



The

Korea Teachers of English to Speakers of Other Languages

# 20<sup>th</sup> Annual KOTESOL INTERNATIONAL CONFERENCE

*Perfect Score: Methodologies, Technologies, & Communities of Practice*

**October 20-21, 2012**

**Sookmyung Women's University**

**Seoul, Korea**

*Plenary Speakers:*

Brock Brady  
Mike Levy  
Glenn Stockwell  
Scott Thornbury

*Colloquium Participants:*

David Nunan  
Martha Clark Cummings  
Ken Beatty  
Denise Murray  
MaryAnn Christison

*Featured Speakers:*

Neil Anderson  
Frank Boers  
Clara Lee Brown  
David Paul  
Fredricka Stoller  
Rob Waring  
Ken Wilson  
Kyungsook Yeum



<http://koreatesol.org/IC-2012>

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KOTESOL International Conference 2012





# Conference Chair's Welcome

## *Perfect Score: Methodologies, Technologies, and Communities of Practice*



This year, as ever, the International Conference Committee has worked hard to bring you an interesting, enjoyable, and challenging conference.

At first view, the theme may look random and hodge-podge. But in fact, each part: methodologies, technologies, and communities of practice are inter-related. Each part affects the other two parts and, together, they roll along to move ELT forward.

Our plenary speakers include Mike Levy and Glenn Stockwell who will jointly (a first this year) approach the "Technology" side of ELT, and "methodologies" will be addressed by Scott Thornbury, co-author of *Teaching Unplugged*. Brock Brady, a frequent visitor to Korea will also address the plenary audience to dig into just what "community of practice" means for us.

### **New this year:**

- Our featured speakers are always carefully chosen to cover a wide range of topics and interests. This year, we will have one featured speaker each hour in Gemma Hall while other sessions are going on all around the venue.
- A panel of ELT leaders from Anaheim University will join us for a web-conference on Sunday morning. Appropriately – their topic will be "**Distance Learning**" and they will be practicing what they preach! Professor David Nunan will be on hand to moderate this new venture into web-based conference going.
- We will also have a panel from an organization called *Sunfull* which is a group of Korean public school teachers committed to **combating cyber bullying** among students. We are very happy to be able to address this important issue at the conference.

Adding to this our usual mix of presentations by people from around Asia and beyond, we promise you a conference to give you **something to use in your classroom and something to think about for a long time**.

As always, a conference of this size and scope takes many hours of preparation and hard work by many people. I certainly thank all the volunteers who helped put the conference together and I encourage all conference goers to thank committee members when you see them this weekend.

On behalf of the whole International Conference Committee, I welcome you to a conference you won't soon forget!

A handwritten signature in cursive script, appearing to read 'Phil Owen'.

Phil Owen

# KOTESOL President's Welcoming Address



As the President of KOTESOL, it is an honor and a pleasure to welcome this year's attendees and participants to KOTESOL's 20th Annual KOTESOL International Conference. This, the largest English-speaking organisation in Korea, is celebrating the 20 year anniversary of its International Conference this year. So much reputation, history and tradition have been built in that time. We in KOTESOL now have National conferences, mini-conferences, and monthly workshops in each of our 10 chapters all year round, but our annual International Conference is our most prominent event.

This year, we have 18 invited guests from 12 different countries around the world: the U.S.A., the U.K., Canada, Australia, New Zealand, the U.A.E., and Qatar not to mention our Asian friend countries like Japan, Thailand, Malaysia, and Taiwan. This truly makes this a global conference. With 240 presentations over two full days, focusing on the latest technologies and teaching methodologies, and talking about tried-and-true methodologies, or the technology-free classroom, and representatives from communities of practice around Korea and all around the world, this conference fits this year's theme: *Perfect Score: Methodologies, Technologies and Communities of Practice*. Thus this year's conference will help us learn to be better teachers, better educators, and better communicators in the English language area. Wherever you teach, at preschool, elementary school, middle school, high school, university, or with adults, there is something for everyone in this conference. We in KOTESOL hope that you greatly enjoy this conference and take to your workplace a fresh perspective, new and effective ways of teaching, as well as a revitalised understanding of how to teach in this global world.

This conference also provides you with other opportunities for learning various teaching techniques, with the organizational partners' presentations, and their displays of the latest books and other material for teaching English. I would like to encourage each and every individual attending the conference to make sure to visit their stands.

Last but not least, I would like to thank the IC Chair, Mr. Phil Owen, and the ConComm team, for planning and preparing this conference. This conference is the culmination of the work of many people within the KOTESOL family working together for a year to provide our membership and the Korean and Korea-based community with the best English conference in all of Asia. We in KOTESOL hope that you enjoy this conference as both a learning and a social event and go home energised, enthusiastic and full of new ideas to implement in your classrooms.

Thank you again to all of the KOTESOL colleagues, members and friends for making this wonderful conference happen. Thank you to all the invited speakers from overseas and the 222 presenters, who come from both within and outside of Korea. Finally, thank you to each and every attendee for coming to our conference from all over Korea.

Mijae Lee, Ph.D  
National President KOTESOL



# Congratulatory Address



I am honored to have the privilege of giving the congratulatory address, in front of this array of world-renowned invited speakers, English educators from here and abroad, and all the conference participants. On behalf of Sookmyung, I express my heart-felt welcome to all of you since KOTESOL is like our very special guest who comes back annually in October, carrying great gifts of diversified themes, innovative ideas, intellectual festivity, and cross-cultural interactions. I truly recognize KOTESOL's contribution to the enhancement of English Education in Korea, and I believe today's conference will carry forward its mission by disseminating updated methodologies, cutting-edge techniques, and advanced practices, as the conference theme signifies. All of us will be exposed to ideas that help us raise our personal and professional competitive edge and are applicable in both Korea and the greater global teaching context.

Sookmyung Women's University, with its 106 years of history, has continued to nurture global women leaders with quality education in a variety of specializations. It is still following in the tradition that was envisioned 106 years ago when our prime objectives were first agreed upon. As you are aware, Sookmyung's pioneering spirit is rooted in the field of English Education as well, and is shown by the fact that we implemented the first TESOL program in Korea in 1997. Since then, Sookmyung TESOL has trained about 20,000 pre and in-service English teachers and has positioned itself as the mecca of TESOL scholarship and global networking.

In this age of globalization, intercultural communicative competence in English as an international language is a fundamental skill that should be possessed by all, not only by the society's best leaders. English is like a key to the cultural and intellectual wealth of the world, and we should make sure that all global citizens are allowed access. Accordingly, our responsibilities as educators have been increasing. More innovative methods and models for local adaptation are necessary. Collaboration between native and non-native English teachers is valued more than ever before. Mutual understanding while using the same global language should be ensured and recognized. That is why we, educators, should keep a more balanced perspective to raise better language users and global future leaders.

No doubt, today's conference will give you more opportunities for intellectual challenges, cross-cultural exchanges, and dynamic networking. Above all, the interactions you make and all the friendships you start here will remind you of the joyfulness of your profession and its rewards. I hope that you fully enjoy the educational, fraternal, and festive moments that the KOTESOL conference provides.

Above all, have an enjoyable weekend at our Sookmyung campus, and we will invite and welcome you back whenever possible! Thank you.

Sunhye Hwang  
President, Sookmyung Women's University

# 2012 Conference Committee

## *Conference Chair*

Phil Owen

## **Conference Co-Chair**

Carl Dusthimer

## **Special Projects Coordinator**

Alicia Kwon

## **Special Projects Assistant Coordinator**

Julie Ha

## **Invited Speaker Director**

David Shaffer

## **Webmaster**

Stafford Lumsden

## *The Financial Affairs Team*

### **Financial Affairs Director**

David Shaffer

### **Financial Affairs Assistant Director**

Jennifer Young

### **Financial Affairs Coordinator**

Gene Shaffer

### **Cashiering Services Coordinator**

Henry Gerlits

### **Head Cashier**

Eunjoo Cho

## *The Program Team*

### **Program Director**

Allison Bill

### **Program Book Editor**

Maria Pinto

### **Extended Summaries Editor**

Tim Whitman

### **Pecha Kucha Manager / MC**

Julien McNulty

### **Poster Design**

Aaron Snowberger

### **Vetting Team**

## *National Council Ex-Officio and Advisors*

### **National Council President**

Dr. Mijae Lee

### **Organizational Partner Liaison**

Simon Gillett

### **Chapter and SIG Liaison**

Tory Thorkelson

### **Conference Advisor**

Julien McNulty

## *The Guest Services Team*

### **Guest Services Director**

Julien McNulty

### **VIP Liaison International**

Julien McNulty

### **Presenter Services Manager**

Ynell Lumantao

### **Special Events Manager**

Hwa Kyung Lee

### **KOTESOL Ambassadors**

Brian Heldenbrand

Tammy Heldenbrand

## *The Registration Team*

### **Registration Director**

Brad Serl

### **Registration Assistant Director**

Lindsay Herron

### **Registration Managers**

Robert Dickey

Mark Higgs

Bruce Wakefield

### ***The Support Services Team***

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Sarah Emory

#### **Support Services Assistant Director**

Elliott Walters

#### **Signs Manager**

Min Gi Hong

#### **Banquet Manager**

Kathy Moon

#### **Food & Beverage Manager**

Kathy Moon

#### **Food & Beverage Assistant Manager**

Emily Park

#### **Attendee Services Manager**

Chris Miller

#### **Student Volunteer Coordinators**

Mike Peacock

Rodney Stubbs

#### **Student Volunteer Managers**

Bryan D'Albey

Eugene Pistorese

Laurie Schulte

Curtis Smith

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#### **Technical Director**

Sean O'Connor

#### **IT Support Managers**

John Phillips

Thunder VanBrocklin

Silayan Casino

Sujin Choi

#### **Equipment Manager**

So Hee Lee

#### **Stage Manager**

Ingrid Zwaal

#### **Assistant Stage Manager**

Peadar Callaghan

### ***The Venue Team***

#### **Venue Director**

Dr. Kyungsook Yeum

#### **Venue Coordinator**

Jina Kang

## **Words of appreciation**

*The KOTESOL 2012 International Conference Committee would like to welcome all invited speakers, presenters, teachers, and organizational partners to the Conference.*

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

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

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

*Thank you!*



# 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 Phil Owen and from KOTESOL President Dr. Mijae Lee.

## *Schedules*

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

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

## *Indexes*

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

## *FYI*

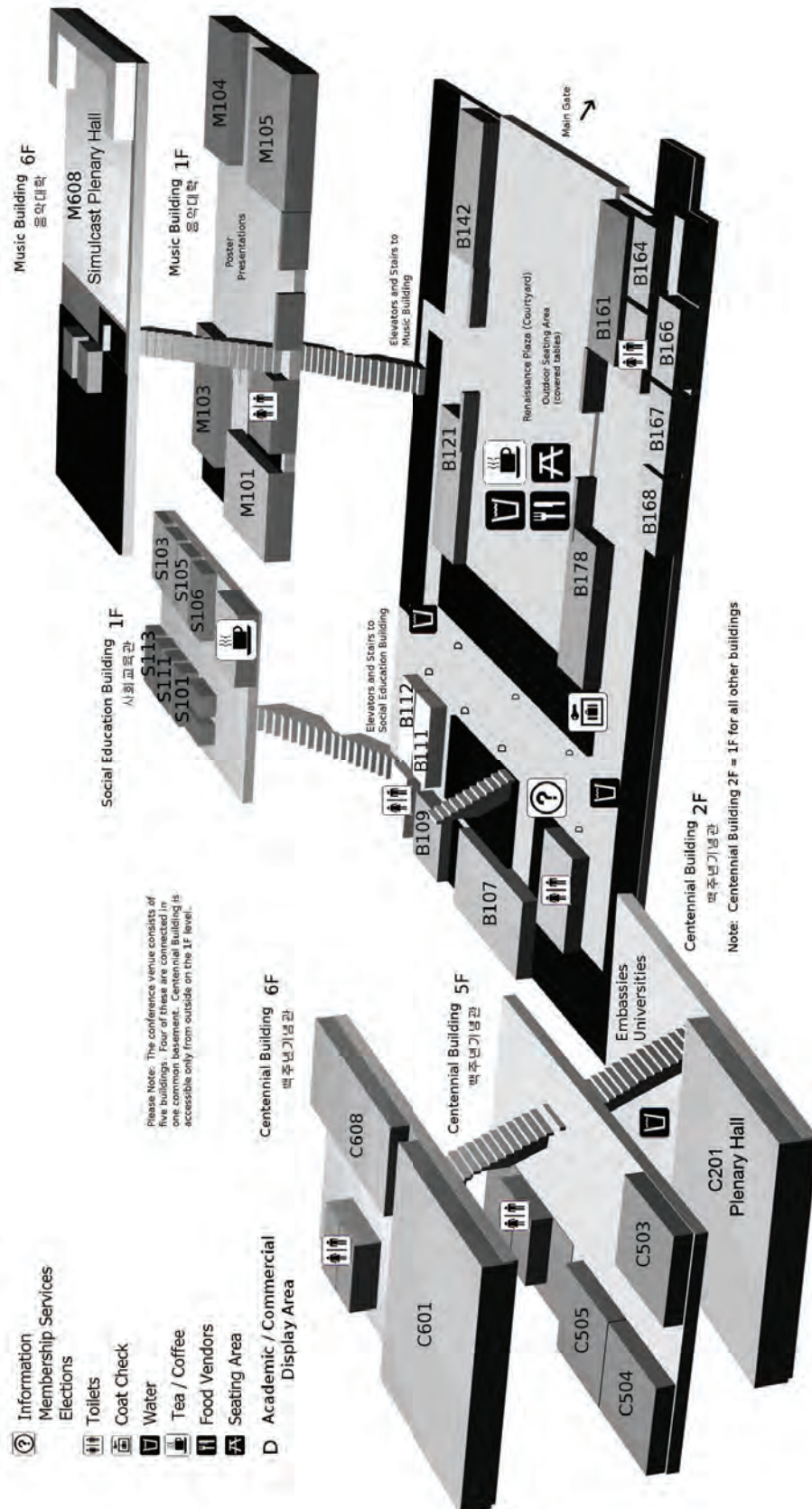
Throughout the book, we have placed forms and information specific to the operations of KOTESOL, such as information about upcoming chapter events, our constitution and bylaws, and an explanation of who and what KOTESOL is. If you would like to know more about KOTESOL, check out our website: [www.koreatesol.org](http://www.koreatesol.org)

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

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

**Look for these symbols throughout the schedule.**

# Map of the Conference Venue



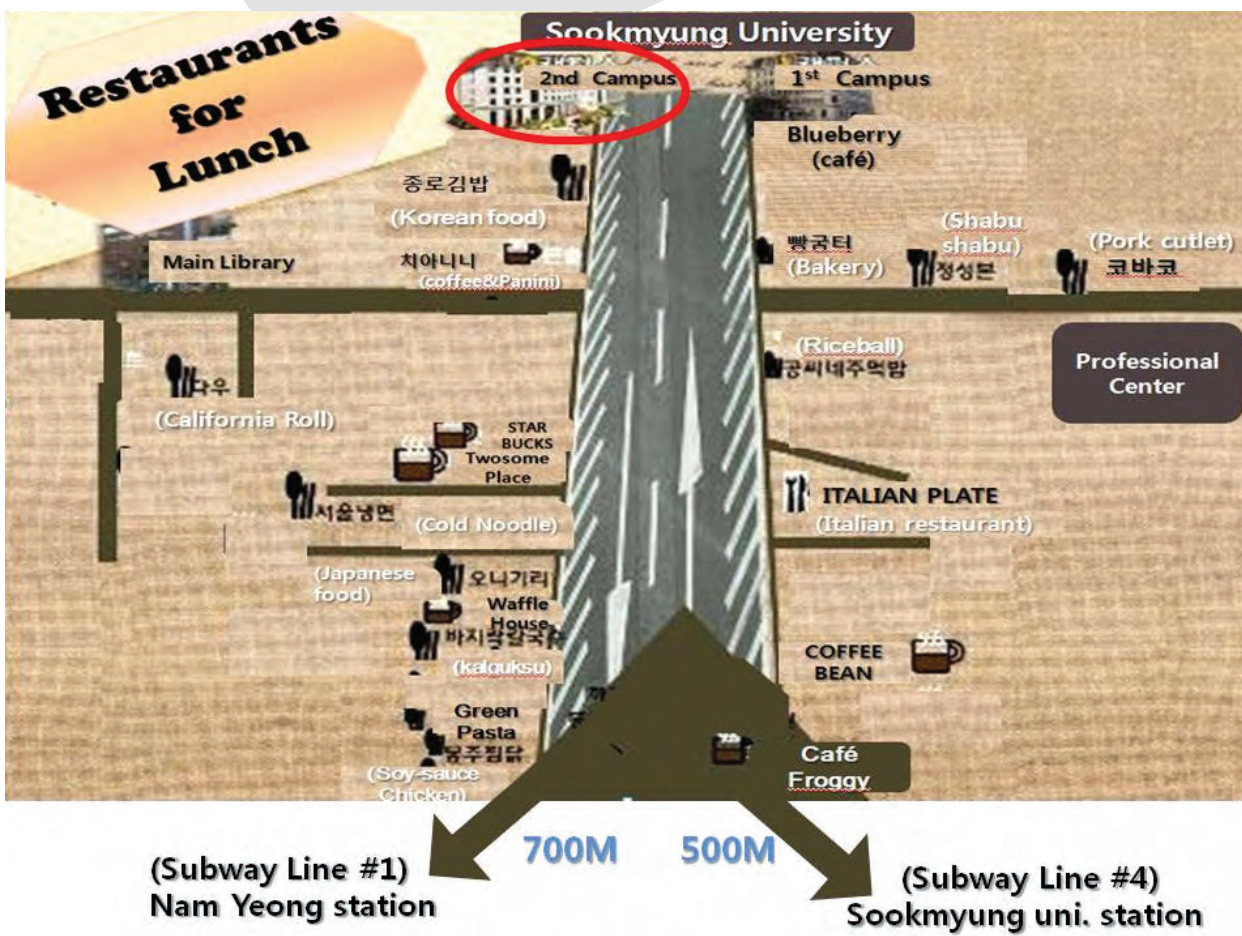
# Map of Sookmyung Women's University Campus



- |                             |   |  |
|-----------------------------|---|--|
| ① Main Entrance             | 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



Lunch is not included in conference registration (both pre-registration and on-site registration). The map above shows the nearest restaurants and cafés to the conference venue.

There *may* be limited onsite food service offering food options. Please check with Registration as to whether it is possible to pre-order lunches at the conference venue.

You are welcome to bring in your meal(s) from home or pick up something as you travel in. Coffee, tea, and water will be available, and there are soft-drink machines on campus.

There is also a coffee shop at the venue (Education Building, 2nd Floor), which may be open both days of the conference.

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

All English teachers, regardless of level or nationality, are invited to join KOTESOL. The membership of KOTESOL includes elementary school, secondary

school, and university English teachers and professors, as well as ELT teachers-in-training, administrators, researchers, materials writers, curriculum developers, and other interested persons. Approximately 40% of our members are Korean. KOTESOL has regional chapters serving Seoul, Suwon-Gyeonggi, Yongin-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 Allison Bill, Program Director

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

1. This year, we are continuing the “**101 Series**” of presentations. We are very excited about these sessions each of which looks at one important issue and is focused on helping **new teachers**. Certainly, anyone could attend these sessions and learn something useful, **but if you are new to teaching or new to teaching English, you might look there first.**
2. We are trying something different with our **Poster Presentations**. Instead of being up for just 2 hours, they will be on display from noon on Saturday to noon on Sunday in the Music Building Lobby, 1<sup>st</sup> floor. Presenters will be there to answer your questions on **Saturday, noon to 3 p.m.**
3. Check the “**Style of Presentation**” before you go to one. If you want a hands-on kind of time, head for the “**Workshops / Demonstrations.**” If you want to find the latest thinking and research in our field, check out the “**Research reports.**” If you go to the “**Classroom applications**” sessions, you’ll see the work some people are doing and the results of their research on it.

## Our Selection Process

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

As these proposals came into the KOTESOL website, they were compiled into a large spreadsheet by Phil Owen, Conference Chair. When the deadline had passed, a list of the abstracts, with the people’s names removed, was sent to the readers – or “vetters”. The vetters read each abstract and considered its appropriateness for the International Conference. This year the vetters gave each abstract a score from 1 to 6 points. They then sent their evaluations back. Each proposal’s scores were added together to find the abstracts which rated the highest. ***This year, we had to select about 180 presentations from over 260 proposals.*** The vetters were working overtime!

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

Finally, I’d like to publically acknowledge and thank the people who vetted all of these proposals for you this year. They are: **Allison Bill**, Jeonju University; **Dr. Kara MacDonald**, Defense Language Institute, Monterey, California; **Dr. Scott Miles**, Daegu Haany University; **Dr. Kyung-Ae Oh**, Duksung Women’s University; **Brad Serl**, Pusan University of Foreign Studies; **Dr. David Shaffer**, Chosun University; **Tim Thompson**, KAIST; **Tory Thorkelson**, Hanyang University; and **Grace Wang**, Yonsei University. **We all owe you a very big “Thank You.”**



## 2012-2013 KOTESOL National Election Candidates

**Office: President**

This position is not up for election in 2012.

**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: Peadar Callaghan**

Chapter Affiliation: Daegu-Gyeongbuk

Work Affiliation: Daegu University

Present Positions:

- Daegu-Gyeongbuk Chapter President 2010-12
- Daegu-Gyeongbuk Chapter Treasurer 2012

**Office: Second Vice-President**

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

**Candidate: Jamie Carson**

Chapter Affiliation: Jeju

Work Affiliation: The Oracle

Present Positions:

- KOTESOL National First Vice-President 2011-12
- Jeju Chapter President 2009-12

**Candidate: Ingrid Zwaal**

Chapter Affiliation: Jeonju-North Jeolla

Work Affiliation: Jeonju National University of Education

Present Positions:

- Jeonju-North Jeolla Chapter President 2011-12
- KOTESOL International Conference Stage Manager 2005-12

**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: Leonie Overbeek**

Chapter Affiliation: Suwon-Gyeonggi

Work Affiliation: Seosin Middle School

Present Positions:

- KOTESOL National Secretary 2011-12

**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: Kyowool Han**

Chapter Affiliation: Suwon-Gyeonggi

Work Affiliation: Hajung Primary School

Present Positions:

- Suwon Chapter Hospitality Coordinator 2009-12

**Office: International Conference Committee Co-Chair**

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

**Candidate: Ralph Cousins**

Chapter Affiliation: Daejeon-Chungcheong

Work Affiliation: Pai Chai University

Present Positions:

- Daejeon-Chungcheong Chapter member

**Candidate: David Shaffer**

Chapter Affiliation: Gwangju-Jeonnam

Work Affiliation: Chosun University

Present Positions:

- Gwangju-Jeonnam Chapter President 2009-12
- International Conference Committee Officer 2001-12
- *KOTESOL Proceedings* Supervising Editor / Editor-in-chief 2003-12

**Office: Nominations & Elections Committee Chair**

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

**Candidate: David D.I. Kim**

Chapter Affiliation: Yongin-Gyeonggi

Work Affiliation: Kangnam University

Present Positions:

- KOTESOL National Nominations & Elections Committee Chair 2011-12
- Yongin-Gyeonggi Chapter Interim President 2011-12
- *Korea TESOL Journal* Managing Editor 2011-12

On-line voting was open from September 29 to October 13. On-line voting was open to all members who had memberships extending beyond October 1. Eligible members received an email with voting instructions prior to September 29.

On-site voting will take place on October 20 and 21, at the KOTESOL International Conference. Members who do not vote online may vote at the conference. Members who have renewed or joined KOTESOL after September 28 will be eligible to vote onsite.

Election results will be announced at the Annual Business Meeting on October 21, 2012.

# 20<sup>th</sup> Annual KOTESOL International Conference

## At-a-glance

Saturday, October 20, 2012

Time	Activity
08:00	Registration Opens
09:00 – 09:50	Concurrent Sessions
10:00 – 10:50	<b>Frank Boers</b> + Concurrent Sessions
11:00 – 11:30	<b>Opening Ceremonies:</b> Samsung Hall, Centennial Building (simulcast in M608, Music Building)
11:30 – 12:20	<b>Plenary Speaker: Mike Levy &amp; Glenn Stockwell</b> <i>Mobile Language Learning: Turning Challenges into Opportunities</i> Samsung Hall, Centennial Building (simulcast in M608, Music Building)
12:30 – 13:20	Lunch Chapter and SIG meet-and-greet
13.30 – 14.20	<b>Fredericka Stoller</b> + Concurrent sessions
14:30 – 15:20	<b>Rob Waring</b> + Concurrent Sessions
15:30 – 16:20	<b>Clara Lee Brown</b> + Concurrent Sessions
16:30 – 17:20	<b>Mike Levy</b> + Concurrent Sessions
17:30 – 18:20	<b>Plenary Speaker: Brock Brady</b> <i>Plant Teacher Communities of Practice – Harvest Personal Satisfaction and Professional Growth</i> Samsung Hall, Centennial Building
18.20 – 19.20	Pecha Kucha sessions Rob Waring, Ken Wilson, Neil J. Anderson, Frank Boers, Brock Brady, Scott Thornbury.
19:30 – 22:00	Banquet (admission is by ticket only)

### Meet your Chapter and SIG members

Looking for somewhere to get away from the crowds?

Want to meet other members of your chapter?

Looking to make SIGNificant\* connections or talk to the people you only see online?

Why not join one of the following groups for lunch, at 12.30p.m. on Saturday?

**Chapters:**

Daejeon-Chungcheong Chapter (Room B164)  
Gangwon Chapter (Room B166)

**Special Interest Groups (SIGs)\*:**

CT-SIG (Christian Teachers) (Room B167)  
Reflective Practice SIG (Room B168)

See you there!





# 20<sup>th</sup> Annual KOTESOL International Conference

## At-a-glance

Sunday, October 21, 2012

Time	Activity
08:00	Registration Opens
09:00 – 09:50	Featured Colloquium David Nunan / Martha Clark Cummings / Ken Beatty / Denise Murray / MaryAnn Christison) + Concurrent Sessions
10:00 – 10:50	Kyungsook Yeum + Concurrent Sessions
11:00 – 11:50	Plenary Speaker: Scott Thornbury <i>The Secret History of Methods</i> Samsung Hall, Centennial Building
12:00 – 12:50	Neil J. Anderson + Concurrent Sessions
13:00 – 13:50	Ken Wilson + Concurrent Sessions
14:00 – 14:50	David Paul + Concurrent Sessions
15:00 – 15:50	Glenn Stockwell + Concurrent Sessions
16:00	KOTESOL's Annual Business Meeting

### Call for Papers

The 2012 KOTESOL Proceedings team invites submissions from all presenters at the 2012 KOTESOL International Conference.

Information about *Proceedings* submission guidelines can be found by clicking on 'KOTESOL Proceedings' at:  
<http://koreatesol.org/content/publications>

Please direct submissions and/or queries to:  
[2012proceedings@gmail.com](mailto:2012proceedings@gmail.com)

**Submissions deadline: 15 January 2013**



## Plenary Speaker



### About the speaker

**Mike Levy, Ph.D.**, is Professor of Second Language Studies and Director of the Brisbane Universities Language Alliance (BULA) in the School of Languages and Comparative Cultural Studies at the University of Queensland, Brisbane, Australia. His research work includes studies on the distinctive role of technology in mediating language learning, mobile language learning, online cultures and culture as concept, teacher education, and learner training. He is also examining the nature of multitasking and the coordination of talk and action in pair work at the computer. He teaches postgraduate courses in CALL and qualitative research methods. His publications include *WorldCALL* (Routledge, 2011), *CALL Dimensions* with Glenn Stockwell (Routledge, 2006), and *Teacher Education in CALL* with Philip Hubbard (Benjamins, 2006). He is Chair of the Steering Committee for the WorldCALL 2013 Conference to be held in Glasgow, Scotland, July 10-13 ([www.worldcall.org](http://www.worldcall.org)).



**Glenn Stockwell, Ph.D.**, is Professor in Applied Linguistics at Waseda University, Tokyo, Japan. He teaches a range of English language subjects and several applied linguistics subjects, including second language acquisition, second language teaching methodology, and computer-assisted language learning. His research interests include computer mediated communication, mobile learning, and the role of technology in the language learning process. He is co-author of *CALL Dimensions* (2006) with Mike Levy, published by Lawrence Erlbaum, and editor of *Computer Assisted Language Learning: Diversity in Research & Practice* published by Cambridge University Press. He has published widely in international journals in the field of CALL, and is Editor-in-Chief of *The JALT CALL Journal*, Associate Editor of *Computer Assisted Language Learning* and *Language Learning & Technology*, and on the editorial boards of *ReCALL* and the *CALICO Journal*.

### About the presentation

#### ***Mobile Language Learning: Turning Challenges into Opportunities***

**Saturday 11:30-12:20, Samsung Hall**

While mobile language learning is not in itself new, it is true to say there has been a coming of age in recent years. The current crop of technologies, such as smart phones and tablet computers offer more capable mobile options, with the potential, arguably, to lead to effective, pedagogically valid language learning activities. In particular, with the enormous number of apps available for phone users, the road would seem to be clear for widespread uptake by language learners who now can use their own technologies to engage in language learning at a time, place, and pace that suits them. However, as is often the case with the hype surrounding new technological advances, the reality is somewhat different. There are indeed opportunities, but there are challenges also that need to be understood in order to achieve a successful outcome.

The hurdles to extended time-on-task for students learning a language may be broadly grouped into external and internal factors. External factors include such practical matters as the cost and availability of smart phones themselves (relative to the region in question), and aspects concerned with the daily routine, activities, and priorities of the user. Internal factors bring into question the range, type, and quality of the applications available, and how well they may, or may not, be integrated into the learner's mainstream English language study both in and out of class.

This presentation will survey current use by making reference to data-based studies of language learners and their use of mobile technologies. It will highlight some of the challenges when considering how best to maximize the potential of these new aids for the language learner, and suggest ways forward in the future, particularly with regard to teacher education and learner training.

## Plenary Speaker



### About the speaker

**Brock Brady** is the Programming and Training Education Specialist for the U.S. Peace Corps, a volunteer development agency. He recently completed three years as President-Elect, President, and Past President of the TESOL International Association. Before coming to Peace Corps, Brady served as Coordinator then Co-Director of the American University TESOL Program in Washington, D.C. for 12 years. Prior to teaching at American University, Brady directed English Language Programs for the State Department in Burkina Faso and Benin, lectured in Korea at Pohang University of Science and Technology (POSTECH) for two years, served as a Fulbright Scholar in France, and as a Peace Corps Volunteer in Togo, W. Africa. He matriculated at Reed College and Portland State University in Oregon (USA).

Brady's research interests include English language planning and policy, program and course design, pronunciation, and strategies for building teacher communities of practice. Currently, he is on the Editorial Board of *Asia TEFL*. He has also taught English or engaged in educational consulting in Angola, Australia, Brazil, China, Colombia, Costa Rica, Cote d'Ivoire, Egypt, France, Gambia, Guatemala, Israel, Mali, Mexico, Moldova, Panama, the Philippines, Portugal, Sierra Leone, Singapore, South Africa, and Spain.

### About the presentation

#### ***Plant Teacher Communities of Practice Harvest Personal Satisfaction and Professional Growth***

Brock Brady, Peace Corps

**Saturday 5:30-6:20, Samsung Hall**

Communities of Practice form the foundation of teacher professional development. Communities of Practice (CoPs) are spaces where people in a trade or profession can "talk shop". In some fields, CoPs happen naturally on the job. However, teachers do not practice their craft alongside other teachers; they practice it in a room full of students. Teachers must consciously build CoPs.

Teachers who participate in Communities of Practice rarely experience burnout or fall into ruts. They know their strengths and don't need to hide from their shortcomings. They lack resources less often because they are surrounded by "solutions". They are confident and can count on their peers. CoPs may be formal or informal and participants may change, but they are places where teachers can freely explore teaching practice, share safely, and feel empowered and energized. The sessions will examine the essential characteristics of teacher communities of practices, share common teacher CoP interactions that are commonly productive, provide tips for creating and maintaining CoPs, explore ways to manage the changes that occur when CoPs transition from informal to formal associations, and look at ways CoPs can effectively bridge cultural differences.

#### **Mr. Brady will be giving a second presentation:**

*Demystifying Critical Thinking*

**Sunday 2.00-2.50pm, Room B121**



## Plenary Speaker



### About the speaker

**Scott Thornbury** has an MA (TEFL) from the University of Reading and is currently Associate Professor of English Language Studies at the New School in New York, where he teaches on an on-line MATESOL program. His previous experience includes teaching and training in Egypt, UK, Spain, and in his native New Zealand. His writing credits include several award-winning books for teachers on language and methodology, including *About Language: Tasks for Teachers of English* (Cambridge University Press), *How to Teach Grammar*, *How to Teach Vocabulary* and *How to Teach Speaking* (Pearson), *Uncovering Grammar*, *Beyond the Sentence* and *An A-Z of ELT* (Macmillan) and *Natural Grammar* and *Grammar* (Oxford University Press). He has also contributed to a number of handbooks on language and methodology, including the *Routledge Handbook of Corpus Linguistics* (2010), and *The Routledge Handbook of Applied Linguistics* (2011). His most recent book, *Teaching Unplugged* (Delta Publishing; co-written with Luke Meddings) won a British Council Innovations Award (ELTON) in 2010. He is series editor for the Cambridge Handbooks for Teachers.

### About the presentation

#### *The Secret History of Methods*

Scott Thornbury, The New School

**Sunday 11:00-11:50, Samsung Hall**

I am regularly asked "What's the latest method", suggesting that the concept of method persists, despite recent attempts to bury it ("The method concept is dead!"). Drawing on an extensive archive of language teaching textbooks, I will review the history of methods, and in so doing, will argue that the prescriptive concept of method is less useful than the descriptive concept of methodology, i.e., what teachers actually do, rather than what they are obliged to do. I will also attempt to show that the history of methods is best construed, not as a linear progression, but as cyclical, and that, as Kelly commented as far back as 1969, "old approaches return, but as their social and intellectual context are changed, they seem entirely new". I will then extrapolate some core parameters, different configurations of which help define and differentiate language teaching methods, and I will apply this descriptive framework to a relatively "new kid" on the methodological block, the Dogme/Teaching Unplugged movement (Meddings & Thornbury, 2009), founded on the belief "that language learning is both socially motivated and socially constructed" and whose proponents "are looking for ways of exploiting the learning opportunities offered by the raw material of the classroom, that is the language that emerges from the needs, interests, concerns, and desires of the people in the room." At the same time, I will make the point that Dogme might best be considered as neither method nor methodology, but as a tool for self-directed teacher development.

**Mr. Thornbury will be giving a second presentation: What about the other plenaries?**

*Is There Discourse in This Course?*

**Saturday 4.30-5.20pm, Room B121**

## Featured Speaker



### About the speaker

**Frank Boers** is an Associate Professor at the School of Linguistics and Applied Language Studies of Victoria University of Wellington, New Zealand. His initial research interests were in the field of lexicology (e.g., studies of polysemy) and semantics generally (e.g., studies of metaphor). Most of his more recent research interests, however, were sparked by his long experience as an EFL teacher and teacher trainer in Belgium. Frank now publishes mostly on matters of instructed second language acquisition, especially the teaching of vocabulary and phraseology, and the potential merits of Cognitive Linguistics in that domain. His work has appeared in journals such as *Applied Linguistics* and *Language Teaching Research*, and he is co-author (with Seth Lindstromberg) of *Optimizing a Lexical Approach to Instructed Second Language Acquisition* (Palgrave Macmillan, 2009).

### About the presentation

***Applications of Cognitive Linguistics to L2 Pedagogy***  
**Saturday 10:00-10:50, Room B107**

The pace at which new L2 words, expressions, and patterns are acquired is influenced by the degree of engagement with them on the part of the learner. Several researchers with a Cognitive Linguistics (CL) background have, since the 1990s, proposed ways of exploiting non-arbitrary aspects of language as stimuli for such engagement. In my talk, I will first illustrate these proposals. Examples range from ways of helping learners appreciate how abstract word meanings (e.g., beyond in "Why she got married is beyond me") derive from literal ones (e.g., The ball was beyond the hedge.) to ways of helping learners appreciate iconicity (e.g., sound symbolism) in language.

Such CL proposals for language instruction have been backed up by the results of multiple quasi-experimental studies, which I will review in the second part of my talk. Although certain weaknesses of some of these studies must be acknowledged, taken collectively the reported experiments are beginning to constitute a body of evidence in favor of CL-informed instruction that is hard to dismiss. And yet, it stays hard to find any text books that contain traces of CL ideas.

In the third and final part of my talk, I will explore how CL-style instruction can judiciously be integrated in a language learning program, in a way that is aligned with "mainstream" second language research. Insights to be taken on board from the mainstream concern issues of selection, the desirability of distributed learning, and the need to foster complementary types of knowledge.

### **Dr. Boers will be giving a second presentation:**

***Getting to Grips with L2 Formulaic Language***  
**Sunday 12.00-12.50pm, Room B121**

## Featured Speaker



### About the speaker

**Fredricka L. Stoller** is a Professor of English at Northern Arizona University, where she teaches in the MA-TESL and Ph.D. in Applied Linguistics programs. She has trained EFL teachers in Argentina, Bolivia, Costa Rica, Croatia, the Czech Republic, Egypt, Guatemala, Indonesia, Italy, Japan, Malaysia, Mexico, Moldova, Morocco, Myanmar, Nepal, Panama, Peru, Poland, Qatar, Slovakia, South Africa, Thailand, Tunisia, Turkey (as a senior Fulbright lecturer), and Ukraine. She is co-author of *Teaching and Researching Reading* (2nd ed., 2011, with W. Grabe, Pearson Longman); co-editor of *A Handbook for Language Program Administrators* (2nd ed., 2012, with M. A. Christison, Alta); and co-author of *Write Like a Chemist* (2008, with M. Robinson et al., Oxford University Press). Her professional areas of interest include L2 reading, disciplinary writing, project work, content-based instruction, language teaching methodology, and curriculum design.

### About the presentation

***Moving Students Toward a Perfect Score with Project-Based Learning***  
**Saturday 1:30-2:20, Room B107**

Project-based learning has been billed as an effective means for promoting purposeful language learning for well over two decades in ESL and EFL settings. During this time, projects have been successfully incorporated into language classrooms with young, adolescent, and adult learners, as well as classrooms with general, vocational, academic, and specific language aims. Project work has proven to be an ideal complement to more traditional language instruction. Reported benefits include improved language abilities, extended content learning, mastery of real-life skills, and sustained student motivation, engagement, participation, enjoyment, and creativity. In this presentation, I will (a) provide a rationale for incorporating project-based learning into EFL classrooms, (b) summarize the benefits of project work, (c) outline different types of project work, (d) introduce successfully implemented projects that can be adapted for other instructional contexts, and (e) present an easy-to-use, seven-step process for implementing project-based learning in EFL contexts. Special attention will be paid to the points in the process where meaningful language-skills instruction can be integrated.

### **Dr. Stoller will be giving a second presentation:**

***Techniques for Developing Students' Reading Fluency***  
**Sunday 3.00-3.50pm, Room B121**



## Featured Speaker



### About the speaker

**Dr. Rob Waring** 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 an Executive Board member of the Extensive Reading Foundation.

### About the presentation

***Extensive Reading in Korea: 10 Years Going from Strength to Strength***  
**Saturday 2:30-3:20, Room B107**

This session will review the developing awareness of Extensive Reading (ER) in Korea in the last few years. It will show how awareness of the concept of ER has grown but is still sadly misunderstood in many quarters despite important gains. The session reviews the development of Korea-based ER organizations such as KOTESOL's ER-SIG and the Korean English Extensive Reading Association (KEERA), and their contributions to the development of ER on the Korean Peninsula.

The case for ER in Korea will then be presented. Data from an analysis of Korean textbooks shows that very little actual reading is done in the formal school system, but supplementing this with graded reading materials will significantly increase the volume of text learners meet and thus the chance that language items will be acquired in the longer term. Data will also be presented to show how much Korean learners can benefit from additional reading on top of their coursework.

The presentation then focuses on what areas ER might best target to promote Extensive Reading in the future and how we can collectively build awareness for the need of ER for Korean learners.

### **Dr. Waring will be giving a second presentation:**

***A Framework for Assessing Online Reading Resources***  
**Sunday 1.00-1.50pm, Room B112**



## Featured Speaker



### About the speaker

**Clara Lee Brown, Ed.D.**, is Associate Professor of ESL Education in the Department of Theory and Practice in Teacher Education at The University of Tennessee, Knoxville. She is Program Advisor of the ESL Education program. She teaches courses on content-based ESL methods, portfolio assessment, bilingualism, and action research to graduate students. Her research interests include enhancing English language learners' academic language proficiency through content-based instruction, equity issues in large-scale statewide testing programs, and bilingual identity. She has published book chapters and refereed articles in bilingual education, multicultural education, reading, math education, social studies, and inclusion, and has been invited as a keynote speaker regionally and locally. Over the past five years, she has been invited to provide content-based instruction training to elementary school teachers in the Busan Metropolitan City Schools District in Korea. She received an Ed.D. in Bilingual Special Education from George Washington University and was a US Department of Education, OBEMLA (now OELA) fellow student.

### About the presentation

***Choose Content-Based Instruction***  
**Saturday 3:30-4:20, Room B107**

One cannot help noticing how far the field of language education has travelled from the tradition of grammar translation used for teaching Latin, but also how prevalent it still is today. Also, foreign language learning in the Middle Ages was limited to the privileged, but this is still the case in modern days. In Korea in 2012, KOTESOL is featuring content-based instruction as a main theme. Perhaps this means that something is changing in language education. In my session, I will argue for the necessity of a paradigm change in language teaching. My goal is to stimulate a dialogue among us as to why the content-based instructional model can be a game-changer for both teachers in the classroom and students everywhere if we approach it in the right way.

Content-based instruction can help the field to finally break away from its traditional focus on grammar. To this end, I will review the history of the grammar-based language teaching model and the evolution of language teaching, and describe some current contributions to theory and practice in content-based instruction.

**Dr. Brown will be giving a second presentation:**

***Content-Based Instruction, the Right Way***  
**Sunday 10.00-10.50am, Room B121**

## Featured Speaker



### About the speaker

**Mike Levy, Ph.D.**, is Professor of Second Language Studies and Director of the Brisbane Universities Language Alliance (BULA) in the School of Languages and Comparative Cultural Studies at the University of Queensland, Brisbane, Australia. His research work includes studies on the distinctive role of technology in mediating language learning, mobile language learning, online cultures and culture as concept, teacher education, and learner training. He is also examining the nature of multitasking and the coordination of talk and action in pair work at the computer. He teaches postgraduate courses in

CALL and qualitative research methods. His publications include *WorldCALL* (Routledge, 2011), *CALL Dimensions* with Glenn Stockwell (Routledge, 2006), and *Teacher Education in CALL* with Philip Hubbard (Benjamins, 2006). He is Chair of the Steering Committee for the WorldCALL 2013 Conference to be held in Glasgow, Scotland, July 10-13 ([www.worldcall.org](http://www.worldcall.org)).

### About the presentation

***Towards a Podcasting Pedagogy: Recent Developments in CALL with a Focus on Listening***  
**Saturday 4:30-5:20, Room B107**

Digitized audio and video have made their way into all aspects of educational computing. On the Internet, streaming audio and video allow the learner access to a vast quantity of audio material of all kinds. Audio and video files may be stored, managed, and distributed using technologies such as iTunes/iTunesU and YouTube along with mobile phones. Listening materials may be manually or automatically downloaded to a computer or portable media players for later study and use through simple file transfer, podcasts, and webcasts.

A relatively new technology that is gaining much interest for the development of listening skills is the podcast, an audio/video file that can be "broadcast" via the Internet with sound files that are "pushed" to subscribers, often at regular intervals. Learners may also create their own podcasts (see Rosell-Aguilar, 2007). In current work in L2 learning, there is a particular focus on successfully designing the structure and content of a podcast suite and integrating it effectively into the curriculum (see Chan, Chen & Dpel, 2011). Key objectives were a fully integrated series of podcasts, practice and extension, curriculum integration and review, increased opportunities for exposure to listening texts and cultural content, and further development of learning strategies.

This presentation extends this work by examining the structure of approximately 60 podcasts (5-7 minutes duration) developed by students as the final assignment in a postgraduate course in CALL at the University of Queensland, Australia. The typical structure and content of a podcast is examined with a view to advancing our understanding of "podcasting pedagogy".

**Dr. Levy will be giving a plenary presentation, with Dr. Stockwell:**  
***Mobile Language Learning: Turning Challenges into Opportunities***  
**Saturday 11.30-12.20pm, Samsung Hall**



## Featured Colloquium

*Moving to Online Instruction: The Challenges and Opportunities*  
Sunday 9:00-10:25, Room C601

All teacher educators will be faced with the imperative to teach online, at some stage in their career. The online teaching may supplement one, or more face-to-face classes, or may replace face-to-face instruction, entirely. While some skills will transfer from face-to-face to online, environments, most will not. They will either have to be transformed or, replaced entirely. In this colloquium, teacher educators with extensive experience in, both face-to-face and online teacher education will share their experience of moving from face-to-face to online instruction. Each will outline a key challenge they had to confront in moving to a new teaching/learning modality, describe how they met the challenge, and discuss the opportunities for professional growth and development that resulted from their engagement with online teacher education. Theoretical, empirical, and practical aspects of online teacher education will be woven into each account.

### About the speakers



**David Nunan, Ph.D.**, is Vice-President for Academic Affairs and Dean of the Graduate School of Education at Anaheim University. He is a past President of TESOL International Association (2000-01) and the world's leading textbook series author. Dr. Nunan is a world-renowned linguist and best-selling author of English Language Teaching textbooks. David Nunan has been involved in the teaching of graduate programs for such prestigious institutions as the University of Hong Kong, 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.

**Martha Clark Cummings, Ph.D.**, received her doctorate from Columbia University Teachers College. She has served on the Nominating Committee of TESOL and is currently a member of the Standing Committee on Diversity. Dr. Cummings has taught for The Monterey Institute of International Studies and the New School Online University, as well as ESL courses for the University of Aizu in Japan, where she lived from 2002-06. She has also lived and worked in many other locations around the world and is author of numerous academic articles and short stories.



**Ken Beatty, Ph.D.**, is an expert in the area of Computer Assisted Language Learning (CALL). Dr. Beatty is the author/co-author of more than 100 textbooks for Pearson, Longman, Oxford University Press, Thomson, Heinle & Heinle, and Hong Kong Educational Press. He is involved in electronic media and was Academic Advisor to Hong Kong's Educational Television from 1998 to 2004. Dr. Beatty taught the last 15 years at universities in the UAE, the People's Republic of China and Hong Kong. He holds a PhD in Curriculum Studies from the University of Hong Kong.

**Denise Murray, Ph.D.**, served as President of TESOL from 1996-97 and on the Board of Directors of TESOL for 7 years. Now TESOL Professor at Anaheim University, Prof. Murray is Emeritus Professor at Macquarie University, Australia, and at San Jos State University, California. Her research centers around computer-assisted language learning; cross-cultural literacy; use of L1 in the second language classroom; intersection of language, society and technology; settlement of adult immigrants; language education policy; and leadership in language education. She has published her work in 17 books and more than 100 articles in professional journals, as book chapters, or conference proceedings.



**MaryAnn Christison, Ph.D.**, is a past President of TESOL (1997-98) and serves on the Board of Trustees for The International Research Foundation (TIRF). Holding a Ph.D. in English/Linguistics from the University of Utah, Dr. Christison has been teaching graduate and undergraduate courses in applied linguistics for over 30 years. She is the author of over 80 refereed articles in journals on language teaching and second language research and 18 books. She has been a classroom teacher for 38 years and a teacher educator for over 20 years. Her current research interests are in leadership, second language teacher development, and language and the brain.

## Featured Speaker



### About the speaker

**Dr. Kyungsook Yeum** is the Director of SMU TESOL and of the faculty of the MA TESOL program at Sookmyung Women's University, Seoul, Korea. Currently, she is also the Chair of the Program Administration Interest Section (PAIS) of the TESOL International Association. Dr. Yeum has an MA in TESOL from the University of Maryland. Her first PhD is in English Literature, and she is currently a University of Macquarie PhD candidate in Applied Linguistics with a concentration in Program Evaluation. Dr. Yeum has served as the Administrative Professor responsible for the TESOL certificate programs at Sookmyung over the past 15 years. In the process, she has

gained a deep understanding of the notion of program quality assurance and leadership. Dr. Yeum's administrative skills and understanding of the TESOL profession have been honed through her work as National President of Korea TESOL, as Vice President of the Applied Linguistics Association of Korea (ALAK), and also as Conference Chair for the KOTESOL-hosted Pan-Asia Conference (PAC 2010).

### About the presentation

#### *Leadership and Quality in ELT Organizations*

**Sunday 10:00-10:50, Room B107**

How can we contribute to shaping a successful, knowledge-sharing organizational culture? In other words, how can teachers and administrators in any ELT organization improve their leadership IQs for a program's success? These questions will be discussed and their answers exemplified through leadership models, a leadership and climate survey, and practical activities.

Extensive work has been done on leadership and management in general, but the discussion on leadership in ELT organizations is still sparse. Recent attempts have been made to define language program leadership with the emerging significance of organizational culture and leadership to affect teaching and learning quality. Pennington and Hoekje's *Language Program Leadership in a Changing World: An Ecological Model* (2010) and the Christison and Murray-edited *Leadership in English Language Education* (2009) particularly reflects the attempt to use the leadership concept to enhance language teaching and learning quality. Cultivating basic leadership skills are requisites for language teachers: listening, having vision, motivating, inspiring, facilitating, and prioritizing for success in the classroom. Basic concepts designed for the general teacher could be easily applied to the language teacher as well.

At the same time, the characteristics that Nahavandi (2006) envisions for future leaders are definite requirements for leaders in ELT organizations: global and cultural awareness, understanding of organization from an integrated perspective, as well as flexibility and openness to change. Particularly, the potential bi-cultural or multi-cultural settings of many ELT institutions (e.g., local administrative staff and foreign teaching staff and sometimes students) are challenging to leaders and require exceptional, and expected, leadership qualities for program success.

**Dr. Yeum will be giving a second presentation, with Mr. Tory Thorkelson:**

*Perspectives on Leadership in Korea: East and West*

**Saturday 1.30-2.20pm, Room B121**

## Featured Speaker



### About the speaker

**Dr. Neil J. Anderson** is a Professor in the MA TESOL program in the Department of Linguistics and English Language at Brigham Young University, Provo, Utah (USA). He also serves as the Coordinator at the English Language Center. Neil has taught and presented papers and workshops in over 40 countries. His research interests include second language reading, motivation, language learning strategies, and teacher leadership. He is the author of a teacher education text entitled *Exploring Second Language Reading: Issues and Strategies* (1999, Heinle) and an EFL reading series *ACTIVE Skills for Reading* (2012, Heinle). Neil served as President of TESOL (Teachers of English to Speakers of Other Languages, Inc.) during 2001-02. He has had two Fulbright research/teaching fellowships: in Costa Rica (2002-03) and in Guatemala (2009-10).

### About the presentation

#### *Engaging in Motivational Teaching Practices to Achieve a Perfect Score*

**Sunday 12:00-12:50, Room B107**

Teachers play a powerful role in motivating learners in their classrooms. In order to engage in effective motivational teaching practices, each teacher must embark on a journey towards excellence. This session will present the results of research conducted in Guatemala and in the United States that report on teacher journeys to achieve a perfect score.

This featured speaker session will focus on ways that teachers can weave motivational moments into their teaching. Research by Guilloteaux and Dornyei (2008) indicates that "the teacher's motivational practice does matter. [And that] student motivation is related to the teacher's motivational practice" (p. 72). Teachers have a powerful role in motivating (or demotivating) the learners in their classrooms. Because we know that teacher's motivational practice in the classroom does matters, it is imperative that we take appropriate steps to explicitly plan how we can engage in motivational moments. Using Dornyei's components of motivational teaching practice, we will identify instructional strategies for "creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation, and encouraging positive retrospective self-evaluation" (Dornyei, 2001, p. 29). Direct implications for increasing motivation in teaching and learning in Korea will be provided.

#### **Dr. Anderson will be giving a second presentation:**

*Developing Engaged L2 Readers*

**Saturday 10.00-10.50am, Room B121**

## Featured Speaker



### About the speaker

**Ken Wilson** is an author and trainer. He has written about thirty ELT titles, including a dozen series of course books. His most recent course material includes *Smart Choice*, a four-level American English course for OUP. He also writes supplementary material, including sketches and songs. In 2008, OUP published *Drama and Improvisation*, a collection of more than sixty of his drama activities for teachers. His first ELT publication was a collection of language teaching songs called *Mister Monday*, which was released when he was 23. Since then, he has written and recorded more than 150 ELT songs, published as albums or as integral parts of course material.

He has also written more than a hundred ELT radio and television programs, including fifty radio scripts for the BBC *Follow Me* series, thirty *Look Ahead* TV scripts, and a series of plays called *Drama First*. His most ambitious audio material is a series of ghost and voodoo stories he wrote for Max Hueber Verlag in Germany. For many years, Ken was artistic director and sketch writer for the English Teaching Theatre, a company which toured the world performing stage-shows for learners of English. The ETT made more than 250 tours to 55 countries.

Ken lives in London with his wife and three cats, and writes books in a shed at the end of his garden. He blogs and tweets, and spends too much time on Facebook. Ken blogs at <http://kenwilsonelt.wordpress.com>

### About the presentation

#### ***Ten Quotations to Make You Think*** **Sunday 1:00-1:50, Room B107**

Teachers often quote the words of wise folk to support their ideas and opinions, usually from within the world of education. I find it useful to go outside our specialized world for words of wisdom that can genuinely make us all think about how we teach. When you reflect on quotations like these, they often prove to have more meaning than you originally thought.

For example, Mark Twain: I never let my schooling interfere with my education. A mildly amusing remark, but if we take it seriously for a moment, what does it tell us? Probably that Mark Twain was a bright, imaginative student who wasn't well served by the delivery style of education that was normal in his day. You can imagine him questioning his teachers, and either being told to shut up or being punished for insubordination.

What is the message for teachers today? Are we delivering too much information? Can we assert less control over proceedings in class and let the students use their imagination more?

Albert Einstein: Imagination is more important than knowledge. Students all know where they are in the class "pecking order" she's better than me, he's not as good as me. This pecking order is based on the ability to deal with the teacher's presentation style and the practice material in the book. For me, Einstein's quote means that if you bring student imagination and creativity into the equation, this knowledge-based pecking order stops being so dominant.

These are two of the ten examples that I will use in my talk, all with the aim of making people think.

#### **Mr. Wilson will be giving a second presentation:** ***Can My Students Really Improvise in English?*** **Saturday 2.30-3.20pm, Room B121**



## Featured Speaker



### About the speaker

**David Paul** founded David English House in an apartment in Hiroshima in 1982 and built it up to be one of the most respected schools in East Asia, with about 35 branches in Japan and franchises in Korea and Thailand.

David has spent a lot of time in Asian countries training teachers, representing distance MA programs, and helping both private schools and ministries of education to introduce more student-centered programs. He has also been a guest speaker at many conferences throughout the region. However, these days, when he is not teaching, he

focuses almost entirely on training and supporting teachers at a grass-roots level in Japan.

He is the founder of ETJ (English Teachers in Japan), a volunteer association which now has nearly 10,000 members, and of the ETJ Expos. His latest project is Language Teaching Professionals, which he founded in 2010.

His books include: *Communicate* (Compass), *Motivate* (Compass), *New Finding Out* (Macmillan), *Communication Strategies* (Cengage), *Teaching English to Children in Asia* (Pearson).

### About the presentation

#### *Motivating Low-Level Students*

David Paul, Language Teaching Professionals  
**Sunday 2:00-2:50, Room B107**

How can we motivate university students and adults who have studied English for years, but still cannot really communicate, to express themselves more positively? How can we help teenagers to use the English they learn at school more actively and communicatively? This presentation introduces techniques for achieving these aims that have been heavily influenced by the constructivist ideas of George Kelly and Lev Vygotsky and have been successfully tried and tested in the classroom by many teachers.

The approach is based on puzzle-solving. A lesson is a series of puzzles, and the language targets are the keys that solve these puzzles. It is the students' interest in finding solutions that motivates them to search for the language targets. The aim is for the students to be fully involved and having a lot of fun at every stage of a lesson, particularly when new language targets are introduced. If students encounter new targets in motivating, student-centered activities, they are much more likely to produce this language spontaneously in the activities that follow and in real-life situations.

#### **Mr. Paul will be giving a second presentation:**

*What Is a Child-Centered Lesson?*

**Saturday 3.30-4.20pm, Room B121**

## Featured Speaker



### About the speaker

**Glenn Stockwell, Ph.D.**, is Professor in Applied Linguistics at Waseda University, Tokyo, Japan. He teaches a range of English language subjects and several applied linguistics subjects, including second language acquisition, second language teaching methodology, and computer-assisted language learning. His research interests include computer mediated communication, mobile learning, and the role of technology in the language learning process. He is co-author of *CALL Dimensions* (2006) with Mike Levy, published by Lawrence Erlbaum, and editor of *Computer Assisted Language Learning: Diversity in Research &*

*Practice* published by Cambridge University Press. He has published widely in international journals in the field of CALL, and is Editor-in-Chief of *The JALT CALL Journal*, Associate Editor of *Computer Assisted Language Learning and Language Learning & Technology*, and on the editorial boards of *ReCALL* and the *CALICO Journal*.

### About the presentation

#### ***Technology and Motivation in English Language Teaching and Learning***

Glenn Stockwell, Waseda University

**Sunday 3:00-3:50, Room B107**

Advances in technology have made it easier for teachers and learners of English to access a wide range of resources in terms of authentic input and communication with native and nonnative speakers of English around the world. From the early days of computer-assisted language learning (CALL), there has been discussion of how technologies can play a role in motivating learners in learning a language (e.g., Warschauer, 1998), and as technologies have become more sophisticated, the growing range of uses of technology in and out of the classroom increases the potential for enhanced motivation.

This presentation looks at how technology can be used in the English language classroom, and how these uses can link to motivation. It begins with looking at general issues associated with technology and motivation, including a brief discussion of the affordances of technology and how this relates to motivation, and the issue of motivation for using technology from the perspective of both teachers and learners. This is followed by an overview of some newer communication technologies such as social networking tools (e.g., Lee, 2009) and virtual worlds (e.g., Deutschmann, Panichi & Molka-Danielsen, 2009), and how they can impact motivation through writing for a real audience potential for anonymity.

The presentation concludes by considering local and global issues associated with using technology for English language learning, and how motivation may be affected by the technologies that are available in both more and less technologically advanced regions.

**Dr. Stockwell will be giving a plenary presentation, with Dr. Levy:**

***Mobile Language Learning: Turning Challenges into Opportunities***

**Saturday 11.30-12.20pm, Samsung Hall**

## The Pecha Kucha Sessions: Saturday, 6.20-7.20p.m.



### 1. Rob Waring *English Students 2.0*

This pecha kucha explores the idea that our brains and bodies are ever changing and evolving. This means that given the inputs and demands of modern life, it is entirely possible that in the near future our students could be significantly different from our current generations and could possibly even evolve into a different human species.

### 2. Ken Wilson *Glad to be Grey*

I love Asia. But everywhere you go, there's this fixation with youth and black hair. People should be glad to be grey.



### 3. Neil J. Anderson *The Challenge of Maintaining Balance in Life*

We often define ourselves by the roles or hobbies that we have in our lives. I can define myself as an English language teacher, a teacher educator, an intensive English program administrator, a researcher, a runner, a cyclist, a husband, a father, a grandfather, a reader, a friend. These roles keep me busy! This pecha kucha will focus on the importance of maintaining balance in life and provide three suggestions on how we can do it.

### 4. Frank Boers *Effect-of-Instruction Studies: A Quick Guide to Getting the Desired Outcome*

Effect-of-instruction studies, a.k.a. intervention studies, typically compare learning gains obtained under two or more instructional methods, with one of these methods being championed by the researcher. Unfortunately, the researcher's personal beliefs and the desire to publish can all too easily skew the design of such studies.



### 5. Brock Brady *Foolproofing Your Classes: A Checklist*

A look at a series of classroom teaching strategies that will ensure that every class you ever teach goes well – it's just that simple!

### 6. Scott Thornbury *The ABC of SLA*

In alphabetical order I will present the history and most recent developments in second language acquisition theory in approximately six minutes. This is all you will need to know. Ever.



# Saturday 9.00-11.50

Concurrent sessions: Basement level



Room	Starting at 9.00	Starting at 9.25	Starting at 10.00	Starting at 10.25
B107			<b>Frank Boers</b> <i>Applications of Cognitive Linguistics to L2 Pedagogy</i> [Featured] All	
B111	<b>Oliver Bayley</b> <i>Effective Digital Learning for Everyone!</i> [Commercial] All		<b>Ken Wilson</b> <i>What can you do with unmotivated students? Make them curious!</i> [Commercial] A	
B112	<b>Christie Provenzano, Naomi Miki &amp; Arina Brylko</b> <i>Setting Up and Using a Teacher's Blog in Wordpress: A Workshop</i> [Workshop / Demonstration] T / U / A			<b>Robert Waring &amp; Charles Browne</b> <i>Introducing the Online Graded Text Editor</i> [Workshop / Demonstration] All
B121			<b>Neil Anderson</b> <i>Developing Engaged L2 Readers</i> [20/20] All	
B142	<b>Colin Walker</b> <i>Evaluating the Intangibles: Participation and Speaking exams</i> ["101" Workshop] U / A		<b>CANCELLED Joseph P. Vitta</b> <i>Using Twitter to Promote Elementary Interaction and Collaboration</i> [Research report / paper] YL	<b>Terry Nelson &amp; Tim Murphey</b> <i>Agency and Belonging in the Collaborative Village: Case Studies from Two Asian Contexts</i> [Classroom application of research] T / U / A
B161	<b>Gregory Thompson</b> <i>Utilizing Rubrics for Validity and Clarity in Assessment Tasks</i> ["101" Workshop] All			<b>Ohee Rahman</b> <i>Using ICT Tools in Classroom Teaching</i> [Classroom application of research] T / U / A
B164	<b>Yeon-seong Park</b> <i>A College English Class through Poetry Instruction Incorporating the MI theory</i> [Research report / paper] U / A		<b>Steve Yates</b> <i>McWriting: Cultural rhetoric and writing in the EFL classroom</i> [Classroom application of research] T / U / A	
B166	<b>Sarah Christian &amp; Ryan Hunter</b> <i>Building an Academic Writing Program at a Korean University from the Ground Up</i> [Workshop / Demonstration] U		<b>Peadar Callaghan</b> <i>Total Participation Techniques for the Classroom.</i> [Workshop / Demonstration] All	
B167	<b>Eric Verspecht</b> <i>Preparing students for Academic Success: Interactions/Mosaic 6th edition</i> [Commercial] U / A		<b>Linda Warfel</b> <i>Everyday Book Boxes: Encouraging an Extensive Reading Environment</i> [Commercial] YL / VYL	
B168	<b>Shawn Despres</b> <i>Giving Students an Active Role in the Development of their Speaking Skills</i> [Commercial] YL / VYL		<b>Aaron Siegel</b> <i>Five Ways to Improve Reading Comprehension Instruction for Standardized Tests</i> [Commercial] YL / VYL / T	
B178	<b>Amanda Maitland El Amri</b> <i>Supporting Extensive Reading through Soft Toy Theory and The Application of Story Sacks</i> [Workshop / Demonstration] YL / T		<b>David Carr</b> <i>A golden reflection on teacher education – 50 years of who, what and how</i> [Commercial] All	



# Saturday 9.00-11.50

Concurrent sessions: Upper level



Saturday 9.00-1.20

Room	Starting at 9.00	Starting at 9.25	Starting at 10.00	Starting at 10.25
C608	<b>Grace Eun Hea Yu</b> <i>Expanding Your Students' Lexicon: Learning then Producing New Words</i> [Workshop / Demonstration] T		<b>Geoffrey Goodman</b> <i>EFL Basics: Teaching High Frequency Lexical Errors in the Korean EFL Classroom</i> [Workshop / Demonstration] T / U / A	
M101	<b>Michael Rabbidge &amp; Nico Lorenzutti</b> <i>The Bimodal Narrative Approach: Extensive Reading and Listening Experiences in EFL classrooms</i> [Workshop / Demonstration] T / U / A			<b>Shannon Tanghe</b> <i>An Exploration of Co-Teachers Interaction in Korean Public Elementary Schools</i> [Research report / paper] YL / T
M103	<b>Tom Randolph</b> <i>The Classroom Mirror: Reap the rewards of video in your TESOL/ELT environment</i> [Classroom application of research] All		<b>Joon Soh</b> <i>English Newspapers in a Speaking Class Environment</i> [Commercial] YL / VYL / T	
M104	<b>Michael Cahill</b> <i>Best Practice in Literacy and Language Instruction: Make every minute count!</i> [Commercial] YL / VYL		<b>Elton LaClare</b> <i>Reading Fluency: Rationale, Measurements, and Interventions</i> [Workshop / Demonstration] T / U / A	
M105			<b>John Brezinsky</b> <i>Interchange Fourth Edition: Tried and Tested. Better than Ever.</i> [Commercial] S / T / U / A	
S101			<b>Yoko Kusumoto</b> <i>Effect of discrimination training on the production of non-native phonemes</i> [Research report / paper] All	<b>Daniel Mills &amp; Jeremy White</b> <i>Getting Smarter: Factors Affecting the Adoption of Smartphones in the Japanese University Classroom</i> [Research report / paper] U
S111			<b>Wannaprapha Suksawas</b> <i>Linguistic dimensions of EFL learners' Willingness to Communicate</i> [Research report / paper] U / A	
S113			<b>CANCELLED Mei-chen Tan</b> <i>Learner autonomy in listening strategy use and online English learning</i> [Research report / paper] U / A	<b>Paul Stone</b> <i>Classroom language learning through social interaction: a multimodal approach</i> [Research report / paper] U / A

## 11.00am: Opening Ceremony

## 11.30am: Plenary Session “Mobile Language Learning: Turning Challenges into Opportunities,” Mike Levy & Glen Stockwell

**SATURDAY - 9:00~9:50*****Effective Digital Learning for Everyone!***

Oliver Bayley, Oxford University Press

**Room B111**

Do you or your students need high quality digital content? Are you interested in e-books, online placement testing, extensive reading or iPhone apps? How about easy to use online practice with automatic grading and communication tools?

If you said "yes" to any of these please join us! This session will show you how to:

- Save time in and outside class with automatic grading and online gradebooks.
- Get students communicating with discussion forums, voice recording, and chat.
- Access a world of digital reading, learning and testing resources for adults and young learners.

This presentation features Oxford Learn, OUP's new online practice content site with an integrated learning management system, and [www.oxfordenglishtesting.com](http://www.oxfordenglishtesting.com) – reliable online placement and test practice, now in American English!

**[Commercial] All**

***Evaluating the Intangibles: Participation and Speaking exams***

Colin Walker, Hoseo University

**Room B142**

By its very nature, teaching a foreign language in a formal classroom setting and measuring student performance will always have an element of subjectivity. To overcome this challenge, teachers often evaluate students on criteria outlined in the course syllabus: attendance, participation, homework, and exams. Written exams and recording attendance with class sign-in sheets provide tangible evidence for evaluation. However, evaluating and recording student participation

in class and on speaking exams can be challenging. How is it possible to differentiate good students from average students, and average students from below-average students? As a part of the '101' Workshop Series, this presentation shows how to set a performance standard by determining evaluation criteria. Then, this presentation shows how to use Microsoft Excel to evaluate intangible criteria, such as performance on speaking tests, and participation in class. This presentation concludes by showing how Microsoft Excel can be used as a communicative tool to highlight student strengths and weaknesses. Participants can expect to share their own experiences and should leave this presentation with skills to competently incorporate Microsoft Excel in the evaluations.

**["101" Workshop] U / A**

***A College English Class through Poetry Instruction Incorporating the MI theory***

Yeon-seong Park, Chonnam National University

**Room B164**

Literature has pedagogical, linguistic, humanistic, and cultural values, so not a few educators have proved that it is effective in many ways. Boosting with those prior studies, my research aims at providing students enjoyable and meaningful classes through poetry instruction incorporating the MI theory. "Digging" (Seamus Heaney), "Crossing the Bar" (Alfred Tennyson) and "Love and Friendship" (Emily Bronte) were chosen for this purpose after considering levels and interests of the students. Topics of the poems such as love, friendship, +career and death are all aligned with interests of college students.

The lesson plans were carried out in three college English classes. The questionnaire was analyzed. The result confirmed that experimental lesson plan was successful. Students expressed their satisfaction about using four skills of English. What they welcomed most was the MI-based after-reading activities.

**[Research report / paper] U / A**

***Building an Academic Writing Program at a Korean University from the Ground Up***

Sarah Christian & Ryan Hunter, Seoul National University of Science and Technology

**Room B166**

Despite the financial investment Korea has made in English education, creating quality programming, even at the university level, is still a challenge and a process in which teachers are not often allowed to directly participate. However, instructors at Seoul National University of Science and Technology would like to share how they were able to propose and develop an academic writing program from a single, fundamentally undeveloped elective course disconnected from any true program or curriculum. Beginning with identifying the student need for an academic writing program, instructors worked together to develop courses and levels based on students' writing skills. A placement test was created and teachers participated in a process of norming and scoring the test. After building the foundation of the program, instructors worked on developing curriculum, processes and policies for the program courses. The programs steadily grew from an unlevelled course into a 3-level program with textbook support and then into a textbook-free 6-level program. With the implementation of the learning management system, Moodle, much of the development of the courses and program was moved online to create a more efficient process. For example, placement tests are now administered online and teachers can score responses remotely. Additionally, students participate in extensive writing through online forums that is more efficient to organize and track than traditional blogs. Within a year, a fully developed program with placement, curriculum, standardization, student support, and teacher development has been established, but teachers are actively engaged in an ongoing process of evaluation and development.

**[Workshop / Demonstration] U**

***Preparing students for Academic Success: Interactions/Mosaic 6th edition***

Eric Verspecht, McGraw-Hill

**Room B167**

High-level language proficiency is not sufficient for students to be successful at college or university. Not only do they need to develop the critical thinking skills but also they need to work on test-taking skills needed for academic success on a constant basis.

*Interactions/Mosaic*, the world's best and most comprehensive academic skills series, has been thoroughly updated for today's global learners. Come to this workshop to find out how you can help your students get "up to speed" in terms of both academic and language skills.

**[Commercial] U / A**

***Giving Students an Active Role in the Development of their Speaking Skills***

Shawn Despres, Build & Grow

**Room B168**

Most English teachers hope to improve their students' conversation skills and have them speak more in class. This sounds like a simple task. However, achieving this goal is not always easy to do. Classroom speaking exercises can often result in students simply mimicking the teacher instead of using English on their own. This can be avoided by encouraging students to take a more active role in developing their speaking and conversation abilities. The *Everyone Speak* series – which includes *Everyone Speak Beginner*, *Everyone Speak Kids*, and *Everyone Speak* – features age-appropriate conversations and meaningful tasks that invite students to be involved in their creation. Giving students the freedom to shape the development of activities such as show and tell, storytelling, role plays, and presentations not only motivates students to use more English in class, but also gives them the confidence to do so.

**[Commercial] YL / VYL**

***Supporting Extensive Reading through Soft Toy Theory and The Application of Story Sacks***

Amanda Maitland El Amri, Chonbuk National University

**Room B178**

This workshop will demonstrate how it is possible to access a child's mind through creative play whilst raising literacy levels and creating a dialogue in the classroom. It will also demonstrate how soft toy theory and story sacks can support extensive reading programs. Play has been used in teaching and counseling to enable healthy child development and to decrease any emotional difficulties that a child is encountering in or outside the classroom. However a less obvious goal of play can be improved communication and understanding between parents and children and teachers and children. Children communicate their thoughts and feelings through play more naturally than they do through verbal communication. Often direct question and answer sessions with children at the emergent literacy stage are unfruitful because the child may be intimidated or find it difficult to find the right words to express their thoughts or simply be not ready to express a particular thought through language. If we use play in our classrooms we can reduce the anxiety and create a relaxed atmosphere where trust can be developed and a child's thoughts can be accessed in a more indirect way.

In addition to this, story sacks can be employed alongside reading books to create a dialogue between students and their peers, teachers and students, and parents or carers and students. This can lead to a greater understanding to the reading material, increased motivation, and increased communication. This workshop will suit teachers of young learners or teacher trainers.

**[Workshop / Demonstration] YL / T**

***Expanding Your Students' Lexicon: Learning then Producing New Words***

Grace Eun Hea Yu, Yonsei University

**Room C608**

This workshop will teach you how to present new words to your students for the purpose of improving their conversation skills. Teach one thing nine ways instead of nine things one way. We will begin by tackling possible sources for getting new words that are level-appropriate and useful for your students. By the end of this workshop, you will walk away with ideas, examples and resources. You will learn how and where to create your own fun printable worksheets like crossword puzzles, the application of kinesthetic task-based activities requiring no more than a little tape, some paper, a few markers and a lot of fun, and even a way to improve the pronunciation of these words. They will learn the words, look for the words, read the words, search for the words, listen to the words, write the words and say the words. Through both individual and group-based activities, they will not only interact with the words but with each other. Applying these words to games that you are already familiar with like Memory, Bingo, and Tic Tac Toe, you will spice up your lessons and get your students to learn without realizing how fun it is. Your students will begin by reading the words and end with understanding, owning and producing them.

**[Workshop / Demonstration] T**

***The Classroom Mirror: Reap the rewards of video in your TESOL/ELT environment***

Tom Randolph, SMU-TESOL, Sookmyung Women's University

**Room M103**

Conference participants interested in the use of video for reflection on microteaching, video with Korean language learners, or reflective practice will find this presentation useful. Where implemented and documented, the benefits of the use of video to enhance reflective practice and learning opportunities in education have far outweighed the disadvantages. However, coordinating the institutional change necessary for the development of such a culture is a task fraught with hidden dangers,



and remains largely undocumented in North Asia.

This presentation discusses the action research-based evolution of both reflective practice and the implementation of a video culture at SMU-TESOL, Sookmyung Women's University, from the end days of laborious VHS through to the prevalence of smartphones and class blogs, and the self-starting reflective practices (in microteaching and demonstrations) facilitated by these and other modern technologies. While a small sample size, data from feedback questionnaires from 150 current and former students and faculty rank various reflection strategies and feedback protocols, clearly indicating reflection on student-generated microteaching video as among the most efficient developmental tools for student teachers (especially pre-service), and raising stimulating points about the simultaneous reflective practices of faculty.

The presentation will begin with a brief review of the literature about videoreflexion on microteaching, and include workshop opportunities if enough participants attend with recorded samples of their own teaching practice in hand. Throughout the presentation, emphasis is placed on cultural considerations and the interactive, exploratory practice among faculty, administrators, students, courses, and technologies that led to the current use of video throughout the SMU-TESOL program.

**[Classroom application of research] All**

***Best Practice in Literacy and Language Instruction: Make every minute count!***

Michael Cahill, Cengage Learning Korea

**Room M104**

One great difficulty facing today's teachers of English language learners is lack of time. Juggling curriculum demands, administrative burdens, and very real student and parental expectations, teachers may struggle to ensure students get the instruction they need. Once a learner falls behind, the gap grows wider, making it difficult for them to catch up. How

can teachers find enough time to teach everything their students need? They can (a) Integrate language learning with content-area instruction, (b) Use predictable routines, and (c) Plan and maintain the pace of instruction. Using examples from *National Geographic Reach*, we will explore how teachers are able to use class time more efficiently.

**[Commercial] YL / VYL**

**SATURDAY - 9:00~10:25**

***Setting Up and Using a Teacher's Blog in Wordpress: A Workshop***

Christie Provenzano, Naomi Miki & Arina Brylko, Fukuoka Women's University

**Room B112**

We as language teachers are constantly searching for ways to improve our teaching in terms of pedagogy as well as more practical matters like classroom management. The Internet now plays an integral role in academia, and it makes available to educators an incredible array of teaching resources. This workshop will explore just one of those resources – the web log (blog). Blogs can play a number of different roles in an EFL class, but today the presenters will focus on the teacher's blog, outlining its utility and potential as an instructional aid and classroom management tool. They will then guide workshop participants through the steps of creating a simple but functional teacher's blog using the free website provider, wordpress.com. Participants will learn how to: choose attractive templates and layouts; make posts; organize posts by categorizing; upload media files such as images, documents, and power point files; make active links to web content; manage comments; and maintain security for online safety. As participants set up their own test blogs, the presenters will highlight examples of language learning tasks that exploit the potential of blogs for use in the teaching of many different language skills,

including writing, reading, oral skills and listening. This team of three presenters will be able to provide hands-on assistance to new bloggers, and encourages participants to share their own ideas and experiences with this technology in our community of TESOL practice.

**[Workshop / Demonstration] T / U / A**

***Utilizing Rubrics for Validity and Clarity in Assessment Tasks***

Gregory Thompson, Seoul National University of Science and Technology

**Room B161**

This presentation, a 101 workshop, will introduce the creation and usage of rubrics to new teachers or teachers with little experience using rubrics to evaluate assessments. We will discuss the benefits and drawbacks of holistic and analytic rubrics to help teachers make appropriate choices based on their assessment and teaching context. In addition, we will discuss some guidelines for creating effective analytic rubrics for general language areas, such as speaking or writing, and also for specific tasks within these modalities. This portion of the presentation will focus on general formatting and basic principles to follow to make sure the rubrics are clear for both students and teachers. Finally, we will look at how to integrate rubrics into an assessment plan that will help the students to better understand a test, prepare effectively, and successfully develop their skills. To engage with these three ideas, we will look at a variety of rubrics and create a rubric for use in a specific classroom activity. Participants will leave this session with sufficient information and examples to improve the use of rubrics in their teaching.

**["101" Workshop] All**

***The Bimodal Narrative Approach: Extensive Reading and Listening Experiences in EFL classrooms***

Michael Rabbidge & Nico Lorenzutti, Chonnam National University, Gwangju

**Room M101**

The Bimodal Narrative Approach (BNA) is an approach in development that integrates principles and materials from Extensive Listening and Extensive Reading (ER) with teacher led and facilitated skills practice. In East Asian contexts ER is underutilized in language programs due to its incompatibility with the local teacher-centered norms of education. BNA bridges the gap between traditional and recent perspectives on language learning by moving learners gradually toward an ER experience, linking pedagogic and authentic materials, and providing a rich multi-modal learning experience. The approach was developed for an in-service regional teacher training program at Chonnam National University in South Korea, and was well received by trainee teachers. Participating teachers have subsequently begun to employ the approach in their own high school classrooms. A detailed discussion of BNA, sample activities and an example of how the approach was applied to the graded reader Billy Elliot, incorporating its accompanying audio CD and clips from the feature film will be discussed.

**[Workshop / Demonstration] T / U / A**

**SATURDAY - 10:00~10:25**

***CANCELLED Using Twitter to Promote Elementary Interaction and Collaboration***

Joseph P. Vitta, Yonsei University; Queens University - Belfast

**Room B142**

This presentation describes a three-week Twitter project undertaken with subjects, a class of 4th grade Korean EFL students (Novice-mid ACTFL (2004)), whom the researcher taught in the fall of 2010. This research effort is unique because there has

been little done in terms of elementary CALL research using this specific web 2.0 technology, Twitter. Attendees learn about this CALL endeavor along three different lines.

1. The project is explained in terms of its operation and the theoretical and methodological perspectives supporting it. During this phase, relevant literature about the motivating qualities which web-based teaching has (Dornyei, 2001), the collaboration which web 2.0 technologies foster in the classroom (Lomicka & Lord, 2009), and past case studies are presented as attendees then learn exactly how the subjects collectively interacted in groups as single Twitter users to communicate through the web 2.0 technology with other native-speaking users over 3 weeks.

2. In the second part of the presentation, subjects' affective feelings about collaborating around and interacting through Twitter measured via survey research are presented.

3. Finally, the presenter concludes the presentation by offering some guidelines and advice for related applications of Twitter and other web 2.0 technologies to the elementary EFL setting based off of this research endeavor and the literature review done to support it. It is hoped that during this final part and following Q&A that attendees and presenter can brainstorm additional pointers and ideas for further use of Twitter in the classroom.

**[Research report / paper] YL**

***Effect of discrimination training on the production of non-native phonemes***

Yoko Kusumoto, Ritsumeikan Asia Pacific University

**Room S101**

It is well known that the English phonemes /r-/l/ and /s-/θ/ are problematic for Japanese learners of English, and previous research points to the lack of contrast distinction in Japanese phonology to account for this (Cairns, 1988; Goto, 1971; Miyawaki et al., 1975). Yet a number of studies (Bradlow, et

al., 1997, 1999; McCandliss, et al., 2002; McClelland, et al. 2002) have suggested that adult Japanese speakers who started studying English after the critical period can improve their ability to distinguish these contrasts perceptually through training. Another study also showed that English learners from a variety of language backgrounds such as Korean and Chinese improved their perception ability (Fraser, 2009). This study examined the effects of oral practice of non-native sounds, such as /r-/l/ and /s-/θ/ on phoneme recognition. 36 Japanese university students of English (22 students in the control group and 14 students in the treatment group) participated in the current study. Comparing pre-test and post-test scores, participants in the treatment group significantly improved their production test scores while there was no significant difference in the control group. In contrast, neither group improved their perception test scores. The presenter will discuss the findings and implications for training English learners of other languages to improve their pronunciation. The presentation will conclude with suggestions for the development of pronunciation lessons.

**[Research report / paper] All**

***CANCELLED Learner Autonomy in listening strategy use and online English learning***

Mei-chen Tan, University

**Room S113**

Promoting learner autonomy either through the approach of computer assisted language learning (CALL) or language learning strategy instruction has achieved a consensus in the ESL/EFL context over the decades. This study attempts to use an innovative blended language learning pedagogy which combines listening strategy instruction with online English learning practice to improve less-proficient students' English proficiency in a technological university in Taiwan. It aims to explore the relationship and prediction between self-evaluated use of overall listening

strategies which consists of cognitive, metacognitive, parsing and chunking strategies and self-rating learner autonomy in online English learning.

Quantitative and qualitative methods were used to form a multi-strategy design and cross-check data from multiple sources. 182 university students received a listening strategy instruction with online English learning practice for two semesters. Pre-test score, post-test score, questionnaire and interview data were used to analyse the results. Surprisingly, the findings indicated the self-rating learner autonomy in online English learning was highly related with self-evaluated use of overall listening strategies. Especially mentioned is that the finding really encourages those English teachers who attempt to use the pedagogy of blended language learning to improve their students' English learning. Those students who liked using listening strategies to facilitate the interpretation of their English listening comprehension were inclined to have more learner autonomy in their online English learning.

**[Research report / paper] U / A**

from literal ones (e.g., The ball was beyond the hedge) to ways of helping learners appreciate iconicity (e.g., sound symbolism) in language.

Such CL proposals for language instruction have been backed up by the results of multiple quasi-experimental studies, which I will review in the second part of my talk. Although certain weaknesses of some of these studies must be acknowledged, taken collectively the reported experiments are beginning to constitute a body of evidence in favor of CL-informed instruction that is hard to dismiss. And yet, it stays hard to find any text books that contain traces of CL ideas.

In the third and final part of my talk, I will explore how CL-style instruction can judiciously be integrated in a language learning program, in a way that is aligned with "mainstream" second language research. Insights to be taken on board from the mainstream concern issues of selection, the desirability of distributed learning, and the need to foster complementary types of knowledge.

**[Featured] All**

## SATURDAY - 10:00~10:50

### ***Applications of Cognitive Linguistics to L2 Pedagogy***

Frank Boers, Victoria University of Wellington  
**Room B107**

The pace at which new L2 words, expressions, and patterns are acquired is influenced by the degree of engagement with them on the part of the learner. Several researchers with a Cognitive Linguistics (CL) background have, since the 1990s, proposed ways of exploiting non-arbitrary aspects of language as stimuli for such engagement. In my talk, I will first illustrate these proposals. Examples range from ways of helping learners appreciate how abstract word meanings (e.g., beyond in Why she got married to him is beyond me) derive

### ***What can you do with unmotivated students? Make them curious!***

Ken Wilson, Oxford University Press  
**Room B111**

How do you motivate and engage a class of low-level, mixed ability young adult learners? To get the best out of them, you need to engage your students' interest. This isn't always easy, especially if they are at the end of a long, hard week or 'aren't in the mood'. At times like this, you need to challenge them, make them curious and encourage them to be imaginative. If you're using a coursebook, it also helps if you can make students curious about the content. You can do this by using simple screen technology to control the flow of information from the book.

Using material from *Smart Choice* Second Edition, this session will demonstrate some



pre-skills work preparation techniques which will have your students desperate to open their books to find out more.

**[Commercial] A**

### ***Developing Engaged L2 Readers***

Neil Anderson, Brigham Young University  
**Room B121**

Developing engaged L2 readers leads to learners who make significant progress. This session will focus on six characteristics of engaged readers and will highlight the links between research and pedagogical practice. Engaged readers (1) activate their background knowledge into the new knowledge they are gaining from texts they read, (2) read widely, (3) read fluently and use their cognitive capacity to focus on the meaning of what they read, (4) develop their comprehension by extending, elaborating, and critically judging what they read, (5) are metacognitively aware as they use a variety of strategies, and (6) are motivated readers.

**[20/20] All**

### ***McWriting: Cultural rhetoric and writing in the EFL classroom***

Steve Yates, Kyungnam University  
**Room B164**

Many EFL teachers are becoming aware of the recent trend towards English as a global lingua franca. Given the enormous diversity of English speakers and dialects (and the fact that most English conversations in the world today are between non-native speakers), there is increasing debate as to the role that 'Western' communication styles should play in EFL education. This could also be said of English written rhetorical style (e.g. 'hypothesis – support – conclusion'), which is only one of many styles of cultural rhetoric. While it is undeniable that English rhetoric has an important and ongoing role for many EFL students (for instance those wishing to study

in an English-speaking country), in a global context many other learners are no longer in need of these culture specific skills. Awareness of these distinctions is beneficial for EFL writing teachers, as it can help them better prepare their students for a changing global outlook.

The presentation will first explore key literary concepts of cultural rhetoric and provide interesting examples to illustrate how thought and culture affect L2 writing style. Participants will be offered a demonstration as to the many advantages (pragmatic as well as pedagogical) of embracing rhetorical diversity in L2 writing and allowing students to find their own 'cultural written voice'.

The presentation will then offer recommendations as to how EFL writing teachers may respond to the issues raised in the presentation by applying research into cultural rhetoric. Specifically, participants will be engaged with practical activities and demonstrations designed to raise awareness and nurture a diversity of rhetorical styles in their own classrooms.

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

### ***Total Participation Techniques for the Classroom.***

Peadar Callaghan, Daegu University  
**Room B166**

One of the biggest challenges for teachers is to get students to become actively involved in the class. In many classrooms around the world students can be described as politely disengaged. The teacher often struggles to get these disengaged students to answer a question and in frustration ends up calling on the same high level students again and again. Unfortunately this results in catering our teaching to a small number of students and ignoring the ones who need support the most. This workshop will highlight several techniques that encourage total participation in the EFL classroom. It will focus on practical techniques such as the use of board splashes quick draws and thought cards to improve

classroom engagement for both the students and the teacher.

**[Workshop / Demonstration] All**

***Everyday Book Boxes: Encouraging an Extensive Reading Environment***

Linda Warfel, Scholastic

**Room B167**

Everyday Book Boxes provide a wonderful sampling of many Scholastic series to help develop an extensive reading environment for students. Brightly colored illustrations and photos help students develop vocabulary skills (sight, decodable, and academic) by reading a variety of fiction and non-fiction content.

Everyday Book Boxes also help develop comprehension and fluency based on:

- \* alliteration
- \* rhyme and repetition
- \* repeated text patterns
- \* matching text with illustration/photos
- \* cumulative patterns/sequence
- \* concepts and characters in stories

Please join us to learn practical reading tips using picture books to chapter books. All participants will receive a book from the Everyday Book Box collection to enjoy.

**[Commercial] YL / VYL**

***Five Ways to Improve Reading Comprehension Instruction for Standardized Tests***

Aaron Siegel, E-FUTURE

**Room B168**

Whether you like it or not, standardized tests are here to stay. A significant portion of most standardized tests include reading comprehension. This can be a troublesome area for many ESL students. Not only do they have to read a passage but they must also understand it and answer various questions to prove they've understood it. Thus, it's important educators focus on key skills and techniques during reading classes that will aid these students in their test-taking endeavors.

This presentation will highlight five essential techniques that educators should utilize in their classrooms. These techniques will ensure that students are better prepared when dealing with reading comprehension assessment on standardized tests. Attendees will also be invited to share questions, comments and teaching experiences about the topic for which comprehension-themed prizes will be awarded.

**[Commercial] YL / VYL / T**

***A golden reflection on teacher education – 50 years of who, what and how***

David Carr, International House London

**Room B178**

International House London (IHL) was founded in 1959 by John Haycraft C.B.E. and his wife, Brita, and is a not-for-profit educational trust, committed to raising the standards of English language teaching and training worldwide. In 1962, John Haycraft launched the first teacher training course in the UK specifically for English Language Teaching. This subsequently became the Cambridge ESOL CELTA course which is now taken by over 10,000 candidates a year. In addition to its regular teaching and training activities, IHL has launched initiatives with private and public organisations aimed at helping people acquire English skills, currently working with homeless charity CRISIS, Hackney Migrants, and Student Action for Refugees (STAR). The IH Trust also awards annual scholarships each year, including the John Haycraft Classroom Exploration Scholarship and the Global Reach award, which help teachers and trainers to attend the annual IATEFL conference.

In this presentation, David will explore some of the insights IHL has acquired from 50 years of teacher training with particular reference to the theme of the KOTESOL conference: "Perfect Score: Methodologies, Technologies, and Communities of Practice", and he will offer 25 practical tips for teachers and trainers.

**[Commercial] All**

***EFL Basics: Teaching High Frequency Lexical Errors in the Korean EFL Classroom***

Geoffrey Goodman, Korea University  
**Room C608**

A source of frustration commonly voiced among EFL teachers is students' lack of ability to, for example, properly distinguish 'should' from 'have to', 'meet' from 'see' and to know the difference between 'should', 'could' and 'would'. This session will look at ways of presenting usage of such difficult yet frequent terms in the Korean EFL classroom, as well as why identifying frequently used lexical items is important. While there are numerous approaches to teaching second language vocabulary, the translation method is still a common practice for second-language students and teachers. It is seen as easy, quick, and relatively painless but in many cases falls far short of providing students with the ability to achieve true meaningful comprehension, which as defined by Thornbury (2008) is, "not just knowing its dictionary meaning(s)...[but] also knowing the words commonly associated with it (its collocations) as well as its connotations, including its register and its cultural accretions." Using consciousness-raising techniques as well as a mixture of deductive and inductive techniques, this presentation will show instructors how to remove ingrained habits caused by negative-transfer of L1 to L2 by grammar-translation teaching. "Consciousness raising" (Schmidt, 1990) is a process wherein teachers present information in ways that allow students to have "a-ha!" moments, while providing conceptual stimulation to, in the case of vocabulary learning, create further mental/conceptual connections in the hope that retention and use will be successful. Methodology and structure for creating tasks to deal with other areas of lexical failure will also be presented.

**[Workshop / Demonstration] T / U / A**

***English Newspapers in a Speaking Class Environment***

Joon Soh, Build & Grow  
**Room M103**

The presentation will focus on the role of educational English newspapers in a classroom setting. Based on the educational philosophy of ENIE (English Newspaper in Education), English-language newspapers can be an effective way to introduce students to new expressions and vocabulary, generate discussions through current affairs issues, and challenge students to consider familiar topics from different perspectives.

Specifically, the presentation will discuss how English newspapers can be a useful tool within the speaking class format. Several ENIE speaking techniques for beginning and more advanced levels will be considered. They include the journalistic principle of the 5 Ws (Who, What, Where, When and Why); debating and other group work; giving presentations; and follow-up writing activities. Timely, news-related content is a great means to engage the minds and imaginations of both teacher and student of all abilities, and we hope that this presentation provides an informative introduction to the possibilities of ENIE in the classroom environment.

**[Commercial] YL / VYL / T**

***Reading Fluency: Rationale, Measurements, and Interventions***

Elton LaClare, Sojo University  
**Room M104**

Reading fluency refers to a learner's ability to correctly – and with minimal effort – decode words in a text. It may also be thought of as the capacity to read with appropriate phrasing and expression. Measures of reading fluency have long been used by educational authorities throughout America and in other parts of the English speaking world. More recently, however, these measures are being applied to learners in EFL and ESL contexts. Considering that written texts constitute a sizeable portion of a learner's potential

language input, it seems only sensible that educators make efforts to measure reading performance across a course of study.

This workshop will outline the benefits and potential complications of instituting fluency testing and suggest a range of fluency-building activities and technologies suitable for the language classroom. Finally, the presenter will introduce a variety of tools to help teachers create appropriate testing instruments for assessing reading fluency, including the Oral Reading Fluency (ORF) assessment, and modified versions of several qualitative rubrics.

**[Workshop / Demonstration] T / U / A**

***Interchange Fourth Edition: Tried and Tested. Better than Ever.***

John Brezinsky, Cambridge University Press  
**Room M105**

Millions of students around the world have successfully learned English with *Interchange*, the world's most trusted brand in American English from Cambridge University Press. Come to this session and learn about all the exciting new features that support the fourth edition of this remarkable course. It is better than ever!

*Interchange* Fourth Edition is an updated version of the world's most successful English series for adult and young adult learners of North American English. As with earlier editions, *Interchange* provides teachers and students with a wide range of course components for use inside or outside of the classroom. Its flexibility of use adapts to any type of class size, and to any teaching situation. *Interchange's* well-known communicative and functional methodology has been tried and tested by millions of students around the world, and has become the world's most trusted brand among English language teachers regardless of their level of expertise, and teaching confidence.

**[Commercial] S / T / U / A**

***Linguistic dimensions of EFL learners' Willingness to Communicate***

Wannaphra Suksawas, Naresuan University  
**Room S111**

Willingness to Communicate (WTC) has been claimed to be a significant affective factor of second language learning in many studies. WTC is defined as the act of being willing to seek out communication opportunities and to use the language for authentic communication (Cao, 2009; Cao & Philp, 2006; Kang, 2005; MacIntyre, Clément, Dörnyei, & Noels, 1998; Peng, 2007). Though studies around the notion of WTC have traditionally considered it as a psychological construct (Chu, 2008; MacIntyre et al., 1998; McCroskey, 1992), the more current studies have paid more attention to the notion as dynamic and is likely to fluctuate depending on both trait and situational construct (Cao, 2009; Kang, 2005; Peng, 2007). However, the larger doctoral study from which this paper is drawn is aimed at complementing the previous literature by qualitatively examining EFL learners' participation in routine classroom interaction. By drawing on both Sociocultural Theory and Systemic Functional Linguistics, it is possible to research not only the social context of the EFL classroom but also the language choices in the dialogic interaction. This provides a clearer picture of the actual learners' interaction and their participation in the group work. Preliminary findings suggest that the learners' WTC can be affected by contextual and interpersonal factors. The investigation of classroom context and the linguistic analysis became important aspects of the research project. Linguistic resources enable the researcher to draw out the WTC enactment from learners' discourse by considering the nature of their dialogic interaction.

**[Research report / paper] U / A**



**SATURDAY - 10:25~10:50*****Introducing the Online Graded Text Editor***

Robert Waring, Notre Dame Seishin University  
& Charles Browne, Meiji Gakuin University  
**Room B112**

This presentation introduces the online, free-to-use, open-source Online Graded Text Editor (OGTE) webpage for writing and editing graded materials. This tool is still in beta but has been developed over the past six months and is intended for use by anyone writing graded materials whether for their own class or as publishable materials.

In opening the web page the users set the intended difficulty of the text from the default 16 lexical levels in OGTE. Users then paste their own text into the web page which calculates the frequency and level of each word in the text. For ease of identification, the web app graphically colors all words that are outside the set level and all the words not appearing in the word lists at all. Users edit the text by removing out-of-level words and the web app re-analyses the text automatically. Users can select from several word lists to edit against (General Service List, The Academic Word List, Business lists, TOEIC list and others). Users can also set certain words (e.g. proper nouns) to be ignored in the analysis so they do not affect the statistics. Numerous statistics regarding the text are presented and can be saved to disk.

**[Workshop / Demonstration] All**

***Agency and Belonging in the Collaborative Village: Case Studies from Two Asian Contexts***

Terry Nelson, University of Alberta & Tim Murphey, Kanda University of International Studies

**Room B142**

It will be argued in this presentation that agency and belongingness are fundamentally important for positive group dynamics and

ultimate group success. Data from two case studies will be presented to support this argument, and an analysis of the data will reveal the ways in which agency and belongingness co-construct each other and play equally important roles in the group learning experience. The first study was conducted in Korea over several years with pre- and in-service teachers in training who worked intensively with out-of-class group projects. The second investigates a class of first-year university students in Japan, and the in- and out-of-class project work they engaged in over a one-year period. What will become evident from reference to these studies is that extensive collaboration in the project completion process served to foster a sense of agency and belongingness which, in turn, helped participants to realize benefits both wider in range and deeper in intensity than those experienced in individual work. The complimentary findings of the two studies, conducted in different contexts and involving different kinds of project work, will help to validate the conclusions we draw.

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

***Using ICT Tools in Classroom Teaching***

Ohee Rahman, British Council

**Room B161**

ICT can help students explore ways of improving their language ability by using current technology such as mobile phones, I PADS, podcast, Web 2.0 and so on. There are a number of ICT activities that can help learners; for example, web quests, online collaboration, treasure hunting, using Web 2.0, using online reference tools etc. Furthermore, project work using tools such as Wiki and Blog is another valuable addition to promoting group work and developing learner autonomy. We advocate the integration of ICT in teaching at the British Council; we explore ways of helping students to fulfill their potential in learning.

Most Korean students are used to learning

from textbooks and receiving teacher's input in schools and universities, so they miss out on technology in classroom.

ICT is increasingly playing a vital position in learning and teaching as we are moving to the digital age of education; furthermore, technology offers an important role in helping students maximize their potential in language learning.

The purpose of this paper is to show ways of integrating technology in teaching and highlighting activities that work well for Korean students.

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

***An Exploration of Co-Teachers Interaction in Korean Public Elementary Schools***

Shannon Tanghe, Dankook University & Indiana University of Pennsylvania

**Room M101**

This presentation describes a study which investigated the relationships between and practices of collaborating co-teachers in the English language classroom in public elementary schools in Seoul and the surrounding Kyonggi province of South Korea. The study investigated how individual co-teachers each and collectively perceive their educational and professional histories as impacting their collaborative co-teaching practices, and how identities are co-constructed and negotiated within and beyond the classroom contexts.

Current literature on co-teaching suggests within co-teaching relationships, issues of power, identity, collaboration, language and pedagogy intertwine to create a set of constraints and affordances which affect each person associated with this relationship. This study explored the intimate workings of this collaborative co-teaching relationship in order to better understand the lived experiences of those who co-teach.

In total three sets of co-teachers have been observed and video recorded for approximately twelve classes each over one semester, while they are co-teaching English classes.

Following the classroom observations, teachers met together with the researcher to discuss what happened in the class and their thoughts, both individually and with their partner co-teacher. This presentation focuses on a data analysis of one selected set of co-teaching partners and their classroom practices.

**[Research report / paper] YL / T**

***Getting Smarter: Factors Affecting the Adoption of Smartphones in the Japanese University Classroom***

Daniel Mills & Jeremy White, Ritsumeikan University

**Room S101**

In this last decade there has been an explosion of innovative mobile technology and applications that have been made available to the public. Smartphones and tablet computers have revolutionized the tools available to teachers and students alike, and have addressed many of the disadvantages cited in previous research in regards to the use of mobile devices in the classroom. While there are many positives, there are still several obstacles to the implementation of mobile technology in the classroom. The following presentation is a continuation of previous research conducted by the researchers. This presentation will at first outline factors affecting the adoption of technology using Roger's Innovation-Decision model. This model will be used to analyze the opinions of Japanese university students in relation to the use and implementation of mobile technology in the classroom, and will compare this with research conducted previously by the authors. The presentation will then move on to compare the thoughts, opinions, and experiences of Japanese university students and those of other Asian nations regarding mobile technologies, and provide some discussion as to the implementation of mobile technology in Japanese universities in the future.

**[Research report / paper] U**

***Classroom language learning through social interaction: a multimodal approach***

Paul Stone, Fukuoka Women's University

**Room S113**

While task-based pedagogy is focused on classroom interaction between learners, research into tasks has often neglected analysis of this interaction, with studies of classroom communication tending to focus on teacher-learner exchanges (Hellermann 2008). This has led to calls for more empirical studies of how classroom interaction is co-constructed by learners themselves (Creese 2005), and the research reported on here is one attempt to answer these calls.

In this presentation I adopt a community of practice approach to the language classroom. From this perspective 'learning' is viewed as a process of becoming that participants construct together through social interaction. Given my focus on how interaction is constructed, my methodology borrows from ethnomethodological Conversation Analysis (CA), which seeks to understand how participants successfully co-construct talk by analyzing the minute details of spoken interaction. However, as communication is always made up of multiple modes, analyzing just spoken utterances leaves us with an impoverished understanding of what is going on (Norris 2004). As such, I have adopted a

multimodal approach to my analysis. This involved video recording learners performing tasks in order to perform fine-tuned analysis of their interactions, looking at modes such as gaze, posture and proxemics, as well as spoken language.

The focus on the community adopted here suggests that the social environment of the classroom will affect the interaction that occurs within it and, therefore, will also affect opportunities for learning. With this in mind, my analysis of learner-learner interactions focused on the ways in which their interpersonal relationships were relevant for their interactions.

In this presentation, I will describe and analyze learner task-based interactions from a multimodal perspective, using methods from CA, with the aim of explicating how learners' interpersonal relationships affect task performance. In particular, I will focus on one learner and show how his performance of the same task was affected by the social make-up of the particular groups he was working in, thereby affecting his opportunities for learning. I will argue that multimodal analysis of classroom interactions can reveal important aspects of "what is going on" in our language classrooms, leading to insights that can help to improve pedagogic practice.

**[Research report / paper] U / A**



## 11:00a.m. - Opening ceremony

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

## 11:30a.m. - Plenary session

### About the presentation

#### *Mobile Language Learning: Turning Challenges into Opportunities*

Mike Levy & Glenn Stockwell

#### Room Samsung Hall

While mobile language learning is not in itself new, it is true to say there has been a coming of age in recent years. The current crop of technologies, such as smart phones and tablet computers offer more capable mobile options, with the potential, arguably, to lead to effective, pedagogically valid language learning activities. In particular, with the enormous number of apps available for phone users, the road would seem to be clear for widespread uptake by language learners who now can use their own technologies to engage in language learning at a time, place, and pace that suits them. However, as is often the case with the hype surrounding new technological advances, the reality is somewhat different. There are indeed opportunities, but there are challenges also that need to be understood in order to achieve a successful outcome.

The hurdles to extended time-on-task for students learning a language may be broadly grouped into external and internal factors. External factors include such practical matters as the cost and availability of smart phones themselves (relative to the region in question), and aspects concerned with the daily routine, activities, and priorities of the user. Internal factors bring into question the range, type, and quality of the applications available, and how well they may, or may not, be integrated into the learner's mainstream English language study both in and out of class.

This presentation will survey current use by making reference to data-based studies of language learners and their use of mobile technologies. It will highlight some of the challenges when considering how best to maximize the potential of these new aids for the language learner, and suggest ways forward in the future, particularly with regard to teacher education and learner training.

### About the speakers



**Mike Levy, Ph.D.**, is Professor of Second Language Studies and Director of the Brisbane Universities Language Alliance (BULA) in the School of Languages and Comparative Cultural Studies at the University of Queensland, Brisbane, Australia. His research work includes studies on the distinctive role of technology in mediating language learning, mobile language learning, online cultures and culture as concept, teacher education, and learner training. He is also examining the nature of multitasking and the coordination of talk and action in pair work at the computer. He teaches postgraduate courses in CALL and qualitative research methods. His publications include *WorldCALL* (Routledge, 2011), *CALL Dimensions* with Glenn Stockwell (Routledge, 2006), and *Teacher Education in CALL* with Philip Hubbard (Benjamins, 2006). He is Chair of the Steering Committee for the WorldCALL 2013 Conference to be held in Glasgow, Scotland, July 10-13 ([www.worldcall.org](http://www.worldcall.org)).



## About the speakers



**Glenn Stockwell, Ph.D.**, is Professor in Applied Linguistics at Waseda University, Tokyo, Japan. He teaches a range of English language subjects and several applied linguistics subjects, including second language acquisition, second language teaching methodology, and computer-assisted language learning. His research interests include computer mediated communication, mobile learning, and the role of technology in the language learning process. He is co-author of *CALL Dimensions* (2006) with Mike Levy published by Lawrence Erlbaum, and editor of *Computer Assisted Language Learning: Diversity in Research & Practice* published by Cambridge University Press. He has published widely in international journals in the field of CALL, and is Editor-in-Chief of *The JALT CALL Journal*, Associate Editor of *Computer Assisted Language Learning and Language Learning & Technology*, and on the editorial boards of *ReCALL* and the *CALICO Journal*.

## **12:30p.m. - 1:20p.m.: Meet the chapters and SIGs**

Room	Chapter or SIG
<b>B164</b>	Daejeon-Chungcheong Chapter
<b>B166</b>	Gangwon Chapter
<b>B167</b>	Christian Teachers' SIG
<b>B168</b>	Reflective Practice SIG

## Meet your Chapter and SIG members

Looking for somewhere to get away from the crowds?

Want to meet other members of your chapter?

Looking to make SIGNificant\* connections or talk to the people you only see online?

Why not join one of the following groups for lunch, at 12.30p.m. on Saturday?

### **Chapters:**

Daejeon-Chungcheong Chapter (Room B164)  
B167)

Gangwon Chapter (Room B166)

### **Special Interest Groups (SIGs)\*:**

CT-SIG (Christian Teachers) (Room

Reflective Practice SIG (Room B168)

See you there!

# Saturday 1.30-3.20pm

Concurrent sessions: Basement level



Saturday 1.30-3.20

Room	Starting at 1.30	Starting at 1.55	Starting at 2.30	Starting at 2.55
B107	<b>Fredricka L. Stoller</b> <i>Moving Students Toward a Perfect Score with Project-Based Learning</i> [Featured] All		<b>Rob Waring</b> <i>Extensive Reading in Korea: 10 Years Going from Strength to Strength</i> [Featured] All	
B109	<b>David Paul</b> <i>How to motivate Communication for low-leveled students</i> [Commercial] T / U / A			
B111	<b>Kathleen Kampa</b> <i>The M &amp; M's of Teaching English to Young Learners: Using Music, Movement, and Multiple Intelligences</i> [Commercial] YL / VYL			
B112	<b>Ken Morrison</b> <i>Top 2 1/2 Tech Tools for Tricking Students into Improving Their English</i> [Workshop / Demonstration] T / U			<b>Joel Diamond</b> <i>Composition Feedback: The good, the bad and the possible</i> [Classroom application of research] T / U / A
B121	<b>Tory Thorkelson &amp; Kyungsook Yeum</b> <i>Perspectives on Leadership in Korea: East and West</i> [20/20] All		<b>Ken Wilson</b> <i>Can My Students Really Improvise in English?</i> [20/20] All	
B142	<b>Crayton Walker</b> <i>Collocation: From corpus-based research to the language classroom</i> [Research report / paper] T / U / A		<b>Nur Kurtoglu-Hooton</b> <i>Promoting student teacher learning through reflective practice using a digital platform</i> [Research report / paper] U / A	
B161	<b>Mike Long &amp; Joe Milan</b> <i>Why you must be your own Curriculum Designer!</i> ["101" Workshop] U		<b>Sara Davila</b> <i>Using Creative Thinking Techniques to Improve Communication</i> [Workshop / Demonstration] All	
B164	<b>April Wilcoxon</b> <i>Fighting for Freedom: a Group Project about Modern Day Slavery</i> [Workshop / Demonstration] U / A		<b>Jackie Bolen</b> <i>Teaching: the Small Stuff that Actually Matters</i> [Workshop / Demonstration] T / U / A	
B166	<b>Jacob Kletzien</b> <i>Tips for Creating, Finding, Adapting and Telling Stories in the Elementary Classroom</i> [Workshop / Demonstration] YL		<b>Robert (Bob) Kienzle &amp; Valentin Macias</b> <i>Toastmasters: Improving Teaching Skills on Stage</i> [Workshop / Demonstration] All	
B167	<b>Daniel Brown</b> <i>Creative Speaking: Story Gaming and Role-play in the EFL Classroom</i> [Classroom application of research] YL / T / U		<b>Ralph Cousins</b> <i>Who says teaching readers is difficult? Six easy steps for teaching fiction readers</i> [Commercial] YL / VYL	
B168	<b>Lewis Thompson</b> <i>Helping Children Speak in the English Classroom</i> [Commercial] YL / VYL		<b>Cheri Lee</b> <i>The Debate as a Language Learning Tool: Insight into Versatile Roles</i> [Commercial] YL / VYL / S / T / U / A	
B178	<b>Karen Madoc</b> <i>The Sound of Music</i> [Workshop / Demonstration] YL		<b>Neil Anderson</b> <i>Improving L2 Reading Fluency</i> [Commercial] U	

# Saturday 1.30-3.20pm

Concurrent sessions: Upper level



Room	Starting at 1.30	Starting at 1.55	Starting at 2.30	Starting at 2.55
C601	<b>Kyung-gu Cho, Cheol-rae Kim, Hyeon-jeong (Daniel) Kim, Byoung-chul Min &amp; Sang-yong Yun</b> <i>Methods to Reduce the Impact of Direct and Cyber Bullying Behavior in Educational Environments</i> [Panel] All			
C608	<b>Dubhgan Hinchey</b> <i>Learn at your own pace: E-learning and regenerating student confidence</i> [Classroom application of research] T / U / A	<b>Anthony Anderson</b> <i>Building e-portfolios in EFL Writing with Google Apps</i> [Workshop / Demonstration] U / A (Ends 3.55pm)		
M101	<b>Darren Bean</b> <i>Intellectual Property Within the Educational Industry</i> [Classroom application of research] All	<b>Robert Cochrane</b> <i>Rethinking Homework: ideas for evaluating homework design</i> [Classroom application of research] U		
M103	<b>Elka Todeva</b> <i>FUN Theory, Art Synthesis and Other Language Learning Boosters: Applied SLA</i> [Commercial] All	<b>Rheanne Anderson</b> <i>Pronunciation Power: Techniques &amp; Games</i> [Workshop / Demonstration] T / U / A		
M104	<b>Linda Warfel</b> <i>Scholastic Reading Inventory and Scholastic Reading Counts: Measuring and Monitoring Reading Achievement</i> [Commercial] YL / VYL / S / T / U / A	<b>Stephen-Peter Jinks</b> <i>Creating a school newspaper</i> [Workshop / Demonstration] YL / T		
M105	<b>John Brezinsky</b> <i>Grammar Teaching Then and Now</i> [Commercial] S / T / U / A / B	<b>John Brezinsky</b> <i>Six Principles for Teaching Pronunciation</i> [Commercial] All		
S101	<b>Julien McNulty</b> <i>Whodunit? Technological approaches to forensic linguistics analysis of a fraud in Korea</i> [Research report / paper] A	<b>Carmella Lieske</b> <i>East Asian Students' Perceived Need for Pragmatic and Sociolinguistic Competencies</i> [Research report / paper] T / U	<b>Marie-Emilie Masson</b> <i>Student feedback regarding the use of 'mastery sentences'</i> [Research report / paper] U	<b>Don Makarchuk</b> <i>Teacher, How Do I Write My Name in English?</i> [Research report / paper] All
S111	<b>Nopporn Sarobol</b> <i>Students' Expectations and Conclusions Based on a Short-Term Study-Abroad Program</i> [Research report / paper] U	<b>Christie Provenzano</b> <i>Actual Implementation of Extensive Reading in EAP Classes: A Case Study</i> [Research report / paper] T / U / A	<b>Oliver Rose</b> <i>MALL Game Design for Vocabulary Study</i> [Workshop / Demonstration] All	<b>John Blake</b> <i>Harnessing technology to help researchers avoid plagiarism</i> [Research report / paper] U
S113	<b>Huei-Chun Teng</b> <i>The Effect of Interlocutor Proficiency on EFL Paired Oral Assessment</i> [Research report / paper] T / U / A	<b>Michiko Ueki &amp; Osamu Takeuchi</b> <i>Investigating learners' decision making in mobile EFL learning: Promoting learner autonomy</i> [Research report / paper] U	<b>Hsiao-Wen Hsu</b> <i>Demotivating factors Taiwanese young adults perceived in learning English</i> [Research report / paper] U	<b>David Lyons</b> <i>The L2 Self-Concept in Second Language Learning Motivation: A longitudinal study</i> [Research report / paper] T / U / A

Saturday 1.30-3.20

***Whodunit? Technological approaches to forensic linguistics analysis of a fraud in Korea***

Julien McNulty, Chosun University  
**Room S101**

Ever wonder how easy it is to embezzle money, then fake a death to get away with the crime? One such case that happened very recently in Korea is examined in depth. In order to determine authorship of important criminal evidence, forensic linguistics techniques were used to analyze emails. Aspects of written discourse aided in determining the true identity of the emails' author. Additionally, to confirm and solidify the findings, other common, easily accessible data search tools were used; these techniques can be easily replicable by anyone, demonstrating the accessibility of forensic tools required for linguistic investigations. The results of the analysis of this amazing true crime, and the identity of the perpetrator, will stun you.

**[Research report / paper] A**

***Students' Expectations and Conclusions Based on a Short-Term Study-Aboard Program***

Nopporn Sarobol, Language Institute, Thammasat University  
**Room S111**

In a competitive world, completing a summer course program in an English-speaking country augments students' English language skills and confidence while broadening their worldview and cultural awareness. This study investigated students' attitudes toward a short-term study-abroad program offered at the University of British Columbia in Canada. Twenty-nine Thai university students participated in this study. They were surveyed according to their expectations and the conclusions they drew from studying abroad for six weeks. The data

was collected by means of surveys administered at the beginning and end of the program. The purpose of the study was to find out the relationship between the students' expectations and the realities of their experience living and learning abroad. Based on the findings, recommendations are made to the program.

**[Research report / paper] U**

***The Effect of Interlocutor Proficiency on EFL Paired Oral Assessment***

Huei-Chun Teng, National Taiwan University of Science and Technology  
**Room S113**

The study aims to investigate the effect of interlocutor proficiency on EFL paired oral assessment. It addresses the following research questions: (1) Does the proficiency of interlocutors influence the rating scores of paired oral test? (2) What impact does the interlocutor proficiency have on the discourse produced in the test (i.e., the amount of language and the type of interaction)? (3) What are EFL college students' perceptions of the paired oral assessment? The participants will be 24 students aged 18-20 from a university in Taiwan. Twelve English majors are participants of higher EFL proficiency, and the other twelve non-majors are of lower proficiency. The two test takers will engage in a simulated conversation derived from a situation described on a card. In addition, a questionnaire will be utilized to probe participants' perceptions of their test performances and their preferences for the interlocutors. Another instrument will be a rating scale used for scoring the role-play task. The scoring rubric adopts a scale of 1-5 in the subcategories of grammar and vocabulary, pronunciation, fluency, and content. Pairs of the oral test are arranged so that each participant will be tested once with one partner from the same proficiency and once with the other partner of different proficiency. Performance of the oral test will be recorded



using video recorders for subsequent scoring and analysis. Through providing empirical evidences, the study seeks to facilitate our understanding on the effect of interlocutor proficiency on EFL paired oral tests.

[Research report / paper] T / U / A

### SATURDAY - 1:30~2:20

#### ***Moving Students Toward a Perfect Score with Project-Based Learning***

Fredricka L. Stoller, Northern Arizona University

**Room B107**

Project-based learning has been billed as an effective means for promoting purposeful language learning for well over two decades in ESL and EFL settings. During this time, projects have been successfully incorporated into language classrooms with young, adolescent, and adult learners, as well as classrooms with general, vocational, academic, and specific language aims. Project work has proven to be an ideal complement to more traditional language instruction. Reported benefits include improved language abilities, extended content learning, mastery of real-life skills, and sustained student motivation, engagement, participation, enjoyment, and creativity. In this presentation, I will (a) provide a rationale for incorporating project-based learning into EFL classrooms, (b) summarize the benefits of project work, (c) outline different types of project work, (d) introduce successfully implemented projects that can be adapted for other instructional contexts, and (e) present an easy-to-use, seven-step process for implementing project-based learning in EFL contexts. Special attention will be paid to the points in the process where meaningful language-skills instruction can be integrated.

[Featured] All

#### ***How to motivate Communication for low-levelled students***

David Paul, Compass Media

**Room B109**

*Communicate* (two levels) and *Motivate* (two levels) are an innovative series of course books that focus on motivating teenagers and lower level university students and adults to communicate. The primary aim of both courses is to motivate the students to feel personally involved in the learning of the basic structures, functions and themes that students need to communicate effectively. All new language is presented in a clear and achievable sequence, but in contrast with conventional courses, the students feel they are learning what they want and need to express themselves, not simply what the teacher wants to teach. The students can also relax, have fun, and sense and feel English, rather than just understand it rationally.

In this presentation, David Paul will introduce the student-centered approach to grammar that is fundamental to both *Communicate* and *Motivate*, show how the methodology motivates students, talk through sample units, and have a lot of fun with humorous dialogs. One of the most fundamental problems we face as English teachers is that so many English language students fail to learn to communicate. David will demonstrate how *Communicate* and *Motivate* attempt to address this problem head on.

[Commercial] T / U / A

#### ***The M & M's of Teaching English to Young Learners: Using Music, Movement, and Multiple Intelligences***

Kathleen Kampa, Oxford University Press

**Room B111**

Are you looking for some new strategies and activities for teaching very young learners? Discover the power of music, movement, and multiple intelligences (MI) to create a dynamic learning environment.

Music and movement are used in many young learner classrooms. Music enhances memorization, a critical process in language acquisition. Movement invites students to learn by doing, a process that builds neural networks in the brain and throughout the body. Multiple Intelligences strategies include music and movement, but also embrace the use of visuals, critical thinking, personalization, and collaboration.

In this session, you'll experience simple, creative ways to use music and movement. You'll learn to layer multiple intelligences strategies with music and movement to create dynamic learning environments. With examples from the new edition of *Magic Time*, you'll experience practical activities that you can use immediately in your classroom.

*Magic Time* is one of the first courses to use music, movement, and multiple intelligences strategies to build English skills. Join us as we sing, move, and let all of our intelligences soar to create a magical, dynamic teaching environment for your young learners!

**[Commercial] YL / VYL**

***Perspectives on Leadership in Korea: East and West***

Tory Thorkelson, Hanyang University  
Kyungsook Yeum, Sookmyung Women's University

**Room B121**

Have you ever been asked to take on a leadership role related to your job or another professional organization? Did the idea of being a leader excite you or make you terrified? What kind of training, if any, did you receive before taking on such a position? Based on the presenters' many years of leadership experience both within KOTESOL and in their professional lives, this presentation aims to look at some of the major benefits and challenges of being an administrator or leader within the Korean context. The presenters will look at both theoretical models that can help deal with

these kinds of situations as well as real-life examples from their own experience.

**[20/20] All**

***Collocation: From corpus-based research to the language classroom***

Crayton Walker, University of Birmingham  
**Room B142**

EFL/ESL teachers are often encouraged to regard collocations as arbitrary groupings of words. It is frequently argued that they exist in the language just like idioms and phrasal verbs exist. According to Michael Lewis and others we should never try to explain collocations. The only thing teachers can do is to make their learners aware of collocations, encourage them to read more and keep lists of the collocations they encounter together with their meanings. Basically learners are taught to spot collocations, record them, and memorise them. My research shows that there are a number of factors, such as the precise meaning of a particular word, or the way that we use a word figuratively, which influence our choice of collocates. The evidence shows, for example, that verbs like run, manage and head, and nouns like aim, objective, target and goal, do not mean the same. There are subtle differences which are reflected in their collocational behaviour. The research shows that, contrary to much of our current methodology, many aspects of collocation can be, and should be, explained.

The basic message for teachers and learners alike is that most collocations are not arbitrary but motivated. Rather than telling our learners to memorise lists of collocations, teachers (and the published materials they use) should be encouraging learners to focus on the 'logic' which underlies many collocations.

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

***Why you must be your own Curriculum Designer!***

Mike Long & Joe Milan, Sejong University,

Seoul.

**Room B161**

For teachers of Freshman English courses in Korea, the following situation may be all too familiar. 20-30 plus teachers all doing their own thing with a prescribed text. No consensus on course objectives, methodology, learning outcomes or assessment. Often the only consensus that exists is on how much of the book to do before and after midterm and some ideas on tests and grading.

This presentation will attempt to demonstrate the need for Freshmen English teachers to be their own syllabus designers / Needs analysers and offer some suggestions on how to go about it within what is a very difficult situation for all concerned.

**["101" Workshop] U**

***Fighting for Freedom: a Group Project about Modern Day Slavery***

April Wilcoxon, Seoul Theological University

**Room B164**

Slavery is not an antiquated notion, but an organized, global problem that touches all of us. From our clothes, electronics, food and drink, our lifestyles and buying choices fuel the demand for goods and services that may be produced using slave labor. This content-based presentation will show participants a group project the presenter completed with one of her university communication classes. The purpose of the project is to raise students' awareness about modern day slavery and human trafficking issues by writing reflectively, engaging in group discussions, researching and presenting about topics on personal, national, and global levels. It also requires students to raise awareness by taking action in their circles of influence and present what they have done in a group presentation. Participants will learn how to incorporate a variety of websites, articles, books and documentaries to design a group project for a communication or writing

class. The presenter will make available all materials and information for participants to take and adapt for their classes.

**[Workshop / Demonstration] U / A**

***Tips for Creating, Finding, Adapting and Telling Stories in the Elementary Classroom***

Jacob Kletzien, RELO / DNU

**Room B166**

This workshop aims to help teachers search for, adapt, or create stories to match their curricular goals, so that with a little preparation (and time spent familiarizing oneself with available children's lit.), teachers can effectively and easily use entertaining stories in ways that enrich their teaching. It's no secret children love listening to stories and teachers love them too, as there are many justifications for their use in the classroom. However, the trick as a teacher is to get the most out of the stories you like to tell. Stories written for children who "natively" understand, speak, and read English often lack a clear vocabulary or grammar focus like stories in language textbooks have. Instead, they often contain a great deal of rich vocabulary and word play, which while entertaining, doesn't always seem to match the curricular goals of teachers of English as a foreign or second language.

**[Workshop / Demonstration] YL**

***Creative Speaking: Story Gaming and Role-play in the EFL Classroom***

Daniel Brown, Sogang University

**Room B167**

It's been commented that the generation gap between the youth today and their elders will be the largest to date in history. A focus in education on 21st century skills like collaboration, critical thinking, and creativity means that many of our previous approaches will fall short of captivating modern students. The expectations that students bring to the

classroom will require a shift in how we, as language teachers, reach out to them. A new approach that brings context and motivation to communicative and task-based learning will be the focus of this presentation.

I will be discussing this approach while demonstrating a specific method and its techniques that I've been using in my university courses. I intend to talk about how this approach responds to 21st century skills, where it fits into the concept of gamification, how to set it up, the simple mechanic that keeps it all moving, and ways it can be hacked for various ESP. In keeping with the conference's theme of methods, technologies, and communities of practice, I'll be showing how students band together to solve problems while seamlessly taking advantage of smartphone technology to submit their work. It will be a hybrid presentation that includes a talk prior to and shortly after a workshop and is meant to fit into a 45 minute timeslot.

For more information on this approach, please check [creativespeaking.wordpress.com](http://creativespeaking.wordpress.com).

**[Classroom application of research] YL / T / U**

### *Helping Children Speak in the English Classroom*

Lewis Thompson, E-FUTURE

**Room B168**

Getting young learners to speak can be extremely challenging. A communicative approach to teaching English advocates that significant learning can take place through meaningful interaction. But simply keeping the attention of young learners is difficult enough! They need material presented in a way that is pleasurable to them. They also need fun and interesting communicative activities specifically designed to help them participate in and enjoy the language learning process. Lewis Thompson will show how material can be presented to young learners in a way that will grab and keep their attention. He will also show how dialogues, songs, chants, and many more communicative activities develop young

learners' skills in reading, listening, speaking, and writing and start them on the right path to lifelong English acquisition.

**[Commercial] YL / VYL**

### *The Sound of Music*

Karen Madoc, RMIT International University Vietnam

**Room B178**

Music and language can, in many ways, be seen as analogous systems. They are both universal human activities organising sound elements into structured sequences. Research into the relationships between the neural processing of music and language is complex and the associated pedagogical justifications equally so, but it is undeniable that music is a powerful communicative activity with social and affective influences that make it a rich and useful tool used by many ESL educators to support, enhance and reinforce learning. This workshop aims to show that using music in the classroom, can contribute positively to language learning because musical content can enhance semantic, syntactical, lexical and phonological skills and memory as well as lowering affective barriers and inhibition and creating social cohesion and confidence. Although music and songs are more often used in Young Learner settings, musical content can be adapted to many different ESL contexts. In this workshop participants will be introduced to teaching ideas and experience musical activities which they can adapt and use in varied teaching situations. The activities will focus on fostering motivation and interest, vocabulary acquisition, connected speech and reinforcing parts of speech and grammar points. The workshop will include audience participation such as creating our own songs using 'piggybacking' with familiar melodies and is designed for any teacher interested in using more music in their classroom, especially beginner teachers and Young Learner teachers.

**[Workshop / Demonstration] YL**



### ***Learn at your own pace: E-learning and regenerating student confidence***

Dubhgan Hinchey, Japan Advanced Institute of Science and Technology

**Room C608**

Teachers of English as a foreign language in Japan at the university level often have to teach students that are demotivated and have a low level of English ability. It is generally accepted that student motivation is an important factor when teaching a second language as seen with Gardner's Socio-education Model and McIntyre's Willingness to Communicate Model. Dedicated teachers will try to focus on increasing student care for demotivated students, but a teacher's work responsibilities, students' class schedules, and creation of level appropriate materials for students are some further complicating issues. It has been my experience that the appropriate blending of a traditional classroom with established E-learning systems is a viable solution when motivating students. I will demonstrate how student perceived motivation changed with pre and post surveys along with student reading placement levels and the Iknow! diagnostic placement. The Content Management System, Moodle, in combination with Kyoto Sangyo University's MoodleReader Module ([www.moodlereader.org](http://www.moodlereader.org)) will be introduced as well as the commercial E-learning system called Iknow! ([www.iknow.jp](http://www.iknow.jp)). Contact website: <http://www.jaist.ac.jp/celeste/>

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

### ***Intellectual Property Within the Educational Industry***

Darren Bean, Chosun University

**Room M101**

Two areas of intellectual property ("IP") are highly relevant to educators. First, copyright law governs the use of original works such as books, movies, and music. Second, trademark law governs the use of brand names, slogans, and similar material. This presentation

gives a basic overview of both sets of law with a specific focus on how those legal concepts apply to the educational industry.

Copyright law affects education in two major ways. First, the doctrine of "limitations to rights"(called "fair use" in some other countries) is noteworthy as educators have certain special rights to reproduce and use material that few others do. Second, for those who author work and would seek to license it for profit, the specific pathway of royalties and the ability to register and protect their work is of great importance. A second area of applicable law is trademark law, which governs not only "YBM," "CDI," "CUP" (Cambridge University Press) and their iconic graphics, but also the use in trade of any less-famous but recognizable and used mark. Start-up publishing houses, hagwon chains, and other businesses all require some degree of trademark knowledge to protect their assets and to avoid liability.

At the end of this lecture, attendees will (hopefully) be able to recognize basic IP issues in their professional lives and thereby maximize their enjoyment or profit from creation. Special focus will be placed on the use of modern technologies (file sharing, streaming, internet radio, and the like).

**[Classroom application of research] All**

### ***FUN Theory, Art Synthesis and Other Language Learning Boosters: Applied SLA***

Elka Todeva, SIT Graduate Institute

**Room M103**

Workshop participants will have an opportunity to play with some of the most challenging grammatical categories in English: articles, prepositions, and the tenses while exploring key Second Language Acquisition (SLA) principles underlying better learning and retention. They will also get a chance to compare some high and low tech approaches and discuss cross-generational links in addition to work with other types of real and virtual communities. [Commercial] All

***Scholastic Reading Inventory and Scholastic Reading Counts: Measuring and Monitoring Reading Achievement***

Linda Warfel, Scholastic

**Room M104**

Educators are continuously looking for easy to administer, accurate, ability-based online assessments to determine students' reading comprehension levels and monitoring their growth. Scholastic has developed two online scientific solution to measure and monitor reading comprehension effectively: Scholastic Reading Inventory (SRI) and Scholastic Reading Counts (SRC).

Scholastic Reading Inventory (SRI) is a research-based, computer adaptive assessment for Grades K to Adults that allows educators to assess reading comprehension using leveled fiction and non-fiction passages. SRI assessment provides a score that can inform instruction and match students to text using the Lexile Framework for Reading. SRI is used strategically to set growth goals, monitor reading progress, forecast performance, and help guide students to text they will be able to read with at least 75% proficiency.

Scholastic Reading Counts (SRC) is a Lexile based independent reading program for students, proven to develop reading skills, improve proficiency and raise reading scores. SRC works since it empowers students to set individual learning goals by reading specific books based on their interests and Lexile score. SRC is different than SRI in that students are expected to read an entire book and then take a comprehension quiz based on specific details from the book. SRC offers quizzes to more than 52,000 books from nearly 500 publishers!

Please join me to learn more about Scholastic Reading Inventory and Scholastic Reading Counts!

**[Commercial] YL / VYL / S / T / U / A**

***Grammar Teaching Then and Now***

John Brezinsky, Cambridge University Press

**Room M105**

Grammar instruction has changed significantly from pre-Communicative Language Teaching to the present day. The presenter describes modern grammar courses, summarizes key research, and outlines best practices for meeting today's students' needs.

English instructors have had a long relationship with grammar. For many years, grammar and its translation into the native language was seen as the core goal of language courses. The late 20th century saw the pendulum swing wildly as different researchers and practitioners argued for and against direct grammar instruction. In the early 21st century, grammar plays a strong role in language classrooms as part of a comprehensive curriculum.

This session traces grammar's place in language courses and outlines what we have come to know about how grammar is learned and how best to teach it. Corpus research on the most common uses of grammar forms a core of information that the presenter provides to attendees. The role of grammar in production, and especially in academic writing, is highlighted as one of the key features of modern grammar instruction as well.

Attendees will receive a thorough background in the role grammar should play in courses, an understanding of how their current curriculum matches with global trends, and suggestions for helping their students understand and use grammar better.

**[Commercial] S / T / U / A / B**

**SATURDAY - 1:30~2:55**

***Top 2 1/2 Tech Tools for Tricking Students into Improving Their English***

Ken Morrison, Hannam University - Linton Global College

**Room B112**

These three free tools will make your students want to use their English both inside and outside of the classroom. The presenter has

taught New Media Technology courses in an international ESL setting for three years. He has also shared tech tips for teacher training at national and provincial levels in Korea. This session will provide attendees with the needed overview, tours of features, and potential pedagogy and methodologies for using in their classrooms. Equally important, attendees will learn guidelines for stress-free grading and point out potential pitfalls.

**VOKI:** Help students see and hear their own errors. Voki's power is that teachers can use it to create either a collaborative or competitive classroom atmosphere. Students love it but it is important to note that the presenter will focus on how to use it as a learning tool, not a toy.

**WHAT'S THE SCOOP?** "Curation" and "gamification" are two hot trends in new media. Scoop. it combines both trends in a free, personalized, visually interesting platform. Both English teachers and students can use to share their passions. The presenter has been using Scoop.it since the program was in beta and he currently curates one of the highest ranked Scoop.it sites for his career field.

**SURPRISE "TOOL"** The third low-tech tool is so easy and so effective that you may be upset that you haven't used it before. A three-word Google search will change your classroom. I promise!

**[Workshop / Demonstration] T / U**

## SATURDAY - 1:55~2:20

### *East Asian Students' Perceived Need for Pragmatic and Sociolinguistic Competencies*

Carmella Lieske, Shimane University

**Room S101**

In East Asia, mandatory English education tends to focus on grammatical competence since a primary goal of secondary education is preparation for entrance examinations into post-secondary education. As students' English ability develops, however, there is a need to

develop students' pragmatic and sociolinguistic competencies. Do tertiary students studying in East Asia recognize this need? Do they have a desire to try to develop these competencies? To explore these issues, a questionnaire that used a five-point Likert scale included statements such as: 1. When Asians communicate, their English does not have the correct amount of politeness. 2. Asians do not have the skills to fill awkward breaks in English conversations 3. I want to study how to use English with the correct amount of politeness. 4. I want to study how to fill awkward breaks in English conversations.

The questionnaire was administered to about 3,250 undergraduate students studying in three countries: Korea (n=450), Japan (n=1100), and China (n=1700). Interviews supplemented the data and provided explanations and more detailed responses. The results will be reviewed for each group of students and then differences between the three groups of students will be discussed. The presentation will conclude with a discussion of how different beliefs may influence approaches to using English and how these student attitudes may contribute to or interfere with intercultural communication.

**[Research report / paper] T / U**

### *Actual Implementation of Extensive Reading in EAP Classes: A Case Study*

Christie Provenzano, Fukuoka Women's University

**Room S111**

In 2011, although the benefits of extensive reading (ER) on L2 acquisition were well documented in TESOL literature (see, for example, Bamford and Day, 2002; Grabe, 2009), the presenter found that many teachers in her university's new English for Academic Purposes (EAP) program were unfamiliar with the activity, the research supporting it, and its potential benefits. Even among teachers familiar with ER, there existed many differences of opinion as to how it should be

implemented. As the EAP's ER coordinator, the presenter took steps to standardize the ER program through training and the provision of supporting materials to all instructors.

In year 2 of the EAP program, the presenter reflects on the means and extent of implementation of ER by teachers in the program to determine whether any changes in the standard application of the activity are necessary. The presenter will discuss the results of an open-ended written survey administered to the AEP teachers. The survey aims to answer two basic questions: 1. What beliefs and attitudes do AEP teachers at this university hold regarding Extensive Reading? 2. How are teachers actually implementing Extensive Reading in their classes?

The presenter will discuss the implications of the analysis of survey results not only for her AEP program, but also for TESOL practitioners who aim to implement ER in their own unique contexts. This presentation highlights the importance of reflective teaching and teacher collaboration in building strong learning environments.

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

***Investigating learners' decision making in mobile EFL learning: Promoting learner autonomy***

Michiko Ueki, Graduate Student, & Osamu Takeuchi, Professor, Kansai University

**Room S113**

Mobile language learning (MLL) technology such as podcasts and iApplication has now begun to be acknowledged as a promising means for learning English as a foreign language (EFL). Considering the rapid advances in MLL, it is clear that tremendous scope exists for using this technology in EFL learning. Ushioda (2003), however, insists that learners' engagement with language learning should be voluntary and derive from their own interest for learning to be effective and autonomous. She argues that learners need to be decision makers with regard to their own

learning, especially in an MLL environment where the importance of 'anywhere, anytime' learning is emphasized (Ushioda, 2011). However, to our knowledge, few studies have systematically investigated how EFL learners choose and use MLL tools for their own learning. Therefore, we examined the following aspects: (1) who was the decision maker in choosing MLL tools? (2) what was the effect of the decision making on their use? (3) how did the decision affect the development of learner autonomy? The participants were 200 college-level learners in a Japanese EFL context who were administered a questionnaire. The results show that the participants preferred other-driven decision making—i.e. decisions imposed by their teachers, peers, and family members—to independent decision making. It also indicates that, contrary to Ushioda's suggestion, other-driven decision making was more influential than self-driven decision making in ensuring continued use of MLL tools by EFL learners. Based on these results, ways of promoting autonomy in an EFL/MLL context will be discussed.

**[Research report / paper] U**

**SATURDAY - 1:55~3:20**

***Methods to Reduce the Impact of Direct and Cyber Bullying Behavior in Educational Environments***

Kyung-gu Cho, Seonyoo Middle School  
Cheol-rae Kim, Mohyeon Elementary School;  
Hyeon-jeong (Daniel) Kim, Bukil High School;  
Byoung-chul Min, Konkuk University & Sang-yong Yun, Hangwang High School

**Room C601**

Introductory Presentation: Overview of Bullying Behavior of Korean Teenage Students  
Panel Discussion: Prevalence of Bullying Activity in Schools and Ways to Reduce It  
Abstract: Bullying in Korea, through direct and via digital means, can lead to students to



resort to suicide to escape the torment and humiliation. Over 60% of Korean students report having experienced being bullied online. Students who are focusing on evading or appeasing their tormentors are not concentrating on their studies, and students who are engaging bullying behavior are also not concentrating on their studies.

The panel will open discussion on the topic of bullying and, with input from participants, look at what we as educators can do to address this growing problem in our schools.

**[Panel] All**

### SATURDAY - 2:30~2:55

#### *Student feedback regarding the use of 'mastery sentences'*

Marie-Emilie Masson, Kyushu Sangyo University

**Room S101**

To build strong vocabulary knowledge, students need to use strategies which call upon receptive and productive language skills. However, most language classrooms tend to focus on receptive activities due in part to the fact that productive activities are a more complex task. Students may recognize word-to-word meaning, but are often unable to appropriately use words in sentences. One way to address this imbalance is to have students write sentences, therefore moving from processing words as lexical units to adequately producing them in semantic chunks. Developing such productive skills is essential to improving vocabulary mastery. As part of an action research project, one class of 22 low-intermediate (400 on the TOEIC®) non-English majors were asked to write 'mastery' sentences: elaborate sentences which indicate multi-level word understanding. A successful 'mastery sentence' must satisfy requirements for both usage and intended meaning in such a way that the target word can only be replaced by a direct synonym.

Students took part in this study over the course of two semesters at the end of which they provided written in-class feedback about the activity. The data was triangulated with student interviews for an in-depth understanding of what students felt they received from this type of activity. After a brief presentation of the literature on vocabulary acquisition, the methodology and the data analysis for this project will be outlined. Finally, the floor will be open to discuss the implications for teachers intending to teach vocabulary in their classroom.

**[Research report / paper] U**

#### *MALL Game Design for Vocabulary Study*

Oliver Rose, Ritsumeikan University

**Room S111**

In this presentation I will introduce the design considerations, functions and learner experience of 'Lex', a mobile vocabulary game that I have designed. My goal in designing this app is to aid the review of vocabulary in a more appealing way than flashcards and the other limited types of digital vocabulary-learning activities available. The game uses vocabulary imported via API from the flashcard website Quizlet, which means that the users' teacher or the users themselves can upload vocabulary to be practiced. This open format also allows for various possibilities of cue, such as L1 translation, cloze sentence, L2 definition and more. The game itself is designed to be cognitively engaging, requiring a deeper level of processing and production than the usual CALL multiple-choice activities. Various game design mechanisms are used to hold the learners' attention, including interactive flow enabled by the mobile touch-screen functionality, nested goals, game aesthetics, and motivational rewards. Importantly, in order to be a genuine learning activity rather than merely entertaining, the app includes progress tracking, review and reference capabilities. Results of research about the effectiveness of

this game in terms of both motivation and learning outcomes will also be presented.  
[Workshop / Demonstration] All

***Demotivating factors Taiwanese young adults perceived in learning English***

Hsiao-Wen Hsu, Kainan University  
Room S113

The Ministry of Education in Taiwan has officially implemented English curriculum to primary schools for almost ten years. However, the English language proficiency of many university students seems to be still problematic. Working on enhancing students' motivation has been an essential teaching process for many classroom practitioners, and many students rely heavily on their teachers to motivate them. However, studies also indicate that teacher behavior is normally the central issue that demotivates students the most in English learning. Thus, one needs to take a closer look at the dark side of such negative motivational influences on language learners' learning process.

Subjects are university students with low or even no motivation regarding English learning. Note that English proficiency is not the key element of subject recruitment. They are first required to fill out a simple motivational questionnaire for determining if they are suitable for this study. Once the subjects are located, they are asked to write an essay with regard to the questions provided to collect retrospective data (Stimulated Recall), a follow-up interview is also applied.

Apart from internal factors, this study pays attention to examine external factors with specifically focusing on teacher behavior and classroom environmental features. It is hoped to acknowledge the possible factors which demotivate Taiwanese young adults in English learning process. Teachers, on the other hand, are able to learn from these demotivated learners to realize what pitfalls to avoid in their teaching instruction. Such understanding can also apply to any other foreign languages

teaching and learning.  
[Research report / paper] U

**SATURDAY - 2:30~3:20**

***Extensive Reading in Korea: 10 Years Going from Strength to Strength***

Rob Waring, Notre Dame Seishin University  
Room B107

This session will review the developing awareness of Extensive Reading (ER) in Korea in the last few years. It will show how awareness of the concept of ER has grown but is still sadly misunderstood in many quarters despite important gains. The session reviews the development of Korea-based ER organizations such as KOTESOL's ER-SIG and the Korean English Extensive Reading Association (KEERA), and their contributions to the development of ER on the Korean Peninsula.

The case for ER in Korea will then be presented. Data from an analysis of Korean textbooks shows that very little actual reading is done in the formal school system, but supplementing this with graded reading materials will significantly increase the volume of text learners meet and thus the chance that language items will be acquired in the longer term. Data will also be presented to show how much Korean learners can benefit from additional reading on top of their coursework. The presentation then focuses on what areas ER might best target to promote Extensive Reading in the future and how we can collectively build awareness for the need of ER for Korean learners.

[Featured] All

***Can My Students Really Improvise in English?***

Ken Wilson, Full-time materials writer/speaker  
Room B121

This workshop is for people who like the idea

of giving their students a chance to improvise and "be creative," but worry that improvisation activities will be too demanding for them. We will try out a series of simple activities that will result in astonishing feats of creativity by your students. Most of these activities are self-regulating, which means that students are only required to say things that they CAN say, so you can use them with students from elementary level onwards.

**[20/20] All**

***Promoting student teacher learning through reflective practice using a digital platform***

Nur Kurtoglu-Hooton, Aston University

**Room B142**

Teacher educators often expect teachers (student teachers and experienced teachers alike) to demonstrate that they can use reflection skills. If teachers are expected to exhibit reflective skills regardless of their level of experience, then reflection needs to be promoted and opportunities need to be created on teacher education courses. However, how this might be done requires careful consideration. In this presentation I will report the findings of a small scale, internally-funded project, which was implemented at a university in the UK. The aim of the study was to explore the benefits of using "e-portfolios" to promote reflective practice for student teachers. The research project made use of qualitative research procedures and involved 23 student teachers on an MA programme, and 3 teacher educators.

I will explain how and why a digital personal learning system (namely PebblePad) was integrated within the teaching practice element of the programme. I will discuss the data findings with exemplification from the student teacher interviews, student teacher questionnaires, and student teacher e-portfolios. I will outline the steps that were involved in scaffolding student teacher learning, and discuss how the five-stage online framework, proposed by Salmon (2007), provided a useful framework

to scaffold student teacher learning. I will highlight the value of using e-portfolios for providing formative feedback to student teachers. Finally I will point out how the findings have relevance to any teaching and learning situation.

**[Research report / paper] U / A**

***Using Creative Thinking Techniques to Improve Communication***

Sara Davila, Education Designers

**Room B161**

"What's your favorite sport?" "Soccer." "Why?" "It's interesting." Sound familiar? Do you suffer in your classroom from the same tired answers to every question you ask your students? Does pair work fall flat when the answers range between, yes, no, interesting, and I don't know? Many language students are stuck in a trap of repetition of the same phrases and words, limiting their communicative ability and impeding future progress. By incorporating Creative Thinking techniques teachers can help push students out of language traps and towards more engaging and creative conversations.

In this workshop teachers will look at several creative thinking techniques that allow students to produce more relevant and meaningful conversations in the classroom. These techniques include the Lotus Blossom, Random Element, Attribute Listing, Reverse Brainstorming, and Idea Box. Worksheets and sample lesson plans will be provided to help teachers utilize these techniques in classrooms ranging from young learners to university aged students.

Help your learners break out of the yes/no box. Let's work to bring creativity back to language communication with these exciting, engaging, and simple to use techniques.

**[Workshop / Demonstration] All**

***Teaching: the Small Stuff that Actually Matters***

Jackie Bolen, Hoseo University

**Room B164**

Teachers often focus on the big-picture things like planning out the entire semester's weekly breakdown of what to teach, figuring out how to assign grades, or preparing fabulous Powerpoint presentations. While these things are important, there are plenty of little things that actually matter, such as always maintaining your cool no matter what, being thoroughly prepared, and not hiding behind technology, since teaching is actually all about relationship. These little things can make the difference between being the teacher that the students tolerate for a semester, and forget immediately after to the one that actually has an impact upon their lives. This presentation will focus on the Top 10 little things that actually matter.

**[Workshop / Demonstration] T / U / A**

***Toastmasters: Improving Teaching Skills on Stage***

Robert (Bob) Kienzle & Valentin Macias,  
Sungkyunkwan University

**Room B166**

Toastmasters International is an 87-year-old non-profit organization that has over 13,000 clubs in 116 countries. People attend Toastmasters all around the world to improve communication skills through giving speeches and receiving feedback, to improve leadership skills through organizing events and leading teams, and to network with other people in a variety of industries. In South Korea, there are over 40 Toastmasters clubs. These clubs are excellent low-cost opportunities for teachers and other professionals to hone their teaching, presentation, organizational, and lesson planning skills. In this workshop, the presenters will first introduce Toastmasters and how it can benefit teachers. Then, the presenters and their fellow Toastmasters members will conduct an example Toastmasters meeting that includes a master of ceremonies, prepared speeches, spoken evaluations, other minor role-takers, and a chance for the audience to participate in an

impromptu speech session. Finally, the workshop will conclude with information about visiting Toastmasters clubs in Korea, additional resources, and a question and answer session.

**[Workshop / Demonstration] All**

***Who says teaching readers is difficult? Six easy steps for teaching fiction readers***

Ralph Cousins, Neungyule Education

**Room B167**

Who says teaching readers is difficult? Six easy steps for teaching fiction readers. What are good ways to teach fiction readers? Are there any systematic steps to teach them?

This workshop reflects our beliefs about the best practice in teaching fiction readers to young learners.

For some teachers, teaching young ELL children one fiction reader for several hours is very difficult. But in this workshop, we will demonstrate to teachers how to teach a fiction reader systematically using six steps: cover talk, think ahead, reading, story elements analysis, think back & personalization, book report & making a mini book. Using these six steps, learners will develop their reading skills and strategies and enhance creative thinking skills.

**[Commercial] YL / VYL**

***The Debate as a Language Learning Tool: Insight into Versatile Roles***

Cheri Lee, Larrabee Learning

**Room B168**

[PART I. Debate Workshop: Theory Session]  
In the era of CLT (communicative language teaching), we, EFL teachers have an obligation to help learners equip themselves with foreign language competency to fully engage in debate. We all know debate itself is a highly fascinating form of interactive communication. Research shows that exposure to L2 debate raises the percentage of learners with



confidence to express ideas from 30.8% to 56.7%. Despite debate's inherent beneficial properties, most EFL teachers feel debate classes are burdensome or inaccessible and do not fit into the East Asian cultural context. However, there is a feasible way to make approachable L2 debate classes. This first session of the Debate Workshop provides EFL teachers with a meaningful learning opportunity to explore debate and the best approaches to running L2 debate classes, which will be applied to debate curriculum design in the second session. This theory session deals with five major topics. First, common beliefs, definitions, concept distinctions and key features of debate are covered; the second is about ideal approaches to teaching debate in the EFL context; the third topic is ten misconceptions about L2 debate classes; the fourth discusses beneficial roles of debate for learning generally and in the EFL/ESL classroom in particular; and the last leads to common debate formats useful for EFL teachers and learners. Covering the most instrumental knowledge and theories that EFL teachers should be aware of when teaching debate classes, this session will help teachers have a global perspective on English debate as a new language skill.

**[Commercial] YL / VYL / S / T / U / A**

### ***Improving L2 Reading Fluency***

Neil Anderson, Cengage Learning Korea  
**Room B178**

This presentation introduces a pedagogical reading framework for improving fluency in L2 reading. The ACTIVE reading framework suggests that six components can be part of reading instruction:

- A: Activate prior knowledge
- C: Cultivate vocabulary
- T: Teach for comprehension
- I: Increase reading rate
- V: Verify reading strategies
- E: Evaluate progress

The presentation will focus specifically on

improving reading fluency by building readers comprehension skills and reading rate. Participants will have the opportunity to consider how these elements can be integrated into their philosophy of teaching L2 reading.  
**[Commercial] U**

### ***Rethinking Homework: ideas for evaluating homework design***

Robert Cochrane, Kyushu Sangyo University  
**Room M101**

Homework generally has a positive effect on academic achievement but students must actively engage in their studies for it to be effective. The results of a one year study of the effects of different types of homework activities on students' reported perceptions and engagement in various homework activities provide the basis for this workshop. The activities covered a variety of activity types related to the lessons they studied from their textbook. The activity types were rated across 2 dimensions, personalization and novelty. The personalization dimension involved the amount of personal thought, feelings or opinion were required to complete the activity, for example label a map versus write the names of 3 countries you would like to visit. The novelty dimension measured how familiar subjects would be with the activity, for example, fill in the blanks versus watching a video and listen for specific words. Activity design was based on elements of task-based learning principles, cognition, CALL and strategy instruction.

A survey was assigned covering the areas of time spent, interest, perceived difficulty, relevance, and desire to do the activity again. The results of the surveys will drive this workshop in examining how we can design homework activities that are both pedagogically sound, yet also engaging to students. The implications for further investigation will be also discussed. The subject were 100 1st year non English majors enrolled in a compulsory English listening/ speaking class.

**[Classroom application of research] U**

***Pronunciation Power: Techniques & Games***  
Rheanne Anderson, RMIT University Vietnam  
**Room M103**

Teaching pronunciation is an area that many teachers struggle with. Early career teachers may doubt their own pronunciation accuracy and may feel intimidated when trying to help their students understand how to produce sounds. Even experienced teachers encounter challenges when trying to fit pronunciation into a crowded curriculum. This workshop aims to introduce and reinforce basic pronunciation knowledge (through an overview of the International Phonetic Alphabet) and to extend that knowledge by focussing on ways to make pronunciation come alive in the classroom. Participants will engage in interactive modules which let them practice games and activities which can help students with their accuracy and confidence in a supportive, fun and effective way.

**[Workshop / Demonstration] T / U / A**

***Creating a school newspaper***

Stephen-Peter Jinks, Brighton Education Group  
**Room M104**

Evaluating a school newspaper project in progress and writing your own story: this is an interactive workshop that encourages active participation from attendees in discussion and production of a final product. Participants will work in small groups to look at a selection of articles from a school newspaper project and discuss which stories would or wouldn't be suitable for students they teach. We will also explore why some articles are suitable while others aren't. Participants will also be encouraged to think about who will really be the target audience. We will then work together to create our own articles to share with the group based on ideas from the workshop.

**[Workshop / Demonstration] YL / T**

***Six Principles for Teaching Pronunciation***  
John Brezinsky, Cambridge University Press  
**Room M105**

Today's instructors face significant challenges when teaching pronunciation, including selecting what to focus on and how to design effective activities. This session outlines six research-based principles that can inform any classroom and provides examples of classroom-ready exercises.

The presenter begins by outlining exactly what areas of pronunciation are the most important. Students need to be understood, but they also need to know what to focus on in order to understand what they hear. This is followed by an exploration of clear, easy rules that students can apply in order to pronounce unfamiliar words correctly.

The next section focuses on activity types that have been shown to dramatically improve students' comprehension of English and their comprehensibility when they speak. From visual illustrations of the English sound system to physical exercises, the speaker provides attendees with classroom-ready activities for helping students improve their pronunciation. The session ends with a description of iPhone apps that can help students to better distinguish between the most important aspects of English speech.

**[Commercial] All**

**SATURDAY - 2:30~3:55**

***Building e-portfolios in EFL Writing with Google Apps***

Anthony Anderson, The University of Texas at Austin

**Room C608**

In this workshop, I will demonstrate how to build an e-portfolio in an EFL writing class, using Google Education Apps. Instead of keeping a traditional portfolio, students in my Academic ESL Writing class build electronic

portfolios using Google Apps. My students, using this suite of apps, build a blog with blogger, write their essays and research papers using Google Docs, and use Google Sites to build their CV. Google Sites also ties the portfolio all together with an introductory landing or bio page.

Students can archive their personal statement, essays, list service or volunteer work that students have completed. The blog is a less formal writing, which provides a chance for reflection, taking the place of a traditional journal, and allows peers in the class to comment on each others writing. I have found that students are much more motivated when creating this type of portfolio. It appeals to today's student in a way that the student is used to communicating, in this age of the digital native.

**[Workshop / Demonstration] U / A**

## SATURDAY - 2:55~3:20

### ***Composition Feedback: The good, the bad and the possible***

Joel Diamond, Sejong University

**Room B112**

The presentation will provide an overview of the literature on providing feedback and error correction for student compositions. It will include the arguments against the usefulness of feedback and consider the concepts of appropriation and identity regarding error correction for second language compositions. Counterarguments supporting feedback will also be presented. I will discuss specifically the areas feedback encompasses, choices that need to be considered within those areas, pros and cons of those choices and my own, general, opinions. Taking these further will lead to a discussion of when, where and how feedback might ideally be applied. Furthermore, I touch on the roles it is possible for the feedback provider to assume and their implications. I will conclude with reference to

my own experiences teaching undergraduates for the past year and a half at a university here in Korea, discussing the question of what is really possible given the often unfavorable composition-teaching environment. If possible I hope to conclude with audience discussion - in which members of the audience can share their own feedback experiences and suggestions.

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

### ***Teacher, How Do I Write My Name in English?***

Don Makarchuk, Kyonggi University

**Room S101**

This presentation reports on a study designed to explore the need for hyphenation in Romanized Korean given names in light of governmental recommendations to the contrary. The study investigates the importance of Romanized Korean names to users and the effects on name use of omitting the hyphen in Romanized Korean given names. A questionnaire was used to collect the perceptions of 65 South Korean university students regarding their experiences with Romanized Korean names and their beliefs regarding given name hyphenation. To assess the usefulness of the hyphen, a survey of 36 names was constructed from a database of 995 Romanized Korean names. Responses from 79 English native speakers who were not familiar with Korean names or the Korean language were analyzed for given name hyphen placement. The results of the study highlight the importance of effective name Romanization and the utility of the hyphen for the participants. In addition, the results reveal that without the use of a hyphen 30% of the Romanized Korean given names were incorrectly syllabified. Errors were found at syllable boundaries consisting of vowel-vowel, consonant-consonant, vowel-consonant and consonant-vowel letter combinations. It is argued that these errors may be the result of the application of syllabification procedures appropriate to the participants' native

language, but which are prone to error when used on some Romanized Korean given names.

[Research report / paper] All

***Harnessing technology to help researchers avoid plagiarism***

John Blake, Japan Advanced Institute of Science and Technology

**Room S111**

There is increasing pressure on academics for whom English is a second language to publish in international journals and conference proceedings. In fact, job prospects, tenure and salary may be directly related to this. Researchers not only have to master their content knowledge, but also come to grips with English. This presentation reports on the progress of the development of an online resource that inexperienced writers of English can use to help scaffold their attempts to draft research abstracts for scientific articles by selecting an appropriate template and functional exponents to use as a skeleton around which they can build the body of their abstract.

Abstract writing is a complex field with an infinite amount of choices available to writers; yet there are well-defined shared expectations of the community of practice. The move structure of abstracts in one science journal was examined using genre analysis and systemic functional grammar. Each move within the abstract was manually labeled and a database was created. The data contained some phrases of language that students could draw on, such as 'in this study' and others which could leave them open to accusations of plagiarism. Drawing on the document similarity metric of statistically improbable phrases (SIPs), each phrase was tagged according to function and probability. Items with a high SIP should not be used and those with a low SIP may be used. Learners can, therefore, make informed research-based

choices of whether a phrase should or should not be copied.

[Research report / paper] U

***The L2 Self-Concept in Second Language Learning Motivation: A longitudinal study***

David Lyons, Keimyung University

**Room S113**

Researchers in psychology (Higgins, 1987; Markus & Nurius, 1986; Ryan & Deci, 2002) have found that a learner's self-concepts are deeply implicated in his or her learning, and the field of L2 motivation has now taken on board such ideas (Dornyei, 2009; Noels, 2009; Ushioda, 2011). This has resulted in a reconceptualization of L2 motivation as a dynamic psychological process considerably influenced by the learner's immediate and constantly changing environment (Dornyei & Ushioda, 2011). This presentation will report on an ongoing longitudinal qualitative investigation into the role of second language learners' L2 self-concept, identity, and learning context in the construction and maintenance of L2 motivation. The study follows the motivational profiles of 30 Korean university students over a 6-month period. Data collection methods include focus-group and individual interviews, supplemented by weekly semi-structured learner journals. Data analysis, which utilizes corpus linguistics software as well as traditional qualitative methods, focuses on identifying particular themes in the data, which then form the basis of the direction of subsequent interviews. This report will describe the course of the research and pinpoint specific factors identified by the learners as key to their motivation. In addition, it will outline perceived changes in student motivation and attempt to account for these. Finally, it will go on to discuss the implications of these findings for language teaching and learning in the Korean context.

[Research report / paper] T / U / A



# Saturday 3.30-7.20

Concurrent sessions: Basement level



Saturday 3.30-7.20

Room	Starting at 3.30	Starting at 3.55	Starting at 4.30	Starting at 4.55
B107	<b>Clara Lee Brown</b> <i>Choose Content-Based Instruction</i> [Featured] All		<b>Mike Levy</b> <i>Towards a Podcasting Pedagogy: Recent Developments in CALL with a Focus on Listening</i> [Featured] All	
B109	<b>David Jones</b> <i>Effective ways of Improving Writing skills for young beginners</i> [Commercial] YL / VYL / S / T			
B111	<b>Julie Hwang</b> <i>Let Us Guide You through the World of Phonics with Oxford Phonics World!</i> [Commercial] YL / VYL			
B112	<b>John McDonald</b> <i>HOCs and LOCs: What every EFL teacher should know about teaching writing</i> [Workshop / Demonstration] T / U / A		<b>Danny Green</b> <i>Tech Reflection. Google Apps in task based learning and other potential teaching applications</i> [Workshop / Demonstration] T / U	
B121	<b>David Paul</b> <i>What Is a Child-Centered Lesson?</i> [20/20] All		<b>Scott Thornbury</b> <i>Is There Discourse in This Course?</i> [20/20] All	
B142	<b>C. Dion Clingwall</b> <i>Pronunciation for Korean middle and high school teachers of English</i> [Classroom application of research] T / U / A		<b>James Brawn &amp; David Leaper</b> <i>Vocabulary Demands of a Post Graduate TESOL Certificate Program in Korea</i> [Research report / paper] U	
B161	<b>Allison Bill</b> <i>Rubrics 101 - Better evaluation strategies to help stressed teachers and frustrated students</i> ["101" Workshop] All		<b>Henry Gerlits</b> <i>What's Wrong with Following the Book? Using Methodology to Adapt Textbook Activities</i> ["101" Workshop] All	
B164	<b>Ingrid Zwaal</b> <i>Comic Books and Extensive Reading - A Research Project</i> [Research report / paper] YL / T		<b>David Hutchinson</b> <i>12 Types of Tasks for Speaking Tests</i> [Workshop / Demonstration] U	
B166	<b>Fiona Wiebusch &amp; Carla Bridge</b> <i>Task-based teaching? Get real! Implementing a task-integrated EAP curriculum in Vietnam</i> [Workshop / Demonstration] T / U / A		<b>Steve Eigenberg</b> <i>Teachers: Stop Talking and Use Your Hands</i> [Workshop / Demonstration] T / U / A	
B167	<b>James Papple</b> <i>Teaching Metaphors for Critical Reflection</i> [Workshop / Demonstration] U / A		<b>Cheri Lee</b> <i>Designing a Leveled Debate Curriculum: An Alternative to Productive Skill Classes</i> [Commercial] YL / VYL / S / T / U / A	
B168	<b>Allen Ascher</b> <i>Cultural Fluency: An Essential Skill for Today's World</i> [Commercial] U / A		<b>Charles Anderson</b> <i>Feed-up, feedback and feedforward: re-examining effective teacher-student interaction</i> [Research report / paper] T / U / A	
B178	<b>Barry Jameson</b> <i>Twitter: A vital tool for Professional Development and Motivation</i> [Workshop / Demonstration] All		<b>Geoffrey Butler &amp; Megan Pugh</b> <i>That's (not) All Folks: Using short videos to facilitate classroom communication</i> [Workshop / Demonstration] T / U / A	

**5.30pm: Plenary Session “Plant Teacher Communities of Practice - Harvest Personal Satisfaction and Professional Growth,” Brock Brady**

**6.30pm: The Plenary Pecha Kucha Sessions**

# Saturday 3.30-7.20

Concurrent sessions: Upper level



Room	Starting at 3.30	Starting at 3.55	Starting at 4.30	Starting at 4.55
C601	<b>Featured Colloquium:</b> <b>Scott Miles</b> <i>Introduction to Extensive Reading</i> T / U / A, <b>David E. Shaffer</b> <i>Extensive Reading's Contributions to Language Skills Acquisition</i> YL / T; <b>Rocky Nelson</b> <i>A Four Strands Approach to Developing an Extensive Reading Program</i> All; <b>Robert Waring</b> <i>Online Extensive Reading Resources</i> All; <b>Shaun Miller</b> <i>Read &amp; Retell: Acquisition, Communication, Accountability, Enjoyment</i> T / U / A; <b>Michael Rabbidge</b> <i>The Bimodal Narrative Approach, Story without struggle</i> T / U / A; <b>Nico Lorenzutti</b> <i>The Bimodal Narrative Approach, Story without struggle</i> T / U / A			
C608	<b>Anthony Anderson</b> <i>Building e-portfolios in EFL Writing with Google Apps</i> [Workshop / Demonstration] U / A (Started at 2.30pm)	<b>Terence Clark</b> <i>21st Century Social Studies: Introduction of Interactive Media into the EFL Classroom</i> [Classroom application of research] T / U / A	<b>Steven Mercier</b> <i>21st Century Listening: Reaching Learners of Multiple Styles through Technology</i> [Workshop / Demonstration] U / A	
M101	<b>Kai-chong Cheung</b> <i>Reevaluating the Importance of Prepositions in a Freshman English Class in Taiwan</i> [Research report / paper] U	<b>Chad McDonald</b> <i>An Exploration of the Socratic Method in ELT</i> [Classroom application of research] T / U / A		
M103	<b>Clyde Fowle</b> <i>Skillful students achieve academic success</i> [Commercial] U / A	<b>Christine Hwang</b> <i>Developing independent, confident readers at Primary Level: Reading Laboratory 2.0</i> [Commercial] YL / VYL / S / T		
M104	<b>Matthew Walker</b> <i>Concrete –Pictorial – Abstract: Applying it to Vocabulary in the Classroom</i> [Commercial] All	<b>Roger Dupuy</b> <i>Using the iPad as your "MacGyver-Knife" for Teaching Language</i> [Commercial] All		
M105	<b>John Brezinsky</b> <i>100% Flexibility With Touchstone Blended Learning</i> [Commercial] S / T / U / A	<b>Alice Kim</b> <i>Do you want to get immediate and meaningful results?</i> [Commercial] All		
S101	<b>Han Seo</b> <i>CALL –story about teachers taking first step</i> [Research report / paper] All	<b>Robert Cochrane &amp; Andrew Thompson</b> <i>Use of Language Learning Strategies among Low Proficiency Japanese University Students</i> [Research report / paper] T / U / A		
S111	<b>Simon Gillett</b> <i>Professionalism in Teaching English</i> [Research report / paper] A	<b>Tory Thorkelson</b> <i>KoreaTESOL and ATEK: A comparative study of their current and potential benefits for English Teachers in Korea:</i> [Research report / paper] A	<b>Sonca Vo</b> <i>Effects of Suprasegmental Awareness on Listening Comprehension</i> [Research report / paper] All	
S113	<b>Mutahar Al-Murtadha</b> <i>Most Effective Activities for Teaching Reading to Non-English Majors</i> [Research report / paper] U / A	<b>John Blake &amp; Dubhgan Hinchey</b> <i>Scientific abstracts vs. simplified readers: investigating the effect on the affect</i> [Research report / paper] U	<b>David Holmes</b> <i>Investigating socio-pragmatic instruction of requests: measuring learning</i> [Research report / paper] T / U / A	

Saturday 3.30-7.20

***Reevaluating the Importance of Prepositions in a Freshman English Class in Taiwan***

Kai-chong Cheung, Taiwan

**Room M101**

As far as teaching a freshman English class in an EFL context is concerned, most teachers have always recognized the importance of grammar, vocabulary, and sentence patterns. Prepositions, however, actually play a significant role due to the fact that they show how things are related to each other in accordance with space, time, purpose, method, and possession. On the top of all these, they also appear in different forms—followed by a noun or noun phrase, with pronouns, with verbs, etc. The purpose of this presentation is to study and discuss the essential and appropriate role and function of prepositions as one of the ways of teaching a freshman English class in Taiwan. Having equipped with such kind of knowledge of prepositions, EFL students will certainly enhance their ability in writing and reading comprehension.

**[Research report / paper] U**

***Professionalism in Teaching English***

Simon Gillett, Sookmyung Women's University

**Room S111**

Professionalism in education is keenly debated by ethical professionals, but TESOL professionals face ethical challenges from bad pedagogy and poor working conditions. Those challenges are particularly acute in Korea because TESOL is not widely considered a profession. Evidence for this comes from short work contracts, questionable residential status, (lack of) recognition of TESOL qualifications, and the dominance of private-sector educational institutions. David Carr's writings on ethics and professionalism are invoked to address those challenges. I reflect that research produced in Korea is not best placed to define

professionalism in Korea, since professionalism is ethical, but research produced in Korea is positivistic since it is based on an analysis of local policy issues, parents' demand, curriculum, and student achievements. Ethics are necessary for ethical professionalism. I attempt to illustrate that by inquiring at several international schools, including one that is also a Christian school. I find that Christianity represents a possible deontic ethics for maintaining professionalism amidst areas of potential conflict over subjective nationality, language, curriculum and critical issues. I conclude that ethics could be central to the meaning and practice of professionalism.

**[Research report / paper] A**

***Most Effective Activities for Teaching Reading to Non-English Majors***

Mutahar Al-Murtadha, Kanazawa Institute of Technology, Japan

**Room S113**

Many non-English major university students struggle with understanding reading texts. At the same time, EFL teachers find it challenging to teach English to this group of English learners. So what are the effective classroom activities for teaching reading in particular and English in general to such EFL students? Teachers and students might have different answers to this question. Sometimes teachers and students think differently about the effectiveness of classroom activities. Therefore, it is important to know how students think about activities used in class so that teachers can help their students learn more effectively. This presentation has two parts. First, the presenter will talk about a series of activities (PowerPoint presentations, content-based conversations prepared by the teacher, comprehension worksheets, textbook exercises, listening exercises prepared by the teacher, group work, pair work, and portfolios based on outside readings from the internet, etc.) used to teach a graded reading course to non-English majors at the university level in

Japan. Second, the presenter will present results and findings of a survey administered to 320 students to investigate the most effective activities based on what the students themselves think.

[Research report / paper] U / A

**SATURDAY - 3:30~4:20**

***Choose Content-Based Instruction***

Clara Lee Brown, The University of Tennessee, Knoxville

**Room B107**

One cannot help noticing how far the field of language education has travelled from the tradition of grammar translation used for teaching Latin, but also how prevalent it still is today. Also, foreign language learning in the Middle Ages was limited to the privileged, but this is still the case in modern days. In Korea in 2012, KOTESOL is featuring content-based instruction as a main theme. Perhaps this means that something is changing in language education. In my session, I will argue for the necessity of a paradigm change in language teaching. My goal is to stimulate a dialogue among us as to why the content-based instructional model can be a game-changer for both teachers in the classroom and students everywhere if we approach it in the right way. Content-based instruction can help the field to finally break away from its traditional focus on grammar. To this end, I will review the history of the grammar-based language teaching model and the evolution of language teaching, and describe some current contributions to theory and practice in content-based instruction.

[Featured] All

***Effective ways of Improving Writing skills for young beginners***

David Jones, Compass Media

**Room B109**

Writing should not be a sink or swim experience for young English learners. This presentation suggests practical ideas for nurturing the creativity of beginning writers through a process of ECSR: Exemplars, Context, Scaffolding, and Revision. Writing is journey of exploration and expression for everyone. All writing excursions, especially beginner writers, need to know where they are going and the proper avenues to reach their destinations. Exploring writing using the ECSR skills with young beginning writers assists them in their journey to writing independence.

[Commercial] YL / VYL / S / T

***Let Us Guide You through the World of Phonics with Oxford Phonics World!***

Julie Hwang, Oxford University Press

**Room B111**

As educators, we are aware of how important phonics instruction is to build successful readers and writers. With the simple rules and strategies of phonics, students can tackle words and reading texts with great ease and confidence. Come and discover the new phonics series from Oxford University Press - *Oxford Phonics World*. A series complete with delightful characters and Phonics Friends, which make learning English enjoyable. *Oxford Phonics World* draws young learners into a world of phonics and guides them through the 44 sounds of English. This exciting new series is filled with catchy songs and games and interactive activities to develop children's listening, speaking, reading, and writing skills. *Oxford Phonics World* also includes a fun, animated MULTI-ROM with interactive games, songs and activities to practice at home or to be used in the classroom. This interactive workshop will walk teachers through *Oxford Phonics World*. Throughout the session, participants will engage in a wide range of activities, sing songs and play games which highlight fun phonics instruction. Come and experience an hour of fun and excitement at the Oxford University Press room!

[Commercial] YL / VYL



***HOCs and LOCs: What every EFL teacher should know about teaching writing***

John McDonald, Gwangju Institute of Science and Technology

**Room B112**

As a form of communication, writing varies significantly from the spoken word. As such, without adequate training many EFL teachers may have difficulty in organizing activities in the EFL classroom. Based on information provided by Purdue University's Online Writing Lab (OWL), the concept of Higher Order Concerns (HOCs) and Lower Order Concerns (LOCs) can be used to both structure the material presented in the EFL writing classroom and to provide a focus for giving feedback to language learners. In brief, HOCs refer to considerations such as focus and purpose of the writing, as well as the main organization and development—the main 'content' issues. On the other hand, LOCs are focused on the sentence structure, punctuation, word choice, and spelling. Note that use of these terms does not imply that HOCs are more important than LOCs, or vice versa; indeed, both are required for clear cohesive writing. However, by having students understand why they are writing, there is a greater chance that they can produce content (HOCs) that the teachers can then use in a discussion of 'language' issues (LOCs). By establishing this framework, the overall writing-feedback-rewriting process becomes simplified. Hence, it is expected that this short presentation will give EFL teachers an overview of the purpose of writing as well as some tips for teaching writing in an EFL classroom.

**[Workshop / Demonstration] T / U / A**

***What Is a Child-Centered Lesson?***

David Paul, Language Teaching Professionals  
**Room B121**

Some teachers think a child-centered lesson is one where children are running around the

room or jumping up and down. Others think it is one where children are working on projects. In fact, lessons that appear to be child-centered are often very teacher-centered. So what is a child-centered lesson? What elements do we need to include in our lessons to make them more child-centered?

Child-centered learning is more mental than physical, though it can be physical as well. The initial desire to learn something starts inside each child. We may choose a language target, but before the children learn it, we need to ensure that the children also feel it is important and genuinely want to learn it.

When we "teach," we send a message to the children that they do not need to learn for themselves. When we focus on immediate facts and knowledge, and not on the process of learning, we send a message to the children that they cannot be natural human beings in our lessons. Children, by nature, are active learners. They are full of life and curiosity, and learning is at the very core of their existence. We need to find methods that trust and build on their natural desire to learn.

**[20/20] All**

***Pronunciation for Korean middle and high school teachers of English***

C. Dion Clingwall, Fukuoka University

**Room B142**

Using information from the surveys of 150 Korean middle and high school English teachers it was clearly identified that English pronunciation was overwhelmingly an object of both frustration and desire (for improvement). Despite a significant majority suggesting that their English pronunciation level was more than adequate for their jobs as English teachers, 100% of participants surveyed felt that their pronunciation could use "improvement". Furthermore, 85% of the teachers identified themselves as either "sometimes" or "always" feeling nervous when faced with speaking English to a native-speaker.

This presentation looks at the pronunciation course that was developed in answer to these identified needs. The objectives of the course were two-fold. Firstly, participants were asked to identify common pronunciation challenges facing both themselves their middle and high school students. Secondly, the group worked on teaching strategies and pronunciation tasks with a primary focus on intelligibility.

Firstly, we will briefly consider the current state of pronunciation research and what the research suggests to include in a pronunciation course. We will discuss how the Korean teachers felt about teaching pronunciation, what they felt was important to learn themselves, and the layout of the course content itself (what was included, why it was included, and how it was carried out). Finally, both positive and negative issues that arose during the course will be discussed with a wrap-up that includes an overview of learner feedback and the suggestions for possible changes to future courses.

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

***Rubrics 101 - Better evaluation strategies to help stressed teachers and frustrated students***

Allison Bill, Jeonju University

**Room B161**

Do you get stressed at the thought of marking student assignments? Do you want to give feedback, but don't have enough time? Are your students' written assignments and oral presentations completely different from what you expected? This workshop will help you to see how a well-planned evaluation system can make life easier for you AND your students. This workshop is appropriate for teachers of any age group.

We will start with a brief overview of a few evaluation techniques, with a focus on using rubrics. We will see examples of rubrics for various levels, as well as how to use rubrics for student self-evaluation. I will share some sample rubrics I've used for written work and oral presentations. We will look at the basics

of developing rubrics, as well as a simple website which will do a lot of the work for you. We will even consider how students can help decide how they will be evaluated. Then we will work in groups to make our own rubrics. Workshop participants will be able to go back to their schools and implement this low-stress evaluation strategy.

**["101" Workshop] All**

***Comic Books and Extensive Reading - A Research Project***

Ingrid Zwaal, Jeonju National University of Education

**Room B164**

Extensive reading is the latest trend in studying English. But I dislike the levels and the custom made materials and programs currently available. So I looked at different kinds of authentic materials and decided to study with children one material that they most often pursue on their own – comic books. With seventeen elementary and middle school students we spent six classes letting them read their choices from a wide selection of comic books. Then they gave me their opinions of this type of extensive reading. During this presentation I will explain how I set up the research and the results based on observation and student feedback.

**[Research report / paper] YL / T**

***Task-based teaching? Get real! Implementing a task-integrated EAP curriculum in Vietnam***

Fiona Wiebusch & Carla Bridge, RMIT International University, Vietnam

**Room B166**

Task Based Learning (TBL) is becoming increasingly important in English for Academic Purposes (EAP) classrooms in Asia as it provides opportunities for EFL learners to interact with English via real-world tasks. Task-based lessons focus on the importance of 'making meaning' and language as a

communicative act (Nunan, 2006), typically require learners to utilise all four macro skills (reading, writing, listening and speaking) and work in a collaborative and communicative manner in the classroom. But how do teachers really feel about working with tasks in the EAP classroom? This workshop focuses on the methodology associated with 'teaching tasks' in the context of task-integrated EAP curriculum at an international, pre-sessional university program in Vietnam. Workshop participants will have an opportunity to observe TBL in action in our classrooms, examine an authentic task and stages of a typical lesson, and consider ways to incorporate TBL into their own classroom contexts. Practical considerations, challenges and opportunities for institutions or teachers keen to implement TBL in their curriculum will also be discussed based on outcomes of an extensive program evaluation conducted at our centre from 2009-2012.

**[Workshop / Demonstration] T / U / A**

### ***Teaching Metaphors for Critical Reflection***

James Papple, Brock University

**Room B167**

ELT teachers constantly encounter metaphorical language, whether through pre-service courses, curriculum materials, or through general discussion in the staff room. These metaphors unconsciously shape our perceptions of teaching and learning over time. Critically reflective teachers learn to analyze and check these assumptions. Metaphors related to the practice of teaching are one such aid in critical reflection. This workshop suggests that the creation of teaching metaphors during critical reflection, bridge the gap between teachers' belief systems and the reality of the classroom. The workshop explores the sometimes contradictory nature of teaching through the individualization and variety of teaching metaphors. The metaphors reflect concepts of classroom power that illustrate our conceptualization of the ELT

teacher, learner, and learning environment. These metaphors can both constrain and empower our approaches to teaching. Participants in this workshop will learn how to analyze their own personal teaching metaphors to better critically reflect on the practice of teaching.

**[Workshop / Demonstration] U / A**

### ***Cultural Fluency: An Essential Skill for Today's World***

Allen Ascher, Pearson Education

**Room B168**

Approximately 80 % of the people who speak English in the world today are not native speakers of English. This startling reality compels us to broaden our pedagogical focus in order to meet the urgent needs of today's learners, who will have to navigate the world of work, study, and travel among people of diverse language backgrounds and unfamiliar cultures. Offering a rationale and a syllabus for integrating the skill of cultural fluency with language instruction, this presentation proposes shifting the treatment of "culture" from content to skill, greatly accelerating students' ability to communicate verbally and socially with confidence and ease.

**[Commercial] U / A**

### ***Twitter: A vital tool for Professional Development and Motivation***

Barry Jameson, Sullivan Language Academy

**Room B178**

Twitter is a vital tool in 21st century teaching to help teachers' develop. Over the last 18 months I have come in contact online with hundreds of teachers around the globe. This has increased my knowledge of teaching methodology as twitter is used as a portal to other teachers' blogs and research.

The nature of twitter allows instant interaction leading to a form of action research. Through twitter teachers can discover links to academic papers, international conferences, examples of

best practice etc. It has also motivated me to start my own blog and research specific areas of ELT such as reflective practice, dogme etc. It is my belief that twitter is the most valuable social networking tool available to teachers, new and old. I hope to have interaction and feedback from the conference attendees about their own twitter experiences, both positive and negative.

Its potential benefits will be outlined, with opinions given from current users. The aim will be to convince teachers that by using twitter, they too can develop a strong Professional Learning Network (PLN). This PLN can motivate, inspire and give practical advice as teachers pursue a career in ELT.

**[Workshop / Demonstration] All**

***Skillful students achieve academic success***

Clyde Fowle, Macmillan Korea Publishers Limited

**Room M103**

What skills do our learners require to succeed academically in English? Of course they need the four language skills but they also need a rich vocabulary to express their ideas in English, as well as critical thinking skills to analyze and interpret what they hear and read and, they also require a range of study skills to organize and make the most of their academic studies. This session will look at how *Skillful* a new series from Macmillan can help your learners achieve these goals. The session will look at how developing learners' receptive skills (reading and listening) naturally leads to development of the productive skills (writing and speaking) and will demonstrate how we can exploit thought-provoking texts and topics in class to enhance our learners' critical thinking skills. Participants will leave the session with ideas that will help them empower their students to achieve academic success through English.

**[Commercial] U / A**

***Concrete – Pictorial – Abstract: Applying it to Vocabulary in the Classroom***

Matthew Walker, Houghton Mifflin Harcourt

**Room M104**

Based on the work of Jerome Bruner, the Concrete - Pictorial - Abstract (CPA) approach provides learners with a safe and effective progression when learning a variety of concepts. Teachers have applied the approach in content areas such as math or science for years. The progression is also applicable when helping our English language learners build their vocabulary foundations. Our students need a variety of interactions with words before they are able to explain meanings, understand the words, and use them in context. In this session, we take a look at how the CPA approach applies to learning words found in classroom texts. After a brief background on the approach, we perform and discuss vocabulary-based activities designed to for students at different stages on the CPA progression. Discussions aim to explore how each activity fits into different teaching methods and how each activity can be adjusted to meet different learner needs in general English classrooms and content-based classrooms.

**[Commercial] All**

***100% Flexibility With Touchstone Blended Learning***

John Brezinsky, Cambridge University Press

**Room M105**

Add a vibrant new dimension to your curriculum with *Touchstone* Blended Learning, a completely customizable suite of print and digital course components that can be delivered 100% digitally, 100% in the classroom, or anywhere in between.

**[Commercial] S / T / U / A**

***CALL – story about teachers taking first step***

Han Seo, University of Birmingham

**Room S101**



Despite the vast research in the area of CALL, little is known about the perspective of teachers. The overall image that emerges from the literatures is that teachers are expert at using CALL, and they can produce materials and contents. This research showed that in the school of 20 teachers over 5 year of CALL uses, not one of them tried to expand beyond what they were taught originally when they were first introduced to the system. An analysis of their time uses showed that teacher were too heavily loaded with text books, grading and homework to explore the CALL environment that they were asked to work in. One teacher who was new to the CALL system, left alone to explore the system rather than taught, this teacher explored far beyond what the accepted uses of CALL system within that school. This story will add nuance to our understanding of how CALL operates within the school system. This research is part of a growing body of research on teacher's perspective of the CALL uses. In using a largely untapped source of teacher interviews and time uses of teachers, one hopes to positively contribute to future research on similar topics.

[Research report / paper] All

## SATURDAY - 3:30~5:15

**This is a Colloquium, in Room C601. The presenters, and an abstract for each presentation, is given below in the order of presentation.**

### *Introduction to Extensive Reading*

Scott Miles, Daegu Haany University

**Room C601**

An increasing number of scholars argue that extensive reading is a 'must have' component of any language program. This presentation will introduce the basics of extensive reading (ER) for those new to the practice. First, the

presenter will discuss the principles of ER and how it is different from the traditional reading practices (intensive reading). This will be followed by a brief overview of the benefits of the practice, which extend far beyond the development of reading skills. Finally, some tips will be given on how to implement ER in the Korean classroom.

[Colloquium / Panel] T / U / A

### *Extensive Reading's Contributions to Language Skills Acquisition*

David E. Shaffer, Chosun University

**Room C601**

Extensive Reading (ER) as an effective approach for both first and second language learning has been in the literature for decades. In Korea, however, little mention of ER or research in this area has occurred. Domestic and international ELT materials publishers are increasingly promoting ER reading materials and their benefits. Nevertheless, the ELT community and the general public of this test-driven society remain unconvinced that something as enjoyable as casual reading could be as effective as explicit instruction combined with memorization and testing.

This presentation aims to convincingly show, based on research findings over the years, how effective ER is and how ER is effective as a language learning approach. After briefly describing what ER is, and how and why ER works. Research will be cited that show that ER is not only effective in increasing reading rate and reading proficiency, but also effective in increasing vocabulary, spelling, writing proficiency, grammatical accuracy, oral fluency, listening proficiency, motivation, and general language proficiency, as well as providing the necessary amounts of comprehensible input for language acquisition. The presentation concludes that ER should be incorporated as a component of every EFL program.

[Colloquium / Panel] YL / T

***A Four Strands Approach to Developing an Extensive Reading Program***

Rocky Nelson, Pusan University of Foreign Studies

**Room C601**

Dr. Paul Nation describes the main types of activity that should make up a balanced language course. These can be classified into the four strands of meaning-focused input, meaning-focused output, language-focused learning and fluency development. In a well designed course there should be an even balance with roughly equal amounts of time given to each strand. The research evidence for the strands draws on the input hypothesis and learning from extensive reading, the output hypothesis, research on form-focused instruction, and the development of speaking and reading fluency.

**[Colloquium / Panel] All**

***Online Extensive Reading Resources***

Robert Waring, Notre Dame Seishin University

**Room C601**

In the last two to three years more and more publishers are making graded reading materials available online or on mobile devices. The aim of this presentation is to showcase these materials. Various types of materials are available, from e-pub files, PDFs and simple webpages. There is also a variety of delivery platforms, some encrypted and some not. The presentation will review the strengths and weaknesses of each and propose guidelines for their development. The presentation will also provide a framework for assessing the relative strengths and weaknesses of these sites.

**[Colloquium / Panel] All**

***Read & Retell: Acquisition, Communication, Accountability, Enjoyment***

Shaun Miller, Jeju National University Teachers College

**Room C601**

Read and retell is a truly enjoyable way to acquire language, build communication skills, and gain a breadth of knowledge. With each passing week, students feel their language skills and confidence grow in an all gain, no pain way. Students not only notice their own gains, but those of fellow classmates as well. Teachers also witness this growth, and gain true understanding of their students' abilities. The read and retell procedure combines extensive reading with retelling in a cooperative learning/student centered environment. In class, students retell books they read to one another in a small group. Reading helps students acquire language. Retelling strengthens the acquisition and builds communication skills. Retelling also generates a good deal of negotiation of meaning and cooperative learning. Teachers are able to ascertain how much students read, their comprehension, and communication skills in real time, and in a very relaxed and natural manner.

In this presentation, I will share with you my 10 years of experience using the read and retell procedure in Korea with university, adult, and young learners. I will focus on the retelling procedure and only general information on reading as it relates to retelling. You will learn what occurs in the classroom and the benefits of retelling for students as well as those for the teacher. You will see how easy it is to do, and how successful and enjoyable. Read and Retell works with all levels and all ages (with minimal adjustments).

**[Colloquium / Panel] T / U / A**

***The Bimodal Narrative Approach, Story without struggle***

Michael Rabbidge, Chonnam National University

**Room C601**

The Bimodal Narrative Approach (BNA) is an approach in development that integrates principles and materials from Extensive

Listening and Extensive Reading (ER) with teacher led and facilitated skills practice. In East Asian contexts ER is underutilized in language programs due to its incompatibility with the local teacher-centered norms of education. BNA bridges the gap between traditional and recent perspectives on language learning by moving learners gradually toward an ER experience, linking pedagogic and authentic materials, and providing a rich multi-modal learning experience. The approach was developed for an in-service regional teacher training program at Chonnam National University in South Korea, and was well received by trainee teachers. Participating teachers have subsequently begun to employ the approach in their own high school classrooms. A detailed discussion of BNA, sample activities and an example of how the approach was applied to the graded reader Billy Elliot, incorporating its accompanying audio CD and clips from the feature film will be discussed.

[Colloquium / Panel] T / U / A

***The Bimodal Narrative Approach, Story without struggle***

Nico Lorenzutti, Chonnam National University  
**Room C601**

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received by trainee teachers. Participating teachers have subsequently begun to employ the approach in their own high school classrooms. A detailed discussion of BNA, sample activities and an example of how the approach was applied to the graded reader Billy Elliot, incorporating its accompanying audio CD and clips from the feature film will be discussed.

[Colloquium / Panel] T / U / A

**SATURDAY - 3:55~4:20**

***21st Century Social Studies: Introduction of Interactive Media into the EFL Classroom***

Terence Clark, Korea University

**Room C608**

John Dewey, noted philosopher, psychologist and educational reformer, once said, "If we teach today as we taught yesterday, we rob our children of tomorrow." While Mr. Dewey left us in 1952 and never experienced the effect modern technology has on education, his words have never rung truer. The traditional "brick and mortar" classroom is a thing of the past, and today, the opportunities for an educational experience are limitless. The purpose of this presentation is to introduce an assortment of technologies available to the educator, the various uses of these technologies in the 21st century EFL classroom, and the effects on the English Language Learner. It is my purpose to show how the uses of widely available technology, such as VoiceThread, NING, Facebook and Twitter, can be used to create opportunities for English Language Learners of any age or ability level to practice and improve their language skills outside the classroom, especially in a non-immersed environment. In addition, by analyzing the results of student surveys, work samples and interviews conducted over the course of three semesters at a university in South Korea; we will look at how the use of these technologies can

intrinsically motivate students and help them identify and correct areas where improvement in their English language abilities can be made.

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

***An Exploration of the Socratic Method in ELT***  
Chad McDonald, Seoul Theological University  
**Room M101**

The Socratic Method is a teaching style pioneered and championed by Socrates, in which the teacher teaches through a series of questions, engaging the minds of the students and encouraging the students to debate amongst themselves, struggling to find the answer. The teacher's role is to guide the students in their debate, not to offer answers. Preparation for this method can be difficult, requiring careful thought to create the questions that follow the chain of logical thought to reveal the knowledge the teacher seeks to impart.

Action research will be presented showing the results of classes using Socratic dialogue teaching. Interviews with various students, surveys, and results of class activities and interaction before and after the use of Socratic method will be covered. Finally, with the recent surge in class sizes, it is very difficult to use the Socratic Method in public and most private institutions. Socrates originally had class sizes of about 10. This presenter has found a resolution to this issue, allowing for smaller sizes, owing to cultural issues in Korea, while at the same time maintaining class sizes of up to 30 to 40 students.

This hybrid workshop will reveal the action research, explore the Socratic Method, and go over examples of Socratic Teachings by offering the members an experience of the method by teaching it using the Socratic Method. The presentation will then finish with tips on creating Socratic teaching lesson plans specifically targeting the "how to" of creating a Socratic chain of questions.

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

***KoreaTESOL and ATEK: A comparative study of their current and potential benefits for English Teachers in Korea***

Tory Thorkelson, Hanyang University  
**Room S111**

The purpose of this project is to study the ways and means for KOTESOL and ATEK to work for the betterment of English language teaching and its broader implications in Korea. Having been a KOTESOL member for 13 years, and having seen ATEK evolve from its rocky beginnings into a potential rival for our long established organization, it seems essential for the best interests of both of our organizations –whether separately or in cooperation- that we at least understand each other's strengths and weaknesses in terms of who we are and what we do.

The research itself will be broken into 4 phases as follows:

- 1) To create profiles of typical members of KOTESOL, ATEK or both. (Consumers and/or Creators)
- 2) To look at the benefits and services provided by one or both of these organisations to see how they overlap and/or complement each other. (Creators)
- 3) To look at the governance documents and styles of these two organisations (in terms of creators, web presence, etc.)
- 4) To suggest ways and means for us to work (separately or together) for the present and future betterment of our organisations, members and the ELT community as a whole. (Complementors for each other)

The outcome of this research project, and program, will ultimately be a concrete way for ATEK and KOTESOL to achieve their goals as well as allowing me (personally) to look at KOTESOL from a whole different perspective.

**[Research report / paper] A**

***Scientific abstracts vs. simplified readers: investigating the effect on the affect***

John Blake & Dubhgan Hinchey, Japan Advanced Institute of Science and Technology  
**Room S113**



This content-analytic study compares and contrasts the effect of an intensive scientific abstract reading programme and an extensive reading programme on the attitudes to reading among learners of English.

A large body of research advocates the benefits of extensive reading programmes, which resonates with the perceptions of many language teachers. If time on task is a primary factor, as is claimed for vocabulary acquisition (Nation, 2001), then extensive reading should win hands down. A number of studies have compared extensive and intensive reading; however, there is a paucity of research comparing the effect on the affective domain. Postgraduate students of science and technology enrolling for the same English course were assigned to either the extensive or intensive reading programmes. Four reading attitude variables, namely: comfort, anxiety, value and self-perception (Yamashita, 2004) were surveyed prior to and after the programmes using questionnaires and focus group interviews. The focus of the intensive scientific reading programme was on conforming to expectations within the community of practice with an emphasis on establishing the significance and novelty of the research. The focus of the extensive reading programme was on promoting pleasure reading by encouraging learners to read graded readers, starting with a headword level that they should be able to easily understand. Reading progress was tracked online using Kyoto Sangyo University's MoodleReader module.

Qualitative and quantitative content analysis was applied to the data collected. The preliminary results of the analysis will be disseminated and their application to classroom practices will be suggested.

**[Research report / paper] U**

***Use of Language Learning Strategies among Low Proficiency Japanese University Students***

Andrew Thompson & Robert Cochrane,  
Kyushu Sangyo University

**Room S101**

Since the initial research into the identification of characteristics associated with "good language learners" by Rubin (1975), Stern (1975) and Naiman et al., (1978) researchers have found that through the conscious use of appropriate learning strategies, learners are able to achieve higher language proficiency (Oxford and Nyikos 1989, Ikeda and Takeuchi 2003, Green and Oxford 2005).

This pilot study explored the use of Language Learning Strategies (LLS) in a private Japanese university context by 168 first and second year students of various majors enrolled in a compulsory English course with TOEIC Bridge scores between 60 and 170. Participants were given a four-part survey consisting of 8 questions adapted from Oxford's (1989) Strategy Inventory for Language Learning (SILL) on a 6-point Likert scale to investigate strategy use, preference and English study habits.

The results showed the following. 1. There was limited use of memory and cognitive strategies by both first and second year students. 2. Less than 1/3 of students used other ways of studying English than those listed in the survey.

The results of this pilot survey suggest that future research relating to the use of LLS by low proficiency Japanese university students' needs to take a qualitative approach in order to understand student awareness, beliefs and use of language learning strategies.

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

**CANCELLED** *Effects of Suprasegmental Awareness on Listening Comprehension*

Sonca Vo, Danang College of Foreign Languages

**Room S111**

Research in the field of second language acquisition has posited that suprasegmentals awareness plays a critical role in overall second language listening (Avery & Ehrlich, 1992). Although those research studies emphasized suprasegmentals in ESL/EFL pedagogy since the advent of communicative language teaching and showed the relationship between suprasegmentals and second language listening, few empirical studies support this belief in which little research has been done to provide empirically based evidence in this area, especially in an English as a Foreign Language (EFL) context. The purpose of this study was to determine how suprasegmentals awareness in an EFL setting relates to overall listening comprehension. To be precise, the study examined the association between EFL learners' scores in their ability to recognize stress and intonation and their actual performance in a listening comprehension test. Participants were 149 EFL second year students of a centrally located university in Vietnam. The participants took a suprasegmentals awareness test prior to a comprehensive listening ability test. Results of correlation analyses of the two sets of scores from the two tests suggested that the association between suprasegmentals awareness and listening comprehension was very strong. The relation between suprasegmentals and listening comprehension was addressed and recommendations for ESL/EFL instructors for effective listening teaching were made.

**[Research report / paper] All***Investigating socio-pragmatic instruction of requests: measuring learning*

David Holmes, Korea University

**Room S113**

Second language learners studying or preparing to study in English in academic contexts are often unaware of the range of socio-pragmatic factors relevant in making requests in an appropriate form to those of higher status, such as professors. Basturkmen (2006) suggests that this could be due to cultural differences, the context of learning, or alternatively to a paucity of attention to relevant sociolinguistic factors in their second language education. Researching the last of these possible explanations, Crandall and Basturkmen (2004) reported that sociopragmatic instruction (in EAP contexts) did appear to raise learners' awareness of appropriate and inappropriate requests.

In this presentation, using email requests to professors as the focus, I extend Crandall and Basturkmen's research in two major ways: firstly by asking Korean students of English to provide reasons for their choices of appropriateness in a judgement task; and secondly by inviting a number of native speaking English teachers to undertake the same task and to evaluate the students' responses. The presentation concludes with suggestions for future research utilising judgment tasks.

**[Research report / paper] T / U / A****SATURDAY - 4:30~5:20*****Towards a Podcasting Pedagogy: Recent Developments in CALL with a Focus on Listening***

Mike Levy, University of Queensland

**Room B107**

Digitized audio and video have made their way into all aspects of educational computing. On the Internet, streaming audio and video allow the learner access to a vast quantity of audio material of all kinds. Audio and video files may be stored, managed, and distributed using technologies such as iTunes/iTunesU and YouTube along with mobile phones. Listening

materials may be manually or automatically downloaded to a computer or portable media players for later study and use through simple file transfer, podcasts, and webcasts.

A relatively new technology that is gaining much interest for the development of listening skills is the podcast, an audio/video file that can be "broadcast" via the Internet with sound files that are "pushed" to subscribers, often at regular intervals. Learners may also create their own podcasts (see Rosell-Aguilar, 2007). In current work in L2 learning, there is a particular focus on successfully designing the structure and content of a podcast suite and integrating it effectively into the curriculum (see Chan, Chen & Döpel, 2011). Key objectives were a fully integrated series of podcasts, practice and extension, curriculum integration and review, increased opportunities for exposure to listening texts and cultural content, and further development of learning strategies.

This presentation extends this work by examining the structure of approximately 60 podcasts (5-7 minutes duration) developed by students as the final assignment in a postgraduate course in CALL at the University of Queensland, Australia. The typical structure and content of a podcast is examined with a view to advancing our understanding of "podcasting pedagogy."

**[Featured] All**

***Tech Reflection. Google Apps in task based learning and other potential teaching applications***

Danny Green, RMIT International University Vietnam

**Room B112**

As task-based learning is becoming more ingrained in teaching pedagogy and curriculum content in Asia, many teachers still wrestle with the issue of reflection in post-task stages. This becomes particularly difficult when dealing with learners from rote learning backgrounds that have not previously been

encouraged to respond critically and openly. It is suggested that providing a familiar, accessible interface through technology (e.g. Google Education Apps) during post-task reflection improves motivation and allows a freer, more honest reflection process to occur. This workshop aims to provide a practical solution to the problem of restricted post-task reflection. Google apps helps to create a virtual classroom environment that allows students to offer feedback and reflection using similar tools and processes they use in their daily endeavours. It is available for free; user-friendly and accessible on smart phones, tablets or any computer anywhere there is an internet connection. Audience members can expect to view and discuss the technical and educational process and to walk away with a technological based option for post task reflection based on the preliminary findings of the pilot study across two Upper-Intermediate classes in a Task Centred curriculum at RMIT University Vietnam, while also offering other potential teaching applications.

**[Workshop / Demonstration] T / U**

***Is There Discourse in This Course?***

Scott Thornbury, The New School

**Room B121**

The term *discourse* eludes neat definition, and embraces a wide range of linguistic and social phenomena. In this workshop, I will distinguish three basic senses – the formal sense: discourse as connected text (or discourse1), a functional one: discourse as language in use (or discourse2), and discourse as social practice (= discourse3). Traditionally, language teaching has tended to ignore all but the first of these senses, focused as it is on teaching the discrete systems of grammar, vocabulary, and pronunciation, as embodied in well-formed sentences, while reserving the treatment of whole texts for "skills" practice. Language at the level "beyond the sentence" is considered too messy to be taught systematically. Yet the goals of language

teaching are the production and understanding of whole texts, whether spoken or written. Using a relatively new genre of written texts, and combining traditional discourse analysis with the use of freely-available corpus analysis tools, I will demonstrate how texts not only realize the three "levels" of discourse outlined above, but how such an analysis can serve the needs of second language writers.

[20/20] All

### *Vocabulary Demands of a Post Graduate TESOL Certificate Program in Korea*

James Brawn & David Leaper, Hankuk University of Foreign Studies

**Room B142**

Since 2008 and the announcement by the Lee Myung-bak Administration, Korean teachers of English at both private institutes and in public schools have felt the "political" push for teaching qualifications, usually in the form of a TESOL Certificate. Because these courses are often taught entirely in English, one of the questions that both candidates and the institutions running such courses need to answer is whether the applicant's English is on par with the demands of the course. Thus, the purpose of this study is to provide some indication of the size of the target vocabulary needed for adequate comprehension of the input received during professional development. An important first step is to establish the level of the course by objective criteria, one of which is of vocabulary demands of the required readings. Using Nation's (2006) lists of the 14,000 most common word families, this study investigates the frequency of vocabulary of the required texts of a Post Graduate TESOL Certificate Program in Korea. A corpus of 340,000 words was created from the required readings of the six subjects, which are a mixture of commercially available textbooks, photocopied and other collected materials. It was found that while the subjects have a similar level of vocabulary, there are differences in the low

frequency words used in the materials, as well as words that were not included in Nation's lists. The presentation ends with recommendations for the level of vocabulary knowledge required for students to be successful on this course, as well as suggestions for future research.

[Research report / paper] U

### *What's Wrong with Following the Book? Using Methodology to Adapt Textbook Activities*

Henry Gerlits, Gwangju University

**Room B161**

New teachers of English, at all levels, often find themselves with a textbook and seemingly simple instructions from a head teacher or boss: teach one chapter in this book per week. As teachers, we all sometimes feel constrained by the textbooks we are required to use in our classes. These textbooks might be too easy or too difficult for our students; the activities might be too dry, repetitive, childish, or perhaps clearly inspired by outdated language acquisition methodologies. For a new teacher, the first taste of ineffective textbooks comes when a lesson falls flat, even though the teacher followed the textbook's instructions carefully. How can a new teacher develop the discernment and intuition to know which activities will or won't be successful in a classroom?

In this presentation, we'll take consider a page each from 3 popular textbooks. We'll brainstorm effective ways to modify these activities, given advanced prep time and also on the fly for those "can you teach this class in 10 minutes?" situations. We'll also examine the language acquisition theories and methodologies underlying our choices and textbook modifications. Participants will leave the workshop armed with the skills to adapt textbook activities to the needs of the students in their classrooms, and an introduction to the current theories and methodologies motivating these decisions.

["101" Workshop] All



### ***12 Types of Tasks for Speaking Tests***

David Hutchinson, Hoseo University

**Room B164**

Communication-oriented English classes often include an oral assessment, and the teachers of these classes are often responsible for designing, implementing and evaluating the oral exam. It can be a challenge to design a test that matches the goals and content of the curriculum, and which meets the basic standards of a good test, including validity, reliability, and positive washback.

This workshop presents 12 types of test task, which can be used as a toolbox by teachers putting together a speaking test. Each type of task will be explained in terms of how and when it can be used appropriately to match what has been covered in class. The focus will be on how to use these tasks to create a good test. Examples will be used to demonstrate the process of going from curriculum to choosing tasks to designing them. After the tasks are presented, everyone will have the chance to put the tasks into practice as we discuss task design for a sample curriculum.

**[Workshop / Demonstration] U**

### ***Teachers: Stop Talking and Use Your Hands***

Steve Eigenberg, Kyungnam University

**Room B166**

This workshop will provide a set of proven, intuitive hand signals that both the teacher and students can easily learn and quickly use. These hand signals provide a visual structure which beginner and intermediate learners can use to quickly produce better English. The hand signals reduce pressure on the students by breaking down the sentence into manageable "chunks". They are similar in concept to using color on power point presentations to draw attention to the topic under discussion. With consistent use in the classroom, they lessen teacher talk time, lengthen student attention span and add a visual learning component to the classroom.

Students can be encouraged to use the hand signals as well, adding a kinesthetic component to the classroom.

These hand signals include prompts which will elicit from the students: Past / Present / Future Verb tense; Full Sentences; Sentence Subject; Sentence Verb; Plurality or Article Error Correction; Third Person "s" Error Correction; Negative Sentences; Yes/No Sentence Creation (Easily changed to use with "wh" Questions). These hand signals have been used and confirmed to work from middle school to adult learners. They have been tried and tested by the presenter in two Asian countries. The presenter can be reached at [steve@tggroup.biz](mailto:steve@tggroup.biz).

**[Workshop / Demonstration] T / U / A**

### ***Designing a Leveled Debate Curriculum: An Alternative to Productive Skill Classes***

Cheri Lee, Larrabee Learning

**Room B167**

[PART II. Debate Workshop: Practice Session]

A majority of in-service teachers strongly believe that debate classes should target only linguistically advanced learners, yet they forget that debate is a part of young children's daily lives. They debate with their family, friends and peers whenever they want to communicate more strongly and powerfully to achieve their ends. Debate is not, by nature, only for proficient speakers. Rather than language proficiency, setting out logical arguments is the key to the debate process, and logical arguments do not always involve highly-advanced language structures.

Then, is there any realistic way to make debate classes approachable for linguistically less proficient learners? Developing a leveled L2 debate curriculum is attainable since debate engages learners in a variety of cognitive and linguistic ways. Just as, in teaching phonics, learners begin by studying the most basic and fundamental elements of literacy, L2 learners can easily approach debate through core elements. By approaching a debate curriculum from learners' existing level, it is possible to

build crucial debate skills step by step, leading to a full knowledge of and competency with debate and communication skills. Continuing the first Debate Workshop session, this presentation will reach the heart of L2 debate curriculum design.

**[Commercial] YL / VYL / S / T / U / A**

***Feed-up, feedback and feedforward: re-examining effective teacher-student interaction***

Charles Anderson, Kyushu Sangyo University  
**Room B168**

Self Determination Theory and feedback research indicates that teacher student interaction significantly impacts student motivation, satisfaction and ultimately learning. Interaction that provides structure and autonomy has been linked with increased motivation and higher performance especially for learners initially lacking in self-regulation. This presentation will outline the interaction observed during a longitudinal qualitative study of eight English speaking university educators and contrast it with the same teacher's stated views about feedback and interaction.

Initial findings from the study indicate that a majority of the observed interaction is feedback focused on either the learner as an individual or task performance. Participants' comments revealed that much of the interaction they engaged in was either intended to help students feel more comfortable, or to address difficulties students were having in the classroom. While these intentions are to be lauded, research indicates that interaction can play a larger role by helping students become more autonomous self regulated learners. Research indicates that traditional forms of feedback alone may not be enough. To be effective teacher-student interaction needs to include feed-up and feedforward along with appropriate feedback. Examples of effective feedback, feed-up, feedforward will be presented and supported by robust educational research that has been largely overlooked in

the EFL literature. Taken as a whole, this presentation will provide educators with a deeper understanding of the importance of effective teacher-student interaction.

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

***That's (not) All Folks: Using short videos to facilitate classroom communication***

Geoffrey Butler & Megan Pugh, Seoul National University of Science and Technology

**Room B178**

In this workshop, the presenters will discuss the use of short video clips and application in their English language classroom. Although videos have been part of language learning since the invention and popularization of the VCR, merely having access to video source material does not guarantee that a teacher will have a successful lesson. Many teachers will no doubt remember sitting through whole lesson "movie days" during their own formative years. With a creative mixture of communicative activities, however, audiovisual content can be used to engage learners, stimulate conversation and to analyze key language and learning points. The presenters have made use of short videos (6 – 7 minutes) over three semesters of teaching at their university's language center. In the course of the forty-five minute workshop, the presenters and participants will use selected videos to demonstrate and share activities that the presenters have found to be successful in engaging their learners and facilitating meaningful communication in the classroom. Participants will also be invited to discuss and reflect on their own past video experiences in the classroom. Reflection topics for workshop participants will include reasons for using short videos in the classroom, activities that they employed in the past and questions that they have for the presenters or other participants.

**[Workshop / Demonstration] T / U / A**

***21st Century Listening: Reaching Learners of Multiple Styles through Technology***

Steven Mercier, Jeju National University  
**Room C608**

With mobile audio- and video-recording technology having become ubiquitous, it is now easier than ever to record the utterances of language students for future reference and analysis, so as to help them improve their listening and speaking skills. Readily available software programs represent untapped potential for reaching learners of different styles, helping them to inspect their own language production more closely, and possibly inspiring them to become more autonomous in their language learning. Programs allowing for detailed speech analysis have undergone a democratization of sorts in recent years, and are no longer the exclusive province of university linguistics laboratories; indeed, many are available for free via the internet, and are particularly user-friendly. With these programs, students' utterances can instantly be displayed in visual forms, which may help to reach visual learners or other students who are less attuned to aural learning see how their speech patterns compare to the speech models they wish to emulate. Also, kinesthetic learners can use a program's features to manipulate recordings of their voices so as to gain further insight into their own speech patterns and familiarize themselves with the areas in which they need to improve. In this session, using the software program Audacity as our main platform, we will examine the different ways that recording programs can be especially helpful in language classes.

**[Workshop / Demonstration] U / A**

***Developing independent, confident readers at Primary Level: Reading Laboratory 2.0***

Christine Hwang, McGraw-Hill  
**Room M103**

SRA Reading Laboratory 2.0 is an all digital, interactive, personalized reading practice

program based on the classic SRA Reading Laboratory print program created by Don H. Parker, Ph.D. It provides students and teachers access from any device, anytime, anywhere to a proven leveled reading program to maximize students' opportunities for practice and ease of use for teachers. Reading Laboratory 2.0 is best used as a supplemental reading practice and differentiation program. This can be used for individual or small groups before, during, and after school, and even at home as homework.

**[Commercial] YL / VYL / S / T**

***Using the iPad as your "MacGyver-Knife" for Teaching Language***

Roger Dupuy, UC Irvine, Extension  
**Room M104**

The iPad is the new "MacGyver-Knife" (Swiss Army Knife) for the 21st Century Language Classroom. The presenter will demonstrate how an iPad can be effectively used for a variety of language teaching situations. This no-nonsense presentation will cover a variety of skill areas that English language teachers are typically asked to teach, and how an iPad can enhance these teaching tasks. Moreover, the presenter will demonstrate how language teachers can use an iPad to collect, develop resources and materials that help create brilliant, thoughtful, and relevant lessons. Handouts will be provided.

**[Commercial] All**

***Do you want to get immediate and meaningful results?***

Alice Kim, Cambridge University Press  
**Room M105**

The Cambridge English Placement Test is a fast, accurate and affordable online test designed to pinpoint student's level of English and relate it to the Common European Framework of Reference (CEFR) –the standard benchmark used internationally to

describe language ability.

This is an international test of general English language ability, focusing on the skills of Reading, Use of English and Listening.

- Fast and Reliable
- International

- Suitable for all students
- Easy to manage
- User-Friendly
- Secure

**[Commercial] All**

## Call for Papers

The 2012 KOTESOL Proceedings team invites submissions from all presenters at the 2012 KOTESOL International Conference.

Information about *Proceedings* submission guidelines can be found

by clicking on 'KOTESOL Proceedings' at:

**<http://koreatesol.org/content/publications>**

Please direct submissions and/or queries to:

**[2012proceedings@gmail.com](mailto:2012proceedings@gmail.com)**

**Submissions deadline: 15 January 2013**



## 5.30p.m. - Plenary session

### About the presentation

#### *Plant Teacher Communities of Practice – Harvest Personal Satisfaction and Professional Growth*

Brock Brady, Peace Corps

**Saturday 5:30-6:20pm**

**Room: Samsung Hall, Centennial building**

Communities of Practice form the foundation of teacher professional development. Communities of Practice (CoPs) are spaces where people in a trade or profession can "talk shop." In some fields, CoPs happen naturally on the job. However, teachers do not practice their craft alongside other teachers; they practice it in a room full of students. Teachers must consciously build CoPs.

Teachers who participate in Communities of Practice rarely experience burnout or fall into ruts. They know their strengths and don't need to hide from their shortcomings. They lack resources less often because they are surrounded by "solutions." They are confident and can count on their peers. CoPs may be formal or informal and participants may change, but they are places where teachers can freely explore teaching practice, share safely, and feel empowered and energized.

The sessions will examine the essential characteristics of teacher communities of practices, share common teacher CoP interactions that are commonly productive, provide tips for creating maintaining, explore ways to manage the changes that occur when CoPs transition from informal to formal associations, and look at ways CoPs can effectively bridge cultural differences.



### About the speaker

**Brock Brady** is the Programming and Training Education Specialist for the U.S. Peace Corps, a volunteer development agency. He recently completed three years as President-Elect, President, and Past President of the TESOL International Association. Before coming to Peace Corps, Brady served as Coordinator then Co-Director of the American University TESOL Program in Washington, D.C. for 12 years. Prior to teaching at American University, Brady directed English Language Programs for the State Department in Burkina Faso and Benin, lectured in Korea at Pohang University of Science and Technology (POSTECH) for two years, served as a Fulbright Scholar in France, and as a Peace Corps Volunteer in Togo, W. Africa. He matriculated at Reed College and Portland State University in Oregon (USA).

Brady's research interests include English language planning and policy, program and course design, pronunciation, and strategies for building teacher communities of practice. Currently, he is on the Editorial Board of *Asia TEFL*. He has also taught English or engaged in educational consulting in Angola, Australia, Brazil, China, Colombia, Costa Rica, Côte d'Ivoire, Egypt, France, Gambia, Guatemala, Israel, Mali, Mexico, Moldova, Panama, the Philippines, Portugal, Sierra Leone, Singapore, South Africa, and Spain.

## The Pecha Kucha Sessions: Saturday, 6.20-7.20p.m.



### 1. Rob Waring *English Students 2.0*

This pecha kucha explores the idea that our brains and bodies are ever changing and evolving. This means that given the inputs and demands of modern life, it is entirely possible that in the near future our students could be significantly different from our current generations and could possibly even evolve into a different human species.

### 2. Ken Wilson *Glad to be Grey*

I love Asia. But everywhere you go, there's this fixation with youth and black hair. People should be glad to be grey.



### 3. Neil J. Anderson *The Challenge of Maintaining Balance in Life*

We often define ourselves by the roles or hobbies that we have in our lives. I can define myself as an English language teacher, a teacher educator, an intensive English program administrator, a researcher, a runner, a cyclist, a husband, a father, a grandfather, a reader, a friend. These roles keep me busy! This pecha kucha will focus on the importance of maintaining balance in life and provide three suggestions on how we can do it.

### 4. Frank Boers *Effect-of-Instruction Studies: A Quick Guide to Getting the Desired Outcome*

Effect-of-instruction studies, a.k.a. intervention studies, typically compare learning gains obtained under two or more instructional methods, with one of these methods being championed by the researcher. Unfortunately, the researcher's personal beliefs and the desire to publish can all too easily skew the design of such studies.



### 5. Brock Brady *Foolproofing Your Classes: A Checklist*

A look at a series of classroom teaching strategies that will ensure that every class you ever teach goes well – it's just that simple!

### 6. Scott Thornbury *The ABC of SLA*

In alphabetical order I will present the history and most recent developments in second language acquisition theory in approximately six minutes. This is all you will need to know. Ever.



# Sunday 9.00-11.50am

Concurrent sessions: Basement level



Room	Starting at 9.00	Starting at 9.25	Starting at 10.00	Starting at 10.25
B107			Kyungsook Yeum <i>Leadership and Quality in ELT Organizations</i> [Featured] All	
B109			Kate Kim <i>Developing core test skills with Quattro Reading - (Bilingual Session)</i> [Commercial] S / T	
B111			Julie Hwang <i>Get Your Students Talking with Primary Courses from Oxford University Press!</i> [Commercial] YL / VYL	
B112	Gavin Farrell <i>Plagiarism: What it is and how to avoid it</i> [Workshop / Demonstration] U		Geoffrey Miller <i>Developing critical thinking in the writing classroom</i> [Workshop / Demonstration] T / U / A	
B121			Clara Lee Brown <i>Content-Based Instruction, the Right Way</i> [20/20] All	
B142	Allison Bill <i>Professional Development 101 - An Active Approach</i> ["101" Workshop] All		Andrew Finch & Graham Beals <i>Freshman English for the NEAT: A New Paradigm</i> [Research report / paper] U / A	Theron Muller & Crayton Walker <i>Investigating and improving a distance MA program</i> [Research report / paper] All
B161	Thomas W. Santos <i>A Framework for Teacher Reflection</i> [Workshop / "101"] All		Jiraporn Smyth <i>Online Diary: an EFL Community of Practice</i> [Research report / paper] U / A	
B164	Leonie Overbeek <i>The ARC of learning and how understanding roles at each stage increases participation and co-operation.</i> [Workshop / Demonstration] All		Michael Guest <i>Using Symbols, Acronyms, and Shorthand in ESP (English for Specific Purposes)</i> [Workshop / Demonstration] U / A	
B166	Robert (Bob) Kienzle <i>Developing Leadership in the Classroom, in the Office, and Beyond</i> [Workshop / Demonstration] All		Nasra Adan <i>Betty or Veronica: Language Acquisition Through Comics</i> [Workshop / Demonstration] YL / T / U	
B167	Euna Lyu <i>How to study grammar for better communication</i> [Commercial] U / A		Paul Sevigny, Maiko Berger & Kris Ramonda <i>Learner Attitudes Towards Graded Readers in the Course Curriculum</i> [Research report / paper] T / U / A	
B168	Curt Hutchison <i>Encouraging Focused Peer Response and Feedback-Based Revisions through Collaborative Tasks</i> [Workshop / Demonstration] T / U / A		Gabriel Allison <i>Understanding NEAT and its Speaking and Writing Sections</i> [Commercial] YL / VYL / S / T	
B178	Eli Miller <i>A Holistic Approach to Storybook-based Teaching for Beginning Learners</i> [Workshop / Demonstration] YL		Carmella Lieske <i>Methods for mending motivation malaise</i> [Commercial] S / T	

Sunday 9:00-11:50

# Sunday 9.00-11.50am

Concurrent sessions: Upper level



Room	Starting at 9.00	Starting at 9.25	Starting at 10.00	Starting at 10.25
C601	David Nunan, Martha Clark Cummings, Ken Beatty, Denise Murray & MaryAnn Christison <i>Moving to Online Instruction: The Challenges and Opportunities</i> [Featured Colloquium] All			
C608			Michael Jones <i>Smart Use of Smart Phones - QR Codes in the Classroom</i> [Workshop / Demonstration] T / U / A	
M101	Cameron Romney <i>Visual appeal of handouts and self-made classroom materials: Does it matter?</i> [Classroom application of research] All		Gunther Breaux <i>The Holy Grail: A test that both measures and improves speaking ability</i> [Workshop / Demonstration] T / U / A	
M103			Finlay Beaton <i>Brainwave – challenging young learners to think in English</i> [Commercial] All	
M104	Shaun Manning <i>Using Language-Oriented Tasks to Direct Learners' Attention to Form in Writing Classes</i> [Classroom application of research] T / U / A		Richmond Stroupe <i>Facilitating collaboration: How teachers, administrators, and institutions can work together</i> [Classroom application of research] T / U / A	
M105			John Brezinsky <i>Effective Academic Preparation through Sustained Content</i> [Commercial] S / T / U / A	
S111		Soo Ha Sue Yim <i>The Historical Development of Education in North Korea</i> [Research report / paper] All	Mercurius Goldstein <i>Teach me to teach English in English (TETE)</i> [Research report / paper] T / U / A	Jason A. Di Gennaro <i>Private Supplemental Education Perceptions and Experiences of Korean Female University Students</i> [Research report / paper] T / U
S113		Hsiao-Wen Hsu <i>Experience makes difference: a study of pupil experiences of EYL state school classes</i> [Research report / paper] YL	David E. Shaffer <i>Affecting Language Learner Self-Direction Through Journaling and Its Perpetuance</i> [Research report / paper] U	Sang Eun Lee <i>The Distinction between Oral and Written Discourse and the Acquisition of Past Tense Forms among Young Learners</i> [Research report / paper] YL

Sunday 9:00-11:50

## 11.50am: Plenary Session “The Secret History of Methods,” Scott Thornbury



**SUNDAY - 9:00~9:50**

***Plagiarism: What it is and how to avoid it***

Gavin Farrell

**Room B112**

The bane of writing teachers around the world is plagiarism, of course more easily assisted with the Internet. This presentation will look at definitions of plagiarism (including shocking statistics at how few students have actually heard of the word), and how to introduce this concept to the classroom as a first step to making independent and honest writers. Plagiarism lies on a scale of severe to minor, from straight cut-and-past from Wikipedia, to sloppy quoting, to poor reference formatting. Students are generally unaware of these degrees so this presentation will show and model activities on how to avoid the various kinds of plagiarism, and importantly, how the notion of attribution can make a student's own writing stronger. Additionally, policies for a teacher to implement in the classroom will be shown so that penalties and ramifications for student misconduct are clear and understood by all stakeholders at the beginning of the semester, and more importantly when papers are returned. Lastly, tips on how to catch plagiarism, and how to warn students that you are a Google Master will be shown.

**[Workshop / Demonstration] U**

***Professional Development 101 – An Active Approach***

Allison Bill, Jeonju University

**Room B142**

A common thread in education is to develop active learners, students who take responsibility for their own learning. But what about teachers? Do we stop learning once we finish our teacher education courses, or do we make an effort to continue to improve? Perhaps you are fairly new to teaching, or you

are feeling isolated professionally, and want to find a professional support system. The goal of this presentation is to give new teachers (or those who feel their teaching is getting stale) an introduction to self-directed professional development.

We will start with an overview of options available to teachers in Korea, such as peer observation, reflective teaching, etc. These will include individual development strategies as well as ways to work with colleagues or a peer group nearby. Participants are encouraged to bring some of their own ideas along. We will then spend time looking at a few of the options in detail, discussing in groups how we could implement them in our own busy lives. We will finish our time together with each teacher choosing a personal professional development goal.

**["101" Workshop] All**

***The ARC of learning and how understanding roles at each stage increases participation and co-operation.***

Leonie Overbeek, Seosin & Hwado Middle Schools

**Room B164**

Reflective teaching is rapidly gaining ground as an effective practice that benefits both teachers and learners. When this is put together with a simple model for the process of learning - A for attention, R for repetition and C for consolidation - and both teacher and student understand their roles at each stage, the classroom can become a place of co-operation.

It is universally true, whatever subject we study formally, that unless we pay attention (A) to a presentation, the repeat the information we received (R) until we no longer need to make an effort to recall what we learnt (C) we do not really master it. This is the model that will be the basis for the discussion. The underlying research that supports each phase of the model as an essential part of the learning process will be

Sunday 9:00-11:50

presented, and the roles of teachers and students at each phase will be discussed. The model can be viewed as very basic, but it is a very useful tool to understand what takes place in the classroom.

Specifically, the focus will be on how each party can enhance the learning experience by being aware of their role and playing their role, not the other party's role. Problems that can arise that interfere with the learning process at each phase will also be discussed, and methods to solve those problems suggested and discussed.

**[Workshop / Demonstration] All**

***Developing Leadership in the Classroom, in the Office, and Beyond***

Robert (Bob) Kienzle, Sungkyunkwan University

**Room B166**

Teachers are leaders in the classroom, but leadership skills are often overlooked when evaluating the effectiveness of instructors. In addition to understanding content, lesson planning, implementing classroom procedures, adapting to student needs, and other necessary skills, teachers need to understand, use, and improve their leadership skills. These skills are used not only in classrooms, but also when collaborating with coworkers, co-teachers, administrators, and other school personnel. Business people, corporate trainers, social and political leaders, and many other professionals spend countless hours and money understanding and developing their personal leadership qualities. Classroom instructors can seek the same benefits. In this workshop, participants will first learn about and assess themselves on 6 basic leadership qualities: Direction, persuasion, support, development, and appreciation. Next, participants will learn how improve their personal leadership and communication skills in order to get better results from themselves and from the students and staff in their schools. After that, participants will learn how to form personal

vision, project, and mission statements for their overall teaching career as well as for specific projects they may undertake in the future. Finally, participants will understand how to involve others in their projects and effectively manage and lead groups. If time allows, a question and answer and brainstorming session will be held to resolve specific individuals' leadership and organizational challenges.

**[Workshop / Demonstration] All**

***How to study grammar for better communication***

Euna Lyu, Pearson Education

**Room B167**

Have you ever questioned why we study grammar when it comes to learning English? It's because it provides a strong foundation where we can build up our language skills so we all know how important grammar is. Just like how we had to study Korean grammar in order to speak Korean better. However the problem is we often approach grammar for the sake of grammar meaning we treat grammar as one thing and speaking English or learning English as something else. So there is always a big gap between the reality and our needs or wants. What do we do then? We need a different approach to grammar that would ultimately help students with better communication. Real grammar!!!! We need to start teaching grammar in a practical way not just within the book. We should teach it in real context settings. This workshop will explore ways of how to do so using *MyGrammarLab*. *MyGrammarLab* provides a fully blended learning solution that has three components, Book, Online and Mobile. And with *MyGrammarLab*, we can now begin to teach grammar in a very PRACTICAL way.

**[Commercial] U / A**

***Encouraging Focused Peer Response and Feedback-Based Revisions through Collaborative***

### Tasks

Curt Hutchison, Leeward Community College  
Room B168

Implementing useful and effective peer response sessions in L2 writing classrooms can be a major challenge for teachers. Learners unfamiliar with the process can feel confused about its purpose, skeptical of its value, uncertain about what to address in their peers' texts, and misguided as to how their feedback should be expressed. Writing teachers who plan to incorporate writing workshops into their courses must take these issues into account and plan a series of activities that will not only introduce their students to the rationale behind peer response but also train them to be strategic readers and focused responders. This, however, is still insufficient for success; teachers must also provide tasks that train students to produce revisions that effectively incorporate the feedback they receive. This presentation will address these issues in several ways. First, a concise overview of both process writing and scaffolding through collaborative writing will be provided, followed by a discussion of best practices in peer response and revision instruction. The bulk of the session will then focus on a series of original collaborative classroom tasks designed to raise learner awareness of peer response, encourage the production of focused and insightful responses to texts, and train learners to better evaluate feedback and utilize it in revisions. The session should be of value to writing instructors practicing in a variety of contexts for numerous types of learner populations. The presenter is a US-based community college lecturer with more than 15 years experience teaching in EFL, ESL and developmental contexts.

[Workshop / Demonstration] T / U / A

### *A Holistic Approach to Storybook-based Teaching for Beginning Learners*

Eli Miller, Seoul National University of

Education

Room B178

Everyone knows that children and even older beginning learners love a good story. But beyond simply reading students a story and checking their comprehension of its contents, what more can be done with storybooks to truly build up their language abilities and foster real communication?

This presentation will introduce a seven-step system for teaching with storybooks. This method gives attention to several skills learners need to develop, including prediction, attention to visual cues, basic speaking skills (including pronunciation, word stress, and intonation), basic descriptive powers, critical analysis of others' actions, and ultimately the skill of storytelling itself. All of this is done in a communicative way that keeps learners with limited language skills engaged. Using this approach, teachers can not only help their students develop fundamental communicative language abilities, but foster the development of basic cognitive and academic skills that will serve them throughout the entire second language acquisition process and beyond.

[Workshop / Demonstration] YL

### *Visual appeal of handouts and self-made classroom materials: Does it matter?*

Cameron Romney, Momoyama Gakuin University

Room M101

Many teachers use their own materials in the classroom and the content of these handouts is only half of the document. The other half is the visual elements: graphics, page layout, typography, etc. While lots of thought and energy went into the creation of content, often the visual elements are ignored (Kelly, 1998). Teachers should be concerned about these elements because research has shown that visual design affects comprehension –the better the document is laid out, the easier it is to understand (Gasser, et al., 2005, Walker,

2001) and the more appealing the document is visually, the more motivated students are to read the document (Smiley, 2004, Misanchuk, 1992).

The presentation will review research related to visual design and offer the following best practices: 1) Use a typeface (font) the students are familiar with (Felici, 2003, Hoener, et al., 1997). 2) Use typography to signal sections of the document (Smiley, 2012). 3) Use increased line spacing and white space (White, 2002). 4) Use lines and shapes to organize the document (Dabner, 2004). 5) Only use graphics with a pedagogical purpose (Misanchuk, 1992, Clark and Lyons, 2011). The presenter will also show numerous examples, both good and bad, that illustrate these best practices.

Participants should come away from the presentation with a greater understanding of what the visual elements of a document are, how the visual elements influence a reader's comprehension and motivation and how they can harness research about the visual elements of a document to improve student learning.

**[Classroom application of research] All**

### **CANCELLED *Authentic videos in the classroom***

Sara Davila, EnglishCentral  
Room M103

With advances in modern technology teachers now have more access than ever before to authentic videos for use in the classroom. What if you could take a simple online video a step further? That is where EnglishCentral comes in to help you and your students build language skills with engaging authentic video. The EnglishCentral software offers teachers and students access to thousands of authentic English videos. Teachers and students can work together to select high interest videos across a range of categories to create personal learning experiences that work. Watching the video is only the beginning of the experience. EnglishCentral, using state of the art voice recognition software combined with advanced in linguistic software, has created video tools

that allow students and teachers to get real time feedback on speaking, pronunciation, and vocabulary building. Students will have a chance to watch, listen, record and learn, and teachers have access to real time student data, including student reports and the ability to listen in as students work. Join us to learn more about how you can incorporate this high end language teaching platform into your classroom.

### ***Using Language-Oriented Tasks to Direct Learners' Attention to Form in Writing Classes***

Shaun Manning, Hankuk University of Foreign Studies // Victoria University of Wellington  
**Room M104**

TBLT has come under criticism from many quarters for its emphasis on task completion over accuracy of language use, learners' use of communication strategies and L1, and L2 fossilization due to learners' improved pragmatic skills but unchanged lexico-grammatical ones. A possible approach to address these complaints is to use attributes of TBLT that make it so attractive, its emphasis on the expression of meaning and its reliance on both social (typically pair or group work) and cognitive (noticing and attention) processes to drive learning, to design activities that focus on language-related outcomes rather than real-world ones, Language-Oriented Tasks (LTOs).

This presentation reports on a case study done in a college writing class and the use of three interactive LTOs: group-editing of sentences, group-reconstruction of paragraphs, and group-reordering of paragraphs in an essay, each done multiple times over a semester. All interaction in the groups was audio-recorded, transcribed and analysed for language-related episodes (LREs) and collaborative scaffolding. Results show these LTOs produced a great deal of talk in L2 English about L2 English, with variation in emphasis across LTOs. Despite the rarity of successful task



completion, for example, edited sentences usually still contained lexico-grammatical errors, and only one group was able to successfully reorder paragraphs into their original positions in the essay, subsequent writing and speech showed improved use of many items. Participants in this hybrid workshop-report will have the opportunity to try some of the LTOs and engage in critical discussion about their implementation in other contexts.

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

### SUNDAY - 9:00~10:25

#### *A Framework for Teacher Reflection*

Thomas W. Santos, US Dept of State  
**Room B161**

Teacher reflection is a hot topic these days in education. It can be an extremely valuable way for teachers to improve their skills through the development of their self-awareness. But, this process can be intimidating or downright scary. This presentation will look at various aspects of teacher reflection: what is it, why do it, and what are the benefits. Then, a framework will be offered to guide teachers through the unfamiliar territory of reflection. Attendees will be asked to participate by discussing in small groups their own teaching context and the opportunities that reflection can offer.

**[Workshop / "101"] All**

#### *Moving to Online Instruction: The Challenges and Opportunities*

David Nunan, Ken Beatty, Denise Murray, MaryAnn Christison & Martha Cummings, Anaheim University

**Room C601**

All teacher educators will be faced with the imperative to teach online, at some stage in their career. The online teaching may

supplement one, or more face-to-face classes, or may replace face-to-face instruction, entirely. While some skills will transfer from face-to-face to online, environments, most will not. They will either have to be transformed or, replaced entirely. In this colloquium, teacher educators with extensive experience in, both face-to-face and online teacher education will share their experience of moving from face-to-face to online instruction. Each will outline a key challenge they had to confront in moving to a new teaching/learning modality, describe how they met the challenge, and discuss the opportunities for professional growth and development that resulted from their engagement with online teacher education. Theoretical, empirical, and practical aspects of online teacher education will be woven into each account.

**[Featured Colloquium] All**

### SUNDAY - 9:25~9:50

#### *The Historical Development of Education in North Korea*

Soo Ha Sue Yim, Samsung Art and Design Institute

**Room S111**

This presentation provides an overview of the education in North Korea from 1910 to the present. It examines the developments in North Korean education and indoctrination programs from a socio-historical perspective and provides insights to how North Korea's colonization, geographical location, religious history, and political goals have influenced its educational system. The presentation probes into the content and themes in pre-school, primary and secondary school textbooks and the methods in which ideologies are established and maintained through education. An overview of and reflections on personal experience teaching in North Korea will also be presented.

**[Research report/ paper] All**

***Experience makes difference: a study of pupil experiences of EYL state school classes***

Hsiao-Wen Hsu, Kainan University

**Room S113**

English learning to younger children is not new. Yet how much learning experience transfers and well applies into formal school learning context has not been deeply investigated. As Dörnyei (1990) pointed out that learning experience could be expected to affect foreign language learning (FLL) in typical FLL contexts. Thus, this study examined the differences of English learning between experienced and inexperienced young learners in public primary school settings in central Taiwan. Questionnaires were administered 481 children (aged 8-9) who were in their first year of school English instruction. They were also invited to respond in writing to open-ended questionnaire items. Selected interviews were applied to gather information about pupils' prior exposure to English and about their past and current feelings towards English learning.

A majority of pupils (82.5%) reported they had had English learning exposure before school English instruction started. This confirmed a gap does exist between experienced and inexperienced learners of the same class. In general, the study found that young learner motivation seems enhanced by prior learning. These pupils perceived school English differently regarding their prior EFL experiences, and English teacher played a key role in triggering learning. Inexperienced pupils, on the other hand, were far more likely to view English learning as difficult, even though the English lessons were supposedly designed for "true beginners". This study would suggest that the teacher's style and the classroom culture established has a particular important role in achieving the stated curriculum goal of strong motivation and an positive attitude to learning.

**[Research report/ paper] YL**

**SUNDAY - 10:00~10:25**

***Freshman English for the NEAT: A New Paradigm***

Andrew Finch & Graham Beals, Kyungpook National University

**Room B142**

Freshman English programs in Korean universities/colleges were introduced in response to the 6th National Curriculum, which focused on the development of communicative competence in Korean students. The 7th National Curriculum added a student-centered approach, tasks, logical and creative thinking, and English for globalization. Further reform has produced the National English Ability Test (NEAT), with its equal attention to all four language skills. In addition to its use in high schools (Parts 2 and 3), the government's intention that Part 1 (adults) will replace the TOEIC will have an impact on Freshman English programs.

In this context, this presentation describes a program which moves beyond 'conversation English', having been designed to meet the academic and professional needs of university/college students. The aims of the 6th and 7th National Curricula and the NEAT have been incorporated into two in-house textbooks through the use of a task-based, integrated approach. Student-centered activities promote autonomy and responsibility for learning and lead up to the design and presentation of a group project at the end of each semester. Regular self-assessment, peer-assessment, and peer editing of written assignments help to develop language awareness in the ZPD. It is hoped that students will develop the spoken and written English necessary in a global economy.

The presenters will describe the program, along with instructor-feedback, student evaluations, and recommendations. They will also look at change management and team building, including the need for administrative

Sunday 9:00-11:50

support, and candid feedback and input from instructors, in order to establish and maintain new standards.

[Research report/ paper] U / A

*Teach me to teach English in English (TETE)*  
Mercurius Goldstein, The University of Sydney  
Room S111

From March 2010, the South Korean Ministry of Education, Science and Technology (MEST) is implementing a national 'Teaching English through English' (TETE) policy to institute English as the medium of instruction in English language classes throughout more than 1,300 general public high schools. A notable feature of the TETE teacher education program is a 4-8 week overseas intensive postgraduate TESOL course hosted at universities in 'core' English-speaking countries including the USA, Canada and Australia. The present study adopted a multiple-strategy qualitative approach to explore the perceived effects of one such postgraduate program (RIAP, 2010, 2011) on the capacity and willingness of a cohort of Korean-speaking teachers to meet the policy requirements of their industrial setting.

The 13 participants perceived that the present requirements of the South Korean university entrance exams militate against the implementation of TETE method in the classroom, although they perceived TETE method to be desirable in practice. Most participants also perceived themselves to be working in professional isolation without the benefit of a 'Community of Practice' (Wenger, 1998a), and none could perceive a unified strategic direction for the TETE policy they are charged to deliver.

Recommendations are made to investigate whether the self-reported 'professional isolation' of South Korean teachers of English is shared by their colleagues in other subject areas, and to develop teacher education courses which will equip these teachers with a

higher degree of professional agency with which to navigate the challenges of TETE policy.

[Research report/ paper] T / U / A

*Affecting Language Learner Self-Direction Through Journaling and Its Perpetuance*  
David E. Shaffer, Chosun University  
Room S113

Learner journals have been promoted as effective instructional tools in education for increasing self-direction and motivation in the learner and thereby leading to better study practices and increased learning. Building on the work of Dymont and O'Connell (2008) and other work of these researchers, this study applies reflective journaling to language learning in general, and to the Korean EFL learner. To test the effects such journal writing, Korean university EFL students were asked to keep, for one semester, English journals reflecting on their own English study process and progress, and as well, upon how they could improve upon their present study practices.

This study posed the questions: (a) Do students perceive language learner journal writing as having a positive impact on their language learning and planning; (b) Will the student continue journaling after the course is completed; and (c) Does clarity of journal writing project instructions significantly affect writing results?

Revealed in the initial survey is a positive change in student attitude toward language learning journal writing and student desire to continue journal writing after the study. Also revealed is that the students felt journal writing helped them improve their English study methods, their writing ability, and their oral communication skills. The impact of detailed journal writing instructions however was not found to be great.

The study is longitudinal in that it presents data of a follow-up survey administered three and a half months after journal project

completion. Results indicate that a considerable number of students had continued keeping a journal and a much higher number planned to keep a journal in the future. Pedagogical implications of the study are that language learner journaling is quite effective as a tool in increasing language learner motivation and in increasing learner autonomy, and that language learner journaling should be strongly considered for inclusion in EFL/ESL curricula.

[Research report/ paper] U

SUNDAY - 10:00~10:50

***Leadership and Quality in ELT Organizations***

Kyungsook Yeum, Sookmyung Women's University

**Room B107**

How can we contribute to shaping a successful, knowledge-sharing organizational culture? In other words, how can teachers and administrators in any ELT organization improve their leadership IQs for a program's success? These questions will be discussed and their answers exemplified through leadership models, a leadership and climate survey, and practical activities.

Extensive work has been done on leadership and management in general, but the discussion on leadership in ELT organizations is still sparse. Recent attempts have been made to define language program leadership with the emerging significance of organizational culture and leadership to affect teaching and learning quality. Pennington and Hoekje's *Language Program Leadership in a Changing World: An Ecological Model* (2010) and Christison and Murray-edited *Leadership in English Language Education* (2009) particularly reflect the attempt to use the leadership concept to enhance language teaching and learning quality. Cultivating basic leadership skills are requisites for language teachers: listening, having vision, motivating, inspiring,

facilitating, and prioritizing for success in the classroom. Basic concepts designed for the general teacher could be easily applied to the language teacher as well.

At the same time, the characteristics that Nahavandi (2006) envisions for future leaders are definite requirements for leaders in ELT organizations: global and cultural awareness, understanding of organization from an integrated perspective, as well as flexibility and openness to change. Particularly, the potential bi-cultural or multi-cultural settings of many ELT institutions (e.g., local administrative staff and foreign teaching staff – and sometimes students) are challenging to leaders and require exceptional, and expected, leadership qualities for program success.

[Featured] All

***Developing core test skills with Quattro Reading- (Bilingual Session)***

Kate Kim, Compass Media

**Room B109**

*Quattro Reading* provides English language learners with non-fiction passages in various topics from all around the world. Teens will enjoy reading non-fiction while developing their vocabulary and reading fluency. Major official tests, including the college entrance exam in Korea, require the candidates to have fast and accurate reading abilities in order to obtain a high score. Therefore, *Quattro Reading* is carefully designed to build on reading skills and focus on practicing the types of questions frequently encountered on the exam.

This session introduces *Quattro Reading*, a new reading series published by Compass Media. The presentation will show the important "four factors" that distinguish *Quattro Reading* from other reading books; attracting teens with intriguing non-fiction stories, covering the vocabulary and grammar requirement of the Ministry of Education's guidelines, preparing for the "NEAT" exams, and preparing for school exams. The session

Sunday 9:00-11:50



also shows various teaching tips and lesson ideas for those who teach students struggling with a poor test performance in English.

This will be a bilingual session.

**[Commercial] S / T**

***Get Your Students Talking with Primary Courses from Oxford University Press!***

Julie Hwang, Oxford University Press

**Room B111**

Helping primary students build strong English communication skills is the goal of every teacher and is more important than ever. With greater emphasis on productive skills, teachers have been seeking ways to create engaging lessons and activities to improve students' communicative skills. In addition to teaching language skills, teachers currently want to connect to the whole child and include critical thinking skills, Content and Language Intergrated Learning (CLIL), and values in their lessons. Find out how each primary course from Oxford University Press is designed to motivate young learners in the classroom. For this workshop, examples will be taken from *English Time* 2nd Edition, *Everybody Up* and *Let's Go* 4th Edition. Participants will engage in fun and exciting communicative activities. This interactive workshop will also demonstrate how a blended learning approach with online and off-line practice is the perfect way to develop English fluency and build skills!

**[Commercial] YL / VYL**

***Developing critical thinking in the writing classroom***

Geoffrey Miller, Qatar University

**Room B112**

This presentation draws on research findings and professional experience in cognition and memory, composition and critical thinking skills in order to present clear methods for enhancing the opportunities for students to

develop critical thinking skills. A lack of critical thinking is a common complaint heard from educators when working with writing students; often times with students' essays scraping the very surface of an issue or writing about topics that seem juvenile in scope. However, by constructing both course materials and content delivery schedules based on research done in human cognition and memory and then delivering these materials using a methodology which promotes input and feedback via which the group moves toward the construction of definitions, parameters, questions and answers it is possible to get students both thinking and writing about things that are pertinent to them and their society. The focus of this presentation will be the ESL writing classroom, however, the principles upon which this presentation are based easily transfer to vocabulary, listening, and any other area of learning where the student is required to either create or retain information. This will hopefully let everyone who attends walk away with at least one thing to use in their practice.

**[Workshop / Demonstration] T / U / A**

***Content-Based Instruction, the Right Way***

Clara Lee Brown, The University of Tennessee, Knoxville

**Room B121**

Content-based instruction is known to language teaching professionals as an approach that combines language and content. This simple description does not capture the purposeful and meaningful link between content and language that is the core of content-based teaching. Content-based instruction goes far beyond providing students with topical vocabulary of the trade or mere expository facts. In this session, I conceptualize content-based instruction as using content to provide the comprehensible input necessary for language acquisition, and I offer a new model: Content-Based ESL Instruction and Curriculum (CBEIC).

The session will focus on how to infuse content into language acquisition and will provide hands-on opportunities to practice the ways in which content is integrated for the purpose of language acquisition.

[20/20] All

***Using Symbols, Acronyms, and Shorthand in ESP (English for Specific Purposes)***

Michael Guest, University of Miyazaki

**Room B164**

It is often believed by novice English teachers that English for Specific Purposes (ESP) is little more than 'general English' plus specialist terminology. However, it is widely recognized among ESP experts and corpora that members in specific professional fields carry out distinct types of discourse. One way in which such discourse is managed by members of a given specific speech community is through the use of common symbols, abbreviations, and reduced forms (ellipsis). But while teaching such forms has direct application to ESP learners and thus increases motivation, undue focus upon such linguistic minutiae could easily turn into a taxonomy of insider codes and actually hinder the learner's ability to apply these forms to wider discourse.

In this workshop-styled presentation, the presenter will demonstrate how such symbols and abbreviations can be learned in a manner that ties them into wider communicative discourse frameworks. Samples and activities taken from the presenter's own medical English classroom materials will be used to demonstrate how teachers can expand such discrete details into discourse. In order to gain a student-like perspective, participants will engage actual medical documents written in the vernacular and learn how these can easily and efficiently be turned into wider communication-based activities. It is hoped that participants will ultimately apply these principles to their own classes and specific teaching fields.

**[Workshop / Demonstration] U / A**

***Betty or Veronica: Language Acquisition Through Comics***

Nasra Adan, University of Hail

**Room B166**

Getting students to read in their second language (L2) is a difficult task for teachers. It has been my experience that lower level learners, when not provided with the appropriate scaffolding, assume any given text is too difficult to comprehend. They get anxious and give up without even making an attempt at the task. I have found using comics helps reduce their anxiety and adds humour to the lesson. Comics have the potential to engage students of all ability levels. They are an ideal resource for multi-level classes. They help students learn new vocabulary, develop reading comprehension, strengthen writing skills and improve reading fluency.

The simple story lines and visual nature of comics facilitate comprehension and thus build students' confidence in their reading ability. Alternatively, having students practice writing in blanked out word bubbles provide excellent scaffolding for writing lessons.

The presenter will demonstrate how teachers can incorporate the four skills in a lesson using comics. The aim of the workshop is to further the participants knowledge about alternate methods of presenting reading and writing. At this interactive workshop, participants will learn by doing: they will use role-plays, participate in collaborative group work and share ideas on using comics in their respective classrooms. They will also learn to create comics-related tasks for their students and receive lesson ideas for their particular contexts.

**[Workshop / Demonstration] YL / T / U**

***Learner Attitudes Towards Graded Readers in the Course Curriculum***

Paul Sevigny, Maiko Berger & Kris Ramonda, Ritsumeikan Asia Pacific University

**Room B167**

It is well established that sustained extensive reading leads to improved reading fluency. This study reports on the attitudes towards graded readers and changes in reading speed over a sustained six week period of extensive reading. This research study was conducted to pilot integrating an extensive reading component into the existing curriculum at a Japanese university. In this study, an ER component was part of an English reading course involving 341 Japanese, Korean, and Chinese students of lower intermediate English. The participants were given pretest, posttest, and delayed posttest surveys and speed reading assessments. The treatment consisted of participants choosing and reading six level 2 Penguin 600 headword graded readers over a six week period and were assessed weekly to determine whether or not they completed the reading for that week. The weekly assessments also included a graded reader ranking section in which participants assigned a 1-5 star evaluation of each reader. In addition, online discussion boards and chat rooms were used to stimulate learner interest and gather qualitative data throughout the treatment in order to triangulate data found in surveys. Results on learner attitudes towards extensive reading before, during, and after treatment will be discussed. Additionally, longer term durable learning was measured through an 8 week delayed posttest. Pedagogical implications will be provided.

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

### ***Understanding NEAT and its Speaking and Writing Sections***

Gabriel Allison, E-FUTURE

**Room B168**

For nearly 20 years, the Korean Scholastic Aptitude Test (KSAT) has been a requisite tool for English language assessment in Korea, heavily influencing secondary school English education. This is expected to change by 2015 with the introduction of the National English Ability Test (NEAT). What is this test and

what does it expect our students to know? This presentation will go over the scope, structure, and item types of the National English Ability Test. During the presentation, ideas and strategies on how to best prepare students for the Speaking and Writing sections of NEAT will be shared and discussed.

**[Commercial] YL / VYL / S / T**

### ***Methods for mending motivation malaise***

Carmella Lieske, Cengage Learning Korea

**Room B178**

Motivation is a key determiner in second language acquisition. Extensive research shows a diverse range of complex factors are at play with no quick fix. So how can we create an environment that stimulates our students rather than sends them to sleep? The presenter will explore how real world content and authentic resources presented in a carefully graded framework can contribute to stronger learner engagement leading to increased language competence and confidence.

**[Commercial] S / T**

### ***Smart Use of Smart Phones - QR Codes in the Classroom***

Michael Jones, Woosong University

**Room C608**

The use of smartphones in the classroom has become a controversial topic among teachers. Some embrace the phones and the pedagogical opportunities the technology provides, while others ban the devices due to decidedly non-educational use by students. As smartphones explode in popularity, a steadily increasing number of students will be using the devices in the classroom. This is something that teachers are going to have to deal with whether they want to or not.

Anyone who has been in a classroom can tell you that students of all ages are enamored with the use of their smartphones. This presentation will examine different ways in

which we can harness that interest in technology to increase student participation in the L2 classroom. Instead of reducing the phones to nothing more than glorified electronic dictionaries, we will look at how to use smartphones, QR codes, and the internet in the classroom. Examples will include how to deliver authentic content, set up paperless tasks, create easily accessible multimedia projects, assign homework and create the QR codes themselves using both mobile and desktop-based platforms.

**[Workshop / Demonstration] T / U / A**

***The Holy Grail: A test that both measures and improves speaking ability***

Gunther Breaux, HUFS

**Room M101**

To measure communicative speaking ability, give communicative tests. It is a very direct measure. To improve communicative speaking ability, give communicative tests. What gets tested gets done. For the past five years in university freshmen English classes, I have given three-person, 20-minute conversation tests for mid-terms and finals. All tests were recorded. Students transcribed the conversation, and compiled their total-words count and average length-of-utterance. A strong correlation has been found between total words and speaking ability. This correlation enabled easy and accurate grading of communicative speaking tests –without recourse to the subjective, indirect and impactless measures of grammar, accuracy, pronunciation, fluency, et al. This changes everything.

Transcribing conversation tests is a great win-win. Students get personal feedback, and teachers get accurate grading data. Further, transcribing provides post-test improvement, and total-words enables grading how much students do, not how much they do wrong. Finally, by comparing the midterm and final transcript data, every semester teachers can prove improvement.

This presentation will cover the following: 1. The speaking test, from partner selection to real-time scoring. 2. Student transcription and data compilation. 3. The use of the total-words data to accurately grade communicative speaking ability. 4. How to use transcription data to document improvement. 5. Implications: Communicative testing enables communicative classes.

All Korean and native speakers can use this test. It is real-world communication, easy to give and grade, provides individual feedback, and proves improvement. In short, this test both measures and improves speaking ability. The Holy Grail.

**[Workshop / Demonstration] T / U / A**

***Brainwave– challenging young learners to think in English***

Finlay Beaton, Macmillan Korea Publishers Limited

**Room M103**

As young learners' proficiency in English continues to rise we need to ensure that we provide our students sufficient challenge in our classes to maintain their motivation to learn. *Brainwave* does this in three ways. Firstly, the content that is used as a medium for teaching the language is engaging and challenging and includes links to other subjects in the curriculum to help students see the links between the language classroom and their broader studies and help prepare them to study in English in the future. Secondly, students are encouraged to engage both personally and critically with the content and thus have opportunities to develop their critical thinking skills and study skills alongside their language skills development. Thirdly, the way in which the materials are delivered and learning takes place recognizes the role of technology in education in the 21st Century and offers a truly innovative blended solution to language learning. Teachers will leave this session with ideas on how they can stimulate, challenge and critically engage their young learners in



and outside the classroom.

**[Commercial] All**

***Facilitating collaboration: How teachers, administrators, and institutions can work together***

Richmond Stroupe, JALT / Soka University  
**Room M104**

Many teachers who engage in collaborative activities report having positive, enriching experiences, yet significant challenges remain and, from some perspectives, disadvantages to being involved in such processes. The current presentation is based on research conducted at a Japanese university where culturally diverse faculty members have successfully collaborated on numerous departmental and cross-disciplinary projects.

The presentation and discussions will emphasize three broad areas. The first area of consideration will include both the advantages and disadvantages of the overall collaboration process. The presentation attendees' comments and ideas will be compared to the results of the current research, particularly advantages including increases in teacher effectiveness, student achievement, and the development of professional learning communities, as well as challenges, such as increased demands on time, lessening of teacher autonomy, and working with teachers with differing pedagogical perspectives. Focus will then turn to individual instructor characteristics that contribute to successful collaboration and those personal characteristics that may make the collaborative process more difficult. Lastly, institutional and administrative qualities that contribute to a supportive environment for collaboration will be highlighted, including the role of the leader, changes in power relationships, and development of a collaborative learning community as an explicit and substantive institutional goal.

Those attending the presentation will have opportunities to consider and discuss how teacher collaboration can be fostered from

both personal and institutional perspectives, and consider possible strategies to facilitate collaborative opportunities in their own teaching and learning contexts.

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

***Effective Academic Preparation through Sustained Content***

John Brezinsky, Cambridge University Press  
**Room M105**

Research shows that students learn academic English better when they are immersed in academic content. This session explores the benefits of sustained academic content in EAP and offers tips for integrating reading, writing, listening, speaking, vocabulary, and general academic skills into your curriculum.

The benefits of content-based instruction (also known as CLIL, SCLT, and more) have long been recognized. It is difficult, however, to put the principles into practice. The presenter begins by outlining the research on content-based instruction and its benefits to students. Next, several principles for creating effective lessons built around content are described.

The main section of this presentation focuses on how best to teach academic language in the context of a content-based classroom. From integrating language skills to covering vocabulary, the presenter provides numerous examples of how students can learn English while studying academic content.

**[Commercial] S / T / U / A**

**SUNDAY - 10:25~10:50**

***Investigating and improving a distance MA program***

Theron Muller, University of Toyama & Crayton Walker, University of Birmingham  
**Room B142**

This research investigated the motivations and

experiences of part-time distance staff on a worldwide distance MA program through the Centre for English Language Studies at the University of Birmingham. While the programs are established and highly regarded internationally, this research considered whether investigating the experiences and motivations of tutoring and distance staff employed by the Centre would yield insights regarding how their experience of involvement with the programs might be improved. The motivation behind this research was to gain a better understanding of how distance staff view their involvement with the university and, if possible, increase staff participation and retention rates. This research represents a departure from many investigations into distance learning, as in the literature the tendency is to focus on learner communication and experiences. When staff are included in investigations, they tend to be dealt with using deficit models that depict them in need of training or development, whereas in this research technology training did not arise as an issue among research participants. One of the questions addressed in this research is that as part-time distance staff are the primary contacts for students on the program, better understanding their motivations and goals may help improve the experience for staff and students. Initial findings suggest that the distance staff themselves view their involvement in the program as part of their ongoing professional development, and to the extent that they feel they can develop within the program, they report satisfaction with their experience.

**[Research report/ paper] All**

***Online Diary: an EFL Community of Practice***  
 Jiraporn Smyth, Ubon Ratchathani University  
**Room B161**

This study aims to expand the definition of literacy beyond its usual text and school-based practice. It presents how Thai EFL learners make use of an online diary website as their

community of practice. The results of the study reveal that all participants become apprentices of the English-oriented community by conforming to the social norms and constructing their identity for the purpose of being socially recognized by other members. At the same time, they also maintain traditional values within self and bring these values into the new community as one part of their identity. Due to its culturally diverse community, the online diary provides EFL learners the opportunity to interact with authentic readers from different cultures, including both native and non-native speakers of English. Students become aware of how people from different parts of the world write their personal stories and what they value in life and in their culture. In addition, the frequent writing and continual engagement in the community enhance the diarists' English proficiency. This study concludes with a discussion on why literacies should be viewed as socioculturally situated activity and how this might affect EFL pedagogy. The implications of the online diary for EFL teaching and its challenges will be also presented.

**[Research report/ paper] U / A**

***Private Supplemental Education Perceptions and Experiences of Korean Female University Students***

Jason A. Di Gennaro, Sookmyung Women's University

**Room S111**

Following centuries of cultural and societal tradition, educational success remains a cardinal indicator of social status and very often translates to greater economic opportunity for Koreans. While Korea is applauded for its very impressive educational improvements as measured by international standardized exams, the underlying competition to succeed and gain admission to the top universities has never been fiercer. The government has made almost annual changes

to policies and laws in an effort to create an egalitarian system of education, however, these shifts have resulted in the competitive playing field of education being moved to the private sector. Private supplemental education expenditures have been ballooning for decades, transferring a greater responsibility for total education costs from the government to the public. Differences in means to meet the high financial demands of supplemental education costs have resulted in some scholars regarding private education as contributing to the reproduction of socioeconomic classes. This confirmatory paper critically investigates the issue of private education in Korea, and examines the link between socioeconomic background, private English education expenditure, and university admissions. Using a mixed-methods approach, survey responses from female students at a 4-year university in Seoul and a 2-year college outside of Seoul are analyzed. It is hoped that the results of this study can contribute to the growing body of critical work that is drawing attention to issues related to social inequality in Korean education.

**[Research report/ paper] T / U**

***The Distinction between Oral and Written Discourse and the Acquisition of Past Tense Forms among Young Learners***

Sang Eun Lee, Ewha Womens University  
Room S113

The EFL learners' acquisition of English regular and irregular past tense forms has been investigated extensively in both linguistic and TESOL fields. Bybee and Slobin (1982) examined rules and schemas in the development and use of the English past tense among different age groups. Yang and Lyster (2010) compared the effectiveness of different corrective feedback treatments on the use of regular and irregular English past tense among the EFL learners. However, few studies have shown in-depth analysis on the distinction between oral and written discourse on the acquisition of past tense forms among young EFL learners. As a result, the purpose of the study is to investigate how young learners demonstrate the acquisition of English past tense in oral and written forms. For this study, 20 grade six elementary students participated in the experiment and the author conducted both spoken and written discourse analysis on students' production. The author collected the four types of data: two from written discourse (planned and immediate) and spoken discourse (formal and informal). The written responses were gathered while the spoken response were tape-recorded and transcribed later. Then, the data was analyzed by frequency and the classes of past verbs organized by Bybee and Slobin. The author has drawn a hypothesis that planned written response will demonstrate an overall superiority in demonstrating the acquisition of regular and irregular past tense among other responses.

**[Research report/ paper] YL**

## 11:00a.m. - Plenary session

### About the presentation

#### *The Secret History of Methods*

Scott Thornbury, The New School

Sunday 11:00-11:50a.m.

Room Samsung Hall, Centennial building

I am regularly asked "What's the latest method," suggesting that the concept of method persists, despite recent attempts to bury it ("The method concept is dead!"). Drawing on an extensive archive of language teaching textbooks, I will review the history of methods, and in so doing, will argue that the prescriptive concept of method is less useful than the descriptive concept of methodology, i.e., what teachers actually do, rather than what they are obliged to do. I will also attempt to show that the history of methods is best construed, not as a linear progression, but as cyclical, and that, as Kelly commented as far back as 1969, "old approaches return, but as their social and intellectual context are changed, they seem entirely new." I will then extrapolate some core parameters, different configurations of which help define and differentiate language teaching methods, and I will apply this descriptive framework to a relatively "new kid" on the methodological block, the Dogme/Teaching Unplugged movement (Meddings & Thornbury, 2009), founded on the belief "that language learning is both socially motivated and socially constructed" and whose proponents "are looking for ways of exploiting the learning opportunities offered by the raw material of the classroom, that is the language that emerges from the needs, interests, concerns, and desires of the people in the room." At the same time, I will make the point that Dogme might best be considered as neither method nor methodology, but as a tool for self-directed teacher development.



### About the speaker

**Scott Thornbury** has an MA (TEFL) from the University of Reading and is currently Associate Professor of English Language Studies at the New School in New York, where he teaches on an on-line MATESOL program. His previous experience includes teaching and training in Egypt, UK, Spain, and in his native New Zealand. His writing credits include several award-winning books for teachers on language and methodology, including *About Language: Tasks for Teachers of English* (Cambridge University Press), *How to Teach Grammar*, *How to Teach Vocabulary* and *How to Teach Speaking* (Pearson), *Uncovering Grammar*, *Beyond the Sentence* and *An A-Z of ELT* (Macmillan) and *Natural Grammar* and *Grammar* (Oxford University Press). He has also contributed to a number of handbooks on language and methodology, including the *Routledge Handbook of Corpus Linguistics* (2010), and *The Routledge Handbook of Applied Linguistics* (2011). His most recent book, *Teaching Unplugged* (Delta Publishing; co-written with Luke Meddings) won a British Council Innovations Award (ELTON) in 2010. He is series editor for the Cambridge Handbooks for Teachers.



# Sunday 12.00-1.50pm

Concurrent sessions: Basement level



Room	Starting at 12.00	Starting at 12.25	Starting at 1.00	Starting at 1.25
B107	Neil Anderson <i>Engaging in Motivational Teaching Practices to Achieve a Perfect Score</i> [Featured] All		Ken Wilson <i>Ten Quotations to Make You Think</i> [Featured] All	
B109	Rob Waring <i>Setting your Compass for Reading</i> [Commercial] YL / VYL / S / T		In-hee Cho <i>How to Teach NEAT Speaking and Writing in Class</i> [Commercial] S / T / U	
B112	Gerald Bourdeau <i>Teaching Unplugged in the University EFL Composition Course</i> [Workshop / Demonstration] T / U / A		Rob Waring <i>A Framework for Assessing Online Reading Resources</i> [20/20] All	
B121	Frank Boers <i>Getting to Grips with L2 Formulaic Language</i> [20/20] All		Doug Baumwoll <i>How to Teach the Writing of Structured Paragraphs Using the TEE Model</i> [Workshop / Demonstration] T / U / A	
B142	William Rago <i>Who Cares: Linguistics, Second Language Acquisition Theory, and EFL Teachers</i> ["101" Workshop] U / A		Roger Fusselman <i>Beginning Right: Leading in to a Lesson</i> ["101" Workshop] All	
B161	Amanda Maitland El Amri <i>Classroom Management Strategies to live by</i> ["101" Workshop] All		Nathanielle McDonald <i>Teaching English in English: Tips for Simple and Clear Instructional English</i> ["101" Workshop] All (Ends 2.25pm)	
B164	Catherine Peck <i>Becoming Intercultural in the Korean EFL Classroom</i> [Workshop / Demonstration] T / U / A		Michael Jones <i>In Their Shoes – What's It Like to be an L2 Learner?</i> [Workshop / Demonstration] All	
B166	Paul Bournhonesque, Lara Kurth & Seunghoon Oh <i>ICC in Classroom Instruction: Bridging Communication Gaps Through Examining Critical Incidents</i> [Workshop / Demonstration] T / U / A			Chris Fitzgerald & Martin Mullen <i>Using iPad as a Springboard for Rich Discussion</i> [Workshop / Demonstration] All
B167	Eric Verspecht <i>Dynamic learning experience with MegaGoal</i> [Commercial] T / U / A			
B168	Lin (Kitty) Zhang <i>Keep kids WARM in learning English</i> [Commercial] YL / VYL		Crayton Walker <i>University of Birmingham Distance MA and PhD Programs</i> [Commercial] All	
B178	Peter Carter <i>Templates, T-rexes, and Triple-plays: Avoiding presentation pitfalls</i> [Workshop / Demonstration] U / A		David Nunan <i>Professional Advancement through Online TESOL Doctoral, Master and Certification Programs</i> [Commercial] All	

# Sunday 12.00-1.50pm

Concurrent sessions: Upper level



Room	Starting at 12.00	Starting at 12.25	Starting at 1.00	Starting at 1.25
C601			<b>Michael Griffin, Alex Walsh &amp; Alex Grevett #KELTchat: Professional Development at Your Fingertips</b> [Workshop / Demonstration] All	
C608	<b>Ian Brown</b> <i>Teaching with iPods, iPhones or Smartphones</i> [Classroom application of research] T / U / A			<b>Carl Phillips</b> <i>Authentic Conversation Training</i> [Workshop / Demonstration] T / U / A
M101	<b>Joseph P. Vitta</b> <i>A workable TTT approach for the Korean University EFL Setting</i> [Workshop / Demonstration] T / U / A			<b>Nico Lorenzutti</b> <i>That's NEAT! 5 Communicative Activities for Teaching M2 NEAT Speaking Preparation</i> [Workshop / Demonstration] T (Ends 2.25pm)
M103	<b>Nathan Soelberg &amp; Melissa Mendelson</b> <i>Bottom Up Skills: A Necessity for Beginning Language Learners</i> [Workshop / Demonstration] T / U / A		<b>Rheanne Anderson</b> <i>Teaching Your tongue to Talk: Intensive Pronunciation Instruction</i> [Classroom application of research] T / U / A	
M104	<b>Nur Kurtoglu Hooton</b> <i>Aston University: TESOL and Applied Linguistics programmes</i> [Commercial] All			<b>Rhett Burton</b> <i>Multilevel Reading Groups for Elementary Students</i> [Workshop / Demonstration] YL
M105	<b>John Brezinsky</b> <i>Becoming a Can-Do Teacher</i> [Commercial] S / T / U / A		<b>John Brezinsky</b> <i>The Modern Reading Classroom: Engaging Content, Building Fluency</i> [Commercial] S / T / U / A	
S111	<b>James Garner</b> <i>Linking Adverbial Use by Non-Native Writers: How Data-Driven Learning Can Help</i> [Research report / paper] U	<b>Scott Menking</b> <i>Interacting with East Asians: University Students' Varying EIL Beliefs</i> [Research report / paper] T / U / A	<b>Eric Reynolds</b> <i>Finding a Way to Write Right: A Plagiarism Solution.</i> [Research report / paper] T / U / A	
S113	<b>Demontray Lockhart</b> <i>Connecting Through Connectors: Korean Students' Essays Suffer from Adverbial Connectors</i> [Research report / paper] All	<b>Tim Pritchard</b> <i>Japanese University Students' Attributions for Success and Failure in studying English</i> [Research report / paper] U	<b>Hye Kyeong Kim</b> <i>Investigation on the effect of short-term overseas experience on L2 pragmatics: a case of public officers.</i> [Research report / paper] U / A	<b>Yoko Harada &amp; Yuko Matsumura</b> <i>Repeated L2 listening in different speech rate conditions</i> [Research report / paper] U

**SUNDAY - 12:00~12:25**

***Linking Adverbial Use by Non-Native Writers:  
How Data-Driven Learning Can Help***

James Garner, Hangan Media High School  
**Room S111**

Over the past several decades, the TESOL community in general has seen an increase in the interest in the use of direct corpus use by students in the classroom, an approach known as Data-Driven Learning. Most of these have focused on the acquisition of vocabulary items, including a wide range of information necessary for their correct usage. One type of vocabulary that has yet to be properly investigated has been linking adverbials. Linking adverbials serve to assist writers in giving cohesion to their texts. They are also difficult for second language writers to acquire, with many misusing them semantically and stylistically. This presentation discusses a study that attempts to determine if Data-Driven Learning can assist students with this task. It investigates the correct semantic usage and proportion of academic linking adverbials in student writing both before and following corpus based instruction. Results indicate that Data-Driven Learning techniques do in fact help students acquire and better employ linking adverbials in their writing. Students receiving Data-Driven Learning instruction greatly improved their use of linking adverbials, both semantically and stylistically, from pre- to post-treatment. This is in comparison to a control group, where no major difference in usage was found in their essays.

**[Research report / paper] U**

***Connecting Through Connectors: Korean Students' Essays Suffer from Adverbial Connectors***

Demontray Lockhart, Morning Spirit Academy  
// University of Birmingham.  
**Room S113**

I conducted a pilot study in a class of 8 Korean freshmen about the use of adverbial connectors, which differed from professional writers of English. This difference does show telltale signs of poor quality essays. The investigated students wrote an independent topic that was extracted from a TOEFL textbook. This study reveals that Korean students overuse a set of connectors that they possess in their EFL repertoire. Also their strong tendency to use these same connectors in the beginning of paragraphs and sentences, with little to no regards on varying their placements, is revealed. Consequently, they have limited their discourse use of these connectors – whereas a native speaker would have employed the same connectors differently by being conscious of context. Some researchers suggest that EFL students overuse connectors in the sentence-initial position to disguise poor writing. On the contrary, it is proposed here that a transfer-effect occurs between students' native language (L1) and their second language (L2) causing them to naturally use certain connectors in the sentence-initial position. This may be because Korean is a topic-prominent language with a strong tendency to put information of interest in the front of sentences where connectors are naturally placed. This preliminary study is inconclusive given its short range. The results, however, do indicate a difference in the quality of writing among these students. As a solution, a pedagogical approach –using Corpora to demonstrate proper use of connectors from English academic journals – is recommended.

**[Research report / paper] All**

**SUNDAY - 12:00~12:50**

***Engaging in Motivational Teaching Practices to Achieve a Perfect Score***

Neil Anderson, Brigham Young University  
**Room B107**

Sunday 12.00-1.50

Teachers play a powerful role in motivating learners in their classrooms. In order to engage in effective motivational teaching practices, each teacher must embark on a journey towards excellence. This session will present the results of research conducted in Guatemala and in the United States that report on teacher journeys to achieve a perfect score.

This featured speaker session will focus on ways that teachers can weave motivational moments into their teaching. Research by Guilloteaux and Dornyei (2008) indicates that "the teacher's motivational practice does matter. . . . [And that] student motivation is related to the teacher's motivational practice"(p. 72). Teachers have a powerful role in motivating (or demotivating) the learners in their classrooms.

Because we know that teacher's motivational practice in the classroom does matters, it is imperative that we take appropriate steps to explicitly plan how we can engage in motivational moments. Using Dornyei's components of motivational teaching practice, we will identify instructional strategies for "creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation, and encouraging positive retrospective self-evaluation" (Dornyei, 2001, p. 29). Direct implications for increasing motivation in teaching and learning in Korea will be provided.

**[Featured] All**

### ***Setting your Compass for Reading***

Rob Waring, Compass Media

**Room B109**

Young Learners Classic Readers provide beginning English language learners with enjoyable and easy reading practice, by retelling famous stories from around the world. Young English language learners will enjoy developing their vocabulary and reading fluency with the easy-to-read adaptations included in this varied collection of well-known tales for children.

Compass Classic Readers provide accessible adaptations of the greatest works of world literature to beginning and intermediate English language learners. Carefully designed to retell the stories using vocabulary and sentence structure appropriate for one of six different grade levels, each reader will help English language learners enjoy developing their vocabulary and fluency as they read the stories.

This session introduces several series of reading materials published by Compass Media, both paper-based and for online reading. The presentation will show how the two complement each other and how they can vastly improve a learner's vocabulary growth beyond that found in typical Korean school course books.

**[Commercial] YL / VYL / S / T**

### ***Teaching Unplugged in the University EFL Composition Course***

Gerald Bourdeau, Gimcheon University

**Room B112**

This workshop examines the role Teaching Unplugged may play in a university EFL writing course. Since my introduction to Teaching Unplugged about one year ago, I have been steadily working to 'unplug' my EFL classrooms. Teaching Unplugged, also known as Dogme ELT, was first created by Luke Meddings and Scott Thornbury. The three tenets of Teaching Unplugged are: 1. Classes should be conversation driven. 2. Classes should be materials-light. 3. Classes should focus on emergent language. In their book on Dogme ELT *Teaching Unplugged: Dogme in English language teaching*, Meddings and Thornbury do not specifically address Teaching Unplugged in the EFL writing classroom, although, some lessons in the book have writing components or easily lend themselves to the writing classroom. This workshop explores the possibilities of integrating Teaching Unplugged into a university EFL writing class by explaining



ways it can mesh with the more traditional methods of writing instruction including: the writing process, academic writing models, and personal writing. Participants engage in Teaching Unplugged activities which promote writing as a valid form of communication instead of an academic chore. Potential problems of a conversation driven and materials-light composition class are also addressed. Participants are encouraged to share their experiences with Teaching Unplugged or ways they could implement Teaching Unplugged in their writing courses.

**[Workshop / Demonstration] T / U / A**

***Getting to Grips with L2 Formulaic Language***  
Frank Boers, Victoria University of Wellington  
**Room B121**

Language abounds with formulaic word sequences or "chunks," such as idioms (let the cat out of the bag), collocations (make an effort), prepositional phrases (at school), phrasal verbs (talk it over), proverbs (when the cat's away), similes (good as gold), binomials (part and parcel), and multiword discourse organizers (on the other hand). Mastery of chunks fosters fluency and helps learners sound native-like. However, knowledge of chunks in a second language is acquired very slowly. Several factors help to account for this slow rate of acquisition, such as insufficient encounters with one and the same chunk, and the lack of attention given to chunks by learners.

Several pedagogy-oriented applied linguists have pointed out the need to direct L2 learners' attention to chunks in texts and to raise their awareness of the formulaic dimension of language in general. It is assumed that, once students have become aware of this dimension, they will start to autonomously pick up chunks from exposure much more readily. In my talk, I will raise doubt over that assumption.

I will propose a number of simple interventions – supported by evidence from

quasi-experimental research – that teachers can resort to for making diverse kinds of chunks more memorable for their students. I will also discuss common textbook exercises on collocation which, according to recent findings, should be used with caution. I'm hoping that workshop participants will find a couple of the ideas useful additions to the bag of tricks they rely on to speed up their students' learning.

**[20/20] All**

***Who Cares: Linguistics, Second Language Acquisition Theory, and EFL Teachers***

William Rago, Sookmyung Women's University

**Room B142**

Course titles like Linguistics and Second Language Acquisition (SLA) strike fear into the hearts of many EFL teachers in Korea, including TESOL certificate and MA TESOL students. For the native-speaking teacher, these course topics are often intimidating because they explicitly show us what we don't know (but should) about our own language and highlight the limits of our professional identity. For the non-native English teacher, topics in linguistics and SLA theory are frequently labeled 'irrelevant' to classroom language teaching. Applying any theory to a real context is a challenge for all educators, and their students. This session will briefly describe the issue at hand, and then present several practical assignments and activities that help students bridge the gap between language theory and language pedagogy. The activities cover the core areas of linguistics (phonetics, phonology, morphology, syntax) and the major theories of SLA. Each assignment or activity puts the student in a situation where they have to use the course content as they complete a specified task related to classroom practice. Some activities ask the students to be teachers, while others ask the students to observe a teacher. The analysis of learner language and teacher talk is also integrated into several

activities. As a whole, each assignment puts the student in a position to comprehend the material in a non-traditional way, which results in a deep and practical understanding of course content. The assignments and activities are part of the Second Language Acquisition courses in the Sookmyung Women's University SMU-TESOL and Sookmyung TESOL Global programs.

**["101" Workshop] U / A**

***Classroom Management Strategies to live by***

Amanda Maitland El Amri, Chonbuk National University

**Room B161**

This workshop will provide information that could help take the stress out of teaching and provide reliable positive classroom management strategies and some related classroom management theory. The workshop will explain the connection of classroom management to the school behaviour system and the characteristics of a good school behaviour system. A wide range of strategies will be provided at the workshop for coping with common management issues.

The workshop would be of interest to experienced and inexperienced teachers. The area of classroom management focused on is middle and high school. Although there will be reference made to strategies that can be used in Elementary School too. The strategies will help create a positive work day where teachers feel less tired and worn down by disruptive classroom management events. It will also consider common classroom management scenarios and good and best practice for dealing with the them. It is hope that teachers will leave with a set of strategies to live by.

**["101" Workshop] All**

***Becoming Intercultural in the Korean EFL Classroom***

Catherine Peck, Chonnam National

University/Macquarie University Australia

**Room B164**

Even elementary school students in South Korea can tell you what 'Americans' eat at Thanksgiving - so does this mean that they are developing intercultural skills in their English classes? This workshop suggests that the understandings and skills students need to cope with the bewildering range of 'foreign' encounters, hybridity and change ahead of them are poorly served by the common focus in ELT materials on national food, festivals, and customs in 'native speaker' nations.

So where do busy EFL teachers begin? This workshop commences by defining intercultural competence and how this differs from 'teaching culture', after which practical strategies and guidelines for classroom teaching from an intercultural perspective are identified. Specific examples of classroom activities and materials will be provided that focus on students' intercultural competence development and foster learning skills which will enable our students to navigate successfully amidst a multiplicity of cultures.

**[Workshop / Demonstration] T / U / A**

***Dynamic learning experience with MegaGoal***

Eric Verspecht, McGraw-Hill

**Room B167**

How to make the learning of English a motivating and success-oriented experience?

*MegaGoal* integrates the day-to-day aspects of teenagers' lives with real-life English learning situations and models. Student-based learning allows students to relate their own lives to practical, theme-based situations. Activities -including games and songs - bring English to life and make students want to use it to communicate.

*MegaGoal* will stimulate students in the English classroom and at the same time provide practical solutions for teachers.

**[Commercial] T / U / A**

***Keep kids WARM in learning English***  
Lin (Kitty) Zhang, Pearson Education  
**Room B168**

In most Asian countries, English is being introduced with greater compulsion and at a steadily lowering age. With English language learners getting younger and younger, theories and practices of how to teach English to this early age group – 4 to 6 year-olds – are increasingly focused and discussed.

While on the one side, young children are naturally curious and they are eager to explore and experience new ideas. On the other side, they are more enthusiastic to learn by themselves rather than having someone to teach them or working together within a group. This nature makes most teachers of young children find it not hard to warm up the kids at the beginning of learning English, but not easy to keep the warmth as time goes by. This presentation will focus mainly on a very practical layer of teaching this age group: how to use different materials and / or different ways to deal with same materials to keep young children interested through WARM theory:

Whole Learner - Each child is unique in personality, interests, and learning styles and will benefit from materials that reflect this.

Authenticity - Realities of the child's world must be at the core of the program and the basis for materials chosen.

Repetition - Successful learning only occurs when skills presented build on each other and reviewed meaningfully.

Motivation - A learner who is engaged will learn better.

**[Commercial] YL / VYL**

***Templates, T-rexes, and Triple-plays: Avoiding presentation pitfalls***

Peter Carter, Kyushu Sangyo University  
**Room B178**

Presentations are an inescapable part of modern scholarship: they form much of our

professional development; we give them in our classes; and we often ask students to present to their peers. As teachers, we are judged on the quality of our presentations, and by the effect we have on our students' ability to present. As such, understanding the principles and terminology is invaluable. T-rex, for example, is a term commonly used by body language experts to describe the weak arm and hand gestures that many presenters make.

With the aim of improving our own understanding and deployment of presentation skills, this workshop covers the following four areas: effective platform skills; choosing an appropriate structure; slide design; and the connections between presentations and high stakes events such as job interviews. We will also discuss classroom applications, such as providing effective models and useful feedback to students.

Throughout the workshop, we will consider not only the opinions of expert presenters and trainers, but also the results of empirical research into effective communication. Taken together, these sources of information allow us to improve in terms of both content and context, arguably the two greatest causes of audience frustration and disengagement. By the end of the workshop, participants will have a clearer understanding of what they can do for themselves and for their students in order to get better results from their presentations.

**[Workshop / Demonstration] U / A**

***Teaching with iPods, iPhones or Smartphones***

Ian Brown, Kyushu University  
**Room C608**

The iPod touch was released in 2007 as was the first iPhone and since then the iPad, and all manner of android smartphones and devices have followed. The potential of these devices in education has been toyed around in various ways but now in 2012, with all their latest features, how can a teacher actually use these devices with a class of students? This presentation will answer this question with an

update on the literature and current worldwide usage. Then the presenter will talk about his own use of iPods in universities in Japan. The iPods are an integral part of a Movie and Music course and are also used in a computer-based course for video recording and as an alternative computer terminal. In another course they are used for the listening component. Furthermore, a specially designed quiz and survey program for these devices, that links up to a computer database, is used and will be demonstrated. This open source mobile device program is also used for peer editing of student presentations. This activity alone makes the use of such mobile devices a must for any teacher conducting presentations with their students. Whilst teachers may not have a class set of iPods to use with their classes, the day is fast approaching when teachers will find they have a class where all their students have an iPhone or smart phone and this presentation will prepare them for unlocking the potential of what they can then do with these devices.

[Classroom application of research] T / U / A

**CANCELLED** *A Workable TTT Approach for the Korean University EFL Setting*

Joseph P. Vitta, Yonsei University; Queens University - Belfast

**Room M101**

From the most online TESOL certificate programs to the most in-depth post-graduate teaching courses, one of the more consistent and often-heard mantras of our craft is to shift the focus from the teacher and corresponding student passivity to the student as a productive agent who is engaged in the classroom and the teacher as a monitor of that production and engagement. To that end, the Task – Teach – Task (Willis & Willis, 2007) approach has come into vogue as a way to promote more production and student centeredness within the EFL classroom when compared to the PPP or Presentation – Practice – Production approach. In this presentation, attendees will learn how

the presenter has successfully used the TTT approach in his university classroom in a way that is workable and rewarding for all parties involved.

This presentation has three parts. The first is a brief discussion of why TTT is preferable to PPP from the theoretical and methodological perspective. Next, attendees will learn how the presenter has manifested this productive and student-centered approach within his classroom. This is explained via a presentation of a model lesson involving a unit from a textbook (originally intended for PPP-based teaching) he teaches and a sharing of the presenter's students' opinions. Finally, presenter offers ways that attendees can also run TTT-based lessons in their classrooms. During this final part of the presentation, it is hoped that there will be interaction to brainstorm additional tips and advice!

[Workshop / Demonstration] T / U / A

*Aston University: TESOL and Applied Linguistics programmes*

Nur Kurtoglu Hooton, Aston University

**Room M104**

This presentation will provide information on a suite of campus-based and distance learning Masters and PhD TESOL and Applied Linguistics programmes at Aston University, for experienced teachers as well as those who are new to these fields. There will be a question and answer session at the end.

[Commercial] All

*Becoming a Can-Do Teacher*

John Brezinsky, Cambridge University Press

**Room M105**

This presentation will demonstrate the practical benefits of integrating a framework of measurable learning outcomes with a tried-and-true communicative approach by emphasizing the "four C's" – clarity, can-do, confidence, and communication. It will also



highlight some easy and effective ways to integrate simple yet effective technology into familiar teaching situations.

[Commercial] S / T / U / A

**SUNDAY - 12:00~1:25**

***ICC in Classroom Instruction: Bridging Communication Gaps Through Examining Critical Incidents***

Paul Bournhonesque, Lara Kurth & Seunghoon Oh, Seoul National University of Science and Technology (SeoulTech)

**Room B166**

This workshop will focus on ways to raise awareness in students and their teachers of the relevance of culture in language learning and develop their knowledge and skills of communicating in the target culture and language. Oftentimes, language learning materials present surface culture, focusing on cultural products and practices such as traditional holidays, dress and food. This presentation will offer an approach to teaching authentic intercultural communication issues in the language-learning classroom. The presenters will share methods of engaging language learners with the deep cultural values, beliefs and interconnected cultural phenomena that are interwoven within the pragmatics of specific social interactions between native Korean speakers and members of other cultures. Throughout the workshop, presenters will pose critical incidents relevant to language learners of various levels. A critical incident is "an example of a misunderstanding caused by people having different cultural assumptions, values or expectations" (Corbett, 2010, p. 43), regardless of accurate grammar, vocabulary and pronunciation. Workshop participants will acquaint themselves with different frameworks for intercultural reflection and analysis. The presentation will highlight ways to elicit intercultural experiences from learners and

apply those experiences towards targeted language instruction in a communicative classroom environment. The example critical incidents are from two different contexts: North Americans living and working in Korea, and Koreans studying abroad in a North American university setting.

[Workshop / Demonstration] T / U / A

***Bottom Up Skills: A Necessity for Beginning Language Learners***

Nathan Soelberg & Melissa Mendelson, University of Oregon

**Room M103**

It is a common event to see a student who appears to be able to read well, but who cannot spell or decode with any success. Moreover, it is very common to see students who are unable to decode words which they see repeatedly, even in meaningful contexts. What is missing in their language training? Where do these problems come from? What is their impact in overall language proficiency? This workshop answers these questions and shows how by giving as much attention to bottom-up skills as top-down skills, teachers can see marked improvement in students' abilities to master not only EFL reading and writing, but also in their ability to make meaningful linkages among speaking, listening, and orthographic representation of English. Presenters will describe relevant research, focusing on recent work which has shown that bottom-up skills are actually an integral part of top-down skills for learners of all levels and ages (e.g. Birch 2002, Greenberg, Ehri, and Perrin 1997, Nassaji 2003, Nassaji & Geva 1999). The presenter will then work through a number of relevant, easily replicable, and easily adaptable activities for teaching bottom-up skills. Participants will then devise ways to adapt the activities for their own classes, deciding which would work best in their particular contexts.

[Workshop / Demonstration] T / U / A



SUNDAY - 12:25~12:50

***Interacting with East Asians: University Students' Varying EIL Beliefs***

Scott Menking, Shimane University  
**Room S111**

There are many reasons to study English. For example, being educated is often associated with knowing English. Furthermore, Crystal has noted that English allows for communication around the world, and as a result, it's not surprising that English is a mandatory school subject in countries across Asia. Because English is a neutral language (not a first language in any of the areas), it could be a lingua franca between Japan, Korea, Taiwan, and China, thereby facilitating communication. Do tertiary students in these countries share this view? If these tertiary students were going to communicate with Korean and Japanese people, what language would they try first and do these results vary, depending on where the interaction will take place (e.g., in Korea, in the interlocutor's country)? To explore these issues, a questionnaire was administered to undergraduate students in Japan (about 1100 students), South Korea (about 450 students), Taiwan (about 700 students), and China (about 1650 students). Interviews supplemented the data and provided explanations and more detailed responses. The results will be reviewed for each group of students and then differences between the four groups of students will be discussed. As Asian countries that all have mandatory English education, an awareness of the similarities and differences in students' responses will help teachers increase students' awareness of interlocutors' unconscious attitudes toward intercultural communication. The presentation will conclude with pedagogical ramifications, including possible student barriers to intercultural communication.

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

***Japanese University Students' Attributions for Success and Failure in studying English***

Tim Pritchard, Kyushu Sangyo University  
**Room S113**

Attributions play an important role in affective life (Weiner, 1985). In the context of EFL, emotions can be seen as crucial in influencing learner success or failure. For example, if causes of past failure are perceived by learners as being stable, future results will be anticipated as being as bad as the past leading to helplessness and resignation. This process has been described as learned helplessness.

This presentation describes a pilot quantitative survey of 300 Japanese university students' attributions for success and failure in studying English. The questionnaire items were based on Attribution Theory (Weiner, 1986), which allows the huge number of possible causal attributions to be quantitatively compared in terms of three causal dimensions: locus, stability and control.

**Aims:** The study aims to identify the relationship between attribution response and learner success and failure in the TOEIC Bridge test. The long term goal is to identify students who appear to have negative, maladaptive attributions and whose current state of helplessness may be improved by re-attribution training.

**Methods:** Stratified sampling was used to randomly survey approximately 300 first-year university students of differing English proficiencies. The questionnaire items cover attributions for success and failure collected in a previous qualitative study by the presenter (Pritchard and Fuchigami, 2012) along with items from other recent EFL attribution studies in Japan (Gobel and Mori, 2007).

**Analysis:** The relationship between attribution response and success and failure on the TOEIC Bridge test will be compared using descriptive statistics.

**[Research report / paper] U**

SUNDAY - 1:00~1:25

*Investigation on the effect of short-term overseas experience on L2 pragmatics: a case of public officers.*

Hye Kyeong Kim, Hankuk University of Foreign Studies

**Room S113**

The present study aims to investigate the effect of a short-term overseas experience on the L2 pragmatics of highly motivated Korean public officers in an English language program aimed at helping prepare them for administering international events. Their pragmatic competence was examined in five specific situations: requesting, apologizing, refusing, complimenting, and responding to the compliments. The data for this study was collected from Korean adult learners in the last class before their departure and in the last week of their stay through email. It was implemented through pre- and post-questionnaires consisting of two parts: a series of demographic questions and a Discourse Completion Test (DCT). A set of DCT was developed based on five situations which have been an area of recent focus in interlanguage pragmatics. Due to the nature of their program, their motivation to improve their language ability was high, and thus their L2 pragmatic competence was expected to develop in spite of a short sojourn in an L2 environment. The data were analyzed both quantitatively and qualitatively. Preliminary statistics revealed that L2 pragmatic competence of public officers was improved after the sojourn. This study is expected to add meaningful findings to the collection of studies on the development of L2 pragmatics.

**[Research report / paper] U / A**

SUNDAY - 1:00~1:50

*Ten Quotations to Make You Think*

Ken Wilson, Full-time materials writer/speaker  
**Room B107**

Teachers often quote the words of wise folk to support their ideas and opinions, usually from within the world of education. I find it useful to go outside our specialized world for words of wisdom that can genuinely make us all think about how we teach. When you reflect on quotations like these, they often prove to have more meaning than you originally thought.

For example, Mark Twain: I never let my schooling interfere with my education. A mildly amusing remark, but if we take it seriously for a moment, what does it tell us? Probably that Mark Twain was a bright, imaginative student who wasn't well served by the delivery style of education that was normal in his day. You can imagine him questioning his teachers, and either being told to shut up or being punished for insubordination.

What is the message for teachers today? Are we delivering too much information? Can we assert less control over proceedings in class and let the students use their imagination more?

Albert Einstein: Imagination is more important than knowledge. Students all know where they are in the class "pecking order" – she's better than me, he's not as good as me. This pecking order is based on the ability to deal with the teacher's presentation style and the practice material in the book. For me, Einstein's quote means that if you bring student imagination and creativity into the equation, this knowledge-based pecking order stops being so dominant.

These are two of the ten examples that I will use in my talk, all with the aim of making people think.

**[Featured] All**

Sunday 12.00-1.50

***How to Teach NEAT Speaking and Writing in Class***

In-hee Cho, Compass Media

**Room B109**

- Introduction to NEAT speaking and writing, including question types and answer evaluation standards.
- Presentation will highlight grading and evaluation of words, sentence structure, grammar points and organization.
- Introduction for teachers to teach common errors by examining actual student responses.
- Introduction to material related to the NEAT on 수능 Korean SAT).

**[Commercial] S / T / U**

***A Framework for Assessing Online Reading Resources***

Rob Waring, Notre Dame Seishin University

**Room B112**

This session will review some of the resources available for online graded reading and will present a framework for assessing what features a good website should have in order to be able to successfully provide a rich, rewarding and meaningful reading experience. The session starts by asking participants to review some websites currently providing reading materials, and then assesses how well each achieves its aims. From this the participants will co-develop a set of principles and features that students and teachers would require from this form of reading that can guide both online reading resource developers as well as teachers and students looking for these resources. If participants bring their own internet connected smart-phones or laptops, they will be better able to participate in this session.

**[20/20] All**

***How to Teach the Writing of Structured Paragraphs Using the TEE Model***

Doug Baumwoll, Andong National University  
**Room B121**

Topic sentence, explanation, evidence/example. TEE. That's it. By instilling this simple concept into your students' knowledge base, you will give them the most powerful writing tool they will ever know. You will believe me after you've used the TEE model to write a paragraph during the workshop! This model works for students of all language abilities. And if you think about it, this makes sense because good academic writing doesn't really boil down to L2 ability –it boils down to critical thinking ability. Otherwise, all L1 speakers would be proficient academic writers in their own language, and I think we can all agree that that is definitely not the case. This short-but-sweet workshop will show you the methodology I use to take my students through the writing process to its termination in the form of 8- and 11-sentence structured paragraphs containing a topic sentence, a conclusion sentence, three "explanation" sentences (claims, assertions), and either one or two supporting "evidence/example" sentences. I will share with you the various exercises and templates that I use with beginning writing students. We will also discuss some of the pitfalls that you will run into with Korean students, such as difficulty with categorization and a general ignorance of providing detail at the end of sentences, which is required in our writer-responsible mother tongue. Your students need to master the writing of structured paragraphs to perform well on future TOEIC, TOEFL or NEAT tests.

**[Workshop / Demonstration] T / U / A**

***Beginning Right: Leading in to a Lesson***

Roger Fusselman, Seoul National University of Education

**Room B142**

Getting a lesson off to a good start is important, and this start, sometimes called a lead-in, is essential to lesson design. A lead-in

can help motivate learners to focus on the topic, activate prior knowledge about it, and give them some advance notice of what the lesson activities will be. However, it can be hard for both new and experienced teachers to apply this goal to their own teaching, causing some teachers to abandon lead-ins completely and others to design lead-ins that have little to no connection to the lesson's goals. Part of the problem is the inability to identify the key concepts one's lesson assumes and to break these concepts down effectively. By conceiving the lead-in after one has thought through the lesson itself, the teacher can draw the student into the objective the lesson is designed to meet.

This presentation will cover how the teacher can use an understanding of the lesson's objectives to identify how the lesson should be begun. It will distinguish different types of strong lead-ins, and cover common mistakes made in beginning lessons. Later in the presentation, participants will work together with distributed materials or lesson objectives to design a lead-in that is effective and integrated to the intended aims that the materials suggest.

**["101" Workshop] All**

### ***In Their Shoes – What's It Like to be an L2 Learner?***

Michael Jones, Woosong University

**Room B164**

Many language teachers, especially those new to the profession, find that teaching beginners is one of the more challenging aspects of ELT. It becomes even more difficult when the teacher cannot speak the learners' mother tongue and no L1 speaking co-teacher is available. "How can I teach them when they don't even understand simple instructions!" is a common refrain amongst beginner instructors.

This workshop will put attendees in their learners' shoes. Those attending will participate in an L2 lesson in the role of

students in order to better understand the apprehension that learners feel when entering a language classroom for the first time. We will look at different methods for making yourself understood, how to manage a class, and how to set-up true communicative tasks using nothing but the L2. Also examined will be different learning materials one can use to facilitate the English language lesson.

**[Workshop / Demonstration] All**

### ***University of Birmingham Distance MA and PhD Programs***

Crayton Walker, University of Birmingham

**Room B168**

In this presentation, Dr. Crayton Walker will talk about the University of Birmingham's popular distance MA and PhD programs in Applied Linguistics, TEFL/TESL and Translation Studies, and answer participants' questions about these programs.

**[Commercial] All**

### ***Professional Advancement through Online TESOL Doctoral, Master and Certification Programs***

David Nunan, Anaheim University

**Room B178**

English is the world's most popular second language and has led to great demand for skilled teachers. Anaheim University is meeting this demand with programs from the Certificate to the doctoral level in Teaching English to Speakers of Other Languages (TESOL). Courses are taught in small classes online and residential sessions by a world-class international faculty of professors that includes David Nunan, Rod Ellis, Kathleen Bailey, Denise Murray, Mary Ann Christison, Jun Liu, Ken Beatty, Andy Curtis, Martha Cummings, and Fran Byrnes. The faculty guides both experienced and prospective teachers to grasp the latest approaches to curricula, methodology, and



practical classroom pedagogy, as well as all the theoretical background necessary for success in the classroom. This session explains Anaheim University's online Doctor of Education in TESOL, MA in TESOL, Graduate Diploma in TESOL, and 15-week online Certificate programs in both TESOL and Teaching English to Young Learners.

**[Commercial] All**

### ***#KELTchat: Professional Development at Your Fingertips***

Michael Griffin, World Learning/School for International Training; Alex Walsh & Alex Grevett  
**Room C601**

In this session we will be sharing our experiences and thoughts on the formation, continuation, practices, and future of the #KELTchat group on Twitter. At this point, #KELTchat is basically four different but interconnected things. First, #KELTchat is a bi-monthly moderated chat where educators from around Korea and the globe "meet" on Twitter to discuss topics of interest to teachers in Korea as we draw on the thoughts and experiences of chat participants. Secondly, #KELTchat is a twitter hashtag so that educators in Korea can keep track of links, questions and ideas relevant to the teaching community in Korea. Third, #KELTchat is a blog that features summaries of the chats and can act as a resource for interested teachers. Finally, #KELTchat is a loose collective of individuals seeking to improve and understand their own teaching practices that is defined by curiosity, open-mindedness, and a desire to help others. Audience members can expect to hear about this dynamic and supportive community and perhaps decide if and how they might like to participate in #KELTchat. Previews and summaries of the chats as well as guides to chats on Twitter, information on hashtags, links to blogs and other useful information can be found at: <http://keltchat.wordpress.com/>.

**[Workshop / Demonstration] All**

### ***Authentic Conversation Training***

Carl Phillips, Woosong University  
**Room C608**

NACT (Natural Authentic Conversation Training) is a method I have developed to get TEFL students to more effectively learn to talk with one another in English about day-to-day issues in a natural way. This is a book-free method that involves the students in almost all the steps of the process of learning how to accurately convey their Korean sentiments and expressions in colloquial English. It is a method that encourages the students to speak about what they want to, how they want to, and to cumulatively acquire greater ability in conversational English. Although it is targeted toward Conversation Only classes with curriculum flexibility, there are ways to adapt and vary the approach to suit different teaching needs and academic requirements.

**[Workshop / Demonstration] T / U / A**

### ***Multilevel Reading Groups for Elementary Students***

Rhett Burton, Gaewon Elementary School  
**Room M104**

Helping students to learn to read through multi-level resources and reading groups is fundamental in learning. However, creating leveled groups in a typical Korean elementary English classroom is not an easy task. The classrooms are filled with a wide range of reading levels, infrequent language lessons, lack of phonics taught and a wide variety of other issues that impede the students' success. It is certainly challenging but not impossible. In this workshop we will share ideas how to create multilevel reading materials for in-class use, discuss some do's and don'ts of setting up extra-curricular reading groups, and motivating students through personal check-ins.

Participants will walk away with a better understanding of multi-level reading materials and will be able to start their very own reading group whether it be online or



in-person.

**[Workshop / Demonstration] YL**

***The Modern Reading Classroom: Engaging Content, Building Fluency***

John Brezinsky, Cambridge University Press

**Room M105**

Today's reading instructors face many challenges, including how to find materials that both grab students' attention and help them develop reading fluency. This session outlines two solutions: applying readings to academic subject areas and encouraging as much reading as possible.

It is extremely challenging to find the right materials to teach reading. Texts need to be relevant to students, level appropriate, and interesting to people from a broad range of backgrounds. In addition, teachers are often unsure how to help students become more fluent readers, which requires students to read in ever larger amounts.

The presenter outlines strategies for ensuring that academic topics are timely and engaging as well as ways to build reading fluency. Examples of these strategies come from the 4-level reading series, *Read This!*

**[Commercial] S / T / U / A**

***Finding a Way to Write Right: A Plagiarism Solution.***

Eric Reynolds, Woosong University

**Room S111**

Admit it. Your students have plagiarized using the Internet. Have you tried to organize your faculty to use the Internet to solve the problem? This presentation reports on an ongoing, across-the-curriculum project to harness the power of technology to detect (and find remedies to) plagiarism in an Asian MATESOL program.

The conversation undertaken by this presentation lies at the intersection of three factors: the power of technology to both

facilitate and detect plagiarism, the rapid growth of Western curricula MATESOL programs in Asia taught by Western academics, and a faculty/student response to plagiarism in our MA program. In spite of a general agreement in the literature that plagiarism is a problem, little consensus exists in how to address to problem and even the very nature of the problem (see, for example, Flowerdew & Li, 2007). Given that lack of consensus, our program takes a markedly critical perspective attempting to deconstruct and combat forces that "mystify academic writing" and "negatively impact the academic success" (Abasi & Graves, 2008, p. 230) of our students. We integrated mandatory academic writing instruction and plagiarism detection and adopted a critical approach to helping our students understand and overcome plagiarism.

Session attendees will hear the voices of our faculty and students on plagiarism, learn how well our efforts paid off, and come away with tools to make the changes in their instruction and programs to help their students to find ways to write right!

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

**SUNDAY - 1:00~2:25**

***Teaching English in English: Tips for Simple and Clear Instructional English***

Nathanielle McDonald, Andong National University English Education Dept.

**Room B161**

Are your students having a hard time following your instructions? Would you like to incorporate more English in your classes? This workshop will help native-speaking and Korean English teachers develop techniques for more effective English in English teaching (TEE.) You will learn tips on: how to sequence instructions; choosing appropriate language; using your voice and gestures effectively; using the board and materials to

support student comprehension; modeling and demonstrating to help students understand instructions. Participants will have a chance to actively practice these tips and techniques during the workshop. Come build your skills and confidence; everyone can TEE!  
["101" Workshop] All

***Move, Breathe, React: Authentic Drama Techniques in the ESL Classroom***  
Kevin Manley, Mokwon University  
**Room B167**

The language classroom does not always provide an engaging emotional experience for the student. Teachers as well are often subject to barely audible, listless readings and dialogues from their students. There is much research to support that language is learned easiest when the student can create a strong emotional tie to the target language, and get feedback from the reactions of those around them.

In acting schools performers learn how to manipulate their bodies, breath and voices to create realistic-seeming emotions and reactions. I have taken elements of my University Acting training and have been applying them in English Drama classes, clubs and camps to great success. This workshop will help those with a desire to use drama in their classrooms learn effective techniques to that end.

This hands-on workshop will demonstrate activities drawn from acting classes to help students move, breathe and speak like actors. These classroom activities also help physically train the bodies and voices of students for louder speaking and more confident posture. The focus will be on using Movement, Breath and Reaction as a foundation for spoken English in the class.

The techniques that participants learn in this workshop are not limited to application in drama-based classes. They can be applied to the production of task-based theatrical scenes, public speaking/debate classes or TPR-style

children classes. They can also be applied to get maximum impact from the standard textbook dialogues and readings found in classrooms everywhere.

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**[Workshop / Demonstration] YL / U / A**

***That's NEAT! 5 Communicative Activities for Teaching M2 NEAT Speaking Preparation***  
Nico Lorenzutti, Chonnam National University  
**Room M101**

This presentation will NOT overview the New English Assessment Test (NEAT) or discuss the multitude of issues surrounding it. Rather, this is a hands-on how-to presentation which provides teachers with 5 clear and ready-to-go classroom activities designed to prepare their students for the test. 5 key NEAT questions will be briefly presented and model answers analyzed before a dynamic, easy to implement activity is demonstrated for practicing each task. Teachers gearing up for NEAT preparation will walk away with 5 activity procedures adaptable for both public and private education contexts.

**[Workshop / Demonstration] T**

**SUNDAY - 1:25~1:50**

***Using iPad as a Springboard for Rich Discussion***

Chris Fitzgerald & Martin Mullen, Meisei University

**Room B166**

The emergence of the iPad has opened up whole new avenues for the use of technology in the classroom. Its uses in classroom management as well as reading and writing enhancement have been well documented, but not much has been discussed as to how it can be used as a valuable tool to create rich, fun and interesting discussion. This presentation highlights some of the many iPad applications

(eg Guardian Eyewitness, Nat Geo Today, Telegraph Pictures) can go a long way to achieving an environment in which students can stay engaged and interested in speaking a second language over a prolonged period. The use of the iPad in a Language Lounge setting in Meisei University, Tokyo and various student surveys directed at assessing its impact are analysed giving an insight into the many and varied ways that this technology can create an environment which lends itself to language acquisition. This presentation will display applications, using the iPad to recreate the type of environment which this presentation supports. It aims to give attendees an insight into how in the right hands this tool can create a springboard for discussion like no other device, and how every day it is being emerging more as the pedagogical tool of the future.

**[Workshop / Demonstration] All**

***Repeated L2 listening in different speech rate conditions***

Yoko Harada, Toyonaka Nursing School & Yuko Matsumura, Kinki University

**Room S113**

The current study addresses the issue of multiple exposures to L2 aural message in relation to the rate at which aural message is delivered. Repeated listening, compared with copious studies of repeated reading in both L1 and L2, is a relatively under-researched theme. However, given the much-debated similar cognitive processes in reading and listening, the beneficial effects of repeated reading on comprehension and fluency are hypothesized to be transferred to listening. In other words, it is worthy of investigating whether the successive repeating of aural input leads to incremental gains in listening comprehension. Furthermore, the present study compares the effects of reiteration on listening comprehension across different speech rate conditions. This research theme is motivated by the inconclusive findings of previous

empirical research on the relationship between reduced speech rate and listening comprehension, which does not necessarily indicate that the slower rate is the most understandable. Therefore, it is of great interest to examine whether repeated input helps listeners surmount the challenges that fast delivery poses to them. Speech rate is modified using a digital voice controller that is designed to vary the speed of aurally-delivered message without altering vocal sound quality and prosodic features. The results will be interpreted not only from the viewpoint of listening test scores, but also from that of the listeners' affective state, with a view to finding out their preferred number of aural exposures and speech rate.

**[Research report / paper] U**

**SUNDAY - 1:00~2:50**

***Teaching Your tongue to Talk: Intensive Pronunciation Instruction***

Rheanne Anderson, RMIT University Vietnam  
**Room M103**

Dealing with pronunciation issues of English as Foreign Language (EFL) learners is one of the most challenging but perhaps least understood aspects of contemporary English Language Teaching (ELT). While pronunciation instruction has received little attention in ELT literature to date, individual efforts of dedicated classroom instructors are opening doors for new avenues of research. The audio-lingual method popularised in the 1970s focused on learners mimicking English sounds. However, Davies' seminal work (1976) on receptive and productive skills reshaped the way language education approaches these separate skills. This workshop provides a summary of a pilot intervention of Mechanical Sound Production (MSP) instruction conducted within an Academic English program at an international university in Vietnam. The MSP methodology

employed deals with the movement of the lips, tongue, teeth and jaw. The effects of this intensive program are yielding interesting results on the perceived intelligibility of EFL learners to a native- speaker audience. The current intervention builds on Palak's (2010) ground-breaking work on locally situated language learners' pronunciation and intelligibility. Workshop participants will have an opportunity to learn more about the practical application of activities using the

MSP instructional method. In particular, issues most relevant to L1 interference and sound production difficulties for Korean and Vietnamese English language learners will be discussed. However, practical considerations, challenges and opportunities for all institutions or EFL teachers keen to enhance their approach to pronunciation instruction will be the focus of this workshop.

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

## Words of appreciation

*The KOTESOL 2012 International Conference Committee would like to thank our speakers and presenters for their contribution.*

*Thank you also to our KOTESOL volunteers, and the student volunteers helping around the venue.*

*As the Conference Chair, I would also like to thank the Conference Committee members, who have spent countless hours over the past year preparing for this event*

*Finally, a heartfelt thank you to Sookmyung Women's University for their assistance and support of our Conference.*

*Thank you!*

# Sunday 2.00-3.50pm

Concurrent sessions: *Basement level*



Room	Starting at 2.00	Starting at 2.25	Starting at 3.00	Starting at 3.25
B107	<b>David Paul</b> <i>Motivating Low-Level Students</i> [Featured] All		<b>Glenn Stockwell</b> <i>Technology and Motivation in English Language Teaching and Learning</i> [Featured] All	
B109	<b>Rob Waring</b> <i>Oceans of Fun while Reading Online</i> [Commercial] YL / VYL / S / T			
B111	<b>Rebecca Fletcher</b> <i>Building English Language Skills through Graded Readers</i> [Commercial] YL / VYL			
B112	<b>Lee Babin</b> <i>From Normal to Exceptional: Adding Creative Writing to Class</i> [Workshop / Demonstration] All		<b>Gavin Farrell</b> <i>Importance of Cohesion in a Text</i> [Workshop / Demonstration] U	
B121	<b>Brock Brady</b> <i>Demystifying Critical Thinking</i> [20/20] All		<b>Fredricka L. Stoller</b> <i>Techniques for Developing Students' Reading Fluency</i> [20/20] All	
B142	<b>Nevin Liddy</b> <i>A practical guide for creating a writing workshop for university students</i> ["101 Workshop] U		<b>Wayne Bottiger</b> <i>Practical Organizational Skills for Language Teachers</i> ["101" Workshop] All	
B161	<b>Nathanielle McDonald</b> <i>Teaching English in English: Tips for Simple and Clear Instructional English</i> ["101" Workshop] All (Started 1.00pm)	<b>Julien McNulty</b> <i>Drawing Blanks: 10 paper activities when you have nothing but technology fails</i> ["101" Workshop] All		
B164	<b>Lynn Mallory</b> <i>How do we know what they know? Formative Assessment in the EFL Classroom</i> [Workshop / Demonstration] All			
B166	<b>David Stewart</b> <i>Using Video Pen-Pals in the EFL Classroom</i> [Classroom application of research] YL / T		<b>Sara Long</b> <i>Making a Magazine: A 17-Hour Unit Plan</i> [Workshop / Demonstration] T / U / A	
B167	<b>Kevin Manley</b> <i>Move, Breathe, React: Authentic Drama Techniques in the ESL Classroom</i> [Workshop / Demonstration] YL / U / A (Started 1.00pm)	<b>Kenneth Moore &amp; Erik Figueroa</b> <i>Reader's Theater in Mixed-Skill Classrooms: Guidelines for Adapting Stories into Effective Scripts</i> [Workshop / Demonstration] All		
B168	<b>Sara Davila</b> <i>Online &amp; Offline Learning: A Blended Approach</i> [Commercial] S / T / U			
B178	<b>Anders McCarthy &amp; Scott Miles</b> <i>Applying CALL and Gaming Theory to Vocabulary Learning</i> [Commercial] S / T / U / A / B		<b>Clyde Fowle</b> <i>Breakthrough to communication, plus more!</i> [Commercial] U / A	



# Sunday 2.00-3.50pm

*Concurrent sessions: Upper level*



Room	Starting at 2.00	Starting at 2.25	Starting at 3.00	Starting at 3.25
C608	<b>Andrew Pollard</b> <i>Keeping Your Students on Track with KaTalk</i> [Workshop / Demonstration] T / U / A		<b>Max Watson</b> <i>Google Drive (was Google Docs) for Composition Courses</i> [Workshop / Demonstration] T / U / A	
M101	<b>Nico Lorenzutti</b> <i>That's NEAT! 5 Communicative Activities for Teaching M2 NEAT Speaking Preparation</i> [Workshop / Demonstration] T (Started 1.00pm)	<b>Geoffrey Butler, Ryan Hunter &amp; Lara Kurth</b> <i>Language Learning through Student-Generated Content and Computer-supported Collaborative Learning</i> [Workshop / Demonstration] T / U / A		
M103			<b>Claude Sandoz</b> <i>Fun of Reading</i> [Commercial] T / U	
M104	<b>Michael Cahill</b> <i>Pathways to academic success through critical thinking and presentation skills</i> [Commercial] U		<b>Matthew Walker</b> <i>Engaging Students: It's a start, but where do we go from there?</i> [Commercial] All	
M105	<b>Wooju Kim</b> <i>TKT and TKT Online course</i> [Commercial] All		<b>Ellie Kim</b> <i>Cambridge English Teacher: Online Professional Development for English Language Teachers</i> [Commercial] All	
S111	<b>Eun Joo Kim &amp; Chong Min Kim</b> <i>Self-directed learning of Korean adult learners studying English in online learning communities</i> [Research report / paper] A	<b>C. Dion Clingwall</b> <i>A Practical CALL Course for Korean Middle and High School English Teachers</i> [Classroom application of research] T / U / A		
S113	<b>Apasara Chinwonno</b> <i>New Literacies: Online Comprehension Strategies for Thai EFL readers</i> [Research report / paper] T / U	<b>Kyle Quinn</b> <i>Extensive Reading for University Conversation Classes</i> [Research report / paper] U		

**SUNDAY - 2:00~2:25**

***Self-directed learning of Korean adult learners studying English in online learning communities***

Eun Joo Kim, Oakton Community College & Chong Min Kim, Northwestern University  
**Room S111**

Although previous studies of adult English-language learners focused largely on formal educational settings, little has been known about adult English language learners (ELLs) in informal settings. Especially, Korean females in the US have limited resources for improving their English-language skills, even though they are in an English-speaking environment. The purpose of this study is to explore self-directed learning by female Korean English language learners solely online and any influencing factors. Two research questions were addressed: (1) Are adult English language learners self-directed? (2) If so, what factors affect their degree of self-directedness in studying the English language autonomously online? Twenty-four advanced-level Korean female adult learners living in the US participated in this study. They supplied personal information as well as answering 58 online survey questions for the Self-Directed Learning Readiness Scale (Guglielmino, 1977), followed by semi-structured interviews of four English language learners. Based on independent t-test and a multiple regression, the results revealed that the learners over 35 years of age displayed more readiness for self-directed learning readiness (0.59 standard deviation differences) than their counterpart group under 35 years of age, after controlling for educational level (Master's degree). Through focus group interviews how the learners perceive self-directed learning, and how they implement it in their studies, is described. This study implies that participating online learning community can promote students' cooperative learning behaviors. In addition, this study also contributes how we

can improve self- directed learning of adult English language learners.

**[Research report / paper] A**

***New Literacies: Online Comprehension Strategies for Thai EFL readers***

Apasara Chinwonno, Faculty of Education, Chulalongkorn University  
**Room S113**

New literacies strategies engage and support struggling readers in an EFL instruction. Due to the widespread use of digital technologies, the internet has rapidly been increased in first and foreign language literacy instruction. Struggling readers sometimes fail to transfer relevant comprehension strategies gained from experiences, texts, and instruction in one of their languages to the other language. Thai university students participate in this mixed-methods study in order to compare their reported use of EFL online comprehension strategies, including its categories and subcategories. Findings from the descriptive analysis, think-aloud protocols and field observations contribute to identify patterns of online comprehension strategies used by Thai struggling readers as well as to redefine differences and similarities between first and foreign language online reading comprehension processes. EFL teachers may apply the findings to design what, when and how best to teach online comprehension strategies and practices. Implications for teaching may be applied to the new literacies of the internet and other information communication technology in both first and foreign language learning environments.

**[Research report / paper] T / U**

**SUNDAY - 2:00~2:50**

***Motivating Low-Level Students***

David Paul, Language Teaching Professionals  
**Room B107**

Sunday 2.00-3.50

How can we motivate university students and adults who have studied English for years, but still cannot really communicate, to express themselves more positively? How can we help teenagers to use the English they learn at school more actively and communicatively? This presentation introduces techniques for achieving these aims – aims that have been heavily influenced by the constructivist ideas of George Kelly and Lev Vygotsky and have been successfully tried and tested in the classroom by many teachers.

The approach is based on puzzle-solving. A lesson is a series of puzzles, and the language targets are the keys that solve these puzzles. It is the students' interest in finding solutions that motivates them to search for the language targets. The aim is for the students to be fully involved and having a lot of fun at every stage of a lesson, particularly when new language targets are introduced. If students encounter new targets in motivating, student-centered activities, they are much more likely to produce this language spontaneously in the activities that follow and in real-life situations.

**[Featured] All**

### ***Oceans of Fun while Reading Online***

Rob Waring, Compass Media

**Room B109**

Reading Oceans is an online extensive reading program for English language learners and teachers. The program offers nursery rhymes, phonics learning programs and enjoyable stories for learners who want to become proficient readers. More than 600 animated graded readers include a wide range of genres and themes in order to match learners' various interests.

This presentation introduces the completely new, web-based, Compass Media Reading Oceans series of graded readers. It will be a perfect complement to any kinder-elementary course. The presentation will show how multi-media online reading materials in our new digital reading age can vastly improve the

reading experience and improve learners' digital literacy.

**[Commercial] YL / VYL / S / T**

### ***Building English Language Skills through Graded Readers***

Rebecca Fletcher, Oxford University Press

**Room B111**

Most people love a good story. A story creates a new world, and this in turn creates a rich context for language activities to draw on. Using graded readers is a wonderful way to spark students' interest in a range of topics and themes and develop their English skills. While most teachers know the value of graded readers, some teachers are unsure how to use them with their students.

This interactive presentation will demonstrate how to introduce graded readers and will offer step by step guidance to using readers successfully in the English classroom. Participants will also learn about extensive reading teaching resources available from Oxford University Press. Examples will be taken from Oxford University Press' readers series including Read and Discover, Classic Tales, and Oxford Bookworms Library.

**[Commercial] YL / VYL**

### ***From Normal to Exceptional: Adding Creative Writing to Class***

Lee Babin, Daegu University

**Room B112**

Teaching ESL students does not need to be limited to the "norms" of text-based learning, with only a cursory use of writing to copy text-based sentences. In fact, many writing activities are limited to answering simple questions or fill-in-the-blank style activities that focus more on accuracy rather than composing original sentences. Instead of using handout style writing activities, instituting creative writing ideas into the classroom can prove to enhance students' learning and give

them more of a sense of possession of the vocabulary, grammar, and concepts they are learning. Students do not have to adhere to rinse and repeat styles of learning from texts; instead they have the ability to communicate their own interests, ideas, and dreams along with learning the text. As a discussion point, creative writing does not mean fiction but it concentrates on writing in creative ways to further enhance target language and build a structure for students to possess the language they use. Creative writing can act as a way to complement text-based speaking and listening activities.

This workshop will discuss how creative writing can be used as a way to enhance text-based lessons, as well as provide various interactive individual and group-based writing activities for classrooms of students at any age group or level.

**[Workshop / Demonstration] All**

### ***Demystifying Critical Thinking***

Brock Brady, Peace Corps

**Room B121**

Critical thinking skills, while of interest for decades, are much in vogue today as English has been elevated to a 21st Century Workplace Skill that gives both nations and citizen access to the global economy. However, this bundling of English and Critical Thinking Skills sometimes gives the impression that one can only think critically through English. Another challenge with this present infatuation for critical thinking is that too often methods of teaching critical thinking, not wishing to be accused of a lack of rigor, end up being so intimidating (if not convoluted as well) that teachers (and students!) think that critical thinking is beyond them and avoid the topic all together. This presentation is a humorous look at critical thinking which provides teachers with a commonsense approach to critical thinking that easy to understand, easy to implement, and which avoids the over-elaborate, cumbersome language that

characterizes too many approaches to critical thinking. Practical, manageable strategies for teaching critical thinking will be provided along with classroom materials and activities that teachers can use immediately.

**[20/20] All**

### ***A practical guide for creating a writing workshop for university students***

Nevin Liddy,

**Room B142**

As teachers, we often hear the common admonitions such as "teach grammar in context" and "create student-centered lessons". What do these well-intentioned pieces of advice mean in a university level writing class environment? When developing a writing class for university students with a wide range of abilities, how can we design a course that covers the essential grammatical and mechanical skills needed, yet provide for the individual differences and creativity of students? This session is intended as a "101 Workshop" that will provide concrete examples of lesson designs and class designs for creating a writer's workshop with novice and intermediate English writers. This workshop will primarily be about at the university level, although many of the principles, lessons and strategies can be used from middle school and up. During the workshop, we will look at examples of the core components of a successful writer's workshop: finding authentic sources of input, teaching how to use a writer's notebook, providing feedback, integrating meaningful grammar points and writing mechanics into your mini-lessons, and using of modified literature circles as a source of input and inspiration for your students.

**["101 Workshop] U**

### ***Using Video Pen-Pals in the EFL Classroom***

David Stewart, Wanju Education Office

**Room B166**

A major problem with EFL classrooms is the lack of real-world application for the skills that the students are learning. The language that is learned in the classroom is seen as completely separate from reality, and in truth, it often is. This presentation is based on a project that I started aimed at mitigating this problem. Each class is paired with a small group of native speakers in an English-speaking country. They then record and exchange videos on a regular basis related to topics they are learning about, or things they are interested in. The aim is not only to give the students a chance to practice their English skills, but also to give them some genuine cross-cultural communication, and to let them develop a relationship with native speakers their own age. This makes what they are learning relevant and should increase their interest and motivation to learn English.

In this presentation, I will be sharing my personal experiences with this project, sample videos from my classes, and guidelines that I have developed for adapting this type of project to other classes. Video pen-pals are not for every class and I will also share what I have learned in determining what sorts of classes are appropriate for this type of project.

**[Classroom application of research] YL / T**

### ***Online & Offline Learning: A Blended Approach***

Sara Davila, E-FUTURE

**Room B168**

The *EnglishCentral* blended series consists of five books matched with high interest videos with accessible vocabulary and systematic learning activities to provide a comprehensive approach to language learning. The series is designed to take students from a beginner level of English through low-advanced. The series provides offline support for teachers utilizing the video content in a conversation classroom. Each book is organized into 12 units, each with three student centered lessons. Every unit explores the context and the

content of the videos, reviews important vocabulary, and improves comprehension skills through multiple listening. Each unit also includes four communicative task activities and an in-class task based project. The *EnglishCentral* blended series is a fun, informative and communicative way to blend online learning with classroom teaching.

**[Commercial] S / T / U**

### ***Applying CALL and Gaming Theory to Vocabulary Learning***

Anders McCarthy & Scott Miles, Praxis Education

**Room B178**

'Busy' students somehow find the time to spend hundreds of hours playing games on their computers or cell phones. Is there a way to harness the allure of games to get students to spend more time studying English? The Praxis Ed learning system provides individualized online vocabulary instruction through a variety of exercises following a review schedule to ensure retention. This presentation will show how the application of several principles of gaming theory to the program has improved not only student attitudes about the vocabulary practice, but also the total amount of student study time on the site, with a significant percentage doing more practice than was required by their teachers. Free trial classes will be given to presentation attendees.

**[Commercial] S / T / U / A / B**

### ***Keeping Your Students on Track with KaTalk***

Andrew Pollard, Kangwon National University

**Room C608**

Kakao Talk – or KaTalk as it's commonly known – is the preferred messaging application for smart phone users in Korea. There will rarely be a time that your Korean students are not checking their KaTalk during class breaks. This paper looks at KaTalk not as a messaging



application, but rather as its potential as a language learning tool that can keep your students on task as well as positively affecting their motivation and confidence levels when it comes to English communication. The origins of this paper stem from a semester long research project where audio assignments were found to increase the confidence, motivational and spoken fluency levels of students over a one semester period. Through this research it became apparent that audio assignments were of significant benefit the students in the study, and as a result, several further activities came to the fore that revolve around the use of KaTalk. This paper will give a brief account of the research findings before focusing on several ways one can use KaTalk in class as a means of increasing student-to-student interaction, student motivation, spoken confidence, spoken fluency, and grammatical accuracy.

**[Workshop / Demonstration] T / U / A**

***Pathways to academic success through critical thinking and presentation skills***

Michael Cahill, Cengage Learning Korea

**Room M104**

In the past twenty years, Academic English classes have shifted their focus more towards communicative learning. This often means standard EFL methodology with a focus on academic vocabulary. However, this is not enough to prepare students for the realities of university life or their future careers. Critical thinking and presentation skills are 2 key academic skills that are essential for academic success, but teachers are rarely allocated enough time or resources to teach these effectively. This workshop will not only demonstrate how to incorporate the development of critical thinking and presentation skills into Academic English lessons, but will provide participants with motivating ideas & resources to increase their students' chances of success.

1. What critical thinking is and its importance

2. How teachers can include more critical thinking into their classes
3. Challenges of presentations
4. A look at how *Pathways* prepares students for academic success through critical thinking and presentation skills

**[Commercial] U**

***TKT and TKT Online course***

Wooju Kim, Cambridge University Press

**Room M105**

TKT, the Teaching Knowledge Test, is an internationally available test from Cambridge ESOL for teachers of English. The TKT can be taken by both pre-service and in-service as well as trainee teachers as part of their professional development.

The TKT Online Course has been adapted for use as a fully online course or as part of a blended training program. Unique to the online version:

- Interactive tasks with instant scoring and feedback
- Six additional interactive TKT practice tests, matching the latest Cambridge TKT computer-based test
- 'Ask the author' videos give an expert view on real-life classroom issues
- An interactive TKT Glossary Quiz covers all TKT terms

**[Commercial] All**

**SUNDAY - 2:00~3:20**

***How do we know what they know? Formative Assessment in the EFL Classroom***

Lynn Mallory, RELO / GNETI

**Room B164**

Ever been surprised by low test results? Wonder where the understanding is breaking down? Weaving formative assessment into daily practice can help answer these questions. We will discuss the process of creating a

Sunday 2.00-3.50

classroom where students and teachers know their learning goals and can monitor their process towards those goals. This involves clearly communicating learning targets, planning assessments as a part of learning, designing intentional opportunities for students to self-assess, providing clear, relevant feedback, and using the acquired data as the basis for further instructional decisions. Some specific topics we will address include how to use rubrics, pre-assessment strategies, record keeping suggestions (including how technology can help), and how to analyze the data. We'll look at example lessons across the four domains of language. Come learn why formative assessment is so essential and take home strategies that can be applied to any unit of study

[Workshop / Demonstration] All

## SUNDAY - 2:25~2:50

### *A Practical CALL Course for Korean Middle and High School English Teachers*

C. Dion Clingwall, Fukuoka University

Room S111

Computers have become an integral component of language learning. Thus English teachers should be encouraged to promote the use of CALL. Unfortunately, research has shown that many teachers, particularly those at the secondary level, feel unprepared or unable to do this. This is due to a variety of factors including age, lack of training, or an overburdened schedule. However, one of the most prominent reasons identified is the teachers' lack of familiarity with available resources.

As secondary students tend to be tech savvy with a high level of computer proficiency, it is incumbent on educators to properly utilise this default resource. By offering teachers a course that gives them the confidence to act as a bridge between available CALL resources and their students' use of computers, it can act as

a catalyst for furthering English education and the role of CALL within it.

Through the work carried out with four groups of Korean middle and high school English teachers (roughly 200 participants) a basic CALL for Teachers course was developed. Prior to participation in this course, the overwhelming majority of in-service teacher participants used CD players as their only technological support. However, following the course all teachers surveyed indicated they would use CALL in some form as a complimentary teaching resource.

This presentation will discuss the structure of a basic CALL course and how introducing it to middle and high school English teachers, can lead to an increase in the use of CALL in the secondary classroom.

[Classroom application of research] T / U / A

### *Extensive Reading for University Conversation Classes*

Kyle Quinn, Andong National University

Room S113

Research has shown that Extensive Reading is a powerful tool for second language learners. But is Extensive Reading appropriate for university conversation students? How can a native teacher implement an Extensive Reading Program? And perhaps most importantly, does Extensive Reading work for university students?

This Action Research presentation will present the results of research conducted over the course of a semester. The research primarily consists of quantitative test scores taken at the beginning and end of the semester. The research was conducted with twelve classes of university students engaged in an Extensive Reading program compared to similar groups of students at the same university unengaged in an Extensive Reading program in the classroom. A student survey taken at the end of the semester will also measure how students perceived their own growth as English students, and their attitude towards

Extensive Reading in the classroom. Research was conducted at Andong National University during the Spring 2012 semester. The Extensive Reading program and research spans 15 weeks. Each week the students in the Extensive Reading program read appropriate level Oxford Graded Readers for about 30 minutes of class time. The quantitative research results were taken from Oxford Bookworms Level Test scores.

Additionally, the presentation will address practical issues with Extensive Reading for university conversation students, including implementation and motivation. This 25 minute Research Report will include a short Question and Answer period following the Action Research presentation.

**[Research report / paper] U**

**SUNDAY - 2:25~3:50**

***Drawing Blanks: 10 paper activities when you have nothing but technology fails***

Julien McNulty, Chosun University

**Room B161**

It's your first day of classes, and you've been given no syllabus, no textbook, no attendance sheet. What can you do to save the day? You've planned an entire lesson on Power Point and Youtube videos, but the computer in your classroom has crashed. How can you save face and still make your class engaging, entertaining, and educative? Have no fear! A simple blank sheet of paper is near!

This workshop will model 10 activities that can be used with any class of any age – all with just a simple page of A4 papyrus. These activities range from vocabulary exercises, to story board writing; from listening games, to pronunciation drills. If you need a few quick tricks for your teacher toolbox, this workshop will fill the bill.

**["101" Workshop] All**

***Reader's Theater in Mixed-Skill Classrooms: Guidelines for Adapting Stories into Effective Scripts***

Kenneth Moore, Sookmyung Women's University & Erik Figueroa, Sookmyung TESOL - IIETTP

**Room B167**

Drama offers an engaging way to integrate productive and receptive skills while also allowing students to connect emotion and cognition (Zyoud, 2010). Furthermore, as students become actively involved in drama, they are required to use visual, auditory, and physical learning channels, and naturally gravitate to the one that suits them best (Desiatova, 2009), thus making drama a valuable resource for developing and respecting students' multiple intelligences. Readers' Theater is an accessible subset of drama that can involve English language learners more actively in all four language skills and create opportunities for effective language processing and greater retention as well as for student personalization. Although pre-written RT scripts are readily available online and in print, teachers often find that these scripts are not personalized for their students' interests, levels, or cultural background. Based on the authors' analysis of common problems in scriptwriting, and using as examples scripts by the authors' own students, this workshop will offer systematic guidelines and hands-on exercises to enable teachers to easily and successfully turn stories into actable and engaging RT scripts and, at a possible later stage of a lesson, to guide their students to do the same. The workshop will also discuss possibilities for extending RT techniques into integrated-skills lessons that allow students to work collaboratively on projects that develop both receptive and productive skills while connecting the lesson to the world outside the classroom.

**[Workshop / Demonstration] All**

***Language Learning through Student-Generated Content and Computer-supported Collaborative Learning***

Geoffrey Butler, Ryan Hunter & Lara Kurth,  
Seoul National University of Science and  
Technology

**Room M101**

The presenters will discuss utilizing student-generated content for classroom instruction. Using a theoretical basis of constructivism and social constructivism in education and language learning, the presenters will discuss how they design activities that draw upon students' background knowledge, cultural knowledge, and personal values to create a community of learning. Presenters will illustrate how instructors can draw from learner-created content to target certain topics and language points. Several activities to elicit and employ student-generated content through both classroom instruction and computer-supported collaborative learning will also be demonstrated. Three separate programs/courses from Seoul National University of Science and Technology will contribute examples for this presentation: the English Conversation program, the Academic Writing program, and the Intercultural Communication course. The collaborative learning approach in each of these courses takes advantage of CALL resources and educational technology that are available online for free or a limited cost. In the Conversation program and Intercultural Communication course, teachers have been using VoiceThread to provide homework that requires actual speaking and elicits opinions and information from students to accompany in-class discussion and language practice. The writing program has included student-generated content through the use of blogs, forums, peer-reviewed essay portfolios, and example essays from students. The presenters will also show how the courses have evolved from being hosted on free sites such as Google Sites and Blogger to a learning-management system.

**[Workshop / Demonstration] T / U / A**

**SUNDAY - 3:00~3:50**

***Technology and Motivation in English Language Teaching and Learning***

Glenn Stockwell, Waseda University

**Room B107**

Advances in technology have made it easier for teachers and learners of English to access a wide range of resources in terms of authentic input and communication with native and nonnative speakers of English around the world. From the early days of computer-assisted language learning (CALL), there has been discussion of how technologies can play a role in motivating learners in learning a language (e.g., Warschauer, 1998), and as technologies have become more sophisticated, the growing range of uses of technology in and out of the classroom increases the potential for enhanced motivation.

This presentation looks at how technology can be used in the English language classroom, and how these uses can link to motivation. It begins with looking at general issues associated with technology and motivation, including a brief discussion of the affordances of technology and how this relates to motivation, and the issue of motivation for using technology from the perspective of both teachers and learners. This is followed by an overview of some newer communication technologies such as social networking tools (e.g., Lee, 2009) and virtual worlds (e.g., Deutschmann, Panichi & Molka-Danielsen, 2009), and how they can impact motivation through writing for a real audience potential for anonymity.

The presentation concludes by considering local and global issues associated with using technology for English language learning, and how motivation may be affected by the technologies that are available in both more and less technologically advanced regions.

**[Featured] All**



### ***Importance of Cohesion in a Text***

Gavin Farrell

**Room B112**

Cohesion between sentences and paragraphs links ideas and gives a piece of writing meaning. A lack of cohesion can lead to a greater sin, incoherence of a text. This paper will explore how the notions of cohesion and coherence are different, yet linked. A brief history of the notion of cohesion (Halliday & Hasan, 1976) will be given as well as recent developments relevant to teaching will be provided. Illustrative examples will show the various kinds of cohesion (e.g. conjunction, reference, substitution, ellipsis, and lexical cohesion) so that students can read more critically knowing these concepts. Furthermore utilizing these concepts in the classroom can allow students to demonstrate an understanding of cohesion by using them in writing tasks. Cohesion need not be a dry, academic topic for students to dread. Rather it will be show how cohesion can be included in a writing curriculum in fun and interaction ways. These ways will then allow student to be better writers and control their writing and their texts by being aware of the fundamentals of cohesion.

**[Workshop / Demonstration] U**

### ***Techniques for Developing Students' Reading Fluency***

Fredricka L. Stoller, Northern Arizona University

**Room B121**

Second language reading is a complex skill that requires main idea comprehension, discourse awareness, vocabulary learning, reading strategies, reading for different purposes, motivation, and fluency (Grabe, 2009; Nation, 2009). Sadly, fluency training is often neglected in EFL classrooms, even though research has demonstrated that fluency contributes to students' reading comprehension abilities. Teachers sometimes believe that they lack the time to devote to fluency training in

their classes; others assume that students will develop fluency on their own, over time; and many are simply unaware of the many activities that can be easily integrated into their classrooms to promote reading fluency. Workshop participants will be introduced to the key elements of reading fluency (e.g., automaticity, accuracy, reading rate, word- and passage-reading fluency) and then explore various ways in which reading fluency can be addressed in the classroom with existing reading materials.

**[20/20] All**

### ***Practical Organizational Skills for Language Teachers***

Wayne Bottiger, Kangwon National University

**Room B142**

This presentation provides a series of tips geared toward teachers of students learning English as a second or foreign language. Organizational skills carried out by the teacher play an important role in student learning and success. There are times when students understand materials covered in class and are intelligent, but fail to perform due to the lack of proper organizational planning on the part of the teacher. The purpose of the presentation is to assist new and experienced instructors learn important techniques to help them with organizational skills. Some of the topics covered during the presentation include: creating student assignment schedules; helping students understand learning goals, objectives and outcomes; using guided modeling as a means of increasing student achievement; monitoring student activities and tasks; and using memory and learning techniques to assist student language acquisition. Many of the organizational discussion items in this presentation can be adapted for use in a variety of learning situations and settings. The strategies introduced in this presentation have come from the presenter's personal experience over the past 35 years of teaching in virtually every academic level of instruction. A portion of time will be given to give comments and



ask questions. All questions are welcomed and it will be an exciting time of inquiry.

**["101" Workshop] All**

***Making a Magazine: A 17-Hour Unit Plan***

Sara Long, Andong National University

**Room B166**

Magazines offer a broad range of topics to consider: advertisements, full-feature articles, advice columns, interviews, reviews, and shopping. In this presentation, I will show you how to take all of these magazine elements and more, and turn them into an engaging group project that will utilize students' skills in reading, writing, listening, conversation, and design. Advice columns can inspire anonymous and hilarious pair exchange writing; an interest in books, music, video games, or film can be personalized into a review. I will show you how each day can explore a new topic, and how to organize and alternate days so that students experience a fresh range of unique activities on a daily basis, and never focus too long on one skill set. Each activity can be adapted to multiple skill levels within the same group, allowing for the more skilled writers to write longer articles while those with a limited ability to still gain confidence through shorter writing assignments. I guarantee that you'll be as excited as your students to see what they can produce as a group. I will show detailed PowerPoint slides for each topic activity within the magazine development. Examples and slide handouts will also be provided.

**[Workshop / Demonstration] T / U / A**

***Breakthrough to communication, plus more!***

Clyde Fowle, Macmillan Korea Publishers Limited

**Room B178**

Most young adult learners in Asia lack confidence to use English effectively in communicative contexts despite having studied

English for many years at school. How can we best activate their passive knowledge of the language? Breakthrough plus, a new edition of the popular series *Breakthrough*, does this by offering carefully controlled development of the language in contexts that learners can relate to. The series focuses on building up students' communicative ability through a series of carefully staged tasks in each unit that culminate in effective communication and therefore boost learners' confidence in their own ability to use English in real life contexts. New video content also helps to bring the language to life and expose students to the culture of the USA. Other new features include digibooks for both students and teachers offering a digital version of the student's books with extra practice activities for students and a comprehensive classroom presentation tool for teachers. Come along to this session to see how you can help your learners breakthrough to communication.

**[Commercial] U / A**

***Google Drive (was Google Docs) for Composition Courses***

Max Watson, Dongguk University, Seoul

**Room C608**

Today's learners are digital natives who need educational environments to fit their preferred learning styles. The MacArthur Foundation's Digital Youth Project identified that successful learning takes place in collaborative environments, yet composition courses are often a limited conversation between the writer and the instructor. This workshop serves to demonstrate how the author's audience can be expanded.

Google Drive (was Google Docs) is a free online cloud computing service that allows word processing document creation and collaboration. This is a boon for both teachers and students as it does not require the purchase of expensive software, negates document format incompatibilities, ensures that all data is preserved, saves trees, and allows

document access from any internet terminal--even a mobile phone. Google Drive allows students to share documents with each other and the teacher, where all can offer tracked comments and corrections.

This workshop will focus on the use of Google Drive in composition courses to provide a collaborative environment for writers. First, the findings of using it in university composition courses will be presented. This will be followed by a demonstration of the software's features. Finally, advice for avoiding potential problems and the best procedures for successful implementation will be discussed.

**[Workshop / Demonstration] T / U / A**

### ***Fun of Reading***

Claude Sandoz, PAX

**Room M103**

In today's world, education and reading is a key factor to one's success and well being, and to flourish and prosper.

Society cannot exist well without good education. Still, internationally, literacy and education are troubled.

Add to this that in today's world non-native speaking English-speakers world-wide now outnumbered native by 3 to 1.

English globalization is unprecedented in history and is evolving and changing the way natives speak every day.

Yet, entire generations do not have the proper reading skills. One can even go so far and state that the larger percentage of our young generation feels bored to read and prefers playing videos games over reading and learning. Yet the word is what educates mankind and opens entire vistas to success and is what's gives generations the possibility to expand and achieve vistas never dreamed of.

**[Commercial] T / U**

***Engaging Students: It's a start, but where do we go from there?***

Matthew Walker, Houghton Mifflin Harcourt  
**Room M104**

Grabbing student interest is something teachers have grappled with for ages. We are all very aware of how an initial activity can set the tone for the remainder of the class period, lesson, or even unit; sometimes for better, and sometimes for worse. In those instances where we succeed at engaging our students, what happens next? Often we have used up all our magic in that first step, and the classroom deflates rapidly after the initial success. How teachers construct the follow-up activities plays just as important a role as that first step. In this session, we perform and discuss 3 activities that are designed to engage students. After each activity, teachers explore ways to sequence follow-up activities in a logical manner. To close the session, teachers delve into their own classroom cookbook and share ideas from their experiences.

**[Commercial] All**

### ***Cambridge English Teacher: Online Professional Development for English Language Teachers***

Ellie Kim, Cambridge University Press

**Room M105**

This presentation provides an introduction to Cambridge English Teacher (CET), a new and flexible online course to develop English teaching career. Cambridge English Teacher offer a unique online environment that enable teachers to

- join a prestigious community of language teaching professionals
- take high-quality, online professional development course
- interact with other teachers and leading names in English language teaching through webinars and discussion forums
- benefit from a library of Cambridge resources
- build an online professional development profiles that showcases achievement

**[Commercial] All**

## Presenters' Biographical Statements

**Adams, Joshua** is a recent graduate from the MATESOL program at Dankook University (Korea). He currently works at Seokyeong University, where he tries to meld the theory he has learned with the practical needs of his students.

**Adan, Nasra** currently teaches at the University of Hail in Saudi Arabia. She has taught in China, Japan, Korea, Canada and Saudi Arabia. She holds an MA in TESOL from The SIT Graduate institute. She is interested in experiential education.

**Allison, Gabriel** has been involved in English education for seven years, working as a teacher, writer, and curriculum developer in South Korea, Spain, and Argentina. He is certified in TESOL from EBC International in Madrid, Spain and holds a Bachelor of Arts from High Point University. Among his other accomplishments, he has been a contributing author and editor on the EFL titles *Talking Trinity*, *Easy Talking Trinity*, *More Step By Step Listening*, *Reading Town*, *Reading World*, and *Reading Planet*. He has also worked extensively on e-future's test preparation series NEAT Gate, NEAT 2급 NEAT M, and NEAT iBT. Gabriel is currently working towards a Master's degree from West Virginia University.

**Al-Murtadha, Mutahar** has been working as an English Instructor at Kanazawa Institute of Technology since 2009. He holds a master's degree in TESOL from Saint Michael's College, USA. He was awarded a Fulbright scholarship in 2007 to do his master's degree. Before that he taught English as a foreign language in Yemen for more than seven years.

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**Tanghe, Shannon** teaches at the Graduate School of TESOL at Dankook University in Yongin, Korea. She is currently working on her doctoral dissertation through Indiana University of Pennsylvania in the United States. Data collected for her dissertation is the focus of her presentation (involving collaborative co-teaching at public elementary schools in Korea), Shannon has been living and teaching in Korea for the past twelve years. Her research interests are teacher education, collaborative co-teaching, and World Englishes. Email: tango987@hotmail.com.

**Teng, Huei-Chun** got her Ph.D. in Second Languages Education at University of Minnesota. She is currently a professor at Department of Applied Foreign Languages in National Taiwan University of Science and Technology. Her research interests include EFL listening, oral assessment, communication strategy, and ESP instruction.

**Thompson, Andrew** is an English Lecturer at

Kyushu Sangyo University in Fukuoka, Japan. He has a Master of Applied Linguistics from Monash University and a B.A. in Communications and Sociology from Griffith University, Australia. He has been working in international education for over 15 years as a teacher, trainer, HR manager and marketing manager. His areas of research interest include curriculum development, interest and learning, language learning strategies and L2 motivation.

**Thompson, Gregory** is teaching conversation courses and writing courses at Seoul National University of Science and Technology.

**Thompson, Lewis** has worked as a teacher, curriculum developer, writer, and editor in England, Spain, and South Korea. He holds a Bachelor's degree in TESOL and a Post Graduate Certificate of Education (PGCE) from Goldsmiths College, the University of London. He has been the main editor of a number of e-future titles including *Hands on History*, *TOEFL Junior*, and *Smart English*.

**Thorkelson, Tory** (MEd in TESL/TEFL) is a proud Canadian who has been an active KOTESOL member since 1998 and has presented at or worked on many local and international conferences in Seoul. He is a past president of the Seoul Chapter of Korea TESOL and is an Associate Professor/Past-Coordinator for Hanyang University's English Language and Literature Department. He has co-authored research studies as head of the PEEC Research Committee (ALAK Journal and Education International) and a university-level textbook, *World Class English* (Hakmun), with a team of fellow KOTESOL members. Tory is presently a doctoral candidate in Professional Studies at Middlesex University in the UK. On a personal note, he is married and has a daughter, Jean. He has also acted in local drama productions for The Seoul Players – a Seoul group he helped found.

**Thornbury, Scott** has an MA (TEFL) from the

University of Reading and is currently Associate Professor of English Language Studies at the New School in New York, where he teaches on an on-line MATESOL program. His previous experience includes teaching and training in Egypt, UK, Spain, and in his native New Zealand. His writing credits include several award-winning books for teachers on language and methodology, including *About Language: Tasks for Teachers of English* (Cambridge University Press), *How to Teach Grammar*, *How to Teach Vocabulary* and *How to Teach Speaking* (Pearson), *Uncovering Grammar*, *Beyond the Sentence* and *An A-Z of ELT* (Macmillan) and *Natural Grammar* and *Grammar* (Oxford University Press). He has also contributed to a number of handbooks on language and methodology, including the *Routledge Handbook of Corpus Linguistics* (2010), and *The Routledge Handbook of Applied Linguistics* (2011). His most recent book, *Teaching Unplugged* (Delta Publishing; co-written with Luke Meddings) won a British Council Innovations Award (ELTON) in 2010. He is series editor for the Cambridge Handbooks for Teachers.

**Todeva, Elka** holds a doctorate in English applied linguistics and a master's degree in British and American literature, English linguistics, and simultaneous interpretation. At SIT Graduate Institute since 1993, she teaches and does research in the areas of second language acquisition, English applied linguistics, teacher cognition, and ecological approaches to teaching. A native of Bulgaria, Elka began working in the US as a Fulbright scholar. Her publications include *The Multiple Realities of Multilingualism: Personal Narratives and Researchers' Perspectives* (Mouton de Gruyter, 2009), three ESL textbooks, two English dictionaries, and numerous articles on language acquisition and learning, English linguistics, brain-friendly teaching, multi-media, and reflective practices. Her various courses and projects encourage teachers to become public intellectuals who initiate or participate in discussions around

language planning, language and identity, language and power, multilingualism, and the role of English in the era of globalization.

**Ueki, Michiko** received an MA degree in Foreign Language Education and Research from Kansai University, Osaka, Japan in 2010. She is currently a Ph.D. Student of Kansai University and Research Fellow of the Japan Society for the Promotion of Science. Her research interest is in L2 motivation and autonomy. Email:michi007300mu@yahoo.co.jp

**Verspecht, Eric** holds a diploma in TEFL and was an English teacher at different levels. As the English coordinator of a bilingual school, he was also in charge of program design, participation in international exams and materials development. He has been involved in teacher training since 1999 and has trained teachers in more than 20 countries in Latin America, the Middle East and Asia. In many of these countries he was a speaker at TESOL events.

**Walker, Colin** was raised on the Canadian prairies, and spent much of his time playing and coaching ice hockey. After graduating with a BA in economics from the University of Regina, Colin worked as a middle school English teacher in Korea for 3.5 years. He now works as an English professor at Hoseo University, and is currently completing his MA in TEFL from the University of Birmingham. His research interests include graphology, educational leadership, and resume writing for non-native English speakers. View Colin's list of publications at [www.walkercolin.com/publications](http://www.walkercolin.com/publications). Email: [cwalker@hoseo.edu](mailto:cwalker@hoseo.edu)

**Walker, Crayton, Dr.** is a lecturer who has been working in the Centre for English Language Studies at the University of Birmingham since 2006. He mainly works with postgraduate students who are following the on-campus and distance programs. His main areas of expertise are associated with

corpus linguistics and language teaching. Before joining the University, he had a career in English language teaching. He taught ESP in London, Riyadh and Stuttgart and was in charge of the English department of a large language school in Germany for over 10 years.

**Walker, Matthew** is an Educational Consultant for Houghton Mifflin Harcourt Korea. He has worked in the ELL industry for more than 10 years. He has worked as a lead teacher, curriculum developer and teacher trainer. He has a Master's in TESOL Language Program Management from Macquarie University.

**Walsh, Alex** teaches at a high school in Seoul. He is extremely passionate about the need for social collaboration through shared reflections and discussions of the real issues teachers are facing in the classroom. To stimulate such discussion Alex regularly shares his thoughts on current issues facing EFL public school teachers via his website at [www.alienteachers.com](http://www.alienteachers.com). Alex also has a keen interest and passion for the use of technology in the language classroom, believing it can be used as an effective tool in helping to unlock creative thought in language use.

**Walter, Jeffrey** has been in Korea since 2004 and currently teaches at Sangji University in Wonju, Gangwon Province. He previously taught in Japan and the United States. He holds a Master's degree in Applied Linguistics. His areas of interest include conversation strategy, group dynamics, and intercultural communication. He studies Korean when he has time, energy and motivation. Email: [sangjijeff@gmail.com](mailto:sangjijeff@gmail.com).

**Warfel, Linda** has 30+ years' experience in education and publishing, including extensive work 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. In 2011, the International Reading Association Board of Directors created a new position, International Literacy Ambassador and Linda Warfel was honored as the first appointee. Linda was the Vice President, Education and Trade, Scholastic Asia until August 2012. Currently she is Vice President, Strategic Business Development, Scholastic Asia, developing products and programs that will enhance Scholastic's literacy efforts globally.

**Waring, Rob, Dr.** is an acknowledged expert in Extensive Reading and second language vocabulary acquisition. He is Associate Professor at Notre Dame Seishin University in Okayama, Japan. Professor Waring is an Executive Board member of the Extensive Reading Foundation. He has presented and published widely on these topics as an author and a series editor of the Foundations Reading Library, the Footprint Reading Library, and the Page Turners Reading Library by Cengage Learning. Website: <http://www.robwaring.org>

**Watson, Max** came to Seoul in 2004 to change careers out of the IT industry. After several years of working at various teaching jobs, he was hired at Myongji College where he served as a Lecturer in the English Department for the 2008 and 2009 school years. In 2010, he returned to his native California to pursue the "American Dream." Upon discovering this was a sham, he quickly enrolled in the M.A. Education (TESOL) program at Sonoma State University, graduating in Fall 2011. Since then

he has been employed by Dongguk University as an Assistant Professor in the Center for Foreign Language Education, and he has returned part-time to Myongji College's General Education Department. Max also holds a B.A. in Speech Communication from Cal Poly, San Luis Obispo. Max's interests include the meaningful integration of technology in the classroom, enhancing presentation skills, and photography. Email: [kotesol@maxwatson.com](mailto:kotesol@maxwatson.com).

**White, Jeremy** is a lecturer of English Language at Ritsumeikan University in Shiga, Japan. In addition, he is currently a doctoral student studying Applied Linguistics at Griffith University in Australia. Jeremy's research interests include the use of digital games for language learning, and computer and mobile assisted language learning. Email: [whitejeremy@gmail.com](mailto:whitejeremy@gmail.com)

**Wiebusch, Fiona** is a Senior Lecturer & Coordinator of Professional Development in the English Language Programs at RMIT International University in Ho Chi Minh City, Vietnam. Originally from Australia, Fiona has spent the last 15 years teaching ESL/EFL in Indonesia, Japan, Australia, New Zealand and Vietnam, working predominately in the tertiary sector. She is passionate about ensuring her students have opportunities to interact with English in an active and authentic manner in the classroom. Her research interests are in TBL & TBLT in Asia and building communities of practice for ELT professionals. Fiona holds a Master of Applied Linguistics (TESOL) from the University of Melbourne and has a background in Education Management and Teacher Training. Email: [fiona.wiebusch@rmit.edu.vn](mailto:fiona.wiebusch@rmit.edu.vn)

**Wilcoxon, April** first came to Korea in 2004 and spent a year as an English Teaching Assistant with the Fulbright Program. She returned to Korea in 2008 to teach in a middle school while completing her M.A.TESOL from Azusa Pacific University. She is now in

her second year at Seoul Theological University. She is interested in raising awareness about human trafficking and modern day slavery and seeks to get involved in social business to help combat poverty. When not teaching, April makes time to train for marathons, read, and salsa dance. Email:wilcoxen@stu.ac.kr

**Wilson, Ken** is an author and trainer. He has written about thirty ELT titles, including a dozen series of course books. His most recent course material includes *Smart Choice*, a four-level American English course for OUP. He also writes supplementary material, including sketches and songs. In 2008, OUP published *Drama and Improvisation*, a collection of more than sixty of his drama activities for teachers. His first ELT publication was a collection of language teaching songs called *Mister Monday*, which was released when he was 23. Since then, he has written and recorded more than 150 ELT songs, published as albums or as integral parts of course material. He has also written more than a hundred ELT radio and television programs, including fifty radio scripts for the BBC *Follow Me* series, thirty *Look Ahead* TV scripts, and a series of plays called *Drama First*. His most ambitious audio material is a series of ghost and voodoo stories he wrote for Max Hueber Verlag in Germany. For many years, Ken was artistic director and sketch writer for the English Teaching Theatre, a company which toured the world performing stage-shows for learners of English. The ETT made more than 250 tours to 55 countries. Ken lives in London with his wife and three cats, and writes books in a shed at the end of his garden. He blogs and tweets, and spends too much time on Facebook. Ken blogs at <http://kenwilsonelt.wordpress.com>

**Yates, Steve** is an experienced EFL teacher, specialising in EFL writing, conversation and test preparation for young adult to adult learners. Steve has held an ongoing role as a teacher trainer for EPIK, leading large teacher

training workshops, delivering lectures on various EFL topics and mentoring new teachers. Steve's particular areas of interest are in second language acquisition, intercultural communication, writing and development of English skills for a global speaking community. Steve has recently completed a Master's degree in Applied Linguistics and TESOL from the University of New England, Australia. He is currently employed as a faculty lecturer at Kyungnam University. In his spare time, Steve studies Korean and Chinese. Email: [steven.j.yates@gmail.com](mailto:steven.j.yates@gmail.com)

**Yeum, Kyungsook, Dr.** is the Director of SMU TESOL and on the faculty of the MA TESOL program at Sookmyung Women's University, Seoul, Korea. Currently, she is also the Chair of the Program Administration Interest Section (PAIS) of the TESOL International Association. Dr. Yeum has an MA in TESOL from the University of Maryland. Her first PhD is was English Literature, and she is currently a University of Macquarie PhD candidate in Applied Linguistics with a concentration in Program Evaluation. Dr. Yeum has served as the Administrative Professor responsible for the TESOL certificate programs at Sookmyung over the past 15 years. In the process, she has gained a deep understanding of the notion of program quality assurance and leadership. Dr. Yeum's administrative skills and understanding of the TESOL profession have been honed through her work as National President of Korea TESOL, as Vice President of the Applied Linguistics Association of Korea (ALAK), and also as Conference Chair for the KOTESOL-hosted Pan-Asia Conference (PAC 2010).

**Yim, Soo Ha Sue** is the Coordinator of the English Program at Samsung Art and Design Institute and an Oral and Written Examiner for several of the University of Cambridge ESOL Examinations. In the summer of 2011, she had the rare privilege of teaching in North Korea.

**Yu, Grace Eun Hea** is currently an English professor at Yonsei University teaching reading, writing, listening and speaking. She shares her passion for teaching through the many homework assignments and quizzes she freely gives her students. Coffee talk and teacher training are among a few of her personal interests. The driving force for her teaching is seeing the sparkle in her students' eyes when they "learn something and get it!" With over 15 years of experience from preschoolers, elementary school, junior high, high school students, university, teachers and professionals, she enjoys teaching anyone anything. Email: writegraceyu@gmail.com

**Yun, Sang-yong** is an Ethics teacher at Hangwang High School, Gyeonggi.do

**Zhang, Lin (Kitty).** Before working for Pearson APAC as a senior campaign executive, Kitty was Training and Curriculum Service Manager of Pearson China. In 4 years working for Pearson China, she provided 100 training sessions for 5,000 teachers on average all across China every year. Kitty has got her

MA TESOL with distinction from the University of Sunderland in UK. She has been involved in co-publishing and editing ELT course books, such as *New Discoveries*, *Winners*, *English Grammar Builder*, and *Get Ahead*. She taught English in universities for 7 years, and she has 9 years experience in ELT teacher training.

**Zwaal, Ingrid** teaches at Jeonju National University of Education. She plays volleyball with her students in Hyperion, the school volleyball club. She is the Jeonju/North Jeolla KOTESOL president. Ingrid writes a weekly column called "My Life in Jeonju" for Sae Jeonbuk Shinmoon and is a member of the Jeonju Volunteer Centre. She lives with her Scottie, Spike, and two birds. Her hobbies include photography, cooking (her brownies are legendary) and magic. She graduated from the University of Toronto (BA), Humber College (Radio Broadcasting), Canisius College (MSED in Education). She is an actress in The Vagina Monologues for fundraising for women's shelters in Jeonju.



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Saturday 6:20-7:20	Samsung Hall	<i>Glad to be Grey</i> , Ken Wilson
Saturday 6:20-7:20	Samsung Hall	<i>The Challenge of Maintaining Balance in Life</i> , Neil J. Anderson
Saturday 6:20-7:20	Samsung Hall	<i>Effect-of-Instruction Studies: A Quick Guide to Getting the Desired Outcome</i> , Frank Boers



Saturday 6:20-7:20	Samsung Hall	<i>Foolproofing Your Classes: A Checklist</i> , Brock Brady
Saturday 6:20-7:20	Samsung Hall	<i>The ABC of SLA</i> , Scott Thornbury

### Pragmatics

Saturday 10:25-10:50	S113	<i>Classroom language learning through social interaction: a multimodal approach</i> , Paul Stone
Saturday 4:30-4:55	S113	<i>Investigating socio-pragmatic instruction of requests: measuring learning</i> , David Holmes
Sunday 1:00-1:25	S113	<i>Investigation on the effect of short-term overseas experience on L2 pragmatics: a case of public officers.</i> , Hye Kyeong Kim

### Professional Development

Saturday 10:25-10:50	M101	<i>An Exploration of Co-Teachers Interaction in Korean Public Elementary Schools</i> , Shannon Tanghe
Saturday 1:30-2:20	M101	<i>Intellectual Property Within the Educational Industry</i> , Darren Bean
Sunday 12:00-12:50	B178	<i>Templates, T-rexes, and Triple-plays: Avoiding presentation pitfalls</i> , Peter Carter
Sunday 1:00-1:50	C601	<i>#KELTchat: Professional Development at Your Fingertips</i> , Michael Griffin, Alex Walsh & Alex Grevett

### Reading / Literacy

Saturday 9:00-9:50	B178	<i>Supporting Extensive Reading through Soft Toy Theory and The Application of Story Sacks</i> , Amanda Maitland El Amri
Saturday 9:00-9:50	M104	<i>Best Practice in Literacy and Language Instruction: Make every minute count!</i> , Michael Cahill
Saturday 10:00-10:50	B121	<i>Developing Engaged L2 Readers</i> , Neil Anderson
Saturday 10:00-10:50	B167	<i>Everyday Book Boxes: Encouraging an Extensive Reading Environment</i> , Linda Warfel
Saturday 10:00-10:50	B168	<i>Five Ways to Improve Reading Comprehension Instruction for Standardized Tests</i> , Aaron Siegel
Saturday 10:00-10:50	M104	<i>Reading Fluency: Rationale, Measurements, and Interventions</i> , Elton LaClare
Saturday 1:30-2:30	B166	<i>Tips for Creating, Finding, Adapting and Telling Stories in the Elementary Classroom</i> , Jacob Kletzien
Saturday 2:30-3:20	B107	<i>Extensive Reading in Korea: 10 Years Going from Strength to Strength</i> , Rob Waring
Saturday 2:30-3:20	B167	<i>Who says teaching readers is difficult? Six easy steps for teaching fiction readers</i> , Ralph Cousins
Saturday 2:30-3:20	B178	<i>Improving L2 Reading Fluency</i> , Neil Anderson
Saturday 2:30-3:20	M104	<i>Creating a school newspaper</i> , Stephen-Peter Jinks
Saturday 3:30-3:55	S113	<i>Most Effective Activities for Teaching Reading to Non-English Majors</i> , Mutahar Al-Murtadha
Saturday 3:30-4:20	B164	<i>Comic Books and Extensive Reading - A Research Project</i> , Ingrid Zwaal

Saturday 3:30-5:15	C601	<i>The Bimodal Narrative Approach, Story without struggle</i> , Nico Lorenzutti
Saturday 3:30-5:15	C601	<i>Introduction to Extensive Reading</i> , Scott Miles
Saturday 3:30-5:15	C601	<i>Read &amp; Retell: Acquisition, Communication, Accountability, Enjoyment</i> , Shaun Miller
Saturday 3:30-5:15	C601	<i>A Four Strands Approach to Developing an Extensive Reading Program</i> , Rocky Nelson
Saturday 3:30-5:15	C601	<i>The Bimodal Narrative Approach, Story without struggle</i> , Michael Rabbidge
Saturday 3:30-5:15	C601	<i>Extensive Reading's Contributions to Language Skills Acquisition</i> , David E. Shaffer
Saturday 3:30-5:15	C601	<i>Online Extensive Reading Resources</i> , Robert Waring
Saturday 3:55-4:20	S113	<i>Scientific abstracts vs. simplified readers: investigating the effect on the affect</i> , John Blake & Dubhgan Hinchey
Saturday 4:30-5:20	M103	<i>Developing independent, confident readers at Primary Level: Reading Laboratory 2.0</i> , Christine Hwang
Sunday 10:00-10:50	B109	<i>Developing core test skills with Quattro Reading - (Bilingual Session)</i> , Kate Kim
Sunday 10:00-10:50	B167	<i>Learner Attitudes Towards Graded Readers in the Course Curriculum</i> , Paul Seigny, Maiko Berger & Kris Ramonda
Sunday 10:00-10:50	B178	<i>Methods for mending motivation malaise</i> , Carmella Leiske
Sunday 12:00-12:50	B109	<i>Setting your Compass for Reading</i> , Rob Waring
Sunday 12:00-1:25	M103	<i>Bottom Up Skills: A Necessity for Beginning Language Learners</i> , Nathan Soelberg & Melissa Mendelson
Sunday 1:00-1:50	B112	<i>A Framework for Assessing Online Reading Resources</i> , Rob Waring
Sunday 1:00-1:50	M104	<i>Multilevel Reading Groups for Elementary Students</i> , Rhett Burton
Sunday 1:00-1:50	M105	<i>The Modern Reading Classroom: Engaging Content, Building Fluency</i> , John Brezinsky
Sunday 2:00-2:25	S113	<i>New Literacies: Online Comprehension Strategies for Thai EFL readers</i> , Apasara Chinwonno
Sunday 2:00-2:50	B109	<i>Oceans of Fun while Reading Online</i> , Rob Waring
Sunday 2:00-2:50	B111	<i>Building English Language Skills through Graded Readers</i> , Rebecca Fletcher
Sunday 2:25-2:50	S113	<i>Extensive Reading for University Conversation Classes</i> , Kyle Quinn
Sunday 3:00-3:50	B121	<i>Techniques for Developing Students' Reading Fluency</i> , Fredricka L. Stoller
Sunday 3:00-3:50	M103	<i>Fun of Reading</i> , Claude Sandoz

### **Reflective teaching practice**

Saturday 9:00-9:50	M103	<i>The Classroom Mirror: Reap the rewards of video in your TESOL/ELT environment</i> , Tom Randolph
Saturday 12:00-3:00	Music Lobby	<i>How I Became a Better English Teacher by being a Korean Language Student</i> , Jeffrey Walter
Saturday 1:55-2:20	S111	<i>Actual Implementation of Extensive Reading in EAP Classes: A Case Study</i> , Christie Provenzano

Saturday 2:30-3:20	B142	<i>Promoting student teacher learning through reflective practice using a digital platform</i> , Nur Kurtoglu-Hooton
Saturday 3:30-4:20	B167	<i>Teaching Metaphors for Critical Reflection</i> , James Papple
Saturday 4:30-5:30	B168	<i>Feed-up, feedback and feedforward: re-examining effective teacher- student interaction</i> , Charles Anderson
Sunday 9:00-9:50	B142	<i>Professional Development 101 – An Active Approach</i> , Allison Bill
Sunday 9:00-10:25	B161	<i>A Framework for Teacher Reflection</i> , Thomas W. Santos
Sunday 10:00-10:50	M104	<i>Facilitating collaboration: How teachers, administrators, and institutions can work together</i> , Richmond Stroupe

### SLA

Saturday 10:00-10:50	S111	<i>Linguistic dimensions of EFL learners' Willingness to Communicate</i> , Wannaprapha Suksawas
Sunday 12:00-12:25	S113	<i>Connecting Through Connectors: Korean Students' Essays Suffer from Adverbial Connectors</i> , Demontray Lockhart
Sunday 12:00-12:50	B142	<i>Who Cares: Linguistics, Second Language Acquisition Theory, and EFL Teachers</i> , William Rago
Sunday 12:25-12:50	S113	<i>Japanese University Students' Attributions for Success and Failure in studying English</i> , Tim Pritchard

### Sociolinguistics / Language Policy / World Englishes

Saturday 1:30-1:55	S101	<i>Whodunit? Technological approaches to forensic linguistics analysis of a fraud in Korea</i> , Julien McNulty
Saturday 1:55-2:20	S101	<i>East Asian Students' Perceived Need for Pragmatic and Sociolinguistic Competencies</i> , Carmella Lieske
Sunday 9:25-9:50	S111	<i>The Historical Development of Education in North Korea</i> , Soo Ha Sue Yim
Sunday 10:25-10:50	S111	<i>Private Supplemental Education Perceptions and Experiences of Korean Female University Students</i> , Jason A. Di Gennaro
Sunday 12:25-12:50	S111	<i>Interacting with East Asians: University Students' Varying EIL Beliefs</i> , Scott Menking

### Speaking / Conversation / Pronunciation

Saturday 9:00-9:50	B168	<i>Giving Students an Active Role in the Development of their Speaking Skills</i> , Shawn Despres
Saturday 10:00-10:25	S101	<i>Effect of discrimination training on the production of non-native phonemes</i> , Yoko Kusumoto
Saturday 1:30-2:20	B109	<i>How to motivate Communication for low-leveled students</i> , David Paul
Saturday 1:30-2:20	B167	<i>Creative Speaking: Story Gaming and Role-play in the EFL Classroom</i> , Daniel Brown
Saturday 2:30-3:20	B161	<i>Using Creative Thinking Techniques to Improve Communication</i> , Sara Davila
Saturday 2:30-3:20	B168	<i>The Debate as a Language Learning Tool: Insight into Versatile Roles</i> , Cheri Lee
Saturday 2:30-3:20	M103	<i>Pronunciation Power: Techniques &amp; Games</i> , Rheanne Anderson
Saturday 2:30-3:20	M105	<i>Six Principles for Teaching Pronunciation</i> , John Brezinsky

Saturday 3:30-4:20	B111	<i>Let Us Guide You through the World of Phonics with Oxford Phonics World!</i> , Julie Hwang
Saturday 3:30-4:20	B142	<i>Pronunciation for Korean middle and high school teachers of English</i> , C. Dion Clingwall
Sunday 10:00-10:50	B111	<i>Get Your Students Talking with Primary Courses from Oxford University Press!</i> , Julie Hwang
Sunday 10:00-10:50	B168	<i>Understanding NEAT and its Speaking and Writing Sections</i> , Gabriel Allison
Sunday 10:00-10:50	M101	<i>The Holy Grail: A test that both measures and improves speaking ability</i> , Gunther Breaux
Sunday 10:00-10:50	M103	<i>Brainwave – challenging young learners to think in English</i> , Finlay Beaton
Sunday 12:00-12:50	B167	<i>Dynamic learning experience with MegaGoal</i> , Eric Verspecht
Sunday 1:00-1:50	C608	<i>Authentic Conversation Training</i> , Carl Phillips
Sunday 1:25-2:50	M103	<i>Teaching Your tongue to Talk: Intensive Pronunciation Instruction</i> , Rheanne Anderson
Sunday 3:00-3:50	B178	<i>Breakthrough to communication, plus more!</i> , Clyde Fowle

### **Teacher training / development**

Saturday 10:00-10:50	B178	<i>A golden reflection on teacher education – 50 years of who, what and how</i> , David Carr
Saturday 5:30-6:20	Samsung Hall	<i>Plant Teacher Communities of Practice – Harvest Personal Satisfaction and Professional Growth</i> , Brock Brady
Sunday 10:00-10:50	B107	<i>Leadership and Quality in ELT Organizations</i> , Kyungsook Yeum
Sunday 11:00-11:50	Samsung Hall	<i>The Secret History of Methods</i> , Scott Thornbury
Sunday 12:00-12:50	B168	<i>Keep Kids WARM in Learning English</i> , Lin (Kitty) Zhang
Sunday 12:00-12:50	M104	<i>Aston University: TESOL and Applied Linguistics programmes</i> , Nur Kurtoglu Hooton
Sunday 1:00-1:50	B107	<i>Ten Quotations to Make You Think</i> , Ken Wilson
Sunday 1:00-1:50	B168	<i>University of Birmingham Distance MA and PhD Programs</i> , Crayton Walker
Sunday 1:00-1:50	B178	<i>Professional Advancement through Online TESOL Doctoral, Master and Certification Programs</i> , David Nunan

### **Technology-enhanced instruction / CALL / CMI / MALL**

Saturday 9:00-9:50	B111	<i>Effective Digital Learning for Everyone!</i> , Oliver Bayley
Saturday 9:00-10:25	B112	<i>Setting Up and Using a Teacher's Blog in Wordpress: A Workshop</i> , Arina Brylko, Christie Provenzano & Naomi Miki
Saturday 10:00-10:50	B111	<i>What can you do with unmotivated students? Make them curious!</i> Ken Wilson
Saturday 10:25-10:50	B161	<i>Using ICT Tools in Classroom Teaching</i> , Ohee Rahman
Saturday 10:25-10:50	S101	<i>Getting Smarter: Factors Affecting the Adoption of Smartphones in the Japanese University Classroom</i> , Daniel Mills & Jeremy White

Saturday 11:30-12:20	Samsung Hall	<i>Mobile Language Learning: Turning Challenges into Opportunities</i> , Mike Levy & Glenn Stockwell
Saturday 12:00-3:00	Music Lobby	<i>Connecting Writing Students: Wikis in Support of Writing Classes in Korea</i> , Paul Bournhonesque
Saturday 12:00-3:00	Music Lobby	<i>Connecting Writing Students: Wikis in Support of Writing Classes in Korea</i> , Seolyong Kim
Saturday 12:00-3:00	Music Lobby	<i>QR Quest: Smartphones Beyond the Classroom, Mobile Collaborative Learning</i> , Drew Mountain & Jared Sandler
Saturday 1:30-2:20	C608	<i>Learn at your own pace: E-learning and regenerating student confidence</i> , Dubhgan Hinchey
Saturday 1:30-2:55	B112	<i>Top 2 1/2 Tech Tools for Tricking Students into Improving Their English</i> , Ken Morrison
Saturday 2:30-2:55	S111	<i>MALL Game Design for Vocabulary Study</i> , Oliver Rose
Saturday 2:30-3:55	C608	<i>Building e-portfolios in EFL Writing with Google Apps</i> , Anthony Anderson
Saturday 3:30-4:20	B178	<i>Twitter: A vital tool for Professional Development and Motivation</i> , Barry Jameson
Saturday 3:30-4:20	S101	<i>CALL – story about teachers taking first step.</i> , Han Seo
Saturday 3:55-4:20	C608	<i>21st Century Social Studies: Introduction of Interactive Media into the EFL Classroom</i> , Terence Clark
Saturday 4:30-5:20	B107	<i>Towards a Podcasting Pedagogy: Recent Developments in CALL with a Focus on Listening</i> , Mike Levy
Saturday 4:30-5:20	B112	<i>Tech Reflection. Google Apps in task based learning and other potential teaching applications</i> , Danny Green
Saturday 4:30-5:20	C608	<i>21st Century Listening: Reaching Learners of Multiple Styles through Technology</i> , Steven Mercier
Saturday 4:30-5:20	M104	<i>Using the iPad as your "MacGyver-Knife" for Teaching Language</i> , Roger Dupuy
Sunday 9:00-10:25	C601	<i>Moving to Online Instruction: The Challenges and Opportunities</i> , Ken Beatty, MaryAnn Christison, Martha Cummings, Denise Murray & David Nunan
Sunday 10:00-10:50	C608	<i>Smart Use of Smart Phones - QR Codes in the Classroom</i> , Michael Jones
Sunday 10:25-10:50	B161	<i>Online Diary: an EFL Community of Practice</i> , Jiraporn Smyth
Sunday 12:00-12:25	S111	<i>Linking Adverbial Use by Non-Native Writers: How Data-Driven Learning Can Help</i> , James Garner
Sunday 12:00-12:50	C608	<i>Teaching with iPods, iPhones or Smartphones</i> , Ian Brown
Sunday 1:25-1:50	B166	<i>Using iPad as a Springboard for Rich Discussion</i> , Chris Fitzgerald & Martin Mullen
Sunday 2:00-2:50	C608	<i>Keeping Your Students on Track with KaTalk</i> , Andrew Pollard
Sunday 2:00-2:50	M105	<i>TKT and TKT Online course</i> , Wooju Kim
Sunday 2:25-2:50	S111	<i>A Practical CALL Course for Korean Middle and High School English Teachers</i> , C. Dion Clingwall
Sunday 3:00-3:50	C608	<i>Google Drive (was Google Docs) for Composition Courses</i> , Max Watson
Sunday 3:00-3:50	M105	<i>Cambridge English Teacher: Online Professional Development for English Language Teachers</i> , Ellie Kim



## Vocabulary

Saturday 9:00-9:50	C608	<i>Expanding Your Students' Lexicon: Learning then Producing New Words</i> , Grace Eun Hea Yu
Saturday 10:00-10:50	C608	<i>EFL Basics: Teaching High Frequency Lexical Errors in the Korean EFL Classroom</i> , Geoffrey Goodman
Saturday 12:00-3:00	Music Lobby	<i>Utilizing smartphones and Web2.0: encouraging student to study vocabulary</i> , Joshua Adams
Saturday 2:30-2:55	S101	<i>Student feedback regarding the use of 'mastery sentences'</i> , Marie-Emilie Masson
Saturday 4:30-5:20	B142	<i>Vocabulary Demands of a Post Graduate TESOL Certificate Program in Korea</i> , James Brawn & David Leaper
Sunday 2:00-2:50	B178	<i>Applying CALL and Gaming Theory to Vocabulary Learning</i> , Anders McCarthy & Scott Miles

## Writing

Saturday 2:55-3:20	B112	<i>Composition Feedback: The good, the bad and the possible</i> , Joel Diamond
Saturday 2:55-3:20	S111	<i>Harnessing technology to help researchers avoid plagiarism</i> , John Blake
Saturday 3:30-4:20	B109	<i>Effective ways of Improving Writing skills for young beginners</i> , David Jones
Saturday 3:30-4:20	B112	<i>HOCs and LOCs: What every EFL teacher should know about teaching writing</i> , John McDonald
Sunday 9:00-9:50	B112	<i>Plagiarism: What it is and how to avoid it</i> , Gavin Farrell
Sunday 9:00-9:50	B168	<i>Encouraging Focused Peer Response and Feedback-Based Revisions through Collaborative Tasks</i> , Curt Hutchison
Sunday 10:00-10:50	B112	<i>Developing critical thinking in the writing classroom</i> , Geoffrey Miller
Sunday 12:00-12:50	B112	<i>Teaching Unplugged in the University EFL Composition Course</i> , Gerald Bourdeau
Sunday 1:00-1:50	B121	<i>How to Teach the Writing of Structured Paragraphs Using the TEE Model</i> , Doug Baumwoll
Sunday 1:00-1:50	S111	<i>Finding a Way to Write Right: A Plagiarism Solution.</i> , Eric Reynolds
Sunday 2:00-2:50	B112	<i>From Normal to Exceptional: Adding Creative Writing to Class</i> , Lee Babin
Sunday 3:00-3:50	B112	<i>Importance of Cohesion in a Text</i> , Gavin Farrell



## Presentation Style Index

20/20

Day and Time	Room	Presenter	Presentation title
Sat 10:00-10:50	B121	Neil Anderson	<i>Developing Engaged L2 Readers</i>
Sat 1:30-2:20	B121	Tory Thorkelson	<i>Perspectives on Leadership in Korea: East and West</i>
Sat 1:30-2:20	B121	Kyungsook Yeum	<i>Perspectives on Leadership in Korea: East and West</i>
Sat 2:30-3:20	B121	Ken Wilson	<i>Can My Students Really Improvise in English?</i>
Sat 3:30-4:20	B121	David Paul	<i>What Is a Child-Centered Lesson?</i>
Sat 4:30-5:20	B121	Scott Thornbury	<i>Is There Discourse in This Course?</i>
Sun 10:00-10:50	B121	Clara Lee Brown	<i>Content-Based Instruction, the Right Way</i>
Sun 12:00-12:50	B121	Frank Boers	<i>Getting to Grips with L2 Formulaic Language</i>
Sun 1:00-1:50	B112	Rob Waring	<i>A Framework for Assessing Online Reading Resources</i>
Sun 2:00-2:50	B121	Brock Brady	<i>Demystifying Critical Thinking</i>
Sun 3:00-3:50	B121	Fredricka L. Stoller	<i>Techniques for Developing Students' Reading Fluency</i>

### "101" Workshop

Day and Time	Room	Presenter	Presentation title
Sat 9:00-9:50	B142	Colin Walker	<i>Evaluating the Intangibles: Participation and Speaking exams</i>
Sat 9:00-10:25	B161	Gregory Thompson	<i>Utilizing Rubrics for Validity and Clarity in Assessment Tasks</i>
Sat 1:30-2:20	B161	Mike Long	<i>Why you must be your own Curriculum Designer!</i>
Sat 1:30-2:20	B161	Joe Milan	<i>Why you must be your own Curriculum Designer!</i>
Sat 3:30-4:20	B161	Allison Bill	<i>Rubrics 101 - Better evaluation strategies to help stressed teachers and frustrated students</i>
Sat 4:30-5:20	B161	Henry Gerlits	<i>What's Wrong with Following the Book? Using Methodology to Adapt Textbook Activities</i>
Sun 9:00-9:50	B142	Allison Bill	<i>Professional Development 101 – An Active Approach</i>
Sun 9:00-10:25	B161	Thomas W. Santos	<i>A Framework for Teacher Reflection</i>

<b>Day and Time</b>	<b>Room</b>	<b>Presenter</b>	<b>Presentation title</b>
Sun 12:00-12:50	<b>B161</b>	Amanda Maitland El Amri	<i>Classroom Management Strategies to live by</i>
Sun 12:00-12:50	<b>B142</b>	William Rago	<i>Who Cares: Linguistics, Second Language Acquisition Theory, and EFL Teachers</i>
Sun 1:00-1:50	<b>B142</b>	Roger Fusselman	<i>Beginning Right: Leading in to a Lesson</i>
Sun 1:00-2:25	<b>B161</b>	Nathanielle McDonald	<i>Teaching English in English: Tips for Simple and Clear Instructional English</i>
Sun 2:00-2:50	<b>B142</b>	Nevin Liddy	<i>A practical guide for creating a writing workshop for university students</i>
Sun 2:25-3:50	<b>B161</b>	Julien McNulty	<i>Drawing Blanks: 10 paper activities when you have nothing but technology fails</i>
Sun 3:00-3:50	<b>B142</b>	Wayne Bottiger	<i>Practical Organizational Skills for Language Teachers</i>

### Classroom application of research

<b>Day and Time</b>	<b>Room</b>	<b>Presenter</b>	<b>Presentation title</b>
Sat 9:00-9:50	<b>M103</b>	Tom Randolph	<i>The Classroom Mirror: Reap the rewards of video in your TESOL/ELT environment</i>
Sat 10:00-10:50	<b>B164</b>	Steve Yates	<i>McWriting: Cultural rhetoric and writing in the EFL classroom</i>
Sat 10:25-10:50	<b>B142</b>	Tim Murphey	<i>Agency and Belonging in the Collaborative Village: Case Studies from Two Asian Contexts</i>
Sat 10:25-10:50	<b>B142</b>	Terry Nelson	<i>Agency and Belonging in the Collaborative Village: Case Studies from Two Asian Contexts</i>
Sat 10:25-10:50	<b>B161</b>	Ohee Rahman	<i>Using ICT Tools in Classroom Teaching</i>
Sat 1:30-2:20	<b>M101</b>	Darren Bean	<i>Intellectual Property Within the Educational Industry</i>
Sat 1:30-2:20	<b>B167</b>	Daniel Brown	<i>Creative Speaking: Story Gaming and Role-play in the EFL Classroom</i>
Sat 1:30-2:20	<b>C608</b>	Dubhgan Hinchey	<i>Learn at your own pace: E-learning and regenerating student confidence</i>
Sat 2:30-3:20	<b>M101</b>	Robert Cochrane	<i>Rethinking Homework: ideas for evaluating homework design</i>
Sat 2:55-3:20	<b>B112</b>	Joel Diamond	<i>Composition Feedback: The good, the bad and the possible</i>
Sat 3:30-4:20	<b>B142</b>	C. Dion Clingwall	<i>Pronunciation for Korean middle and high school teachers of English</i>
Sat 3:55-4:20	<b>C608</b>	Terence Clark	<i>21st Century Social Studies: Introduction of Interactive Media into the EFL Classroom</i>
Sat 3:55-5:20	<b>M101</b>	Chad McDonald	<i>An Exploration of the Socratic Method in ELT</i>

<b>Day and Time</b>	<b>Room</b>	<b>Presenter</b>	<b>Presentation title</b>
Sun 9:00-9:50	<b>M104</b>	Shaun Manning	<i>Using Language-Oriented Tasks to Direct Learners' Attention to Form in Writing Classes</i>
Sun 9:00-9:50	<b>M101</b>	Cameron Romney	<i>Visual appeal of handouts and self-made classroom materials: Does it matter?</i>
Sun 10:00-10:50	<b>M104</b>	Richmond Stroupe	<i>Facilitating collaboration: How teachers, administrators, and institutions can work together</i>
Sun 12:00-12:50	<b>C608</b>	Ian Brown	<i>Teaching with iPods, iPhones or Smartphones</i>
Sun 1:25-2:50	<b>M103</b>	Rheanne Anderson	<i>Teaching Your tongue to Talk: Intensive Pronunciation Instruction</i>
Sun 2:00-2:50	<b>B166</b>	David Stewart	<i>Using Video Pen-Pals in the EFL Classroom</i>
Sun 2:25-2:50	<b>S111</b>	C. Dion Clingwall	<i>A Practical CALL Course for Korean Middle and High School English Teachers</i>

### Colloquium / Panel

<b>Day and Time</b>	<b>Room</b>	<b>Presenter</b>	<b>Presentation title</b>
Sat 3:30-5:15	<b>C601</b>	Nico Lorenzutti	<i>The Bimodal Narrative Approach, Story without struggle</i>
Sat 3:30-5:15	<b>C601</b>	Scott Miles	<i>Introduction to Extensive Reading</i>
Sat 3:30-5:15	<b>C601</b>	Shaun Miller	<i>Read &amp; Retell: Acquisition, Communication, Accountability, Enjoyment</i>
Sat 3:30-5:15	<b>C601</b>	Rocky Nelson	<i>A Four Strands Approach to Developing an Extensive Reading Program</i>
Sat 3:30-5:15	<b>C601</b>	Michael Rabbidge	<i>The Bimodal Narrative Approach, Story without struggle</i>
Sat 3:30-5:15	<b>C601</b>	David E. Shaffer	<i>Extensive Reading's Contributions to Language Skills Acquisition</i>
Sat 3:30-5:15	<b>C601</b>	Robert Waring	<i>Online Extensive Reading Resources</i>

### Commercial

<b>Day and Time</b>	<b>Room</b>	<b>Presenter</b>	<b>Presentation title</b>
Sat 9:00-9:50	<b>B111</b>	Oliver Bayley	<i>Effective Digital Learning for Everyone!</i>
Sat 9:00-9:50	<b>B168</b>	Shawn Despres	<i>Giving Students an Active Role in the Development of their Speaking Skills</i>
Sat 9:00-9:50	<b>M104</b>	Michael Cahill	<i>Best Practice in Literacy and Language Instruction: Make every minute count!</i>
Sat 9:00-9:50	<b>B167</b>	Eric Verspecht	<i>Preparing students for Academic Success: Interactions/Mosaic 6th edition</i>
Sat 10:00-10:50	<b>M105</b>	John Brezinsky	<i>Interchange Fourth Edition: Tried and Tested. Better than Ever.</i>

<b>Day and Time</b>	<b>Room</b>	<b>Presenter</b>	<b>Presentation title</b>
Sat 10:00-10:50	<b>B178</b>	David Carr	<i>A golden reflection on teacher education – 50 years of who, what and how</i>
Sat 10:00-10:50	<b>B168</b>	Aaron Siegel	<i>Five Ways to Improve Reading Comprehension Instruction for Standardized Tests</i>
Sat 10:00-10:50	<b>M103</b>	Joon Soh	<i>English Newspapers in a Speaking Class Environment</i>
Sat 10:00-10:50	<b>B167</b>	Linda Warfel	<i>Everyday Book Boxes: Encouraging an Extensive Reading Environment</i>
Sat 10:00-10:50	<b>B111</b>	Ken Wilson	<i>What can you do with unmotivated students? Make them curious!</i>
Sun 1:00-1:50	<b>B109</b>	In-hee Cho	<i>How to Teach NEAT Speaking and Writing in Class</i>
Sat 1:30-2:20	<b>M105</b>	John Brezinsky	<i>Grammar Teaching Then and Now</i>
Sat 1:30-2:20	<b>B111</b>	Kathleen Kampa	<i>The M &amp; M's of Teaching English to Young Learners: Using Music, Movement, and Multiple Intelligences</i>
Sat 1:30-2:20	<b>B109</b>	David Paul	<i>How to motivate Communication for low-leveled students</i>
Sat 1:30-2:20	<b>B168</b>	Lewis Thompson	<i>Helping Children Speak in the English Classroom</i>
Sat 1:30-2:50	<b>M104</b>	Linda Warfel	<i>Scholastic Reading Inventory and Scholastic Reading Counts: Measuring and Monitoring Reading Achievement</i>
Sat 2:30-3:20	<b>B178</b>	Neil Anderson	<i>Improving L2 Reading Fluency</i>
Sat 2:30-3:20	<b>M105</b>	John Brezinsky	<i>Six Principles for Teaching Pronunciation</i>
Sat 2:30-3:20	<b>B167</b>	Ralph Cousins	<i>Who says teaching readers is difficult? Six easy steps for teaching fiction readers</i>
Sat 2:30-3:20	<b>B168</b>	Cheri Lee	<i>The Debate as a Language Learning Tool: Insight into Versatile Roles</i>
Sat 3:30-4:20	<b>B168</b>	Allen Ascher	<i>Cultural Fluency: An Essential Skill for Today's World</i>
Sat 3:30-4:20	<b>M105</b>	John Brezinsky	<i>100% Flexibility With Touchstone Blended Learning</i>
Sat 3:30-4:20	<b>M103</b>	Clyde Fowle	<i>Skillful students achieve academic success</i>
Sat 3:30-4:20	<b>B111</b>	Julie Hwang	<i>Let Us Guide You through the World of Phonics with Oxford Phonics World!</i>
Sat 3:30-4:20	<b>B109</b>	David Jones	<i>Effective ways of Improving Writing skills for young beginners</i>
Sat 3:30-4:20	<b>M104</b>	Matthew Walker	<i>Concrete –Pictorial – Abstract: Applying it to Vocabulary in the Classroom</i>
Sat 4:30-5:20	<b>M104</b>	Roger Dupuy	<i>Using the iPad as your "MacGyver-Knife" for Teaching Language</i>



<b>Day and Time</b>	<b>Room</b>	<b>Presenter</b>	<b>Presentation title</b>
Sat 4:30-5:20	<b>M103</b>	Christine Hwang	<i>Developing independent, confident readers at Primary Level: Reading Laboratory 2.0</i>
Sat 4:30-5:20	<b>M105</b>	Alice Kim	<i>Do you want to get immediate and meaningful results?</i>
Sat 4:30-5:20	<b>B167</b>	Cheri Lee	<i>Designing a Leveled Debate Curriculum: An Alternative to Productive Skill Classes</i>
Sun 9:00-9:50	<b>B167</b>	Euna Lyu	<i>How to study grammar for better communication</i>
Sun 10:00-10:50	<b>B168</b>	Gabriel Allison	<i>Understanding NEAT and its Speaking and Writing Sections</i>
Sun 10:00-10:50	<b>M103</b>	Finlay Beaton	<i>Brainwave – challenging young learners to think in English</i>
Sun 10:00-10:50	<b>M105</b>	John Brezinsky	<i>Effective Academic Preparation through Sustained Content</i>
Sun 10:00-10:50	<b>B111</b>	Julie Hwang	<i>Get Your Students Talking with Primary Courses from Oxford University Press!</i>
Sun 10:00-10:50	<b>B109</b>	Kate Kim	<i>Developing core test skills with Quattro Reading - (Bilingual Session)</i>
Sun 10:00-10:50	<b>B178</b>	Carmella Leiske	<i>Methods for mending motivation malaise</i>
Sun 12:00-12:50	<b>M105</b>	John Brezinsky	<i>Becoming a Can-Do Teacher</i>
Sun 12:00-12:50	<b>M104</b>	Nur Kurtoglu Hooton	<i>Aston University: TESOL and Applied Linguistics programmes</i>
Sun 12:00-12:50	<b>B167</b>	Eric Verspecht	<i>Dynamic learning experience with MegaGoal</i>
Sun 12:00-12:50	<b>B109</b>	Rob Waring	<i>Setting your Compass for Reading</i>
Sun 12:00-12:50	<b>B168</b>	Lin (Kitty) Zhang	<i>Keep Kids WARM in Learning English</i>
Sun 1:00-1:50	<b>M105</b>	John Brezinsky	<i>The Modern Reading Classroom: Engaging Content, Building Fluency</i>
Sun 1:00-1:50	<b>B178</b>	David Nunan	<i>Professional Advancement through Online TESOL Doctoral, Master and Certification Programs</i>
Sun 1:00-1:50	<b>B168</b>	Crayton Walker	<i>University of Birmingham Distance MA and PhD Programs</i>
Sun 2:00-2:50	<b>M104</b>	Michael Cahill	<i>Pathways to academic success through critical thinking and presentation skills</i>
Sun 2:00-2:50	<b>B168</b>	Sara Davila	<i>Online &amp; Offline Learning: A Blended Approach</i>
Sun 2:00-2:50	<b>B111</b>	Rebecca Fletcher	<i>Building English Language Skills through Graded Readers</i>
Sun 2:00-2:50	<b>M105</b>	Wooju Kim	<i>TKT and TKT Online course</i>
Sun 2:00-2:50	<b>B178</b>	Anders McCarthy	<i>Applying CALL and Gaming Theory to Vocabulary Learning</i>
Sun 2:00-2:50	<b>B178</b>	Scott Miles	<i>Applying CALL and Gaming Theory to Vocabulary Learning</i>

<b>Day and Time</b>	<b>Room</b>	<b>Presenter</b>	<b>Presentation title</b>
Sun 2:00-2:50	<b>B109</b>	Rob Waring	<i>Oceans of Fun while Reading Online</i>
Sun 3:00-3:50	<b>B178</b>	Clyde Fowle	<i>Breakthrough to communication, plus more!</i>
Sun 3:00-3:50	<b>M105</b>	Ellie Kim	<i>Cambridge English Teacher: Online Professional Development for English Language Teachers</i>
Sun 3:00-3:50	<b>M103</b>	Claude Sandoz	<i>Fun of Reading</i>
Sun 3:00-3:50	<b>M104</b>	Matthew Walker	<i>Engaging Students: It's a start, but where do we go from there?</i>

### Featured

<b>Day and Time</b>	<b>Room</b>	<b>Presenter</b>	<b>Presentation title</b>
Sat 10:00-10:50	<b>B107</b>	Frank Boers	<i>Applications of Cognitive Linguistics to L2 Pedagogy</i>
Sat 1:30-2:20	<b>B107</b>	Fredricka L. Stoller	<i>Moving Students Toward a Perfect Score with Project-Based Learning</i>
Sat 2:30-3:20	<b>B107</b>	Rob Waring	<i>Extensive Reading in Korea: 10 Years Going from Strength to Strength</i>
Sat 3:30-4:20	<b>B107</b>	Clara Lee Brown	<i>Choose Content-Based Instruction</i>
Sat 4:30-5:20	<b>B107</b>	Mike Levy	<i>Towards a Podcasting Pedagogy: Recent Developments in CALL with a Focus on Listening</i>
Sun 10:00-10:50	<b>B107</b>	Kyungsook Yeum	<i>Leadership and Quality in ELT Organizations</i>
Sun 12:00-12:50	<b>B107</b>	Neil Anderson	<i>Engaging in Motivational Teaching Practices to Achieve a Perfect Score</i>
Sun 1:00-1:50	<b>B107</b>	Ken Wilson	<i>Ten Quotations to Make You Think</i>
Sun 2:00-2:50	<b>B107</b>	David Paul	<i>Motivating Low-Level Students</i>
Sun 3:00-3:50	<b>B107</b>	Glenn Stockwell	<i>Technology and Motivation in English Language Teaching and Learning</i>

### Featured Colloquium

<b>Day and Time</b>	<b>Room</b>	<b>Presenter</b>	<b>Presentation title</b>
Sun 9:00-10:25	<b>C601</b>	Ken Beatty	<i>Moving to Online Instruction: The Challenges and Opportunities</i>
Sun 9:00-10:25	<b>C601</b>	MaryAnn Christison	<i>Moving to Online Instruction: The Challenges and Opportunities</i>
Sun 9:00-10:25	<b>C601</b>	Martha Cummings	<i>Moving to Online Instruction: The Challenges and Opportunities</i>
Sun 9:00-10:25	<b>C601</b>	Denise Murray	<i>Moving to Online Instruction: The Challenges and Opportunities</i>
Sun 9:00-10:25	<b>C601</b>	David Nunan	<i>Moving to Online Instruction: The Challenges and Opportunities</i>

## Panel

Day and Time	Room	Presenter	Presentation title
Sat 1:55-3:20	C601	Kyung-gu Cho	<i>Methods to Reduce the Impact of Direct and Cyber Bullying Behavior in Educational Environments</i>
Sat 1:55-3:20	C601	Cheol-rae Kim	<i>Methods to Reduce the Impact of Direct and Cyber Bullying Behavior in Educational Environments</i>
Sat 1:55-3:20	C601	Hyeon-jeong (Daniel) Kim	<i>Methods to Reduce the Impact of Direct and Cyber Bullying Behavior in Educational Environments</i>
Sat 1:55-3:20	C601	Byoung-chul Min	<i>Methods to Reduce the Impact of Direct and Cyber Bullying Behavior in Educational Environments</i>
Sat 1:55-3:20	C601	Sang-yong Yun	<i>Methods to Reduce the Impact of Direct and Cyber Bullying Behavior in Educational Environments</i>

## Pecha Kucha

Day and Time	Room	Presenter	Presentation title
Sat 6:20-7:20		Neil J. Anderson	<i>The Challenge of Maintaining Balance in Life</i>
Sat 6:20-7:20		Frank Boers	<i>Effect-of-Instruction Studies: A Quick Guide to Getting the Desired Outcome</i>
Sat 6:20-7:20		Brock Brady	<i>Foolproofing Your Classes: A Checklist</i>
Sat 6:20-7:20		Scott Thornbury	<i>The ABC of SLA</i>
Sat 6:20-7:20		Rob Waring	<i>English Students 2.0</i>
Sat 6:20-7:20		Ken Wilson	<i>Glad to be Grey</i>

## Plenary

Day and Time	Room	Presenter	Presentation title
Sat 11:30-12:20		Mike Levy	<i>Mobile Language Learning: Turning Challenges into Opportunities</i>
Sat 11:30-12:20		Glenn Stockwell	<i>Mobile Language Learning: Turning Challenges into Opportunities</i>
Sat 5:30-6:20		Brock Brady	<i>Plant Teacher Communities of Practice – Harvest Personal Satisfaction and Professional Growth</i>
Sun 11:00-11:50		Scott Thornbury	<i>The Secret History of Methods</i>

### Poster presentation

Day and Time	Room	Presenter	Presentation title
Sat 12:00-3:00	Music Lobby	Joshua Adams	<i>Utilizing smartphones and Web2.0: encouraging student to study vocabulary</i>
Sat 12:00-3:00	Music Lobby	Paul Bournhonesque	<i>Connecting Writing Students: Wikis in Support of Writing Classes in Korea</i>
Sat 12:00-3:00	Music Lobby	Matthew Coomber	<i>Speaking and writing: unlikely bedfellows or perfect partners?</i>
Sat 12:00-3:00	Music Lobby	Seolyong Kim	<i>Connecting Writing Students: Wikis in Support of Writing Classes in Korea</i>
Sat 12:00-3:00	Music Lobby	Drew Mountain	<i>QR Quest: Smartphones Beyond the Classroom, Mobile Collaborative Learning</i>
Sat 12:00-3:00	Music Lobby	Jared Sandler	<i>QR Quest: Smartphones Beyond the Classroom, Mobile Collaborative Learning</i>
Sat 12:00-3:00	Music Lobby	Jeffrey Walter	<i>How I Became a Better English Teacher by being a Korean Language Student</i>

### Research report / paper

Day and Time	Room	Presenter	Presentation title
Sat 9:00-9:50	B164	Yeon-seong Park	<i>A College English Class through Poetry Instruction Incorporating the MI theory</i>
Sat 10:00-10:25	S101	Yoko Kusumoto	<i>Effect of discrimination training on the production of non-native phonemes</i>
Sat 10:00-10:50	S111	Wannaprapha Suksawas	<i>Linguistic dimensions of EFL learners' Willingness to Communicate</i>
Sat 10:25-10:50	S101	Daniel Mills	<i>Getting Smarter: Factors Affecting the Adoption of Smartphones in the Japanese University Classroom</i>
Sat 10:25-10:50	S113	Paul Stone	<i>Classroom language learning through social interaction: a multimodal approach</i>
Sat 10:25-10:50	M101	Shannon Tanghe	<i>An Exploration of Co-Teachers Interaction in Korean Public Elementary Schools</i>
Sat 10:25-10:50	S101	Jeremy White	<i>Getting Smarter: Factors Affecting the Adoption of Smartphones in the Japanese University Classroom</i>
Sat 1:30-1:55	S101	Julien McNulty	<i>Whodunit? Technological approaches to forensic linguistics analysis of a fraud in Korea</i>
Sat 1:30-1:55	S111	Nopporn Sarobol	<i>Students' Expectations and Conclusions Based on a Short-Term Study-Abroad Program</i>
Sat 1:30-1:55	S113	Huei-Chun Teng	<i>The Effect of Interlocutor Proficiency on EFL Paired Oral Assessment</i>

<b>Day and Time</b>	<b>Room</b>	<b>Presenter</b>	<b>Presentation title</b>
Sat 1:30-2:20	<b>B142</b>	Crayton Walker	<i>Collocation: From corpus-based research to the language classroom</i>
Sat 1:55-2:20	<b>S101</b>	Carmella Lieske	<i>East Asian Students' Perceived Need for Pragmatic and Sociolinguistic Competencies</i>
Sat 1:55-2:20	<b>S111</b>	Christie Provenzano	<i>Actual Implementation of Extensive Reading in EAP Classes: A Case Study</i>
Sat 1:55-2:20	<b>S113</b>	Osamu Takeuchi	<i>Investigating learners' decision making in mobile EFL learning: Promoting learner autonomy</i>
Sat 1:55-2:20	<b>S113</b>	Michiko Ueki	<i>Investigating learners' decision making in mobile EFL learning: Promoting learner autonomy</i>
Sat 2:30-2:55	<b>S113</b>	Hsiao-Wen Hsu	<i>Demotivating factors Taiwanese young adults perceived in learning English</i>
Sat 2:30-2:55	<b>S101</b>	Marie-Emilie Masson	<i>Student feedback regarding the use of 'mastery sentences'</i>
Sat 2:30-3:20	<b>B142</b>	Nur Kurtoglu-Hooton	<i>Promoting student teacher learning through reflective practice using a digital platform</i>
Sat 2:55-3:20	<b>S111</b>	John Blake	<i>Harnessing technology to help researchers avoid plagiarism</i>
Sat 2:55-3:20	<b>S113</b>	David Lyons	<i>The L2 Self-Concept in Second Language Learning Motivation: A longitudinal study</i>
Sat 2:55-3:20	<b>S101</b>	Don Makarchuk	<i>Teacher, How Do I Write My Name in English?</i>
Sat 3:30-3:55	<b>S113</b>	Mutahar Al-Murtadha	<i>Most Effective Activities for Teaching Reading to Non-English Majors</i>
Sat 3:30-3:55	<b>M101</b>	Kai-chong Cheung	<i>Reevaluating the Importance of Prepositions in a Freshman English Class in Taiwan</i>
Sat 3:30-3:55	<b>S111</b>	Simon Gillett	<i>Professionalism in Teaching English</i>
Sat 3:30-4:20	<b>S101</b>	Han Seo	<i>CALL – story about teachers taking first step.</i>
Sat 3:30-4:20	<b>B164</b>	Ingrid Zwaal	<i>Comic Books and Extensive Reading - A Research Project</i>
Sat 3:55-4:20	<b>S113</b>	John Blake	<i>Scientific abstracts vs. simplified readers: investigating the effect on the affect</i>
Sat 3:55-4:20	<b>S113</b>	Dubhgan Hinchey	<i>Scientific abstracts vs. simplified readers: investigating the effect on the affect</i>
Sat 3:55-4:20	<b>S111</b>	Tory Thorkelson	<i>KoreaTESOL and ATEK: A comparative study of their current and potential benefits for English Teachers in Korea:</i>



<b>Day and Time</b>	<b>Room</b>	<b>Presenter</b>	<b>Presentation title</b>
Sat 4:30-4:55	<b>S101</b>	Robert Cochrane	<i>Use of Language Learning Strategies among Low Proficiency Japanese University Students</i>
Sat 4:30-4:55	<b>S113</b>	David Holmes	<i>Investigating socio-pragmatic instruction of requests: measuring learning</i>
Sat 4:30-4:55	<b>S101</b>	Andrew Thompson	<i>Use of Language Learning Strategies among Low Proficiency Japanese University Students</i>
Sat 4:30-5:30	<b>B168</b>	Charles Anderson	<i>Feed-up, feedback and feedforward: re-examining effective teacher- student interaction</i>
Sat 4:30-5:20	<b>B142</b>	James Brawn	<i>Vocabulary Demands of a Post Graduate TESOL Certificate Program in Korea</i>
Sat 4:30-5:20	<b>B142</b>	David Leaper	<i>Vocabulary Demands of a Post Graduate TESOL Certificate Program in Korea</i>
Sun 9:25-9:50	<b>S113</b>	Hsiao-Wen Hsu	<i>Experience makes difference: a study of pupil experiences of EYL state school classes</i>
Sun 9:25-9:50	<b>S111</b>	Soo Ha Sue Yim	<i>The Historical Development of Education in North Korea</i>
Sun 10:00-10:25	<b>B142</b>	Graham Beals	<i>Freshman English for the NEAT: A New Paradigm</i>
Sun 10:00-10:25	<b>B142</b>	Andrew Finch	<i>Freshman English for the NEAT: A New Paradigm</i>
Sun 10:00-10:25	<b>S111</b>	Mercurius Goldstein	<i>Teach me to teach English in English (TETE)</i>
Sun 10:00-10:25	<b>S113</b>	David E. Shaffer	<i>Affecting Language Learner Self-Direction Through Journaling and Its Perpetuance</i>
Sun 10:00-10:50	<b>B167</b>	Maiko Berger	<i>Learner Attitudes Towards Graded Readers in the Course Curriculum</i>
Sun 10:00-10:50	<b>B167</b>	Kris Ramonda	<i>Learner Attitudes Towards Graded Readers in the Course Curriculum</i>
Sun 10:00-10:50	<b>B167</b>	Paul Sevigny	<i>Learner Attitudes Towards Graded Readers in the Course Curriculum</i>
Sun10:25-10:50	<b>S111</b>	Jason A. Di Gennaro	<i>Private Supplemental Education Perceptions and Experiences of Korean Female University Students</i>
Sun 10:25-10:50	<b>S113</b>	Sang Eun Lee	<i>The Distinction between Oral and Written Discourse and the Acquisition of Past Tense Forms among Young Learners</i>
Sun 10:25-10:50	<b>B142</b>	Theron Muller	<i>Investigating and improving a distance MA program</i>
Sun 10:25-10:50	<b>B161</b>	Jiraporn Smyth	<i>Online Diary: an EFL Community of Practice</i>

<b>Day and Time</b>	<b>Room</b>	<b>Presenter</b>	<b>Presentation title</b>
Sun 10:25-10:50	<b>B142</b>	Crayton Walker	<i>Investigating and improving a distance MA program</i>
Sun 12:00-12:25	<b>S111</b>	James Garner	<i>Linking Adverbial Use by Non-Native Writers: How Data-Driven Learning Can Help</i>
Sun 12:00-12:25	<b>S113</b>	Demontray Lockhart	<i>Connecting Through Connectors: Korean Students' Essays Suffer from Adverbial Connectors</i>
Sun 12:25-12:50	<b>S111</b>	Scott Menking	<i>Interacting with East Asians: University Students' Varying EIL Beliefs</i>
Sun 12:25-12:50	<b>S113</b>	Tim Pritchard	<i>Japanese University Students' Attributions for Success and Failure in studying English</i>
Sun 1:00-1:25	<b>S113</b>	Hye Kyeong Kim	<i>Investigation on the effect of short-term overseas experience on L2 pragmatics: a case of public officers.</i>
Sun 1:00-1:50	<b>S111</b>	Eric Reynolds	<i>Finding a Way to Write Right: A Plagiarism Solution.</i>
Sun 1:25-1:50	<b>S113</b>	Yoko Harada	<i>Repeated L2 listening in different speech rate conditions</i>
Sun 1:25-1:50	<b>S113</b>	Yuko Matsumura	<i>Repeated L2 listening in different speech rate conditions</i>
Sun 2:00-2:25	<b>S113</b>	Apasara Chinwonno	<i>New Literacies: Online Comprehension Strategies for Thai EFL readers</i>
Sun 2:00-2:25	<b>S111</b>	Chong Min Kim	<i>Self-directed learning of Korean adult learners studying English in online learning communities</i>
Sun 2:00-2:25	<b>S111</b>	Eun Joo Kim	<i>Self-directed learning of Korean adult learners studying English in online learning communities</i>
Sun 2:25-2:50	<b>S113</b>	Kyle Quinn	<i>Extensive Reading for University Conversation Classes</i>

### Workshop / Demonstration

<b>Day and Time</b>	<b>Room</b>	<b>Presenter</b>	<b>Presentation title</b>
Sat 9:00-9:50	<b>B166</b>	Sarah Christian	<i>Building an Academic Writing Program at a Korean University from the Ground Up</i>
Sat 9:00-9:50	<b>B166</b>	Ryan Hunter	<i>Building an Academic Writing Program at a Korean University from the Ground Up</i>
Sat 9:00-9:50	<b>B178</b>	Amanda Maitland El Amri	<i>Supporting Extensive Reading through Soft Toy Theory and The Application of Story Sacks</i>
Sat 9:00-9:50	<b>C608</b>	Grace Eun Hea Yu	<i>Expanding Your Students' Lexicon: Learning then Producing New Words</i>

<b>Day and Time</b>	<b>Room</b>	<b>Presenter</b>	<b>Presentation title</b>
Sat 9:00-10:25	<b>B112</b>	Arina Brylko	<i>Setting Up and Using a Teacher's Blog in Wordpress: A Workshop</i>
Sat 9:00-10:25	<b>M101</b>	Nico Lorenzutti	<i>The Bimodal Narrative Approach: Extensive Reading and Listening Experiences in EFL classrooms</i>
Sat 9:00-10:25	<b>B112</b>	Naomi Miki	<i>Setting Up and Using a Teacher's Blog in Wordpress: A Workshop</i>
Sat 9:00-10:25	<b>B112</b>	Christie Provenzano	<i>Setting Up and Using a Teacher's Blog in Wordpress: A Workshop</i>
Sat 9:00-10:25	<b>M101</b>	Michael Rabbidge	<i>The Bimodal Narrative Approach: Extensive Reading and Listening Experiences in EFL classrooms</i>
Sat 10:00-10:50	<b>B166</b>	Peadar Callaghan	<i>Total Participation Techniques for the Classroom.</i>
Sat 10:00-10:50	<b>C608</b>	Geoffrey Goodman	<i>EFL Basics: Teaching High Frequency Lexical Errors in the Korean EFL Classroom</i>
Sat 10:00-10:50	<b>M104</b>	Elton LaClare	<i>Reading Fluency: Rationale, Measurements, and Interventions</i>
Sat 10:25-10:50	<b>B112</b>	Charles Browne	<i>Introducing the Online Graded Text Editor</i>
Sat 10:25-10:50	<b>B112</b>	Robert Waring	<i>Introducing the Online Graded Text Editor</i>
Sat 1:30-2:30	<b>B166</b>	Jacob Kletzien	<i>Tips for Creating, Finding, Adapting and Telling Stories in the Elementary Classroom</i>
Sat 1:30-2:20	<b>B178</b>	Karen Madoc	<i>The Sound of Music</i>
Sat 1:30-2:20	<b>B164</b>	April Wilcoxon	<i>Fighting for Freedom: a Group Project about Modern Day Slavery</i>
Sat 1:30-2:55	<b>B112</b>	Ken Morrison	<i>Top 2 1/2 Tech Tools for Tricking Students into Improving Their English</i>
Sat 2:30-2:55	<b>S111</b>	Oliver Rose	<i>MALL Game Design for Vocabulary Study</i>
Sat 2:30-3:20	<b>M103</b>	Rheanne Anderson	<i>Pronunciation Power: Techniques &amp; Games</i>
Sat 2:30-3:20	<b>B164</b>	Jackie Bolen	<i>Teaching: the Small Stuff that Actually Matters</i>
Sat 2:30-3:20	<b>B161</b>	Sara Davila	<i>Using Creative Thinking Techniques to Improve Communication</i>
Sat 2:30-3:20	<b>M104</b>	Stephen-Peter Jinks	<i>Creating a school newspaper</i>
Sat 2:30-3:20	<b>B166</b>	Robert (Bob) Kienzle	<i>Toastmasters: Improving Teaching Skills on Stage</i>
Sat 2:30-3:20	<b>B166</b>	Valentin Macias	<i>Toastmasters: Improving Teaching Skills on Stage</i>
Sat 2:30-3:55	<b>C608</b>	Anthony Anderson	<i>Building e-portfolios in EFL Writing with Google Apps</i>

<b>Day and Time</b>	<b>Room</b>	<b>Presenter</b>	<b>Presentation title</b>
Sat 3:30-4:20	<b>B166</b>	Carla Bridge	<i>Task-based teaching? Get real! Implementing a task-integrated EAP curriculum in Vietnam</i>
Sat 3:30-4:20	<b>B178</b>	Barry Jameson	<i>Twitter: A vital tool for Professional Development and Motivation</i>
Sat 3:30-4:20	<b>B112</b>	John McDonald	<i>HOCs and LOCs: What every EFL teacher should know about teaching writing</i>
Sat 3:30-4:20	<b>B167</b>	James Papple	<i>Teaching Metaphors for Critical Reflection</i>
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**Sat 3:55-4:20**

**Holmes, David**

*Investigating socio-pragmatic instruction of requests: measuring learning*

Research report / paper

Audience: T / U / A

**Room S113**

**Sat 4:30-4:55**

**Hsu, Hsiao-Wen**

*Demotivating factors Taiwanese young adults perceived in learning English*

Research report / paper

Audience: U

**Room S113**

**Sat 2:30-2:55**

**Hsu, Hsiao-Wen**

*Experience makes difference: a study of pupil experiences of EYL state school classes*

Research report / paper

Audience: YL

**Room S113**

**Sun 9:25-9:50**

**Hunter, Ryan**

*Building an Academic Writing Program at a Korean University from the Ground Up*

Workshop / Demonstration

Audience: U

**Room B166**

**Sat 9:00-9:50**

**Hunter, Ryan**

*Language Learning through Student-Generated Content and Computer-supported Collaborative Learning*

Workshop / Demonstration

Audience: T / U / A

**Room M101**

**Sun 2:25-3:50**

**Hutchinson, David**

*12 Types of Tasks for Speaking Tests*

Workshop / Demonstration

Audience: U

**Room B164**

**Sat 4:30-5:20**

**Hutchison, Curt**

*Encouraging Focused Peer Response and Feedback-Based Revisions through Collaborative Tasks*

Workshop / Demonstration

Audience: T / U / A

**Room B168**

**Sun 9:00-9:50**

**Hwang, Christine**

*Developing independent, confident readers at Primary Level: Reading Laboratory 2.0*

Commercial

Audience: YL / VYL / S / T

**Room M103**

**Sat 4:30-5:20**

**Hwang, Julie**

*Get Your Students Talking with Primary Courses from Oxford University Press!*

Commercial

Audience: YL / VYL

**Room B111**

**Sun 10:00-10:50**

**Hwang, Julie**

*Let Us Guide You through the World of Phonics with Oxford Phonics World!*

Commercial

Audience: YL / VYL

**Room B111**

**Sat 3:30-4:20**

**Jameson, Barry**

*Twitter: A vital tool for Professional Development and Motivation*

Workshop / Demonstration

Audience: All

**Room B178**

**Sat 3:30-4:20**

**Jinks, Stephen-Peter**

*Creating a school newspaper*

Workshop / Demonstration

Audience: YL / T

**Room M104**

**Sat 2:30-3:20**

**Jones, David**

*Effective ways of Improving Writing skills for young beginners*

Commercial

Audience: YL / VYL / S / T

**Room B109**

**Sat 3:30-4:20**

**Jones, Michael**

*In Their Shoes – What's It Like to be an L2 Learner?*

Workshop / Demonstration

Audience: All

**Room B164**

**Sun 1:00-1:50**

**Jones, Michael**

*Smart Use of Smart Phones - QR Codes in the Classroom*

Workshop / Demonstration

Audience: T / U / A

**Room C608**

**Sun 10:00-10:50**

**Kampa, Kathleen**

*The M & M's of Teaching English to Young Learners: Using Music, Movement, and Multiple Intelligences*

Commercial

Audience: YL / VYL

**Room B111**

**Sat 1:30-2:20**

**Kienzle, Robert (Bob)**

*Developing Leadership in the Classroom, in the Office, and Beyond*

Workshop / Demonstration

Audience: All

**Room B166**

**Sun 9:00-9:50**

**Kienzle, Robert (Bob)**

*Toastmasters: Improving Teaching Skills on Stage*

Workshop / Demonstration

Audience: All



**Room B166**  
**Sat 2:30-3:20**

**Kim, Alice**

*Do you want to get immediate and meaningful results?*

Commercial  
Audience: All

**Room M105**  
**Sat 4:30-5:20**

**Kim, Cheol-rae**

*Methods to Reduce the Impact of Direct and Cyber Bullying Behavior in Educational Environments*

Panel  
Audience: All

**Room C601**  
**Sat 1:55-3:20**

**Kim, Chong Min**

*Self-directed learning of Korean adult learners studying English in online learning communities*  
Research report / paper

Audience: A  
**Room S111**  
**Sun 2:00-2:25**

**Kim, Ellie**

*Cambridge English Teacher: Online Professional Development for English Language Teachers*

Commercial  
Audience: All

**Room M105**  
**Sun 3:00-3:50**

**Kim, Eun Joo**

*Self-directed learning of Korean adult learners studying English in online learning communities*  
Research report / paper

Audience: A  
**Room S111**  
**Sun 2:00-2:25**

**Kim, Hye Kyeong**

*Investigation on the effect of short-term overseas experience on L2 pragmatics: a case of public officers.*

Research report / paper  
Audience: U / A

**Room S113**  
**Sun 1:00-1:25**

**Kim, Hyeon-jeong (Daniel)**

*Methods to Reduce the Impact of Direct and Cyber Bullying Behavior in Educational Environments*

Panel  
Audience: All

**Room C601**  
**Sat 1:55-3:20**

**Kim, Kate**

*Developing core test skills with Quattro Reading - (Bilingual Session)*

Commercial  
Audience: S / T

**Room B109**  
**Sun 10:00-10:50**

**Kim, Seolyong**

*Connecting Writing Students: Wikis in Support of Writing Classes in Korea*

Poster presentation  
Audience: U

**Room Music Lobby**  
**Sat 12:00-3:00**

**Kim, Wooju**

*TKT and TKT Online course*

Commercial  
Audience: All

**Room M105**  
**Sun 2:00-2:50**

**Kletzien, Jacob**

*Tips for Creating, Finding, Adapting and Telling Stories in the Elementary Classroom*

Workshop / Demonstration  
Audience: YL

**Room B166**  
**Sat 1:30-2:30**

**Kurth, Lara**

*ICC in Classroom Instruction: Bridging Communication Gaps Through Examining Critical Incidents*

Workshop / Demonstration  
Audience: T / U / A

**Room B166**  
**Sun 12:00-1:25**

**Kurth, Lara**

*Language Learning through Student-Generated Content and Computer-supported Collaborative Learning*

Workshop / Demonstration

Audience: T / U / A

**Room M101**

**Sun 2:25-3:50**

**Kurtoglu-Hooton, Nur**

*Aston University: TESOL and Applied Linguistics programmes*

Commercial

Audience: All

**Room M104**

**Sun 12:00-12:50**

**Kurtoglu-Hooton, Nur**

*Promoting student teacher learning through reflective practice using a digital platform*

Research report / paper

Audience: U / A

**Room B142**

**Sat 2:30-3:20**

**Kusumoto, Yoko**

*Effect of discrimination training on the production of non-native phonemes*

Research report / paper

Audience: All

**Room S101**

**Sat 10:00-10:25**

**LaClare, Elton**

*Reading Fluency: Rationale, Measurements, and Interventions*

Workshop / Demonstration

Audience: T / U / A

**Room M104**

**Sat 10:00-10:50**

**Leaper, David**

*Vocabulary Demands of a Post Graduate TESOL Certificate Program in Korea*

Research report / paper

Audience: U

**Room B142**

**Sat 4:30-5:20**

**Lee, Anna S Y**

*Preparing for NEAT through Integrated Listening and Speaking Practice*

Commercial

Audience: YL / VYL

**Room M103**

**Sat 1:30-2:20**

**Lee, Cheri**

*Designing a Leveled Debate Curriculum: An Alternative to Productive Skill Classes*

Commercial

Audience: YL / VYL / S / T / U / A

**Room B167**

**Sat 4:30-5:20**

**Lee, Cheri**

*The Debate as a Language Learning Tool: Insight into Versatile Roles*

Commercial

Audience: YL / VYL / S / T / U / A

**Room B168**

**Sat 2:30-3:20**

**Lee, Sang Eun**

*The Distinction between Oral and Written Discourse and the Acquisition of Past Tense Forms among Young Learners*

Research report / paper

Research report / paper

Audience: YL

**Room S113**

**Sun 10:25-10:50**

**Leiske, Carmella**

*Methods for mending motivation malaise*

Commercial

Audience: S / T

**Room B178**

**Sun 10:00-10:50**

**Levy, Mike**

*Mobile Language Learning: Turning Challenges into Opportunities*

Plenary

Audience: All

**Room Samsung Hall**

**Sat 11:30-12:20**

**Levy, Mike**

*Towards a Podcasting Pedagogy: Recent Developments in CALL with a Focus on Listening*

Featured

Audience: All

**Room B107**

**Sat 4:30-5:20**

**Liddy, Nevin**

*A practical guide for creating a writing workshop for university students*

"101 Workshop

Audience: U  
**Room B142**  
**Sun 2:00-2:50**

**Lieske, Carmella**  
*East Asian Students' Perceived Need for Pragmatic and Sociolinguistic Competencies*  
Research report / paper  
Audience: T / U  
**Room S101**  
**Sat 1:55-2:20**

**Lockhart, Demontray**  
*Connecting Through Connectors: Korean Students' Essays Suffer from Adverbial Connectors*  
Research report / paper  
Audience: All  
**Room S113**  
**Sun 12:00-12:25**

**Long, Mike**  
*Why you must be your own Curriculum Designer!*  
"101" Workshop  
Audience: U  
**Room B161**  
**Sat 1:30-2:20**

**Long, Sara**  
*Making a Magazine: A 17-Hour Unit Plan*  
Workshop / Demonstration  
Audience: T / U / A  
**Room B166**  
**Sun 3:00-3:50**

**Lorenzutti, Nico**  
*That's NEAT! 5 Communicative Activities for Teaching M2 NEAT Speaking Preparation*  
Workshop / Demonstration  
Audience: T  
**Room M101**  
**Sun 1:00-2:25**

**Lorenzutti, Nico**  
*The Bimodal Narrative Approach, Story without struggle*  
Colloquium / Panel  
Audience: T / U / A  
**Room C601**  
**Sat 3:30-5:15**

**Lorenzutti, Nico**  
*The Bimodal Narrative Approach: Extensive Reading and Listening Experiences in EFL*

*classrooms*  
Workshop / Demonstration  
Audience: T / U / A  
**Room M101**  
**Sat 9:00-10:25**

**Lyons, David**  
*The L2 Self-Concept in Second Language Learning Motivation: A longitudinal study*  
Research report / paper  
Audience: T / U / A  
**Room S113**  
**Sat 2:55-3:20**

**Lyu, Euna**  
*How to study grammar for better communication*  
Commercial  
Audience: U / A  
**Room B167**  
**Sun 9:00-9:50**

**Macias, Valentin**  
*Toastmasters: Improving Teaching Skills on Stage*  
Workshop / Demonstration  
Audience: All  
**Room B166**  
**Sat 2:30-3:20**

**Madoc, Karen**  
*The Sound of Music*  
Workshop / Demonstration  
Audience: YL  
**Room B178**  
**Sat 1:30-2:20**

**Maitland El Amri, Amanda**  
*Classroom Management Strategies to live by*  
"101" Workshop  
Audience: All  
**Room B161**  
**Sun 12:00-12:50**

**Maitland El Amri, Amanda**  
*Supporting Extensive Reading through Soft Toy Theory and The Application of Story Sacks*  
Workshop / Demonstration  
Audience: YL / T  
**Room B178**  
**Sat 9:00-9:50**

**Makarchuk, Don**  
*Teacher, How Do I Write My Name in English?*

Research report / paper

Audience: All

**Room S101**

**Sat 2:55-3:20**

**Mallory, Lynn**

*How do we know what they know? Formative Assessment in the EFL Classroom*

Workshop / Demonstration

Audience: All

**Room B164**

**Sun 2:00-3:20**

**Manley, Kevin**

*Move, Breathe, React: Authentic Drama Techniques in the ESL Classroom*

Workshop / Demonstration

Audience: YL / U / A

**Room B167**

**Sun 1:00-2:25**

**Manning, Shaun**

*Using Language-Oriented Tasks to Direct Learners' Attention to Form in Writing Classes*

Classroom application of research

Audience: T / U / A

**Room M104**

**Sun 9:00-9:50**

**Masson, Marie-Emilie**

*Student feedback regarding the use of 'mastery sentences'*

Research report / paper

Audience: U

**Room S101**

**Sat 2:30-2:55**

**Matsumura, Yuko**

*Repeated L2 listening in different speech rate conditions*

Research report / paper

Audience: U

**Room S113**

**Sun 1:25-1:50**

**McCarthy, Anders**

*Applying CALL and Gaming Theory to Vocabulary Learning*

Commercial

Audience: S / T / U / A / B

**Room B178**

**Sun 2:00-2:50**

**McDonald, Chad**

*An Exploration of the Socratic Method in ELT Classroom application of research*

Audience: T / U / A

**Room M101**

**Sat 3:55-5:20**

**McDonald, John**

*HOCs and LOCs: What every EFL teacher should know about teaching writing*

Workshop / Demonstration

Audience: T / U / A

**Room B112**

**Sat 3:30-4:20**

**McDonald, Nathanielle**

*Teaching English in English: Tips for Simple and Clear Instructional English*

"101" Workshop

Audience: All

**Room B161**

**Sun 1:00-2:25**

**McNulty, Julien**

*Drawing Blanks: 10 paper activities when you have nothing but technology fails*

"101" Workshop

Audience: All

**Room B161**

**Sun 2:25-3:50**

**McNulty, Julien**

*Whodunit? Technological approaches to forensic linguistics analysis of a fraud in Korea*

Research report / paper

Audience: A

**Room S101**

**Sat 1:30-1:55**

**Mendelson, Melissa**

*Bottom Up Skills: A Necessity for Beginning Language Learners*

Workshop / Demonstration

Audience: T / U / A

**Room M103**

**Sun 12:00-1:25**

**Menking, Scott**

*Interacting with East Asians: University Students' Varying EIL Beliefs*

Research report / paper

Audience: T / U / A

**Room S111**  
**Sun 12:25-12:50**

**Mercier, Steven**

*21st Century Listening: Reaching Learners of Multiple Styles through Technology*

Workshop / Demonstration

Audience: U / A

**Room C608**

**Sat 4:30-5:20**

**Miki, Naomi**

*Setting Up and Using a Teacher's Blog in Wordpress: A Workshop*

Workshop / Demonstration

Audience: T / U / A

**Room B112**

**Sat 9:00-10:25**

**Milan, Joe**

*Why you must be your own Curriculum Designer! "101" Workshop*

Audience: U

**Room B161**

**Sat 1:30-2:20**

**Miles, Scott**

*Applying CALL and Gaming Theory to Vocabulary Learning*

Commercial

Audience: S / T / U / A / B

**Room B178**

**Sun 2:00-2:50**

**Miles, Scott**

*Introduction to Extensive Reading*

Colloquium / Panel

Audience: T / U / A

**Room C601**

**Sat 3:30-5:15**

**Miller, Eli**

*A Holistic Approach to Storybook-based Teaching for Beginning Learners*

Workshop / Demonstration

Audience: YL

**Room B178**

**Sun 9:00-9:50**

**Miller, Geoffrey**

*Developing critical thinking in the writing classroom*

Workshop / Demonstration

Audience: T / U / A

**Room B112**

**Sun 10:00-10:50**

**Miller, Shaun**

*Read & Retell: Acquisition, Communication, Accountability, Enjoyment*

Colloquium / Panel

Audience: T / U / A

**Room C601**

**Sat 3:30-5:15**

**Mills, Daniel**

*Getting Smarter: Factors Affecting the Adoption of Smartphones in the Japanese University Classroom*

Research report / paper

Audience: U

**Room S101**

**Sat 10:25-10:50**

**Min, Byoung-chul**

*Methods to Reduce the Impact of Direct and Cyber Bullying Behavior in Educational Environments*

Panel

Audience: All

**Room C601**

**Sat 1:55-3:20**

**Moore, Kenneth**

*Reader's Theater in Mixed-Skill Classrooms: Guidelines for Adapting Stories into Effective Scripts*

Workshop / Demonstration

Audience: All

**Room B167**

**Sun 2:25-3:50**

**Morrison, Ken**

*Top 2 1/2 Tech Tools for Tricking Students into Improving Their English*

Workshop / Demonstration

Audience: T / U

**Room B112**

**Sat 1:30-2:55**

**Mountain, Drew**

*QR Quest: Smartphones Beyond the Classroom, Mobile Collaborative Learning*

Poster presentation



Audience: T / U / A

**Room Music Lobby**

**Sat 12:00-3:00**

**Mullen, Martin**

*Using iPad as a Springboard for Rich Discussion*

Workshop / Demonstration

Audience: All

**Room B166**

**Sun 1:25-1:50**

**Muller, Theron**

*Investigating and improving a distance MA program*

Research report / paper

Audience: All

**Room B142**

**Sun 10:25-10:50**

**Murphey, Tim**

*Agency and Belonging in the Collaborative Village: Case Studies from Two Asian Contexts*

Classroom application of research

Audience: T / U / A

**Room B142**

**Sat 10:25-10:50**

**Murray, Denise**

*Moving to Online Instruction: The Challenges and Opportunities*

Featured Colloquium

Audience:

**Room C601**

**Sun 9:00-10:25**

**Nelson, Rocky**

*A Four Strands Approach to Developing an Extensive Reading Program*

Colloquium / Panel

Audience: All

**Room C601**

**Sat 3:30-5:15**

**Nelson, Terry**

*Agency and Belonging in the Collaborative Village: Case Studies from Two Asian Contexts*

Classroom application of research

Audience: T / U / A

**Room B142**

**Sat 10:25-10:50**

**Nunan, David**

*Moving to Online Instruction: The Challenges and Opportunities*

Featured Colloquium

Audience: All

**Room C601**

**Sun 9:00-10:25**

**Nunan, David**

*Professional Advancement through Online TESOL Doctoral, Master and Certification Programs*

Commercial

Audience: All

**Room B178**

**Sun 1:00-1:50**

**Oh, Seunghoon**

*ICC in Classroom Instruction: Bridging Communication Gaps Through Examining Critical Incidents*

Workshop / Demonstration

Audience: T / U / A

**Room B166**

**Sun 12:00-1:25**

**Overbeek, Leonie**

*The ARC of learning and how understanding roles at each stage increases participation and co-operation.*

Workshop / Demonstration

Audience: All

**Room B164**

**Sun 9:00-9:50**

**Papple, James**

*Teaching Metaphors for Critical Reflection*

Workshop / Demonstration

Audience: U / A

**Room B167**

**Sat 3:30-4:20**

**Park, Yeon-seong**

*A College English Class through Poetry Instruction Incorporating the MI theory*

Research report / paper

Audience: U / A

**Room B164**

**Sat 9:00-9:50**

**Paul, David**

*How to motivate Communication for low-leveled students*

Commercial  
Audience: T / U / A  
**Room B109**  
**Sat 1:30-2:20**

**Paul, David**  
*Motivating Low-Level Students*  
Featured  
Audience: All  
**Room B107**  
**Sun 2:00-2:50**

**Paul, David**  
*What Is a Child-Centered Lesson?*  
20/20  
Audience: All  
**Room B121**  
**Sat 3:30-4:20**

**Peck, Catherine**  
*Becoming Intercultural in the Korean EFL Classroom*  
Workshop / Demonstration  
Audience: T / U / A  
**Room B164**  
**Sun 12:00-12:50**

**Phillips, Carl**  
*Authentic Conversation Training*  
Workshop / Demonstration  
Audience: T / U / A  
**Room C608**  
**Sun 1:00-1:50**

**Pollard, Andrew**  
*Keeping Your Students on Track with KaTalk*  
Workshop / Demonstration  
Audience: T / U / A  
**Room C608**  
**Sun 2:00-2:50**

**Pritchard, Tim**  
*Japanese University Students' Attributions for Success and Failure in studying English*  
Research report / paper  
Audience: U  
**Room S113**  
**Sun 12:25-12:50**

**Provenzano, Christie**  
*Actual Implementation of Extensive Reading in EAP Classes: A Case Study*

Research report / paper  
Audience: T / U / A  
**Room S111**  
**Sat 1:55-2:20**

**Provenzano, Christie**  
*Setting Up and Using a Teacher's Blog in Wordpress: A Workshop*  
Workshop / Demonstration  
Audience: T / U / A  
**Room B112**  
**Sat 9:00-10:25**

**Pugh, Megan**  
*That's (not) All Folks: Using short videos to facilitate classroom communication*  
Workshop / Demonstration  
Audience: T / U / A  
**Room B178**  
**Sat 4:30-5:20**

**Quinn, Kyle**  
*Extensive Reading for University Conversation Classes*  
Research report / paper  
Audience: U  
**Room S113**  
**Sun 2:25-2:50**

**Rabbidge, Michael**  
*The Bimodal Narrative Approach, Story without struggle*  
Colloquium / Panel  
Audience: T / U / A  
**Room C601**  
**Sat 3:30-5:15**

**Rabbidge, Michael**  
*The Bimodal Narrative Approach: Extensive Reading and Listening Experiences in EFL classrooms*  
Workshop / Demonstration  
Audience: T / U / A  
**Room M101**  
**Sat 9:00-10:25**

**Rago, William**  
*Who Cares: Linguistics, Second Language Acquisition Theory, and EFL Teachers*  
"101" Workshop  
Audience: U / A  
**Room B142**  
**Sun 12:00-12:50**

**Rahman, Ohee**

*Using ICT Tools in Classroom Teaching*

Classroom application of research

Audience: T / U / A

**Room B161**

**Sat 10:25-10:50**

**Ramonda, Kris**

*Learner Attitudes Towards Graded Readers in the Course Curriculum*

Research report / paper

Audience: T / U / A

**Room B167**

**Sun 10:00-10:50**

**Randolph, Tom**

*The Classroom Mirror: Reap the rewards of video in your TESOL/ELT environment*

Classroom application of research

Audience: All

**Room M103**

**Sat 9:00-9:50**

**Reynolds, Eric**

*Finding a Way to Write Right: A Plagiarism Solution.*

Research report / paper

Audience: T / U / A

**Room S111**

**Sun 1:00-1:50**

**Romney, Cameron**

*Visual appeal of handouts and self-made classroom materials: Does it matter?*

Classroom application of research

Audience: All

**Room M101**

**Sun 9:00-9:50**

**Rose, Oliver**

*MALL Game Design for Vocabulary Study*

Workshop / Demonstration

Audience: All

**Room S111**

**Sat 2:30-2:55**

**Sandler, Jared**

*QR Quest: Smartphones Beyond the Classroom, Mobile Collaborative Learning*

Poster presentation

Audience: T / U / A

**Room Music Lobby**

**Sat 12:00-3:00**

**Sandoz, Claude**

*Fun of Reading*

Commercial

Audience: T / U

**Room M103**

**Sun 3:00-3:50**

**Santos, Thomas W.**

*A Framework for Teacher Reflection*

Workshop / "101"

Audience: All

**Room B161**

**Sun 9:00-10:25**

**Sarobol, Nopporn**

*Students' Expectations and Conclusions Based on a Short-Term Study-Aboard Program*

Research report / paper

Audience: U

**Room S111**

**Sat 1:30-1:55**

**Seo, Han**

*CALL – story about teachers taking first step.*

Research report / paper

Audience: All

**Room S101**

**Sat 3:30-4:20**

**Sevigny, Paul**

*Learner Attitudes Towards Graded Readers in the Course Curriculum*

Research report / paper

Audience: T / U / A

**Room B167**

**Sun 10:00-10:50**

**Shaffer, David E.**

*Affecting Language Learner Self-Direction Through Journaling and Its Perpetuance*

Research report / paper

Audience: U

**Room S113**

**Sun 10:00-10:25**

**Shaffer, David E.**

*Extensive Reading's Contributions to Language Skills Acquisition*

Colloquium / Panel

Audience: YL / T

**Room C601**

**Sat 3:30-5:15**

**Siegel, Aaron**

*Five Ways to Improve Reading Comprehension Instruction for Standardized Tests*

Commercial

Audience: YL / VYL / T

**Room B168**

**Sat 10:00-10:50**

**Smyth, Jiraporn**

*Online Diary: an EFL Community of Practice*

Research report / paper

Audience: U / A

**Room B161**

**Sun 10:25-10:50**

**Soelberg, Nathan**

*Bottom Up Skills: A Necessity for Beginning Language Learners*

Workshop / Demonstration

Audience: T / U / A

**Room M103**

**Sun 12:00-1:25**

**Soh, Joon**

*English Newspapers in a Speaking Class Environment*

Commercial

Audience: YL / VYL / T

**Room M103**

**Sat 10:00-10:50**

**Stewart, David**

*Using Video Pen-Pals in the EFL Classroom*

Classroom application of research

Audience: YL / T

**Room B166**

**Sun 2:00-2:50**

**Stockwell, Glenn**

*Mobile Language Learning: Turning Challenges into Opportunities*

Plenary

Audience: All

**Room Samsung Hall**

**Sat 11:30-12:20**

**Stockwell, Glenn**

*Technology and Motivation in English Language Teaching and Learning*

Featured

Audience: All

**Room B107**

**Sun 3:00-3:50**

**Stoller, Fredricka L.**

*Moving Students Toward a Perfect Score with Project-Based Learning*

Featured

Audience: All

**Room B107**

**Sat 1:30-2:20**

**Stoller, Fredricka L.**

*Techniques for Developing Students' Reading Fluency*

20/20

Audience: All

**Room B121**

**Sun 3:00-3:50**

**Stone, Paul**

*Classroom language learning through social interaction: a multimodal approach*

Research report / paper

Audience: U / A

**Room S113**

**Sat 10:25-10:50**

**Stroupe, Richmond**

*Facilitating collaboration: How teachers, administrators, and institutions can work together*

Classroom application of research

Audience: T / U / A

**Room M104**

**Sun 10:00-10:50**

**Suksawas, Wannaprapha**

*Linguistic dimensions of EFL learners' Willingness to Communicate*

Research report / paper

Audience: U / A

**Room S111**

**Sat 10:00-10:50**

**Takeuchi, Osamu**

*Investigating learners' decision making in mobile EFL learning: Promoting learner autonomy*

Research report / paper

Audience: U

**Room S113**

**Sat 1:55-2:20**

**Tanghe, Shannon**

*An Exploration of Co-Teachers Interaction in Korean Public Elementary Schools*

Research report / paper

Audience: YL / T

**Room M101**

**Sat 10:25-10:50**

**Teng, Huei-Chun**

*The Effect of Interlocutor Proficiency on EFL Paired Oral Assessment*

Research report / paper

Audience: T / U / A

**Room S113**

**Sat 1:30-1:55**

**Thompson, Andrew**

*Use of Language Learning Strategies among Low Proficiency Japanese University Students*

Research report / paper

Audience: T / U / A

**Room S101**

**Sat 4:30-4:55**

**Thompson, Gregory**

*Utilizing Rubrics for Validity and Clarity in Assessment Tasks*

"101" Workshop

Audience: All

**Room B161**

**Sat 9:00-10:25**

**Thompson, Lewis**

*Helping Children Speak in the English Classroom*

Commercial

Audience: YL / VYL

**Room B168**

**Sat 1:30-2:20**

**Thorkelson, Tory**

*KoreaTESOL and ATEK: A comparative study of their current and potential benefits for English Teachers in Korea:*

Research report / paper

Audience: A

**Room S111**

**Sat 3:55-4:20**

**Thorkelson, Tory**

*Perspectives on Leadership in Korea: East and West*

20/20

Audience: All

**Room B121**

**Sat 1:30-2:20**

**Thornbury, Scott**

*Is There Discourse in This Course?*

20/20

Audience: All

**Room B121**

**Sat 4:30-5:20**

**Thornbury, Scott**

*The ABC of SLA*

Pecha Kucha

Audience: All

**Room Samsung Hall**

**Sat 6:20-7:20**

**Thornbury, Scott**

*The Secret History of Methods*

Plenary

Audience: All

**Room Samsung Hall**

**Sun 11:00-11:50**

**Ueki, Michiko**

*Investigating learners' decision making in mobile EFL learning: Promoting learner autonomy*

Research report / paper

Audience: U

**Room S113**

**Sat 1:55-2:20**

**Verspecht, Eric**

*Dynamic learning experience with MegaGoal*

Commercial

Audience: T / U / A

**Room B167**

**Sun 12:00-12:50**

**Verspecht, Eric**

*Preparing students for Academic Success: Interactions/Mosaic 6th edition*

Commercial

Audience: U / A

**Room B167**

**Sat 9:00-9:50**

**Walker, Colin**

*Evaluating the Intangibles: Participation and Speaking exams*

"101" Workshop



Audience: U / A

**Room B142**

**Sat 9:00-9:50**

**Walker, Crayton**

*Collocation: From corpus-based research to the language classroom*

Research report / paper

Audience: T / U / A

**Room B142**

**Sat 1:30-2:20**

**Walker, Crayton**

*Investigating and improving a distance MA program*

Research report / paper

Audience: All

**Room B142**

**Sun 10:25-10:50**

**Walker, Crayton**

*University of Birmingham Distance MA and PhD Programs*

Commercial

Audience: All

**Room B168**

**Sun 1:00-1:50**

**Walker, Matthew**

*Concrete – Pictorial – Abstract: Applying it to Vocabulary in the Classroom*

Commercial

Audience: All

**Room M104**

**Sat 3:30-4:20**

**Walker, Matthew**

*Engaging Students: It's a start, but where do we go from there?*

Commercial

Audience: All

**Room M104**

**Sun 3:00-3:50**

**Walsh, Alex**

*#KELTchat: Professional Development at Your Fingertips*

Workshop / Demonstration

Audience: All

**Room C601**

**Sun 1:00-1:50**

**Walter, Jeffrey**

*How I Became a Better English Teacher by being a Korean Language Student*

Poster presentation

Audience: All

**Room Music Lobby**

**Sat 12:00-3:00**

**Warfel, Linda**

*Everyday Book Boxes: Encouraging an Extensive Reading Environment*

Commercial

Audience: YL / VYL

**Room B167**

**Sat 10:00-10:50**

**Warfel, Linda**

*Scholastic Reading Inventory and Scholastic Reading Counts: Measuring and Monitoring Reading Achievement*

Commercial

Audience: YL / VYL / S / T / U / A

**Room M104**

**Sat 1:30-2:50**

**Waring, Rob**

*A Framework for Assessing Online Reading Resources*

20/20

Audience: All

**Room B112**

**Sun 1:00-1:50**

**Waring, Rob**

*English Students 2.0*

Pecha Kucha

Audience: All

**Room Samsung Hall**

**Sat 6:20-7:20**

**Waring, Rob**

*Extensive Reading in Korea: 10 Years Going from Strength to Strength*

Featured

Audience: All

**Room B107**

**Sat 2:30-3:20**

**Waring, Rob**

*Oceans of Fun while Reading Online*

Commercial

Audience: YL / VYL / S / T

**Room B109**  
**Sun 2:00-2:50**

**Waring, Rob**

*Setting your Compass for Reading*

Commercial

Audience: YL / VYL / S / T

**Room B109**  
**Sun 12:00-12:50**

**Waring, Robert**

*Introducing the Online Graded Text Editor*

Workshop / Demonstration

Audience: All

**Room B112**  
**Sat 10:25-10:50**

**Waring, Robert**

*Online Extensive Reading Resources*

Colloquium / Panel

Audience: All

**Room C601**  
**Sat 3:30-5:15**

**Watson, Max**

*Google Drive (was Google Docs) for Composition Courses*

Workshop / Demonstration

Audience: T / U / A

**Room C608**  
**Sun 3:00-3:50**

**White, Jeremy**

*Getting Smarter: Factors Affecting the Adoption of Smartphones in the Japanese University Classroom*

Research report / paper

Audience: U

**Room S101**  
**Sat 10:25-10:50**

**Wiebusch, Fiona**

*Task-based teaching? Get real! Implementing a task-integrated EAP curriculum in Vietnam*

Workshop / Demonstration

Audience: T / U / A

**Room B166**  
**Sat 3:30-4:20**

**Wilcoxon, April**

*Fighting for Freedom: a Group Project about Modern Day Slavery*

Workshop / Demonstration

Audience: U / A

**Room B164**  
**Sat 1:30-2:20**

**Wilson, Ken**

*Can My Students Really Improvise in English?*  
2020

Audience: All

**Room B121**  
**Sat 2:30-3:20**

**Wilson, Ken**

*Glad to be Grey*

Pecha Kucha

Audience: All

**Room Samsung Hall**  
**Sat 6:20-7:20**

**Wilson, Ken**

*Ten Quotations to Make You Think*

Featured

Audience: All

**Room B107**  
**Sun 1:00-1:50**

**Wilson, Ken**

*What can you do with unmotivated students? Make them curious!*

Commercial

Audience: A

**Room B111**  
**Sat 10:00-10:50**

**Yates, Steve**

*McWriting: Cultural rhetoric and writing in the EFL classroom*

Classroom application of research

Audience: T / U / A

**Room B164**  
**Sat 10:00-10:50**

**Yeum, Kyungsook**

*Leadership and Quality in ELT Organizations*

Featured

Audience: All

**Room B107**  
**Sun 10:00-10:50**

**Yeum, Kyungsook**

*Perspectives on Leadership in Korea: East and West*

2020

Audience: All

**Room B121**

**Sat 1:30-2:20**

**Yim, Soo Ha Sue**

*The Historical Development of Education in North Korea*

Research report / paper

Audience: All

**Room S111**

**Sun 9:25-9:50**

**Yu, Grace Eun Hea**

*Expanding Your Students' Lexicon: Learning then Producing New Words*

Workshop / Demonstration

Audience: T

**Room C608**

**Sat 9:00-9:50**

**Yun, Sang-yong**

*Methods to Reduce the Impact of Direct and Cyber Bullying Behavior in Educational Environments*

Panel

Audience: All

**Room C601**

**Sat 1:55-3:20**

**Zhang, Lin (Kitty)**

Commercial

Audience: YL / VYL

**Room B168**

**Sun 12:00-12:50**

**Zwaal, Ingrid**

*Comic Books and Extensive Reading - A Research Project*

Research report / paper

Audience: YL / T

**Room B164**

**Sat 3:30-4:20**



# Constitution & Bylaws of Korea TESOL

## Constitution

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

### Article I. Name.

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

### Article II. Purpose.

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

### Article III. Membership.

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

### Article IV. Meetings of the Members.

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

### Article V. Executive Officers and Elections.

The executive officers of **KOTESOL** shall be a President, a First Vice-President, a Second Vice-President, a Secretary, and a Treasurer. The executive officers shall be responsible for the day-to-day operations of the organization. The term of office shall be from the close of one Annual Business Meeting until the close of the next Annual Business Meeting, except for the President, who shall serve a two-year term, elected biannually except where the Presidency has been vacated, in which case a new election shall be held along with the election for other officers. If the office of the President is vacated, the First Vice- President shall assume the Presidency with a term ending at the close of the next Annual Business Meeting. Vacancies in other offices shall be dealt with as determined by the Council.

### Article VI. National Council.

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

### Article VII. Finances.

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

### Article VIII. Amendments to this Constitution.

This Constitution may be amended by a three-fourths (3/4) majority vote of those members present at an ABM, provided that written notice of the proposed change(s) has been endorsed by at least five members in good standing and has been distributed to all members at least thirty days prior to the vote.

## Bylaws

(Adopted Apr. 1993; Amended March 1998, October 2003, October 2004, Oct. 2005, October 2007, January 2011)

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

### Article I. Language.

The official language of **KOTESOL** shall be English.

### Article II. Membership and Dues.

#### Section 1.

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

#### Section 2.

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

#### Section 3.

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

### Article III. Duties of Elected Officers.

#### Section 1.

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

#### Section 2.

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

#### Section 3.

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

#### Section 4.

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

#### Section 5.

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

#### **Section 6.**

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

#### **Section 7.**

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

#### **Section 8.**

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

#### **Section 9.**

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

### **Article IV. The Council.**

#### **Section 1.**

The responsibilities of the Council shall include, but not be limited to:

**Subsection a.** Approval of the annual operating budget;

**Subsection b.** Approval of all appointments to committee chairs;

**Subsection c.** Ensuring that the elected officers and members of the National Council perform their duties as required by the Constitution, Bylaws, and policies of the organization.

#### **Section 2.**

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

#### **Section 3.**

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

#### **Section 4.**

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

#### **Section 5.**

A majority of the Council members that are eligible to vote (both appointed and elected) shall constitute a quorum for conducting business. Council members shall be allowed to appoint a qualified substitute, who shall be allowed to vote at the meeting. Substitutes must be officially declared to the President before the commencement of the meeting.

#### **Section 6.**

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

### **Article V. Committees of the Council.**

#### **Section 1.**

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

#### **Section 2.**

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

#### **Section 3.**

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

#### **Section 4.**

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

#### **Section 5.**

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

#### **Section 6.**

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

#### **Section 7.**

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

#### **Section 8.**

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

### **Article VI. Chapters.**

#### **Section 1.**

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

#### **Section 2.**

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

#### **Section 3.**

All Chapter officers must be current **KOTESOL** members.

#### **Section 4.**

Any Chapter that fails to retain 18 members for 24 consecutive months may be dissolved by majority vote of both (a) nationally elected officers; and (b) all Chapter representatives in attendance at a duly called and noticed National Council meeting. Dissolution shall take place immediately, with Chapter finances and assets reverting to the national treasury, and any current membership transferred to other Chapter(s).

#### **Section 5.**

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

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

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

**Sub-subsection ii.** Vice-President.

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



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

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

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

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

#### **Article VII. Elections.**

##### **Section 1.**

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

##### **Section 2.**

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

##### **Section 3.**

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

##### **Section 4.**

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

##### **Section 5.**

Absentee and proxy voting shall not be permitted.

#### **Article VII. Parliamentary Authority.**

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

#### **Article IX. Audits.**

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

#### **Article X. Amendments.**

These Bylaws may be amended by a two-thirds (2/3) majority vote of the members present at an ABM, provided that written notice of the proposed changes has been endorsed by at least five (5) members in good standing and has been distributed to all members at least thirty (30) days prior to the vote.

Adopted January 2011



**The 20th Korea TESOL  
International Conference**

**Extended Summaries of  
Academic Presentations**



**Editor  
Tim Whitman**



# From Normal to Exceptional: Adding Creative Writing to Class

Lee Babin

*Daegu University, Korea*

## Abstract

Teaching ESL students does not need to be limited to the "norms" of text-based learning, with only a cursory use of writing to copy text-based sentences. In fact, many writing activities are limited to answering simple questions or fill-in-the-blank style activities that focus more on accuracy rather than composing original sentences. Instead of using handout style writing activities, instituting creative writing ideas into the classroom can prove to enhance students' learning and give them more of a sense of possession of the vocabulary, grammar, and concepts they are learning. Students do not have to adhere to rinse and repeat styles of learning from texts; instead they have the ability to communicate their own interests, ideas, and dreams along with learning the text. As a discussion point, creative writing does not mean *fiction* but it concentrates on writing in creative ways to further enhance target language and build a structure for students to possess the language they use. Creative writing can act as a way to complement text-based speaking and listening activities.

This workshop will discuss how creative writing can be used as a way to enhance text-based lessons, as well as provide various interactive individual and group-based writing activities for classrooms of students at any age group or level.

## I. Introduction

People in general think that creative writing must focus on prose or poetry, and teachers of ESL students think that their students are incapable of producing creative works. However, what if the focus of "creative writing" was not only about producing prose and poetry? What if it dealt with "creation," "motivation," and "possession"? Focus on teaching ESL students can move beyond the text and basic speaking, listening, and writing instruction. Creative writing in the classroom can, in fact, enhance the target language and give ESL students a sense of ownership in the language they are learning.

The first established point of discussion is defining creative writing, not as uniquely a medium for generating prose or poetry, but as a means of exploring internal ideas and transforming those ideas from L1 to L2 language formats. Therefore, the theory behind using creative writing in the classroom is that students at all ages and skill levels can begin incorporating writing skills to accompany the listening, speaking, and reading skills they already practice.

## II. Language Acquisition

Differing opinions on language acquisition lead to multiple theories on the best ways for language acquisition. Comparing language textbooks, in this case college-level texts, shows that text book companies prepare students in nearly identical ways: introductory conversation listening; vocabulary list; grammar rule; and activities with matching, multiple choice, true/false, fill-in-the-blank, etc. Very few textbooks focus on students moving beyond the targeted language of the text, and writing activities are often incorporated as afterthoughts or copy and paste styles of composition. It can be argued that current texts eliminate the creative element.

An exploration of what are acceptable versus unacceptable approaches to acquiring language is necessary. Related to writing, creative writing activities can be beneficial to language learners if those activities meet their language levels and interests. It is important for teachers to "know" their students and where their skills and levels can benefit from creative writing classroom activities.

Also, analyzing language textbooks can provide more insight into how and why students are acquiring very basic English skills. As a standard point, the idea of adding creative writing to the classroom is not to replace textbooks, but to enhance the language acquired within the text. Some creative writing activities suggested, then, are text-based, while others are meant to expand on the text.

### III. Motivation and Possession of Language

An ESL instructor's job is to not only help students acquire language, but also enhance the ability of those students to expand their use of the target language. By motivating students to use their own language and expand upon that language, students feel a greater pride when they can communicate in the target language. By becoming motivated to learn more, they can also start to possess the language and understand how the language connects to their own emotions, experiences, and goals. Therefore, creative pursuits can give them the language boost they need to succeed at a higher capacity.

The term "motivation" moves beyond targets such as "receiving a grade" or "completing a task." Instead, motivation derives from the teacher meeting the needs of students through dynamic activities. By using creative writing activities set in a relaxed atmosphere, students can explore the language they have learned and build on that language in a positive way.

Assuming students have reached the desired amount of motivation, teachers can then focus on guiding students towards taking possession of their acquired language. Taking possession of the language indicates students are communicating on their own without the need for referring to the textbook or being led through lessons by fill-in-the-blank, multiple choice, or any other variety of textbook language exercises. Instead, they can communicate with the teacher and other students at the beginning of a lesson, rather than later.

### IV. Activities

There are numerous ways to incorporate creative writing into the classroom. Small group discussion activities will focus on individual and small group creative writing activities to expand upon text vocabulary, grammar, etc. One example will be multitask, interrelated activities using a focused lesson from a college-level textbook.

The group creative writing activity will be composed of three parts: word web, word association, and controlled writing activity (for example, chain story). Also, the individual creative writing activity will be composed of three parts: antonyms, parts of speech (with pairs having opposite meanings), and diamond poem.

Also, as an open forum, others can share their own classroom experiences and activities.

### V. Conclusion

Teachers do not need to limit themselves to the standards of target language acquisition. Taking students out of the textbooks and into their own imaginations can help the ESL classroom to be a more relaxed and more advanced learning environment. Also, students will see connections in language beyond the "topic of the day" and begin to take possession of their acquired language.

### References

- Kenny, S. (2011). Teaching Creative Writing in an ESL Context. *Japan TESOL Journal*, Tokyo: Japan TESOL Society. Available online: <http://www.japantesoljournal.jp/archives/volume1/styled-5/>
- Maley, A. (2009). Creative writing for language learners (and teachers). *Teaching English*, London: British Council/BBC World Service.
- Rao, Z. (2007). Training in brainstorming and developing writing skills. *ELT Journal*, London: Oxford UP.
- Sengupta, S. & Xiao, M.K. (2002). The Contextual Reshaping of Beliefs about L2 Writing: Three Teachers' Practical Process of Theory Construction. *TESL-EJ*, 6(1). Available online: <http://www.tesl-ej.org/wordpress/issues/volume6/ej21/ej21a1/>

### Presenter Biography

*Lee Babin has a B.A. and M.A. in English literature. He has been teaching English since 1999, focusing on composition and literature in the U.S. and teaching writing, speaking, conversation, TOEFL, TOEIC, Business English, and literature in Korea for the past five years. He has been a founder and member of several creative writing groups and spends much of his free time writing fiction, including blogs, creative writing sessions, and his unfinished novel. He can be reached at leembabin@gmail.com.*



# Harnessing Technology to Help Researchers Avoid Plagiarism

John Blake

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## Abstract

There is increasing pressure on academics for whom English is a second language to publish in international journals and conference proceedings. In fact, job prospects, tenure and salary may be directly related to this. Researchers not only have to master their content knowledge, but also come to grips with English. This presentation reports on the progress of the development of an online resource that inexperienced writers of English can use to help scaffold their attempts to draft research abstracts for scientific articles by selecting an appropriate template and functional exponents to use as a skeleton around which they can build the body of their abstract. Abstract writing is a complex field with an infinite amount of choices available to writers; yet there are well-defined shared expectations of the community of practice. The move structure of abstracts in one scientific journal was examined using genre analysis and systemic functional grammar. Each move within the abstract was manually labeled and a database was created. The data contained some phrases of language that students could draw on, such as 'in this study' while others could leave them open to accusations of plagiarism. Drawing on the concept of keyness, each commonly used word or phrase in that genre was tagged as 'key', that is, as having a high statistical probability of occurrence in this genre. Learners can, therefore, make an informed research-based choice of whether to harness a 'key' phrase or whether to select their own.

## I. Introduction

Researchers need to be able to draft abstracts in English even when publishing in non-English journals targeted at non-English audiences. For those aiming to publish in prestigious journals and submit papers to international conferences, English abstracts are a must. The pressure to publish or perish has now become: the pressure to publish *in English* or perish.

Abstract writing is a complex craft with an infinite amount of choices available to writers; yet there are well-defined shared expectations of the community of practice. Novice writers often fail at the first step by omitting moves, or particular functions, that reviewers expect to be present. The problem may be exacerbated by the use of unexpected or odd-sounding terms that do not commonly occur in this genre.

In this paper the progress of the development of an online resource is described. This resource aims to assist inexperienced writers of English by scaffolding their attempts to draft research abstracts for scientific articles. Writers select an appropriate template and functional exponents to use as a skeleton onto which they can hang the body of their abstract.

## II. Corpus analysis

The move structure of research abstracts in one scientific journal was examined using genre analysis and systemic functional grammar. The 3A perspective of annotation, abstraction and analysis (Wallis and Nelson, 2001) was adopted for this study. A corpus of scientific research abstracts published in the journal *AI and Society* (H index = 9) between January 2011 and August 2012 was compiled and double-checked by a research assistant. The corpus consisted of 54 abstracts, with a mean length of approximately 157 words, and a total word count of 8,454 words.

### A. Corpus annotation

Annotation with parts of speech (POS) was conducted using GoTagger version 0.7, which employs rules from the Brill POS tagger. Drawing upon Hallidayan linguistics, we focus on the experiential metafunction which was later subsumed within the ideational metafunction (Halliday and Matthiessen, 2004). This was achieved by manually labeling each Process, Participant and Circumstance. Each of which was classified further according to its exact type using the standard systemic functional grammar (SFG) terminology.

## B. Abstraction

Using the five-move framework disseminated by Swales and Feak (2009) and reproduced in Table 1, each move within the research abstracts was manually labeled and a database was created. This resulted in the identification of over 250 moves in the corpus.

**Table 1: Move structure of research abstracts (Swales & Feak, 2009, p.5)**

Move	Common labels	Implied questions
1	Background / Introduction / Situation	What do we know about the topic? Why is the topic important?
2	Present research / Purpose	What is this study about?
3	Method / Materials/ Subjects / Procedures	How was it done?
4	Results / Findings	What was discovered?
5	Discussion / Conclusion / Implications / Recommendations	What do these findings mean?

## C. Analysis

The corpus contained a number of phrases that writers could draw on, such as ‘in this study’, but also contained a much larger set of expressions that if ‘borrowed’, could leave them open to accusations of plagiarism. In order to help writers decide which phrases were recyclable and which could be avoided the probability of each phrase was calculated. The initial idea was to harness the document similarity metric of statistically improbable phrases, but on further investigation, the concept of keyness proved easier to use. Statistical probability of words or phrases in a particular genre can be evaluated by measuring their frequency in that genre and comparing that with their probability in general usage such as in a larger reference corpus, such as the Brown Corpus and the Lancaster-Oslo-Bergen Corpus. Keyness is the linguistic term frequently used to describe whether a word or phrase is central or ‘key’ within a genre. In order to identify words with a high degree of keyness, namely 10 times higher than normal; the most frequently used unigrams, bigrams, trigrams, 4 n-grams and 5 n-grams were analysed using the AntConc3.2.4w concordancer (Anthony, 2012). Phrases that occurred proportionally much more frequently, such as ‘in this paper’, were classed as highly probable or ‘key’.

## III. Template and functional exponent database

An integrated website was created which housed three separate tools, namely: skeleton templates, functional exponents and a frequency probability or ‘keyness’ checker.

### A. Templates

Ten templates were created to provide writers with some degree of choice of skeleton frameworks onto which would act as a starting platform to help them start the drafting process. The skeleton templates are divided into five moves to guide the writers through each function in order to raise the writer’s awareness of the expected moves.

### B. Functional exponents

Functional exponents and useful phrases that were used in the corpus were extracted and classified so that writers could browse through them while drafting their abstract. Functional exponents were ordered according to relative frequency so that writers who were not sure which particular exponent to select could simply opt for the first one, knowing that it is frequently used and therefore safe for them to use.

### C. Frequency probability checker

When the first draft is completed, it can be submitted to the frequency probability checker. The submitted draft is searched using regular expressions. Any ‘key’ words and phrases that have been added to the MySQL database are highlighted to show the writer that those phrases are commonly used and therefore will not be considered as plagiarism, but simply as text that is recycled.

## IV. Recommendations

This is the second reincarnation of an online tool to aid non-native English speakers to draft initial versions of research abstracts using skeleton templates to scaffold the creation of their own abstract. Recommendations stemming from this project and due to be incorporated into the next version are: (1) create a larger corpus to test the validity of generalisations made on the initial corpus, (2) incorporate filter questions to ensure writers start with the most appropriate template, (3) create a database of individual skeleton moves that can be combined to create a much larger selection of templates, and (4) utilise the SFG tagging more effectively.

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# Scientific Abstracts Vs. Simplified Readers: Investigating the Effect on the Affect

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## Abstract

This content-analytic study compares and contrasts the effect of an intensive scientific abstract reading programme and an extensive reading programme on the attitudes to reading among learners of English. A large body of research advocates the benefits of extensive reading programmes, which resonates with the perceptions of many language teachers. If time on task is a primary factor, as is claimed for vocabulary acquisition (Nation, 2001), then extensive reading should win hands down. A number of studies have compared extensive and intensive reading; however, there is a paucity of research comparing the effect on the affective domain. Postgraduate students of science and technology enrolling for the same English course were assigned to either the extensive or intensive reading programmes. Four reading attitude variables, namely: comfort, anxiety, value and self-perception (Yamashita, 2004) were surveyed prior to and after the programmes using questionnaires and focus group interviews. The focus of the intensive scientific reading programme was on conforming to expectations within the community of practice with an emphasis on establishing the significance and novelty of the research. The focus of the extensive reading programme was on promoting pleasure reading by encouraging learners to read graded readers, starting with a headword level that they should be able to easily understand. Reading progress was tracked online using Kyoto Sangyo University's Moodle Reader module. Qualitative and quantitative contentanalysis was applied to the data collected. The preliminary results of the analysis will be disseminated and their application to classroom practices will be suggested.

## I. Introduction

There is a substantial body of literature extolling the virtues of extensive reading (ER). The Extensive Reading Foundation (2010), whose aim is to promote extensive reading in English as a foreign language, maintains a bibliography of works on extensive reading in a second language with over 500 publications starting from 1919. Advocates of ER appear to be particularly vocal in Japan. Waring (2009) puts forward a number of arguments in support of ER, three of which are:

1. Extensive Reading is an effective means for learners to revisit language that is being learned and recycling said language that learners are in the process of acquiring.
2. Books are the ready-made and low-cost materials that facilitate the acquisition of language with regards to multiple meanings, collocations, or colligations.
3. The amount of time that is required for language acquisition is extreme and the time requirements cannot be met in a weekly classroom setting.

While ER involves learners in reading texts for enjoyment, intensive reading (IR) involves learners in reading texts in detail in order to achieve particular learning aims or complete learning tasks. Commonly harnessed IR tasks include items such as matching headings to paragraphs, filling in the gaps, and putting jumbled up sentences or paragraphs in the correct order. Language can be studied in an academic manner for the sake of understanding how the language operates and how to extract meaning from a text rather than as a means for communication. Dead languages, such as Latin, are often taught in this way. Advocates of ER in Japan often cite that the overemphasis on dissecting texts and understanding grammar in the school system is a key factor that negatively affects learner motivation to continue with their English studies. However, there is little research comparing the effect of intensive and extensive reading on the affective domain. This study therefore aims to begin to address this. It was hypothesized that if time on task is a primary factor, as is claimed for vocabulary acquisition by Nation (2001), then extensive reading should emerge as the clear victor. From a naïve standpoint, the focus on pleasure in extensive reading appears to give ER better odds to come out in front.

## II. Method

In this study the attitudes to reading among two cohorts of learners were measured before and after undertaking their respective extensive and intensive reading programmes.

### A. Subjects

All the learners were pursuing the degree of Master of Science in either materials science, knowledge science or information science at a university in Japan. Learners enrolled in a non-credit bearing English language course held twice a week were assigned to classes according to their performance in the pre-course placement test. The level of both classes was approximately pre-intermediate, but based on slight differences in their placement scores one group was designated as higher pre-intermediate (higher) and the other lower pre-intermediate (lower).

### B. Survey

Four reading attitude variables, namely: comfort, anxiety, value and self-perception (Yamashita, 2004) were surveyed prior to and after the reading programmes using questionnaires and focus group interviews. However, this study focuses on comparing attitudinal changes over the duration of a study programme, whereas Yamashita's focus was on identifying differences and similarities in attitude for reading in first and second languages.

### C. Programmes

Both reading programmes harnessed the Moodle learning management system as a way to guide learners through their respective programmes. Learners spent time in class becoming familiar with using Moodle, and undertaking related reading activities. The higher group was assigned to the IR group while the lower group was assigned to the ER group.

The higher group followed an intensive reading programme involving reading scientific research abstracts. Abstracts were extracted from journal articles and conference proceedings and were selected based on the interests of the class. The scientific abstracts were introduced in a standard way typical of the way that reading texts are introduced in course books as show in Table 1.

**Table 1: Order of items used for each scientific research abstract**

Order	Item	Aim
1	Vocabulary	To provide essential vocabulary necessary understand text
2	Warmer	To raise interest in text
3	Gist question	To encourage learners to read whole text for meaning
4	Specific questions	To encourage learners to read in detail
5	Language-related questions	To increase understanding of grammar or lexis

The lower group followed an extensive reading programme where students were first placed at a comfortable reading level according to TOEIC scores and reading placement tests scores that were offered by the publishers of the graded readers being read, namely Oxford and MacMillian. Once students had familiarized themselves with the Moodle Reader Module from Kyoto Sangyo University and successfully levelled up once, they were required to read authentic graphic novels (e.g. Tintin) or e-books of classic illustrated comic books.

## III. Conclusion

The content of the questionnaires was analysed both qualitatively and quantitatively. The preliminary results of the analysis will be disseminated and their application to classroom practices will be suggested.

Given the fairly small sample size of only one class of learners for each group, the validity of generalizing from these results is questionable. However, this trial study has tested the water for other researchers to build on, and identify which type of reading is more likely to produce positive attitudinal gains in relation to reading in a far eastern context.

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# The Holy Grail: A Classroom Test that Both Measures and Improves Communicative Speaking Ability

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## Abstract

With this presentation I seek nothing less than to change the world, starting with Korea and Japan. Specifically, I seek to change the way English speaking is tested in the classroom which, in turn, can change the way that it is taught.

Korea ranks number 1 in the world in money spent on English language education and ranks 121 in English speaking ability. Japan has similar disconnect between effort and effect. Communicative speaking ability will improve only when there is widespread testing of communicative ability. The problem, of course, is that testing speaking ability is usually a subjective, indirect, and time-consuming process.

Simply put, what gets tested gets done, and communicative speaking ability is not tested. This paper will detail the quest for that test. The test had to be available to all speaking teachers, including non-expert teachers, and non-expert speakers of English. The resulting test is real-world communication, easy to give and grade, provides individual feedback, and proves improvement. Furthermore, this test both measures and improves speaking ability.

## I. Introduction

To measure speaking ability, give a communicative speaking test. *It is a very direct measure.*  
To improve speaking ability, give communicative speaking tests. *What gets tested gets done.*

Prof.                    *Do you have a hobby?*  
Student:                *I took tennis lessons for two years.*  
Prof.                    *Wow. You must be very good at tennis*  
Student:                *As I told you, I took lessons. I never actually played tennis.*

This true story parallels the experience of most of my university freshmen students. They have had teacher-centered, grammar-focused, test-focused English courses for 10 years, but most have never had an English conversation. The problem is not that students in a Confucian society are reluctant to speak. If given an interesting topic that they know a lot about (Me), opportunity, and incentive (speaking tests), they are effusive speakers.

Too many incoming freshmen are what I term advanced students but beginning speakers. They make the exact same speaking errors as middle school students. What does Korea's global rank of 121st sound like at the classroom level?

*My brother, she is in army.                    What did you ate?                    When I was an elementary school.*  
*My mother is a household.                    I like to shopping.                    How old are her?*  
*I'm interesting in that.                    I'm confusing.                    Are you have a hobby?*

Correct form comes after a lot of speaking, not before. It is a result, not a prerequisite. The middle school mistakes of university freshmen clearly attest to this. This cannot be overemphasized: *those mistakes will endure until they speak a lot.* A lot of speaking requires a way to test a lot of speaking, and thus my quest for a communicative test. Let students finally speak, test that speaking, and see how much speaking improves. This paper will demonstrate that for this stage of EFL learner, a lot of speaking quickly results in measureable improvement.

## II. Testing communicative speaking ability

### A. The students

For the past five years in Korean university freshman English classes, I have given three-person, 20-minute conversation speaking tests for mid-terms and finals to over 500 students. Class size ranges from 15 to 21 students

and class time is three hours per week, meeting twice a week. No students are English majors, and most high-proficiency speakers exempt out. Most students are taking at least six other courses.

**B. The test**

1. Three students have a 20-minute conversation on assigned topics from the conversation textbook.
2. Students are grouped by similar ability for optimum accuracy and fairness. Best friends are never partners.
3. I ask a question, a real-world conversation ensues, and I observe.
4. The conversation is recorded on digital recorder. (Students can also video record with their smart phones for audio backup and visual feedback.)
5. The audio files are emailed to the students and they transcribe the whole conversation in Word, then compile only their own data (total words, average-words-per-utterance, advanced vocabulary).
6. Within one week students both email and then hand in their transcript.

**C. Test evolution**

My conversation classes are primarily pair and trio conversations, thus so was the testing. The test length of 20 minutes is optimum. It is long enough to ensure authentic communication (after any canned passages peter out) and short enough that transcribing time is reasonable. Eight groups of three can be tested in three hours of class, the normal weekly class time, so there is no reason to have tests shorter than 20 minutes.

Initially the test grading was my holistic impression of their global speaking ability, weighted with the amount of new topical vocabulary used. While I felt this provided sufficient accuracy, it offered little in the way of actionable feedback. To this end, recording and transcribing was introduced.

**D. Transcribing: the new mirror**

Transcribing provides extensive audio and visual feedback for students. They hear and read their performance and mistakes, as well as that of their two partners. Here then is personal, self-evident, self-correctable feedback. The transcripts contain an overabundance of self-evident and self-correctable errors. (*My brother, she is in army*, requires no teacher input.) Simply put, the audio feedback and transcripts provide more errors than there is class time for addressing and correcting. On average, transcribing and data compiling takes about 3.5 hours. Students who are not conversant with Word and Excel soon are.

Transcribing turns out to be a major win-win. Students get personal feedback and teachers get accurate grading data, which can in turn be used for measuring improvement. Furthermore, unlike other tests, the act of transcribing after the test, uniquely results in improvement after the test.

**III. Transcript data**

**A. Eureka moment**

At the end of the first semester of transcribing, while giving a cursory glance at the number of words spoken and comparing it to student photos, it quickly became apparent that the students who spoke the most had the most ability, and those who spoke the least had the least ability.

I then ran correlations between speaking ability, and total-words spoken and average-length-of-utterance to see if those two indirect measures had any correlation. See Table 1. To verify accuracy, two semesters I had three other professors independently score student ability by viewing their midterm and final test videos, and ran correlations. All correlations were in the same narrow range.

The total-words to speaking ability correlation of  $r = .78$  in a low-stakes communicative classroom test compares favorably to the high-stakes, three-hour, 45-minute American SAT test and its correlation to academic performance in the range of  $r = .50$ .

**B. Non-Eureka moment**

The transcript data also included the

**Table 1**

	Basic speaking ability	Total words spoken	Average words per utterance	Final & test & partners &
1	96	1215	12.1	1215
2	93	1209	11.4	1209
3	80	1198	18.1	1198
4	86	1131	7.9	1131
5	85	1096	16	1096
6	77	1064	23	1064
7	77	1001	12.1	1001
8	77	885	14	885
9	75	876	13.1	876
10	77	805	10.3	805
11	78	667	10.2	667
12	77	665	13.6	665
13	75	626	15	626
14	75	621	11.9	621
15	78	597	15	597
16	70	577	10.5	577
17	75	564	13.7	564
18	72	502	6.2	502
19	74	295	8.9	295
20	72	265	6	265
21	70	131	7.3	131
<b>Average</b>	<b>78.1</b>	<b>761.4</b>	<b>12.2</b>	



<b>r = .78</b>	<b>r = .18</b>
Correlation to speaking ability	

average-words-per-utterance. Would this also have a strong correlation to speaking ability? Such was not the case. The correlation between average words per utterance and speaking ability was low:  $r = .18$ . See Table 1.

Two reasons can account for this. First, it is common for low-level students to memorize some phrases and then speak little during the remainder of the test, leaving them with a high average-words-per-utterance, but low total words. Conversely, many high-level students often make a lot of short comments (*Really, No kidding*) and ask short questions (*When? Where? What about you?*).

### C. Final test partners

Final test partners are always different, and grouped by total words spoken on the mid-term test (figure 2) This prevents high-ability speakers from monopolizing the conversation and gives lower-ability speakers greater opportunity. An important factor in classroom testing is fairness and when students are shown the total-words reason for their final-partner pairing, the pairing appears fair, and is appreciated.

### D. Using the correlation to grade speaking ability

Post-test grading combined the holistic and vocabulary scores with the total-word count. This triangulation and mixed-methods research measures the same event from different angles, providing an overall, more accurate picture. The weighting is a calibration of easily-obtained data.

70%	ABILITY: a holistic score of their global speaking ability (qualitative)
20%	PREPARATION: number of advanced vocabulary words (qualitative and quantitative)
10%	PERFORMANCE: number of total words spoken (quantitative)

Table 2 shows an example of how this grade triangulation spreads the grades out, based on performance, not on errors. Shown are 5 students with the same basic speaking ability (65/70, A-) score and differing vocabulary and words spoken scores. The resulting grades range from 95 to 75, for students with the same speaking ability. Unlike test designers, classroom teachers require accurate *and* wide-spread grades. This test provides both. Does this scoring give an accurate speaking ability score? Yes. Does this scoring give an accurate speaking performance score? Yes. The score is a balance of ability, performance and incentive.

**Table 2**

	Ability	Vocabulary	Total words	Score
	70%	20%	10%	100%
1	65	20	10	95
2	65	17	9	91
3	65	12	8	85
4	65	8	7	80
5	65	4	6	75

Here then is a way to objectively and directly grade the product of communicative speaking classes.

1. First and foremost, an accurate speaking ability grade can be rendered without recourse to the standard grammar, pronunciation, accuracy, fluency, comprehension and vocabulary scoring. There is no need and little benefit to tediously compile those indirect and impactless indicators.
2. Second, it is transparently fair. Students can clearly see all facets of their – and their classmates – test performance.
3. Third, it has great discriminability. It spreads the grades out by performance, much more so, and more precisely, than grammar, et al.
4. Fourth, it measures how much students do, not how much they do wrong. By rewarding how much students do, it impacts them to do more.

## IV. Second eureka moment: measuring improvement

The total words count and average words per utterance also provide a benchmark of current ability and a baseline for measuring improvement. While the average-words-per-utterance does not have a usable value for grading speaking ability, it is very useful for measuring speaking improvement. Table 3 shows the data from the cover sheet of a typical final test transcript. This data represents the average improvement in five years of testing.

Higher-ability speakers in general did not significantly increase their average words per utterance. In fact, they might have lowered them to accommodate lower-ability partners. On the other hand, low-level speakers often showed a marked increase in both total words and average-words-per utterance.

**Table 3**

	New vocabulary	Number of times I spoke	Average words per utterance	Total words I spoke
Midterm test	7	51	10.5	539
Final test	12	48	13.1	630

**Improvement      25%      17%**

For a limited longitudinal study, I compiled data for 15 students who took my class two consecutive semesters (level 1, then 2). Each student took four speaking tests with eight different partners. From their first mid-term test in the spring, to their fourth test in the fall, the average words-per-utterance improvement was 30% and the average total words improvement was 39%.

## V. Test practicality

Ultimately, the test's practicality and utility rests on student appraisal. End-of-semester questionnaires over three semesters indicate that most students appreciated the value of transcribing the test.

- |  |         |        |              |
|--|---------|--------|--------------|
| 1. Was transcribing the test helpful?            | Yes 67% | No 16% | Not sure 17% |
| 2. Was compiling the data from the test helpful? | Yes 63% | No 20% | Not sure 17% |

This Likert scale was used for Table 4.

1	2	3	4	5
not at all	not really	so-so	ves	verv much

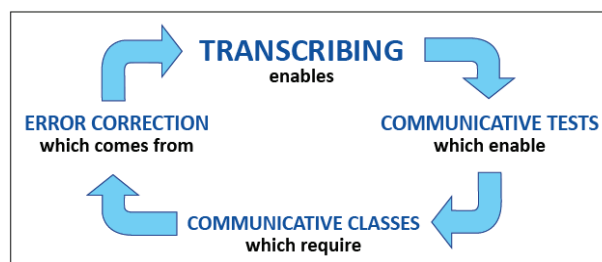
**Table 4**

1. Did listening to yourself help show you your mistakes?	4.44
2. Are the results worth the effort? Was this a good use of your time?	4.08
3. Is the speaking test a fair test for this course?	3.97
4. Was transcribing helpful to improve your English?	3.90
5. Is the speaking test a valid test of your speaking ability?	3.84
6. Did listening and transcribing motivate you to try to improve your English?	3.73
7. Is your data helpful to improve your English?	3.56
8. Was recording on your smart phone and watching yourself helpful?	3.53
9. Is the grading test fair? 70% basic speaking ability, 20% vocabulary, 10% number of words spoken.	3.47
10. Would you like to have three or four speaking tests per semester?	2.83

The method described in this paper can be summed up in the chart below. For long-term students who are beginning speakers, it is a closed, self-correcting, self-improvement system. As for instruction and corrective feedback from the teacher: if the teacher is speaking, students are not.

Furthermore, students know who the best speakers are and learn from them. I posed the question on a survey: *Would you prefer to have speaking partners with higher ability, the same ability, or lower ability?* The results: higher ability 36%; same ability 63%, lower ability 1%.

It may be that the top third (approximately) of every class is a valuable but unrecognized teaching source. In addition to motivation and role models, the better speakers may provide Krashen i+1 effect.



## VI. Discussion

For a test to be considered useful and effective, it must generally meet six criteria: *reliability, validity, authenticity, impact, effectiveness* and *practicality*. In testing terms, this test is:

- **Practical.** It is easy to give and accurate.
- **Valid.** It tests communicative competence with a communicative test.
- **Reliable.** Five years of giving this test have yielded consistent results.
- **Authentic.** Real-world conversations.



- **Interactive.** Real-world conversations.
- **Impact.** Personal feedback, motivation, improvement and gratification for students, and actionable data for teachers and administrators.

In classroom teaching terms, this test:

- is easy to give and grade.
- is accurate, with a wide grade spread.
- provides individual feedback
- is effective: improves ability by 21% in seven weeks.

The restriction, the bottleneck, to improving speaking ability is speaking tests. Grammar graded tests result in more grammar study while memorizable role-playing tests result in more memorization. The orthodox facets of *grammar*, *pronunciation*, *fluency*, *accuracy* and *comprehension* are subjective and indirect measures. Speaking ability can be tested en masse over the Internet, but has no actionable impact. The primary goal of a speaking class is to improve ability, not precisely measure discrete components of ability.

In middle and high school classes, which have a wider range of ability than university classes, the tests will be more accurate. Furthermore, high ability speakers do not speak as much as they can, and low ability speakers are graded leniently (because grades are shown in class). This reduces accuracy, but the test is still a balance of accuracy, incentive and fairness.

In the eight weeks from midterms to finals speaking ability improves 21%. If the test were given during the first week, the increase for the semester would probably be in the range 40%. This is not rocket science. Beginners who do a lot improve a lot. This test offers a way to measure how much is done.

Every Korean and native-speaker teacher can give an educated opinion holistic score and make a list of vocabulary used. Every student can transcribe, and transcribing is a very beneficial task in its own right. Transcribing enables communicative tests, which enable communicative classes, which are required to improve speaking ability.

## VII. Conclusion

This practical test both measures and improves speaking ability. For teachers and countries with a communicative will, here is a way.

### The author

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# Teachers: Stop Talking and Use Your Hands!

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## Abstract

Teachers of English (taught in English) face a large hurdle when communicating with their students. Error correction, elicitation and grammar explanation can be difficult. Native English Teachers often try to explain these concepts and answer questions in English. This often has the result of further confusing the students. The use of hand signals can give a structure or scaffolding from which students can produce and correct their own English sentences. By using hand signals, teachers can minimize the students' mental processes used to understand the Native English Teacher. These additional mental resources can then be used to better understand and produce the desired target language. In addition hand signals provide a non-variable standard set of visual aids which increases students' attention and gives a visual component for visual learners.

## I. Introduction

Communicating with beginner and intermediate students can be a challenge. Most ESL teachers quickly learn that verbal explanations while possible are indeed very difficult.

It is well known that visual aids have many benefits to students. Visual aids assist the teacher in vocabulary, sentence structure, creating context and elicitation. That said, most visual aids are created during lesson planning and this leaves an opportunity for a non-variable standard set of visual aids that can be used in the classroom.

Often ideas from other disciplines give opportunities to new disciplines. These hand signals were born in part by considering the hand signals used by scuba divers. Scuba divers communicate under water by learning a set of hand signals prior to diving. Using this idea gave rise to inventing a set of English hand signals which students could learn before English production. The signals are intuitive, easy to learn and are quickly mastered by most students. They have the added benefit of adding a visual component for visual learners. The hand signals also add an entertainment value which assists the teacher in maintaining classroom attention.

## II. Language Structure as a Barrier

Korean and English sentence structures are very different. Korean uses "markers" and post-position syllables to identify the elements of a sentence (subject/object/prepositions etc.), whereas English largely uses word order to identify sentence elements.

Korean often omits the subject of a sentence. English rarely omits the subject. (Imperatives or commands are one example where the subject is omitted; however commands are directly given, so the subject is implied.)

Many words that we consider adjectives in English are used as valid verbs and sentences in Korean. The Korean words for "pretty", "fat" and "good" are such examples. In Korean, a speaker can say these adjectives and they are accepted as perfectly valid sentences. The corresponding English often uses three word sentences for these adjectives. Subject + "be" + adjective would be the corresponding English sentence.

Imagine this problem from the Korean students' perspective: the old rules for building understandable sentences no longer work; they must learn new vocabulary (a monumental task in itself); they must try to understand the teacher speaking in English (a very intimidating task); and now the teacher wants to explain the new rules in a language they don't fully comprehend.

The students need a simple structure they can use to produce better English. Options to solve this problem include: 1) Explaining the structure in their 1<sup>st</sup> language; 2) Explaining the structure in English; 3) Hoping that through listening, reading, speaking and writing (in English), they will find and realize the subject verb structure we use in English.

I propose that visual aids such as hand signals and minimal explanation in English and Korean are a preferable solution. These hand signals are non-variable, standard and repeatable during the classroom experience.

### III. The Hand Signals by Groupings

#### A. Time - Past / Present / Future

The first hand signals taught are for past, present and future tenses. These concepts are easy to understand for the students as their first language has similar constructs. I use simple, well known, standard verbs such as study, talk and listen when teaching these hand signals. I elicit the past, present and future of each verb while giving the hand signals. I often elicit the past, present and future form of a Korean verb during the initial teaching of these signals. This helps the students grasp the concept very quickly. While teaching the hand signals, many "time words" can be used to give the students an additional chance to understand the context.

Past: yesterday, last week, last month, 3 years ago...

Present: now, right now, today, everyday....

Future: in one hour, later today, tomorrow, next week, next year, in 20 years....

#### B. Sentence Structure - Subject / Verb / "Blah Blah"

These are the most important of the hand signals. These provide the scaffolding which students can use to produce better English sentences. It is a greatly simplified version of the "Subject + Verb + Object + Manner + Place + Time" model given by many academic sources.

While "blah blah" is not exactly academic language, I have found it assists the students by simplifying the "object, manner, place, time" portion of the sentence. I also contend that errors made in this part of a sentence tend to be far less detrimental to communication. A preposition in error or an out of place adjective is easily fixed by a native English speaker. As always it is a trade off between fluency and accuracy. I prefer to concentrate on accuracy for the subject and verb. I prefer to concentrate on fluency for the "blah blah" portion of the sentence.

There are a few items of note for effectively using this structure. The teacher must understand that the true structure is Subject Clause + Verb Clause + Everything else. The teacher should as soon as possible teach the students that "verb" can be two or more words in English (such as continuous verbs, perfect verbs or modal verbs). Addressing the "two or more word verbs" early greatly eases the teaching of question production later.

Teachers should look for opportunities to show the students irregular sentences. After identifying the irregular sentences, I suggest rebuilding the sentence into the "subject + verb + blah blah" model. Take the example "In the morning I will do it." Now visualize trying to understand this sentence as a beginner English student. I suggest letting the students know that this is "good English", but "Let's change it to "easy English". Using hand signals elicit the subject of "I" continue using hand signals to elicit the two word verb of "will do" and finish the sentence to elicit the "blah blah" of "...it in the morning." The student now gains confidence that even if they can not reproduce this sentence structure, they can produce a synonymous sentence using the common structure of "subject + verb + blah blah".

#### C. Error Correction – Make a Sentence / One or Many / You Forgot an "S"

Largely because of Korean/English differences, Koreans will produce English which is simply a verb or adjective. This appears to be L1 interference. The teacher can signal with their hands "Make a Sentence". If the student has problems making a subject/verb sentence, the teacher can resort to "subject + verb + blah blah" to elicit the items of the sentence. Finally if the student makes a sentence but it is the wrong time tense, the teacher can elicit the proper time tense with "Past Present or Future".

Again largely because of Korean/English differences, Koreans forget to use a determiner or plural "s" with their sentences. This exposes itself with sentences such as "I have boyfriend." The teacher can use the "One or Many signal" to indicate confusion. Further the teacher can walk the student through the sentence with "subject + verb + blah blah", and then elicit a determiner (by using the "1" hand signal) which will likely be "a" or "an".

You forgot an "s" is used to correct the third person s in present simple sentences. While there is an ongoing debate on the importance of this conjugation, I would argue why not start correcting it now?

With advanced students I explain that "He talk\_\_ with the principal." can confuse a native speaker. The native speaker must guess or infer whether this sentence is past or present tense. Is the intended sentence "He talked with the principal." or is the proper sentence "He talks with the principal."

It is not my intent to solve this third person s debate, but rather to give the teacher a tool to correct it if they see fit in their learning environment.

#### D. Questions – Make the Verb Strong / Yes, No Questions / General Questions

The question hand signals are the last and most difficult signals to teach. Teachers should ensure that the students are ready to make this leap before introducing these signals.

Yes/No questions in English are the base for general questions. Yes/No questions are created by exchanging the subject with the "first helper verb". This works for model "helper" verbs and auxiliary "helper" verbs. The problem with this structure lies with present simple and past simple verbs. Finding an easy way to communicate the usage of the "do assist" verb is challenging. Even with present simple and past simple verbs, the "be" verb is an exception. To solve this problem, the teacher can use the "make it strong" hand signal.

### 1. Make the Verb Strong

Great care and effort is suggested in teaching the "make it strong" concept. A context I have had luck with is a conversation with my mother regarding studying. I play act the conversation and over dramatize the mother's voice and my reactions. After each sentence, I elicit the "subject + verb + blah blah" structure from the students to ensure they realize the do assist in the verb clause.

Mother: Steven, study everyday.

Me: I study everyday mother. (Delivered very happily and lovingly.)

Setting context: I am angry at mother today. I am not happy.

Mother: Steven, study everyday.

Me: I **DO** study everyday mother!!!! (Delivered strongly and angrily.)

Now the simple present conversation above (the same conversation can be changed to past simple) follows the standard Yes/No question creation. I suggest the teacher repeat many times that this "strong" concept only applies to simple present, simple past, non"be" verbs.

### 2. Yes No Questions

When the sentence is a "two or more word verb" or "be verb" form, the subject is changed with the first word of the verb. I whistle when I give this hand signal. I also whistle when I give the "general question" hand signal. The whistle serves as another indicator to the students that we are making questions now.

### 3. General Questions

With the yes no question formed, making a general information question is simply adding a question word (who, what, when, where, why, how, how much) in front of the yes no question. Often this leads to some erroneous questions because the students are following a flow chart model to create the English. This error is easily fixed and students soon stop making the error.

For example;

Starter Sentence: He eats kimchi.

Strong Sentence: He does eat kimchi.

Yes No Question: Does he eat kimchi?

Bad General Question: What does he eat kimchi?

Corrected Question: What does he eat?

### D. Miscellaneous Hand Signals

Students can be prompted to speak or repeat simply by putting a hand behind your ear. Raising your hand when asking a question tells the students to do the same to answer. Good English can be indicated by a large dramatic thumbs up. Sometimes I indicate if I want a positive or negative sentence by putting my thumbs up or down when I signal the verb portion of a sentence. Nodding your head and a big smile encourages students when they are creating a good sentence. This same nodding of the head and big smile ensures them that the wait time they are using to think is OK and expected. A high five or a double thumbs up always gets a big smile of accomplishment from a student.

## III. Conclusion and Proposal

These hand signals have not been academically reviewed or studied. I have no academic proof or data that they improve outcomes, improve learning or improve quality of production. I have no references to cite that supports my theories that the hand signals work. What I do have is four years experience using and refining the hand signals in two countries. I have used them with middle school students through adult learners.

I have seen presentations which did cite academic sources on the use of colors to teach sentence structures.

I believe using your hands to indicate a subject or a verb is just as valid as using colors on a PowerPoint sentence to make that same indication.




While these ideas have not been vetted through academic research, the author is very interested in assisting in such a research study. If any English teaching academic (or thesis candidate) would like to perform such a study, please contact the author at the email address located at the end of this article.




#### IV. Credit where Credit is Due



While I have created the majority of these hand signals, I did not create the concept nor the first hand signals. I must pass on a big thank you to a mentor and good friend, Anthony Hocking. I met Mr. Hocking when we were teaching for EPIK in Busan, South Korea. Like many new teachers in Korea, I had no experience in language teaching at the time. I did however have a strong desire to learn and serve the students well. Anthony taught me a lot. He helped me design many lessons during my first weeks in Korea. He taught me the past, present and future hand signals and encouraged me to get my CELTA for which I am also very grateful. Anthony Hocking currently works for the British Council in Seoul South Korea.

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Verb Tense Signals		
		
Past	Present	Future

Assist the Students in Building Better Grammatical Sentences		
		
Subject	Verb	"blah blah" Object+Manner+Place+Time

Miscellaneous Signals	
	
Make a Sentence	Speak / Repeat / Louder



"S" Hand Signals (the "a" signal is a logical addition to elicit the "a" or "an" article)



You Forgot a 3<sup>rd</sup> Person "S".



One or Many? (Plural Error)



One (Elicit an "a" or "an")

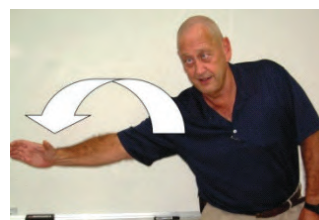
Question Hand Signals



Make the Verb Strong  
(Do Assist for the Present Simple  
and Past Simple)



Make a Yes/No Question



Add a Question Word  
(Make an Information Question)

# Freshman English for the NEAT: A New Paradigm

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## Abstract

This presentation describes the design and implementation of a Freshman English program that moves beyond ‘conversation English’, having been commissioned to meet the academic and professional needs of university/college students in terms of speaking and writing English. The aims of the 6<sup>th</sup> and 7<sup>th</sup> National Curricula and the NEAT have been incorporated into two in-house textbooks through the use of a task-based, integrated approach. Student-centered activities promote autonomy, responsibility for learning, and collaboration, and lead up to the design and presentation of a group project at the end of each semester. Regular self-assessment, peer-assessment, and peer editing of written assignments help to develop language awareness in the Zone of Proximal Development and promote the acquisition of learning strategies as well as developing higher or derthinking skills, with the aim of developing lifelong learning skills as well as the spoken and written English necessary in a global economy. The presenters will describe the program, along with instructor-feedback, student evaluations, and recommendations. They will also look at change management and team building, including the need for administrative support, and candid feedback and input from instructors, in order to establish and maintain new standards.

## I. Introduction

Freshman English programs in Korean universities/colleges were introduced in response to the 6<sup>th</sup> National Curriculum, which focused on the development of communicative competence in Korean students. The 7<sup>th</sup> National Curriculum added a student-centered approach, tasks, logical and creative thinking, and English for globalization. Further reform has produced the National English Ability Test (NEAT), with its equal attention to all four language skills. In addition to its use in high schools (NEAT Parts 2 and 3), the government’s intention that Part 1 (adults) will replace the TOEIC will have an impact on Freshman English programs. In this context, this presentation describes the design and implementation of a Freshman English program that recognizes new trends and attempt to address them. In addition to the influx of foreign universities to Korea, mostly using English as a teaching medium, Korean universities are currently experiencing great growth in the number of international students, English-medium classes, students applying for overseas internships, and double-degree programs. In this situation, the competent use of English is a necessity rather than an advantage (Graddol, 2007) and needs to be applicable to university study as well as to future careers.

This extended summary sets the scene for the conference presentation by describing the philosophy and the theory that went into the authoring of the two books. This philosophy was constructivist (Williams & Burden, 1997) and task-based (Finch, 2010), taking a student-centered approach that the author has found to be extremely effective with Korean students (Finch, 2012; Littlewood, 2000). The teaching and learning philosophy is described and explained in depth online (<http://www.finchpark.com/courses/mission.html>) in conjunction with a website that has been set up for the students and instructors as part of the program (<http://www.finchpark.com/KNUFLE/index.html>). This website offers reference, listening, reading, writing, viewing, games, and teacher links for each Unit of each book, so that students of all levels can access further learning resources and can prepare and review the learning content of the lessons.

Taking a practical approach, the *Freshman English* series focuses on the language learning needs of the students, both in college and in their future careers. For this reason it goes beyond the ‘conversation-only’ curriculum and takes an integrated, whole-language and whole-person approach, providing authentic input and opportunities for output (performance) using all the language skills. The spoken and written activities that form the framework of the Units are set in meaningful contexts and encourage students to see English as a living language – one that will be beneficial to them now and in their future lives.

Learning English in the EFL setting can no longer be justified solely in terms of being able to speak to foreigners. Globalization, international corporations, Free Trade Agreements and a booming tourist industry have upgraded English to a Lingua Franca (ELF), while the economic status of the Asian Tigers (Hong Kong, Singapore, South Korea, and Taiwan), along with China, India, and Japan, has given birth to a sizable community of business

people who negotiate and communicate in a common second language – English. The fact that this L2 takes the form of Konglish, Japlish, Singlish, Chinglish, etc. is indicative of the recent growth of regional Englishes (World Englishes), and highlights an important change in the language teaching paradigm. EFL learners now need English for use in their domestic situations in addition to potential international uses, and consequently they need formal and academic English as well as the informal language that has featured in many course textbooks to date. In view of these developments, Freshman English aims to provide an infrastructure of appropriate learning opportunities for college and university students, helping them to develop language skills that they will need in their chosen specializations.

The keywords for teachers in the program are: Confidence, Motivation, Independence, and Flexibility. The first three of these words express the non-linguistic goals of the books and are based on the idea that students who are confident, motivated and independent will be good language learners in, outside and beyond of the classroom. The fourth keyword refers to the role of the teacher in facilitating appropriate learning experiences. Rather than expecting all the students to perform the same tasks at the same time and in the same ways, a flexible teacher is able to monitor individual students, assess their learning needs and guide them onto tasks that are suitable for them. The two *Teacher's Guides* endeavor to give suggestions on how this might be done, in terms of fostering discovery learning, teamwork, and self/peer-assessment. These skills are vital in the workplace, but are rarely emphasized in academic environments. In addition to promoting linguistic, affective, and cognitive goals, it is hoped, therefore, that this series will empower teachers in the promoting of learning skills in their students, and that these future business people, medics, lawyers, engineers, academics, politicians, and public servants will later look back on their Freshman English experience and see it as the time when they learned how to learn rather than what to learn.

## II. The students

Unit 1 of Book 1 (semester 1) looks at the topic of identity. This topic is relevant and meaningful for freshman students for a number of reasons:

1. They are experiencing a transition time (rite of passage) from high school to university and are arriving in unfamiliar surroundings, both personally and academically.
  - a. Personally, they are moving out of the 'secure' environment of high school, in which everything is managed for them. They now have the freedom (and responsibility) to manage their own time, study and social life. This can be very disorienting, since they have rarely had counseling on how to take on adult life.
  - b. Academically, they suddenly have the freedom to choose courses and study routines. They now attend lectures in which (in theory) they are supposed to use higher-order thinking skills and critical thinking, rather than writing down everything that the teacher says.
2. The Freshman English Program requires that students develop all four skills (reading, writing, listening, speaking), with special emphasis on the performance skills. Students have had little practice in speaking and writing in English (though the NEAT exam will change this when it starts in 2015) and are naturally nervous about acquiring these skills.
3. The act of learning a foreign language causes students to have a dual identity, since they are often unable to express themselves beyond simple utterances and can feel childish. Development of self-esteem is therefore extremely important.
4. Students find themselves in new English classes, with new teachers and new classmates. This is also a time of anxiety, as they attempt to establish new relations and new friendships.

For these reasons, *Freshman English 1* has an external structure and an internal structure, both of which place the individual learner at the center, encouraging personal investigation and discovery. The focus gradually becomes wider during the book, developing practical English skills within an ever-expanding context.

### External structure:

- Personal section (Units 1 –4). This section helps the individual learner to examine his/her identity, self-esteem, hopes, dreams, ideas, values and learning styles.
- Local section (Units 5 – 6). The scope is widened to the close surroundings: family, friends, school, music, hobbies, and fashion.
- General section (Units 7 – 8). The path of discovery expands to culture, art, people, tourism, nutrition, and history.

- Global section (Units 9 – 10). We now look at Spaceship Earth, with its global and human issues such as technology, climate change, alternative energy, and natural resources.
- Presentation section (Unit 11). This section builds on everything that has been learned so far, offering an opportunity to develop and practice presentation skills.
- Resources section (Word Bank). Finally, this section contains useful vocabulary, conversation gambits, a marking code, answers to the puzzles that appear in the Units, and an English-Korean glossary of words used in the book.

#### Internal structure:

The internal structure of each unit follows a similar path to that of the external structure, proceeding from individual work to pairwork and group-work, before returning to individual writing and peer-feedback. Each Unit comprises two main sections, which are referred to as Lesson 1 (speaking) and Lesson 2 (writing), though the integrated nature of the activities means that the four language skills are constantly in use during the process of exploring, finding out, understanding, applying, analyzing, putting it all together, performing, evaluating, and concluding.

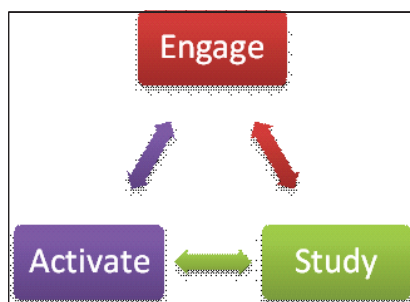
In the second semester, the student-focused content is emphasized by including six student participants in the course book. These participants come from various countries (UK, Turkey, Estonia, China, and Korea) and appear in dialogs in which they experience the same learning content as the students in the classroom. In addition to providing user-friendly starting points for role-plays, these dialogs introduce students to the concept of international study – a theme that is very important in semester 2. In fact page 1 of Book 2 asks students what they intend to do in their university experience. If they wish to be able to read technical textbooks in English, study overseas, study in English-speaking universities in Korea, work in English-speaking companies, or conduct business in Asia, then they need English skills. However, they also need many other things on their résumé. Book 2 therefore makes the point straight away that employers and universities are looking for extra-curricular content on the résumé and students have to start thinking about this in their Freshman year, rather than waiting until it is too late. When they visit the Department of International Affairs in their Junior year, they are invariably asked for evidence of academic preparation for going abroad. The response "I will do my best" does not cut any ice at this stage. In view of these factors, the new Freshman English program aims to positively empower students by helping them to make a professional portfolio (résumé, cover letter, bio, personal statement) and to begin on extra-curricular activities in good time. This will help them in every job-application situation and is an extra-linguistic goal of the program, once more going 'beyond' the confines of 'conversation' English.

### III. The approach

The first semester of the program focuses on the development of academic speaking skills alongside an introduction to writing skills. This introduction consists of a different paragraph type on each Unit, with the aim of helping students to be able to write a well-constructed paragraph by the end of the semester. This will then enable them to perform the more academically oriented writing in the second semester.

Rather than the outdated and unsound 'Present-Practice-Perform' model of language acquisition, it is suggested that teachers try the 'Engage-Study-Activate' model (Harmer 1998) in the first semester. This model gives flexibility to the teacher, since the stages are interchangeable:

This model allows teacher to ask students to perform the activities first and to observe how they manage the particular discovery-learning task. If they are successful, then there is no need to explain the information in the instructions at the top of the page. Discovery learning is a powerful learning strategy. Learning by doing is an effective and meaningful method of internalizing information.



The second semester (Book 2) builds on the foundation of Book 1, introducing students to professional and academic oral and written skills. Learners who have successfully mastered the content of Book 1, with its integrated, whole-language approach, should by now be able to write basic paragraphs and edit each other's work, in addition to being competent peer/self assessors. Book 2 therefore explores written and oral genres of English that they will need in their university lives and their future careers: Bios, Résumés, Cover Letters, Autobiographies, Personal Statements, Follow-up e-mails, Reviews, Reports, and Interview Skills. These are explained and illustrated in the Units, along with opportunities for practice and rehearsal. As in Book 1, the spoken and written activities that form the framework of the Units are set in meaningful contexts and encourage students to see English as a living language.

The task-based approach of Book 1 is also extended in Book 2. Students are expected to be familiar with self-directed work and the activities therefore extend the problem-solving, critical thinking approach, encouraging students to take responsibility for their learning. Part of the process of acquiring professional and academic language involves becoming more professional and mature as human beings. Freshman students who have had a semester to settle in to their new, university environment should be ready for this challenge and should welcome the opportunity to take control of their learning and to learn the English that will take them into good jobs.

This utilitarian focus (instrumental motivation) must be recognized by educators since it is the reason the majority of students learn English. However, such extrinsic learning goals can be set in a positive, intrinsic learning environment and professional English can become an enjoyable and challenging subject. This proactive, workshop environment depends on the teacher for its origin and maintenance. While it is the learners who do the learning, it is the teacher who facilitates that learning by providing appropriate learning opportunities (the right thing for the right student at the right time) in an appropriate learning environment.

Teachers were encouraged in the Teacher's Notes to Book 1 to take an 'Engage Study Activate' (ESA) approach, reflecting and facilitating a task-based, autonomous approach to learning. Book 2 extends that approach to Inquiry-based Learning, with its '5 Es': Engage, Explore, Explain, Extend, Evaluate. This extension of the student-centered approach adds higher-order thinking skills as learning goals and truly puts the students at the center of the learning process.

**Engage:** The 5 stages are interchangeable, but it is always good to begin with Engage. As in the 'Engage Activate Study'(ESA) model, awareness, motivation, involvement, and a reason for learning are all important in triggering the learning process. The Engage stage sets the learning schema, presents the problem, and gets students to ask questions about what they know and what they need to know. They can then discuss ways of acquiring necessary knowledge (vocabulary, structure, etc.) and developing necessary skills (résumé writing, etc.). It is important to create interest and generate curiosity in this stage.

**Explore:** The Explore stage encourages students to look deeper into the learning content and to work together without teacher intervention or direct instruction. The role of the teacher at this time is to facilitate learning and to be a mentor, helping the students to frame questions and to test ideas. Group and class activities (surveys, role-plays, puzzles, discussion, etc.) are useful for encouraging interaction, negotiation of meaning, and risk-taking. In addition, examination of sample language (bios, résumés, cover letters, etc.) by individuals, pairs or groups, can help them to identify form and content through observation, deduction and inference (discovery learning).

**Explain:** The model language and formats referred to in the previous stage can also function as explanation, answering questions that students have formulated in the first two stages. At this point, students should be encouraged to work with the relevant ideas, asking for clarification and listening critically to the explanations of peers and the teacher. Having identified their learning needs (Engage) and explored ways of satisfying them (Explore), students can now appreciate relevant input (Explain) from classmates (i +1; Zone of Proximal Development) and from the teacher. Instead of the answer being given before students have asked the question, it appears here as the result of individual inquiry. This 'answer' (learning content) will be different for each student, according to the differing learning backgrounds, range (vocabulary), accuracy (grammar, structure), proficiency, and learning styles.

**Extend:** This stage offers opportunities for the acquisition and application of learning strategies. Students apply the relevant ideas and skills in authentic situations, building upon the explanations of the previous stage. This is a time to try out new hypotheses and gain familiarity with the concepts explored in the second section. As already mentioned, the five stages offer an interactive rather than a linear model. Not only can they be performed in different sequences, but they also contain aspects of each other. The Extend stage can



provide rehearsal of the content of other stages or it can allow students to use the new information to ask questions, make decisions, and experiment.

**Evaluate:** Evaluation is a continuous process that should be part of every stage of the learning experience. In addition to teacher feedback, it is important that students should learn how to assess their own learning, since this enables them to set realistic goals, based on their assessment of the extent to which previous goals were achieved. This is a skill that will benefit the users throughout their lives.

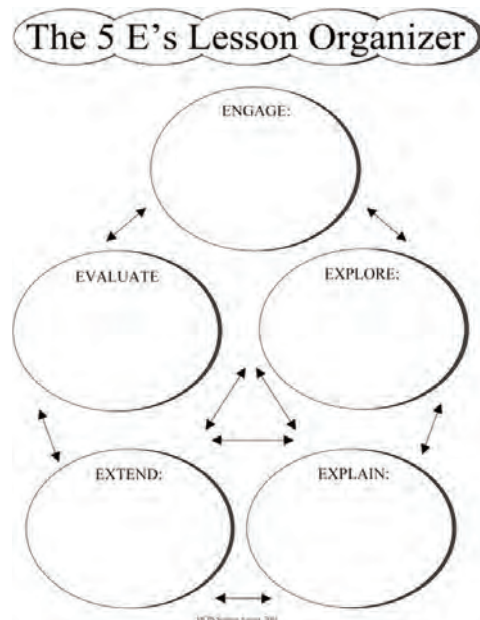


Figure 1: MCPS Science Office, August, 2001

Inquiry-based Learning has successfully been used in teaching math and science, and its discovery-based, problem-solving approach also offers exciting opportunities for language teachers and learners. Students need a suitable learning environment in which to develop social, cognitive, affective, and linguistic skills, and Inquiry-based Learning satisfies this need by treating learners as intelligent, self-directed individuals with unique learning paths. The higher order thinking skills that are promoted in this way are developed in the activities in Book 2, and lead up to a final project in which students have an opportunity to demonstrate their abilities to the full.

This is a time of great technological and social change. Smart technology is changing the way languages are used and learned, and various social trends are changing the way in which its clients perceive education. *Freshman English, Book 2* therefore aims to promote an open, inquiring mind. Not only will its users need English for jobs that have not been invented yet, in environments that cannot be predicted, but they will also experience social changes firsthand. It is vital, therefore, that educators offer opportunities to develop learning strategies in a non-threatening micro-society of cooperative, problem-solving, critically thinking, mutually respecting individuals. In this way, they can prepare their students for the future.

This summary has given the background to the program. The conference presentation will concentrate on the responses of the students and instructors, along with management, professional development, and other issues.

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# What's Wrong with Following the Book? Using Methodology to Adapt Textbook Activities

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## Abstract

What's wrong with following the book? It can be difficult for new teachers to develop a discernment to see the middle ground between following a textbook exactly and discarding the book and making activities from scratch. This presentation will draw on knowledge and experience from the attendees, as well as from current teaching methodologies, to demonstrate the modification of textbook activities in order to best suit the wants and needs of students in EFL classrooms in Korea.

## I. Introduction

New teachers of English, at all levels, often find themselves with a textbook and seemingly simple instructions from a head teacher or boss: teach one chapter in this book per week. As teachers we all sometimes feel constrained by the textbooks we are required to use in our classes. These textbooks might be too easy or too difficult for our students; the activities might be too dry, repetitive, childish, or perhaps clearly inspired by outdated theories of language acquisition. For a new teacher, the first taste of ineffective textbooks comes when a lesson falls flat, even though the teacher followed the textbook's instructions carefully. How can a new teacher develop the discernment and intuition to know what activities will or won't be successful in a classroom?

## II. Textbook Evaluation

In this presentation, we'll consider a page each from 3 popular textbooks. We'll brainstorm effective ways to modify these activities, given advanced prep time and also on the fly for those "can you teach this class in 10 minutes?" situations. We'll also examine the language acquisition theories underlying our choices and textbook modifications. At the core of our endeavor is the assertion that teaching is not merely a "teacher-proofed" adherence to a textbook but, as Ana Maria Villegas (1988) describes, a culturally responsive instruction in which teachers respect culturally different ways of using language in the classroom. It is important not only to respond to the students' national culture but regional and individual classroom cultures as well –and only the teacher him/herself has the ability to recognize and modify textbook activities according to student wants and needs.

### A. Attendee Participation

In the first half of the presentation, I will display slides of a page or two from an English learner's textbook and pose the following questions: 1) What is one positive point you see in this book's approach? Why? 2) What's a negative point? Why? 3) How would you teach these pages in your class? We will explore three books, two at the adult level and one at the elementary school level. After a discussion in small groups, we will debrief as a large group and write attendees' ideas on the board. These books we will examine are detailed below.

Table 1. Books Evaluated in the Presentation

BOOK TITLE	AUTHOR/EDITOR	YEAR	DESCRIPTION	PAGES USED
<i>Smart Choice 1</i>	Ken Wilson	2011	Conversation-focused book with a bit of listening and reading	86, 98
<i>초등학교영어6</i>	함순애, et al.	2011	Elementary school English textbook with a focus on all four skills	87, 215, 216
<i>Jazz English</i>	Gunther Breaux	2012	Conversation textbook for adult students, focus on vocabulary lists	16, 17

## B. Roots in Methodology

With ideas from the audience participation stage of the presentation still on the board, I'll connect these ideas to current methodologies and good practice in the classroom. Though audience input will guide specifics, I'll focus on a few themes that guide my own textbook modification. First and foremost, activities should have a communicative purpose, requiring students to demonstrate communicative competence (Hymes, 1972). In order to be classified as meaningful, Lee & Van Patten assert that activities should focus on an informational or social exchange, and have a range of possible student responses (2003). For the activities we'll examine, this will mean we'll have to be critical about the content the students are expected to exchange. Is it information they care about, or is it simply a substitution of different nouns and names to practice a grammatical structure? Rings (2000) recommends modifying textbooks questioning the students based in their own cultural experience, asking first safe questions and then moving outward from there. In respecting the social and cultural capital that students bring to the table (Bourdieu, 1986), teachers can modify activities so that they validate and empower students in the classroom, and also improve student uptake by making better connections to the content of the lesson.

## III. Conclusion

This presentation, geared toward the "101" new teacher audience, is an attempt to look critically at what every teacher does every day, consciously or unconsciously: modifying textbooks to better suit actual classrooms. I assert that the role of textbooks is not to provide a foolproof formula for teachers in action; a textbook can be a powerful tool only when paired with a teacher who is conscious of his/her students' needs and abilities. Textbook modification is a skill which is best finely honed after years of teaching. However, I hope that our discussion of suggestions and the exploration of methodology will help new teachers develop the toolset to both better serve students and also to defend the modification decisions they've made to do so.

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## The Presenter

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# Teach me to teach English in English: Navigating "top-down" implementation of target language as the medium of instruction for Korean-speaking teachers of English language

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## Abstract

From March 2010, The South Korean Ministry of Education, Science and Technology (MEST, 2009) is implementing a national 'Teaching English through English'(TETE) policy to institute English as the medium of instruction in English language classes throughout more than 1,300 general public high schools.

A notable feature of the TETE teacher education program is a 4-8 week overseas intensive postgraduate TESOL course hosted at Universities in 'core' English-speaking countries including the USA, Canada and Australia.

The present study adopted a multiple-strategy qualitative approach to explore the perceived effects of one such postgraduate program (RIAP, 2010, 2011) on the capacity and willingness of a cohort Korean-speaking teachers to meet TETE policy requirements.

The 13 participants perceived that the present requirements of the South Korean university entrance exams militate against the implementation of TETE method in the classroom, although they perceived TETE method to be desirable in practice. Most participants also perceived themselves to be working in professional isolation without the benefit of a 'Community of Practice' (Wenger, 1998), and none could perceive a unified strategic direction for the TETE policy they are charged to deliver.

Recommendations are made to investigate whether the self-reported 'professional isolation' of South Korean teachers of English is shared by their colleagues in other subject areas, and to develop teacher education courses which will equip these teachers with a higher degree of professional agency with which to navigate the challenges of TETE policy.

## I. Introduction

Trends first identified during the 1990s indicate both the absolute number and the proportion of the international TESOL teaching corps whose first language is not English outnumbers and will continue to further eclipse Native English Speaking Teachers (NESTs), as English consolidates and maintains its status as a global *lingua franca* this century (Crystal, 2003 Graddol, 2006).

Consequently, there is some urgency for the need to further develop our understanding of TESOL teacher education methods that can assist Non-native English Speaking (NNES) teachers of English to overcome the challenges they face when attempting to teach in a medium other than their first language (Braine, 2006 Kamhi-Stein, 2009 K. K. Samimy & Kurihara, 2006).

This study has the potential to elucidate not only some instrumental training components that prove successful in an NNES TESOL teacher education context, but also the role and significance of teachers' professional self-concepts both as individuals and as members of a professional learning community who are navigating a "top-down" educational policy environment.

This study also acknowledges that the widespread advocacy for and adoption of English-only policies for TESOL in EFL contexts has been challenged the literature, and has been implicated in critiques that portray such policies as a form of latter-day linguistic colonialism, which contest the status of native-speaker English as the ideal form, and which seek to affirm the validity and vitality of multiple Englishes, in which non-native speakers hold an integral and equal stake with native speakers (Canagarajah, 1999 Graddol, 2006 Kang, 2008 Kim, 2008 Littlewood & Yu, 2009a J. Liu, 2007 McKay, 2009 Pennycook, 1994 Phillipson, 1992).



## A. Research questions

This study poses the following research questions:

**Question One:** What are the effects of an overseas English-immersion program (e.g. RIAP, 2010, 2011) upon experienced Korean-speaking teachers' perceptions of the practicality of TETE method in their classroom?

**Question Two:** What are the vectors of challenge and resistance to the TETE policy that arise within the micropolitical context in which these teachers work?

**Question Three:** Does there exist an acknowledged Community of Practice (CoP) in the teachers' immediate working context and, if so, how do the teachers engage in this CoP in an effort to overcome obstacles to implementation of the TETE policy which they are charged to deliver?

## B. Features of the overseas TESOL immersion course

In order to evaluate how the present study engages with prior studies of ELT teacher education, it is essential to include an account of the instructional design and methods of the TESOL teacher education programme from which the original participant sample was drawn (RIAP, 2010, 2011):

- **Do-Evaluate-Design:** The course was based on a 3-step approach promulgated by Cullen (1994), in which "teachers-in-preparation engage in language lessons as learners (input stage), then they analyse and evaluate the lessons as professionals (processing stage), and finally they develop their own lesson plans (output stage)" (Kamhi-Stein, 2009, p. 95).

- **Sociolinguistic experiences:** Adopting an approach espoused by Lavender (2002) "if the program is offered in English-speaking countries, [it] should integrate the teachers' experiences in the country into the program" by making available to teachers both the opportunity to engage in authentic socio-cultural settings, but then also to reflect upon and drawn on those experiences to inform their practice both during and after the course (Kamhi-Stein, 2009, p. 95).

- **Not 'one size fits all':** Citing Simon Borg (2006), a program should "work to address how the *local context* contributes to affecting the teachers' instructional practice", and not to treat teachers as a "monolithic" group, and to take into account the "beliefs and values that are unique to the setting in which [teachers] operate" (Kamhi-Stein, 2009, p. 97 emphasis added).

- **Teaching grammar and vocabulary in context:** Based on the principles and instrumental features of *Content Based Language Teaching*, which is the "the concurrent study of language and subject matter, with the form and sequence of language presentation dictated by, or, at least, influenced by content material" (Snow, 1999, p. 462, quoted in Archibald, et al. 2006, p.29), the course enabled teachers to design classroom tasks that present new grammar and vocabulary as embedded within instructional tasks, requiring students to collaborate on solving a problem using target language (Snow, 2001 Swain, 2001). This represented a considerable divergence from teachers' existing practice, which approached language elements as isolated units of meaning, divorced from a specific subject or instrumental context.

- **Contested the 'native speaker fallacy' (Phillipson, 1992):** The program was designed implicitly to challenge the myth of the native speaker as the ideal speaker, so that the teachers could attain a sense of ownership of the language — a sense that they are *proprietors* of English, rather than approximators of some Platonic native-speaker Ideal English. The aim was to provide a context for teachers to develop a more "positive professional identity" and "a sense of professional legitimacy and self-confidence", with a reduced anxiety of performance and a reduced need for reliance on linguistic coping strategies (Kamhi-Stein, 2009, pp. 96-97).

## II. Methodology

A qualitative approach triangulating between an open-ended questionnaire (online), followed by classroom observations and semi-structured interviews at multiple sites was selected as being the most likely to result in credible, dependable and confirmable results within the limitations of time and resources available for the study (Harbon & Shen, 2010 Heigham & Croker, 2009 Holliday, 2010 Mackey & Gass, 2005 Ch.6-7).

### A. 'Mediated dialogic' interviews

The semi-structured nature of the interviews provided the researcher with an opportunity to introduce a minor modification to the traditional serial interview format that simulated aspects of a focus group style of discussion, to better elucidate issues pertaining to the research questions.

Whereas in a conventional focus group, participants are gathered simultaneously to discuss issues, the conventional serial interview format does not by its nature enable synchronous discussion or exploration of issues between participants.

The researcher developed the term *mediated dialogue* to describe this modification: A 'mediated dialogue' is

one in which the researcher acts in the role of an intermediary in an asynchronous discussion between serial interview participants, to better ascertain whether a particular sentiment expressed by a single participant might be held in common with other participants.

### III. Results

Data were obtained from 13 individuals at 8 South Korean schools over a three-week period during December 2011, in the metropolitan regions of Seoul (3), Gyeonggi-do (4) and Daejeon-si (1).

While these results cannot be considered comprehensive or generalisable to the teaching population in South Korea, they can be accepted as a rich experiential account of the daily practice and challenges faced by these 13 teachers in their delivery of TETE policy requirements.

**Responses to research question 1** indicate that participants perceived that the desirability and practicality of TETE method in their respective classrooms tended to be overwhelmed by the demands of university entrance exams.

**Responses to research question 2** indicate that these teachers are navigating a diverse range of competing micropolitical priorities in the delivery of TETE method. These priorities include the demands of parents and students, administrative workload, the presence of NESTs in their schools for "conversation" classes and some contemporary social concerns about linguistic imperialism and the competition for university places.

**Responses to research question 3** indicate that the presence of a 'Community of Practice' (Wenger, 1998), in these teachers' working lives is sporadic, with most collegiate consultation revolving around strictly procedural and administrative concerns rather than pedagogy and professional development. A unified strategic view of the purpose of TETE policy was not in evidence.

### IV. Discussion

Following the method of hermeneutic phenomenology suggested by Van Manen (1997), the data were read with a view to identify *themes* pertinent to each of the three research questions.

#### A. Question 1: Effects of overseas English-language short program for TESOL teachers

The thematic response to this question is that these 13 high school teachers of English in Korea felt engaged to **teach a test first, and a language second**. The university entrance exam is the overriding preoccupation for every aspect of their classroom practice, program design, lesson planning, assessment and reporting. In all interviews the test was the dominant theme to which discussion returned time and again.

#### B. Question 2: Vectors of challenge and resistance to TETE policy

The thematic response to this question is that a pervasive sense of strategic *anomie* suffuses the working life of these teachers — **they know 'what' and 'how', but not 'why'**.

These 13 teachers were being asked to reconcile mutually incompatible policy objectives, without any clear sense of why those objectives have taken their present form. Without this crucial piece of professional empowerment, many showed a tendency to opt for the path that leads to, as Alderson suggested, the quieter life that lets them be with their family (2009, p.11). As predicted by Alderson, frustration and professional self-doubt are the unwelcome by-products of this strategic vacuum.

#### C. Question 3: Community of Practice for TETE in middle/high school context

Participants in this study were generally working in a state of self-imposed professional isolation, with few regular professional contacts outside their immediate staff room colleagues. Intra-staff arrangements appeared traditionally hierarchical, with an overlay of Confucian filial piety, where seniors have an obligation to protect and direct juniors, and juniors owe obedience and deference towards seniors.

Where teamwork was in evidence, it was directed towards the instrumental goals of curriculum delivery, to promote fairness in division of labour, and allocation of classes to the perceived best-fit teachers: rather than as a means to mutual support, collaboration and professional development. The few teachers who state an awareness of the larger professional community 'out there', also reported that they were not in the habit of regular consultation or participation, citing lack of time or a stated preference to engender self-sufficiency within their own staffroom.

The thematic response is that these teachers feel **they are on their own** in a struggle to bridge the gap between their Korean-speaking classroom and the English-speaking world. These teachers strive to provide context,

relevance and meaning to their students for the day-to-day purposes of using English in the 'real world', yet their relative professional isolation — their practical habit of avoiding 'real world' professional engagement outside the classroom — militates against this goal.

#### D. Suggestions for future research

Future research in this area would best be calibrated for application at both policy and school levels. The current mis-match between TETE policy requirements and those of the university entrance exams can be rectified through bringing classroom goals (TETE method) and testing goals (university entrance) back into alignment.

It would be useful to ascertain how widespread is the apparent professional isolation of TESOL teachers within the Korean teaching community in general — whether it is particular to English language teachers, whether other subject areas enjoy greater levels of collaboration and collegiality, and what might be done to add a more collegial dimensions to the work of English language teachers in Korea.

A line of future enquiry is suggested by the view of one participant that Korean schools should move towards self-sufficiency in English language teaching through the establishment of an 'English village'-style campus-within-a-campus on their premises.

For this reason, an immediate applied circumstance that recommends itself from this study is to develop teacher education courses that can assist Korean teachers to achieve a kind of linguistic autarky using TETE method, to be implemented and managed by those self-same teachers within their own schools.

Such an initiative could serve to affirm Korean TESOL teachers as professional agents — expert practitioners with valid views and experiences of their field and the ability to determine the most suitable methods for their own students' needs. This would be in contrast to the status quo which constructs Korean teachers of English language as non-agentic 'deficient' non-native speakers who must react to top-down policy prescriptions without a clear sense of the strategic purpose for the policies they are charged to deliver.

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# Repeated L2 Listening in Different Speech Rate Conditions

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## Abstract

This study addresses the issue of multiple exposures to L2 aural messages in relation to the rate at which they are delivered. Speech rate was expanded and compressed by 20% using a digital voice controller. The findings of the study are partially consistent with those of the previous studies. As expected, the exact repetition of aural passages (provided three times) led to incremental gains in listening comprehension, regardless of the delivery rate, i.e., slow, normal, and moderately fast. However, the effect of speech rate on comprehension yielded mixed results. The slow rate significantly helped university-level Japanese EFL listeners to comprehend better than the normal and the moderately fast rates however, the ranking of comprehension scores was reversed between the moderately fast rate and the normal rate. The listeners' perception regarding both difficulty of acoustic input and rapidity of delivery rate positively correlated with each other in all the three velocity conditions. However, their perception of input rapidity was not related to comprehension scores in all the velocity conditions and an open-ended questionnaire revealed that the listeners did show preferences for the normal and the moderately fast rate over the slow rate. The findings of this study indicate that not only the relationship among listening comprehension, the number of exposures, and the delivery speed, but also the listeners' perception of the above-mentioned input factors provide much food for thought for SLA researchers and practitioners.

## I. Introduction

Repetition of input is undoubtedly an important subjectworthy of attention in SLA research. In particular, the efficacy of repeated reading on reading fluency has been well-documented in L1 reading research (Samuels, 1979). In L2 reading as well, Taguchi (1997) found that silent reading rates increased significantly after the seventh reading of practiced passages. Improving reading accuracy and comprehension can also be achieved by timed reading. Walczyk, Kelly, Meche, and Braud (1999) found that reading under mild time pressure was beneficial not only to comprehension, but also to mindfulness, motivation and effort.

The beneficial treatment effects of repeated reading and timed reading are hypothesized to be transferrable to comparable listening activities, given the oft-cited similarities between reading and listening (de Bot, Paribakht, & Wesche, 1997), in which accuracy and fluency of decoding plays a crucial role in information processing. The rationale is that practice effects of reading or listening to the same materials, especially under time constraints, facilitate decoding-centered lower-order processes of the brain and the resultant automaticity in word recognition allows learners to allocate cognitive resources to higher-order meaning-construction processes.

Compared with a wealth of research on repeated reading, scant attention has been paid to repeated listening. Nonetheless, an experiment conducted by Chang and Read (2007) confirmed multiple listening to be a facilitative "support" for lower-level listeners, compared with other types of visual or textual support. The question then arises whether repeated listening, combined with reduced speech rate--another learner support, will have more facilitative effect on listening comprehension.

Speech rate, or the rate at which aurally message is delivered, is a more widely-researched theme. Most studies argue that the slower the speech rate, the better comprehension (Kelch, 1985). However, this foregoing conclusion is challenged by a number of L2 listening researchers. Blau (1990) found that mechanically reducing input speed from faster (170 wpm) to slower (145 wpm) rate did not enhance comprehension. Griffiths (1990) found more beneficial effects of a slower rate (100 wpm) on comprehension than a moderately fast rate (200 wpm); however, the slower rate was not confirmed to be more comprehensible than a normal rate (150 wpm). Flowerdew (1994) summarizes the relevant literature: while slow rate facilitates comprehension, excessively slow rate is a disservice to listeners.

The complexity of the issue on speed adjustment calls for further empirical exploration, especially in relation



to the number of exposures to aural input. Furthermore, speech rate is a highly-subjective matter, in which listeners' perception needs to have a role to play in research design. In this regard, the current study addresses the following research questions.

1. Does repetition of aural input incrementally facilitate listening comprehension?
2. Does the increased or reduced speech rate have differential effects on listening comprehension?
3. Is there any relationship between listening comprehension and learners' affective state, i.e., perception of delivery rate and text difficulty?

## II. Method

### A. Participants

The participants (N = 44) were first-year university students in the Kansai area of Japan. They were a single group of almost homogenous EFL learners in terms of demographic backgrounds such as age, learning experiences, length of formal education, and lack of study-abroad experiences. Regarding proficiency, they were roughly classified as lower-intermediate level learners.

### B. Instruments

Listening materials were partially adopted from the Listening Section of the examinations administered by the National Center for University Entrance Examinations, often abbreviated as the Center Examinations. The rationale of choosing this test material was that it is a well-established standardized test administered nationwide and its target test-takers are comparable to the participants of the current study in demographic features. In the Listening Section, participants were asked to complete two tasks: 1. to summarize the informational content of a scripted monologue in a table; and, 2. to answer four multiple-choice questions each about two additional monologues.

### C. Procedures

Three kinds of the listening materials were prepared, with the speech rate of each material digitally reduced and expanded by  $\pm 20\%$  to generate slow and moderately fast versions. The adjustments were made to the extent of not distorting acoustic quality and prosodic features. To these versions was added the normal version, with no speed manipulation. The experimental procedures were summarized in the following table:

**Table 1. The Experimental Conditions**

Class Session	Listening Materials	Speech Rate
1 <sup>st</sup> week	1 <sup>st</sup> test: the 2006 version of the Center Examination	Slow (-20 %) 112.5 wpm
2 <sup>nd</sup> week	2 <sup>nd</sup> test: the 2009 version of the Center Examination	Normal 160.0 wpm
3 <sup>rd</sup> week	3 <sup>rd</sup> test: the 2010 version of the Center Examination	Moderately Fast (+20 %) 190.0 wpm

All the participants experienced all the three sessions, each of which repeats the procedure of a monologue listening and QAs three times. The duration of inter-monologue pause was equalized across the three versions, in which M/C questions were answered. Subsequently, a five-point Likert-scale questionnaire was administered to elicit the participants' perception of speech rate and text difficulty.

## III. Results

The data were submitted to a 3 x 3 repeated-measures ANOVA, with two within-subjects variables: speech rate and the number of exposures, with the results shown in Table 2 and Figure 1.

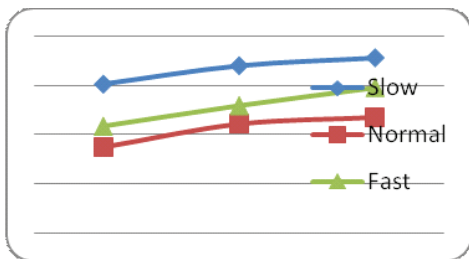
The results of the repeated-measures ANOVA showed the significant main effects for the speed ( $F(2, 86) = 37.15, p < .001$ ) and the number of exposures, ( $F(1.52, 65.32) = 26.45, p < .001$ ), with no significant rate/number interaction ( $F(3.24, 139.10) = .82$  n.s.).

The pairwise comparisons for the main effect of the exposure number using a Bonferroni adjustment showed the significantly progressive increments of comprehension scores in the 1<sup>st</sup> < 2<sup>nd</sup> < 3<sup>rd</sup> order across all levels ( $p < .001$ ), indicating that as the number increased, comprehension scores showed significant increases accordingly. The pairwise comparisons for the main effect of the speech rate corrected using a Bonferroni adjustment showed the

significant differences across all levels ( $p < .001$ ); however, the ranking was in the Slower > Moderately Faster > Normal order.

**Table 2. Descriptive Statistics**

	1st Listening		2nd Listening		3rd Listening	
	M	SD	M	SD	M	SD
Slow	6.07	2.01	6.82	1.85	7.14	2.03
Normal	3.48	1.85	4.43	1.72	4.70	2.03
Moderately Fast	4.34	1.48	5.18	1.88	5.91	1.95



**Figure 1. The effects of repetition on listening comprehension in three different speech rate conditions.**

The learners' perceived difficulty and their assessment of input rapidity were correlated in all of the speech rate conditions: for the slow version ( $r = .37, p < .05$ ), for the normal version ( $r = .72, p < .001$ ) and for the moderately fast version ( $r = .55, p < .001$ ). The correlations were the strongest in the normal rate conditions. Their perceived difficulty was negatively correlated with the listening test score only in the moderately fast rate conditions ( $r = -.32, p < .05$ ). However, their assessment of speech rate was not significantly correlated with the listening comprehension scores in all of the speech rate conditions.

#### IV. Discussion

The results concerning the number of exposures lent additional empirical support to the findings of previous studies: The more the number of exposures, the better listening comprehension. Quite understandably, the participants were surmised to reconstruct the meaning, when their initial or second listening resulted in misunderstanding or non-understanding. They were postulated to refocus attention on the portions they had missed or failed to grasp in the initial or second listening and to reconstruct the proposition through the second or third listening.

The results regarding the speech rate partially conformed to the findings of the previous studies that the slow rate facilitated listening comprehension. Contrary to our expectations, however, the unadjusted normal rate listening resulted in the worst comprehension. The result suggests that listening difficulty is not solely attributable to speech rate. Flowerdew (1994) rightly points out that the variable of text difficulty should be investigated at various speech rates, together with other variables such as slower articulation and lengthening or insertion of pauses. Another reason for the poor performance was that the current study used more inferential questions in the normal version, in which answers were not given directly as implications. Therefore, the cognitive demand of the task presumably worked to the listeners' disadvantage. In order to delve into the theme of speech rate, it is crucial to disentangle speech rate from other confounding variables. Nevertheless, it should be borne in mind that the speech rate inextricably interacts with other input variables such as text and task complexity and learner variables such as linguistic proficiency.

Listening test performance was affected in the normal and moderately fast rate conditions. This was attributable to the learners' insufficient decoding skills. For example, they misheard Sydney for Seattle and erroneously chose Sydney, one of the distracters, when listening to the moderately fast version. This reminds us of the importance of familiarizing learners with phoneme discrimination and recognition of fast speech forms and reduced syllables, which constitute important bottom-up processing skills to be acquired by lower and intermediate-level listeners (Brown, 1994). As in reading, the limited proficiency of lower-level processing precludes learners from allocating their cognitive resources to higher-order proposition-construction processing such as inferencing.

As noted above, the slowing-down of input benefitted learners. However, their judgment of the input speed was not correlated with listening comprehension scores. Furthermore, the open-ended questionnaire revealed that a number of listeners did not prefer the artificially slowed speed due to lack of semblance to naturalness or authenticity. Even the learners who did not fare well in listening comprehension preferred the faster rate. Nevertheless, the negative correlations between their perceived difficulty of a text and their listening test scores in the moderately fast version indicate that they found the "faster-than-normal rate" to be uncontrollable. This result echoed previous studies in which it was found that a fast rate did not hinder comprehension, while "too fast" a rate did. The indications are that, as in reading and vocabulary research, listening research should call into question the "threshold," a minimum proficiency prerequisite needed to keep pace with the incoming stream of speech.

The perception of speech rate is a subjective matter and the individual listeners' preference cannot be taken into account in formal instruction unless listening activities are individualized in the language laboratory. However, the rate of speech in listening material is important. In this respect, language teachers should actively solicit learner feedback and accordingly make informed teaching decisions when choosing listening materials. For example, teachers should be aware that some commercially-available listening materials feature slow speech that may not suit their learners' needs. Such listening material may have a deleterious effect on language acquisition processes. Additionally, they may simply not accord with the learners' preferred listening speed. For these reasons, teachers should bear in mind that too slow a speech rate with numerous repetitions may turn listening practice into a boring and demotivating activity.

## V. Conclusion

The present research confirms well-attested research findings that the repetition of input and slow speech rate do help listeners to comprehend better. Notwithstanding the inconclusive results of the effect of faster speech rate, the previously-mentioned input factors did have differential effects on listening comprehension and listeners' perception. The findings and implications of this study, albeit small in scale, suggest the limitless possibilities of further investigation of the theme under study, with the inclusion of learner, text, and task factors.

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# Sociopragmatic Instruction of Requests in Academic Contexts: Measuring Learning

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## Abstract

Second language learners studying English in academic contexts are often unaware of the range of sociopragmatic factors relevant in making requests in an appropriate form to those of higher status, such as professors. Crandall and Basturkmen (2004) reported that sociopragmatic instruction did appear to raise learners' awareness of appropriate and inappropriate requests. In this article, using email requests to professors as the focus, I extend Crandall and Basturkmen's research in two major ways: firstly by asking Korean university students of English to provide reasons for their choices of appropriateness in a judgement task; and secondly by inviting a number of native speaking English teachers to undertake the same task. The article concludes with suggestions for future research utilising judgment tasks.

## I. Introduction

Pragmatics is defined by Rose and Kasper (2001:2) as 'The way speakers and writers accomplish goals as social actors who do not just need to get things done but must attend to their interpersonal relationships with other participants at the same time.' Most researchers in this area have made use of two valuable terms introduced by Thomas (1983): *pragmalinguistic* and *sociopragmatic competence*.

*Pragmalinguistic competence* refers to knowledge of how to select the appropriate linguistic forms to express a particular speech act, such as a request e.g. the interrogative form, lexical, syntactic, or prosodic means of softening or strengthening the force of the request and knowledge of the linguistic strategies available to express meaning directly and indirectly.

The term *sociopragmatic competence* on the other hand, refers to the speaker's ability to use and interpret speech acts appropriately according to relevant social norms. This ability is described by Rose and Kasper (2001:2) as 'the social perceptions underlying participants' interpretation and performance of communicative action'. It includes a speaker's assessment of social factors such as the relative social distance and status, and the degree of imposition represented by a particular speech act. A request, for example, is a speech act, which asks someone to perform a certain action that matches the speaker's goal. It is considered a pre-event act that may involve some level of imposition for the hearer (Brown and Levinson, 1987). As such it is a complex act and accordingly even proficient second language learners may lack the high level communicative competence required to interpret and perform particular speech acts appropriately in specific social contexts (Crandall and Basturkmen, 2004). Proficient second language (henceforth L2) learners may know some language for making requests (*pragmalinguistic knowledge*) in general, but they may lack knowledge of how to make a request politely and appropriately and when and to what extent they need to hedge it as a result of interpersonal or contextual factors (Riddiford 2007: 90). This involves *sociopragmatic awareness*.

### A. Crandall and Basturkmen (2004)

Crandall and Basturkmen (henceforth C&B) (2004:39) aimed to investigate if classroom instruction on the sociopragmatic factors that affect requests can improve learners' pragmatic competence. They state that the purpose of instruction was to 'raise learners' awareness of what kind of requests native-speaker students made to staff, and how they made them.' C&B's (2004) study involved 'five or six hours' of instruction including 'guided analysis' of authentic language usage, identification of factors that affect how requests are made, and 'discussion comparing pragmatic norms' in different cultures. For one aspect of the investigation, they used a 'perceptions of appropriacy' questionnaire based on Bardovi-Harlig and Dornyei (1998) to 'measure whether any learning had taken place which was directly attributable to the instructional materials.' (p.41). Data was gathered pre- and post- instruction from eighteen students from a variety of linguistic backgrounds, the majority of whom were between 21-25 years old, who had been learning English for approximately seven years. In addition ten students who were native speakers completed the survey as a 'baseline' against which the L2 students' responses were compared (p.43). C&B

(2004:43) argue that their results indicated that L2 students' post-test perceptions of appropriacy were 'more in line' with the native speakers' perceptions of the ten situations and claim students were able to learn from the instructional materials. They (2004: 44) conclude that classroom instruction on the sociopragmatic factors that affect requests can improve L2 learners' pragmatic competence, if students assume the role of 'discourse analysts'.

## II. This Study

I replicated C&B's study but added a number of methodological features, which I judged would improve its usefulness. Firstly I invited a number of university English language teachers to also provide their perceptions of requests. This way data was gathered from the target recipients i.e. teachers. Subsequently teacher and student judgements were compared. Secondly, my study asked all participants (students and teachers) to give reasons regarding their perceptions of appropriate and inappropriate student requests in the judgment task. Thirdly, participants' perceptions of items in the judgment task were reported in terms of the average raw scores for each item rather than ranked. C&B's table of results does not clearly reveal if an item's change in ranking actually represents a change in the students' thoughts about the (in)appropriacy of a particular item or whether the change in rank is a result of another item's movement in the ranking table. I therefore decided to present the average raw score between 1 and 5 that each question received as a result of judgments by the second language learners and native speakers.

### A. Methodology

The research took place at Korea University. Participants were EFL students from my academic writing classes. Twenty-five participants completed both the pre-test and post-test surveys. Their average age was approximately twenty-two years. Sixteen were female and nine were male. Nineteen identified as Korean, two as Korean American, one as Korean German, two as Chinese, and one as Danish. For ethical reasons (as their teacher), I did not attempt to find out the students' proficiency scores (e.g. IELTS or TOEFL), although I recognise that this is a limitation. As in C&B's study, they received five to six hours of sociopragmatic instruction relating to email requests. All participants completed informed consent forms agreeing to participate in the study. Ten teachers whose first language is English also completed a judgment task. Seven were male and three were female. The average age of the teachers was a little more than 41. Six of the ten teachers spoke at least one language in addition to English as their first language.

The method for data collection (pre- and post-instruction) was a judgment task based on a 'perceptions of appropriateness of requests' survey, which involved judging 10 spoken requests made by students to faculty (C&B, 2004).

### B. Instruction

Five to six hours of instruction aimed at raising awareness of the importance of sociopragmatic factors when making different kinds of email requests to professors was provided to the EFL students. The instructions followed those used by C&B except this instruction focused on email requests rather than spoken requests.

## III. Results

Table 1 shows the average raw scores of participants' perceptions of items in the judgment task. As can be seen, the largest change in perceptions by EFL students between pre-test scores and post-test scores was in item 1, from 3.72 to 3.16. This change brought the EFL students' perceptions of this item more into line with the NS teachers' perceptions of this item (average of 3.33). Item 1 was perceived on average as inappropriate by teachers and students, although this item was viewed as more appropriate in the post-test by students. It was item 3 however which registered the largest difference between student and teacher perceptions, with students seeing this item as the most inappropriate request of all (3.8 in the pre-test) whereas teachers were more ambivalent (2.8). Interestingly students' views of this item intensified slightly following instruction (4.04 in the post-test).



**Table 1. Average raw scores of items in Judgment Task (rounded to 2 d.p.)**

Item	NS Teachers (N.10 )	EFL students (Pre) (N. 25)	EFL students (Post) (N.25)
1	3.33	3.72	3.16
2	3.4	2.76	2.68
3	2.8	3.8	4.04
4	3.7	3.2	3.32
5	2.2	2.6	2.56
6	1.7	2.2	1.92
7	2.1	2.28	2.48
8	1.6	1.92	1.56
9	3.17	2.76	2.88
10	1.8	2.32	2.2

Note: Rather counter intuitively, 1 was ‘very appropriate’ and 5 ‘not at all appropriate’ as in C&B (2004).

**Table 2. Reasons teachers provided for perceptions of (in)appropriateness for Item 3**

Teacher (N=10)	Reason provided for perception of (in)appropriateness	Score
1	"You know when if you are always late" ...this sounds like a second language learner. This could be a student being as polite as limited English is allowing "Um/ "I was wondering if" these both make the request less direct. Also providing a reason increases the degree of politeness.	2
2	Too wordy – not organized seems as if excuses are made	4
3	Needs some short social nicety /intro e.g. Oh I’m so sorry to...I’m a wreck I’m here because...	4
4	Enough hedging, explanation. I might choose to put the real point closer to the beginning	2
5	Student has come to the office hour, has a clear and not inappropriate request and is polite. (But) Lacking the coherence of delivery required in such a scenario.	2
6	Too casual and chatty, as the course coordinator may be someone she has never met, and is also probably very busy.	3
7	Unnecessary details- inappropriate excuse	4
8	It may set a bad precedent	3
9	I think this is fine but find the tentativeness is a little overdone	2
10	Greets the CC. Provides a reason and uses "I was wondering if" which is a non-direct polite request.	2

**Table 3. Types of reasons EFL students provided in post-test comments for item 3**

Category	Students (N=25)
Too long, too much detail	13
Incoherent/ reason and purpose are in wrong order	4
Student's problem or reason not appropriate	5
Better if there was an apology	1
Seems fair	2

## IV. Discussion

The judgment task provided plenty of interesting data, however due to limitations regarding space, in this discussion I focus on item 3. Item 3 demonstrated the importance of asking participants to provide reasons for their judgments, which revealed what criteria respondents used to make their judgments. In this case, NS teacher and EFL student judgments of whether the request was inappropriate or appropriate were relatively different. Results for item 3 in this study appear to be somewhat divergent from C&B's findings for L2 learner student perceptions. The average raw scores show that NS teachers in my study believed it slightly inappropriate (2.8), or sixth most appropriate, while my EFL student participants ranked this item as most inappropriate in both the pre (3.8), and post- test (4.04).

Somewhat differently all L2 student respondents in C&B's study *ranked* this moderately, somewhere between 4 and 7, with the L2 learner participants ranking this request as more appropriate in the pre-test 4 than the post-test at 6.5 and native speakers ranking it at 5. However as mentioned earlier, without L2 students' perceptions of the item presented as average raw scores, it is hard to say exactly how inappropriate the students in C&B's study felt this item was. Item 3 (unlike some others) contains a greeting by the student, which is followed by a relatively long, indirect hedge before the request head act:

3. Janine has also gone to see the course coordinator to change her tutorial time

C.C.: Come in. What can I do for you today?

Janine: Hi, um when I was driving into university today there was this really big traffic jam, so I was late and I'm in the 8 o'clock tutorial and um, you know when if you are always late you misstoo much so I was wondering if I can change my tutorial?

How appropriate do you think the underlined sentence is?

1	2	3	4	5
Very appropriate				Not at all appropriate
Reason: _____				

As can be seen in Table 2, in this study two NS teachers commented that the request in item 3 was long and/or informal. Teacher 2 reported it was 'too wordy' and teacher 6 described it as 'too casual and chatty'. Another (teacher 4) reported that they might have 'put the real point closer to the beginning'. Teachers 5, 7, and 9 reported that item 3 is 'Lacking... coherence', contains 'unnecessary details...', or is 'overdone' [in terms of tentativeness] respectively. These particular sentiments were echoed regularly in the reasons the majority of EFL students provided, who also judged it as inappropriate. Approximately thirteen EFL student comments in the post-test indicated that the reason this request was judged as inappropriate was because of length or unnecessary details, with another four suggesting it was incoherent in some way.

On the other hand some teachers (Teachers 1, 4, and 10 in Table 2) noted that the speaker in item 3 was 'less direct', used 'hedging', or was 'non-direct', and that the speaker usefully supplied an 'explanation' or 'reason'. The item therefore split teacher judgments (represented by the raw score of 2.8) and stimulated a range of comments, while the data suggested that EFL students overwhelmingly judged this request as less appropriate than teachers. The additional data collection method (adding a reason for judgments) revealed that different people have different views of an area such as the 'right' length of an explanation, amount of hedging, and/ or the level of formality required in such a situation. It highlights the importance of collecting data about reasons for judgments, and suggests that data from a range of teachers from the same discourse community could be important as personal preference, and individual variation is likely to be a factor (Pan 2011: 81). EFL students may have negatively perceived the lengthy explanation and hedging, whereas for some teachers this was seen as an indirect i.e. polite strategy in the request. Reasons provided by both teachers and learners also suggest that variables regarding the appropriate length of a request or explanation, as well as the appropriate order or coherence, may be interesting areas for later research to examine.

The range of reasons participants gave for their perceptions of item 3 suggests that having a number of variables in an item provides the possibility of different interpretations of why a request may be perceived as appropriate or inappropriate. This interaction of factors i.e. length of explanation vs. formality vs. directness of language use may prevent the data from indicating clearly what participants are judging when assessing items and therefore somewhat diminish the efficacy of the survey as a tool for gathering data about whether instruction has raised students' sociopragmatic awareness.

### A. Limitations and future directions

The research had a number of limitations. One major limitation, shared with C&B's study, was the use of spoken discourse scenarios in the judgment task. The scenarios in the pre-survey and post-survey were interactive request situations (albeit on paper) replicated from C&B's (2004) study.

In addition both C&B and this study would have benefited from a delayed post-test. A delayed post-test would allow researchers to ascertain if awareness has been achieved beyond the limits of participants' short-term memory.

Online verbal protocols and retrospective interviews could also be used to understand students' speech act perception. A control group and a larger sample size would also strengthen research findings adopting this approach.

### V. Conclusion

This article has investigated the use of a judgment task in measuring EFL students' awareness of sociopragmatic factors that affect how they make requests to NS teachers. A number of methodological insights were gained as a result of replicating C&B's study.

Firstly, reducing the number of variables in each item being judged would be advantageous. Requests with fewer variables in items included in the judgment task may provide a more reliable indication of whether instruction regarding sociopragmatic factors is effective or not.

Secondly, eliciting reasons for judgments was an improvement that strengthened the research design by allowing the emergence of interesting, varied, cultural and personal perspectives, which influenced participants' perceptions of requests. Collecting reasons for perceptions in judgment tasks pre- and post- instruction provides the opportunity to gain insights into the thinking (awareness) behind changes in the perceptions of EFL students, as well as how speech acts are perceived from the hearer's (in this case teacher's) perspective. As teachers are the potential recipients of the academic requests examined in this study it is clearly more appropriate to gather data including teachers' perceptions of the inappropriate and appropriate requests rather than relying on native speaker students' perceptions. This adds depth to researchers' intuitions about appropriateness and acceptability.

Thirdly in terms of the presentation of quantitative results, the presentation of average raw scores for each item judged provided a more accurate indication of the results than ranking when assessing whether significant improvements have taken place or not.

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# 12 Types of Task for Speaking Tests

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## Abstract

Communication-oriented English classes often include an oral assessment, and the teachers of these classes are often responsible for designing, implementing and evaluating the oral exam. It can be a challenge to design a test that matches the goals and content of the curriculum, and which meets the basic standards of a good test, including validity, reliability, and positive washback.

This workshop presents 12 types of test task, which can be used as a toolbox by teachers putting together a speaking test. Principles in selecting and designing the tasks for a speaking test are outlined, followed by the 12 task types, with descriptions of the input, the language functions they are able to assess, and including examples of how each task type can be used.

## I. Introduction

Instructors teaching communication-based language courses have a challenge in preparing appropriate assessment for their courses, in particular for midterm and final examinations. Traditional paper-based tests are not appropriate for assessing students in a curriculum that is based on oral communication, so speaking tests are normally used. But speaking tests can be difficult to design and have issues with practicality.

Communication-oriented speaking tests are generally intended to assess language performance rather than simple knowledge (Fulcher, 2000). Performance is difficult to assess, however, because the performance must be elicited somehow. The parts of the test used to elicit performance are called *tasks*, and it is the purpose of this paper to highlight some of the principles behind good speaking test task design, and to present twelve different *task types*, that is, prototypes that can be applied to many different topics, and many types of language use. The task types presented below are intended to be used as a kind of toolbox, to be drawn from when appropriate.

Although many of the task types can be used in proficiency or placement tests, the focus in this paper will be on progress and achievement tests, which are integrated into a course; for example, midterm and final exams. Whereas proficiency tests aim to assess overall ability of a speaking construct, the scope of placement and achievement tests is restricted by the curriculum. Although some extrapolation is possible, the tasks should focus on the curriculum, and assess the learner on their performance in the topics, functions and discourse structures covered in the curriculum.

## II. Measures of a Good Test

When designing a test, there are several criteria used in evaluating the quality of the test (Bachman and Palmer, 1996). Three of the most common ones are validity, reliability, and washback.

### A. Validity

Validity covers whether the test measures what it is intended to measure. The validity of a test is relative to the purpose of the test. Thus a multiple-choice test may be valid for measuring certain types of knowledge such as vocabulary or grammar knowledge, but would lack validity in assessing a learner's writing or speaking skills.

For a speaking test to have validity, the tasks should elicit the type of speech that is the object of measurement. In most cases, this means language that is productive and spontaneous (to a degree), not simply memorized. Therefore, tasks for a speaking test should be designed so that they can be prepared for, but not merely memorized. Real, authentic language use should be elicited from these tasks.

Validity can be threatened by construct under-representation and construct-irrelevant variance (Messick, 1996). That is, validity is compromised if the test assesses less or more than it should. In the case of progress and achievement tests, the scope of the test should not be too narrow, limited to a few subjects that are easy to assess, nor too broad. If it assesses skill sets that it is not intended to measure, then it is measuring more than it should. An example of this is when the test measures ability to memorization ability more than speaking performance ability. So the test designer needs to consider thoroughly what skills the test tasks will actually assess.

## B. Reliability

The reliability of a test is how consistent and accurate the test scores are (Bachman and Palmer, 1996; Luoma, 2004). If a test is administered twice to the same test-takers, similar results should follow. Two versions of a test should also give similar results.

In the case of speaking tests, reliability is heavily reliant on the rubric, and on the training of test administrators in using the rubric. But there is one major threat to reliability that is related to the test tasks. Because speaking tests are administered to students in sequence rather than simultaneously, the tasks often contain input which varies from one test-taker to the next. For example, each test-taker may be asked to describe a different picture. Differences in input, particularly in difficulty, may jeopardize the consistency in scores. Therefore, care must be taken in choosing the input for each task.

## C. Positive Washback

A third quality of a good test is positive washback. Washback is the effect that a test has upon curriculum, the way teachers teach, and the way learners study. It is a very complex phenomenon, and can be positive, negative, neutral, or even both (Cheng and Curtis, 2004). A progress or achievement speaking test should not only test communicative skills, but should encourage more communication and more participation in communicative tasks in the classroom. It should encourage the teacher to implement the course in a way that encourages production and use of the language.

## III. Principles in Selecting and Designing Tasks

There are two more principles that need to be considered when selecting and designing tasks for a speaking test.

First, assessment must complement the coursework and course objectives. This is one of the considerations necessary to ensure validity and positive washback (Messick, 1996). The tasks should reflect what has been covered in class, and should assess whether the course objectives have been met. This is only possible when the coursework accurately reflects the course objectives, of course. And when the course curriculum is authentic, tests faithfully based on the curriculum will also be authentic (McNamara, 2000). The principle of matching tests with curriculum should be followed when choosing tasks. The test designer needs to ask which tasks will be most appropriate for what has happened or will happen in the classroom.

The second principle is variability of input. Spoken language, in most situations, is unpredictable (Fulcher, 2000). Except in certain cases like prepared presentations, speech is not memorized, but generated fairly spontaneously as interaction develops. So test tasks must contain enough variation to prevent mere memorization from becoming an effective strategy, as this would compromise the validity of the test.

Therefore, tasks need to be designed so there is input given to the test-taker during the test that is different from what is presented in preparation materials. The input should vary between test-takers as well, so the first test-taker cannot describe the test to later test-takers. For example, a description task uses different pictures for input, which differ from ones used in test preparation material. Thus, the test-taker is unable to memorize an answer, but must practice the skill until they are able to describe new pictures.

## IV. 12 Task Types

The 12 tasks presented below are given with examples, and some of the language functions that they can be used to cover (Luoma, 2004).

### A. Questions & Answer

Perhaps the most common and familiar task used in speaking tests, the test-taker is asked questions and then responds. This is a useful task, but it is important they are chosen to prevent simple memorization. If students are given a list of questions that will appear on the test, they should be templates rather than exact questions that can be memorized, so that the variable input principle is maintained. For example, "What is your favorite \_\_\_\_?" can be used instead of "What is your favorite sport?" Another possibility for this type of task is using pictorial input. For example, rather than asking "What did you do on the weekend?", several pictures of Bill doing various activities is shown, along with the question "What did Bill do on the weekend?"

### B. Picture Description

Test-takers are shown a picture they need to describe, assessing the "description" language function. A sufficient number of pictures are needed to limit what they can learn from earlier test-takers. This task is appropriate



for topics like personal appearance, clothing, and the present continuous tense.

### **C. Preference with Choices**

The test-taker is asked a question, with several choices presented, often with pictures to ensure quick comprehension. The test-taker states a preference or choice, and gives a reason for this. This task is good for covering the "justification" language function. One example of this task is the question "Which club would you like to join?", the input being several university clubs as options. The choice given can be changed for each test-taker. Other topics include places to visit and classes to take. As always, choices are made to fit in with the curriculum.

### **D. Information Gap**

This is a classic classroom activity, which is also suitable for tests. In general, when an information gap is used in the classroom, a similar one can be used on a speaking test, this time with the teacher or test administrator as co-interlocutor. This task covers the language function of asking for information. The test-taker asks the teacher questions to find the missing information; they may also answer the teacher's questions. Examples of input can include information charts, an address / phone directory, business cards, or department store floor plans.

### **E. Interactive Tasks**

Interactive role-playing also plays a key role in the communicative classroom, often completed between partners with the help of some input. Like information gap, these can often be adapted for tests, with the test administrator serving as interlocutor. Examples of this task include ordering from a menu, booking an appointment, and giving directions.

### **F. Storytelling**

Assessing the narrative language function, the input for this task is a series of pictures depicting a story. This task type is often used in high-stakes proficiency tests, but the time required for materials preparation make this type difficult for use in course progress examinations. However, it is possible to use clip art or comic strips, or picture sequences from ESL books.

### **G. Data Description**

The input for this task is data in the form of a chart, graph, diagram, etc. The test-taker analyses it or answers questions about it. This task type can assess various functions including description, decision, and prediction. Possibilities include weather charts, diagrams related to a student's field of study (in the case of English for Specific Purposes (ESP)), a budget pie graph, or a bar graph showing social trends. Questions may begin by eliciting a description, but can go further. For example, the test-taker might be asked how they would address an apparent problem, or to make predictions.

### **H. Comparison**

This task addresses the comparison function. The input here is information about two entities, in the form of pictures, descriptions, or both. The test-taker is required to compare the two. They may also make a choice concerning the two. Topics can include pictures of people, job postings, descriptions of cities with pictures, etc.

### **I. Giving Advice**

The test-taker reads or listens to a recording of someone describing their personal problem. They then give advice to the person. An alternative is for the teacher to role-play, pretending to have a problem and asking for advice from the test-taker.

### **J. Giving Instructions**

The test-taker gives instructions on how to complete a task or problem. In certain ESP situations, the test administrator may simply give a task he / she knows to be familiar to the test-taker. In other cases, pictorial input is needed. The test-taker sees from a series of visuals how the task can be completed, and they give instructions on how to do it. Designing the input can be fairly time-consuming, however. This task type might be used for giving directions, or for instructions on how to do certain computer tasks.

### **K. Expressing Opinion**

The test-taker is asked to give their opinion on an issue. One way to implement this is to let them read

contrasting opinions about something. These opinions should be fairly basic, leaving plenty of room for the test-taker to add their own ideas. Also, care should be taken to avoid certain "hot issues" which are controversial, as strong emotions can sometimes hinder expression. Furthermore, if the test-taker anticipates a bias in the test administrator, they may not feel free to express their ideas. It is often better to ask opinions on hypothetical low-stakes issues, such as "What should the university do to develop the campus?"

#### L. Advantages & Disadvantages

A wide range of issues can be examined by asking test-takers to talk about the advantages and disadvantages. As always, these should be related to issues explored in the classroom under a similar paradigm. Topics include the benefits and drawbacks of smart phones, instant messaging, notebook computers in the classroom, digital cameras, using public transportation, owning a car, going to university, etc.

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# Promoting Student Teacher Learning through Reflective Practice Using a Digital Platform

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## Abstract

Teacher educators often expect teachers to demonstrate that they can use reflection skills. This presentation reports on the findings of a small-scale empirical study which aimed to explore the pedagogical uses of "e-portfolios". It explains how student teacher learning was scaffolded on an MA programme, and exemplifies student teacher e-portfolios. It discusses the effectiveness of e-portfolios as perceived by the teachers themselves, and makes recommendations for teachers and teacher educators.

## I. Introduction

Supervised teaching practice on many teacher education programmes involves several steps. Teachers plan their lessons (working in groups of three to four as well as individually), teach their own lesson while being observed by their peers and the supervising tutor, and receive feedback on their lesson initially in the form of oral feedback held in groups, then by written feedback given individually. During the oral feedback interaction the teachers are expected to reflect back on their own as well as their peers' lessons. In order to enhance reflection, e-portfolio software was used with a group of 23 student teachers, who were given the opportunity to make use of the technology.

## II. The 'spark' for student teacher e-portfolios

In the study student teachers were made aware of different levels of reflection (Bain et al. 1999) so that they would be encouraged to respond to each portfolio task critically, by using reasoning skills, and not merely presenting their responses in a descriptive manner.

Salmon (2003:3) uses the term *e-tivity* to describe any framework that enhances 'active and interactive online learning by individuals and groups'. According to Salmon e-tivities involve the use of a 'spark' - a small piece of information, stimulus or challenge - to which participants post a contribution, engaging in an interaction which involves responding to the postings of others. Student teachers were given one portfolio task every week to work on over a period of four weeks. These tasks (i.e. e-tivities) involved critical incident analysis, reflecting on different aspects of a lesson such as error correction techniques, and carrying out self-assessment. The student teacher responses to each of these tasks formed student teacher e-portfolios. The content of each e-tivity provided the spark for promoting student teacher reflection. The teachers articulated their responses via the software and the tutors provided the teachers with written feedback and critique online, too, sharing their comments with them through private access. All e-tivities were used to provide formative feedback.

Student teachers were also encouraged to use the group blog that was set up within the digital system. This encouraged them to have a platform for discussion on any aspect of classroom skills.

## III. Conclusion

The use of the technology created a dialogic teaching space (Hughes 2012). Interviews with student teachers showed that the use of the software had provided them with the opportunity to have reflective conversations with one another and / or the tutor.

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# Be Your Own Curriculum Designer - A 101 Presentation for New Instructors of Freshman English Programs in Korea.

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## **Abstract**

New English Instructors on Freshman English Programs in Korean universities can quickly become de-motivated due to a wide variety of factors. One significant factor is what may be very generously described as the 'textbook-based syllabus' that is often encountered. It is argued here that this is no syllabus at all, but often rather a remnant of yesteryear, a program passed down by successive generations of well-meaning former instructors without due consideration for useful and realizable learning outcomes. This 101 presentation intends to give guidance to new instructors on how to work within these programs and how to inject meaning and purpose into them for the benefit of both students and instructors.

## **I. Introduction**

The issue of English language education in Korean universities, particularly as it pertains to mandatory freshman English programs is one which many stakeholders feel to be in need of urgent review. On the one hand, most students appear to view these programs merely as a 'hoop to be jumped through' on the way to graduation since the English section of the college entrance test has already been negotiated. On the other hand, instructors often wonder how many students would sign up if continued English practice was not compulsory. Consequently there seems to have developed an unspoken agreement between students and instructors: an undemanding, entertaining and easily passable course is offered in exchange for favorable student evaluations. Both parties can be happy with the 'deal' and a mutually beneficial but ultimately unproductive state of affairs continues semester after semester. However for some the question persists: "Isn't there anything that can be done to inject meaning and purpose into this kind of program?"

## **II. The Problems**

It can be argued that if one were to create a situation *least* likely to be conducive to improved English language skills, it would not look very much different from that which faces teachers and students on mandatory university English courses. Here are just a few issues:

- Students under compulsion to attend.
- A minority of keen students with a wide variety of needs and interests.
- A wide range of language proficiencies;
- large class sizes.
- A prescribed (and often ill-chosen) text.
- No consensus on learning outcomes.
- Significant divergence of approach from instructors.
- Little interest in teacher development.
- A 'textbook-based' syllabus.

## **III. Meaning and Purpose**

New instructors on these programs need to be aware of the challenges they will face but also need ideas



on how to inject purpose and meaning into these programs which so often drift into nothing more than a page-turning exercise or a preparation course for the midterm and final exams. However the very institutional apathy and lack of administrative scrutiny that leads to drift, can actually be turned to the advantage of professional and innovative teachers to go back to basics, reform such programs, create meaningful learning outcomes and crucially encourage learner autonomy.

#### **IV. Forming an Action Plan**

This 101 presentation will include guidance on the following:

- Creating useful learning outcomes
- The need for personalization in Tasks
- The use of Korean themes & issues
- Project Work
- Learner Autonomy (ER, EBR, EL)
- Creating a 'Homepage'

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# The L2 Self-Concept in Second Language Learning Motivation: A longitudinal study

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## Abstract

The field of second language acquisition has long recognized learner motivation as an important component of persistence in and success of language learning. In recent years, considerable progress has been made in L2 motivation theory through the incorporation of concepts originally developed in the field of psychology. Among these, the learner's self-concept has received considerable attention. In addition, the dynamic nature of L2 motivation has been clearly recognized. This presentation reports on a longitudinal qualitative research project developed to investigate the L2 motivation of a group of South Korean university students. It seeks to investigate the learners' L2 self-concepts, the factors that influence their motivation, and how their motivation changes over time.

## I. Introduction

L2 motivation has long been regarded as an important component in second language acquisition (Gardner & Lambert, 1959, 1972). Throughout the years various theories of L2 motivation have been proposed, e.g., Dörnyei's (1994) three-level framework and Williams and Burden's (1997) social constructivist model. Ideas such as these drew from the fields of educational and cognitive psychology. There then followed a period characterized by more process approaches to L2 motivation (Dörnyei & Otto, 1998), and now, according to Ushioda and Dörnyei (2012: 396), we have reached yet another stage in the evolution of L2 motivation research, a "socio-dynamic period."

The research to be reported in this paper takes cognizance of some of the most recent developments in L2 motivation. The paper will outline some of these developments before describing the development of the research design. It will then present some of the initial findings of the research and discuss their significance. Finally, a number of conclusions based on these findings will be presented.

## II. Recent Developments in L2 Motivation

By the end of the 1990s, there was an increased emphasis among researchers on the cognitive aspects of learners' motivational orientations. Ushioda (1996), applied attribution theory (Weiner, 1986) to how learners perceived success and failure and how this affected their motivations. In addition, the advent of process approaches led to the recognition that motivation can and does change dramatically over time. This new focus also led to the beginnings of a change in research methodology in the L2 motivation field, a field that had been dominated by the quantitative methodology of social psychology. There now began to appear a number of studies following more qualitatively-based lines of enquiry (e.g., Ushioda, 1998). As the 1990s came to an end, and as research such as the longitudinal studies of Dörnyei and Csizér (2002) in Hungary highlighted problems with traditional conceptions of integrativeness, the field began to move into a period characterized by an increased focus on learners' concepts of themselves as language learners, their interactions with their learning contexts, and the dynamic nature of motivation.

Kimberley Noels has been greatly influenced by the ideas inherent in self-determination theory (Deci & Ryan, 1985, 2002). Noels *et al.* (2000) began to apply self-determination theory in an effort to identify second language learners' orientations and how these potentially affected both their initial approach to language learning and the path they might follow in their learning. Noels sees self-determination theory and its ideas of intrinsic and extrinsic motivation as useful predictors of individuals' attitudes toward and persistence in particular activities. She also sees in the fostering of the basic needs of autonomy, competence, and relatedness a means of helping learners develop more intrinsic forms of L2 motivation. Through this, the learner's engagement in L2 learning, including "effort (i.e., motivational intensity), persistence in learning, and willingness to communicate" (Noels, 2001: 60), can be enhanced.

Zoltán Dörnyei (2009) has recently proposed the L2 Motivational Self System as a way of making sense

of the complex relationship between motivation, the learner's concept of self, and the learning context. Basing his ideas on possible selves (Markus & Ruvolo, 1989; Markus & Nurius, 1986) and self-discrepancy theory (Higgins, 1987, 1996), Dörnyei identifies two aspects of the learner's self-concept, the ideal self and the ought to self, the first corresponding to the person the learner personally aspires to be and the latter to the person the learner feels an obligation to be. Dörnyei postulates that a vivid conception of an ideal L2 self can act as a powerful motivator in learning a language by providing a clear image for the learner to strive for. This in turn can act as a guide for the setting of intermediary goals. The ought to self, on the other hand, is more to do with the vision others, be they teachers, family, or society, have of the learner. Although these visions may not be closely related to the learner's ideal self-concept, they can have a considerable influence on the learner's motivation (Boyatzis & Akrivou, 2006), given the social, educational, and familial obligations that people have to conform to.

Ushioda (2011a) offers modern global identity perspectives as a means of linking present experience and motivation to the future direction that motivation can take, the vehicle for this being possible future selves. Ushioda (2009) further calls for a "person-in-context relational view" of motivation. She argues that learners are individuals with unique identities, experiences, and goals who interact with their context in unique and meaningful ways. Drawing on ideas from educational psychology (Brophy, 2009; Kaplan & Flum, 2009), Ushioda (2011b) claims that identity and L2 motivation are intricately linked and that for students to maximize their motivation and create genuine possible selves, their identities must be involved. She advocates the engagement of learners' "transportable identities" and allowing them to "speak as themselves" (Ushioda, 2011b: 17) in the target language. By so doing, not only will students be more motivated as they engage their real selves in genuine communication, but also they can formulate a more vivid image of themselves as users of the language, i.e., a possible future self. She further refers to Brophy (2009) and the crucial role of "socializers" (teachers, parents, peers) in the support and encouragement of healthy identities which "can solidify and develop into core values and more long-term stable identities" (Ushioda, 2011b: 21).

Ushioda is not the only researcher working with the concept of identity in L2 motivation. Ryan and Mercer (2011) propose that the inability of a learner to construct an identity as an autonomous learner can have negative effects on motivation, effort, and self-esteem. Lamb (2011) has added weight to the consideration of identity and autonomy in L2 motivation research. In a longitudinal study of a group of learners in Indonesia from 2002 to 2004, he found that the highly motivated learners were also those who exhibited the most autonomous learning behavior, linking this to their ability to visualize a clear future self (Lamb, 2007).

With the increasing acceptance and use of theories from a variety of branches of psychology, research into L2 motivation has moved far beyond the original conception of integrativeness and has entered a phase characterized by "a focus on the situated complexity of the L2 motivation process and its organic development in interaction with a multiplicity of internal, social, and contextual factors" (Ushioda & Dörnyei, 2012: 398). Ideas related to the self and identity are crucially relevant to any enquiry into L2 motivation within this paradigm, and it is with this in mind that the present research study was developed.

### **III. The Research Study**

#### **A. The Research Context**

The university where the research took place has an undergraduate population of some 25,000 spread throughout 19 colleges and 97 majors. There is quite an international presence with over 100 non-Korean academic staff as well as over 100 exchange students from various parts of the globe and almost 900 Chinese students. As in most universities in Korea, there is a considerable emphasis on English, with specified TOEIC (Test of English for International Communication) scores being a graduation requirement for many majors. Although the concentration on English varies according to department, four departments (English, American Studies, European Studies, and Hotel and Tourism Management) offer English conversation classes, while the international college conducts all classes solely in English. The Department of English Language and Literature is the single largest department in the university with over 600 students.

#### **B. Data Collection Procedures**

After a thorough survey of the literature in both L2 motivation and related psychological fields (e.g., Higgins, 1987; Markus & Nurius, 1986; Ryan & Deci, 2002), it was felt that a quantitative approach would not be effective in looking at L2 motivation in this context. Rather than approaching data collection with a preconceived set of concepts, the research sought to adopt a more grounded approach and "to allow theory to develop from the data" (Richards, 2003: 17). As Lincoln and Guba (1985: 208) state, a research design that seeks to investigate a phenomenon in this way "must be emergent rather than preordained."

## 1. Research Participants

Given the longitudinal nature of the research and to reduce the possibility of attrition, it was important that all participants were volunteers. As such, a series of class visits was conducted to recruit participants. A participant information sheet was developed detailing the main points of the research and explaining the rights of the participants and then translated into Korean. On visiting classes, the researcher was accompanied by his Korean assistant, who provided a simultaneous interpretation of the presentation. Students were informed of the purpose of the research, their roles, and their rights. Volunteers were asked to contact the researcher or his assistant to confirm their participation. This resulted in 41 students volunteering for the project: 21 freshman, 10 sophomores, and 10 junior/seniors.

## 2. Interviews

Interviews have been widely used in qualitative studies. They generally fall into one of three categories: structured, unstructured, and semi-structured. Given the exploratory nature of the research, it was felt that structured interviews would be too limiting and would not allow the participants the freedom to express ideas that they felt were important or relevant. On the other hand, unstructured interviews have the potential to reveal unexpected information and promote quite a relaxed format. As Dörnyei (2007: 136) states, "This kind of interview is most appropriate when a study focuses on the deep meaning of particular phenomena." However, it is difficult to compare participant responses in such a format, and there is no guarantee that participants will deal with the same topics let alone questions (Richards, 2003). As such, the semi-structured interview was chosen. In such a format, although the interview is generally guided by a number of specific questions, enough freedom is available to follow up on interesting ideas or to delve deeper into a participant's response, and participants deal with the same questions.

### (a) Focus Group Interviews

It was decided to conduct focus group interviews during the first phase of the project. These have the advantage of "generating ideas to inform the development of ... subsequent deep interviews" (Dörnyei, 2007: 146). In addition, it was felt that the group format was potentially a more secure and comfortable environment for the participants than a one-on-one interview. As Miller and Glasner (1997, cited in Richards, 2003: 88) point out, "how interviewees respond to us [is] based on who we are – in their lives, as well as the social categories to which we belong, such as age, gender, class and race." By grouping participants according to age and, where possible, major, it was hoped that they would feel less inhibited in their responses and more comfortable expressing their personal ideas. In addition, the students had the choice of speaking in either English or Korean. The interviews took place in May 2012.

### (b) Follow-up Interviews

In September 2012, a second round of interviews was conducted. These interviews were conducted in a one-on-one format and allowed the researcher to more deeply investigate themes that had emerged in the first interviews. In preparation for these interviews, student profiles were constructed based on the transcripts from the initial interviews. From these, a list of personalized questions was drawn up focusing on ideas that each student had brought up. In addition, the transcripts were analyzed for common themes using NVivo (version 9). The themes identified here allowed for the construction of common questions to supplement the individualized questions developed from the personal profiles.

## IV. Preliminary Findings

Although the research has reached only its mid-point, a number of themes have emerged in the research. Dörnyei's (2009) concept of the ideal self implies a vision of oneself as a future user of a language and is theorized to promote goal directed behavior. However, the learners in this study display more of what might be termed an "idyllic" self. In describing their hopes for the future, many of the students refer to a desire to achieve fluency, native-like proficiency, or the ability to speak English just as they do Korean. However, when asked whether they have a distinct vision of themselves as future users of the language, the majority have difficulty in elaborating one. In addition, considerable numbers of students have difficulty elaborating why such a level of proficiency is important to them or indeed necessary. This lack of a clear future possible self seems linked to a general lack of clear goal-directed behavior on the part of many of the students.

In some cases, the students did exhibit a clear sense of themselves as future users of English. An example of this is a freshman student who seems to have determined a clear future for herself as either a journalist or a translator. With this as her end goal, she has developed a series of intermediate goals. These include getting a high TOEIC score, becoming an exchange student, studying in a foreign university (probably Australia), and

gaining work experience abroad. This would seem to suggest the advantage of constructing a vivid future possible self. On the other hand, a considerable number of students do not exhibit such behavior. Many of these have the vague goal of becoming fluent in English, traveling, or working overseas, but these do not seem to promote goal-directed behavior. Interestingly, one of the most proficient students in the sample now seems completely lost. Having achieved a communicative facility in the language and having achieved her goals of travel and experience, she now seems directionless in terms of her language study. Her inability to construct genuine goals for herself has led to a prolonged psychological slump and almost an abandonment of language study.

The most common means of monitoring progress in the language was test scores. Not surprisingly, good performance had positive effects on students' attitude. However, poor scores, although somewhat disheartening, did not seem to have profoundly negative effects. Most students attributed these scores to a lack of effort on their behalf, rather than any lack of ability on their part. Even in situations where poor performance could not be ascribed to lack of effort, students found other external factors to rationalize their grade. Most common among these was blaming the grading curve at the university.

Another common means of monitoring progress was through an enhanced ability to understand English, often illustrated by the ability to watch US dramas without subtitles or to understand the content of English-medium classes. However, somewhat interestingly, only a small number of students made mention of monitoring their performance in communicative encounters. Although some students made reference to perceived improvements in communicative ability, cultural understanding, and confidence, this was not typical of the majority of students.

An overwhelming number of the students refer to their middle and high school period in a negative sense. They speak of the unfulfilled desire they had for more communicative opportunities and the stress and anxiety they experience in high school. It appears that the entire high school environment with its heavy focus on reading, grammar, and test preparation has a pronounced negative effect on students' attitudes to English. More than one student speaks in terms of hating English at this time, while others speak of an ability to see relevance of what they had to study. According to one sophomore student, the system is producing students with "no sense of individual purpose, just a herd mentality."

An interesting finding of the research so far has been the students' attitudes to communicating with different interlocutors. Although they confess to a degree of anxiety when speaking to foreigners, the majority of students feel far more intimidated speaking with or in front of other Koreans. There is a belief that their speech and proficiency are being evaluated, and this has an especially negative effect when speaking with other learners who they perceive as being better. The effects of this were perfectly illustrated by one student who spoke of having a conversation with a previous foreign teacher of hers. However, once she noticed some Korean women observing her, she was unable to speak and quickly ended the conversation.

Among many of the students, there is a genuine desire to have relationships with and experiences of English speakers and other cultures. Interactions with English speakers seem to have a wide variety of positive effects ranging from increased pride and self-esteem to a perceived improvement in communication skills and cross-cultural understanding. Several of the students in the sample actively seek opportunities to interact with English speakers, taking advantage of the large number of exchange students on campus or frequenting spots where foreigners are known to congregate. However, a not insignificant number of students do not take advantage of such opportunities, despite a professed desire to do so. Although intimidation does seem to be a factor here, more commonly cited reasons include not knowing how to approach people from other countries, a lack of common topics, fear of being misunderstood, and not wanting to offend the English speaker.

A variety of external factors seem to be influential in the students' attitudes toward English. Among the strongest of these is the social and institutional emphasis on TOEIC. All the students recognize the importance of this in terms of employment in Korea, although few of them view it as anything other than a pathway to employment. In addition, they are heavily influenced by the university's emphasis on the test. More than half the students appear to have spent considerable time devoting themselves to studying for this test during the summer months.

It is also clear that significant others have a considerable influence on both the students' decision to study English and how they choose to study. Many of the students chose English-related majors on the advice of their teacher or through the intervention of parents. A considerable number of them are also still in contact with old teachers or mentors and regularly contact them for advice. These individuals thus have a considerable effect on the students' perceptions of language study and the direction they take in it.

## V. Discussion

The findings to date suggest that for many learners, creating a clear vision of themselves as future users of English is difficult. This appears to feed into a lack of goal-directed behavior on the part of many of them.



There is a clear difference between those students who have created a clear possible future self and those whose idea of the future is considerably vaguer. This in many ways validates Dörnyei's (2009) concept of the ideal self and the effect it can have on learners' behavior.

It also seems clear that middle and high school are having a negative effect on learners' L2 self-concepts. The data clearly show an overwhelming desire on the part of many learners for communication. However, not only are students not receiving this, but also their entire attitude to English is being affected negatively. There seems to be a clear disconnect between what parents are focused on (reading and grammar) and what the students think they need. This finding also seems at odds with the recent moves in Korea to reduce the number of foreign teachers in the educational system.

A finding with obvious classroom implications is the anxiety that many learners feel in front of their peers. Given that the majority of opportunities that Korean students have to use English are in the classroom, this anxiety is a clear impediment to their progress in the language and the construction of a positive L2 self-concept. This points out the vital importance of constructing an atmosphere of trust and safety within the language classroom. On the other hand, the difficulties that many learners seem to have in interactions with foreigners would seem to stem not so much from fear but rather a lack of understanding of how to interact with them. This suggests perhaps a re-emphasis on the teaching of cultural aspects of communication and the development of strategic awareness.

It seems clear that external and social factors play a considerable role in students' concepts of themselves as language learners. Significant others are clearly influential both in learners' choice of language study and the direction they take in it. The heavy emphasis on TOEIC in Korean society is also directly implicated in the type of language study that learners undertake. It seems important that for learners to develop healthy L2 identities and a sense of autonomy, these external factors need to be balanced by personal self-awareness, goals, and needs. To achieve this and to create clear possible future selves, an element of learner training may very well be applicable.

## VI. Conclusion

The research to date shows a number of thought-provoking factors involved in these learners' development of an L2 self-concept. Taken together, a complex picture of student motivation is beginning to emerge. It is clear that language learning experience, external factors, and the ability of students to formulate a definite future possible self have a clear influence on the direction language learning takes. In addition, the factors influencing students' willingness to communicate, both with each other and with English speakers, have clear implications for classroom practice. It is hoped that as the study progresses, insights will be gained into how these learners' motivational profiles change over time and what factors influence this. It is also hoped that by comparing learners of different ages and backgrounds, insights can be gained that may be applicable to a broader range of Korean language students. Although this research focuses on just one group of students in a specific context, it may very well prove useful for other researchers in Korea. It would indeed be fascinating to see these findings replicated in other contexts.

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# Classroom Management Strategies to "Live by".

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## Abstract

Effective classroom management is often the yardstick by which teachers are measured, leading many to become disheartened if their daily teaching strategies and their own personal authority appear to fail them in the classroom. Traditional teacher-training courses do not usually provide much training on classroom management, leaving new teachers ill-equipped for the "challenging classroom". This workshop aims to provide information that could help take the stress out of teaching, and to provide reliable positive classroom management strategies as well as some related classroom management theory. The workshop also aims to explain the characteristics of a "good" school behavior system and its connection to classroom management. This connection will demonstrate how a teacher with even a low personal authority can effectively manage difficult students. Management strategies may change depending on the age range of students and this topic will also be addressed during the workshop. A wide range of strategies will be provided at the workshop for coping with common classroom management issues.

The workshop would be of interest to experienced and inexperienced teachers alike. The main area of focus will be Middle and High School classroom management, although there will also be some reference to strategies that can be used in an Elementary School.

The strategies presented in the workshop will help to create a positive work day where teachers feel less tired and worn down by disruptive classroom management events. Also considered will be common classroom management scenarios and best practices for dealing with them. The workshop content has been distilled from the author's own baptism by fire in the UK school system, where a mixture of in-school training and guidance from other more-experienced teachers helped her to overcome a shaky start and quickly become effective in a large variety of difficult classroom management situations. The author learnt to "live" rather than "die" when faced with the sometimes dauntingly steep rock-face that is teaching.

It is hoped that delegates will benefit from the author's experience and will leave with a set of "strategies to live by".

## I. Introduction

Classroom management is a crucial teaching skill and yet it is often barely visible in teacher-training course curricula. Teaching-training courses have a tendency to focus on the presentation of knowledge in the classroom and on the development of syllabus, curriculum, and related knowledge. Often teacher-training courses hold to the belief that classroom management needs to be learnt through experience. This has meant that traditionally little has been taught in the teacher-training classroom about management strategies and school behavior systems. This attitude is partly due to the fact that each situation in a classroom can be unique, and that the personalities of teachers and students will differ. In addition to this, teachers have different teaching styles and levels of personal authority. For these reasons it is not possible to adopt a "one size fits all" approach for every teacher or every school, nor is it possible to prescribe teaching strategies and teaching systems for every classroom setting.

However, it is possible to present a range of possible strategies that teachers can adapt to their own personal teaching styles. It is also possible to identify the core features that should be present within a "positive" school behavior system which supports individual teachers and learners.

The foundation of behavior in any school comes from the "whole school behavior system." The first question a manager needs to ask is: what management system does my school require? And the first question a teacher should ask is: what is the behavior management system at my school? If at an interview for a teaching post the hiring manager is unable to advise the candidate on the school's behavior system, the author would recommend that the candidate view this as a negative factor in deciding whether or not to work at that particular school.

A behavior management system should consist of a system of rules and conventions for teaching and learning that need to be adhered to by both students and staff. It is also useful to include staff, parents and students

in the actual development of the system, as individuals are more likely to support a system which they have personally helped to construct. The system should itself be supported by a documentation process that will record behavior events within the school. This is important for evidencing patterns of behavior and is thus useful in negotiation with parents and with other groups of professionals, such as counselors and social workers. The system should also contain a set of predefined "rewards" and "consequences". It is of utmost importance that the management team support their teaching staff in the consistent application of these rewards and consequences. A system can easily fail if a teacher threatens a consequence which does not materialize, since students soon learn that they are able to behave in a disruptive way with little or no consequence for their actions. Likewise, if promised rewards are not forthcoming then students will lose their motivation to respond positively and will lose faith in the school behavior system. Therefore overall good behavior standards in a school arise from the existence of a school system, from the competence of management in supporting that system, and from the contribution of individual teachers working within the system.

A teaching system should be supportive of all teachers, no matter what level of personal authority they may have. The system should not require raised voices, physical punishment or strictness. It requires consistency in application, in other words, all teachers should apply the same system of rewards and consequences. It also requires a strict application of the behavior documentation process and the use of "positive" behavior-system and classroom-management strategies. Most of all, it requires cooperative and supportive team work from all the system's stakeholders.

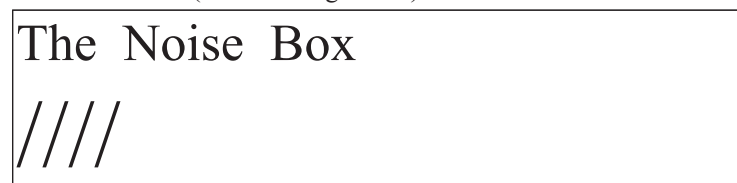
## II. Routines and Organization

The repetitive use of "routines" and good organization can decrease the amount of behavior management necessary in a classroom situation. For example, students should always know the general format that their lessons will take. The system should also include routines for lesson-commencement, entrance and exit. In addition to this, it should include: registration routines, break time routines, reward-giving routines, and formalization of the roles and responsibilities of the students within the lessons. It may also include routines for homework, book-giving and for the handing out of equipment such as pens, erasers, etc. Classroom routines and "good" organization provide natural boundaries which make students feel secure; they are less likely to be disruptive when they know what to expect and what is expected of them. Therefore it is important to establish routines and to be consistent in their execution. In addition, if a class has effective organization and routines then there will be less "dead " classroom time, in turn leading to less disruptive behavior.

## III. Controlling Noise and Disruptive Behavior

Using the Black or White Board to Support Classroom Management

The Noise Box (Good for age 8-15)



There will often be a need for students to make productive noise in the classroom. A teacher must be able to distinguish noise which is productive from that which is disruptive, and must also find a positive mechanism for controlling noise levels; the "noise box" is one such effective tool. The teacher should draw the box on the board at the start of the lesson. If noise levels rise the teacher should place a strike in the box and explain that if 5 strikes are put in the box due to continued excess noise then the students will receive a sanction (such as staying in at break time, extra homework, staying after school, or tidying the classroom). As with all behavior management methods, students must be allowed the chance to redeem themselves by improving their behavior . This redemption scheme will allow the teacher to gradually remove the strikes, and will promote a "feel-good" atmosphere in the classroom as students come to realize that improvements in their behavior will be rewarded. If punishments are fixed in stone early in a lesson with no opportunity for redemption, then there is no incentive for students to improve their behavior; and if a child feels that there is no chance to redeem the situation then he/she may continue behave in an inappropriate way, knowing that the punishment will occur regardless of their behavior for the remainder of the lesson. A teacher who perceives that the class noise becomes more productive and/or lower in volume should gradually remove strikes to reward and acknowledge the improvement in behavior.

The value of the noise box is that it is very visible and flexible.



If one or two students continue to make noise in an inappropriate way these students may be given their own noise box and personal sanctions.

Personal Noise Box

John	///
Gemma	/

Using a chart on the classroom board can be a positive way to record and highlight both good and inappropriate behavior. Adding smiley faces or funny faces can add fun and humour to the situation. Younger students can get great joy from seeing their names in the happy face column. Students will also be mortified to find their name in the sad face column which is indicating that they have behaved in an inappropriate way. The chart will usually encourage children to seek rewards for positive behavior and to avoid using inappropriate behavior.

Behavior Chart

	
John Gemma Oh	Jin Joy

#### IV. Round Robin Lines

Giving lines to students is an old-fashioned method of punishing students. Traditionally, if a student is "given lines" he or she must write out a prescribed phrase many times, for example "I must not interrupt my teacher when she is talking ". If we change the manner in which in which we give out lines we can add humor and ease classroom tension, thus creating a more positive relationship with the students. Humor is a very important part of good classroom management. "Round Robin Lines" is a way of introducing humor, fun and variety into this traditional classroom management technique. If a student talks, the teacher will give him or her a blank piece of paper to be used for writing down the lines. Then if another student speaks inappropriately the paper will be passed to him or her. The student who eventually gets to write down the lines will be the student who is left holding the paper at the end of the lesson. This method of giving lines encourages students not to talk inappropriately. It also allows a student the chance to improve their behavior in the hope that another student will receive the lines for talking.

The method also creates a fun atmosphere as there is an element of chance in the technique which makes it almost like a game. The students often receive their punishment with a smile and at the same time learn a valuable lesson about not talking when the teacher is talking.

#### V. Managing Teenagers - And Turning a Blind Eye

Younger children accept the natural authority of an adult more readily than older children. Therefore it is easier for teachers in a Kindergarten or Elementary school to give orders to children. As children get older however they need to develop a sense of conscience about their own actions. Older children and teenagers need to be encouraged to think about and discuss the consequences of their actions. This is an important part of the process that allows a child to develop into a mature adult. Generally speaking, the older the child the slower they will be at reacting to requests and orders. Pushing a teenager to respond before he/she is ready will often lead to unproductive conflict, creating negative feelings and disrupting your lesson. Teenagers need to be given sufficient time to respond, and usually if they are prompted with gentle reminders of the school behavior system and are given some time to think about your request, then they will react positively and will complete the action that you require of them. It is sometimes best for teachers to walk away from the teenager for a few minutes to allow them this time, thus avoiding a possible confrontation that might destroy a lesson.



It may also be desirable to deal with minor rule infringements at a time of your own choosing, rather than at the time that the offence occurs. For instance a teacher's responses to "gum chewing" could be left until a natural break in the lesson; prior to that a teacher can pretend not to notice. This way the teacher retains control of the lesson and avoids unnecessary disruptions.

Classroom management strategies can take a significant amount of time to become obviously effective. A common error is to give up too early. It can take up to 6 weeks to see definite and consistent changes in a class's behavior. The author recommends that adequate time is allowed for the establishment of a new management and behavioral system, and that a system is properly trialled for a significant period before any changes are considered. Constantly "tinkering with" a behavior system is likely to confuse students, and at worst may cause conflict with them.

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# “Supporting Extensive Reading through Soft Toy Theory and Story Sacks”

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## Abstract

This work shop will provide you with information on how to utilize "soft toy theory" in your class and demonstrate the value of using story sacks to develop comprehension and understanding in extensive reading, and reading programs. "Soft Toy Theory" is a term that I have adopted myself for using play, creativity and art resources and soft toys to create dialogues in the kindergarten elementary classroom: it is even possible to extend the use "Soft Toy Theory" to middle and high school and Adult classrooms when adapted. Soft Toy theory assumes that soft toys can include: actual soft toys, art resources, and other play resources: such as, sand, water, puppets, masks and clay. Story Sacks employ much of the theory that supports "soft toy usage" and is a useful adjunct to "Soft toy theory".

## I. Introduction

Play has been used in teaching and counseling to enable healthy child development and to decrease any emotional difficulties that a child is encountering in or outside the classroom. However a less obvious goal of play can be to improve communication and understanding between parents and children and teachers and children and through this process raises standards of speaking and literacy. According to <http://minddisorders.com/Ob-Ps/Play-therapy.html> "Children communicate their thoughts and feelings through play more naturally than they do through verbal communication". Often direct question and answer sessions with children at the emergent literacy stage are unfruitful because the child may be intimidated or find it difficult to find the right words to express their thoughts or simply be not ready to express a particular thought through language". If we use play in our classrooms we can reduce the anxiety and create a relaxed atmosphere where trust can be developed and a child's thoughts can be accessed in amore indirect way. It is important as a teacher to remember that when a young child enters the classroom they are leaving hopefully a warm nurturing home and entering an alien environment. It is essential for the relationship of both the adult and the child that the teaching space is made as comfortable as possible. If children can identify comforting and nurturing toys and creative play things, they will immediately feel more at ease.

An adult can then negotiate meaning with the child, scaffolding the child's responses and also respond in a non-threatening way to the child's conversation: for example, through a soft toy. A child may also use a soft toy to practice reading or role playing the language that they have recently learnt. In addition to this, soft toys and other playthings can create a non-threatening atmosphere in a school environment that will enable children to be able to express themselves more easily and respond positively to the learning situation. A dialogue between a teacher and child will take place more naturally during play than during a formal question and answer session.

As the child plays, the teacher or therapist begins to recognize themes and patterns or ways of using the materials that are important to the child".

The teacher or therapist in doing this can then enter the child's world and whilst "seeing through a child's eyes" negotiate meaningful conversation and enable the child to verbalize his or her feelings. In doing this a child will develop a competent level of literacy and raise their own level of comprehension and self-expression.

Furthermore, a child will often be thinking at a higher level than they can express in speech, observing the child through play can demonstrate the more complex thought patterns. A teacher or therapist can then provide language with which a child can express their thoughts. Although, using play in a literacy situation can particularly benefit children with emotional or developmental problems, it could be useful in achieving the maximum potential in all children.

Soft toys can be used to represent people that children know or even represent parts of themselves. According to Norton & Norton, (Norton B. & Norton, C. 2010), one example of this is where nesting dolls can show the strength of a relationship with grandparents or parents and how it reduces naturally as a person gets older.

For example, the primary care giver can be highlighted by the largest doll and other members of a family or group can be shown in line with the child's perceived level of importance. A teenager or an adult may chart the journey or their relationships and strength of bonding with the nest of dolls.

### **Why is a soft toy special?**

At this point the child creates what Donald W. Winnicott (Winnicott, 1953) calls the transitional object. This object appears when the reassuring internal representation of the mother is projected onto a tangible item, such as a blanket or a soft toy, which the child invests with special meaning and identity. The transitional object helps the child bridge the frustration of parental unavailability. That object is simultaneously internal and external: it carries a subjective meaning, but being tangible, it is also objectively perceived. In later life the soft toy or blanket is substituted by games, artistic creativity, and intellectual discussion. Such activities provide individuals with spaces where they can externalize their internal images.

### **The Story Sack and improving motivation in for Extensive Reading.**

Story sacks are becoming a popular tool to increase literacy levels throughout the world: they are being used, according to the NWT literacy council, to "engage children and families in reading and sharing together". It is essential in a multi-media driven world that competes with book reading that we as teachers find a way of motivating students to read. Soft toy theory is connected to story sack usage as often soft toys and soft learning materials are used to help explain a story or are used in connected activities.

It could be argued that story sacks are the answer to finding a way of inspiring children to want to read and appreciate reading. Not only can a story sack make reading fun but it can make the children's reading books more comprehensible. The consequences of this could mean a higher growth in vocabulary and higher comprehension levels. The motivation that is stimulated through the use of Story sacks could create lifelong readers. Although, the technique is mostly being used with Kindergarten and Elementary School children, I believe that there is no reason that a story sack should not be attached to the graded readers used by adults. It simply needs for the support materials to be made more adult appropriate.

What is a story sack?

A story sack is a collection of support materials that connect to the themes and characters in either graded readers for adults or in children's reading books.

Here are a few ideas regarding supportive materials used by myself and the NWT literacy council:

- A children's book
- Scenery or back drop for the story
- Soft Toys, masks or puppets of the main characters.
- Props or items to tell the story.
- Anon fiction book with the same theme as the story.
- An audio tape of the book- you can make the tape or it can be bought.
- An idea card for parents or teachers or volunteer readers to follow.
- A board game or other game that connects with the language, or themes In the book.
- Dressing up clothes that fit the garments that the characters wear in the story.
- Worksheets, such as: jigsaws, cloze procedures, word searches and comprehension questions can also be included.
- It might also be possible to find videos online that tell the story or show different versions of the story.
- Non fiction videos and activities on the topic might also be available.

(Resource) How-to-Kit Storysacks, A guide to making a storysack. NWT Literacy Council.

The soft toy theory and story sack workshop will explain what a story sack can include. It will also show examples of homemade and "shop bought story sacs".

A story sack and encourage teachers to consider what can be included in a sack for popular children's reading books. Story sacks can be expensive to buy, but can be made relatively cheaply by teachers and parents in collaboration. Making a story sack can be time consuming but if parents and teachers work together in a short time the school will have many story sacks to accompany the children's books.

Story Sacks and Soft Toy theory could be tools that develop a child's ability to communicate and express their thoughts and ideas. It is also a method that can be used to promote a greater comprehension of readers and graded readers and create high level literacy skills, whilst supporting extensive reading programs. It also helps to develop a positive, creative atmosphere in the classroom, and helps stimulate the growth of healthy personalities

in the children and adults that engage in the Soft Toy Play and Story Sack learning process.

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# College English Classes through English Poetry Instruction Incorporating the MI Theory

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## Abstract

This article demonstrates through a poetry lesson incorporating the MI theory how teachers can enhance language instruction and motivate learners. This paper gives a brief outline of the theoretical foundations of Howard Gardner's Multiple Intelligences theory and supplies a practical example of how to use the MI theory in EFL classes. It showed that poetry combining with MI directed activity is highly effective in student involvement with the class. Choice-based activities in after-reading activities were instrumental in increasing the relevance and meaning of lessons and reducing teacher directedness.

## I. Introduction

This article demonstrates through a poetry lesson incorporating the MI theory how teachers can enhance language instruction and motivate learners. This paper gives a brief outline of the theoretical foundations of Howard Gardner's Multiple Intelligences theory and supplies a practical example of how to use the MI theory in EFL classes.

The participants of this study consisted of 54 students who were enrolled in a course titled "English -1: Interpersonal Skills" and "English -4: Speech and Debate." The subjects ranged from freshmen to seniors and they came from a variety of majors. They all spoke English as a foreign language. Their majors also varied and included English language and literature, mechanical engineering and etc.

In order to understand their intentions and goals for taking this class, student participants were given a questionnaire which also elicited some demographic information. To the question "Why did you take this course? What is your expectation for this course?" 20 students answered that they want to improve English proficiency and 23 students answered that they want to improve English speaking and writing. The majority of students (78 %, 43 out of 54) wanted to improve their general English skills regardless of whether the title of the course was interpersonal skills or speech and debate. Then why did I include English poetry (one class time out of 45- hour class for a semester) in my class?

Literature is the most controversial in ESL/EFL classrooms. Many teachers and students feel that it is too hard or inappropriate. A large number of studies have indicated that teaching English poetry has pedagogical, linguistic, humanistic, and cultural values. (e. g. Widdowson, 1982; Goodman & Melcher, 1984; Povey, 1986; Tomlinson, 1986; Tarvin & Al Arishe, 1990; Mok, 1992). There are several reasons.

First, poetry can open and enrich the content of language lessons, can provide useful opportunities for gaining experiences of the world. Second, literature helps students to be creative and well-rounded people. It helps us to understand other cultures and to deepen understanding of what constitutes a human being. With these benefits in mind, I think of ways to cultivate methodology which can appeal to most of the students. One theory which has had a profound impact on classroom teaching is Howard Gardner's idea of MI. Thus, I incorporate MI theory into poetry lesson plan.

## II. Multiple Intelligence Theory

Multiple intelligence theory, first introduced by Howard Gardner (1983), suggests that there are seven intelligences: bodily/kinesthetic, interpersonal/social, intrapersonal/introspective, logical/mathematical, musical/rhythmic, verbal/linguistic, and visual/spatial intelligences. Later Gardner has spoken of natural intelligence, which this paper disregards as being less easily applicable as aids to ELT. Balanced instructional presentations that encourage addressing the multiple intelligences benefit all learners and expose students to the appropriate means through which they can strengthen their underutilized intelligences.

A. Bodily/Kinesthetic: The ability to use one's mental abilities to manipulate and coordinate movements of



- one's physical body
- B. Interpersonal/Social: The ability to recognize and understand others' feelings and interact appropriately with other people
- C. Intrapersonal/ Introspective: The ability to perceive one's own feelings and motivations for planning and directing one's life
- D. Logical/Mathematical: The ability to detect patterns, calculate, think logically, and carry out mathematical operations
- E. Musical/Rhythmical: The ability to recognize, compose, and remember tonal changes, rhythms, and musical pitch
- F. Verbal/Linguistic: The ability to effectively manipulate language to express oneself and allows for the use of language as a means to remember information
- G. Visual/Spatial: The ability to perceive and manipulate images in order to solve problems

Gardner believes that individuals may rely more heavily on one intelligence over another. Accordingly, foreign language teachers may help students learn better by tapping into one or more of the intelligences that an individual student might use dominantly. In particular, a number of articles have proved that application of MI theory has had a positive influence on learning English in class and enhanced student's interest in language learning (Son, 1998; Kim, 2000; Boo & Choi, 2000).

Pilot study (Hall Haley, 2001) results indicate that teachers were profoundly affected by these approaches: They felt that their teaching experienced a shift in paradigm to a more learner-centered classroom; they were once again energized and enthusiastic about their pedagogy, and they felt they were able to reach more students. Students demonstrated keen interest in MI concepts and showed positive responses to the increased variety of instructional strategies used in their foreign language/ESL classrooms.

There are two ways to apply MI theories to ELT: one is to measure each student's prevailing intelligences and plan activities which match to student's prevailing intelligences. The other is to design classes that tackle all the intelligences without measuring students' intelligences. I used the latter one because I do not want to take too much time for my study from the allotted English instruction.

### **III. Application and Implementation**

Clark & Silberstein (1977), Hill(1990), Tarvin & Al Arishi(1990) have suggested that we should consider students' needs, interests, abilities, cultural assumptions and conflicts, linguistic and stylistic level when we choose text. I bear in mind that suggestion: I chose the topics that are appealing to university students: love, jobs and death. I selected Alfred Lord Tennyson's "Crossing the Bar," Emily Bronte's "Love and Friendship," and Seamus Heaney's "Digging" accordingly.

It may not always be easy or feasible to tackle all intelligences in one class or lesson. I divided the lesson into three sections: pre-reading, while-reading and after-reading activities. For the first two activities, verbal-linguistic activities are mainly used but I succeeded in including all intelligences in after-reading activities.

### **IV. Results and Implications**

In order to evaluate the lesson plan, I designed a questionnaire which was given to each student soon after the class finished. All of them were returned completed within five minutes. The questionnaire asked about the selection of materials, classroom activities, and other comments. The results show positive feedback. The majority of students did not find the poems boring. 93 % of the students thought the poems were okay or interesting. However an average of 60 % of the students had difficulty understanding the third poem. In terms of usefulness and effectiveness of classroom activities, an average of 100 % enjoyed the lesson. So my choice of the poem was not successful but still students found the class enjoyable. Most students also had a chance to speak, read, listen and write English. An average of 66 % of the students found the after-reading activities were the most interesting. This result is quite stimulating. Students don't prefer a teacher-centered class. They were the most motivated learners when some activities they could engage in were in the class. In the additional comments students responded that this class was fresh and interesting and they had an opportunity to experience English richer and deeper. According to responses, the objectives of the lesson plan were successfully achieved.

## V. Conclusions

This study explored new conceptual frontiers in relation to language teaching and learning: the integration of MI into foreign language learning using English poetry. It showed that poetry combining with MI directed activity is highly effective in student involvement with the class. Choice-based activities in after-reading activities were instrumental in increasing the relevance and meaning of lessons and reducing teacher directedness.

This study showed English poetry has merits as a EFL/ESL material if we design the material in multiple and diverse ways by tackling the seven multiple intelligence activities. Students could practice four skills of English: reading, writing, listening and speaking and most of them thought that poetry should be included in EFL curriculum.

Further study should attempt to identify general characteristics of each student's intelligence profile with an informal MI survey. Further survey result will provide valuable information about individual students' strengths and weaknesses. This information would be useful in providing critical reference points for instructional planning.

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# Affecting Language Learner Self-Direction Through Journaling and Its Perpetuance

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## Abstract

This paper examines the role of language learner journals as a second language learning instructional tool for increasing self-direction and motivation in the language learner and thereby leading to better study practices and increased learning. To test this assumption for the Korean EFL learner, university students were asked to keep, for one semester, English journals reflecting on their own English study process and progress, and as well, upon how they could improve upon their present study habits. The questions that this study poses are: do students perceive language learner journal writing as helpful in improving their language study program and proficiency, and will the student continue this activity after the course is completed? The initial survey reveals a positive change in student attitude toward language learning journal writing as well as a desire to continue the practice in the future. The follow-up survey reveals that 15 weeks later a considerable number of students had continued reflective learner journal writing. These results suggest that introducing language learners to reflective journal writing can have a positive effect on learner motivation and self-directed language learning.

## I. Introduction

Education in Korea has traditionally been teacher-designed, teacher-directed, teacher-centered, and test-driven. There was very little decision-making available to the student concerning their study. This is still true to a large extent in Korea's high school education system. Accordingly, many students enter the radically different university education system discovering that they need much more concentrated English language study than that built into the curriculum of required courses, but are unsure as to how to go about it. They find themselves lost, directionless, not knowing exactly what to study or how. Consequently, they also become demotivated. As reflective learner journals have been promoted as both creating motivation and fostering autonomous learning, it was decided to examine their effectiveness as a language learning tool to increase motivation and nurture self-direction the English study of Korean university students.

## II. Literature Review

Journal writing is considered to be a beneficial mechanism to encourage students to be more critical and reflective in a growing body of research across a range of disciplines (Jarvis, 2001). Journals are able to provide a means for reflection before, during, and after a learning experience (e.g., Mills, 2008). Paton (2006) concludes that reflective journals help foster critical thinking, while Connor-Greene (2000) and Kerka (1996) show that students can use journal writing to enhance their learning by asking questions, engaging in higher order ideas, and making connections between theory and practice. Dymont and O'Connell (2003) recognize that journal writing holds great potential for enhancing learning in experiential education, and Anderson (1993) concludes that journal writing helps students develop their writing skills through experimentation with less-structured writing that may be highly personal and speculative. Fritson, Forrest, and Bohl (2011) found that through reflective journaling, university students were more successful at thinking about and finding ways to make course material relevant to their lives, applying the material to their lives, and finding ways to make the material more interesting. Compared to classes without journal assignments, the students in classes with journal writing reported a greater desire to learn the material. Additionally, the students in Dymont and O'Connell's (2008) study generally agreed that journal writing is a helpful form of reflection. In the language-learning environment, it has been found that as both a research tool and an extended classroom activity, strategy journals help provide access to the often hidden processes that ESL and EFL learners use to accomplish their goals. The effectiveness of the learning journal in generating motivation and directing autonomous English language learning in Korean university students is examined in this study.

### III. Method

#### A. Participants

The participants in this study were 73 EFL students at a large private university in Korea. The participants broke down into 21 males (29%) and 52 females (71%), and their mean age was approximately 22.5 years. All the participants were juniors or seniors majoring in an English language-related major.

#### B. Instruments

The instruments administered in this study were two online surveys created through the web-based survey provider Survey Monkey. The first survey was administered at the end of the journal project. The participants were provided with the survey's URL and asked to complete the survey online and submit it as instructed. The survey contained biographical questions about the participant and questions about the participant's impressions of the language learning journal project, and about the contents, amount, and frequency of their journal writing. The journal-related questions were multiple-choice type, several with Likert-scale type responses. The second online survey was administered three and a half months after the first. It was a follow-up survey, asking in multiple-choice format whether the participants had continued keeping a journal, why they did or did not continue, and whether they planned on future journal writing. All survey items appeared in Korean so that the possibility of misunderstanding the items would be minimized.

#### C. Procedure

In a classroom situation, the participants were asked to keep a language learning journal as part of the course requirement of the English oral-aural skills course that they were taking during the second semester of 2011. They were told that the minimum requirement was writing two entries per week for the remaining thirteen weeks of the semester and that the minimum word count was 200 words per week. They were informed that the main purpose of this journal-writing project was for them to reflect upon their individual language-learning programs through writing about them in their journals, and through their reflection, to assess the effectiveness of each element of their language study program, and make adjustments to their study program as they felt necessary; examples were given. They were told to include in their journal their English study plan for the semester and to also include any changes that they made to that plan throughout the semester.

The participants were told that their journals could possibly be checked during the semester, and it was stressed that the contents were of primary importance, not the grammar or spelling of written text. They were also told that the percentage value of their final grade that the journal-writing project would carry would be determined in consultation with the students at the end of the project. During the semester, random spot checking was administered, students' questions about project were answered, and the journals were collected and assessed at the end of the semester. It was at this time that the participants were instructed to complete the online survey concerning their journal-writing project. The follow-up survey, which checked on continuance of journal-writing activities, was administered three and a half months after the first survey, a time interval spanning the participants' winter vacation period.

### IV. Results and Discussion

#### A. Language Learning Journal-Writing Results

Project-completion survey results showed that 84.9% of the participants wrote in their journals 2 to 3 times per week and 12.3% once a week (see Survey Item 2 of Table 1). They also showed that 35.6% of the participants wrote 100-200 words per week, 28.8% wrote 200-300, 19.2% wrote 300-600, and 16.4% wrote less than 100 (Item 3). These figures were in general confirmed during assessment, though the 19.2% figure in Item 3 seemed slightly high. The participants wrote on average near the minimum requirements set for the journal project. The participants indicated that they wrote in their journals about various areas of English study (much = 56.2%; some = 39.7%) and that they wrote about various study methods in each area of study (much = 56.2%; some = 31.5%) as shown in Items 7 and 8.

**TABLE 1. Participant Responses to Language Learning Journal-Survey Questions**

Question	Response	Percent
1. What was your impression of the language learner journal writing assignment at the beginning of the semester?	Beneficial	16.4
	Beneficial but hard	76.7
	So-so	4.1
	Hard/not beneficial	2.7
2. On average, how often did you write in your journal? (times/wk)	< 1	1.4
	1	12.3
	2-3	84.9
	4-5	1.4
3. How much did you write in your journal each week? (wds/wk)	< 100	16.4
	100-200	35.6
	200-300	28.8
4. Did you include your English study plan for this semester in your journal?	300-600	19.2
	Yes	64.6
	No	35.6
5. Did you include changes to your English study plan in your journal?	Yes, a lot:	8.2
	Yes, a few	41.1
	No	38.4
	No, no change	12.3
6. Did you write about various areas of English study in your journal (ex. speaking, listening, vocabulary, TOEIC)?	Yes, a lot	56.2
	Yes, a little	39.7
	No	4.1
7. Did you write about various study methods for each area of study (e.g., Speaking: (1) taking an English course, (2) speaking with a friend)?	Yes, a lot	56.2
	Yes, a little	31.5
	No	12.3
8. Did you alter your English study plan in any way because of keeping a journal?	Yes, a lot	12.3
	Yes a little	54.8
	No	32.9
9. Will you continue to keep a journal after this course finishes?	Yes	57.5
	Not sure	38.4
	No	4.1
10. Will you continue to keep a journal in Korean after this course finishes?	Yes	48.0
	Not sure	41.1
	No	11.0
11. Do you think that keeping a language learning journal was helpful in improving your English study methods?	Yes	93.2
	Not sure	5.5
	No	1.4
12. Do you think that keeping a language learning journal was helpful in improving your English proficiency?	Yes	91.8
	Not sure	4.1
	No	4.1
13. Do you think that keeping a language learning journal was helpful in improving your English communication skills?	Yes	74.0
	Not sure	23.3
	No	2.7
14. What is your impression of the language learner journal assignment after one semester of keeping a journal?	Beneficial	34.2
	Beneficial but hard	61.6
	So-so	4.1
	Hard / not beneficial	0

Note: N = 73



The survey showed that 64.6% of the participants included their English study plan for the semester in their journal (Item 4) and that 49.3% (many = 8.2%; a few = 41.1%) made changes to that plan during the semester (Item 5). It may very well be that a similar percentage of changes would have occurred without the journal project, but it may also be the case that the actual changes were better informed because of the reflection that the journal project afforded. Indeed, 67.1% of the participants indicated that at least some of the study plan changes that they made (many = 12.3%, some = 54.8%) were influenced by keeping a journal (Item 8).

Participant impressions of the journal-writing project improved with participant familiarity with the actual project. When the project was announced, 93.1% of the participants thought the project would be beneficial (of whom 76.7% also thought it would be difficult). However, at the end of the project, 95.8% of the participants thought it was beneficial, and only 61.6% of them thought it was difficult (Items 1 & 14). Of the participants, 93.2% thought that the journal writing was helpful in improving their English study methods, 91.8% thought that it was helpful in improving their English proficiency, and 74.0% thought it was helpful in improving their English communication skills (23.3% were not sure) as shown in Items 11-13. It is assumed that because of these positive feelings about the journal, 57.5% of the participants indicated that they would continue to keep a language learning journal after the project ended, but 48.0% indicated that they might keep it in Korean rather than in English (Items 9 & 10).

## B. Perpetuation of Journal-Writing Practices

For a language learning tool such as reflective language-learning journal writing to be maximally effective, the student would need to continue using the tool voluntarily after the course requirement was completed. Approximately three and a half months after the completion of the two projects and the administration of the initial survey, a follow-up survey was administered to determine the number of students continuing with journal writing and those planning to do so in their future language study. This survey was carried out at the end of the students' winter vacation period. The participants were neither encouraged nor discouraged from continued or future learner journal writing.

Of the 28 respondents, 29.6% said that they did continue with language learner journal writing during the vacation period (see Table 2), and 25.9% replied that they are still keeping a journal. As reasons for continuing to keep a journal, the most frequently selected responses were (1) to improve my language-learning program contents (45.5%), (2) to improve my general English proficiency (45.5%), and (3) to improve my writing skills (18.2%). Respondents were allowed to select more than one response. The language that learners used in writing in their journals was overwhelmingly English. English-only usage was employed by 36.4% of the respondents, while the remainder (63.6%) did over half of their writing in English. Although writing in one's L1 is obviously easier than writing in an L2, the language learning value of writing in English was apparently appreciated and employed by the learners.

Of the respondents who had not continued journal writing, 52.6% responded that they were too busy, 26.3% responded that keeping a journal was too time-consuming, and 21.1% responded that they felt that their present English study plan and study methods were the most appropriate for them. More than one response per respondent was permitted. Significantly, none of the respondents selected as a response "I feel reflective journal writing is not helpful in improving my English study plan." This suggests that even the respondents who did not continue with journal writing recognize the value of language learning reflection and do not consider journal writing as without merit. Although, 70.4% of the respondents indicated that they have not continued their journal writing, 80.0% indicated that they intend to continue with journal writing in the future.

**TABLE 2. Participant Responses to Language Learning Journal Survey Questions**

Question	Response	Percent
1. Did you continue to keep a reflective language-learning journal after our autumn semester (2011) course?	Yes	29.6
	No	70.4
2. Are you still keeping a reflective language-learning journal now?	Yes	25.9
	No	74.1
3. Why did you decide to continue writing a journal? (Select as many as you wish.)	To improve my language-learning program contents.	45.5
	To improve my general English proficiency.	45.5

	To improve my oral communication skills.	0.0
	To improve my writing skills.	18.2
	Other	9.1
	English	36.4
4. What language do you write your journal in?	More than 50% English	63.6
	More than 50% Korean	0.0
	Korean	0.0
	Journal writing is too time-consuming.	26.3
	I am too busy.	52.6
5. Why did you decide to not continue? (Select as many as you wish.)	I feel that my present English study plan and study methods are the best for me.	21.1
	Others	52.7
6. Do you plan to do reflective journal writing again in the future?	Yes	80.0
	No	20.0

Note: N = 28 (3. n = 12; 4. n = 12; 5. n = 19; 6. n = 20)

## V. Conclusions

This study has shown the language learning journal to be an effective tool in helping Korean university students reflect on and make informed alterations to their individual language-learning programs as a teacher-initiated course project. It is projected that journal writing would also be effective in giving a reflective voice to the language learner in more autonomous language-learning environments. A considerable number of the participants continued employing journal writing voluntarily after the project ended and many more plan to in the future, indications that journal writing is motivating, fosters self-direction, and is sustainable. It is therefore recommended that journal writing be strongly considered for inclusion in university student and other young adult English language learning programs.

Dyment and O'Connell (2010) suggest that making sure that the expectations of a journal-writing project are clear is an enabling factor; i.e., the purpose, the fit into the program, the readership, assessment criteria, and specific requirements. Additionally, Dyment and O'Connell (2003) recommend that for journal writing to be more effective, it should include detailed feedback and journal-writing scaffolding for the students. These items are being considered for inclusion into a similar journal-writing study to be conducted in the future to compare their impact on journal writing with the favorable results obtained in the present study.

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# Extensive Reading's Contributions to Language Skills Acquisition

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## Abstract

Extensive reading (ER) as an effective approach for both first and second language (L2) learning has been in the literature for decades. In Korea, however, little mention of ER or research in this area has occurred until recently. Domestic and international ELT materials publishers are increasingly promoting ER reading materials and their benefits. Nevertheless, the ELT community and the general public of this test-driven society remain largely unconvinced that something as enjoyable as casual reading could be as effective as explicit instruction combined with memorization and testing.

This paper aims to convincingly show, based on research, how effective ER is and how ER is effective as a language learning approach. After describing what ER is and how it differs from intensive reading, numerous studies will be cited that show that ER is not only effective in increasing reading rate and reading proficiency, but also effective in increasing vocabulary, writing proficiency, oral fluency, listening proficiency, motivation, and general language proficiency.

## I. Introduction

Extensive reading (ER) is not something new to the field EFL; it has been around for years. Research on ER has been quite favorable from the beginning when results from large studies began appearing (e.g., Elley & Mangubhai, 1981). However, discussion and research on ER have been very limited in Korea. Richard Day (n.d.) noted:

There have been a number of experimental and quasi-experimental studies that have demonstrated the effectiveness of ER and to provide support for the use of ER in English as a second language (ESL) and EFL classroom settings. ...There is a robust literature in scholarly journals that reports the results of investigations into the impact of ER on learning English in both second language (ESL) and foreign language (EFL) contexts. The investigations have looked at both language learning and the affective dimension of language learning, primarily attitude and motivation.

This paper discusses the differences between intensive and extensive reading, and the role of ER in language learning. It presents noteworthy research in the area field of ER supporting its use in second/foreign language learning, most notably in the areas of reading rate and proficiency, writing improvement, knowledge of vocabulary, grammar development, listening, speaking and spelling improvement; general language competence improvement, affect and motivation raising, facilitation of language acquisition, and the development of prediction skills, among others

## II. A Characterization of Extensive Reading

Prior to any discussion of Extensive Reading, it is important to have a clear perception of the concept of ER. A list of key characteristics of ER was first provided by Day and Bamford (2002), complemented by Prowse (2002), and revised by Bamford and Day (2004). For successful Extensive Reading these factors and principles are needed: (a) Students read a lot and read often. (b) There is a wide variety of text types and topics to choose from. (c) The texts are not just interesting; they are engaging and compelling. (d) Students choose what to read. (e) Reading purposes focus on pleasure, information, and general understanding. (f) Reading is its own reward. (g) The emphasis is not on tests, or exercises, or questions, or dictionary use. (i) Materials are within the language competence of the students. (j) Reading is individual and silent. (k) Reading speed is fast, not deliberate and slow. (l) The teacher explains the goals and procedures clearly, then monitors and guides the students. (m) The teacher is a role model . . . a reader, who participates along with the students.

Waring (n.d.) characterizes ER as "the *only* way in which learners can get access to language at their own level, read something they want to read, at the pace they feel comfortable with which will allow them to meet the language enough times to pick up a *sense* of how the language fits together" (para. 11).

### III. Differences Between Intensive and Extensive Reading

Extensive Reading differs greatly from the more traditional intensive reading. There are major differences in linguistic focus, level of difficulty, the amount of material read, who it is selected by, how it is read, where it is read, and how comprehension is checked. These differences are presented in tabular form in Table 1.

"Intensive reading" is, indeed, so different from ER and general reading that Alderson and Urquhart (1984) have argued that it may not even qualify as reading:

Such a pedagogic practice – of focusing on the language of a text—may be justified as a language lesson, but it may very well be counterproductive as a *reading* lesson. Often what is known as "intensive reading" (as traditionally opposed to "extensive reading") is actually not reading at all: the lesson consists of a series of language points, using texts as points of departure. Reading texts, in other words, are sources of language exercises, rather than reading exercises. (pp. 246-247)

**TABLE 1. Differences Between Intensive Reading and Extensive Reading Approaches**

Item	Intensive Reading	Extensive Reading
<b>Linguistic focus</b>	Analysis of the language	Fluency, skill formation
<b>Level of difficulty</b>	Usually difficult	Quite easy
<b>Quantity read</b>	Little	Much (a book a week)
<b>Material selection</b>	By instructor	By learners
<b>Material read</b>	Same material for whole class	Different materials (based on learner interest)
<b>Where read</b>	In class	Out of class (mostly at home)
<b>Comprehension check</b>	By discrete-point questions	By summaries, reports

### IV. The Role of Extensive Reading in Language Learning

There is robust literature in scholarly journals that reports the results of investigations into the impact of ER on learning English in both second and foreign language contexts. Day (n.d.) and Bell (1998) provide a variety of roles of extensive reading programs in fostering learners' progress in reading development and improvement, which are incorporated to the roles that follow.

Although the literature supporting ER is extensive, ER programs have been slow to emerge in Korea and worldwide as part of EFL and ESL programs. The reluctance to establishing ER programs can be attributed to (a) an unclear understanding of what ER is, (b) a reluctance to use valuable classroom time for silent, individual reading, and (c) the difficulty and cost of obtaining the large number of books required to sustain an ER program. Davis (2005) additionally points out that setting up a program requires a lot of organization and paperwork to make it run efficiently and effectively.

#### A. ER Increases Reading Rate and Reading Proficiency

Because extensive reading programs, by definition, require large amounts of reading over an extended time, it would be expected that any effective reading program would, over time, increase both reading rate and reading proficiency. This ER does. Elley and Mangubhai (1981) first reported reading proficiency gains in Fijian primary school students, and Elley (1991) also reported gains with Singaporean primary school students. Lai (1993a, b) reported increases in reading in Hong Kong secondary school students, and Robb and Susser (1989) and Masuhara, Kimura, Fukada, and Takeuchi (1996) reported increased reading proficiency in Japanese university students. Cho and Krashen (1994) note similar increases with adult ESL students in the US.

Increases in reading rate through ER programs have been reported in numerous studies. These notably include studies by Masuhara, Kimura, Fukada, and Takeuchi (1996) with Japanese university students, Bell (2001) with Yemeni university students, Kusanagi (2004) and Taguchi, Takayasu-Maass, and Gorsuch (2004) with Japanese adults, and Iwahori (2008) with Japanese secondary school students.

#### B. ER Leads to Improvement in Writing

Stotsky (1983) and Krashen (1984) reviewed a number of L1 studies that appear to show the positive effect of reading on subjects' writing skills, indicating that students who are prolific readers in their pre-college years



become better writers when they enter college. Elley (1983) found that students in extensive reading programs progressed at twice the rate of students in traditional classes. L2 studies by Hafiz and Tudor (1989, 1990) in the UK and Pakistan, respectively, and Robb and Susser (1989) in Japan, revealed more significant improvement in subjects' written work than in other language skills. Hafiz and Tudor noted impressive gains in English writing ability in their study participants, even though no writing instruction or even practice was given.

Grabe (1991) found that students doing extensive reading made similar gains in writing compared with students who did writing practice. Tsang (1996) Students doing extensive reading for 24 weeks made significant gains in writing, but students who did extra writing during the same period did not. Mason and Krashen (1997) replicated Tsang's 1996 experiment and concluded that students who do extensive reading progress at least as well as students who actually practice writing. Saleem (2010) found that university students in Gaza significantly outperformed a control group by writing at greater length, with clear organized structure and improved use of content knowledge and various linguistic resources to enrich their writing. Emilia (2005) also found that Indonesian student teachers' argumentative writing skills in English improved using a genre-based ER approach. These results again support the case for an input-based, acquisition-oriented reading program based on extensive reading as an effective means of fostering improvements in students writing.

### **C. ER Increases Knowledge of Vocabulary**

Numerous studies have indicated a link between improved vocabulary and second language extensive reading programs. By encountering lexical items already acquired through their reading, learners can deepen their understanding of them. Elley and Mangubhai (1981) demonstrated that learners surpass a vocabulary threshold, which then allows them to turn receptive vocabulary into vocabulary they can produce. Pitts, White and Krashen (1989) and Cho and Krashen (1994) found a significant increase in incidental vocabulary acquisition with adult ESL learners in the US; Horst (2005) found similar increases ESL adults in Canada.

In a case study of a French learner, Pigada and Schmitt (2006) concluded that extensive reading contributed significantly to vocabulary acquisition. Waring (2009) reviews recent vocabulary research and shows that learners need to encounter massive amounts of language to learn not only single words but also their collocations, register, etc., requiring an extensive reading approach. Sonbul and Schmitt (2010) found that incidental learning (via extensive reading) plus explicit instruction was found to be more effective than incidental learning alone. A recent study by Yamamoto (2011) implies that extensive reading practice might help students confirm the meaning and function of the words that are already stored in their memory systems making the connection stronger, which in turn may potentially develop into productive-vocabulary knowledge.

### **D. ER Facilitates Grammar Development**

Isik (2000) and Furukawa (2008) found compelling evidence of extensive reading, along with explicit instruction, having a very strong effect on grammar development. In Isik's study, two groups were given 1000 hours of instruction. Group A was given 25% grammar instruction and 75% extensive reading and listening. Group B was administered 80% explicit grammar instruction and 20% speaking. Group A greatly outperformed Group B not only in reading, writing, and listening, but also in grammar. In the Furukawa study, eighth-graders in an ER program reached an English proficiency level comparable to students two years their senior. Tudor and Hafiz (1989) found a more correct use of syntax in the second language through a three-month extensive reading program with primary-level students in Pakistan. Other studies that note an increase in grammatical competence through ER include Mason (2003, 2004, 2006), Sheu (2003), Stokes, Krashen, and Kartchner (1998), Lee, Krashen, and Gribbons (1996), Elley (1991), and Grabe (1991).

### **E. ER Improves Listening, Speaking, and Spelling Abilities**

Interestingly, even if listening and speaking are not the goals of the class, ER seems to support these skills, possibly because of the increased exposure to English vocabulary and discourse. It is exceedingly difficult to measure improvements in listening, speaking, and spelling proficiencies in relation to ER; however, Cho and Krashen (1994) reported an increase in oral fluency of ER participants, and Elley and Mangubhai (1981) noted an improvement in listening proficiency.

### **F. ER Enhances Learners' General Language Competence**

Grabe (1991) and Paran (1996) have emphasized the importance of extensive reading in providing learners with practice in automaticity of word recognition and decoding the symbols on the printed page. The book flood project in Fiji (Elley & Manghubai, 1983), with Fijian school children revealed significant post-treatment gains in word recognition and reading comprehension after eight months, and wider gains in oral and written skills after 20 months. Numerous other ER studies have noted, along with increases in specific skills, an increase in general

language proficiency (Bell, 2001; Elley and Mangubhai, 1981, Iwahori, 2008; Sheu, 2003).

### **G. ER Increases Affect and Motivates Learners to Read**

Reading material selected for extensive reading programs should address students' needs, tastes and interests, so as to energize and motivate them to read. Bell & Campbell (1996, 1997) describe achieving this in Yemen through the use of familiar material and popular titles reflecting the local culture (e.g., *Aladdin and His Lamp*). It should be noted that reading is one type of study that can actually be enjoyable as it is being done. Students read books they choose at a level they can enjoy. This pleasure orientation positively impacts their overall feeling about learning English. An increase in motivation to learn English was found by Janopoulos (1986) in US university students, and by Nishino (2007) and Takase (2003) in Japanese secondary students. Guthrie and Cox (2001) reported strong relationships between motivation and the amount of reading. Similarly, Wang and Guthrie (2004) identified a strong link between motivation and the amount of reading for enjoyment.

An improvement in attitude toward English was noted by Asraf and Ahmad (2003) in Malaysian middle school students, and by Robb and Susser (1989) in Japanese university students. Lightbown, Halter, White, and Horst (2002) reported positive attitudes toward a long-term reading-and-listening program. Positive attitudes toward extensive reading programs were also reported by Elley (1991, 2000), Mason and Krashen (1997), and Taguchi, Takayasu-Maass, and Gorsuch (2004). Improvement in both motivation and attitude were reported by Cho and Krashen (1994), and Elley and Mangubhai (1981).

### **H. ER Facilitates Acquisition by Providing Comprehensible Input**

Krashen (1982) argues that extensive reading will lead to language acquisition, provided that certain preconditions are met. These preconditions include adequate exposure to the language, interesting material, and a relaxed, tension-free learning environment. Elley and Manghubai (1983) warn that exposure to the second language is normally "planned, restricted, gradual and largely artificial" (p. 55). The reading program provided in Fiji, and the choice of graded readers in particular, was intended to offer conditions in keeping with Krashen's model. After eight months of ER, results showed that pupils exposed to many stories progressed in reading and listening comprehension at twice the normal rate, confirming the hypothesis that high-interest story reading has an important role to play in L2 learning. Most current theories of L2 acquisition recognize the roles of language input and intake. ER provides these necessities.

### **I. ER Increases the Learner's Exposure to the Language**

The quality of exposure to language that learners receive is seen as important to their potential to acquire new forms from the input. Elley (1991) views provision of large quantities of reading material to children as fundamental to reducing the "exposure gap" between L1 learners and L2 learners. He reviews a number of studies with children between six and twelve years of age in which the participants showed rapid growth in language development compared with learners in regular language programs. He states that there was a "spread of effect from reading competence to other language skills: writing, speaking and control over syntax" (p. 404).

### **J. ER Consolidates Previously Learned Language**

Extensive reading of high-interest material for young learners, teens, and adults offers the potential for reinforcing and recombining language learned in the classroom. Graded readers have a controlled grammatical and lexical load, and provide regular and sufficient repetition of new language forms (Wodinsky & Nation, 1988). Therefore, students automatically receive the necessary reinforcement and recycling of language required to ensure that new input is retained and made available for spoken and written production.

### **K. ER Helps to Build Confidence with Extended Texts**

Much classroom reading work has traditionally focused on the exploitation of short texts, either for presenting lexical and grammatical points or for providing students with limited practice in various reading skills and strategies. However, a large number of students in the EFL/ESL world require reading for academic purposes, and therefore need training in study skills and strategies for reading longer texts and books. Kembo (1993) points to the value of ER in developing students' confidence and ability in facing these longer texts.

### **L. ER Encourages the Exploitation of Textual Redundancy**

Due to insights from cognitive psychology, it is now generally understood that slow, word-by-word reading, which is common in classrooms, impedes comprehension by transferring an excess of visual signals to the brain, leading to signal overload. Kalb (1986) refers to redundancy as an important means of processing, and to extensive reading as the means of recognizing and dealing with redundant elements in texts.

## M. ER Facilitates the Development of Prediction Skills

When students read, schemas of background knowledge are activated and help the reader to decode and interpret the message beyond the printed words. These processes presuppose that readers predict, sample, hypothesize, and reorganize their understanding of the message as it unfolds while reading (Nunan, 1991).

## N. Studies Providing General Support to ER

In L2 contexts, Robb and Susser (1989) is one of the first persuasive studies demonstrating the power of extensive reading. Elley's (1991, 2000) research is outstanding in showing that book floods improve reading, writing, vocabulary, grammar, and listening comprehension. Krashen's (2004) synthesis and his argument that longer research studies provide better results is persuasive. Lightbown's (2002) longitudinal study with 4th- to 8th-grade students from over 5 years is a powerful example of the potential of extensive reading. Yamashita (2008) concludes that the benefit of extensive reading is manifest in general reading ability earlier than in micro-level linguistic ability, at least for adult EFL learners. Al-Homoud and Schmitt, N. (2009) compared extensive to intensive reading approaches in the challenging environment of Saudi Arabia and found that the ER approach proved just as effective even though some measurements favored the intensive reading approach. Participants also reported much more positive attitudes towards ER.

## V. Concluding Remarks

The studies cited above provide compelling evidence that an ER component would be a beneficial component of any L2 program. Waring (2009) quite fittingly concludes that "language programs that do not have an extensive reading or graded reading component of massive comprehensible sustained silent individualized language practice will hold back their learners. Any program that does not allow learners to develop their comfort zone of language is denying them the chance to progress to productive language use" (sec. 4, para. 7).

As for recommendations, those of Kim and Krashen (1997) are reiterated: that teachers and students be informed of the benefits of ER, especially in EFL contexts, that learners be given easy access to a wide variety of books, especially graded readers, and that learners be given guidance on which books to choose, based on student interest and appropriate level of difficulty.

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# Relative Impact of Suprasegmental Awareness on Listening Comprehension

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## Abstract

Although much research emphasized suprasegmentals in ESL/EFL pedagogy since the advent of communicative language teaching and showed the relationship between suprasegmentals and second language listening (Avery & Ehrlich, 1992), little research has been done to provide empirically based evidence in this area, especially in an EFL context. Therefore, this study attempted to show the extent to which suprasegmentals awareness affects listening comprehension in an EFL setting. One hundred and forty nine English major students from a university in Vietnam participated in this study. The participants took a suprasegmental awareness test and then a listening comprehension test. The results revealed that suprasegmental awareness and listening comprehension was positively and strongly correlated. Recommendations for ESL/EFL instructors for effective listening/pronunciation teaching were also made.

## I. Introduction

It is prevalently acknowledged that suprasegmental features including stress and intonation play a critical role in teaching and learning English pronunciation (Avery & Ehrlich, 1992). The correct use of these suprasegmentals helps facilitate speakers' communicative process. In other words, suprasegmentals awareness more or less makes speakers' utterances intelligible which helps listeners perceive exact message intended by speakers. However, learners tend not to make use of suprasegmentals power to get their English performance done successfully. In terms of stress, they incline toward performing communication monotonously, incorrectly, and giving equal stress to all words in a sentence or even to all syllables in a word. With regard to intonation, non-native learners find mastering of this suprasegmental challenging because they often speak in flat or even false intonation. For example, instead of lowering voice at the end of the sentence when performing the WH-question "what are you doing?", Vietnamese learners tend to raise their voice as a result of transferring the way of how to say questions in Vietnamese into English one. These weaknesses somehow impede learners' information exchanging process.

Word stress has been found a fundamental part helping speakers determine the profiles of words and phrases (Hogg & McCully, 1987). The similar has been adopted by Avery and Ehrlich (1992) and Celce-Murcia, Brinton, Goodwin, and Griner (2010) who claim that a stressed syllable of a word provides listeners with a code which helps them associate it with a representation of a word. Hence, inaccurate word stress affects the intelligibility of the overall message.

Sentence stress is realized in speech by combining a detectable change in pitch with increased vowel duration and increased intensity (Cruttenden, 1997). Sentence stress signals new and contrastive information (Gilbert, 1993), making this English stress type challenging to learners. It is noted that the two major mistakes made by non-native speakers (NNS) of distinct linguistic backgrounds are misplacing primary stress (often stressing given information instead of new and contrastive) and stressing all words in an utterance more or less equally, without prominent stress (Hahn, 2004).

Intonation is another kind of suprasegmental that determines the intelligibility of a speech. Intonation is a music of language and fundamentally attitudinal as defined in Orion's (1996) saying that "different pitches help us express our feelings: happiness, sadness, curiosity, surprise, annoyance, anger, and so on" (p. 62). However, this intonation's attitudinal function is often not taken advantage for successful communication. Failure by NNS to use the right type of intonation can lead to misunderstandings that will result in negative judgment and stereotyping of NNS by native speakers (Cruz-Ferreira, 1987).

Although many studies has been carried out on the role of suprasegmentals in second language acquisition, little empirical research has been done to investigate the relationship between EFL learners' ability to recognize suprasegmentals in speech and their listening comprehension. This study, therefore, attempted to provide empirical-based evidence in this area. The study addressed the two following questions.

1. How does suprasegmental awareness affect overall listening comprehension?
2. To what extent does each individual suprasegmental affect listening comprehension scores?

## II. Method

### A. Participants

This study had 149 participants. They were second year students of English at College of Foreign Languages, the University of Danang, Vietnam, including 133 females and 16 males. The participants ranged between 18 and 24 in age ( $M = 19.43$ ;  $SD = 3.39$ ).

### B. Materials

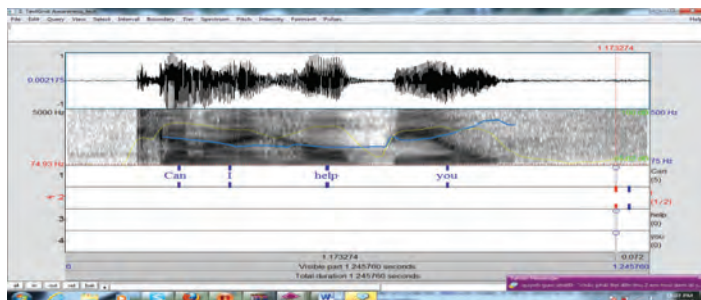
The suprasegmental awareness test had three sections, each of which targeted a specific suprasegmental. These sections were (a) Word stress, (b) Sentence stress, and (c) Intonation. The test was read and recorded by two Americans. The task types were developed based on suprasegmental exercises from Celce-Murcia et al. (2010).

The listening comprehension test was taken from the TOEFL iBT INSIDER (2008) to examine the participants' listening comprehension ability. The test included three sections involving campus conversations in which stance/attitude questions and supporting detail questions are expected to be answered.

### C. Procedures

The participants were asked to listen to the suprasegmental awareness test and work on each task type. Then, they listened to the listening practice test and answered the multiple-choice items on the test.

Regarding the reliability and validity of the test and the scoring procedure, two American readers were asked to make an answer key for the suprasegmental awareness test. In addition, the software Praat was applied to check the two native speakers' voice for the acoustic analysis and reliability guarantee. Figure 1 serves as one of the evidence for the checking process of native speakers' stress and intonation. It visually illustrates the rising intonation in the female utterance "Can I help you?" in the section of intonation.



The top rectangular box: *sound wave*  
 The blue line: *pitch*  
 The yellow line: *intensity*

Figure 1. Praat acoustic analysis of speech

## III. Findings

To answer the first question, Pearson correlation was run. Table 1 shows descriptive statistics for the participants' performance in the suprasegmentals awareness test and the TOEFL listening test. As can be seen from Table 1, the correlation between the two sets of scores was very strong,  $r(149) = .83$ ,  $p = .00$ . This means that when the listeners are aware of suprasegmentals, they are more competent in listening comprehension.

Table 1. Correlations, Means (M), and Standard Deviations (SD) for the Total Scores for Suprasegmentals Awareness and Listening Comprehension.

Variable	1	2	M	SD
1. Total suprasegmental awareness score	--	.83	25.85	3.03
2. Total listening comprehension score	--	--	26.3	3.11

To answer the second question, Pearson correlations for each suprasegmental and total listening comprehension were computed. Table 2 shows that the correlations between each suprasegmental and listening comprehension were generally moderate (ranging from .43 to .57). The correlation between word stress and

listening comprehension was  $r(149) = .57, p = .00$ ; the correlation between sentence stress and listening comprehension was  $r(149) = .54, p = .00$ ; and the correlation between intonation and listening comprehension was  $r(149) = .43, p = .00$ . As can be seen from Table 2, word stress had strongest correlation with listening comprehension, sentence stress came in the second place and finally there came intonation.

**Table 2. Intercorrelations, Means (M), and Standard Deviations (SD) for Each of the Four Suprasegmentals and Listening Comprehension**

Variable	1	2	3	4	M	SD
1. Word stress score	--	.14	.08	.57	8.54	1.74
2. Sentence stress score	--	--	.01	.54	9.22	1.83
3. Intonation score	--	--	--	.43	8.10	1.26
4. Listening Comprehension score	--	--	--	--	26.32	3.11

#### IV. Discussion

The findings suggested that the correlation between suprasegmental awareness and listening comprehension is statistically significant. The more awareness of suprasegmentals listeners have, the more competent they are in listening comprehension. What is more, significant findings or significance level  $p = .00$ , which means the correlation outcome here is worthy for the fact that other potential factors that might affect the significance of the result are almost removed.

After the work on unfolding the associations between each suprasegmental feature awareness and listening comprehension, the finding reveals that individual suprasegmentals, concretely word stress, sentence stress and intonation moderately correlate with the latter variable. Again, these correlations are positive/ direct, which in turn accounts for the fact that if listeners own a good mastery on English word stress world, it is likely that their listening apprehension is good and vice versa. This is in line with Avery and Ehrlich (1992) and Celce-Murcia et al. (2010) who claim that word stress supplies listeners with a word's representation, therefore inaccurate word stress may affect the intelligibility of the overall message.

The correlation analysis also indicates the relative relationship between intonation and listening comprehension or a good grasp of intonation helps enable listening process. This is in favor of Cruz-Ferreira (1987) that no corresponding intonation pattern existed in the native language, listeners were random in their interpretations of meaning. What is more, from the result, it is interestingly noticed that the correlation coefficient of word stress awareness and listening comprehension is highest ( $r = .57, p = .00$ ) among the three suprasegmental features. This is likely due to the fact that Vietnamese learners are more taught and familiar with word stress rule compared to sentence stress and intonation.

#### V. Implications

##### A. Implication for Teaching and Learning English Stress

In terms of word stress, students should be taught some word stress rules that are typical and can be applied in most of the cases, including some rules of stress on one-syllable, two-syllable, penultimate syllable and so on. Kreidler's (1989) Decision Trees demonstrating Stress Rules for Verbs and for Nouns are extremely useful tools in teaching stress for most of the English verbs and nouns.

Mastering sentence stress rules is also especially important for listening comprehension, where listening for the stressed words (which is easier than listening for everything or the unstressed words) can help students pick out the important information from a recording without having to understand every word. The thing is; however, it is not a smooth road to get there. If sentence stress is theoretically taught, learning motivation among students cannot be actually stimulated. Therefore, my recommendation is going to be creatively incorporating exciting activities into lessons to make the subject as much interesting as possible. Another hint for an effective lesson is that everything should be relatively simple at the beginning. That is, the more monosyllabic words sentences for practice have, the better.

**Clapping:** As students instinctively utter a sentence by giving equal stress on every word in it, which violates the rule, clapping or stamping out a rhythmic beat may be helpful in this case. For example, in the sentence "The guy is running on the street", the students should be instructed to fit the entire sentence into three claps (corresponding to the number of stressed words in the sentence) rather than seven claps (the number of words in the sentence). This process makes them stay alert of sentence "beats" rather than the number of words. Since they

are used to the work, integrating engaging activities into lessons is followed. The activities may be group or pair ones. Teachers should vary them in creative ways and of course with the support of equipment (papers, hammer s...), then students are more likely to find themselves motivated.

**Bingo:** The teacher creates a list of stressed words that are extracted from the sentences he is going to read to students. Students choose words from this list and fill it into their Bingo grid. The teacher then reads the sentences aloud, and students must listen for the stressed words and cross them off if they have chosen them. It can be made more challenging by incorporating minimal pairs into the sentences.

**Memory Game:** Various "memory games" can be employed to practice sentence stress. Lists of five or more sentences are distributed to the students where the stressed elements are missing. After listening to the teacher (or to each other), they then attempt to remember and write all the stressed words they heard and complete the sentences. Sentence stress can also be taught and practiced with drawing. Students can be given a printed sentence on paper. Beneath it they can draw a "landscape" that corresponds to the stressed and unstressed words. **Besides, when students reach the higher level, more technical rules then can be taught by subtly including them in these activities.** For example, students should be elucidated about the different ways in which stress accent influences meaning, namely showing emphasis, contrast or contradiction after they are familiar with content and function words and quickly recognize them whenever encountering them. This brings to another point that a good teacher should not ignore. That is **context**. For the purpose of emphasis, contrast and so on, each speaker, as mentioned above, can accentuate a certain words that may be even not content ones in a particular context. That is why stress cannot be taught in a separation from context. Exercises should include, therefore, realistic conversations that frequently happen in daily life.

## B. Implication for Teaching and Learning English Intonation

As intonation interacts with many other factors that affect how a listener understands an utterance, teachers should describe intonational meaning very generally and show more specific meanings by presenting them in particular contexts. For example, it would be helpful for students to be illuminated that a rise tone overall can change a statement into a question with no change in word order. It adds the meaning: "*Really? I did not know that. I'm surprised*". The low fall may show boredom, unfriendliness, or even anger. Especially on an information question, it is used on strong commands by people of superior rank to those of inferior one. Not only should intonation patterns be put into a serious account but the Context of a Communicative Purpose is also an indispensable factor with respect to highlighting its use in communication because intonation carries communicative value only in particular contexts.

From the two basic principles, lecturers can develop more teaching techniques that help students find themselves excited in intonational lessons, which can be achieved through stimulating activities. For example, students can be asked to come up with dialogues in which sentences must be spoken with certain intonation patterns and then take turn to practice them. For some students who are too embarrassed to emulate "*musical*" English intonation patterns, more encouragement should be made to have them participate in by using videos in which the natives of real life speaking with intonation. This can be useful because students can see normalness of what seems like exaggerated tones. Afterwards, students can play roles and mimic the characters' intonation so that they can have a chance to listen and check theirs for further grasp.

Catching the point that students also need to be made aware of how changes of intonation patterns lead to the shift of sentence meaning, Counihan (1998) suggests such activities that give students statements, then ask students to say them in different ways with which it is understood in various connotations. For example, "*Hello*" can be spoken with different contexts, therefore, different intonation patterns as follow:

Me: John, say "Hello" to me  
John: "Hello" (neutral, polite tone)  
Me: John, now say "Hello" to a friend  
John: "Hello" (much more upbeat tone)  
Me: John, say "Hello" to a 6-month-old-baby!  
John: "Hello" (contorted face, exaggerated fall-rise tone, etc)

The settings in which statements are spoken may be at shopping checkout; a polite meeting; a romantic setting; or an interview. The attitude may be being hilarious, condescending, nervous, and ironic.

## VI. Conclusion

The study contributes to strengthening the truth that suprasegmentals and listening have strong relationship. Though there are other factors that are instrumental in listening comprehension, what it means by the results is that in order to help learners overcome obstacles in listening comprehension, together with teaching segmentals,

vocabulary, grammar, etc, more emphasis and attention should be paid to teaching and learning suprasegmentals which is received not much care pedagogically in EFL settings so far.

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# Extensive Reading in Korea: 10 Years and Going Strong

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## Abstract

This article summarizes the growth in interest, understanding and practice of Extensive Reading in the Korean peninsula in the last ten years. Extensive Reading is a relatively new phenomenon in Korea despite it being practiced for decades elsewhere both globally and within parts of Asia, but is often mischaracterized and misunderstood. This article attempts to clarify and dispel some of these.

## I. Introduction

Extensive reading (ER) has been practiced in Korea for more than ten years, but it is a very new phenomenon for most EFL teachers and students here. Korean learners and teachers have become used to the Intensive reading approach which involves the intense study of texts. This practice has become so ingrained that this is often considered to be the only valid form of reading. Ten years ago it was hard to find any graded readers published in locally Korea and only a few schools had ER programs, but nowadays this has changed. All the Korean EFL publishers have written their own series or had adapted existing readers series for the Korean market. This year alone 5 new series are being launched in Korea as well as several online courses.

## II. Defining Extensive Reading

Despite this growth, it is still common to find misunderstandings and misperceptions about ER. Many teachers *think* they know what extensive reading is, but in fact upon closer examination it typically just involves reading longer passages of intensively studied and tested texts. This is compounded by some local publishers confusing the market by publishing extensive reading series that are actually just longer passages of intensive reading texts. My many visits to Korea this past decade, have revealed that many of these misperceptions and misunderstandings about what ER is, mostly stem from an incomplete understanding of the definition of ER.

Before the days of Harold Palmer and Michael West in the 1920s and 1930s, Extensive Reading was characterized somewhat differently than how we do nowadays. At that time, ER was seen as a first language concept aimed at reading widely to develop a well-educated mind. The foreign language concept of ER involves not only reading a lot, but at the right level. Day and Bamford's (1998) ten ER "commandments" have been somewhat helpful in defining what ER is in a purist Krashenite sense but have led many teachers to believe that *pleasurable unassessed* reading of *self-selected books* as the *only* valid form of ER. Taken as a whole, Day and Bamford's definition sets out an idealistic view of ER, and should not be seen as a straight-jacket.

However, an incomplete understanding of their intentions have frustrated some teachers who have felt their educational situation did not allow them to practice ER in the absolutist way Day and Bamford have set out, and have therefore shunned it because ER does not appear to fit their context. Even among those who do understand ER, there are many who are apologetic or even feel guilty about not doing *pure ER* or not doing it *the right way*. This overly strict definition of ER has led to considerable unnecessary angst and confusion and even turned some practitioners away from ER (e.g. Wells, 2012). It is therefore important to set out what ER is as we move forward with the promotion of ER in the Korean context.

A definition of extensive reading should take into account both the process and the pedagogy of ER. Extensive Reading can be described as the mental *process* of reading texts, at or about, one's fluent reading level with a primary focus on comprehension and enjoyment. Thus, reading extensively occurs when a learner is processing text in a certain way. From a process perspective, ER is not concerned with whether it's done for a few moments, or for a few hours. This means that reading a bus timetable fast and fluently is as valid a form of ER as is reading magazines, graded readers, web pages or even books.

The *pedagogy* of ER is more concerned with the methodology that supports ER –the choice of materials, the reading environment, assessment, follow-up activities and the volume of text to be read, among other things. I have argued elsewhere (e.g. Waring, 2009) that massive exposure to text is a necessary condition for long term acquisition and it makes sense that this is done in a fast fluent manner. While reading more is clearly better, it is not a *requirement* of meeting the conditions for the *process* of reading extensively that learners read a lot.

Students can read a short passage "extensively" as long as it meets the conditions for fluent reading set out above.

Nor is it a requirement that the reading only be individualized and be enjoyable. It is perfectly valid for all the learners to read the same texts as the rest of the class provided that they read fluently, with high comprehension and with a primary focus on the message not the language in the text itself. While it is obviously better that students read enjoyable self-selected materials, however in real classrooms, students often share the same textbooks or library and cannot choose what they want to read but nevertheless can process it in a fluent manner. Many times they won't know whether they like a particular text or not until long after they've taken it home for the week, but are nevertheless required to read it and write a report on it by the next class. Should they miss out on their reading simply because it's considered boring, or too hard? My own view is they should read it and choose more carefully the next time. Moreover, many libraries are full of boring materials chosen by teachers (or more likely administrators or salesmen) without much care for student interest and without their consultation. Given these circumstances, reality suggests that too few students will find that 'home run book' that switches them on to life of passionate reading and so we should adapt our expectations accordingly.

Day and Bamford's emphasis on *books* and especially *graded readers* has also led many teachers to believe that the ER community is somehow in the back pockets of graded reader publishers because the fast fluent reading of web pages, magazines or other materials graded in difficulty is often not mentioned in articles, speeches and workshops. In reality, not everyone wants to read long texts, often of classic works of literature. Instead, they may prefer to read graded web pages, blogs or even *listen* to materials extensively.

We should not hold out false expectations that learners will be switched on to reading simply because we have created the conditions for them to get the 'reading habit'. The above suggests, we should be modest and realistic about what we *can* achieve, or we'll burden teachers and students whose hopes will be dashed by reality and might turn away from ER altogether as we have already seen. This does mean though, that when making ER programs, we include the learners in discussions about what they want to read and make them aware of the best reading materials we can find as well as seeing ER in flexible ways.

Moving forward, a more modest, wider and more inclusive definition of ER that allows multiple perspectives which don't require the reading to always be the individual, self-selected reading of books without assessment. Teachers are notoriously slow to change pedagogical paradigms and a more inclusive and less restrictive definition of ER is likely to lead to less resistance to it and fewer claims that ER is impractical in the Korean context.

### III. The growth in interest

Korean students of English have become used to considering the formal study of short intensive texts as the only valid and time-worthy form of reading. Most course books (even some of those labeled Extensive Reading!) contain short passages with many unknown words, follow-up exercises and comprehension questions. However, a growing number of teachers (and students) are beginning to understand that practicing the language only piece-by-piece is insufficient in the complex highly-interconnected, fluid and dynamic world that is English. They realize that while intensive practice of grammar and vocabulary is useful to a point, this language code must be seen and comprehended in discourse (whether read or listened to) for it to make sense as a *system*. Building a language brick-by-brick may seem a logical and useful thing to do until the wind blows (fluent use in communicative situations is required) which knocks over the wall built without the extensive reading cement that develops an understanding of how the bricks go together to form a whole.

This realization by many teachers has led to the creation of the KOTESOL ER-Sig, KEERA and other satellite ER organizations such as the Jeju Island ER community. The KOTESOL ER-SIG was created in 2007 by Scott Miles and Aaron Jolly. It holds numerous ER events all over Korea including their annual ER Colloquium held every year at the KOTESOL International Conference.

In 2010, a group of Korea-based Extensive Reading specialists created the Korean English Extensive Reading Association. Within 2 months, KEERA had 75 members, a Facebook page (<https://www.facebook.com/groups/178415708885691/>), a website ([www.keera.or.kr](http://www.keera.or.kr)), a constitution, and a yahoo groups discussion list (<http://groups.yahoo.com/group/KEERA/>). The first meetings attracted more than 30 members and within a few weeks KEERA members had elected its Executive Board headed by Dr. Kim Jeong-ryeol of Korea National University of Education as its President. Since that time, KEERA has been very active in promoting ER in Korea by translating the Extensive Reading Foundation's Guide to Extensive Reading into Korean. Seven local Korea-based publishers generously shared the cost of design and printing of the guide which is freely available in paper or PDF form. In 2011, again with the co-operation and support of the local publishers who donated prizes, KEERA started the KEERA Graded Reader Review Competition for students in Korean Middle Schools and High Schools. Reviews of graded readers were received from all over Korea and from

students of all ages. The winners were announced in September 2011. The success of this competition underlies the growing acceptance of graded readers as a medium to practice ER here and has led to its continuance in 2012.

#### IV. The Future

The successes of KEERA and KOTESOL's ER-SIG promotion of Extensive Reading in Korea has built on the growing boom in ER in North-East Asia as a whole in the last two decades. This has led many teachers in Korea to consider Extensive Reading in their classes. ER practitioners welcome this vast increase in interest but are cautious about it becoming a fad, only to fade away in the constant search for something new to sell, or promote. Therefore a major challenge to ER within the peninsula in the coming decade is to develop and deepen awareness of the need for ER within the Korean context so that it is not marginalized when the next fad comes along.

Among these challenges will be to explain the aims of ER and to show the various ways it can be practiced and integrated within the Korean systems. In my experience when ER is first promoted strongly in countries new to ER, there is initial resistance from the majority mostly due to inertia and a long tradition of doing things in particular ways. However, some early-adopters take up the challenge and through their efforts show how beneficial ER has been in their classes. In stage 2, these early adopters promote ER themselves to their colleagues both nationally and locally and some heads begin to turn. By Stage 3 many teachers are aware of ER and what it can do but still haven't (often for practical reasons) yet adopted it but feel guilty for not doing so because they now know why it's important. By stage 4, the majority of institutions have ER programs with some of them not running so well, and some have failed often due to poor implementation or wild expectations. By Stage 5, ER has become part of the standard curriculum within an institution, or locally, or even nationally. At present, Korea is somewhere between stage 1 and 3 depending on who you talk to, with a small minority of institutions (typically colleges where there is more freedom to innovate) having permanent ER programs. Thus a challenge facing us all, is to continue to work with people who are at various stages of understanding of ER so we can help them to meet their own challenges and help them fight their battles to have ER implemented in all English programs in Korea.

In 2011, KEERA was awarded the Second Extensive Reading Foundation World Congress on Extensive Reading. This will be held on September 14-15, 2013 at Sookmyung University Seoul. In 2011, over 400 people from all over the world attended the first Extensive Reading Foundation World Congress on Extensive Reading in Kyoto, Japan despite a typhoon! I hope that all people interested in Extensive reading (and Extensive Listening) will attend the conference and help to spread awareness and acceptance of Extensive Reading as a necessary component of all language programs in the Korean peninsula.

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# Getting Smarter

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## Abstract

In this last decade there has been an explosion of innovative mobile technology and applications that have been made available to the public. Smartphones and tablet computers have revolutionized the tools available to teachers and students alike, and have addressed many of the disadvantages cited in previous research in regards to the use of mobile devices in the classroom. While there are many positives, there are still several obstacles to the implementation of mobile technology in the classroom. The following presentation is a continuation of previous research conducted by the researchers. This presentation will at first outline factors affecting the adoption of technology using Roger's Innovation-Decision model. This model will be used to analyze the opinions of Japanese university students in relation to the use and implementation of mobile technology in the classroom, and will compare this with research conducted previously by the authors. The presentation will then move on to compare the thoughts, opinions, and experiences of Japanese university students and those of other Asian nations regarding mobile technologies, and provide some discussion as to the implementation of mobile technology in Japanese universities in the future.

## I. Introduction

In 2010, several large Japanese corporations made headlines when company representatives announced that English would be used as the "official language" for all management-level employees beginning in 2012 (Daily Yomiuri Online, 2010). In addition to requiring current staff to increase English language proficiency, spokespeople for these companies have also stated that preference will be given to new recruits with the experience of studying or living abroad (Daily Yomiuri Online, 2010). Meeting these standards might be a tall order for a country, which despite being the highest spender on English language education in the world (Dolan, 2001), consistently does poorly on standardized tests of English language ability such as the TOEFL (ETS, 2010). One contributing factor to this poor performance rate may be that employees at Japanese corporations are notorious for working long hours, which may not leave adequate time for professional improvement and study. For this reason, mobile learning (m-learning) might be a viable solution that could provide learning anytime and anywhere (Geddes, 2004) for individuals balancing responsibilities of family and work in Japan.

## II. Mobile Assisted Language Learning (MALL)

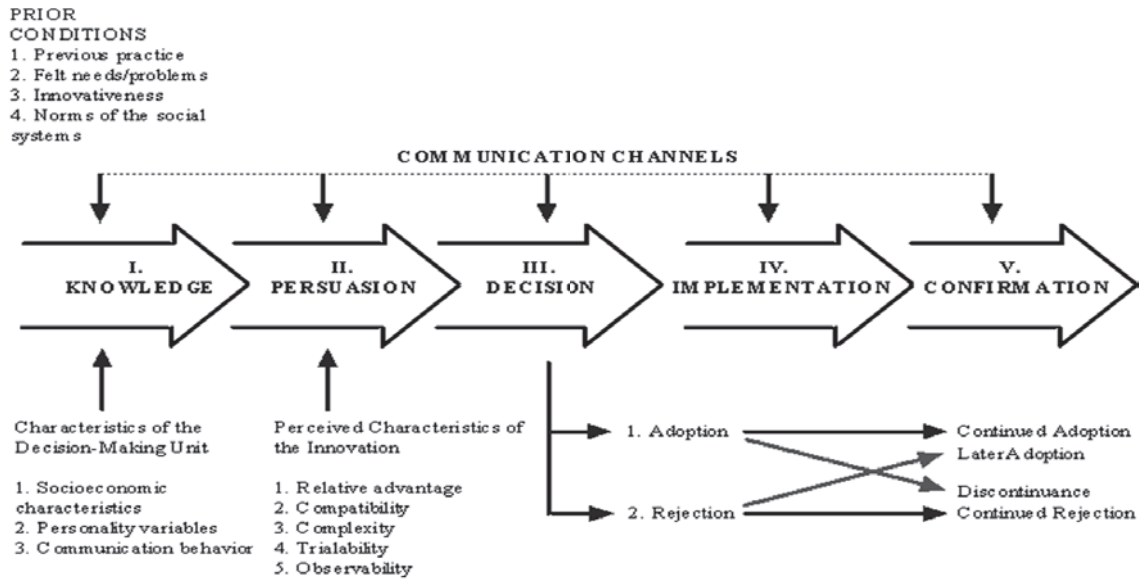
Research by Wang and Higgins (2006) has shown that over two-thirds of the Japanese population has access to mobile phones, which are mostly equipped with 3G technology. In certain segments of the population, university students for example, adoption of this technology is closer to 100% (White & Mills, 2012). Even though the 3G enabled phones used by the majority of the Japanese population enable access to e-mail, internet browsing, video recording, and digital cameras (Telecommunications Carriers Association, 2011), a variety of limitations to the usage of traditional cell-phones such as small-screen size, low storage capacity, and reduced typing speed (Wang & Higgins, 2006, Stockwell, 2008; 2010), prevent the full usage of these devices in the language learning classroom. The introduction of smartphone technology has remedied many of the aforementioned limitations, and offers teachers several additional benefits.

Based on the potential of these devices White and Mills (2012) attempted to gauge the adoption and usage of smartphone technologies among Japanese university students. At the time of the research 99.5% of students surveyed had one or more mobile phones. Yet, only 50% of those students had adopted smartphones. Further investigation discovered that a much larger percentage of students wished to adopt in the future, but factors such as expense and complexity prevented them from doing so at this time. Despite the apparent enthusiasm by students

to adopt smartphone technology, results of the previous research (White & Mills, 2012) showed that only 50% of students favored using the technology in their language learning. Therefore, attitudes towards the technology will be assessed using Roger's Innovation-Decision Model in the current research.

### III. Innovation-Decision Model

The innovation decision model was developed by Rogers (2003) in order to explain the adoption and diffusion of technology. Originally applied to agricultural technology, the model was adopted for use in analyzing the processes of adoption for almost any innovation or technology. The model consists of the five stages of 1) Knowledge, 2) Persuasion, 3) Decision, 4) Implementation, and 5) Confirmation. A visual representation of the model can be found below:



The persuasion stage will be the focus of this research. In particular students were surveyed as to their attitudes towards the perceived characteristics of the use of smartphone technology for the purpose of language learning. The following is a description of the five perceived characteristics 1) Relative Advantage, 2) Compatibility, 3) Compatibility, 4) Trialability, and 5) Observability. Research by Rogers has shown that these five characteristics are highly predictive of a decision to adopt or reject a particular technology (2003).

**Relative advantage.** Relative advantage is defined as the degree to which an individual or group perceive that an innovation is better than the object, idea, or practice that preceded it (Rogers, 2003).

**Compatibility.** Rogers states that compatibility is "the degree to which an innovation is perceived as being consistent with the existing values, past experiences, and needs of potential adopters"(2003, p. 15).

**Complexity.** Complexity is the degree to which an innovation is perceived as difficult to understand or use" (Rogers, 2003, p. 16).

**Trialability.** Rogers defines trialability as "the degree to which an innovation may be experimented with on a limited basis" (2003, p. 16).

**Observability.** Observability is the degree to which the results of an innovation are visible to others" (Rogers, 2003, p. 16).

In order to gauge students' attitudes towards the perceived characteristics of smartphone technology an instrument developed by Moore and Benbasat (1991) was adapted for use in this study. This instrument is based on the perceived characteristics of Rogers (2003) but includes several additional characteristics and in some cases reorganizes and renames them. The following characteristics are used in the Moore & Benbasat (1991) instrument:

1. Voluntariness
2. Relative Advantage
3. Compatibility
4. Image
5. Results Demonstrability



6. Visibility
7. Trialability

#### IV. Conclusion

The explosion of mobile technology available in recent years, coupled with the increased desire of international companies in Japan to make English their official in-house language, and the busy lifestyle of the Japanese people, has provided the ideal conditions for MALL to cement its place in the English language learning community in Japan. However, to date, limitations of mobile devices such as small-screen size, low storage capacity, and reduced typing speed, have prevented MALL from becoming a mainstream tool for language learning. More recent mobile innovations such as smartphones and tablets have addressed many of these concerns and have seen rapid adoption by Japanese university students, and are set to increase further as the conditions of the innovation-decision model are met. The potential is there for smartphones to assist in increasing the English language ability of Japanese students and allow them to be active members of the international community.

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# Effect of discrimination training on the production of non-native phonemes

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## Abstract

It is well known that the English phonemes /r/-/l/ and /s/-/θ/ are problematic for Japanese learners of English, and previous research points to the lack of contrast distinction in Japanese phonology to account for this (Cairns, 1988; Goto, 1971; Miyawaki et al., 1975). Yet a number of studies (Bradlow, et al., 1997, 1999; McCandliss, et al., 2002; McClelland, et al. 2002) has suggested that adult Japanese speakers who started studying English after the critical period can improve their ability to distinguish these contrasts perceptually by training. This study examined the effects of oral practice of non-native sounds to Japanese English learners such as /r/-/l/ and /s/-/θ/ on phoneme recognition. 36 Japanese college students (22 students in the control group and 14 students in the treatment group) participated in the current study. Comparing pre-test and post-test scores, participants in the treatment group significantly improved their production test scores while there was no significant difference in the control group. In contrast, neither group improved their perception test scores. This paper reports on the effectiveness of training English learners of other languages to improve their pronunciation.

## I. Introduction

The concepts of World Englishes and English as a Lingua Franca have become popular in the last few decades, and many linguists question the use of native speaker pronunciation models in English teaching. Some researchers argue that English learners should have ownership of English, and they do not need to attain native-like pronunciation (Higgins, 2003; Jenkins, 2000, 2002, 2006; McKay, 2002). The argument is that native speakers have different accents depending on the region where they were born and live. Therefore, the accents of speakers of English as a lingua franca (ELF) should be accepted in the same way. Pronunciation accuracy may not be so important where English is spoken as a lingua franca, which is used among people of different mother tongues, including native English speakers, for communication. In the ELF context such as Ritsumeikan Asia Pacific University, incorrect or ungrammatical usage is less problematic because being able to communicate is more important, and Jenkins (2000, 2002) argued that English learners do not have to adapt to native speaker norms. However, accuracy is still quite important because it may also cause misunderstandings and intelligibility problems (Jenkins, 2002). It would be ideal to make ourselves understood to interlocutors within contexts both where English is used as a lingua franca and where English is the primary language for communication such as North America, Australia, and Britain.

## II. Literature Review

Although second language (L2) accents have been a topic of discussion in the field of second language acquisition for a long time, the study of pronunciation has been marginalized in the field of applied linguistics (Derwing et al., 2005). Much less research has been conducted on L2 pronunciation than on other areas such as grammar and vocabulary. Moreover, most of the studies on Japanese pronunciation were conducted in the past few decades, and there do not appear to be any recent studies.

### A. The /r/ and /l/ identification

A Japanese accent is recognizable by the lack of /r/-/l/ distinctions (Major, 2001), and the difference between the liquid consonants /r/ and /l/ is one of the most well-known and well-documented examples of the difficulty that Japanese learners of English face in distinguishing sounds (Bradlow, et al., 1997, 1999; Goto, 1971; McCandliss, et al., 2002; Miyawaki et al., 1975; Mochizuki, 1981). Several studies have been conducted to examine the identification of /r/ and /l/ (Goto, 1971; Miyawaki et al., 1975; Mochizuki, 1981). The /r/-/l/ contrast is not distinctive in Japanese phonology, and adult Japanese learners of English have great difficulty producing this

contrast appropriately. They also have difficulty in perceptually differentiating these phonemes in minimal pairs from examples of natural speech in American English (Mochizuki, 1981). Both /r/ and /l/ are perceived as the same consonant by Japanese speakers (Miyawaki et al., 1975).

## B. Training on the /r/ and /l/ identification

Earlier studies (Goto, 1971; Miyawaki et al., 1975; Mochizuki, 1981) focus on describing difficulties with the identification of /r/ and /l/. Later studies (Bradlow et al., 1997, 1999; McCandliss, et al., 2002; McClelland, et al. 2002) examined the effects of training adult Japanese speakers in /r/-/l/ perceptual identification. In Bradlow et al.'s (1997) study, the participants living in Japan improved their accuracy by 16% in /r/-/l/ identification after four weeks of training while the control group did not demonstrate any improvement. Although the 16% improvement is still substantially poorer than the near-perfect identification accuracy, researchers considered the results of the study to be a substantial improvement for their subjects. The study also showed that the Japanese speakers' production was improved after they received the training even though no production training was provided. A similar investigation on Japanese participants living in the United States conducted by McClelland et al. (2002) showed that feedback can have substantial effects on the outcome of learning.

## III. Purpose of the study

Overall, existing data positively suggests that the mechanisms of language perception are not completely fixed in adulthood. However, studies on training language production of Japanese English learners have not been conducted sufficiently. Therefore, the main purpose of this research paper is to report on an exploratory study that investigates the effectiveness of training production and the relationship between perception and production. This study seeks, first, to examine whether it is possible to train adults to pronounce speech sounds with which they have great difficulty initially, and second, to examine the relationship between perception ability and production ability. Accordingly, the following research questions were posed:

1. Is it possible to train Japanese adults to produce non-native sounds such as /r/-/l/ and /s/-/θ/ contrasts?
2. Does the knowledge gained from pronunciation learning of /r/-/l/, /s/-/θ/ and other contrasts transfer to the perceptual identification?

## IV. Method

### A. Participants

The participants of this study are thirty-six native speakers of Japanese attending Ritsumeikan Asia Pacific University (APU). They were first year university students and were enrolled in Elementary English at the time of data collection. Their language proficiency levels in English based on TOEFL ITP scores vary, ranging from 340 to 417. Twenty-five students were enrolled in each class, Class A and Class B; however, international students and those who did not take either pre-test or post-test were eliminated from the results. Thus, 22 students (14 females and 8 males) in Class A served as the control subjects, and 14 students (7 females and 7 males) in Class B served as the treatment subjects, which received pronunciation training. The students in the control group participated only in pre- and post- tests. Two native speakers of American English participated. One of them produced the minimal pair words for a perception test. The other participant acted as the production test judge and evaluated Japanese participants' utterances.

### B. Procedure

The general design of the present study had four phases: a perception test phase, a production test phase, a production training phase, and a production evaluation phase. This study adopts Mochizuki's (1981) identification test and Bradlow et al.'s (1997) production test procedure. Model pronunciations by a native speaker of American English were used for training. Eight contrasts, the liquid /r/-/l/, the voiceless alveolar fricative /s/-the voiceless interdental fricative/θ/, the voiceless alveolar fricative /s/- the voiceless alveopalatal fricative /ʃ/, the voiceless labiodental fricative /f/-the voiced labiodental fricative /v/, the voiceless labiodental fricative /f/- the voiceless glottal fricative /h/, the voiced bilabial stop /b/- the voiced labiodental fricative /v/, the voiced alveolar stop /d/- the voiced interdental fricative /ð/, and the voiced alveolar fricative /z/- the voiced interdental fricative /ð/, were chosen because they were considered 'difficult' for Japanese learners of English (Guion et. al., 2000; Uchida, 2008). The Japanese participants listened to 100 words in English minimal pairs; that is words that differ by only one phoneme, such as "rock/lock" and "sink/think." The English minimal pair words were produced by a male native speaker of American English. For the production test, the Japanese participants were asked to produce 100 words, and

Japanese participants' utterances were recorded for later presentation to a native speaker of English for evaluation. Only the treatment group received pronunciation training, and the Japanese participants' pronunciations were judged by a native speaker of English for the production evaluation.

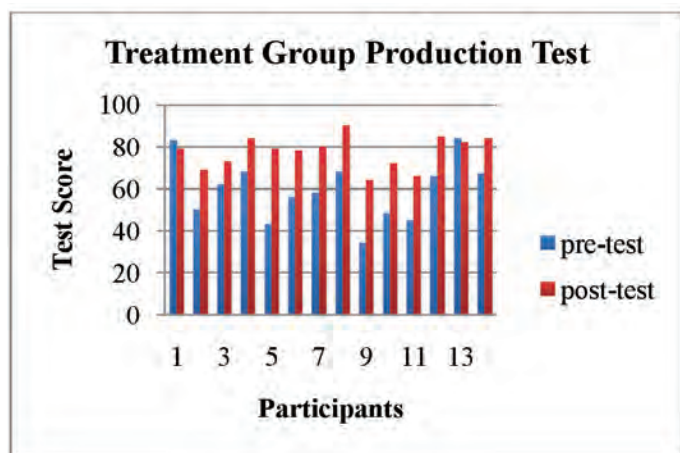
## V. Results

### A. Results of Production Training

Table 1 shows the participants' test scores for pre- and post-tests on production. As can be seen in Table 1 as well as in Figure 1, all participants except Subject 1 and Subject 13 were able to improve their production after receiving pronunciation training and performed much better on the post-test. Although Subject 1 and 13 performed worse on the post-test, they scored quite high points on both pre- and post-test. Two participants, Subject 5 and 9, had difficulty producing the target sounds (43% and 34% respectively), however, they showed significant improvement. Subject 5 improved 36 points and Subject 9 improved 30 points.

**Table 1: Treatment group production test scores**

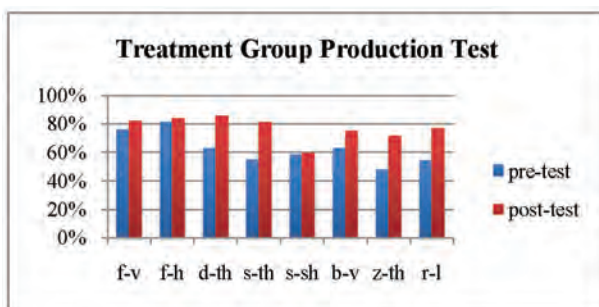
Subjects	Pre-test	Post-test	Difference
1	83	79	-4
2	50	69	19
3	62	73	11
4	68	84	16
5	43	79	36
6	56	78	22
7	58	80	22
8	68	90	22
9	34	64	30
10	48	72	24
11	45	66	21
12	66	85	19
13	84	82	-2
14	67	84	17



**Figure 1: Production performance contrast at pre-test and post-test**

Figure 2 is the comparison of production performance at pre- and post-tests according to the phonetic sound contrasts. As can be seen, all contrasts are improved after the training. Before the participants received the training, the /z/-/ð/ contrast as in "breeze" and "breathe," the /r/-/l/ contrast as in "right" and "light," and the /s/-/θ/ contrast as in "sink" and "think" are particularly difficult for the participants to pronounce. As the result of the training, participants showed significant improvement in /s/-/θ/ with 27% improvement and in /d/-/ð/, /z/-/ð/, and /r/-/l/ with 23% improvement.

As can be seen in Table 2 and Figure 2, the results of the present study display that the voiceless labiodental fricative /f/- the voiced labiodental fricative /v/ contrast and the voiceless labiodental fricative /f/- the voiceless glottal fricative /h/ contrast are easier for Japanese learners of English to produce. However, the voiceless alveolar fricative /s/- the voiceless alveopalatal fricative /ʃ/ contrast was quite difficult to produce even after receiving the pronunciation training.



**Figure 2: Production performance according to the contrast**

**Table 2: Difficulties according to phonetic contrast**

pre-test			post-test	
f-h	81%	Easier	d-th	86%
f-v	76%		f-h	84%
d-th	63%		f-v	82%
b-v	63%		s-th	81%
s-sh	58%		r-l	77%
s-th	54%		b-v	75%
r-l	54%		z-th	71%
z-th	48%	More difficult	s-sh	60%

## B. Relationship between the perception test and production Test

As the results of the pronunciation training, most of the participants in the treatment group performed better on the production post-test (18.1% improvement) while the control group did not show noticeable differences between pre- and post-tests (1.3% improvement). As for the comparison of perception test and production test of the treatment group, the differences between pre- and post-tests were only 2.5%. Thus, there is no evidence to generalize that the transfer of knowledge gained in production training to perception ability did occur.

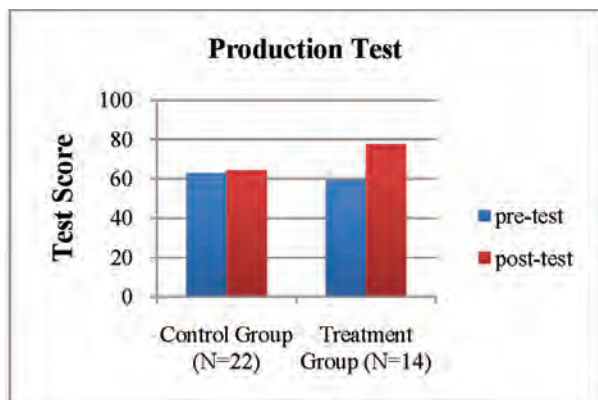


Figure 3: Comparison of production test between control and treatment group

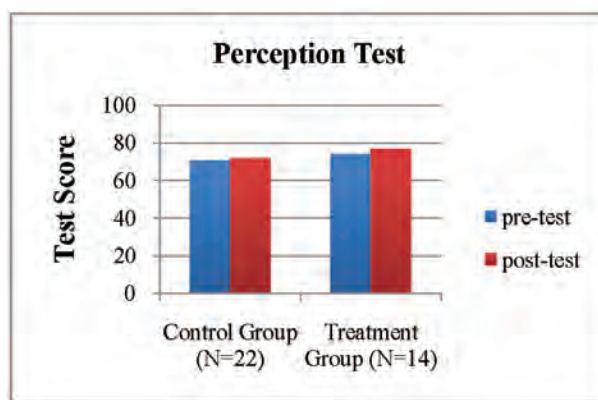


Figure 4: Comparison of perception test between control and treatment group

## VI. Conclusion

The main goal of this study was to explore the effectiveness of training production and to examine relationship between perception and production. In answer to the first research question, the results of this study confirmed that it is possible to train Japanese adults to produce non-native sounds. In answer to the second research question, the results do not show any evidence of a noticeable relationship between the perception ability and the production ability. As was previously noted, some studies on perception and perceptual training have been conducted on Japanese adult learners of English. Along with such studies, one piece of research exemplified that the production ability was automatically improved without direct production training by improving perception ability. In Bradlow et al.'s (1997) study, the results suggest the knowledge gained from perceptual training transferred to the production (16% improvement). However, the significant transfer was not observed in the current study (2.5% improvement). Thus, the results do not support the idea that the knowledge gained from pronunciation learning may transfer to the perceptual identification.

Jenkins (2000, 2002) supported EFL pronunciation and claimed that it will enhance rather than damage English learners' future social and economic prospects. Although I understand the position of researchers in the world Englishes field, I believe that articulation is very important and should be taught in school.

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# EFL 101: Teaching High Frequency Lexical Errors in the Korean EFL Classroom

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## Abstract

A source of frustration commonly voiced among EFL teachers is students' lack of ability to, for example, properly distinguish *should* from *have to*, *meet* from *see* and to know the difference between *should*, *could* and *would*. This session will look at ways of presenting usage of such difficult yet frequent terms in the Korean EFL classroom, as well as why identifying frequently used lexical items is important. There are numerous approaches to teaching second language vocabulary, the translation method is still a common practice for second-language students and teachers. It is seen as easy, quick, and relatively painless but in many cases falls far short of providing students with the ability to achieve true meaningful comprehension, which as defined by Thornbury (2008) is, "not just knowing its dictionary meaning(s)...[but] also knowing the words commonly associated with it (its collocations) as well as its connotations, including its register and its cultural accretions." Using consciousness-raising techniques as well as a mixture of deductive and inductive techniques, this presentation will show instructors how to remove ingrained habits caused by negative-transfer of L1 to L2 by grammar-translation teaching. "Consciousness raising" (Schmidt, 1990) is a process wherein teachers present information in ways that allow students to have "a-ha!" moments, while providing conceptual stimulation to, in the case of vocabulary learning, create further mental/conceptual connections in the hope that retention and use will be successful. Methodology and structure for creating tasks to deal with other areas of lexical failure will also be presented.

## I. Introduction

Vocabulary often does not, if not *almost always* does not, transfer cleanly from one language to another. The ground that a word or a phrase covers is arbitrary and distinct. Some cultures have three words from the area of the body from shoulder to fingers, others have one or two. Neglecting to teach vocabulary from one language as something totally different from another and allowing students the opportunity to fully understand this concept continues to be a huge mistake that can be seen in course books and word lists throughout the country.

There are numerous approaches to teaching second language vocabulary—many methodologies, strategies and competing visions; none of which necessarily cancel others out but instead present various useful approaches to fleshing out both a class's and individuals' abilities to represent themselves with greater fluidity. Achieving true vocabulary comprehension is defined by Thornbury as, "not just knowing its dictionary meaning(s)...[but] also knowing the words commonly associated with it (its collocations) as well as its connotations, including its register and its cultural accretions." (Thornbury,2008) In addition to those tiers of understanding, derivations, pronunciation(s) frequencies, and variations between dialects (among other variables) need to be mastered to be truly able to use a word in its appropriate contexts. While students achieve a high degree of fluency with many vocabulary targets, there are many that fail to get beyond the dictionary/translation level. For a word that exists in objective reality quite unchanged between cultures, such as *peanut*, this proves easier than many (perhaps most) words that tend toward the abstract and emerge as far more marked and confusing, such as *respect*.

Any discussion of the relative merits of translation methodology for language learning also should note that the appropriateness of one-to-one translation changes with student levels. Low-level learners may need to employ it in order to quickly gain a knowledge of a large body of words to begin to operate at any level in a new language. Advanced learners use translation to deal with encounters with greatly marked, specific or conceptual (for example, try explaining "tumor" or to people with no biology or background without translation and see how quickly the class will stall). Husain (1995) finds that translation has a positive effect on the motivation and confidence of low- to mid-level learners, but does not help advanced learners much. As none of these theories negates another wholly.

Tied into these more advanced levels of vocabulary learning is a technique called "consciousness raising" (Schmidt, 1990). This is a process wherein teachers present information in ways that allow students to have "a-ha!" moments, providing conceptual stimulation to, in the case of vocabulary learning, create further mental connections

in the hope that retention and successful use will be achieved.

## II. Vocabulary Targets

Following a previous study of the most frequent and marked errors for Korean EFL students built from a survey of students and both foreign and Korean English teachers, this session will look at how to teach the following:

- *hould/have to*
- *ater/after/before/ago/from now*
- *amous/popular/well-known*
- *xpect/look forward to*
- *eet/see*

Note this list includes some of the most frequently used words in English. (In particular the first, second and fifth issues).As Kim, Yoon (2008) and Butler (1997) pointed out, such words (and collocations) are vital, and thus class time constraints placed on less frequent tokens can be given less weight.

## III. Teaching Goals and Methodology

In this seminar, effective teaching methods for high frequency vocabulary items are demonstrated, with a goal of getting students to be able to confidently produce the target language in context and make vocabulary choices which clearly communicate intent following these examples:

- It's too bad I have to be at the office on Saturday. I \_\_\_\_\_ go to my mother's birthday party but I \_\_\_\_\_ work." (pick one of each: should/have to)
- Everyone in my high school likes Mr. Johnson's classes. He's a very (famous/well-known/popular) teacher."
- I (met/saw) my father on Saturday."
- I am (expecting/looking forward to) presentation week."
- It is 4:00 o'clock 2:00 o'clock was two hours (before/ago)."

## IV. Importance of "Vocabulary Triage" and Focusing on High Frequency Items

Through careful, comfortable, engaging exploration of highly marked English vocabulary students have shown that they are able to relearn words and phrases which they had previously produced in error. Students also have a great deal of difficulty with vocabulary that is frequent and at first glance basic.

As shown in these exercises, a good deal of time is necessary to teach and learn these targets to the level Thornbury (2008) suggests. Being able to use a word in its correct register, knowing all its connotations and cultural uses, and understanding its appropriate collocations is an extensive task. As class time is limited, teachers need to make time for such marked expressions and perhaps sacrifice some spent on infrequent tokens and targets even if those are ones more comfortable for students and teachers.

The widespread and traditional focus on idioms in the EFL classroom is an example of mismatching a target with the wrong skill level. Idioms are one of the *last* things that people learn in a language, nearly impossible to produce competently in context for non-fluent speakers, and highly infrequent. When deciding which areas to focus on with precious little class time, teachers should eschew these for high frequency tokens when possible.

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