & Greene, P. (2007). Article acquisition in young Koreans. *Foreign Language Acquisition Journal*, 3(2), 234-250.

Browne, S. U. V., Jr. (2008). A survey of teaching methods employed by Korean high school teachers. *Online TEFL Journal*, 2(1). Retrieved January 31, 2008, from <http://www.oteflj.com/j21/103/>

F. Appendices

This section is sometimes used to present information that does not fit well into the text, often due to size or relevance. Included here may be scales or measures used in the study or samples of data collected.

III. Reporting Qualitative Research Results

Qualitative research is a very useful research methodology when little is known about the phenomenon under study or when the existing research in the area is limited. This is because qualitative research is exploratory in nature, and therefore specific research questions are not usually delineated at the onset of exploratory research. The researcher becomes the main research instrument in qualitative research. There are a number of approaches to qualitative research. The five most common are (a) *narrative inquiry*, which provides a storied analysis of a person's life, (b) *case study*, which provides an in depth description and analysis of an individual, institution, or educational context, (c) *ethnology*, which describes and interprets the patterns of culture shared by a group or language community through lengthy observation, (d) *action research*, inquiry into the problems that teachers face in the classroom through collecting and analyzing information in order to improve one's teaching or teaching situation, and (e) *mixed methods*, which combines elements of qualitative and quantitative research methods into a single study.

Quantitative data collections may include (a) observation of classroom patterns and student and teacher behavior, (b) interviews of students, teachers, parents, and educational administrators, (c) open ended questions on a questionnaire, (d) verbal reports of a participant's thought processes after completing a language task, which have a written complement in the form of diaries or journals, and (e) discourse analysis, which analyzes that manner in which spoken and written language is used in different contexts.

Some qualitative data collection methods are more structured than others, while some are more controlled than others. Van Lier (1988) has categorized these methods into the four types in Figure 1 below.

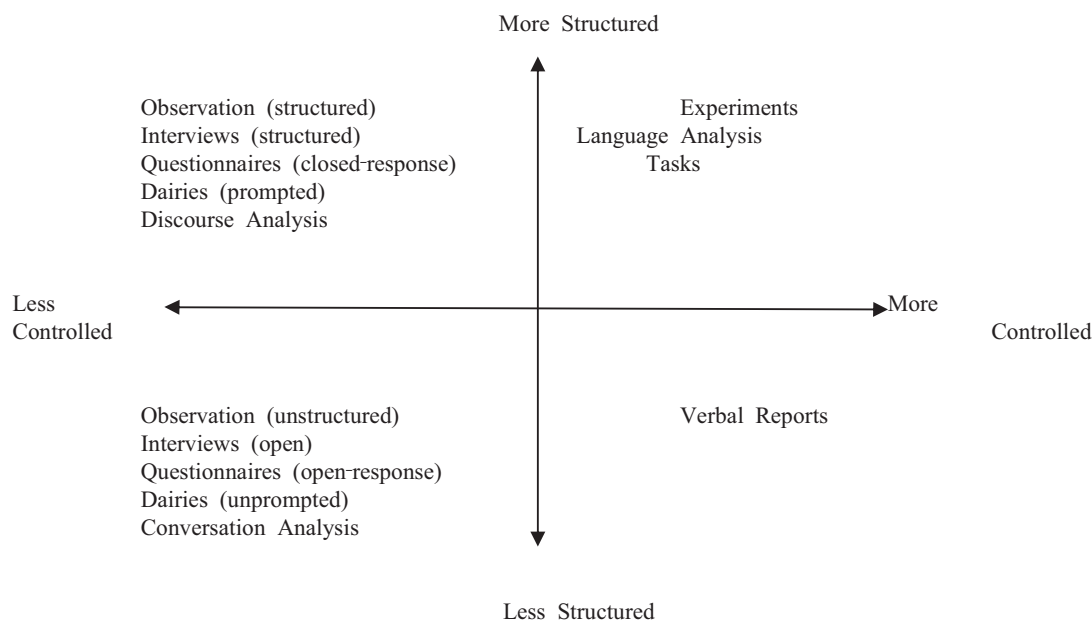


Figure 1. Qualitative Data Collection Methods (after van Lier, 1988).

Due to its nature and the data collection methods commonly employed, the qualitative research report is different from a quantitative research report in a number of ways. The qualitative report draws more extensively on previous writing, including memos, summaries, and personal research journals. It has no rigidly fixed format such as the quantitative report does, but it often does follow the general outline of the quantitative report. It uses words rather than numbers as its evidence, hence it has greater length. It involves reflexivity, i.e., a discussion of writer's biases, values, and assumptions, while it also allows for personal style and informal tone. More substantial coverage is required in literature review.

The qualitative report is similar to a quantitative report in that it includes an introduction, research questions, a description of the method, and a presentation and discussion of the results. This discussion maintains a coherent storyline and keeps a balance between supporting evidence and the writer's interpretative commentary. This is followed by a conclusion

In preparing your written qualitative report, begin writing early. You can begin on writing up a description of the setting and participants, for example, near the beginning of the research project. Keep a research or teaching journal. You need to keep a detailed record of happenings and impressions, and this needs to be done often. Attend to details, It is details that that enliven a qualitative report and make it convincing. Put yourself in the reader's position and ask yourself what the reader needs to know in order to fully share the experiences you wish to report. A visual descriptiveness in your writing is often helpful here. Write accessibly to your audience. Use the active voice and easily understandable vocabulary, while keeping the language vibrant and avoiding lengthy, run on sentences. Finally, share what you have written with someone or several people who are sympathetic with the work that you are doing but who will read your work critically and share their opinions with you. Revising you paper often ensures that the final product will be satisfying.

IV. Oral Presentations

Presentations of research are delivered orally at conferences and symposia. To aid in doing this one may use cards, a flip chart, a chalkboard or whiteboard, an OHP, prepared handouts, or some combination of these, but the present preferred mode of delivery is the PowerPoint presentation with the PPT file saved on a memory stick. An oral presentation should contain the highlights of the research carried out. A detailed presentation is not possible in the 20-50 minutes normally allotted. You should be familiar with the content of your presentation, your venue, and your equipment. Begin by providing general information as it takes a few minutes for the audience to focus on a presentation. Maintain eye contact with your audience and speak in a loud, confident voice. Be clear by giving a preview of the message, deliver the message, and summarize the message. Do not run overtime. Once the allotted time is up, the audience tunes out. It is preferable to finish early on a positive note - a closing statement prepared in advance - and provide time for questions and answers before closing.

V. Select Bibliography of Books on Second Language Research

This presentation is designed as only a very brief introduction to writing up research results and to second language research in general. There are a number of books available that detail research methods for the applied linguist and the language teacher. Below is a select bibliography of some of the most recent and some of the most popular book publications available.

A. Latest Books on Second Language Research

Larson Hall, J. (2010). *A guide to doing statistics in second language research using SPSS*. New York: Routledge.
Heigham, J., & Croker, R. A. (2009). *Qualitative research in applied linguistics: A practical introduction*. Basingstoke, Hampshire, England: Palgrave Macmillan.

B. New Books on Second Language Research

Johnson, K. (2008). *Quantitative methods in linguistics*. Malden, MA: Blackwell.
Duff, P. A. (2008). *Case study research in applied linguistics*. New York: Lawrence Erlbaum.
Baayen, R. H. (2008). *Analyzing linguistic data: A practical introduction to statistics using R*. Cambridge: Cambridge University Press.

C. Books on Second Language Research

Dornyei, Z. (2007). *Research methods in applied linguistics*. Oxford: Oxford University Press.
Dornyei, Z. (2003). *Questionnaires in second language research: Construction, administration, and processing*. Mahwah, NJ: Lawrence Erlbaum.
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Hatch, E., & Lazaraton, A. (1991). *The research manual: Design and statistics for applied linguistics*. Boston: Heinle & Heinle
Brown, J. D. (1988). *Understanding research in second language learning*. Cambridge: Cambridge University Press.
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Many of these books are available through local English bookstores, and all are available online through the publisher's website or through large Internet bookstores.

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Corrective Feedback Techniques and Student Perception of Their Application

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Abstract

This paper is a combination of a description of the variety of corrective feedback techniques available to the second language teacher and a research study of student preference for each of them. The seven corrective feedback techniques described, demonstrated, and included in a preference survey are (a) explicit correction: clearly telling the learner of their error and the correct form, (b) metalinguistic feedback: using linguistic terms to point to errors, (c) elicitation: asking for a reformulation or utterance completion, (d) repetition: repeating and highlighting an error, (e) clarification requests: asking the learner to repeat or explain, (f) confirmation requests: asking if one's understanding is correct, and (g) recasts: using the correct form of the learner's error in continued dialogue. The frequency of use of these techniques is discussed and student preferences reported. These results are of particular interest in that they differ from those most commonly used by language teachers, the pedagogical implications of which are discussed.

I. Corrective Feedback Techniques

There is a wide variety of corrective feedback techniques available for the second language teacher to select from. Some are explicit in indicating to the student that an error has been made; others are quite implicit. Some provide the correction to the student error; others attempt to elicit the correction from the student; while still others merely provide an example of the correct form in subsequent dialogue. A summary of these techniques follows.

A. Explicit Correction

Explicit correction refers to the explicit provision of the correct form for that which the speaker produced as an error. As the teacher provides the correct form, she clearly indicates that what the student said was incorrect (e.g., with an expression such as "Oh, you mean . . ." or "You should say . . .").

S: For my summer job, I worked eight *times* a day - from 9 am to 5 pm.

T: Excuse my, Gina. You should use "hours" for length of time. Sixty minutes is one "hour."

S: I looked for *an* house that was not expensive.

T: "A" house. With "house" we use "a," not "an."

B. Metalinguistic Feedback

Metalinguistic feedback contains either comments, information, or questions related to the well formedness of the student's utterance, without explicitly providing the correct form. Metalinguistic comments generally indicate that there is an error somewhere (e.g., "Do you know what you said wrong?" or "No, not "X.""). Metalinguistic information generally provides either some grammatical metalanguage that refers to the nature of the language (e.g., "It should be plural.") or a word definition in the case of lexical errors. Metalinguistic questions also point to the nature of the error but attempt to elicit the correct form from the student (e.g., "Is it a countable noun?").

S: I *goed* to the supermarket yesterday.

T: Is that the right verb form? What is the past tense form of "go"?

C. Elicitation

Elicitation refers to three closely related techniques used to directly elicit the correct form from the student. First, the teacher elicits completion of their own utterance by strategically pausing to allow the student to "fill in the gap" with the correct form:

S: Yesterday my mother and I *goed* to the supermarket.

T: Yesterday my mother and I . . .

Such "elicit completion" moves may be preceded by some metalinguistic comment such as "No, not that.

Verb tense.” or by repeating the error:

S: Yesterday my mother and I *goed* to the supermarket.

T: My mother and I *goed*? Yesterday my mother and I...

Second, questions may be used to elicit correct forms (e.g., “How do we say *katt-da* in English?”) Such questions exclude yes/no questions (e.g., “Do we say that in English?” is metalinguistic feedback rather than elicitation). Third, the teacher may ask the student to reformulate their utterance (e.g., “Try saying that again, please.”).

D. Repetition

Repetition refers to the teacher repeating the student’s error or the utterance containing the error. The entire utterance or a portion of it may be repeated. The teacher usually highlights the error with stress and intonation:

S: Yesterday my mother and I *goed* to the supermarket.

T: I *GOED*? My mother and I *GOED*?

E. Clarification Requests

Clarification requests refer to corrective feedback that is made in connection with a problem of accuracy. A clarification request includes such phrases as “Pardon me?” and “Could you say that again please?” It may also include a repetition of the error (e.g., “What do you mean by *He kicked the pail*?”). As clarification requests as corrective feedback masquerade as true clarification requests they are very implicit, making it easy for them to go unrecognized by the student as a form of corrective feedback.

F. Confirmation Request

Confirmation requests refer to corrective feedback that is made in the form of the hearer asking for confirmation from the speaker as to whether they have understood the speaker correctly or not. They are very similar to clarification requests in that they masquerade as true requests, but they differ from clarification requests in that they provide the correct form for the error that was produced.

S: I *goed* to the store yesterday.

T: Did you say you *went* to the store yesterday?

G. Recasts

Recasts (also referred to as *modeling*, *paraphrase*, and *repetition with change*) are generally implicit in that they are not introduced by phrases such as “You mean,” “Use this word,” and “You should say.” However, some recasts are more salient than others in that they may focus on one word only, whereas others incorporate the grammatical or lexical modification into a sustained piece of discourse. Recasts also include translations in response to a student’s use of their first language, because the translation to English is clearly serving the same function as all English recasts, i.e., to re-say the problematic portion of the student utterance in a correct English form in a continued dialogue format.

H. Delayed Feedback

With delayed feedback, error correction is supplied at some time after the error utterance is produced. It may be provided at the end of an individual or group presentation or it may be provided at the end of a stage in the lesson or at the end of the lesson. Corrective feedback may be given with the name of the maker of the error revealed or unannounced. A variation of this is to make a written record of the errors made and provide the student with this written record, either with or without the correct form provided. Delayed feedback has the advantage of not interrupting the speaker while they are speaking, but the importance of the feedback is weakened by its temporal distance from the commission of the error.

II. The Study on Corrective Feedback Techniques

In this study of student preferences in corrective feedback techniques, only the seven immediate feedback techniques were studied, i.e., explicit correction, metalinguistic feedback, elicitation, repetition, clarification requests, confirmation requests, and recasting.

A. Methods

Participants in this study were 64 students attending a university in Gwangju, Korea, during the second se-

mester of 2009. The participants were all juniors and seniors enrolled in junior- and senior-level oral-aural skills courses in the English Studies department. Only 10 (16%) of the participants were male; 54 female participants (84%) comprised the remainder of the group.

Materials used in the study consisted of (a) a handout briefly describing with examples the seven corrective feedback techniques in the study (see Appendix A) and (b) a questionnaire containing nine items. The nine items included seven five-point Likert-scale attitudinal statements (one about each of the seven corrective feedback techniques) and two calling for a ranking of the techniques according to preferences).

Procedure: During class time, the participants were given the handouts and each of the seven corrective feedback techniques were explained to them with several examples given for each. This was followed by the teacher using each of the seven methods during the two hour class. It was announced immediately beforehand which of the techniques would be used during each of the seven time periods that the class was divided into. The classes consisted of individual presentations being given by class members followed by questions asked by other class members and by the teacher. At the end of the class, students were given up to fifteen minutes to complete the questionnaire.

B. Results and Discussion

Data from the questionnaires were tabulated. The results of the seven Likert-scale-type attitudinal statements are presented in Table 1.

Table 1. Responses to Attitudinal Statements on Effectiveness of Types of Corrective Feedback

	Attitudinal Statement	SA (%)	A (%)	NS (%)	D (%)	SD (%)
1	I think explicit correction is a very effective way of correcting learner's errors.	9	59	16	13	3
2	I think metalinguistic feedback is a very effective way of correcting learner's errors.	28	38	28	6	0
3	I think elicitation is a very effective way of correcting learner's errors.	3	34	13	50	0
4	I think repetition is a very effective way of correcting learner's errors.	22	59	16	3	0
5	I think clarification requests is a very effective way of correcting learner's errors.	3	25	41	28	3
6	I think confirmation requests is a very effective way of correcting learner's errors.	12.5	25	50	12.5	0
7	I think recasting is a very effective way of correcting learner's errors.	12	28	41	19	0

Note: SA = strongly agree; A = agree; NS = Not sure; D = disagree; SD = strongly disagree.

Table 1 indicates that the participants thought that three techniques were quite effective: repetition (SA=22, A=59), metalinguistic feedback (SA=28, A=38), and explicit correction (SA=9, A=59). They considered the least effective to be elicitation (D=50), and were not sure about the remaining three: confirmation requests (NS=50), clarification requests (NS=41), and recasting (NS=41).

For their answers to the statements in Table 1, the participants were asked to provide reasons for answering as they did. In Table 2 are recorded the most commonly provided reasons for their preference of each corrective feedback type: (Like = strongly agree + agree; Dislike = disagree + strongly disagree).

The results from Table 1 coupled with those of Table 2 indicate that the participants thought as most effective those methods where the error was indicated (repetition with emphasis), where an indication of the type of error was made (metalinguistic feedback), and where the correction of the error was provided (explicit correction). The technique thought to be least effective was the one in which the student is required to produce the correct form without a cue or hint as to what the correct form is. The participants were unsure about the effectiveness of the three techniques in which no explicit indication of an error commission was given and no explicit cue or hint as to the correct form of the error was given. From these results, it is apparent that the participants preferred methods in which the error is clearly indicated and in which the probability of being wrong in a correction attempt is low. Rather than indicating participant opinions on effectiveness of the techniques their responses may actually

be indicating their preferences for the techniques (see Table 3).

Table 2. Reasons for Responses to Attitudinal Statements on Effectiveness of Types of Corrective Feedback

	Type of Feedback	Desirability	Reasons
1	Explicit Correction	Like	* Easiest way to understand errors. * Learners can correct errors easily. * Teacher's help is necessary to clearly understand what is wrong.
2	Metalinguistic Feedback	Like	* Learners can understand what is wrong and what errors they make. * Learners can understand exactly what is wrong and how to fix it. * Easiest way to understand errors.
3	Elicitation	Dislike	* Learners cannot understand what errors they make and not being able to produce them may be embarrassing. * It is hard for the learner to recognize their error. * It confuses the learner.
4	Repetition	Like	* It is easy for learners to realize their error.
5	Clarification Requests	Not Sure	* (Like) Learners can find their errors by themselves. * (Dislike) Easy to misunderstand as true request for clarification
6	Confirmation Requests	Not Sure	* (Like) Learners will realize their error because the correct form is provided.
7	Recasts	Not Sure	* (Like) Learners can recognize their errors by themselves. * There is no embarrassment involved. * The procedure is simple and the correct is provided.

Participant preferences for the seven corrective feedback techniques from the viewpoint of the student and as a teacher are tabulated in Table 3. Repetition and metalinguistic feedback are ranked first and second, respectively, most likely for the reasons suggested above. Third-ranked explicit correction from the student viewpoint is replaced by recasts by the participants as being preferred if they were a teacher. This may be due to the participants desire to be perceived as understanding by their students by not bringing strongly explicit attention to their students errors.

Table 3. Corrective Feedback Type Preferences for Receiving and Supplying Correction

Rank	Preference of Corrective Feedback Types for a Teacher to Use on You	Preference of Corrective Feedback Types for a You to Use as a Teacher
1	Repetition	Repetition
2	Metalinguistic Feedback	Metalinguistic Feedback
3	Explicit Correction	Recasts
4	Confirmation Requests	Elicitation
5	Recasts	Explicit Correction
6	Elicitation	Confirmation Requests
7	Clarification Requests	Clarification Requests

Actual teacher use of corrective feedback techniques appears to be quite different from student preferences. Lyster and Ranta (1997) found that the distribution of use of the feedback techniques to be recasts (55%), elicitation (14%), clarification requests (11%), metalinguistic feedback (8%), explicit correction (7%), and repetition (5%). While the participants preferred repetition most, teachers used it least. This may be due to a different teacher perspective on corrective feedback, including the technique's embarrassment effect, time consumption in execution, and teacher perspective on effectiveness in leading to acquisition.

Conclusions

We should not overestimate the effectiveness of corrective feedback techniques, Lyster and Ranta (1997) reveals that while teachers provided feedback to 62% of errors made, there was uptake (oral indication that the student recognized the teacher's feedback) in only 55% of the cases of feedback, and repair (correct reformulation of an error) in only about half of the cases of uptake (i.e., 27% of the cases of feedback and only 17% of the instances of error). For pedagogical reasons the teacher needs to take into consideration student preferences in corrective feedback techniques, but she must also take into consideration what she considers to be effective techniques in leading to acquisition of the correct forms for the errors made. What techniques are considered most effective may differ for different proficiency levels, for different classes at the same proficiency level, and for individual students in the same class. The teacher is required to make these split second decisions based on the research data available, student preferences, personal preferences, and a delicate combination of three bases on experience.

Reference

Lyster, R., & Ranta, L. (1997). Corrective feedback and learner uptake: Negotiation of form in communicative classrooms. *Studies in Second Language Acquisition*, 20, 37-66.

Appendix A: Corrective Feedback Handout Supplied to Participants

Corrective Feedback Techniques (Error Correction Techniques)

- (1) **Explicit Correction:** Clearly telling the learner of their error and the correct form.

S: I *goed* to the store yesterday.

T: "Goed"? No it's not "goed." You should say "went": "I went to the store yesterday."

- (2) **Metalinguistic Clues:** Using linguistic terms to point to errors.

S: I *goed* to the store yesterday.

T: You used the wrong form for the past tense (of the verb) *go*. . . You shouldn't use the "ed" suffix.

- (3) **Elicitation:** Asking for a reformulation or utterance completion.

S: I *goed* to the store yesterday.

T: You what? You . . . ?

- (4) **Repetition:** Repeating and highlighting the error.

S: I *goed* to the store yesterday.

T: I **GOED** to the store yesterday.

- (5) **Clarification Requests:** Asking the learner to repeat or explain.

S: I *goed* to the store yesterday.

T: What did you say?

- (6) **Confirmation Requests:** Asking if one's understanding is correct.

S: I *goed* to the store yesterday.

T: Did you say you went to the store yesterday?

- (7) **Recasts:** Using the correct form of the learner's error in continued dialogue.

S: I *goed* to the store yesterday.

T: Oh, really?! I went to the store yesterday, too.

The Author

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Combating the Hegemony of English with Democratic Praxis

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In this era, most social theorists are concerned with confronting the production and reproduction of power relations that operate through the production and reproduction of hegemonic culture, such as discourse and education. Macedo, Dendrinos and Gounari (2003) talk about the hegemony of English in the USA and worldwide, and how this hegemony is extended and maintained. Should we be participating in this project? Actually, the heyday of English may be fading. Furthermore, culture and language are somewhat resilient and resistant. The example of teaching English in Korea is given. If neo liberal domination is not so monolithic, then English language education can be re oriented, better planned and managed. Such would be the aspiration of teachers of conscience who pursue teaching approaches and methods in the highest interests of ethics, inclusion and democracy. Macedo et al. (2003) propose exposing the neo liberal discourse in daily institutional life and state policy and reviewing the language of "freedom", Biesta (2006) criticizes humanism for assuming that all people are the same, a perspective turns the stranger into a problem and can be used to justify hegemony, and recommends that we rethink what it means to be a democratic person. He proposes that teachers and students work together so as to find their own voices. Kivisto (2005) suggest that we rethink assimilation, given the reality of multiculturalism, and incorporate diversity.

1. Combating the Hegemony of English with Democratic Praxis

In this era, most social theorists are concerned with confronting the production and reproduction of power relations that operate through the production and reproduction of hegemonic culture by processes such as discourse and education. Phillipson (1992) coined the phrase, "linguistic imperialism." Macedo, Dendrinos and Gounari (2003) talk about the hegemony of English in the USA and worldwide, and language education policies and practices in the US that maintain and extend this hegemony.

Should we be participating in this project? Is there anyway to resist the domination of English and still teach it abroad as a foreign language?

First, I determine that there are mitigating factors impeding the domination of the English language. An anthropological approach reveals the strengths of local language and culture and the weaknesses of the imposed language and culture. It especially effective if informed by political economy theory since the framework of this discussion considers the global economy and education policy.

Furthermore, let us assess the spread of English language learning and use to see how widespread it is. Graddol's (2006 and 2008) examination of the status of English as a global or international language reveals that the heyday of English may be fading. Other languages are being taught and used globally.

Furthermore, anthropological investigation shows that culture and language are somewhat resistant to domination. Anthropologists generally suggest that both the visited or invaded culture (and therefore language) and visiting or invading culture (and therefore language) change when they come into contact.

As an example, some mitigating factors in the growth of English language of teaching English in Korea is given. Park (2008) suggests unrealistic government expectations implied by policy changes intended to increase English education and usage in South Korea while she addresses pedagogical barriers to meeting the policy objectives. I refer to my own experience teaching English in Korea to identify more forms of resistance to learning English in Korea, from anti foreigner bias and refusal, to nationalism and cultural disparity.

I find that linguistic domination is neither straightforward process nor easy to achieve. The example of Korea shows that local culture and language use can maintain some degree of control.

If neo liberal domination is not so monolithic, then it can be resisted further. So, if the "hegemony of English" is not so monolithic, so too can the teaching of it be resisted further.

Teachers of English can be teachers of conscience and pursue teaching approaches and methods in the highest interests of ethics, inclusion and democracy. Macedo et al. (2003) propose exposing the neo liberal discourse in daily institutional life and state policy and reviewing the language of "freedom", Biesta (2006)

criticizes humanism for assuming that all people are the same, a perspective turns the stranger into a problem and can be used to justify hegemony, and recommends that we rethink what it means to be a democratic person. He proposes that teachers and students work together so as to find their own voices. Kivisto (2005) suggest that we rethink assimilation, given the reality of multiculturalism, and incorporate diversity.