KOTESOL International Conference 2013 Presentations (By Theme):

SATURDAY, October 12

Theme 1: Assessment/Testing

Kyle Philip Devlin

Extensive Reading Interviewing Practices to Lower Students' Affective Filters

In an extensive reading program, some teachers choose to interview students about the books they've read. This can be enjoyable for some students, but uncomfortable and nerve-wracking for others. By using a number of different techniques, a teacher can make students more comfortable and thus, lower their affective filters during the interviews. This pilot study details students' feelings about the success of the different techniques employed in the students' extensive reading interviews.

Stacey Vye

From Learner Autonomy in Practice to Language Proficiency in Theory

Researchers in EFL language learning have thoroughly described learner autonomy theory and studies about autonomy-in-practice are increasing in number and quality. My query from the practice of learner know-how to increased language proficiency indicates that when learners take charge of their learning, they conceptualize their language goals; however, do these aspirations translate into increased language proficiency? Less research is available on this issue, so consequently, my question explores: do language study plans designed autonomously by the learners and their self-reported amount of time spent on desired learning skill(s) (listening, reading, writing, and/or speaking) contribute to greater language proficiency on the International English Language Testing System (IELTS) level bands in the four-skill sections of the test? Keeping in mind the reliability of IELTS, the results of pre- and post-tests of 20 EFL volunteer university students in Japan of various nationalities and language goals were assessed with their autonomous learning practices. These volunteers meet in small seminars for one weekly ninety-minute learner-conducted sessions for ten months with reflection questions prompts, as learning support and language advice was provided by their peers and myself. The data includes the students' self-reported reflections on their language

learning practices and goals, together with the time spent on them, an exit survey, my notes, and the pre- and post-IELTS test scores. As this study was illuminative, unanticipated findings appeared in the research that might be of interest to the audience. Additionally, evidence of English language proficiency gains will be shown through autonomous language learning practices designed by learners themselves. Despite limitations, the findings show that learners who engage an average of 6.5 to 8.5 hours a week on self-selected language activities for enjoyment make significant proficiency gains. Lastly, this project is made possible by the Japan Society for the Promotion of Science (JSPS).

Gunther Breaux

How to Quickly Measure Speaking Ability, Without a Speaking Test

Determining the speaking ability of large numbers of incoming students is a cumbersome, time-consuming and imprecise process. This presentation will detail a first-day placement test for speaking classes and language programs. The test measures micro skills that accurately predict the macro skill of speaking. This is not a high-stakes gate keeping test. This is a low-stakes, quickie placement test which is very accurate.

Knowing speaking ability on day one has three major benefits. First, at the administrative level, it allows incoming students to be sorted into low, medium and high level classes. Second, at the classroom level, knowing students' ability on day one enables teachers to tailor their materials and methods to the known – rather than presumed – level of their students. Further, teacher's focus and energies can be on improving ability rather than determining it. Third, the test can also be used as a diagnostic tool. It identifies specific pronunciation and preposition problems that can be addressed in class. At a higher level, pervasive problems can be addressed in course and curriculum design.

Years of classroom research has proven that students who are better at the sounds and prepositions of English are better at speaking English. Further, better speakers generally have better listening ability and better vocabulary. The task then became to create an easy to give and grade, multiple-choice, listening test that features pronunciation (light, right, white night), prepositions (at, in, on), duration (for, since, during) and vocabulary, that is biased toward students who have lived or studied in English speaking countries (who are better speakers).

The accuracy of the test was then tested, with refinements continually made to increase accuracy. The test was not created to be fair, it was created to quickly and accurately identify speaking ability, and it does.

Gunther Breaux

Conversation-Based English: How to Teach, Test, and Improve Speaking

Korea is teeming with teenagers and university students who can pass standardized English tests but cannot carry on 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 (class time), and incentive (speaking tests), they are effusive speakers, as are all teenagers. This presentation will show how to get students speaking, test their speaking, and measure their speaking improvement. The semester process from first-day placement test to last-day improvement data will be detailed. On day one, the mindset must be changed – for both teachers and students. The engine of speaking improvement is speaking, not grammar.

First, the teacher's mindest. The first-day, 30-minute, easy-to-give-and-grade placement accurately measures speaking ability. Crucially, from this point on, everything the teacher does is to improve ability, rather than determine it. Second, the student's mindset. Conversation is the course, the class activity, and the testing. Classes are primarily pair and three-person conversations. Partners are switched (speed dating) every 10 minutes or so. Speed dating has the merits of focus (one topic), variety (many partners) and repetition (many partners). Third, testing. Conversation is the class, therefore conversation is the test. These are 3-person, 20-minute, real-world conversations. Conversations are recorded and students transcribe them. The resulting transcripts provide extensive personal feedback for students, and accurate grading data for teachers. Finally, improvement. By comparing midterm and final test transcript data, an average of about 22% improvement in speaking ability is shown.

The ultimate point of English education in Korea should be to confidently communicate, not to pass one more standardized test. Here is how.

Davis Rian

Six Important Ideas from Linguistics and Psychology Put into Practice

There are six important ideas from the fields of linguistics and psychology that every language instructor should know, and there are ways to apply these theories to English instruction in the international classroom. First, Hebb's rule is an important theory that was further developed into the idea that repeated use of information stored in the brain strengthens the brains ability to later access the information. Furthermore, psychologist George Miller's research on working memory and how the memory is stored as chunks is of crucial importance in the classroom. Students often have to access their working memory in order to produce language in the classroom, and how much they can store is an important factor when planning a lesson. In addition, the semantics, phonology and syntax of a learner's language are crucial to consider when planning a lesson. For instance, if the language learner's language does not have articles, yet the target language does, there should be more emphasis placed on this difference. Finally, teaching the perfect form in English can be improved by applying ideas from philosopher Hans Reichenbach and linguist Paul Kiparsky.

Rheanne Anderson

Intelligibility and Comprehensibility: Towards a Definition for Pronunciation Research

Pronunciation issues have long been an important part of ESL/EFL teaching, yet there has been little agreement in the field as to the definition of the essential terms of Comprehensibility and Intelligibility. Derwing & Munro (2006) have generally termed intelligibility as "the extent to which a listener actually understands an utterance". However this definition leaves many facets unexplored. In order for the field to develop, a clarifying and unifying terminology is needed. Solid terminology can aid in the construction of a standardized measurement tool which will allow practitioners to better diagnose and support their students in grasping English pronunciation. This paper focuses on building from recent work in Writing Error categorization to put forward a theory of comprehension that relies on discrete skill hurdles. The Theory will be outlined and a suggested rubric for segregated skills pronunciation intervention instruction will be discussed.

Huei-Chun Teng

Analysis of EFL Learners' Task Strategies for Listening Comprehension Test

The research of learning strategies has gained prominence in the field of second language acquisition. However, little was known about what the test takers were actually doing to produce answers to questions. Since strategic behavior has been hardly explored in L2 listening tests, it is worth investigating the issue by analyzing EFL learners' task strategies for listening comprehension test

This study mainly addresses the following research questions: (1) What strategies are used by EFL learners when they take a listening test? (2) Are there significant differences in the test-taking strategies used by proficient and less proficient EFL listeners? (3) What are EFL listeners' perceptions of their test-taking strategies? Participants were 104 college freshmen from a university in northern Taiwan. Three instruments were adopted in the study, including a standardized listening test, a questionnaire of test-taking strategies for listening tests, and a follow-up interview. Before the test began, participants were instructed how to take the listening test, how to write down the strategies they use, and how to answer the strategy questionnaire. Immediately after each part of the listening test, participants were given five minutes to write down any of their own strategies for test-taking. After the three parts of listening test were played, participants were asked to complete the questionnaire of listening test-taking strategies. Finally, interviews were held with thirty of the participants to probe how they perceived their test-taking strategies. Through providing insights into the response behaviors prompted by the listening tasks, the study can facilitate our understanding of the strategies adopted for EFL listening tests, and ultimately to teach EFL college students to become more effective EFL listeners.

D. Malcom Daugherty, Alexander Chirnside & Daniel Sasaki

Extra-curricular Support for TOEFL and TOEIC Test-takers

The importance of a good TOEFL score for students with the ambition of studying abroad, and a good TOEIC score for those hoping to boost their employment prospects, has become more and more apparent in recent years. In order to boost success in both these test regimes, extensive study outside the classroom is an essential prerequisite. As a support to a well-balanced self-access program running throughout the semester, the

provision of week-long intensive study programs in the university vacation has shown its efficacy in preparing students for these two vital tests. This paper describes the establishment, management and organization of such TOEFL and TOEIC courses during university vacation time. The courses, conducted in both the summer and winter vacations, have evolved over the past nine years into a self-financing, accredited program serving more than 200 students a year. Among the processes discussed are the advertising of courses, the enlisting of students and teachers, classroom facilities, class organization, teaching approaches, and pre- and post-course assessment. Post-course questionnaires indicate that students invariably feel these intensive courses to have been of great utility, with the overwhelming majority confidently declaring that their ability to achieve a positive outcome when taking these tests has significantly improved. Pre- and post-course diagnostic tests show that this belief is well founded. This is an extremely successful program with clear learning objectives, high levels of popularity, and a great success in attaining the desired results. It is a program regarded by the students as beneficial not only to their future success in test-taking, but also to their general English language abilities.

Alexander Chirnside & Daniel Sasaki

Toward a Test Specific Self-Access Speaking Center

After the introduction of the TOEFL iBT in 2005, it soon became apparent that many test-takers had extreme difficulty in achieving satisfactory scores in the speaking elements of the test. When asked to self-evaluate their performance in the test, many admit that it is this element which they face with the most trepidation. A perennial problem associated with instructing students in how to perform successfully in TOEFL speaking tasks is the need to provide individuals with meaningful feedback when class sizes seem to preclude such person-to-person support. Although speaking centers are an established part of many college EFL self-access programs and have a pivotal role in providing assistance in developing one of the most important linguistic skills, it is generally true that most such centers concentrate on developing learners' speaking skills for proficiency at conversation and /or discussion, and not, crucially, for the particular needs thrown up by the TOEFL speaking tasks. When it became apparent, at a Japanese university, that improving iBT test-taking skills was of fundamental importance in supporting the expansion of ambitious study-abroad programs, it was realized that the two speaking centers than extant did not have a focus that was test-specific and were unable to

address the needs of TOEFL iBT test-takers. As such a new speaking center was established to support these needs. Distinct from the conversational/discussion speaking centers then in operation, an iBT speaking center was created. The center allowed students to avail themselves of one-on-one consultation sessions in which they could attempt test-based speaking tasks and receive detailed, personalized feedback on their delivery: feedback that was impossible to give in regular test-preparation classes. This paper describes how the center was set up, the difficulties that occurred, and the solutions that were developed in response.

Theme 2:   Business English

Lauren Harvey
Engaging University EFL Students in Group Work

"Get into a group and complete the activity." How often have you made this request of university EFL students? How often has the activity successfully met your instructional goals? Engaging second language learners in small group work is an important aspect of communicative language instruction; however successfully implementing group work activities can be a challenge. The presenter will connect this instructional practice to theories of student-centered, communicative English language teaching. Using a principled approach, the presenter will discuss how to create a classroom community that is conducive to collaborative learning and group work activities. Important aspects of group work, including participant roles and expectations, as well as learner preferences related to culturally-based learning styles and personality will also be shared. Participants will engage in hands-on activities with the goal of improving knowledge of how to develop conditions in the classroom that support effective group work activities.

Robert Kienzle
Negotiation: Teaching It and Using It as a Tool for English Lessons

Negotiation happens everyday.   Usually, people negotiate with other people and parties in order to get what they want.   It is often personal and with friends and family. However, entering the global business world with professional English negotiation skills is increasingly important.

This workshop will introduce the core elements of planning and conducting negotiations and show participants how to teach the concepts in a variety of classrooms.   Each element will be introduced with activity suggestions, and by the end of the workshop, participants will be able to form short-term and long-term lesson plans that utilize negotiations.   While educators of all English levels will find the information valuable, the workshop will focus mainly on high-level classroom ideas.

English classrooms on all levels have the opportunity to teach basic negotiation skills and use them in engaging classroom activities that will benefit students' verbal and analytical skills.   For example, students in elementary, middle, and high schools can learn the basic steps of planning and conducting negotiations for physical items such as stickers or conceptual items such as buying and selling toys.   While students have fun interacting with each other, they build their vocabulary, grammar, formal phrases and questions, and patterns of dialogue.

On a university and corporate level, students can learn and engage in higher-level forms of negotiation.   Higher level negotiation concepts include creating lists of prioritized and tradable assets, creating a BATNA, and analyzing psychological and cross-cultural aspects of negotiation.   In addition to building on the parts of English already mentioned, high-level students can build their persuasive strategies, on-the-spot decision-making skills, ability to find possible alternative solutions and strategies, conversational strategies meant to create and maintain strong interpersonal and business relationships, and real-world business article and proposal analytical skills.

Theme 3:   Content Based Instruction

Mark Rebuck
Updating Dictation: New Uses for an Ancient Activity

Dictation helps to hone various language skills, but particularly listening since it raises learners' awareness of what they tend not to hear. Despite the efficacy of dictation, it is absent from many communicative language classrooms. One reason for this is that some teachers are unaware of the variations on the 'pure dictation' they remember from their own school days. This workshop will first survey a number of these variations, including Underhill's 'humane dictation,' in which learners are allowed look at the text prior to

listening to it being read and predict the mistakes they will make. A second reason for the underuse of dictation is that it is seen by many teachers as a supplementary exercise to be tacked onto existing lessons. This workshop, however, will demonstrate how it can be integrated into, and combined with, other activities and materials. Dictation can, for example, complement authentic talk-radio audio clips by providing aural pre-practice that eases learners into the forthcoming recording and primes them to upcoming vocabulary and grammar structures. Participants will also be shown a DVD –sequence, in which a topic-relevant YouTube video (V) is shown between a dictation (D) and dialogue (D). The dictation serves to provide background information on, and pique students' interest in, the upcoming video. By the end of this hands-on workshop participants will have a deeper appreciation of the versatility of dictation, pointers on different dictation procedures, and concrete ideas to adapt to their own teaching contexts.

William Rago & Adam Booth

Digging In: Non-native Teachers and Learner Language Analysis

Most MA TESOL and TESOL certificate programs include courses on Second Language Acquisition (SLA), but many students finish the course without knowing how to apply what they have learned to their classrooms. The knowledge of how languages are acquired seems irrelevant to many prospective classroom teachers because they will work with a pre-established curriculum. SLA theories are simply learned because they have always been part of the TESOL curriculum. One solution to this problem is learner language analysis. Learner language analysis tasks that get students out of the classroom and in front of learners add life to theory. Students can discover tendencies and stages in learner language all by themselves, outside of the classroom. While unmatched in its effectiveness, learner language analysis is difficult and time consuming, maybe even to the point that it is inaccessible to non-native English teachers. In this session we share responses from 56 of our students, who completed several learner language analyses in the first five weeks of the spring 2013 SMU TESOL semester. We briefly outline the assignments and then share the feedback, which suggests that learner language analyses are not only accessible, but very beneficial for non-native English teachers.

Farzaminejad, Sara

Effect of two kinds of higher order thinking on writing ability

The purpose of the study was to discover which of the two writing activities, a self-assessment questioner or a critical thinking skills handout, is more effective on Iranian EFL learners' writing ability. To fulfill the purpose of the study, a sample of 120 undergraduate students of English sat for a standardized sample of PET. Eighty-two students whose scores fell one standard deviation above and below the sample mean were selected and randomly divided into two equal groups. One group practiced self-assessment and the other group critical thinking skills while they were learning process writing. A writing post test was finally administered to the students in both groups and the mean rank scores were compared by t-test. The result led to the rejection of the null hypothesis, indicating that practicing critical thinking skills had a significantly higher effect on the writing ability. Findings could be well-applied to writing classes and they are likely to be of great interest to teachers, syllabus designers, and researchers.

Jack Ryan

Authentic Materials: Support for Non-English Majors at a Japanese University

The subject of authentic materials has a rich history in the ELT literature. One of the major benefits supporters often cite is exposure to the "real" language they offer. Authentic materials have variously been defined as "...real-life texts, not written for pedagogic purposes" (Wallace 1992) and as "materials that have been produced to fulfill some social purpose in the language community" (Peacock 1997).   Authentic materials are assumed to be more similar to the language learners will encounter in the real world. They are also expected to more accurately reflect how language is really used when compared with non-authentic texts that are designed specifically for language learning purposes.

This presentation will provide information about the experiences that a team of teachers at a university in Japan have had while attempting to implement a specific and limited range of authentic materials. The presenter will report on how the materials were integrated into the curriculum and the process by which materials were selected in terms of suitability and compatibility with course goals. The background and teaching context in which the use of authentic materials was undertaken will be explained and examples

of authentic materials will be provided. Goals of the use of authentic materials and how they were meant to provide foundational knowledge and support for study in non-English courses will also be discussed. Some of the advantages and disadvantages of the use of authentic materials will also be mentioned.

This presentation may be of particular interest to any teachers involved in implementing authentic materials within a university curriculum or interested in doing so. The presenter is interested in fostering an exchange of information and opinions which may help make future use of authentic materials more productive for students and efficient for language educators.

Iain Stanley

Turning Writing and Grammar into a Practical, Autonomous Peer Review

In this demonstration/workshop, I will show participants how to integrate a writing task and peer grammar-review in a communicative setting, so that it becomes an exercise in autonomy and self-awareness. I will take participants through the process step by step, so that they may take ideas away with them and easily implement them, or adapt them, in their own teaching environments.

Each week, students are given a writing task to complete online. The task is based on specific ideas covered in class time, and there are certain rules that apply to the writing. These rules will be covered in the presentation. Students understand the rules so they know what is expected of them. Upon completion of the writing, I then correct them using a code that the students are aware of. The corrections are brought to class and the communicative group-work can be done.

The group-work, although done in a communicative setting, also has some basic rules which need to be adhered to, in order to be successful. These have been developed through practice and will be explained in detail. Once the communicative tasks have been completed, students then engage in a self-reflective task that facilitates and enhances autonomy and control over their own learning. Students learn how to recognise their own strengths and weaknesses in writing and grammar, and are directed on how to improve their own learning in a way that suits their own needs.

The task can last anywhere from 40 minutes to 90 minutes, depending on how the teacher wants to address each of the stages. These will all be explained in depth, with questions encouraged along the way. This has proven to be a very successful way of integrating writing, grammar, online learning, and communicative tasks in the classroom. Feedback has been extremely positive from learners and the task continues to improve year by year.

Chris Hughes
Using Corpus Tools to Inform Genre-Based Writing Pedagogies

This presentation introduces findings from a corpus assisted genre analysis of film reviews and suggests practical pedagogic implications for genre-based writing pedagogies. Film reviews are a frequent writing exercise introduced in the language learning classroom. Learners are often provided with model film reviews constructed by "expert" practitioners. However, educators have, thus far, relied on intuition about the linguistic resources these writers use to realize genre specific communicative purposes. A specialized corpus of film reviews was built and analysed to provide empirical data to assist in the development of both writing competence and linguistic knowledge. The findings from this study suggest that corpus tools can be used to reveal lexical and linguistic elements that can then contribute to genre instruction as an explicit tool of learning.

Robert Kienzle
Negotiation: Teaching It and Using It as a Tool for English Lessons

Negotiation happens everyday. Usually, people negotiate with other people and parties in order to get what they want. It is often personal and with friends and family. However, entering the global business world with professional English negotiation skills is increasingly important.

This workshop will introduce the core elements of planning and conducting negotiations and show participants how to teach the concepts in a variety of classrooms. Each element will be introduced with activity suggestions, and by the end of the workshop, participants will be able to form short-term and long-term lesson plans that utilize negotiations. While educators of all English levels will find the information valuable, the

workshop will focus mainly on high-level classroom ideas.

English classrooms on all levels have the opportunity to teach basic negotiation skills and use them in engaging classroom activities that will benefit students' verbal and analytical skills.   For example, students in elementary, middle, and high schools can learn the basic steps of planning and conducting negotiations for physical items such as stickers or conceptual items such as buying and selling toys.   While students have fun interacting with each other, they build their vocabulary, grammar, formal phrases and questions, and patterns of dialogue.

On a university and corporate level, students can learn and engage in higher-level forms of negotiation.   Higher level negotiation concepts include creating lists of prioritized and tradable assets, creating a BATNA, and analyzing psychological and cross-cultural aspects of negotiation.   In addition to building on the parts of English already mentioned, high-level students can build their persuasive strategies, on-the-spot decision-making skills, ability to find possible alternative solutions and strategies, conversational strategies meant to create and maintain strong interpersonal and business relationships, and real-world business article and proposal analytical skills.

Theme 4:   Cross/Intercultural Communication

Matthew Apple & Terry Fellner
The Current State of Language Learning Motivation in Japan

How much do we know about language learning motivation and its related concepts, and how important is it for successful learning outcomes? This presentation is intended to help answer these and other questions regarding language learner motivation by first introducing and summarizing the latest research findings on motivation found in the upcoming book Language Learning Motivation in Japan (in press, Multilingual Matters), edited by the presenters. Research discussed in this presentation is strongly related to EFL teaching practice and includes: the efficacy of the concept of "international posture" among Japanese students; the important role the idea of the "ought to self" plays among science students; how students can enjoy, understand, and perform in their English classes yet still not have much motivation to study English; and the importance of student reflection in developing and maintaining motivation. Methods used in the

empirical studies ranged from the cross-sectional to the longitudinal, from structural equation modeling to ethnographic case study, giving a unique, multifaceted depth to language motivation in the Japanese context.

Following a discussion of research from Japan, the presenters will then touch upon studies from around the East Asian region. Salient motivational factors among learner populations from China, Korea, and Japan will be compared, to add cross-cultural variation and expand on dichotomous motivations such as intrinsic/extrinsic, integrative/instrumental, and Ideal L2 Self/Ought-to L2 Self.

The presentation is intended to be of interest both to researchers actively involved in the area of language learning motivation as well as to teachers hoping to find insights on how they can best create the conditions in which their own students can become motivated to study language. The presentation concludes by discussing implications the research could bring for language teachers in Japan and throughout Asia.

Jesse Balanyk

<u>Overcoming Cultural Differences between Teachers</u>

Large numbers of native-speaking English teachers are recruited from western countries, such as Australia, Canada, the United Kingdom and the United States to teach English in Korean public school and private language academies. This results in a situation where teachers with different cultural backgrounds are working and teaching side-by-side within one school and sometimes even within one classroom. When miscommunications and misunderstandings arise between teachers with different cultural backgrounds they are often attributed to 'cultural differences', an ill-defined concept which relies on essentialized notions of culture. Through a qualitative research project the discursive underpinning of cultural differences was illuminated and shown to be the root of intercultural miscommunications and misunderstanding. This presentation will build on previous research and will present a model of how these misunderstandings can understood and overcome. Participants will complete various exercises that will help them reflectively examine their own personal educational discourse, understand the general features of the educational discourse within their own culture and build an awareness of the educational discourses of other cultures. This workshop will be ideal for

both Korean and native speaker English teachers who find themselves working together in a shared educational environment.

Tory Thorkelson

Leadership IQ: The Missing Link for Training Leaders in ELT

Author Emmett Murphy and his associates studied 18,000 managers at 562 large and small organizations in all types of industries in the United States and around the world for 6 years. Of the original 18,000, they identified just over 1,000 individuals who demonstrated exceptional leadership abilities, and then isolated the 8 qualities that made those leaders great. Emmett Murphy and his associates have used their research findings to create an effective way to assess and improve leadership ability. This dynamic leadership development program has yielded remarkable results wherever it's been tried, including IBM, GM, AT&T, Xerox, McDonald's, Johnson & Johnson, and Chase Manhattan - all clients of E.C. Murphy, Ltd.

Christison and Murray(2009) adapted their assessment tool (a 36 item questionnaire) for ELT and – based on an initial survey in Korea – there are some intriguing differences in the way Korean leaders and teachers and non-Korean leaders and teachers respond to the same scenarios. This workshop will look at the original research as well as the pilot study done in Korea and also discuss some of the situations with the objective of raising awareness of these differences as they relate to the original 8 types of leaders. We will also look at some of the tools for learning to be a better leader if time permits.

Catherine Peck

It's a Cultural Thing...

As educational institutions across the globe increasingly put buzzwords like internationalization and globalization at the forefront of their agendas, the construct of intercultural competence (Deardorff 2006) has gained increasing prominence. Yet the question of how best to foster, develop and assess intercultural competence both within Foreign Language Teaching and across the broader curriculum is still a matter of debate (Byram 2006, Tsai & Houghton 2010).

Certainly, foreign language teachers are no strangers to culture; whether teaching forms

of address, explaining slang terms or providing context for authentic materials like newspaper articles and pop songs, culture is ever present in our work. Yet how often do we have time or opportunity to critically examine our frequent invocations of culture in classroom learning and teaching?

This paper draws upon phenomenological interview data collected from foreign language teachers and students in the course of the presenter's doctoral research on intercultural learning and explores the ways that culture is used by the research participants in discourses on foreign language learning and intercultural contact. The presenter will demonstrate how discourses that draw upon culture frequently conceal emotions, prejudices, simplifications and avoidance strategies, and will pose questions to foreign language teachers designed to encourage reflection on our own use of the term culture in classroom practice.

Maura Pfeifer & Brian Pfeifer

<u>Gamification: Level Up Your Language Teaching</u>

Virtually unheard of a few short years ago (Deterding, Dixon, Khaled & Nacke, 2011), gamification has become one of the biggest buzzwords in fields as diverse as education, business, and marketing. At its core, gamification is an effective tool to improve motivation through increased engagement, learner autonomy, opportunities for social learning as well as providing feedback on progress and developing communities of practice. In this highly interactive workshop, attendees will get to experience a gamified learning experience first-hand as the presenters give an introduction to the concept of gamification which Werbach and Hunter define as "the use of game elements and game design techniques in non-game contexts" (2012). As such, the presenters and participants will discuss how gamification is both similar to and different from the games commonly played in language classrooms today. Additionally, they will further explore a range of examples illustrating innovative ways in which the concept is currently being applied in a variety of real-world educational contexts. Finally, participants will have an opportunity to collaboratively brainstorm ways in which gamification can be incorporated into their specific educational contexts. Although presented in English, this session is appropriate for all language educators as well as others with a general interest in the topic of gamification.

Chia-ti Heather Tseng

"You must let me pass this course, please!": An Investigation of Email Request Strategies by Taiwanese EFL Learners

This study investigates Taiwanese EFL learners' pragmatic competence in the production of email request to faculty in an institutional setting. It sets to find out their use of politeness strategies, including their choice of requestive head acts, the internal and external modifications, and the information sequencing of their email messages. Students of two linguistic levels (i.e., low-intermediate, high-intermediate) were included and the differences in their realization patterns of politeness strategies would allow insights for the developmental aspect of pragmatic acquisition.

In total, sixty Taiwanese university students participated in this study and 60 English request emails were composed for qualitative and qualitative investigation. The results revealed that students of both levels adopted more direct strategies as main requestive head acts. In addition, the high-intermediate proficiency group displayed more resources in creating more polite email messages to professors by using more internal and external modifiers for their request than their less proficient counterparts. The developmental sequences in the use of politeness features can thus be identified accordingly. However, certain syntactic and lexical downgraders never appeared in the higher level group's email messages, pointing toward their unfamiliarity with these devices and thus suggesting the need for explicit teaching of these elements in the language classroom.

Jack Ryan

Authentic Materials: Support for Non-English Majors at a Japanese University

The subject of authentic materials has a rich history in the ELT literature. One of the major benefits supporters often cite is exposure to the "real" language they offer. Authentic materials have variously been defined as "…real-life texts, not written for pedagogic purposes" (Wallace 1992) and as "materials that have been produced to fulfill some social purpose in the language community" (Peacock 1997). Authentic materials are assumed to be more similar to the language learners will encounter in the real world. They are also expected to more accurately reflect how language is really used when compared with non-authentic texts that are designed specifically for language learning

purposes.

This presentation will provide information about the experiences that a team of teachers at a university in Japan have had while attempting to implement a specific and limited range of authentic materials. The presenter will report on how the materials were integrated into the curriculum and the process by which materials were selected in terms of suitability and compatibility with course goals. The background and teaching context in which the use of authentic materials was undertaken will be explained and examples of authentic materials will be provided. Goals of the use of authentic materials and how they were meant to provide foundational knowledge and support for study in non-English courses will also be discussed. Some of the advantages and disadvantages of the use of authentic materials will also be mentioned.

This presentation may be of particular interest to any teachers involved in implementing authentic materials within a university curriculum or interested in doing so. The presenter is interested in fostering an exchange of information and opinions which may help make future use of authentic materials more productive for students and efficient for language educators.

Cassie Kim & Joshua Adams
Learning and Teaching English in North Korea: Interviewing a Defector

In this presentation Mrs. Kim shares her experiences studying English in North Korea. Her experiences were mostly limited to using the Audio and Video -Lingual Method with supplements from the BBC.   In North Korea she read Edgar Allan Poe and the Greek Classics in English.

After graduating she returned home. She was so severely undernourished that her mother forbade her from attending teacher's college. Luckily for Mrs. Kim, do to the quality of her education in Chongjin she was qualified to teach secondary school in her hometown. As an instructor she faces challenges teaching students who, unlike herself and her classmates, had very little motivation to study English. Unlike South Korea, in North Korea very few students are able to attend university and motivation to study English.

Mrs. Kim enrolled at Yonsei University shortly after arriving in South Korea. Unlike many defectors she had a relatively high level of English proficiency. Even with a higher level of English than other defectors she did face difficulties while studying English in South Korea. The primary difficulty was in communicating with native speakers of English. While she could generally understand people from the United Kingdom because of her history studying from BBC tapes, she struggled greatly with North American accents.

The format of this presentation will begin with a short interview of Mrs. Kim about her background followed by an open question and answer. Mrs. Kim would appreciate it if all questions could be related directly to English education and that attendees would otherwise respect her privacy.

Fiona Van Tyne

Reaching Full Potential: NET's and the Lack of Utilization within EPIK

This presentation examines English Language classrooms in South Korea as well as the use and effectiveness of Native English Teachers, specifically within EPIK. Even though Native teachers have been brought in to aid in the natural acquisition of English, the results of their efforts appear negligible, and in turn their positions are being reduced throughout the country beginning in large cities. Native English teachers are thought to bring natural language learning into their classrooms, despite many of them lacking teaching qualifications. In South Korea Native Speakers often become dependent on Korean co-teachers often requiring the Korean teacher to do much more additional work, thus creating an imbalanced teaching partnership. When looking at team teaching there needs to be an established understanding of English objectives. While having two instructors in the classroom has the opportunity to greatly benefit students, Korea is starting to move back to the mono teacher classroom. Native teachers are able to provide more than just English Education to their schools but at the current moment many are not being pushed to go above required tasks. NET's are a great way to boost Communicative language teaching within the public school system, but teaching should read beyond school aged students. By looking at past experiences with the EPIK program and evaluating expectations and learning objectives, this presentation will look at the past present and future of EPIK, and Korea's NET's.

Nico Lorenzutti

Do In-Service Teacher Training Programs Impact Language Teacher Conceptual Change?

English is power in South Korea: Politicians, business leaders and citizenry alike see it as a tool for enhancing national competitiveness in an increasingly globalized world. The government spends millions each year on in-service teacher training programs designed to facilitate the implementation of CLT and TETE. But is it working? This qualitative study explores the effects of in-service teacher training programs upon two Korean middle school teachers of English and how the programs impacted career engagement, classroom practice, and professional identity. The integrated model of Language Teacher Conceptual Change (LTCC) developed by Dr. Magdalena Kubanyiova under the supervision of Dr. Zoltan Dornyei will be employed to interpret the data.

Kevin Ottoson

Returnee and Non-Returnee Narratives for Intercultural Understanding

Narratives from a sociocultural perspective help us make sense of the present and future by storying our past. According to Swain, Kinnear, and Steinman (2011), "Narratives not only track development, but are sites of development themselves" (page 7). Although narratives have become an "accepted method of research" (Swain, Kinnear, & Steinman, pg. 6), documentation of narratives from returnees who have used their diverse intercultural experiences to mediate intercultural understanding is lacking. Narratives in previous studies have focused on the process of learning English. However, Kanno (2003) focused specifically on the narratives of returnees to observe how they deal with their bicultural identities. This study, then, aims to reveal how returnees and non-returnees can use narratives to mediate intercultural understanding.

This yearlong study follows six 1st-year high school students in a cross-cultural understanding class in Japan. Using multiple qualitative data sources including, journals, reflections, and interviews, this study shows how returnee and non-returnee participants used their personal narratives to story their intercultural experiences. These powerful personal narratives helped to develop intercultural communicative competence amongst fellow returnees and non-returnees.

This presentation will show how high school returnees can use their narratives from their

intercultural experiences to establish connections with concepts of intercultural understanding. This presentation will present activities for a classroom of both returnees and non-returnees to story their intercultural experiences. Additionally, attitudes and ideas about intercultural understanding over the class year of both returnees and non-returnees will be examined.

Robert Kienzle

Negotiation: Teaching It and Using It as a Tool for English Lessons

Negotiation happens everyday.   Usually, people negotiate with other people and parties in order to get what they want.   It is often personal and with friends and family. However, entering the global business world with professional English negotiation skills is increasingly important.

This workshop will introduce the core elements of planning and conducting negotiations and show participants how to teach the concepts in a variety of classrooms.   Each element will be introduced with activity suggestions, and by the end of the workshop, participants will be able to form short-term and long-term lesson plans that utilize negotiations.   While educators of all English levels will find the information valuable, the workshop will focus mainly on high-level classroom ideas.

English classrooms on all levels have the opportunity to teach basic negotiation skills and use them in engaging classroom activities that will benefit students' verbal and analytical skills.   For example, students in elementary, middle, and high schools can learn the basic steps of planning and conducting negotiations for physical items such as stickers or conceptual items such as buying and selling toys.   While students have fun interacting with each other, they build their vocabulary, grammar, formal phrases and questions, and patterns of dialogue.

On a university and corporate level, students can learn and engage in higher-level forms of negotiation.   Higher level negotiation concepts include creating lists of prioritized and tradable assets, creating a BATNA, and analyzing psychological and cross-cultural aspects of negotiation.   In addition to building on the parts of English already mentioned, high-level students can build their persuasive strategies, on-the-spot decision-making skills, ability to find possible alternative solutions and strategies, conversational strategies

meant to create and maintain strong interpersonal and business relationships, and real-world business article and proposal analytical skills.

Theme 5:   ESP/EAP

Darunee Yotimart & Anupong Wongchai

The Needs Analysis in ESP Course Design: A Case Study of English for Computer and IT in Buriram Rajabhat University

English for Computer and IT is a required ESP course for third year Computer and IT majors at Buriram Rajabhat University (BRU) in Thailand. The researcher served as both the course developer and the instructor of said course. The researcher regards the course assessment procedure to be an essential part of proper course development. Prior to developing the course, as to ensure the validity of the pilot-designed syllabus and class materials, a Needs Analysis was carried out. The Needs Analysis consisted of interviews of five content teachers from Computer and IT department in BRU and other universities and two English teachers who used to teach English for Computer and IT in BRU English Department. This paper aims to discuss the effectiveness of content language acquisition versus general language acquisition in ESP classrooms, specifically it examines the effectiveness of the above-mentioned English for Computer and IT course design. To improve the body of knowledge associated with the development of relevant and effective ESP courses, the researcher presents in this paper ESP course design needs that were uncovered during the design and delivery of the above-mentioned English for Computer and IT. The paper introduces a course framework, a set of sample material and phases of the plans on course assessment, with some reflections made on the limitations of both process and products, as well as the directions of further research influenced by the current trends of ESP development.

Lauren Harvey

Engaging University EFL Students in Group Work

"Get into a group and complete the activity." How often have you made this request of university EFL students? How often has the activity successfully met your instructional goals? Engaging second language learners in small group work is an important aspect of communicative language instruction; however successfully implementing group work

activities can be a challenge. The presenter will connect this instructional practice to theories of student-centered, communicative English language teaching. Using a principled approach, the presenter will discuss how to create a classroom community that is conducive to collaborative learning and group work activities. Important aspects of group work, including participant roles and expectations, as well as learner preferences related to culturally-based learning styles and personality will also be shared. Participants will engage in hands-on activities with the goal of improving knowledge of how to develop conditions in the classroom that support effective group work activities.

Elizabeth Molyneux

Crafting Critical Thinking in the EAP Classroom

The important role of critical thinking in higher education is widely accepted. For this reason, critical thinking has become more prevalent in EAP programmes which aim to prepare prospective students for entry into international universities. Although the inclusion of critical thinking in EAP programmes has been much discussed, less has been written to assist TESOL teachers with activity design to facilitate critical thinking in the classroom, and the challenges which learners may face.

To address this, the presenter will outline the concepts of critical thinking which are broadly applicable in an EAP context, including a brief review of Ennis's taxonomy of skills and dispositions (Ennis 1998) and how these can be incorporated into an EAP curriculum. Developing critical thinking in a second or foreign language is not a straightforward endeavour (Atkinson 1997), so Bloom's revised taxonomy (Krathwohl 2002) will be used as a theoretical framework to aid EAP teachers in activity design and staging. The audience will be invited to analyse the application of Bloom's revised taxonomy to see how it can assist in planning activities to develop learners' higher order thinking. The presenter will then share some common challenges faced by learners from her experiences teaching in an international university in Vietnam, before looking at how these challenges have been discussed in the literature and how to design tasks to minimise potential obstacles. Insights from teachers and learners will also be shared.

After attending this workshop, participants will be better able to identify how critical thinking may apply in their teaching context and how to design activities to assist the development of higher order thinking.

Michelle Huey Fen Voon

<u>Promoting Active Participation in Conversation among ESL Learners through Dialogue Writing</u>

ESL (English as a Second Language) learners are apprehensive about speaking in the target language in public as a result of the belief that one should only speak perfect English. E. Horowitz, M. Horowitz, and Cope (1986) highlighted that unless learners are certain of the accuracy, learners will not say anything. Deprivation of spoken practices in the target language results in slow progress in learning the language. The perception that mastery of grammar and pronunciation should precede the usage of the target language seems to be the reason for the reluctance of ESL learners to experiment with speaking in English language outside the classroom. Addressing the issues of low language proficiency, vocabulary inadequacy, first language and mother tongue interference, and anxiety will affect the outcome of the spoken language of beginner ESL learners. This study explored the use of writing dialogues for open-ended conversations and practicing them in the classroom. This idea was based on the notion that when students write, they take time to think about the sentence that they are constructing. Practicing these dialogues that they have fabricated themselves will provide them with the schemata in terms of content, vocabulary and sentence structures for them to scaffold on in order to participate in real life conversation of similar topics. The paired t-tests results showed statistically significant improvement in the participants' spoken language, suggesting that the activities surrounding writing dialogues, getting oral and written feedback on their dialogues, and practicing having conversations with their friends had helped learners improved in their spoken language proficiency and conversational skills, besides giving them a boost of confidence in speaking the target language. The activities in this study are designed to help learners succeed through preparation and practices.

Richard Miles

<u>Reflecting on and Learning from Presentations</u>

This presentation will explore findings from a case study conducted in an undergraduate English university class. The original purpose of this research was to document what students noticed while reflecting on their own presentations, how they assessed

themselves, and how/if this affected subsequent presentations. While this study was limited in scope, there were findings with important implications for teachers. Differences between how students assessed their improvement, in terms of self-grading and open-ended comments were evident, as were overall differences in what the more fluent students and the less fluent students noticed. Analysis of the reflection papers revealed that the students heavily focused on linguistic features when assessing their performance, but that many students began to see presentations more positively, and perhaps most importantly, to see each presentation as part of a process towards improving their skills and not as separate unrelated tasks.

In terms of specifics, this presentation will begin with a short overview of the importance of presentation skills and a brief look at peer and self-assessment. The study will then be summarized, after which a discussion of the findings and the implications teachers can draw from them, will be presented. Primarily it is hoped that this presentation will contribute to the growing body of work examining the use of presentations for academic purposes in the language classroom and that it will also provide teachers with a better understanding of how students perceive, analyze and assess their own presentations.

Chris Hughes

Using Corpus Tools to Inform Genre-Based Writing Pedagogies

This presentation introduces findings from a corpus assisted genre analysis of film reviews and suggests practical pedagogic implications for genre-based writing pedagogies. Film reviews are a frequent writing exercise introduced in the language learning classroom. Learners are often provided with model film reviews constructed by "expert" practitioners. However, educators have, thus far, relied on intuition about the linguistic resources these writers use to realize genre specific communicative purposes. A specialized corpus of film reviews was built and analysed to provide empirical data to assist in the development of both writing competence and linguistic knowledge. The findings from this study suggest that corpus tools can be used to reveal lexical and linguistic elements that can then contribute to genre instruction as an explicit tool of learning.

Alexander Chirnside & Daniel Sasaki

Toward a Test Specific Self-Access Speaking Center

After the introduction of the TOEFL iBT in 2005, it soon became apparent that many test-takers had extreme difficulty in achieving satisfactory scores in the speaking elements of the test. When asked to self-evaluate their performance in the test, many admit that it is this element which they face with the most trepidation. A perennial problem associated with instructing students in how to perform successfully in TOEFL speaking tasks is the need to provide individuals with meaningful feedback when class sizes seem to preclude such person-to-person support. Although speaking centers are an established part of many college EFL self-access programs and have a pivotal role in providing assistance in developing one of the most important linguistic skills, it is generally true that most such centers concentrate on developing learners' speaking skills for proficiency at conversation and /or discussion, and not, crucially, for the particular needs thrown up by the TOEFL speaking tasks. When it became apparent, at a Japanese university, that improving iBT test-taking skills was of fundamental importance in supporting the expansion of ambitious study-abroad programs, it was realized that the two speaking centers than extant did not have a focus that was test-specific and were unable to address the needs of TOEFL iBT test-takers. As such a new speaking center was established to support these needs. Distinct from the conversational/discussion speaking centers then in operation, an iBT speaking center was created. The center allowed students to avail themselves of one-on-one consultation sessions in which they could attempt test-based speaking tasks and receive detailed, personalized feedback on their delivery: feedback that was impossible to give in regular test-preparation classes. This paper describes how the center was set up, the difficulties that occurred, and the solutions that were developed in response.

Fiona Wiebusch & Carla Bridge

Pushing the 'Task': Activities to Maximize Post-Task Learning in EAP

The 'Task' is over, now what? Herein lies the challenge for many educators keen to employ a task-based approach to teaching and learning in the EAP classroom. Approaching the post-task stage can be daunting for many teachers, given the potential for learning points to emerge during the task-cycle that may not have been anticipated (Bridge & Wiebusch, 2012). So how can teachers better prepare for the post-task stage?

The post-task stage provides opportunities to maximise learning through direct reflection, focus on form or task repetition (Ellis, 2006). While the importance of reflection in the learning process has long been established (see Dewey, 1910), the role of the teacher in providing EFL learners with meaningful opportunities to engage in post-task reflection and understand its benefits requires careful consideration. When it comes to focusing on form, the teacher's role in the post-task stage is important in helping learners "expand their conscious knowledge of words or patterns" and systematize the language that may have emerged during the task-cycle (Willis & Willis, 2007, p.172). In this workshop, the presenters suggest that focusing on key task objectives in the lesson planning stage can help teachers prepare to tackle the post-task stage more effectively to meet specific reflection or language aims.

The workshop begins with a brief review of TBL in an EAP context at an international university in Vietnam, before addressing the post-task stage. Examples of multi-level post-task activities will be presented which employ a variety of readily available classroom resources (e.g. the whiteboard, pens and paper), as well as tech-based tools (e.g. smart phones and Web 2.0 applications). There will be opportunities for participants to discuss the activities presented for relevance to their own classroom context and consider ways to expand their repertoire for post-task teaching.

Theme 6:   Extensive Reading

Kyle Philip Devlin
Extensive Reading Interviewing Practices to Lower Students' Affective Filters

In an extensive reading program, some teachers choose to interview students about the books they've read. This can be enjoyable for some students, but uncomfortable and nerve-wracking for others. By using a number of different techniques, a teacher can make students more comfortable and thus, lower their affective filters during the interviews. This pilot study details students' feelings about the success of the different techniques employed in the students' extensive reading interviews.

Herwindy Maria Tedjaatmadja
A Movie a Day Keeps the Listening Problems Away

As a 'Cinderella skill', listening is probably the least popular course to teach and the most difficult skill to acquire. There is very limited amount of research on extensive listening despite the emergent need of having aural English exposure to EFL learners. The best way to learn listening is through listening, so the role of extensive listening (EL) is crucial to improve listening fluency. However, due to the less accessible listening process, learners are often unable to recognize the words. In light of this, Reading-While-Listening (RWL) can serve as a bridging activity leading to listening fluency. It provides both aural and visual input to help learners keep the listening problems away. This presentation discusses the benefits of RWL and ideas for RWL materials to develop learners' listening skills in EFL contexts.

Thomas Healy
Making it Visual: Maximizing the potential of your projector.

This presentation explores ways in which the digital projector can enhance goal setting, student participation, classroom management, assessment and the warm-up, presentation and practice stages of a lesson. Together with free apps and websites, and programs such as Word and PowerPoint, the projector can make performance goals, and language skills and strategies more tangible by being displayed graphically. In addition, the projector can enable gamification, which is the application of elements from electronic games to engage and motivate individuals. Examples including an online stopwatch, a progress bar that visually represents how a class is completing stages of a lesson, as well as apps that encourage student participation when used with the projector are shown. The presenter discusses ideas for how to enhance the teaching of reading strategies and academic writing skills through graphics, as well as how to use the projector to develop collaborative learning. These practical and easy-to-implement techniques are connected to the theories of social constructivism and gamification.

Michael Rabbidge
Approaches to Using Short Stories in the EFL Classroom

The use of short stories in the class is still seen as a novelty in most English teaching contexts in Korea. Issues ranging from appropriate methodology to story selection mean using this valuable resource in the class is rare. This presentation explores how graded

short stories can be used to teach and practice a range of integrated language skills. By presenting a series of sample activities and examples of how various short stories were used during an in-service regional teacher training program at Chonnam National University in South Korea, the presenter will discuss how task based, extensive reading and more traditional teaching approaches can be used to teach short stories in the classroom.

Theme 7: Global Issues in the Classroom

Michelle Huey Fen Voon

Promoting Active Participation in Conversation among ESL Learners through Dialogue Writing

ESL (English as a Second Language) learners are apprehensive about speaking in the target language in public as a result of the belief that one should only speak perfect English. E. Horowitz, M. Horowitz, and Cope (1986) highlighted that unless learners are certain of the accuracy, learners will not say anything. Deprivation of spoken practices in the target language results in slow progress in learning the language. The perception that mastery of grammar and pronunciation should precede the usage of the target language seems to be the reason for the reluctance of ESL learners to experiment with speaking in English language outside the classroom. Addressing the issues of low language proficiency, vocabulary inadequacy, first language and mother tongue interference, and anxiety will affect the outcome of the spoken language of beginner ESL learners. This study explored the use of writing dialogues for open-ended conversations and practicing them in the classroom. This idea was based on the notion that when students write, they take time to think about the sentence that they are constructing. Practicing these dialogues that they have fabricated themselves will provide them with the schemata in terms of content, vocabulary and sentence structures for them to scaffold on in order to participate in real life conversation of similar topics. The paired t-tests results showed statistically significant improvement in the participants' spoken language, suggesting that the activities surrounding writing dialogues, getting oral and written feedback on their dialogues, and practicing having conversations with their friends had helped learners improved in their spoken language proficiency and conversational skills, besides giving them a boost of confidence in speaking the target

language. The activities in this study are designed to help learners succeed through preparation and practices.

Kevin Ottoson

Returnee and Non-Returnee Narratives for Intercultural Understanding

Narratives from a sociocultural perspective help us make sense of the present and future by storying our past. According to Swain, Kinnear, and Steinman (2011), "Narratives not only track development, but are sites of development themselves" (page 7). Although narratives have become an "accepted method of research" (Swain, Kinnear, & Steinman, pg. 6), documentation of narratives from returnees who have used their diverse intercultural experiences to mediate intercultural understanding is lacking. Narratives in previous studies have focused on the process of learning English. However, Kanno (2003) focused specifically on the narratives of returnees to observe how they deal with their bicultural identities. This study, then, aims to reveal how returnees and non-returnees can use narratives to mediate intercultural understanding.

This yearlong study follows six 1st-year high school students in a cross-cultural understanding class in Japan. Using multiple qualitative data sources including, journals, reflections, and interviews, this study shows how returnee and non-returnee participants used their personal narratives to story their intercultural experiences. These powerful personal narratives helped to develop intercultural communicative competence amongst fellow returnees and non-returnees.

This presentation will show how high school returnees can use their narratives from their intercultural experiences to establish connections with concepts of intercultural understanding. This presentation will present activities for a classroom of both returnees and non-returnees to story their intercultural experiences. Additionally, attitudes and ideas about intercultural understanding over the class year of both returnees and non-returnees will be examined.

Koun Choi

The Problem of Teaching Only American Accented English in Korea

The majority of Korean students are not familiar with accents other than the General American (GA) accent due to a lack of exposure in their English classroom. This is because accents other than GA accent are often regarded as inferior or non-standard in educational contexts in Korea. However, this biased exposure can greatly hinder learners' development of an awareness of different English accents and this could further threaten their successful communication in the global context where various accented-speakers exist.

This study investigated whether 6th grade Korean elementary school students who had been mostly exposed to the GA accent for three years have difficulty in understanding English in unfamiliar accents. The participants took transcription and translation tests with listening materials produced by American, British, Pakistani, and Chinese accented-speakers. The quantitative research findings revealed that the participants' abilities of understanding English in unfamiliar accents are significantly lower than those in the familiar GA accent. Also, qualitative data based on phonetic analysis indicate that participants had difficulty perceiving particular segmental and suprasegmental features of unfamiliar accents that diverge from GA accent.

This classroom-based research clearly showed that biased exposure to GA accented English is a problem within Korean English education. This study also raised questions on the mainstream SLA perspective which approves only American or British English as the standard English for educational contexts. As the number of English as an international language users is significantly increasing, ELT researchers should consider the paradigm shift of the status of English: from English as a second or foreign language to English as an international language. This will allow researchers to be free from the standard native speaker ideology and promote English classrooms which reflect realistic usage of English by including different accents in the classroom rather than favouring a particular native accent.

Chris Hughes

Using Corpus Tools to Inform Genre-Based Writing Pedagogies

This presentation introduces findings from a corpus assisted genre analysis of film reviews and suggests practical pedagogic implications for genre-based writing pedagogies. Film reviews are a frequent writing exercise introduced in the language learning classroom. Learners are often provided with model film reviews constructed by "expert" practitioners. However, educators have, thus far, relied on intuition about the linguistic resources these writers use to realize genre specific communicative purposes. A specialized corpus of film reviews was built and analysed to provide empirical data to assist in the development of both writing competence and linguistic knowledge. The findings from this study suggest that corpus tools can be used to reveal lexical and linguistic elements that can then contribute to genre instruction as an explicit tool of learning.

Theme 8:   Language Proficiency

Henderson Scott

Encouraging Noticing in the Classroom

The concept of noticing plays an important role in the language learning classroom. Students are often encouraged to not only notice new elements of the language they encounter but also to notice how their use of the language differs from other language users. In this presentation, I will briefly introduce Richard Schmidt's concept of 'noticing' as applied to language acquisition. I will then illustrate several approaches of introducing new language which can promote the noticing of target language items. Finally, I will present practical methods I have used in my university classes which encourage students to notice discourse arrangement in writing and promote awareness of their errors. It is hoped that the information in this presentation will aid teachers in improving their lessons as well as encourage students to become active participants in the learning process.

Stacey Vye

From Learner Autonomy in Practice to Language Proficiency in Theory

Researchers in EFL language learning have thoroughly described learner autonomy theory and studies about autonomy-in-practice are increasing in number and quality. My query from the practice of learner know-how to increased language proficiency indicates that when learners take charge of their learning, they conceptualize their language goals; however, do these aspirations translate into increased language proficiency? Less research is available on this issue, so consequently, my question explores: do language study plans designed autonomously by the learners and their self-reported amount of time spent on desired learning skill(s) (listening, reading, writing, and/or speaking) contribute to greater language proficiency on the International English Language Testing System (IELTS) level bands in the four-skill sections of the test? Keeping in mind the reliability of IELTS, the results of pre- and post-tests of 20 EFL volunteer university students in Japan of various nationalities and language goals were assessed with their autonomous learning practices. These volunteers meet in small seminars for one weekly ninety-minute learner-conducted sessions for ten months with reflection questions prompts, as learning support and language advice was provided by their peers and myself. The data includes the students' self-reported reflections on their language learning practices and goals, together with the time spent on them, an exit survey, my notes, and the pre- and post-IELTS test scores. As this study was illuminative, unanticipated findings appeared in the research that might be of interest to the audience. Additionally, evidence of English language proficiency gains will be shown through autonomous language learning practices designed by learners themselves. Despite limitations, the findings show that learners who engage an average of 6.5 to 8.5 hours a week on self-selected language activities for enjoyment make significant proficiency gains. Lastly, this project is made possible by the Japan Society for the Promotion of Science (JSPS).

Herwindy Maria Tedjaatmadja

A Movie a Day Keeps the Listening Problems Away

As a 'Cinderella skill', listening is probably the least popular course to teach and the most difficult skill to acquire. There is very limited amount of research on extensive listening despite the emergent need of having aural English exposure to EFL learners.

The best way to learn listening is through listening, so the role of extensive listening (EL) is crucial to improve listening fluency. However, due to the less accessible listening process, learners are often unable to recognize the words. In light of this, Reading-While-Listening (RWL) can serve as a bridging activity leading to listening fluency. It provides both aural and visual input to help learners keep the listening problems away. This presentation discusses the benefits of RWL and ideas for RWL materials to develop learners' listening skills in EFL contexts.

Elizabeth Yoshikawa

Getting Students to Speak on Topics of Interest

The current policy on EFL education in Japan is focused on fostering students with English communication abilities. After years of experiencing the rote learning method, Japanese students have been conditioned to doing drills and copious listen and repeat exercises. When students enter university, they have wealth of English knowledge that they are unable to effectively utilize and this in turn causes demotivation to learn English. This situation is further complicated by the fact that many topics in textbooks are seemingly unrelated to student's interests or needs. How can instructors increase students' confidence in using spoken English so that they are then able to continue to develop it? This can be developed through giving 1-minute speeches. Allow students complete freedom to choose a topic of interest to them enables them to pursue English in away that they feel is of personal relevance. The purpose is two-fold. First, students learn talk about other topics than their family or favorite foods. Listening to their classmates' speeches, they quickly realize that these topics are exhaustible. Secondly, while students do find the first couple of speeches difficult, they are building their confidence to speak in English and to tell others about their interests. This confidence is important as it allows students to realize that they are able to communicate their ideas and they learn to not be afraid to try or to make a mistake. This presentation will discuss how speeches can be developed over the course of the term to lead up to a final PowerPoint presentation, encouraging not only speech development, but also presentation skills.

Michelle Huey Fen Voon

Promoting Active Participation in Conversation among ESL Learners through Dialogue Writing

ESL (English as a Second Language) learners are apprehensive about speaking in the target language in public as a result of the belief that one should only speak perfect English. E. Horowitz, M. Horowitz, and Cope (1986) highlighted that unless learners are certain of the accuracy, learners will not say anything. Deprivation of spoken practices in the target language results in slow progress in learning the language. The perception that mastery of grammar and pronunciation should precede the usage of the target language seems to be the reason for the reluctance of ESL learners to experiment with speaking in English language outside the classroom. Addressing the issues of low language proficiency, vocabulary inadequacy, first language and mother tongue interference, and anxiety will affect the outcome of the spoken language of beginner ESL learners. This study explored the use of writing dialogues for open-ended conversations and practicing them in the classroom. This idea was based on the notion that when students write, they take time to think about the sentence that they are constructing. Practicing these dialogues that they have fabricated themselves will provide them with the schemata in terms of content, vocabulary and sentence structures for them to scaffold on in order to participate in real life conversation of similar topics. The paired t-tests results showed statistically significant improvement in the participants' spoken language, suggesting that the activities surrounding writing dialogues, getting oral and written feedback on their dialogues, and practicing having conversations with their friends had helped learners improved in their spoken language proficiency and conversational skills, besides giving them a boost of confidence in speaking the target language. The activities in this study are designed to help learners succeed through preparation and practices.

Gunther Breaux

How to Quickly Measure Speaking Ability, Without a Speaking Test

Determining the speaking ability of large numbers of incoming students is a cumbersome, time-consuming and imprecise process. This presentation will detail a first-day placement test for speaking classes and language programs. The test measures micro skills that accurately predict the macro skill of speaking. This is not a high-stakes

gate keeping test. This is a low-stakes, quickie placement test which is very accurate.

Knowing speaking ability on day one has three major benefits. First, at the administrative level, it allows incoming students to be sorted into low, medium and high level classes. Second, at the classroom level, knowing students' ability on day one enables teachers to tailor their materials and methods to the known – rather than presumed – level of their students. Further, teacher's focus and energies can be on improving ability rather than determining it. Third, the test can also be used as a diagnostic tool. It identifies specific pronunciation and preposition problems that can be addressed in class. At a higher level, pervasive problems can be addressed in course and curriculum design.

Years of classroom research has proven that students who are better at the sounds and prepositions of English are better at speaking English. Further, better speakers generally have better listening ability and better vocabulary. The task then became to create an easy to give and grade, multiple-choice, listening test that features pronunciation (light, right, white night), prepositions (at, in, on), duration (for, since, during) and vocabulary, that is biased toward students who have lived or studied in English speaking countries (who are better speakers).

The accuracy of the test was then tested, with refinements continually made to increase accuracy. The test was not created to be fair, it was created to quickly and accurately identify speaking ability, and it does.

Gunther Breaux

Conversation-Based English:　How to Teach, Test, and Improve Speaking

Korea is teeming with teenagers and university students who can pass standardized English tests but cannot carry on 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 (class time), and incentive (speaking tests), they are effusive speakers, as are all teenagers. This presentation will show how to get students speaking, test their speaking, and measure their speaking improvement. The semester process from first-day placement test to last-day improvement data will be detailed. On day one, the mindset must be changed – for both teachers and students. The engine of speaking improvement is speaking, not grammar.

First, the teacher's mindest. The first-day, 30-minute, easy-to-give-and-grade placement accurately measures speaking ability. Crucially, from this point on, everything the teacher does is to improve ability, rather than determine it. Second, the student's mindset. Conversation is the course, the class activity, and the testing. Classes are primarily pair and three-person conversations. Partners are switched (speed dating) every 10 minutes or so. Speed dating has the merits of focus (one topic), variety (many partners) and repetition (many partners). Third, testing. Conversation is the class, therefore conversation is the test. These are 3-person, 20-minute, real-world conversations. Conversations are recorded and students transcribe them. The resulting transcripts provide extensive personal feedback for students, and accurate grading data for teachers. Finally, improvement. By comparing midterm and final test transcript data, an average of about 22% improvement in speaking ability is shown.

The ultimate point of English education in Korea should be to confidently communicate, not to pass one more standardized test. Here is how.

Davis Rian

Six Important Ideas from Linguistics and Psychology Put into Practice

There are six important ideas from the fields of linguistics and psychology that every language instructor should know, and there are ways to apply these theories to English instruction in the international classroom. First, Hebb's rule is an important theory that was further developed into the idea that repeated use of information stored in the brain strengthens the brains ability to later access the information. Furthermore, psychologist George Miller's research on working memory and how the memory is stored as chunks is of crucial importance in the classroom. Students often have to access their working memory in order to produce language in the classroom, and how much they can store is an important factor when planning a lesson. In addition, the semantics, phonology and syntax of a learner's language are crucial to consider when planning a lesson. For instance, if the language learner's language does not have articles, yet the target language does, there should be more emphasis placed on this difference. Finally, teaching the perfect form in English can be improved by applying ideas from philosopher Hans Reichenbach and linguist Paul Kiparsky.

Faridah Abdul Malik

Utilising metacognitive Strategies in the ESL Listening Classrooms

The important role which listening comprehension plays in the ESL classroom has been acknowledged by teachers and researchers. In a university setting which uses English as its medium of instruction, English academic listening competence is even more crucial as many academic tasks require a high level of listening competence. However, conventional listening comprehension teaching generally fails to meet the students' listening needs as teachers often focus upon the outcome of listening, rather than upon listening itself, upon product rather than process. This does little to improve the effectiveness of their listening or to address their shortcomings as listeners. Listening experts argue that there needs to be a shift in conventional listening instruction where a test-oriented approach predominates, to one that focuses on teaching students how to listen. This paper outlines a pedagogical approach to teaching students how to listen by incorporating a metacognitive listening strategy training in the listening classrooms. In the training, the students were taught to utilize the metacognitive strategies of planning, monitoring and evaluating while performing their listening tasks.The results show that the new approach not only helped to improve students' listening performance, but also had an indirect effect of empowering learners in executing better control over their listening.

Simon Thollar

Motivating Low-Level L2 Students with Humorous One-Point Videos

Of recent, much of the literature and published research on L2 motivation seems to have shifted away from nurturing motivation to avoiding demotivation. The evidence seems fairly overwhelming that teachers, albeit unwillingly, are largely responsible for demotivating learners, but learner centered intrinsic motivation also needs to be considered. Placing the blame on the teacher or the system may be valid, but it can and should be argued that the learner's degree of motivation has a significant effect on the success of the learning outcome.

To investigate this, we apply Keller's ARCS model as a way to provide a systematic motivational design process to the construction and application of a short, humorous series of one-point English learning videos and online exercises. Lasting only two to

three minutes, the movies attempt to teach a simple English point in a humorous manner, followed up by a series of on-line exercises to test the degree of understanding.

To evaluate the effectiveness of the series, a pilot survey containing 8 questions was given to 14 students who were working as testers. The results of the initial study show that 93% of the students enjoyed the activity and 86% reported experiencing positive learning outcomes from using the video series. A follow up survey with 23 different learners provides similar results.

Rheanne Anderson

Intelligibility and Comprehensibility: Towards a Definition for Pronunciation Research

Pronunciation issues have long been an important part of ESL/EFL teaching, yet there has been little agreement in the field as to the definition of the essential terms of Comprehensibility and Intelligibility. Derwing & Munro (2006) have generally termed intelligibility as "the extent to which a listener actually understands an utterance". However this definition leaves many facets unexplored. In order for the field to develop, a clarifying and unifying terminology is needed. Solid terminology can aid in the construction of a standardized measurement tool which will allow practitioners to better diagnose and support their students in grasping English pronunciation. This paper focuses on building from recent work in Writing Error categorization to put forward a theory of comprehension that relies on discrete skill hurdles. The Theory will be outlined and a suggested rubric for segregated skills pronunciation intervention instruction will be discussed.

Sara Davilla

Creative Thinking Techniques

"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 utilizes 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.

Judson Wright
Winging It

This workshop will offer the audience an opportunity to discover a series of easy-to-use activities based in the field of improvisational theatre. While traditional Korean education focuses on accuracy over fluency, improvisational theatre can be an entertaining way for learners to develop both communicative competence and confidence in their spoken English ability. Using a series of activities tested both by international students abroad and Korean students in the hagwon system, attendees will experience firsthand how to effectively draw upon learners' inherent creativeness to produce authentic and engaging language that can be catered for either freeform discussion or topic-specific lessons.

Samuel Barclay
Fostering the Use of Monolingual Learner's Dictionaries

Calls for students to progress from a bilingual dictionary (BD) to a monolingual learner's dictionary (MLD) as their proficiency increases are often heard within the TESOL community. Furthermore, many learners are aware that MLDs are supposedly 'better for them' than BDs. However, despite such advice learners are often reluctant to part with their BD. This presentation will introduce a research project which set out to understand Japanese learners' views of, and assess the impact of familiarity and proficiency on attitudes towards, MLDs ('familiarity' refers to experience using an MLD).

The session will present a research project involving 110 participants. Participants were organised into three groups based on proficiency (beginner, pre-intermediate, and intermediate). One class at each proficiency level was allocated at random to a treatment group, which used MLD entries in class for seven weeks. The other classes were assigned to a control group which used BD entries in class for the same period. Following the treatment, a questionnaire was administered to both the treatment and control groups.

In this presentation the results of the questionnaire will be introduced. The presenter will delineate two pertinent findings. First, practice using an MLD was found to have a positive effect on a learner's attitude towards it. Furthermore, this effect was greater for higher-proficiency students. Second, familiarity positively influenced the participants' perception of the usefulness of an MLD. Moreover, this finding was more pronounced for higher-level students. The presenter will also discuss some in-class strategies that instructors can implement to foster learner enthusiasm for the use of MLDs.

Iain Stanley
Turning Writing and Grammar into a Practical, Autonomous Peer Review

In this demonstration/workshop, I will show participants how to integrate a writing task and peer grammar-review in a communicative setting, so that it becomes an exercise in autonomy and self-awareness. I will take participants through the process step by step, so that they may take ideas away with them and easily implement them, or adapt them, in their own teaching environments.

Each week, students are given a writing task to complete online. The task is based on specific ideas covered in class time, and there are certain rules that apply to the writing. These rules will be covered in the presentation. Students understand the rules so they know what is expected of them. Upon completion of the writing, I then correct them using a code that the students are aware of. The corrections are brought to class and the communicative group-work can be done.

The group-work, although done in a communicative setting, also has some basic rules which need to be adhered to, in order to be successful. These have been developed through practice and will be explained in detail. Once the communicative tasks have

been completed, students then engage in a self-reflective task that facilitates and enhances autonomy and control over their own learning. Students learn how to recognise their own strengths and weaknesses in writing and grammar, and are directed on how to improve their own learning in a way that suits their own needs.

The task can last anywhere from 40 minutes to 90 minutes, depending on how the teacher wants to address each of the stages. These will all be explained in depth, with questions encouraged along the way. This has proven to be a very successful way of integrating writing, grammar, online learning, and communicative tasks in the classroom. Feedback has been extremely positive from learners and the task continues to improve year by year.

Jana Moore

Off the Cuff: Applications of Speaking on Your Feet

Standing in front of a class and speaking is a commonly reported anxiety-inducing task by many students. The pressure increases when a foreign language is required. It may further increase when prepared materials are not permitted.

Building fluency in thinking and speaking on your feet in a second language can be difficult, but is a vital skill that our language learners can take from the classroom. One way to develop this skill is "Off the Cuff" (OTC) speeches, in which a student is randomly called upon to talk about a topic with no preparation time.

A second type of speaking opportunity is the increasingly popular Pecha-Kucha presentation. Presenters use a Power Point with the slides having a set number and time per slide. The focus is on teaching the presenter to talk to the audience versus the audience reading the slides.

Formal discussions or debates are a third type of speaking opportunity requiring critical thinking and speaking skills. Similar to Pecha-Kucha, participants may prepare ahead of time, but during the actual debate topics and questions may arise for which participants had not prepared. Thus, they will have to "think on their feet" to come up with an appropriate response.

Off the Cuff, Pecha-Kucha, and debates are highly demanding, but useful, speaking skills. Yet are they linked? Does practicing one help a language learner with performing the other? This presentation looks at two different levels of classes that engaged in Off the Cuff speeches and the students' perceptions of their effect on Pecha-Kucha presentations and debates, seeking to draw comparisons between the effects they have upon one another. Teaching our students to think and speak fluently with little preparation may be helpful for other speaking activities in the classroom, and beyond.

Hiroki Uchida

Meaning-Focused Vocabulary Teaching

When teaching vocabulary words, teachers are likely to focus on the students' reproduction of the target words in the quizzes or achievement tests. It may be the easiest way to ask the students to describe the definition of a target word in their L1. However, students' correct answer may not guarantee that the students have learned the target word because they may not know how the word can function in a sentence. Also the students may not know other possible interpretations of the word in the different contexts.

Traditional English teaching settings in Japan have been Japanese-medium, in which the students are exposed to less spoken/written English. Thus, meaning-focused learning has always been in short in all four skills. The learners can develop their fluency and accuracy mostly through meaning-focused input and output (Nation, 2009). In order to increase the opportunities for the students to activate English vocabulary words from their previous knowledge, I would like to suggest two different ways to ask words in quizzes: a) asking a target word in a sentence without a context, and b) asking a target word in a sentence with a context. Teachers tend to believe they should have the students write/say a target word when they want to make sure their students have learned it. However, the fact is that it is more important for teachers to give a context to the sentences in which they ask target words. Asking words in tests of any kind can be critically important opportunities for the students to expose themselves to the other known language items. In this presentation I will provide the examples of meaning-focused learning of vocabulary words along with the results from my experiments using four different types of quizzes.

Sherry Ward, Joseph E. Williams & Michael Telafici

Practical Paths to PBL: Prescriptions for Problems.

Collaborate with colleagues, liven up your lessons and communicate across the curriculum using Problem Based Learning (PBL).   Three instructors will share their experiences using dynamic, collaborative activities in three different classrooms, stemming from one problem. Attendees can create ideas using our hands-on practice and the discussion which ensues in our workshop.

Evelyn Doman

Error Analysis, Teachability Theory, and Using Grammatical Consciousness-Raising for Overcoming Errors

There has long been debate on how effective instruction can be on the acquisition of new language forms. One of the key factors has been timing. If the instruction is timed properly, it can be successful; if instruction is too early for a student who does not have the foundation for the instruction, then acquisition will most likely not occur. For this study, students` errors gathered from a triangulated data collection of written work, oral production, and classroom observation were considered according to the stages of development of Pienemann's Teachability Theory (1984, 1992). It was determined whether or not the errors were at a correctable stage. Instruction as well as error correction was given regarding cancel inversion, with results from the study showing how error correction and instruction benefited only students whose interlanguage was ready for it. Implications of this study add to the knowledge of not only "what" is teachable, but also "when" it is teachable.

Selwyn Cruz

Discourse Markers in the Spoken Utterances of Manila-based Korean Students

With the influx of South Koreans seeking for communicative competence in English at convenient costs, the Philippines has become a breeding ground of various language centers offering language programs. The Far Eastern University (FEU) created the Intensive English Language Course (INTELAC) program to improve the adaptability in classroom discussions of South Koreans intending to pursue tertiary education. One of the ways in which the progress of the INTELAC students is measured is by spontaneity in

their spoken discourse. The current study investigated on the variations of discourse markers (DMs) which are said to be indicative of a learner's pragmatic fluency. Adopting Liao's (2008) scholarly work as framework, impromptu speeches and informal interviews of ten freshman Korean students were audio-recorded and transcribed. Results indicate the variations of the use of DMs of Koreans in comparison with previous literature. Implications on the language acquisition and sociolinguistics and identification of features of Korean English through quantitative and qualitative data on the use of DMs were also discussed in the study.

Alexander Chirnside & Daniel Sasaki

Toward a Test Specific Self-Access Speaking Center

After the introduction of the TOEFL iBT in 2005, it soon became apparent that many test-takers had extreme difficulty in achieving satisfactory scores in the speaking elements of the test. When asked to self-evaluate their performance in the test, many admit that it is this element which they face with the most trepidation. A perennial problem associated with instructing students in how to perform successfully in TOEFL speaking tasks is the need to provide individuals with meaningful feedback when class sizes seem to preclude such person-to-person support. Although speaking centers are an established part of many college EFL self-access programs and have a pivotal role in providing assistance in developing one of the most important linguistic skills, it is generally true that most such centers concentrate on developing learners' speaking skills for proficiency at conversation and /or discussion, and not, crucially, for the particular needs thrown up by the TOEFL speaking tasks. When it became apparent, at a Japanese university, that improving iBT test-taking skills was of fundamental importance in supporting the expansion of ambitious study-abroad programs, it was realized that the two speaking centers than extant did not have a focus that was test-specific and were unable to address the needs of TOEFL iBT test-takers. As such a new speaking center was established to support these needs. Distinct from the conversational/discussion speaking centers then in operation, an iBT speaking center was created. The center allowed students to avail themselves of one-on-one consultation sessions in which they could attempt test-based speaking tasks and receive detailed, personalized feedback on their delivery: feedback that was impossible to give in regular test-preparation classes. This paper describes how the center was set up, the difficulties that occurred, and the solutions that were developed in response.

Cameron Romney

Teach Bilingually or Monolingually?   Teacher Use of the Student's L1

Teacher use of the student's L1 in the EFL classroom is a controversial issue (Freeman and Freeman, 1998) with the preference among Native English Speaking Teachers (NEST) toward monolingual classrooms using only the target language (Medgyes, 2001). In fact, many teaching methodologies specifically require the teacher to only use the target language (Larsen-Freeman, 2000; Celce-Murcia, 2001).

Although trained to use these methodologies, the presenter found that each year as his ability in the student's L1 improved, his interactions with students, especially procedural interactions, were increasingly in the student's L1 instead of English. Furthermore, he found his students seemed less likely to use English and more likely to communicate with him in their L1, both for administrative purposes and during classroom activities. But does a teacher's use of the student's L1 decrease a student's motivation to use English?

Reflecting upon this, the presenter decided to start an action research project to see if by no longer using the student's L1, it would increase their use of English. He selected two university, first-year, compulsory, low-level, English for non-majors courses. In one course the teacher would continue to bilingually teach and interact with the students in both English and their L1 and in the other course communicate with the students only in English.

The presenter kept detailed notes of his interactions with the students in both classes throughout the semester and surveyed the students at the end of the courses about their opinions of communicating with the teacher in both their L1 and English.

The presenter will share his findings, including some rather startling examples of the interactions he had with the students, and will also present the results of the end of semester student surveys.

Stacey Vye

From Learner Autonomy in Practice to Language Proficiency in Theory

Researchers in EFL language learning have thoroughly described learner autonomy theory and studies about autonomy-in-practice are increasing in number and quality. My query from the practice of learner know-how to increased language proficiency indicates that when learners take charge of their learning, they conceptualize their language goals; however, do these aspirations translate into increased language proficiency? Less research is available on this issue, so consequently, my question explores: do language study plans designed autonomously by the learners and their self-reported amount of time spent on desired learning skill(s) (listening, reading, writing, and/or speaking) contribute to greater language proficiency on the International English Language Testing System (IELTS) level bands in the four-skill sections of the test? Keeping in mind the reliability of IELTS, the results of pre- and post-tests of 20 EFL volunteer university students in Japan of various nationalities and language goals were assessed with their autonomous learning practices. These volunteers meet in small seminars for one weekly ninety-minute learner-conducted sessions for ten months with reflection questions prompts, as learning support and language advice was provided by their peers and myself. The data includes the students' self-reported reflections on their language learning practices and goals, together with the time spent on them, an exit survey, my notes, and the pre- and post-IELTS test scores. As this study was illuminative, unanticipated findings appeared in the research that might be of interest to the audience. Additionally, evidence of English language proficiency gains will be shown through autonomous language learning practices designed by learners themselves. Despite limitations, the findings show that learners who engage an average of 6.5 to 8.5 hours a week on self-selected language activities for enjoyment make significant proficiency gains. Lastly, this project is made possible by the Japan Society for the Promotion of Science (JSPS).

Fatiha Senom

The Native Speaker Mentors and the Novice Teachers' Professional Development

Mentoring is a professional development strategy for helping novice teachers adjust to the challenges of teaching and develop into quality educators. It offers a bridge between teacher preparation and the remainder of an educator's career (Wang and Odell, 2002).

In the context of English as a Second Language (ESL), much research has gone into the benefits of mentoring particularly on the novice teachers, the relationship of mentor and the novice teachers as well as the impacts of mentoring on the novice teachers. However, what is lacking is research that examines the influences of pairing native English speakers mentors with non-native novice teachers on the novice teachers' learning experience. This study explores the influences of a mentoring programme, the "Native Speaker Programme" on Malaysian novice ESL teachers' professional development. The "Native Speaker Programme" aims at enhancing the capacity of non-native English teachers by placing Native English Speaking (NES) mentors to train non-native English Language teachers in primary schools. Employing a multiple case study, the data collection techniques of this study include semi-structured interview, observations and personal document analysis. Drawing on the construct of Furnished Imagination by Kiely and Askham (2012), the findings of the study discuss novice teachers' professional development through the exploration of the influences of the programme on the novice teachers' knowledge construction, professional practice and identity formation. The results of the study suggest the importance of Independent Professionalism (Leung, 2009) as an essential component that informs future professional development for beginning teachers.

Shannon Tanghe

Collaborative Co-teaching in South Korea: Teachers' positioning

This presentation details the results of a semester-long critical qualitative study investigating the practices of co-teachers in public elementary schools in Gyeonggi province in South Korea.

Although the numbers of co-teachers in public schools in Korea is on the decline due to government policy changes, Korea still has thousands of co-teaching partnerships in existence. This research study sought to investigate the practices and experiences of six co-teachers as they engaged in activities related to and informing their practices as teachers of English. The main research topic was the investigation of the practices of three pairs of collaborating co-teachers in English language classrooms, particularly in regard to (1) how these teachers perceived their educational and professional histories as impacting their collaborative co-teaching practices and (2) how their identities were co-constructed and negotiated within and beyond the classroom context. Data was

collected through classroom observations, interviews (team and individual), and survey questionnaires.   Data was analyzed vis-à-vis positioning theory, in order to focus on the ways in which each teacher engaged in self-positioning, positioned one another and were positioned by others.

Results indicate the complexities associated with an individual's multi-faceted identity are powerful factors in co-constructing and negotiating roles and identities.   Based on this study, implications for co-teaching training and orientation programs and classroom implementations in public schools in South Korea are discussed.

Jesse Balanyk

Overcoming Cultural Differences between Teachers

Large numbers of native-speaking English teachers are recruited from western countries, such as Australia, Canada, the United Kingdom and the United States to teach English in Korean public school and private language academies. This results in a situation where teachers with different cultural backgrounds are working and teaching side-by-side within one school and sometimes even within one classroom. When miscommunications and misunderstandings arise between teachers with different cultural backgrounds they are often attributed to 'cultural differences', an ill-defined concept which relies on essentialized notions of culture. Through a qualitative research project the discursive underpinning of cultural differences was illuminated and shown to be the root of intercultural miscommunications and misunderstanding. This presentation will build on previous research and will present a model of how these misunderstandings can understood and overcome. Participants will complete various exercises that will help them reflectively examine their own personal educational discourse, understand the general features of the educational discourse within their own culture and build an awareness of the educational discourses of other cultures. This workshop will be ideal for both Korean and native speaker English teachers who find themselves working together in a shared educational environment.

Jason Di Gennaro

The Changing Face of Professionalism in Korean Public Schools

Professionalism is a term commonly used, but rarely fully understood. To different individuals, it encompasses behaviors, styles of dress, credentials, or simply in the case of sports, being compensated for participating.   In this presentation, I look at the history of professionalism in the teaching context. By first examining historical developments in the realm of education, and especially public education, I begin to form a better understanding of what professionalism might have meant and could mean to educators around the globe.   I focus on particular definitions created from the analysis of patterns of policy, attitudes, and practices in education throughout history, and then relate them to parallels found in South Korean education.   In the second half of this presentation, I apply this tentative notion of professionalism to the Korean public school environment, with a particular focus on Korean teachers of English.   Through their experiences and perceptions shared during interviews, I attempt to connect historical changes in professionalism seen in Western countries to those elements that are appearing in South Korean public schools today.   Finally, I make recommendations for future change, that South Korean educators and policy makers might learn from the occurrences concerning professionalism in teaching worldwide, and avoid repeating the same mistakes.

George Skuse

Opportunities for Learning: An Analysis of Teacher-Student and Student-Student Interaction within an Information Gap Task

This presentation aims to raise teacher awareness of teacher-student and student-student in task interaction, by applying conversation analysis (CA) to interaction within an EFL class information gap task. The presentation uses as data fine grained transcription of discourse in which three students collaborate together to complete a spot the difference task, while teacher overlooks and often joins in the interaction. The aim of the research is to offer empirical evidence for how the turn-by-turn organization of talk-in-interaction within the information gap task provides learning opportunities and affordance for learning. Using a conversation analysis framework, the presentation highlights interactional practices such as repair, word searches, counter questioning and designedly incomplete utterances to show how they facilitate or potentially hinder learning opportunities. The presentation will also comment on the collaborative, complex

and dynamic nature of classroom discourse within the communicative language teaching paradigm, to show how turns within the discourse may function simultaneously on a number of levels and facilitate both the forming and renewing of the language classroom context.

Cassie Kim & Joshua Adams

Learning and Teaching English in North Korea: Interviewing a Defector

In this presentation Mrs. Kim shares her experiences studying English in North Korea. Her experiences were mostly limited to using the Audio and Video -Lingual Method with supplements from the BBC.   In North Korea she read Edgar Allan Poe and the Greek Classics in English.

After graduating she returned home. She was so severely undernourished that her mother forbade her from attending teacher's college. Luckily for Mrs. Kim, do to the quality of her education in Chongjin she was qualified to teach secondary school in her hometown. As an instructor she faces challenges teaching students who, unlike herself and her classmates, had very little motivation to study English. Unlike South Korea, in North Korea very few students are able to attend university and motivation to study English.

Mrs. Kim enrolled at Yonsei University shortly after arriving in South Korea. Unlike many defectors she had a relatively high level of English proficiency. Even with a higher level of English than other defectors she did face difficulties while studying English in South Korea. The primary difficulty was in communicating with native speakers of English. While she could generally understand people from the United Kingdom because of her history studying from BBC tapes, she struggled greatly with North American accents.

The format of this presentation will begin with a short interview of Mrs. Kim about her background followed by an open question and answer. Mrs. Kim would appreciate it if all questions could be related directly to English education and that attendees would otherwise respect her privacy.

Wendy Collins

Maximising Mentoring: Rethinking ELT Teachers as Mentors

Mentoring in educational settings typically involves teachers supporting and empowering other teachers to maximise their potential. This promotes the sharing of best practice and encourages regular reflection, which has a number of benefits for both individual teachers and the institution as a whole. A mentoring program can have a significant impact on the collective effectiveness of an institution (AITSL, 2012). It is particularly valuable to new teachers during induction but can continue to enhance the teaching experience at all stages of a teacher's career. Developing a successful and sustainable mentoring program, however, can be challenging for institutions and the outcomes often fall short of expectations.

This workshop presents an innovative Mentoring Framework designed for an ELT setting in an international university in Vietnam. The framework moves away from more traditional mentoring models, typically characterised by required participation and hierarchical peer-to-peer relationships, to one in which multiple avenues of engagement in the mentoring experience are explored. The core aim of the framework was to foster an approach that benefits both mentors and mentees. Attendees will gain an understanding of how the framework was designed, looking at each stage of development, implementation and evaluation. Specifically, the presenter will outline practical workshops designed to support new mentors and mentees, as well as issues to be considered in order to maximise program outcomes. Based on this framework, participants will be asked to consider the challenges and opportunities for mentoring within their own contexts.

Kevin Ottoson

Returnee and Non-Returnee Narratives for Intercultural Understanding

Narratives from a sociocultural perspective help us make sense of the present and future by storying our past. According to Swain, Kinnear, and Steinman (2011), "Narratives not only track development, but are sites of development themselves" (page 7). Although narratives have become an "accepted method of research" (Swain, Kinnear, & Steinman,

pg. 6), documentation of narratives from returnees who have used their diverse intercultural experiences to mediate intercultural understanding is lacking. Narratives in previous studies have focused on the process of learning English. However, Kanno (2003) focused specifically on the narratives of returnees to observe how they deal with their bicultural identities. This study, then, aims to reveal how returnees and non-returnees can use narratives to mediate intercultural understanding.

This yearlong study follows six 1st-year high school students in a cross-cultural understanding class in Japan. Using multiple qualitative data sources including, journals, reflections, and interviews, this study shows how returnee and non-returnee participants used their personal narratives to story their intercultural experiences. These powerful personal narratives helped to develop intercultural communicative competence amongst fellow returnees and non-returnees.

This presentation will show how high school returnees can use their narratives from their intercultural experiences to establish connections with concepts of intercultural understanding. This presentation will present activities for a classroom of both returnees and non-returnees to story their intercultural experiences. Additionally, attitudes and ideas about intercultural understanding over the class year of both returnees and non-returnees will be examined.

Theme 10:   Learning Preferences/Styles

Sarah Harrison
Word-Association: Exploring the L2 mental lexicon of Korean EFL learners

Word association tests (WATs) provide insight into how language users store and organise words in their mental lexicons. Associative tendencies are believed to be culture-specific (Kruse et al., 1987), yet despite a large body of research into the lexicons of first language (L1) and second language (L2) learners (e.g. Meara, 1983; Söderman, 1993) there is a paucity of research in the Korean context.

This study aimed to explore the Korean L2 mental lexicon through the administration of a WAT to fifty-one Korean university students studying English as a foreign language (EFL) to investigate how they make connections between English words they have

learned. The results suggest a tendency for Korean learners to store and retrieve words in syntactic strings rather than hierarchical classifications and reveal the Korean L2 lexicon to be less heavily form-driven than that of other L2 learners. Word class was found to significantly influence the connections between words, with nouns found to be the most salient lexical class in the Korean L2 lexicon. The implications these findings have for vocabulary teaching and testing as well as future WAT research are far reaching.

By the end of this presentation, participants will have a clear understanding of WATs, how Korean EFL learners store words in their mental lexicons, and how to develop more focused classroom vocabulary teaching instruction and testing techniques.

Kyoko Sunami-Burden & Peter Burden
Teaching Style Insights and Learning Attitudes of Japanese Tertiary Students

This study sought insight into the extent to which learner motivation, demotivation, or re-motivation, is influenced by the teacher and whether the teacher's communicative teaching style have influenced learner perception of learning English. The participants were 183 first or second year Japanese tertiary students taking communicative English as a compulsory subject and who completed a 33-item closed and open-ended questionnaire. The questionnaire explored firstly, learner attitudes to teacher behavior which included such variables as teacher support for learning, friendliness, enthusiasm and encouragement. Secondly, insight was gained into student attitudes towards teacher methodology and classroom management, and thirdly students expressed opinions on the prevailing classroom pedagogy. In language teaching, learner demotivation has been an issue in terms of successful learning for the last decade with previous research findings showing that teacher action including misbehaviors, incompetence, and non-communicative teaching styles greatly cause learners' demotivation. The findings of this study will be of interest to teachers beyond a Japanese context to wherever a communicative approach has been adopted in tertiary education. After discussing the findings, the researchers will demonstrate that researching learner attitudes is crucial in terms of sustained motivation and that developing active teacher involvement and innovation is vital for learner growth. The researchers will conclude the presentation with some implications for improving teacher practice.

Jeffrey Walter

Making Better Groups: Theory and Practice

Spending time facilitating the formation of classroom groups is a worthwhile long-term investment in a course. Rather than choosing random groups or allowing groups to form independently, teachers can take an active role in the creation and maturation of both small groups and the entire class as a unit. Certain activities and policies that teachers can implement will help students (and teachers!) feel more at ease, and assist the reduction of many of the negative feelings associated with language learning (anxiety, stress, etc.), while increasing the frequency of the encouraging, positive emotions (pride, happiness, etc.)

This presentation will start with some background theory on classroom group dynamics including why it is important and factors that affect group cohesion. Following that will be practical information that teachers will be able to utilize in their classrooms. This will include both general recommendations and specific activities to help form stronger and more supportive groups. Finally, the presenter will share his own plan that has been used successfully in Korean university classrooms.

The information and activities provided in this presentation are easy to grasp and can be conveniently inserted into any syllabus. Creating better groups in a classroom leads to more student participation, smoother lessons, less absenteeism, improved ability to communicate, and more enjoyment.

Sherry Ward, Joseph E. Williams & Michael Telafici

Practical Paths to PBL: Prescriptions for Problems.

Collaborate with colleagues, liven up your lessons and communicate across the curriculum using Problem Based Learning (PBL). Three instructors will share their experiences using dynamic, collaborative activities in three different classrooms, stemming from one problem. Attendees can create ideas using our hands-on practice and the discussion which ensues in our workshop.

Soyeon Kim

Voices from English writing classes: Nobody cares what I want

With the increasing demand and interest in learning to write in English, diverse writing courses have been offered in universities in Korea. However, few studies has been conducted in order to understand the dynamics created between a Korean writing instructor and Korean students in a relatively large scale writing class. This presentation shares a case study which explores the varied needs and expectations that Korean students bring into a large scale English writing class, as well as the transformation of these stated needs in the course of a semester. This presentation will illustrate the endeavors of an English literacy educator to assist his students within the limitations of the Korean EFL teaching environment by analyzing the dynamics under the students' silence in this class.

This qualitative study used methodologies drawn from an ethnographic approach and the dialogic needs analysis framework of Benesch (2001), which is rooted in the dialogism introduced by Bakhtin (1982) as well as Freire (2000), who emphasizes the role of dialogue to empower students. Participants included one English writing teacher and two student participants enrolled in his writing class. Ethnographic interviews, participant observations, field notes, weekly conceptual memos and artifacts such as students' drafts and text messages exchanged between the participants and researcher have been analyzed. Pedagogical implications for promoting dialogue between the teacher and the Korean students, which, in return, can promote mutual learning for both sides in large scale writing classes, will be introduced.

Theme 11:   Materials/Course Design

Ryan Hunter

e-Portfolios for Pre-service and In-service Teacher Training and Professional Development

As both new and experienced teachers grapple with an increasingly competitive global job market, a career-minded teacher may find themselves in need of creative and dynamic ways to stand-out amongst the crowd. In addition to this, computer skills and familiarity with the use of computer technology for language learning and education management are becoming less of a peripheral asset and more of a required

qualification at many institutions. Considering this reality and the fact that education technology will be continuously gaining more leverage in EFL teaching, an e-portfolio can be a viable option for professional development and can provide a way for teachers to showcase their talents for potential or current employers. The process of developing an e-portfolio can be used to inform teachers about new educational technology tools and give them practical experience using these tools for a defined purpose. The final product can potentially serve as a model that a teacher can transition into a course website that supports the basic functions of a class but also provides a medium for new ways to engage students through online activities. This presentation will introduce methods for developing an e-portfolio while considering factors such as available resources, hosting options, teachers' divergent goals, and different e-portfolio models. It will also impart ideas about what kinds of traditional and non-traditional teaching and educational content can be incorporated into an e-portfolio to exhibit a teacher's overall professionalism and ability to teach engaging classes, plan lessons, develop activities and materials, and use the internet as a resource for delivering and developing educational material for students. We will also discuss how the process of developing an e-portfolio can be done independently or implemented in the context of a teacher training program or ongoing professional development at a work site.

Jeong-ryeol Kim

Continuity Issue of Elementary and Secondary School English Education

The systematically graded sequencing and spiral recurrence of English learning content is important in the English curriculum especially when the language is taught for a limited class hours as a foreign language. The paper will draw attention to the differences of elementary and secondary school English education in terms of English teachers, teaching styles, language in the textbooks and interactions in the classroom. These differences are particularly salient between elementary and middle schools (grade 6 and 7), and it coincides with the time when students appeal for the difficulties in English. The paper will create a text corpus of elementary and secondary English textbooks and use Coh-Metrix to analyze the textbook corpus to discover the sequencing issue. The paper also analyze English teaching methods from different grade and levels of schools to compare and contrast the verbal interaction between teachers and students to find out teaching styles and languages

Mark Rebuck

Updating Dictation: New Uses for an Ancient Activity

Dictation helps to hone various language skills, but particularly listening since it raises learners' awareness of what they tend not to hear. Despite the efficacy of dictation, it is absent from many communicative language classrooms. One reason for this is that some teachers are unaware of the variations on the 'pure dictation' they remember from their own school days. This workshop will first survey a number of these variations, including Underhill's 'humane dictation,' in which learners are allowed look at the text prior to listening to it being read and predict the mistakes they will make.   A second reason for the underuse of dictation is that it is seen by many teachers as a supplementary exercise to be tacked onto existing lessons. This workshop, however, will demonstrate how it can be integrated into, and combined with, other activities and materials. Dictation can, for example, complement authentic talk-radio audio clips by providing aural pre-practice that eases learners into the forthcoming recording and primes them to upcoming vocabulary and grammar structures. Participants will also be shown a DVD –sequence, in which a topic-relevant YouTube video (V) is shown between a dictation (D) and dialogue (D). The dictation serves to provide background information on, and pique students' interest in, the upcoming video. By the end of this hands-on workshop participants will have a deeper appreciation of the versatility of dictation, pointers on different dictation procedures, and concrete ideas to adapt to their own teaching contexts.

Henderson Scott

Encouraging Noticing in the Classroom

The concept of noticing plays an important role in the language learning classroom. Students are often encouraged to not only notice new elements of the language they encounter but also to notice how their use of the language differs from other language users. In this presentation, I will briefly introduce Richard Schmidt's concept of 'noticing' as applied to language acquisition. I will then illustrate several approaches of introducing new language which can promote the noticing of target language items. Finally, I will present practical methods I have used in my university classes which encourage students to notice discourse arrangement in writing and promote awareness of their errors. It is hoped that the information in this presentation will aid teachers in improving their

lessons as well as encourage students to become active participants in the learning process.

Lauren Harvey

Engaging University EFL Students in Group Work

"Get into a group and complete the activity." How often have you made this request of university EFL students? How often has the activity successfully met your instructional goals? Engaging second language learners in small group work is an important aspect of communicative language instruction; however successfully implementing group work activities can be a challenge. The presenter will connect this instructional practice to theories of student-centered, communicative English language teaching. Using a principled approach, the presenter will discuss how to create a classroom community that is conducive to collaborative learning and group work activities. Important aspects of group work, including participant roles and expectations, as well as learner preferences related to culturally-based learning styles and personality will also be shared. Participants will engage in hands-on activities with the goal of improving knowledge of how to develop conditions in the classroom that support effective group work activities.

Elizabeth Molyneux

Crafting Critical Thinking in the EAP Classroom

The important role of critical thinking in higher education is widely accepted. For this reason, critical thinking has become more prevalent in EAP programmes which aim to prepare prospective students for entry into international universities. Although the inclusion of critical thinking in EAP programmes has been much discussed, less has been written to assist TESOL teachers with activity design to facilitate critical thinking in the classroom, and the challenges which learners may face.

To address this, the presenter will outline the concepts of critical thinking which are broadly applicable in an EAP context, including a brief review of Ennis's taxonomy of skills and dispositions (Ennis 1998) and how these can be incorporated into an EAP curriculum. Developing critical thinking in a second or foreign language is not a straightforward endeavour (Atkinson 1997), so Bloom's revised taxonomy (Krathwohl 2002) will be used as a theoretical framework to aid EAP teachers in activity design and

staging. The audience will be invited to analyse the application of Bloom's revised taxonomy to see how it can assist in planning activities to develop learners' higher order thinking. The presenter will then share some common challenges faced by learners from her experiences teaching in an international university in Vietnam, before looking at how these challenges have been discussed in the literature and how to design tasks to minimise potential obstacles. Insights from teachers and learners will also be shared.

After attending this workshop, participants will be better able to identify how critical thinking may apply in their teaching context and how to design activities to assist the development of higher order thinking.

Chongrak Liangpanit

Teachers' Reflection on Teaching Vocabulary in EFL Thai Contexts: Practice to Theory

This paper presents the reflections of how teachers put the vocabulary   pedagogical in the real class in the Thai context. This paper aims to investigate the extent to which Thai teachers' reflection of vocabulary teaching and their theoretical implementation its vocabulary pedagogy which includes in their classroom. Within a qualitative study, data were collected by way of –in-depth interview with 30 teachers who are currently teaching English in Thai university. The results revealed that teachers showed different reflections which in turned effected the way they implemented the pedagogy in classrooms based on the practice to   theory. Recommendations are also given to apply for vocabulary teaching in Thailand.

Fahrul Pradhana Putra & Setyo Prasiyanto Cahyono

Teaching Narrative Writing Through Narrative Learning Media (NLM)

This research paper depicts a model of teaching genre of narrative in EFL writing at a university level. In teaching narrative writing, we as the lecturers used a media named Narrative Learning Media to be implemented in the teaching process. We created this multimedia since the used of media in teching English skills especially writing has become a popular way of teaching English skills. Besides that, how to create and make the classroom atmosphere more interesting is by applying multimedia in the process of teaching. This NLM contains some items of teaching materials such as rearrange the sentences, matching vocabularies, complete setences, pictures, video, etc. In this case, we

asked the students to watch a movie from the NLM. The movie here is a short cartoon movie in term of narrative one. For the implementation of this research, Genre based approach has been applied in teaching EFL writing and learning cycle method by Hammond.

The results showed that the genre-based approach had a significant positive impact on students' narrative writing, showing gains in the control of generic structure and language features of the narrative. The genre-based approach provides students with insights into cultural expectations of writing in English and has the potential to contribute to the policy goals of the Indonesian government for the upgrading of English teaching and also contribute to its wish of achieving the education agenda.

William Rago & Adam Booth

Digging In: Non-native Teachers and Learner Language Analysis

Most MA TESOL and TESOL certificate programs include courses on Second Language Acquisition (SLA), but many students finish the course without knowing how to apply what they have learned to their classrooms. The knowledge of how languages are acquired seems irrelevant to many prospective classroom teachers because they will work with a pre-established curriculum. SLA theories are simply learned because they have always been part of the TESOL curriculum. One solution to this problem is learner language analysis. Learner language analysis tasks that get students out of the classroom and in front of learners add life to theory. Students can discover tendencies and stages in learner language all by themselves, outside of the classroom. While unmatched in its effectiveness, learner language analysis is difficult and time consuming, maybe even to the point that it is inaccessible to non-native English teachers. In this session we share responses from 56 of our students, who completed several learner language analyses in the first five weeks of the spring 2013 SMU TESOL semester. We briefly outline the assignments and then share the feedback, which suggests that learner language analyses are not only accessible, but very beneficial for non-native English teachers.

Elizabeth Yoshikawa

Getting Students to Speak on Topics of Interest

The current policy on EFL education in Japan is focused on fostering students with English communication abilities. After years of experiencing the rote learning method, Japanese students have been conditioned to doing drills and copious listen and repeat exercises. When students enter university, they have wealth of English knowledge that they are unable to effectively utilize and this in turn causes demotivation to learn English. This situation is further complicated by the fact that many topics in textbooks are seemingly unrelated to student's interests or needs. How can instructors increase students' confidence in using spoken English so that they are then able to continue to develop it? This can be developed through giving 1-minute speeches. Allow students complete freedom to choose a topic of interest to them enables them to pursue English in away that they feel is of personal relevance. The purpose is two-fold. First, students learn talk about other topics than their family or favorite foods. Listening to their classmates' speeches, they quickly realize that these topics are exhaustible. Secondly, while students do find the first couple of speeches difficult, they are building their confidence to speak in English and to tell others about their interests. This confidence is important as it allows students to realize that they are able to communicate their ideas and they learn to not be afraid to try or to make a mistake. This presentation will discuss how speeches can be developed over the course of the term to lead up to a final PowerPoint presentation, encouraging not only speech development, but also presentation skills.

Thi Hoang Yen Vo & Thanh Son Ca Vo

Relative Impact of Pronunciation Errors in Non-Native Speech on Listeners' Perceptual Judgment

Research in second language (L2) pronunciation has often focused on listeners' accent judgment and factors that affect their perception (Bent & Bradlow, 2003; Gass & Varonis, 1984; Kang, 2010). Listeners' application of specific segmental and suprasegmental errors in their perceptual judgments has not been widely investigated, however. The current study provided empirically based evidence in this area by identifying both segmental and suprasegmental features that contributed to native English listeners' judgments of accented speech. Fifty native English listeners including American, British, Australian, and

New Zealander rated Vietnamese accented speech for intelligibility, comprehensibility, and accentedness. The raters also provided interview responses to questions related to their perception of accented speech in general. The results suggest that native English listeners applied different phonetic errors to their judgments of intelligibility, comprehensibility, and accentedness in accented speech. Features identified in this study can be useful in pronunciation teaching. Suggestions for English as foreign language instructors for effective pronunciation teaching are made.

Leonie Overbeek & Taeyoung Yun

The 'Be Game' - Grammar Practice Painlessly Accomplished

Grammar is not normally considered to be the easiest to teach or to learn, since in Korea it usually consists of rules that have to be learnt by heart, and a lot of exceptions to those rules, also learnt by heart.

One way for students to apply these learnt rules is playing a game, and the Internet resources as well as course-books contain many games that focus on a specific rule or aspect of grammar, and practice only that rule.

Overbeek wanted a game that would be more useful in covering all the possible tenses, yet still simple enough to explain easily. It also had to be a game that students could play again and again, thus gaining even more practice in actual applied grammar and language use. Starting from that initial concept, she developed a board game called the 'Be game', which can be used to practice any of the main tenses of the English language in either simple or progressive statement, question or negative form.

Yun and Overbeek introduced the game to the middle school where they co-teach, and observed the reaction of the students to the game.

This paper outlines the rationale behind the game, explains the development of the game, and presents the initial reactions observed when students played the game. Participants in this workshop will have an opportunity to play the game in order to test its effectiveness, and to give feedback and critique, as well being given a copy of the game to use in their own classrooms.

In future investigations, the authors will investigate to what extent the game influences the grammar competency of the students with repeated exposure, and how that ties in with current theory about grammar learning and acquisition.

Jack Ryan
Authentic Materials: Support for Non-English Majors at a Japanese University

The subject of authentic materials has a rich history in the ELT literature. One of the major benefits supporters often cite is exposure to the "real" language they offer. Authentic materials have variously been defined as "…real-life texts, not written for pedagogic purposes" (Wallace 1992) and as "materials that have been produced to fulfill some social purpose in the language community" (Peacock 1997).   Authentic materials are assumed to be more similar to the language learners will encounter in the real world. They are also expected to more accurately reflect how language is really used when compared with non-authentic texts that are designed specifically for language learning purposes.

This presentation will provide information about the experiences that a team of teachers at a university in Japan have had while attempting to implement a specific and limited range of authentic materials. The presenter will report on how the materials were integrated into the curriculum and the process by which materials were selected in terms of suitability and compatibility with course goals. The background and teaching context in which the use of authentic materials was undertaken will be explained and examples of authentic materials will be provided. Goals of the use of authentic materials and how they were meant to provide foundational knowledge and support for study in non-English courses will also be discussed.   Some of the advantages and disadvantages of the use of authentic materials will also be mentioned.

This presentation may be of particular interest to any teachers involved in implementing authentic materials within a university curriculum or interested in doing so. The presenter is interested in fostering an exchange of information and opinions which may help make future use of authentic materials more productive for students and efficient for language educators.

Gunther Breaux

How to Quickly Measure Speaking Ability, Without a Speaking Test

Determining the speaking ability of large numbers of incoming students is a cumbersome, time-consuming and imprecise process. This presentation will detail a first-day placement test for speaking classes and language programs. The test measures micro skills that accurately predict the macro skill of speaking. This is not a high-stakes gate keeping test. This is a low-stakes, quickie placement test which is very accurate.

Knowing speaking ability on day one has three major benefits. First, at the administrative level, it allows incoming students to be sorted into low, medium and high level classes. Second, at the classroom level, knowing students' ability on day one enables teachers to tailor their materials and methods to the known – rather than presumed – level of their students. Further, teacher's focus and energies can be on improving ability rather than determining it. Third, the test can also be used as a diagnostic tool. It identifies specific pronunciation and preposition problems that can be addressed in class. At a higher level, pervasive problems can be addressed in course and curriculum design.

Years of classroom research has proven that students who are better at the sounds and prepositions of English are better at speaking English. Further, better speakers generally have better listening ability and better vocabulary. The task then became to create an easy to give and grade, multiple-choice, listening test that features pronunciation (light, right, white night), prepositions (at, in, on), duration (for, since, during) and vocabulary, that is biased toward students who have lived or studied in English speaking countries (who are better speakers).

The accuracy of the test was then tested, with refinements continually made to increase accuracy. The test was not created to be fair, it was created to quickly and accurately identify speaking ability, and it does.

Gunther Breaux

Conversation-Based English: How to Teach, Test, and Improve Speaking

Korea is teeming with teenagers and university students who can pass standardized English tests but cannot carry on 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 (class time), and incentive (speaking tests), they are effusive speakers, as are all teenagers. This presentation will show how to get students speaking, test their speaking, and measure their speaking improvement. The semester process from first-day placement test to last-day improvement data will be detailed. On day one, the mindset must be changed – for both teachers and students. The engine of speaking improvement is speaking, not grammar.

First, the teacher's mindest. The first-day, 30-minute, easy-to-give-and-grade placement accurately measures speaking ability. Crucially, from this point on, everything the teacher does is to improve ability, rather than determine it. Second, the student's mindset. Conversation is the course, the class activity, and the testing. Classes are primarily pair and three-person conversations. Partners are switched (speed dating) every 10 minutes or so. Speed dating has the merits of focus (one topic), variety (many partners) and repetition (many partners). Third, testing. Conversation is the class, therefore conversation is the test. These are 3-person, 20-minute, real-world conversations. Conversations are recorded and students transcribe them. The resulting transcripts provide extensive personal feedback for students, and accurate grading data for teachers. Finally, improvement. By comparing midterm and final test transcript data, an average of about 22% improvement in speaking ability is shown.

The ultimate point of English education in Korea should be to confidently communicate, not to pass one more standardized test. Here is how.

Faridah Abdul Malik

Utilising metacognitive Strategies in the ESL Listening Classrooms

The important role which listening comprehension plays in the ESL classroom has been acknowledged by teachers and researchers. In a university setting which uses English as its medium of instruction, English academic listening competence is even more crucial as

many academic tasks require a high level of listening competence. However, conventional listening comprehension teaching generally fails to meet the students' listening needs as teachers often focus upon the outcome of listening, rather than upon listening itself, upon product rather than process. This does little to improve the effectiveness of their listening or to address their shortcomings as listeners. Listening experts argue that there needs to be a shift in conventional listening instruction where a test-oriented approach predominates, to one that focuses on teaching students how to listen. This paper outlines a pedagogical approach to teaching students how to listen by incorporating a metacognitive listening strategy training in the listening classrooms. In the training, the students were taught to utilize the metacognitive strategies of planning, monitoring and evaluating while performing their listening tasks. The results show that the new approach not only helped to improve students' listening performance, but also had an indirect effect of empowering learners in executing better control over their listening.

Jeffrey Walter

Making Better Groups: Theory and Practice

Spending time facilitating the formation of classroom groups is a worthwhile long-term investment in a course. Rather than choosing random groups or allowing groups to form independently, teachers can take an active role in the creation and maturation of both small groups and the entire class as a unit. Certain activities and policies that teachers can implement will help students (and teachers!) feel more at ease, and assist the reduction of many of the negative feelings associated with language learning (anxiety, stress, etc.), while increasing the frequency of the encouraging, positive emotions (pride, happiness, etc.)

This presentation will start with some background theory on classroom group dynamics including why it is important and factors that affect group cohesion. Following that will be practical information that teachers will be able to utilize in their classrooms. This will include both general recommendations and specific activities to help form stronger and more supportive groups. Finally, the presenter will share his own plan that has been used successfully in Korean university classrooms.

The information and activities provided in this presentation are easy to grasp and can be

conveniently inserted into any syllabus. Creating better groups in a classroom leads to more student participation, smoother lessons, less absenteeism, improved ability to communicate, and more enjoyment.

Daniel Moonasar

Using Action Research to Develop Student Centered Curriculum

As educators, bridging the gap between theory and practice when creating student-centered curriculum for the ELT classroom can be challenging but extremely rewarding. To gain direction and purpose when creating student-centered curriculum, ELT educators may engage in reflective practice supported by SIGs, CoPs or other professional development groups. However, is there a more research-oriented approach to ELT classroom reflection? Action research can address both of these concerns and is known for providing immediate change to perceived needs by bridging the gap between theory and practice. This presentation will demonstrate how teachers can use action research approaches to develop theories about curriculum choices that inform and impact their own ELT classroom practices. Through examining real classroom experiences in which action research was used, teachers will take with them a research-oriented approach to classroom reflection that can address their day-to-day concerns while creating the direction and purpose for student centered curriculum that so many of us seek in ELT classrooms.

Michael Rabbidge

Approaches to Using Short Stories in the EFL Classroom

The use of short stories in the class is still seen as a novelty in most English teaching contexts in Korea. Issues ranging from appropriate methodology to story selection mean using this valuable resource in the class is rare. This presentation explores how graded short stories can be used to teach and practice a range of integrated language skills. By presenting a series of sample activities and examples of how various short stories were used during an in-service regional teacher training program at Chonnam National University in South Korea, the presenter will discuss how task based, extensive reading and more traditional teaching approaches can be used to teach short stories in the classroom.

Samuel Barclay

Fostering the Use of Monolingual Learner's Dictionaries

Calls for students to progress from a bilingual dictionary (BD) to a monolingual learner's dictionary (MLD) as their proficiency increases are often heard within the TESOL community. Furthermore, many learners are aware that MLDs are supposedly 'better for them' than BDs. However, despite such advice learners are often reluctant to part with their BD. This presentation will introduce a research project which set out to understand Japanese learners' views of, and assess the impact of familiarity and proficiency on attitudes towards, MLDs ('familiarity' refers to experience using an MLD).

The session will present a research project involving 110 participants. Participants were organised into three groups based on proficiency (beginner, pre-intermediate, and intermediate). One class at each proficiency level was allocated at random to a treatment group, which used MLD entries in class for seven weeks. The other classes were assigned to a control group which used BD entries in class for the same period. Following the treatment, a questionnaire was administered to both the treatment and control groups.

In this presentation the results of the questionnaire will be introduced. The presenter will delineate two pertinent findings. First, practice using an MLD was found to have a positive effect on a learner's attitude towards it. Furthermore, this effect was greater for higher-proficiency students. Second, familiarity positively influenced the participants' perception of the usefulness of an MLD. Moreover, this finding was more pronounced for higher-level students. The presenter will also discuss some in-class strategies that instructors can implement to foster learner enthusiasm for the use of MLDs.

Iain Stanley

Turning Writing and Grammar into a Practical, Autonomous Peer Review

In this demonstration/workshop, I will show participants how to integrate a writing task and peer grammar-review in a communicative setting, so that it becomes an exercise in autonomy and self-awareness. I will take participants through the process step by step, so that they may take ideas away with them and easily implement them, or adapt them, in their own teaching environments.

Each week, students are given a writing task to complete online. The task is based on specific ideas covered in class time, and there are certain rules that apply to the writing. These rules will be covered in the presentation. Students understand the rules so they know what is expected of them. Upon completion of the writing, I then correct them using a code that the students are aware of. The corrections are brought to class and the communicative group-work can be done.

The group-work, although done in a communicative setting, also has some basic rules which need to be adhered to, in order to be successful. These have been developed through practice and will be explained in detail. Once the communicative tasks have been completed, students then engage in a self-reflective task that facilitates and enhances autonomy and control over their own learning. Students learn how to recognise their own strengths and weaknesses in writing and grammar, and are directed on how to improve their own learning in a way that suits their own needs.

The task can last anywhere from 40 minutes to 90 minutes, depending on how the teacher wants to address each of the stages. These will all be explained in depth, with questions encouraged along the way. This has proven to be a very successful way of integrating writing, grammar, online learning, and communicative tasks in the classroom. Feedback has been extremely positive from learners and the task continues to improve year by year.

D. Malcom Daugherty, Alexander Chirnside & Daniel Sasaki
Extra-curricular Support for TOEFL and TOEIC Test-takers

The importance of a good TOEFL score for students with the ambition of studying abroad, and a good TOEIC score for those hoping to boost their employment prospects, has become more and more apparent in recent years. In order to boost success in both these test regimes, extensive study outside the classroom is an essential prerequisite. As a support to a well-balanced self-access program running throughout the semester, the provision of week-long intensive study programs in the university vacation has shown its efficacy in preparing students for these two vital tests. This paper describes the establishment, management and organization of such TOEFL and TOEIC courses during university vacation time. The courses, conducted in both the summer and winter

vacations, have evolved over the past nine years into a self-financing, accredited program serving more than 200 students a year. Among the processes discussed are the advertising of courses, the enlisting of students and teachers, classroom facilities, class organization, teaching approaches, and pre- and post-course assessment. Post-course questionnaires indicate that students invariably feel these intensive courses to have been of great utility, with the overwhelming majority confidently declaring that their ability to achieve a positive outcome when taking these tests has significantly improved. Pre- and post-course diagnostic tests show that this belief is well founded. This is an extremely successful program with clear learning objectives, high levels of popularity, and a great success in attaining the desired results. It is a program regarded by the students as beneficial not only to their future success in test-taking, but also to their general English language abilities.

Koun Choi
The Problem of Teaching Only American Accented English in Korea

The majority of Korean students are not familiar with accents other than the General American (GA) accent due to a lack of exposure in their English classroom. This is because accents other than GA accent are often regarded as inferior or non-standard in educational contexts in Korea. However, this biased exposure can greatly hinder learners' development of an awareness of different English accents and this could further threaten their successful communication in the global context where various accented-speakers exist.

This study investigated whether 6th grade Korean elementary school students who had been mostly exposed to the GA accent for three years have difficulty in understanding English in unfamiliar accents. The participants took transcription and translation tests with listening materials produced by American, British, Pakistani, and Chinese accented-speakers. The quantitative research findings revealed that the participants' abilities of understanding English in unfamiliar accents are significantly lower than those in the familiar GA accent. Also, qualitative data based on phonetic analysis indicate that participants had difficulty perceiving particular segmental and suprasegmental features of unfamiliar accents that diverge from GA accent.

This classroom-based research clearly showed that biased exposure to GA accented

English is a problem within Korean English education. This study also raised questions on the mainstream SLA perspective which approves only American or British English as the standard English for educational contexts. As the number of English as an international language users is significantly increasing, ELT researchers should consider the paradigm shift of the status of English: from English as a second or foreign language to English as an international language. This will allow researchers to be free from the standard native speaker ideology and promote English classrooms which reflect realistic usage of English by including different accents in the classroom rather than favouring a particular native accent.

Sean Mahoney

Japan's First Steps in Primary-Level English Classes: National Survey

Like Korea, Japan has embarked upon teaching a foreign language at elementary schools nationwide, but has taken less bold steps so far. Since April 2011, primary school homeroom teachers (HRTs) are now required to provide pupils in grades 5 and 6 with 35 hours per year of a new, non-core, non-evaluated subject called "Foreign language activities." The presenter, who led a 2013 Ministry of Education-sponsored survey of 1802 homeroom teachers and 387 of their assistant language teachers, will report on the challenges they face with this new class, highlighting similarities and differences between the two groups. The same survey also elicited responses from 515 junior high English teachers and 169 junior high ALTs, and will incorporate their perspectives on the impact of "Foreign language activities" on junior high English. Specifically, the presenter will address the issue of whether and under what conditions English should be made a core subject, and whether literacy should be taught from primary school.

Findings so far indicate that 74% of primary homeroom teachers (HRTs) rate their English at the "beginner" level, although 81% expressed an interest in improving it. Thus, most HRTs rely heavily on their ALT partners to lead 50% of all team-taught classes, with HRTs themselves leading only 26% of the time, and "both" teachers leading 22% of team-taught classes. Similarly, the ALTs were seen as team-class planners in 40% of cases, edging out the HRTs (38%) by a slight margin despite government recommendations.

Still, team-taught classes are the exception at many schools, and junior high school English teachers surveyed indicated that primary foreign language activities have had

more of a positive effect (28%) than negative effect (2%) on their most recent students' English, although many (46%) noted mixed influences. Quantitative data will be supplemented with open-ended question data in the presentation.

Hiroki Uchida

Meaning-Focused Vocabulary Teaching

When teaching vocabulary words, teachers are likely to focus on the students' reproduction of the target words in the quizzes or achievement tests. It may be the easiest way to ask the students to describe the definition of a target word in their L1. However, students' correct answer may not guarantee that the students have learned the target word because they may not know how the word can function in a sentence. Also the students may not know other possible interpretations of the word in the different contexts.

Traditional English teaching settings in Japan have been Japanese-medium, in which the students are exposed to less spoken/written English. Thus, meaning-focused learning has always been in short in all four skills. The learners can develop their fluency and accuracy mostly through meaning-focused input and output (Nation, 2009). In order to increase the opportunities for the students to activate English vocabulary words from their previous knowledge, I would like to suggest two different ways to ask words in quizzes: a) asking a target word in a sentence without a context, and b) asking a target word in a sentence with a context. Teachers tend to believe they should have the students write/say a target word when they want to make sure their students have learned it. However, the fact is that it is more important for teachers to give a context to the sentences in which they ask target words. Asking words in tests of any kind can be critically important opportunities for the students to expose themselves to the other known language items. In this presentation I will provide the examples of meaning-focused learning of vocabulary words along with the results from my experiments using four different types of quizzes.

Doug Baumwoll

Write Right: A Simple Recipe for the Structured Paragraph

You are invited - foreign teachers and Korean teachers who are teaching (or want to begin teaching) writing in Korean public schools, Korean language academies, university language centers and other university departments. Regardless of your students' ages or L2 language abilities, you will take something useful from this workshop that you can adapt and use in your classroom!

100% workshop: we will immediately break into small groups and get right into writing structured paragraphs using a method I call TCEC: "Topic sentence, Claim sentence, Evidence sentence, Conclusion sentence." Your students will easily absorb the simple theory and write clear, direct, unified, coherent, structured, TOEFL-style, nonfiction and opinion paragraphs. You will provide your students with this fixed model of building paragraphs sentence by sentence, and as a result they will perform more solidly on the NEAT, TOEIC, TOEFL or Korean Teacher's Certification exams. Later in their writing careers, your students can easily adjust this model to write multiple-paragraph essays. As a bonus to our students, their L1 writing skill will improve as a result of our L2 writing instruction in this fashion.

In the workshop we will complete writing exercises on categorization, outlining, and providing detail, and then go on to write an 11-sentence structured paragraph. You will understand first-hand how your students feel when you ask them to write, and may even rediscover your own writing style in light of the TCEC model.

Phil Owen

Jigsaw Activities: Controlled Conversations in Teams

Students learn English by using English. Therefore every teacher needs a variety of activities which get the students using English with each other. "Jigsaw Activities" do just that.

In a Jigsaw activity, students work in teams of four or five, with four or five teams working at the same time. Each team has specific information which the other teams need. The activity requires half of the team members to go from group to group

collecting information and reporting back to the team's "base."

It sounds simple – and it is. But it requires that students talk to each other and remember and report what they have heard. It also requires students to be up and walking around the classroom. A simple reading or skimming task can be the basis for the activity; a writing task can be added if desired. Students get to use all "four skills."

Jigsaws are ideal for shy or low-level students who need support to become more active. They can be made harder and even server as pre-reading activity for upper-level students. Whatever the level of the class, jigsaws get students engaged, active and moving.

I this workshop, we'll experience a jigsaw, see some other examples, discuss how to put one together, and how it might be changed to suit students of different levels.

Jamie Costley
The Potential and Limitations of Corrective Feedback

This paper examined the effectiveness of written corrective feedback on student error rates. The particular features measured were articles and prepositions. The participants (N = 39) were asked to write 7 summaries over the course of 10 weeks and then a single summary 4 months after the initial summaries. The participants were split into two groups, one group were given explicit correction for their summaries as well as feedback on style, content and clarity; the second group were only given feedback on style, content and clarity. The two groups' errors rates were analyzed using ANOVA which found that the treatment group (those who received explicit correction) differed significantly in their error rate over the course of the seven summaries in regards to prepositions but not in regards to articles. This means that the feedback had a reductive effect on prepositions but not articles. However, when the delayed post-test was conducted the difference between the two groups had evaporated showing no statistically significant differences between the two groups in terms of the error rates in either prepositions or articles. This research is valuable, in that, error correction is still a topic that is widely debated in second language research. Furthermore, error correction is widely practiced among teachers of writing. Therefore, this research adds a nuanced view of the potential and limitations of corrective feedback.

Fiona Wiebusch & Carla Bridge

Pushing the 'Task': Activities to Maximize Post-Task Learning in EAP

The 'Task' is over, now what? Herein lies the challenge for many educators keen to employ a task-based approach to teaching and learning in the EAP classroom. Approaching the post-task stage can be daunting for many teachers, given the potential for learning points to emerge during the task-cycle that may not have been anticipated (Bridge & Wiebusch, 2012). So how can teachers better prepare for the post-task stage?

The post-task stage provides opportunities to maximise learning through direct reflection, focus on form or task repetition (Ellis, 2006). While the importance of reflection in the learning process has long been established (see Dewey, 1910), the role of the teacher in providing EFL learners with meaningful opportunities to engage in post-task reflection and understand its benefits requires careful consideration. When it comes to focusing on form, the teacher's role in the post-task stage is important in helping learners "expand their conscious knowledge of words or patterns" and systematize the language that may have emerged during the task-cycle (Willis & Willis, 2007, p.172). In this workshop, the presenters suggest that focusing on key task objectives in the lesson planning stage can help teachers prepare to tackle the post-task stage more effectively to meet specific reflection or language aims.

The workshop begins with a brief review of TBL in an EAP context at an international university in Vietnam, before addressing the post-task stage. Examples of multi-level post-task activities will be presented which employ a variety of readily available classroom resources (e.g. the whiteboard, pens and paper), as well as tech-based tools (e.g. smart phones and Web 2.0 applications). There will be opportunities for participants to discuss the activities presented for relevance to their own classroom context and consider ways to expand their repertoire for post-task teaching.

Lara Kurth, Simon Heslop & Geoffrey Butler

Development of Teacher-Created Curriculum at a South Korean University

Over the past two years a group of teachers at Seoul National University of Science and Technology Institute for Language Education and Research have collaborated to create a

conversation course curriculum. All aspects of the curriculum and all course materials are entirely teacher-created. In this workshop the presenters will focus on the process by which the curriculum was designed, created and implemented. The description of the process will include a brief introduction of related English Language Teaching theory as well as examples from the actual development of the teacher-created curriculum now being used at the university. The presenters will provide some analysis of perceived success and failures of the curriculum development project, and make suggestions for similar future projects. Following this introduction, the presenters will facilitate group discussion regarding the possible application of aspects of this process to other teaching contexts.

Theme 12:   Motivation

Peter Burden

Antecedent Beliefs and Learning Motivation in Tertiary Education

Affective beliefs about previous learning experiences mean that university students can become unreceptive to current language learning and are disillusioned so that many seem to decide that success in language learning is not for them. In this study, 217 low achieving students who scored around 250 on a Japanese national university TOEIC class placement test were asked, after a semester of compulsory English, to reflect on their language learning high school. Through open and closed-item questions on a survey, students' reflected on their perceived English ability, the frequency of testing in high school, how much effort they placed on learning, their feelings of success and failure in testing and the amount of teacher praise. The results offer a useful gauge of current affective influences on motivation to continue learning English. The study suggests how teachers can water the roots of motivation and encourage students as self-perceptions of incompetency trigger humiliation. Teachers need to create a non-threatening, collaborative classroom where motivational equity is encouraged to remotivate learners jaded after abrasive, often competitive learning experiences. Findings will resonate with teachers wherever a testing culture in high school is prevalent and where students are constantly battling feelings of failure in language learning.

Robin Reid

<u>'Staging' Language Development with Theatre Projects</u>

Many EFL teachers find it challenging to get their teenage students to speak more in class. Theatre projects are an exciting and creative way of motivating students to practice their speaking skills on topics of interest to them. The basic framework is flexible enough to accommodate any range of desired learning outcomes, including better articulation and pronunciation, greater awareness and control of prosodic features, and consolidation of known language features from previous study. In the practice of devising theatre, rehearsal is a very interactive and experimental activity that remains focused and productive due to the ultimate goal of a staged performance. Students work collaboratively to try out new language, use language they already know in new ways, and provide feedback for one another. This experimentation and rehearsal with the language offers EFL students the chance to practice the target language in a purposeful context for an extended period of time. This paper looks at this process of devising a piece of theatre for performance using data obtained from work on creative performance projects undertaken in EFL classrooms at a high school in Japan. These high school students worked in self-selected small groups to create theatre performances under two different conditions: adapting a well-known story or creating an original story based on a selection of available topics. This paper describes the student-to-student interaction that occured during this collaborative work on multi-lesson, devised theatre projects and relates the observed features of this interaction to learning outcomes. Data from audio and video recordings of actual classroom work, coupled with qualitative data obtained from student feedback questionnaires, demonstrate how students collaborate and construct their learning with group members through the process of creating and performing an original piece of theatre.

Cameron Romney

<u>Teach Bilingually or Monolingually?   Teacher Use of the Student's L1</u>

Teacher use of the student's L1 in the EFL classroom is a controversial issue (Freeman and Freeman, 1998) with the preference among Native English Speaking Teachers (NEST) toward monolingual classrooms using only the target language (Medgyes, 2001). In fact, many teaching methodologies specifically require the teacher to only use the target language (Larsen-Freeman, 2000; Celce-Murcia, 2001).

Although trained to use these methodologies, the presenter found that each year as his ability in the student's L1 improved, his interactions with students, especially procedural interactions, were increasingly in the student's L1 instead of English. Furthermore, he found his students seemed less likely to use English and more likely to communicate with him in their L1, both for administrative purposes and during classroom activities. But does a teacher's use of the student's L1 decrease a student's motivation to use English?

Reflecting upon this, the presenter decided to start an action research project to see if by no longer using the student's L1, it would increase their use of English. He selected two university, first-year, compulsory, low-level, English for non-majors courses. In one course the teacher would continue to bilingually teach and interact with the students in both English and their L1 and in the other course communicate with the students only in English.

The presenter kept detailed notes of his interactions with the students in both classes throughout the semester and surveyed the students at the end of the courses about their opinions of communicating with the teacher in both their L1 and English.

The presenter will share his findings, including some rather startling examples of the interactions he had with the students, and will also present the results of the end of semester student surveys.

Kikuchi Keita

Exploring the Motivation Theories Reflecting EFL Learners' Viewpoints

Theories of motivation have been exemplified by various models over the past two decades (e.g., Tremblay & Gardner, 1995; Wiiliams & Burden, 1997; Dornyei & Otto, 1998; Dornyei, 2005). As such, motivation theories have until recently been built based on large scale questionnaire studies. Researchers conduct studies to support such theories. The aim of this study is to shed light on motivation theories in the EFL context that contrast with existing motivation theories. This paper reports the results of a mixed-method investigation of Japanese students' change in motivation towards English study throughout one academic year. 20 Japanese freshmen at a Japanese university were interviewed and answered questionnaires every month for two semesters regarding

motivational change. The questionnaire data surveyed the students' perceived change in their own motivation according to the three constructs of Dornyei's (2005) self-system (ideal L2 self, ought-to L2 self, and L2 learning experiences). Five focus-group interviews were conducted. Analysis of the interview data reveals that the learners' views on the constructs of motivation are somewhat different from the results of existing studies that investigated Western students. Based on this result, the significance of re-examining L2 motivation theories across various contexts is also discussed. This presentation will be highly interactive, aimed mainly at instructors teaching English at any level. It is expected that the participants may be able to reflect on their own teaching practices and understand their learners' changes of motivation through a different lens.

Rie Tsutsumi

Investigation of University English Teachers' Motivation in Japan

Current studies show that it is becoming clearer that language teachers give significant importance to learners' motivation level, interest levels, and attitudes toward their learning. However not many studies have been conducted on teachers' motivation. Motivated teachers can have a powerful influence on students' career directions and positively impact learners'motivations and interests. This Teachers' Motivation Research focuses on teachers' career history, job satisfaction levels, and what university English teachers values on their teaching jobs. It analyzes what motivates these educators, factors such as daily rewards and successes throughout their career, while at the same time looking at what kinds of obstacles teachers face in their professional lives. In this study, the researcher explores the university English teachers' job satisfaction levels in detail. It investigates teacher motivation through quantitative research utilizing questionnaires with Likert scale questions and qualitative research interviewing the participants to explore what university teachers go through on a daily basis and through their teaching career, both inside and outside of their classrooms. The open-ended semi-structured interviews were conducted with participants who volunteered to participate in the study in order to grasp further detailed experiences that university English teachers face through their career. The study compares all the results in various ways such as by gender, age, length of teaching, native or non-native teachers, and employment conditions including part-time, full-time, and contract, and private or national university. This study reflects real voices of current University English Teachers in Japan. The objective of this study is to gain a better understanding of what we face in reality at

work and to promote better teaching and working conditions both inside and outside of classrooms.

Matthew Apple & Terry Fellner
The Current State of Language Learning Motivation in Japan

How much do we know about language learning motivation and its related concepts, and how important is it for successful learning outcomes? This presentation is intended to help answer these and other questions regarding language learner motivation by first introducing and summarizing the latest research findings on motivation found in the upcoming book Language Learning Motivation in Japan (in press, Multilingual Matters), edited by the presenters. Research discussed in this presentation is strongly related to EFL teaching practice and includes: the efficacy of the concept of "international posture" among Japanese students; the important role the idea of the "ought to self" plays among science students; how students can enjoy, understand, and perform in their English classes yet still not have much motivation to study English; and the importance of student reflection in developing and maintaining motivation. Methods used in the empirical studies ranged from the cross-sectional to the longitudinal, from structural equation modeling to ethnographic case study, giving a unique, multifaceted depth to language motivation in the Japanese context.

Following a discussion of research from Japan, the presenters will then touch upon studies from around the East Asian region. Salient motivational factors among learner populations from China, Korea, and Japan will be compared, to add cross-cultural variation and expand on dichotomous motivations such as intrinsic/extrinsic, integrative/instrumental, and Ideal L2 Self/Ought-to L2 Self.

The presentation is intended to be of interest both to researchers actively involved in the area of language learning motivation as well as to teachers hoping to find insights on how they can best create the conditions in which their own students can become motivated to study language. The presentation concludes by discussing implications the research could bring for language teachers in Japan and throughout Asia.

Tory Thorkelson

Leadership IQ: The Missing Link for Training Leaders in ELT

Author Emmett Murphy and his associates studied 18,000 managers at 562 large and small organizations in all types of industries in the United States and around the world for 6 years. Of the original 18,000, they identified just over 1,000 individuals who demonstrated exceptional leadership abilities, and then isolated the 8 qualities that made those leaders great. Emmett Murphy and his associates have used their research findings to create an effective way to assess and improve leadership ability. This dynamic leadership development program has yielded remarkable results wherever it's been tried, including IBM, GM, AT&T, Xerox, McDonald's, Johnson & Johnson, and Chase Manhattan - all clients of E.C. Murphy, Ltd.

Christison and Murray(2009) adapted their assessment tool (a 36 item questionnaire) for ELT and – based on an initial survey in Korea – there are some intriguing differences in the way Korean leaders and teachers and non-Korean leaders and teachers respond to the same scenarios. This workshop will look at the original research as well as the pilot study done in Korea and also discuss some of the situations with the objective of raising awareness of these differences as they relate to the original 8 types of leaders. We will also look at some of the tools for learning to be a better leader if time permits.

Thomas Healy

Making it Visual: Maximizing the potential of your projector.

This presentation explores ways in which the digital projector can enhance goal setting, student participation, classroom management, assessment and the warm-up, presentation and practice stages of a lesson.   Together with free apps and websites, and programs such as Word and PowerPoint, the projector can make performance goals, and language skills and strategies more tangible by being displayed graphically. In addition, the projector can enable gamification, which is the application of elements from electronic games to engage and motivate individuals.   Examples including an online stopwatch, a progress bar that visually represents how a class is completing stages of a lesson, as well as apps that encourage student participation when used with the projector are shown.   The presenter discusses ideas for how to enhance the teaching of reading strategies and academic writing skills through graphics, as well as how to use

the projector to develop collaborative learning. These practical and easy-to-implement techniques are connected to the theories of social constructivism and gamification.

Kyoko Sunami-Burden & Peter Burden

Teaching Style Insights and Learning Attitudes of Japanese Tertiary Students

This study sought insight into the extent to which learner motivation, demotivation, or re-motivation, is influenced by the teacher and whether the teacher's communicative teaching style have influenced learner perception of learning English. The participants were 183 first or second year Japanese tertiary students taking communicative English as a compulsory subject and who completed a 33-item closed and open-ended questionnaire. The questionnaire explored firstly, learner attitudes to teacher behavior which included such variables as teacher support for learning, friendliness, enthusiasm and encouragement. Secondly, insight was gained into student attitudes towards teacher methodology and classroom management, and thirdly students expressed opinions on the prevailing classroom pedagogy. In language teaching, learner demotivation has been an issue in terms of successful learning for the last decade with previous research findings showing that teacher action including misbehaviors, incompetence, and non-communicative teaching styles greatly cause learners' demotivation. The findings of this study will be of interest to teachers beyond a Japanese context to wherever a communicative approach has been adopted in tertiary education. After discussing the findings, the researchers will demonstrate that researching learner attitudes is crucial in terms of sustained motivation and that developing active teacher involvement and innovation is vital for learner growth. The researchers will conclude the presentation with some implications for improving teacher practice.

Simon Thollar

Motivating Low-Level L2 Students with Humorous One-Point Videos

Of recent, much of the literature and published research on L2 motivation seems to have shifted away from nurturing motivation to avoiding demotivation. The evidence seems fairly overwhelming that teachers, albeit unwillingly, are largely responsible for demotivating learners, but learner centered intrinsic motivation also needs to be considered. Placing the blame on the teacher or the system may be valid, but it can and should be argued that the learner's degree of motivation has a significant effect on the

success of the learning outcome.

To investigate this, we apply Keller's ARCS model as a way to provide a systematic motivational design process to the construction and application of a short, humorous series of one-point English learning videos and online exercises. Lasting only two to three minutes, the movies attempt to teach a simple English point in a humorous manner, followed up by a series of on-line exercises to test the degree of understanding.

To evaluate the effectiveness of the series, a pilot survey containing 8 questions was given to 14 students who were working as testers. The results of the initial study show that 93% of the students enjoyed the activity and 86% reported experiencing positive learning outcomes from using the video series. A follow up survey with 23 different learners provides similar results.

Sara Davilla

Creative Thinking Techniques

"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 utilizes 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.

Jeffrey Walter

Making Better Groups: Theory and Practice

Spending time facilitating the formation of classroom groups is a worthwhile long-term investment in a course. Rather than choosing random groups or allowing groups to form independently, teachers can take an active role in the creation and maturation of both small groups and the entire class as a unit. Certain activities and policies that teachers can implement will help students (and teachers!) feel more at ease, and assist the reduction of many of the negative feelings associated with language learning (anxiety, stress, etc.), while increasing the frequency of the encouraging, positive emotions (pride, happiness, etc.)

This presentation will start with some background theory on classroom group dynamics including why it is important and factors that affect group cohesion. Following that will be practical information that teachers will be able to utilize in their classrooms. This will include both general recommendations and specific activities to help form stronger and more supportive groups. Finally, the presenter will share his own plan that has been used successfully in Korean university classrooms.

The information and activities provided in this presentation are easy to grasp and can be conveniently inserted into any syllabus. Creating better groups in a classroom leads to more student participation, smoother lessons, less absenteeism, improved ability to communicate, and more enjoyment.

Michael Rabbidge

Approaches to Using Short Stories in the EFL Classroom

The use of short stories in the class is still seen as a novelty in most English teaching contexts in Korea. Issues ranging from appropriate methodology to story selection mean using this valuable resource in the class is rare. This presentation explores how graded short stories can be used to teach and practice a range of integrated language skills. By presenting a series of sample activities and examples of how various short stories were used during an in-service regional teacher training program at Chonnam National University in South Korea, the presenter will discuss how task based, extensive reading

and more traditional teaching approaches can be used to teach short stories in the classroom.

Sherry Ward, Joseph E. Williams & Michael Telafici
Practical Paths to PBL: Prescriptions for Problems.

Collaborate with colleagues, liven up your lessons and communicate across the curriculum using Problem Based Learning (PBL).   Three instructors will share their experiences using dynamic, collaborative activities in three different classrooms, stemming from one problem. Attendees can create ideas using our hands-on practice and the discussion which ensues in our workshop.

Phil Owen
Jigsaw Activities: Controlled Conversations in Teams

Students learn English by using English. Therefore every teacher needs a variety of activities which get the students using English with each other. "Jigsaw Activities" do just that.

In a Jigsaw activity, students work in teams of four or five, with four or five teams working at the same time. Each team has specific information which the other teams need. The activity requires half of the team members to go from group to group collecting information and reporting back to the team's "base."

It sounds simple – and it is. But it requires that students talk to each other and remember and report what they have heard. It also requires students to be up and walking around the classroom. A simple reading or skimming task can be the basis for the activity; a writing task can be added if desired. Students get to use all "four skills."

Jigsaws are ideal for shy or low-level students who need support to become more active. They can be made harder and even server as pre-reading activity for upper-level students. Whatever the level of the class, jigsaws get students engaged, active and moving.

I this workshop, we'll experience a jigsaw, see some other examples, discuss how to put one together, and how it might be changed to suit students of different levels.

Theme 13: Professional/Teacher Development

Ryan Hunter

<u>e-Portfolios for Pre-service and In-service Teacher Training and Professional Development</u>

As both new and experienced teachers grapple with an increasingly competitive global job market, a career-minded teacher may find themselves in need of creative and dynamic ways to stand-out amongst the crowd. In addition to this, computer skills and familiarity with the use of computer technology for language learning and education management are becoming less of a peripheral asset and more of a required qualification at many institutions. Considering this reality and the fact that education technology will be continuously gaining more leverage in EFL teaching, an e-portfolio can be a viable option for professional development and can provide a way for teachers to showcase their talents for potential or current employers. The process of developing an e-portfolio can be used to inform teachers about new educational technology tools and give them practical experience using these tools for a defined purpose. The final product can potentially serve as a model that a teacher can transition into a course website that supports the basic functions of a class but also provides a medium for new ways to engage students through online activities. This presentation will introduce methods for developing an e-portfolio while considering factors such as available resources, hosting options, teachers' divergent goals, and different e-portfolio models. It will also impart ideas about what kinds of traditional and non-traditional teaching and educational content can be incorporated into an e-portfolio to exhibit a teacher's overall professionalism and ability to teach engaging classes, plan lessons, develop activities and materials, and use the internet as a resource for delivering and developing educational material for students. We will also discuss how the process of developing an e-portfolio can be done independently or implemented in the context of a teacher training program or ongoing professional development at a work site.

Peter Burden

Antecedent Beliefs and Learning Motivation in Tertiary Education

Affective beliefs about previous learning experiences mean that university students can become unreceptive to current language learning and are disillusioned so that many seem to decide that success in language learning is not for them. In this study, 217 low achieving students who scored around 250 on a Japanese national university TOEIC class placement test were asked, after a semester of compulsory English, to reflect on their language learning high school. Through open and closed-item questions on a survey, students' reflected on their perceived English ability, the frequency of testing in high school, how much effort they placed on learning, their feelings of success and failure in testing and the amount of teacher praise. The results offer a useful gauge of current affective influences on motivation to continue learning English. The study suggests how teachers can water the roots of motivation and encourage students as self-perceptions of incompetency trigger humiliation. Teachers need to create a non-threatening, collaborative classroom where motivational equity is encouraged to remotivate learners jaded after abrasive, often competitive learning experiences. Findings will resonate with teachers wherever a testing culture in high school is prevalent and where students are constantly battling feelings of failure in language learning.

Mai Matsunaga

Training Sessions on Classroom English for Pre-service Teachers in Japan

This study explored effective training procedures as part of a class offered to Japanese university students in a teaching certificate program. Specifically, this study empirically examined the effectiveness of two styles of the procedures on practicing classroom English, one in which the participants memorized a set of classroom English expressions as an assignment and chorused each expression after the instructor in the following class (group A), and the other in which the participants memorized the same set of expressions and they practiced using those expressions through actually teaching a small group (group B). Moreover, this study explored the role of self-efficacy in the improvements of the participants' ability. The following research questions were included: 1) whether either or both of these treatments lead to significant improvements in the participants' ability, 2) which of the following two factors more directly affects each group's improvements (if any) in their ability: (a) the training sessions, or (b) English

proficiency, and 3) whether self-efficacy in using classroom English increases through the training sessions. The results of statistical analyses implied that offering the participants either style of training sessions equally helped to significantly improve their skills in using classroom English, and that high or low English proficiency levels did not affect the gain scores of both groups. The results of statistical analyses on the self-efficacy questionnaire implied that offering either style of training sessions helped to improve their self-beliefs in using classroom English, and that the demonstration style (group B) was more effective in improving the participants' self-beliefs than the chorus style (group A). The results of this study indicate that allotting more time to practicing certain skills, especially when the participants actually experience teaching a class, can better prepare pre-service teachers, even with limited English proficiency, to confidently conduct English classes.

William Rago & Adam Booth

Digging In: Non-native Teachers and Learner Language Analysis

Most MA TESOL and TESOL certificate programs include courses on Second Language Acquisition (SLA), but many students finish the course without knowing how to apply what they have learned to their classrooms. The knowledge of how languages are acquired seems irrelevant to many prospective classroom teachers because they will work with a pre-established curriculum. SLA theories are simply learned because they have always been part of the TESOL curriculum.   One solution to this problem is learner language analysis. Learner language analysis tasks that get students out of the classroom and in front of learners add life to theory. Students can discover tendencies and stages in learner language all by themselves, outside of the classroom. While unmatched in its effectiveness, learner language analysis is difficult and time consuming, maybe even to the point that it is inaccessible to non-native English teachers. In this session we share responses from 56 of our students, who completed several learner language analyses in the first five weeks of the spring 2013 SMU TESOL semester. We briefly outline the assignments and then share the feedback, which suggests that learner language analyses are not only accessible, but very beneficial for non-native English teachers.

Fatiha Senom

The Native Speaker Mentors and the Novice Teachers' Professional Development

Mentoring is a professional development strategy for helping novice teachers adjust to the challenges of teaching and develop into quality educators. It offers a bridge between teacher preparation and the remainder of an educator's career (Wang and Odell, 2002). In the context of English as a Second Language (ESL), much research has gone into the benefits of mentoring particularly on the novice teachers, the relationship of mentor and the novice teachers as well as the impacts of mentoring on the novice teachers. However, what is lacking is research that examines the influences of pairing native English speakers mentors with non-native novice teachers on the novice teachers' learning experience. This study explores the influences of a mentoring programme, the "Native Speaker Programme" on Malaysian novice ESL teachers' professional development. The "Native Speaker Programme" aims at enhancing the capacity of non-native English teachers by placing Native English Speaking (NES) mentors to train non-native English Language teachers in primary schools. Employing a multiple case study, the data collection techniques of this study include semi-structured interview, observations and personal document analysis. Drawing on the construct of Furnished Imagination by Kiely and Askham (2012), the findings of the study discuss novice teachers' professional development through the exploration of the influences of the programme on the novice teachers' knowledge construction, professional practice and identity formation. The results of the study suggest the importance of Independent Professionalism (Leung, 2009) as an essential component that informs future professional development for beginning teachers.

Shannon Tanghe

Collaborative Co-teaching in South Korea: Teachers' positioning

This presentation details the results of a semester-long critical qualitative study investigating the practices of co-teachers in public elementary schools in Gyeonggi province in South Korea.

Although the numbers of co-teachers in public schools in Korea is on the decline due to government policy changes, Korea still has thousands of co-teaching partnerships in existence. This research study sought to investigate the practices and experiences of six

co-teachers as they engaged in activities related to and informing their practices as teachers of English. The main research topic was the investigation of the practices of three pairs of collaborating co-teachers in English language classrooms, particularly in regard to (1) how these teachers perceived their educational and professional histories as impacting their collaborative co-teaching practices and (2) how their identities were co-constructed and negotiated within and beyond the classroom context. Data was collected through classroom observations, interviews (team and individual), and survey questionnaires. Data was analyzed vis-à-vis positioning theory, in order to focus on the ways in which each teacher engaged in self-positioning, positioned one another and were positioned by others.

Results indicate the complexities associated with an individual's multi-faceted identity are powerful factors in co-constructing and negotiating roles and identities. Based on this study, implications for co-teaching training and orientation programs and classroom implementations in public schools in South Korea are discussed.

Matthew Apple & Terry Fellner

The Current State of Language Learning Motivation in Japan

How much do we know about language learning motivation and its related concepts, and how important is it for successful learning outcomes? This presentation is intended to help answer these and other questions regarding language learner motivation by first introducing and summarizing the latest research findings on motivation found in the upcoming book Language Learning Motivation in Japan (in press, Multilingual Matters), edited by the presenters. Research discussed in this presentation is strongly related to EFL teaching practice and includes: the efficacy of the concept of "international posture" among Japanese students; the important role the idea of the "ought to self" plays among science students; how students can enjoy, understand, and perform in their English classes yet still not have much motivation to study English; and the importance of student reflection in developing and maintaining motivation. Methods used in the empirical studies ranged from the cross-sectional to the longitudinal, from structural equation modeling to ethnographic case study, giving a unique, multifaceted depth to language motivation in the Japanese context.

Following a discussion of research from Japan, the presenters will then touch upon

studies from around the East Asian region. Salient motivational factors among learner populations from China, Korea, and Japan will be compared, to add cross-cultural variation and expand on dichotomous motivations such as intrinsic/extrinsic, integrative/instrumental, and Ideal L2 Self/Ought-to L2 Self.

The presentation is intended to be of interest both to researchers actively involved in the area of language learning motivation as well as to teachers hoping to find insights on how they can best create the conditions in which their own students can become motivated to study language. The presentation concludes by discussing implications the research could bring for language teachers in Japan and throughout Asia.

Jesse Balanyk
Overcoming Cultural Differences between Teachers

Large numbers of native-speaking English teachers are recruited from western countries, such as Australia, Canada, the United Kingdom and the United States to teach English in Korean public school and private language academies. This results in a situation where teachers with different cultural backgrounds are working and teaching side-by-side within one school and sometimes even within one classroom. When miscommunications and misunderstandings arise between teachers with different cultural backgrounds they are often attributed to 'cultural differences', an ill-defined concept which relies on essentialized notions of culture. Through a qualitative research project the discursive underpinning of cultural differences was illuminated and shown to be the root of intercultural miscommunications and misunderstanding. This presentation will build on previous research and will present a model of how these misunderstandings can understood and overcome. Participants will complete various exercises that will help them reflectively examine their own personal educational discourse, understand the general features of the educational discourse within their own culture and build an awareness of the educational discourses of other cultures. This workshop will be ideal for both Korean and native speaker English teachers who find themselves working together in a shared educational environment.

Tory Thorkelson

Leadership IQ: The Missing Link for Training Leaders in ELT

Author Emmett Murphy and his associates studied 18,000 managers at 562 large and small organizations in all types of industries in the United States and around the world for 6 years. Of the original 18,000, they identified just over 1,000 individuals who demonstrated exceptional leadership abilities, and then isolated the 8 qualities that made those leaders great. Emmett Murphy and his associates have used their research findings to create an effective way to assess and improve leadership ability. This dynamic leadership development program has yielded remarkable results wherever it's been tried, including IBM, GM, AT&T, Xerox, McDonald's, Johnson & Johnson, and Chase Manhattan - all clients of E.C. Murphy, Ltd.

Christison and Murray(2009) adapted their assessment tool (a 36 item questionnaire) for ELT and – based on an initial survey in Korea – there are some intriguing differences in the way Korean leaders and teachers and non-Korean leaders and teachers respond to the same scenarios. This workshop will look at the original research as well as the pilot study done in Korea and also discuss some of the situations with the objective of raising awareness of these differences as they relate to the original 8 types of leaders. We will also look at some of the tools for learning to be a better leader if time permits.

Jason Di Gennaro

The Changing Face of Professionalism in Korean Public Schools

Professionalism is a term commonly used, but rarely fully understood.   To different individuals, it encompasses behaviors, styles of dress, credentials, or simply in the case of sports, being compensated for participating.   In this presentation, I look at the history of professionalism in the teaching context.   By first examining historical developments in the realm of education, and especially public education, I begin to form a better understanding of what professionalism might have meant and could mean to educators around the globe.   I focus on particular definitions created from the analysis of patterns of policy, attitudes, and practices in education throughout history, and then relate them to parallels found in South Korean education.   In the second half of this presentation, I apply this tentative notion of professionalism to the Korean public school environment, with a particular focus on Korean teachers of English.   Through their experiences and

perceptions shared during interviews, I attempt to connect historical changes in professionalism seen in Western countries to those elements that are appearing in South Korean public schools today. Finally, I make recommendations for future change, that South Korean educators and policy makers might learn from the occurrences concerning professionalism in teaching worldwide, and avoid repeating the same mistakes.

Davis Rian

Six Important Ideas from Linguistics and Psychology Put into Practice

There are six important ideas from the fields of linguistics and psychology that every language instructor should know, and there are ways to apply these theories to English instruction in the international classroom. First, Hebb's rule is an important theory that was further developed into the idea that repeated use of information stored in the brain strengthens the brains ability to later access the information. Furthermore, psychologist George Miller's research on working memory and how the memory is stored as chunks is of crucial importance in the classroom. Students often have to access their working memory in order to produce language in the classroom, and how much they can store is an important factor when planning a lesson. In addition, the semantics, phonology and syntax of a learner's language are crucial to consider when planning a lesson. For instance, if the language learner's language does not have articles, yet the target language does, there should be more emphasis placed on this difference. Finally, teaching the perfect form in English can be improved by applying ideas from philosopher Hans Reichenbach and linguist Paul Kiparsky.

Cassidy Riddlebarger & Estele Ene

Role of Reflection in a SLW Course and Implications

Teacher training is important for teachers of second language writing (SLW) everywhere in the world. Teacher training programs focus primarily on overarching principles of teaching (Brown, 2006; Kumaravadivelu, 2003). However, teachers need skills and tools to successfully apply their theoretical knowledge in a real classroom. A small body of research is emerging which examines the role of reflection in the development of future teachers of SLW. Farrell (2004, 2011) and Lee (2007) show that encouraging reflection in practicing or pre-service teachers can help close the gap between practice and belief and enhance a teacher's professional development.

This study explores the role of reflection during an MA-level SLW course on shaping pre-service and in-service teachers' professional knowledge and beliefs. Data were collected weekly during the 15-week course through a focused survey and themes were identified in the reflections thus triggered. SLW materials designed by the participants and their final term paper were analyzed in order to track the reoccurrence and implementation of the concepts that the participants identified as important in their reflections. The analysis shows that through reflection the participants developed an understanding of the value of individual and group/cultural learner traits, as well as that of linking learner needs to course content. The analysis also shows that regardless of being pre-service or in-service, teachers developed a better understanding of learner needs and the value of research in practice. The implication is that frequent reflection should be encouraged through teacher training programs and within currently active teachers classrooms to enable teachers to make meaningful connections between theory and practice and become more effective SLW teachers.

Trevina Jefferson

Leadership and Professional Development that Demands a Raise, Title & Respect

If you are looking to advance you career in ELT or education, then this workshop will help you get started.

We will address these topics:

1) How to present yourself in various situations
2) What to do when you are overloaded with requests for extra projects and assignments
3) How to project leadership at your current level
4) How to be successful in asking for a raise and/or supervisor title

You will leave this workshop with practice and a plan for success.

Daniel Moonasar

Using Action Research to Develop Student Centered Curriculum

As educators, bridging the gap between theory and practice when creating student-centered curriculum for the ELT classroom can be challenging but extremely rewarding. To gain direction and purpose when creating student-centered curriculum, ELT educators may engage in reflective practice supported by SIGs, CoPs or other professional development groups. However, is there a more research-oriented approach to ELT classroom reflection? Action research can address both of these concerns and is known for providing immediate change to perceived needs by bridging the gap between theory and practice. This presentation will demonstrate how teachers can use action research approaches to develop theories about curriculum choices that inform and impact their own ELT classroom practices. Through examining real classroom experiences in which action research was used, teachers will take with them a research-oriented approach to classroom reflection that can address their day-to-day concerns while creating the direction and purpose for student centered curriculum that so many of us seek in ELT classrooms.

Wendy Collins

Maximising Mentoring: Rethinking ELT Teachers as Mentors

Mentoring in educational settings typically involves teachers supporting and empowering other teachers to maximise their potential. This promotes the sharing of best practice and encourages regular reflection, which has a number of benefits for both individual teachers and the institution as a whole. A mentoring program can have a significant impact on the collective effectiveness of an institution (AITSL, 2012). It is particularly valuable to new teachers during induction but can continue to enhance the teaching experience at all stages of a teacher's career. Developing a successful and sustainable mentoring program, however, can be challenging for institutions and the outcomes often fall short of expectations.

This workshop presents an innovative Mentoring Framework designed for an ELT setting in an international university in Vietnam. The framework moves away from more traditional mentoring models, typically characterised by required participation and hierarchical peer-to-peer relationships, to one in which multiple avenues of engagement

in the mentoring experience are explored. The core aim of the framework was to foster an approach that benefits both mentors and mentees. Attendees will gain an understanding of how the framework was designed, looking at each stage of development, implementation and evaluation. Specifically, the presenter will outline practical workshops designed to support new mentors and mentees, as well as issues to be considered in order to maximise program outcomes. Based on this framework, participants will be asked to consider the challenges and opportunities for mentoring within their own contexts.

Judson Wright
Winging It

This workshop will offer the audience an opportunity to discover a series of easy-to-use activities based in the field of improvisational theatre. While traditional Korean education focuses on accuracy over fluency, improvisational theatre can be an entertaining way for learners to develop both communicative competence and confidence in their spoken English ability. Using a series of activities tested both by international students abroad and Korean students in the hagwon system, attendees will experience firsthand how to effectively draw upon learners' inherent creativeness to produce authentic and engaging language that can be catered for either freeform discussion or topic-specific lessons.

Petra Glithero
Co-Teaching: Practical Applications for Public School Teachers in Korea

Team teaching is the expected teaching style in the public school system in Korea when a native English teacher (NET) is present and can be defined as "two teachers in the classroom, actively involved in instruction" (Carless & Walker 2006: 464). Yet both NETs and Korean English teachers (KETs) regularly report on non-optimal forms of team-teaching; at times even its complete absence. One of the key contributors to these problems is the lack of training and understanding of team teaching, and weak articulation of the expected roles. This presentation will discuss current literature surrounding collaborative teaching and introduce findings from my own action research. An introduction to different co-teaching models – of which team teaching is only one example – will lead into suggestions about the merits and drawbacks of each. These

insights provide practical advice for developing co-teaching models for general and specific contexts.

Fiona Van Tyne

Reaching Full Potential: NET's and the Lack of Utilization within EPIK

This presentation examines English Language classrooms in South Korea as well as the use and effectiveness of Native English Teachers, specifically within EPIK. Even though Native teachers have been brought in to aid in the natural acquisition of English, the results of their efforts appear negligible, and in turn their positions are being reduced throughout the country beginning in large cities. Native English teachers are thought to bring natural language learning into their classrooms, despite many of them lacking teaching qualifications. In South Korea Native Speakers often become dependent on Korean co-teachers often requiring the Korean teacher to do much more additional work, thus creating an imbalanced teaching partnership. When looking at team teaching there needs to be an established understanding of English objectives. While having two instructors in the classroom has the opportunity to greatly benefit students, Korea is starting to move back to the mono teacher classroom. Native teachers are able to provide more than just English Education to their schools but at the current moment many are not being pushed to go above required tasks. NET's are a great way to boost Communicative language teaching within the public school system, but teaching should read beyond school aged students. By looking at past experiences with the EPIK program and evaluating expectations and learning objectives, this presentation will look at the past present and future of EPIK, and Korea's NET's.

Nico Lorenzutti

Do In-Service Teacher Training Programs Impact Language Teacher Conceptual Change?

English is power in South Korea: Politicians, business leaders and citizenry alike see it as a tool for enhancing national competitiveness in an increasingly globalized world. The government spends millions each year on in-service teacher training programs designed to facilitate the implementation of CLT and TETE. But is it working? This qualitative study explores the effects of in-service teacher training programs upon two Korean middle school teachers of English and how the programs impacted career engagement, classroom practice, and professional identity. The integrated model of Language Teacher

Conceptual Change (LTCC) developed by Dr. Magdalena Kubanyiova under the supervision of Dr. Zoltan Dornyei will be employed to interpret the data.

Sean Mahoney

Japan's First Steps in Primary-Level English Classes:　National Survey

Like Korea, Japan has embarked upon teaching a foreign language at elementary schools nationwide, but has taken less bold steps so far. Since April 2011, primary school homeroom teachers (HRTs) are now required to provide pupils in grades 5 and 6 with 35 hours per year of a new, non-core, non-evaluated subject called "Foreign language activities." The presenter, who led a 2013 Ministry of Education-sponsored survey of 1802 homeroom teachers and 387 of their assistant language teachers, will report on the challenges they face with this new class, highlighting similarities and differences between the two groups. The same survey also elicited responses from 515 junior high English teachers and 169 junior high ALTs, and will incorporate their perspectives on the impact of "Foreign language activities" on junior high English. Specifically, the presenter will address the issue of whether and under what conditions English should be made a core subject, and whether literacy should be taught from primary school.

Findings so far indicate that 74% of primary homeroom teachers (HRTs) rate their English at the "beginner" level, although 81% expressed an interest in improving it. Thus, most HRTs rely heavily on their ALT partners to lead 50% of all team-taught classes, with HRTs themselves leading only 26% of the time, and "both" teachers leading 22% of team-taught classes. Similarly, the ALTs were seen as team-class planners in 40% of cases, edging out the HRTs (38%) by a slight margin despite government recommendations.

Still, team-taught classes are the exception at many schools, and junior high school English teachers surveyed indicated that primary foreign language activities have had more of a positive effect (28%) than negative effect (2%) on their most recent students' English, although many (46%) noted mixed influences. Quantitative data will be supplemented with open-ended question data in the presentation.

Phil Owen

Jigsaw Activities: Controlled Conversations in Teams

Students learn English by using English. Therefore every teacher needs a variety of activities which get the students using English with each other. "Jigsaw Activities" do just that.

In a Jigsaw activity, students work in teams of four or five, with four or five teams working at the same time. Each team has specific information which the other teams need. The activity requires half of the team members to go from group to group collecting information and reporting back to the team's "base."

It sounds simple – and it is. But it requires that students talk to each other and remember and report what they have heard. It also requires students to be up and walking around the classroom. A simple reading or skimming task can be the basis for the activity; a writing task can be added if desired. Students get to use all "four skills."

Jigsaws are ideal for shy or low-level students who need support to become more active. They can be made harder and even server as pre-reading activity for upper-level students. Whatever the level of the class, jigsaws get students engaged, active and moving.

I this workshop, we'll experience a jigsaw, see some other examples, discuss how to put one together, and how it might be changed to suit students of different levels.

Casey Barnes

Organize It, Teach It, Write It, Present It: The iPad Helps Everyone Work Smarter Not Harder!

Participants will be shown several ways that teachers can use iPads in the classroom as both a teacher tool and as a student learning tool. For the teacher, an iPad can keep attendance records; present slideshows; access the Internet; and manage grades, schedules, and much, much more. Casey has been successfully incorporating his iPad and other Apple products as teaching and organization tools in the classroom. He has experimented with various apps that are specially designed for teachers, and has found

those that are truly the most useful with the smallest learning curves.

Casey has also had the unique opportunity to teach in a school where the iPad is incorporated as a student learning tool. As more and more schools introduce tablet computers into the classrooms, it will be beneficial for teachers to see several ways that students can use these amazing tools to research; develop projects and presentations; film and edit their own movies; create their own lessons; and ultimately take control of their own learning. Tablet computers as a student tool is a reality that all teachers and schools will have to face and, hopefully, learn to embrace!

For over a year, Casey taught high school classes with the iPad as a teacher's tool and as a student device. Casey will demonstrate what successes and challenges he faced with this fantastic learning device and how his students became autonomous learners! When it comes to using technology in the classroom as a teacher or student tool, Casey has this to say: "Teach smarter, not harder!"

Lara Kurth, Simon Heslop & Geoffrey Butler
Development of Teacher-Created Curriculum at a South Korean University

Over the past two years a group of teachers at Seoul National University of Science and Technology Institute for Language Education and Research have collaborated to create a conversation course curriculum. All aspects of the curriculum and all course materials are entirely teacher-created. In this workshop the presenters will focus on the process by which the curriculum was designed, created and implemented. The description of the process will include a brief introduction of related English Language Teaching theory as well as examples from the actual development of the teacher-created curriculum now being used at the university. The presenters will provide some analysis of perceived success and failures of the curriculum development project, and make suggestions for similar future projects. Following this introduction, the presenters will facilitate group discussion regarding the possible application of aspects of this process to other teaching contexts.

Cameron Romney

Teach Bilingually or Monolingually? Teacher Use of the Student's L1

Teacher use of the student's L1 in the EFL classroom is a controversial issue (Freeman and Freeman, 1998) with the preference among Native English Speaking Teachers (NEST) toward monolingual classrooms using only the target language (Medgyes, 2001). In fact, many teaching methodologies specifically require the teacher to only use the target language (Larsen-Freeman, 2000; Celce-Murcia, 2001).

Although trained to use these methodologies, the presenter found that each year as his ability in the student's L1 improved, his interactions with students, especially procedural interactions, were increasingly in the student's L1 instead of English. Furthermore, he found his students seemed less likely to use English and more likely to communicate with him in their L1, both for administrative purposes and during classroom activities. But does a teacher's use of the student's L1 decrease a student's motivation to use English?

Reflecting upon this, the presenter decided to start an action research project to see if by no longer using the student's L1, it would increase their use of English. He selected two university, first-year, compulsory, low-level, English for non-majors courses. In one course the teacher would continue to bilingually teach and interact with the students in both English and their L1 and in the other course communicate with the students only in English.

The presenter kept detailed notes of his interactions with the students in both classes throughout the semester and surveyed the students at the end of the courses about their opinions of communicating with the teacher in both their L1 and English.

The presenter will share his findings, including some rather startling examples of the interactions he had with the students, and will also present the results of the end of semester student surveys.

Mai Matsunaga

Training Sessions on Classroom English for Pre-service Teachers in Japan

This study explored effective training procedures as part of a class offered to Japanese university students in a teaching certificate program. Specifically, this study empirically examined the effectiveness of two styles of the procedures on practicing classroom English, one in which the participants memorized a set of classroom English expressions as an assignment and chorused each expression after the instructor in the following class (group A), and the other in which the participants memorized the same set of expressions and they practiced using those expressions through actually teaching a small group (group B). Moreover, this study explored the role of self-efficacy in the improvements of the participants' ability. The following research questions were included: 1) whether either or both of these treatments lead to significant improvements in the participants' ability, 2) which of the following two factors more directly affects each group's improvements (if any) in their ability: (a) the training sessions, or (b) English proficiency, and 3) whether self-efficacy in using classroom English increases through the training sessions. The results of statistical analyses implied that offering the participants either style of training sessions equally helped to significantly improve their skills in using classroom English, and that high or low English proficiency levels did not affect the gain scores of both groups. The results of statistical analyses on the self-efficacy questionnaire implied that offering either style of training sessions helped to improve their self-beliefs in using classroom English, and that the demonstration style (group B) was more effective in improving the participants' self-beliefs than the chorus style (group A). The results of this study indicate that allotting more time to practicing certain skills, especially when the participants actually experience teaching a class, can better prepare pre-service teachers, even with limited English proficiency, to confidently conduct English classes.

Chongrak Liangpanit

Teachers' Reflection on Teaching Vocabulary in EFL Thai Contexts: Practice to Theory

This paper presents the reflections of how teachers put the vocabulary   pedagogical in the real class in the Thai context. This paper aims to investigate the extent to which Thai teachers' reflection of vocabulary teaching and their theoretical implementation its vocabulary pedagogy which includes in their classroom. Within a qualitative study, data were collected by way of –in-depth interview with 30 teachers who are currently

teaching English in Thai university. The results revealed that teachers showed different reflections which in turned effected the way they implemented the pedagogy in classrooms based on the practice to   theory. Recommendations are also given to apply for vocabulary teaching in Thailand.

Shannon Tanghe

Collaborative Co-teaching in South Korea: Teachers' positioning

This presentation details the results of a semester-long critical qualitative study investigating the practices of co-teachers in public elementary schools in Gyeonggi province in South Korea.

Although the numbers of co-teachers in public schools in Korea is on the decline due to government policy changes, Korea still has thousands of co-teaching partnerships in existence.   This research study sought to investigate the practices and experiences of six co-teachers as they engaged in activities related to and informing their practices as teachers of English.   The main research topic was the investigation of the practices of three pairs of collaborating co-teachers in English language classrooms, particularly in regard to (1) how these teachers perceived their educational and professional histories as impacting their collaborative co-teaching practices and (2) how their identities were co-constructed and negotiated within and beyond the classroom context.   Data was collected through classroom observations, interviews (team and individual), and survey questionnaires.   Data was analyzed vis-à-vis positioning theory, in order to focus on the ways in which each teacher engaged in self-positioning, positioned one another and were positioned by others.

Results indicate the complexities associated with an individual's multi-faceted identity are powerful factors in co-constructing and negotiating roles and identities.   Based on this study, implications for co-teaching training and orientation programs and classroom implementations in public schools in South Korea are discussed.

Jason Di Gennaro

The Changing Face of Professionalism in Korean Public Schools

Professionalism is a term commonly used, but rarely fully understood. To different individuals, it encompasses behaviors, styles of dress, credentials, or simply in the case of sports, being compensated for participating. In this presentation, I look at the history of professionalism in the teaching context. By first examining historical developments in the realm of education, and especially public education, I begin to form a better understanding of what professionalism might have meant and could mean to educators around the globe. I focus on particular definitions created from the analysis of patterns of policy, attitudes, and practices in education throughout history, and then relate them to parallels found in South Korean education. In the second half of this presentation, I apply this tentative notion of professionalism to the Korean public school environment, with a particular focus on Korean teachers of English. Through their experiences and perceptions shared during interviews, I attempt to connect historical changes in professionalism seen in Western countries to those elements that are appearing in South Korean public schools today. Finally, I make recommendations for future change, that South Korean educators and policy makers might learn from the occurrences concerning professionalism in teaching worldwide, and avoid repeating the same mistakes.

Catherine Peck

It's a Cultural Thing...

As educational institutions across the globe increasingly put buzzwords like internationalization and globalization at the forefront of their agendas, the construct of intercultural competence (Deardorff 2006) has gained increasing prominence. Yet the question of how best to foster, develop and assess intercultural competence both within Foreign Language Teaching and across the broader curriculum is still a matter of debate (Byram 2006, Tsai & Houghton 2010).

Certainly, foreign language teachers are no strangers to culture; whether teaching forms of address, explaining slang terms or providing context for authentic materials like newspaper articles and pop songs, culture is ever present in our work. Yet how often do we have time or opportunity to critically examine our frequent invocations of culture in classroom learning and teaching?

This paper draws upon phenomenological interview data collected from foreign language teachers and students in the course of the presenter's doctoral research on intercultural learning and explores the ways that culture is used by the research participants in discourses on foreign language learning and intercultural contact. The presenter will demonstrate how discourses that draw upon culture frequently conceal emotions, prejudices, simplifications and avoidance strategies, and will pose questions to foreign language teachers designed to encourage reflection on our own use of the term culture in classroom practice.

Maura Pfeifer & Brian Pfeifer

Gamification:　Level Up Your Language Teaching

Virtually unheard of a few short years ago (Deterding, Dixon, Khaled & Nacke, 2011), gamification has become one of the biggest buzzwords in fields as diverse as education, business, and marketing.　At its core, gamification is an effective tool to improve motivation through increased engagement, learner autonomy, opportunities for social learning as well as providing feedback on progress and developing communities of practice. In this highly interactive workshop, attendees will get to experience a gamified learning experience first-hand as the presenters give an introduction to the concept of gamification which Werbach and Hunter define as "the use of game elements and game design techniques in non-game contexts" (2012).　As such, the presenters and participants will discuss how gamification is both similar to and different from the games commonly played in language classrooms today.　Additionally, they will further explore a range of examples illustrating innovative ways in which the concept is currently being applied in a variety of real-world educational contexts.　Finally, participants will have an opportunity to collaboratively brainstorm ways in which gamification can be incorporated into their specific educational contexts.　Although presented in English, this session　is appropriate for all language educators as well as others with a general interest in the topic of gamification.

Richard Miles

Reflecting on and Learning from Presentations

This presentation will explore findings from a case study conducted in an undergraduate English university class. The original purpose of this research was to document what students noticed while reflecting on their own presentations, how they assessed themselves, and how/if this affected subsequent presentations. While this study was limited in scope, there were findings with important implications for teachers. Differences between how students assessed their improvement, in terms of self-grading and open-ended comments were evident, as were overall differences in what the more fluent students and the less fluent students noticed. Analysis of the reflection papers revealed that the students heavily focused on linguistic features when assessing their performance, but that many students began to see presentations more positively, and perhaps most importantly, to see each presentation as part of a process towards improving their skills and not as separate unrelated tasks.

In terms of specifics, this presentation will begin with a short overview of the importance of presentation skills and a brief look at peer and self-assessment. The study will then be summarized, after which a discussion of the findings and the implications teachers can draw from them, will be presented. Primarily it is hoped that this presentation will contribute to the growing body of work examining the use of presentations for academic purposes in the language classroom and that it will also provide teachers with a better understanding of how students perceive, analyze and assess their own presentations.

Cassidy Riddlebarger & Estele Ene

Role of Reflection in a SLW Course and Implications

Teacher training is important for teachers of second language writing (SLW) everywhere in the world. Teacher training programs focus primarily on overarching principles of teaching (Brown, 2006; Kumaravadivelu, 2003). However, teachers need skills and tools to successfully apply their theoretical knowledge in a real classroom. A small body of research is emerging which examines the role of reflection in the development of future teachers of SLW. Farrell (2004, 2011) and Lee (2007) show that encouraging reflection in practicing or pre-service teachers can help close the gap between practice and belief and enhance a teacher's professional development.

This study explores the role of reflection during an MA-level SLW course on shaping pre-service and in-service teachers' professional knowledge and beliefs. Data were collected weekly during the 15-week course through a focused survey and themes were identified in the reflections thus triggered. SLW materials designed by the participants and their final term paper were analyzed in order to track the reoccurrence and implementation of the concepts that the participants identified as important in their reflections. The analysis shows that through reflection the participants developed an understanding of the value of individual and group/cultural learner traits, as well as that of linking learner needs to course content. The analysis also shows that regardless of being pre-service or in-service, teachers developed a better understanding of learner needs and the value of research in practice. The implication is that frequent reflection should be encouraged through teacher training programs and within currently active teachers classrooms to enable teachers to make meaningful connections between theory and practice and become more effective SLW teachers.

Daniel Moonasar

Using Action Research to Develop Student Centered Curriculum

As educators, bridging the gap between theory and practice when creating student-centered curriculum for the ELT classroom can be challenging but extremely rewarding. To gain direction and purpose when creating student-centered curriculum, ELT educators may engage in reflective practice supported by SIGs, CoPs or other professional development groups. However, is there a more research-oriented approach to ELT classroom reflection? Action research can address both of these concerns and is known for providing immediate change to perceived needs by bridging the gap between theory and practice. This presentation will demonstrate how teachers can use action research approaches to develop theories about curriculum choices that inform and impact their own ELT classroom practices. Through examining real classroom experiences in which action research was used, teachers will take with them a research-oriented approach to classroom reflection that can address their day-to-day concerns while creating the direction and purpose for student centered curriculum that so many of us seek in ELT classrooms.

Wendy Collins

Maximising Mentoring: Rethinking ELT Teachers as Mentors

Mentoring in educational settings typically involves teachers supporting and empowering other teachers to maximise their potential. This promotes the sharing of best practice and encourages regular reflection, which has a number of benefits for both individual teachers and the institution as a whole. A mentoring program can have a significant impact on the collective effectiveness of an institution (AITSL, 2012). It is particularly valuable to new teachers during induction but can continue to enhance the teaching experience at all stages of a teacher's career. Developing a successful and sustainable mentoring program, however, can be challenging for institutions and the outcomes often fall short of expectations.

This workshop presents an innovative Mentoring Framework designed for an ELT setting in an international university in Vietnam. The framework moves away from more traditional mentoring models, typically characterised by required participation and hierarchical peer-to-peer relationships, to one in which multiple avenues of engagement in the mentoring experience are explored. The core aim of the framework was to foster an approach that benefits both mentors and mentees. Attendees will gain an understanding of how the framework was designed, looking at each stage of development, implementation and evaluation. Specifically, the presenter will outline practical workshops designed to support new mentors and mentees, as well as issues to be considered in order to maximise program outcomes. Based on this framework, participants will be asked to consider the challenges and opportunities for mentoring within their own contexts.

Petra Glithero

Co-Teaching: Practical Applications for Public School Teachers in Korea

Team teaching is the expected teaching style in the public school system in Korea when a native English teacher (NET) is present and can be defined as "two teachers in the classroom, actively involved in instruction" (Carless & Walker 2006: 464). Yet both NETs and Korean English teachers (KETs) regularly report on non-optimal forms of team-teaching; at times even its complete absence. One of the key contributors to these problems is the lack of training and understanding of team teaching, and weak

articulation of the expected roles. This presentation will discuss current literature surrounding collaborative teaching and introduce findings from my own action research. An introduction to different co-teaching models – of which team teaching is only one example – will lead into suggestions about the merits and drawbacks of each. These insights provide practical advice for developing co-teaching models for general and specific contexts.

Fiona Van Tyne

Reaching Full Potential: NET's and the Lack of Utilization within EPIK

This presentation examines English Language classrooms in South Korea as well as the use and effectiveness of Native English Teachers, specifically within EPIK. Even though Native teachers have been brought in to aid in the natural acquisition of English, the results of their efforts appear negligible, and in turn their positions are being reduced throughout the country beginning in large cities. Native English teachers are thought to bring natural language learning into their classrooms, despite many of them lacking teaching qualifications. In South Korea Native Speakers often become dependent on Korean co-teachers often requiring the Korean teacher to do much more additional work, thus creating an imbalanced teaching partnership. When looking at team teaching there needs to be an established understanding of English objectives. While having two instructors in the classroom has the opportunity to greatly benefit students, Korea is starting to move back to the mono teacher classroom. Native teachers are able to provide more than just English Education to their schools but at the current moment many are not being pushed to go above required tasks. NET's are a great way to boost Communicative language teaching within the public school system, but teaching should read beyond school aged students. By looking at past experiences with the EPIK program and evaluating expectations and learning objectives, this presentation will look at the past present and future of EPIK, and Korea's NET's.

Hiroki Uchida

Meaning-Focused Vocabulary Teaching

When teaching vocabulary words, teachers are likely to focus on the students' reproduction of the target words in the quizzes or achievement tests. It may be the easiest way to ask the students to describe the definition of a target word in their L1.

However, students' correct answer may not guarantee that the students have learned the target word because they may not know how the word can function in a sentence. Also the students may not know other possible interpretations of the word in the different contexts.

Traditional English teaching settings in Japan have been Japanese-medium, in which the students are exposed to less spoken/written English. Thus, meaning-focused learning has always been in short in all four skills. The learners can develop their fluency and accuracy mostly through meaning-focused input and output (Nation, 2009). In order to increase the opportunities for the students to activate English vocabulary words from their previous knowledge, I would like to suggest two different ways to ask words in quizzes: a) asking a target word in a sentence without a context, and b) asking a target word in a sentence with a context. Teachers tend to believe they should have the students write/say a target word when they want to make sure their students have learned it. However, the fact is that it is more important for teachers to give a context to the sentences in which they ask target words. Asking words in tests of any kind can be critically important opportunities for the students to expose themselves to the other known language items. In this presentation I will provide the examples of meaning-focused learning of vocabulary words along with the results from my experiments using four different types of quizzes.

Soyeon Kim

Voices from English writing classes: Nobody cares what I want

With the increasing demand and interest in learning to write in English, diverse writing courses have been offered in universities in Korea. However, few studies has been conducted in order to understand the dynamics created between a Korean writing instructor and Korean students in a relatively large scale writing class. This presentation shares a case study which explores the varied needs and expectations that Korean students bring into a large scale English writing class, as well as the transformation of these stated needs in the course of a semester. This presentation will illustrate the endeavors of an English literacy educator to assist his students within the limitations of the Korean EFL teaching environment by analyzing the dynamics under the students' silence in this class.

This qualitative study used methodologies drawn from an ethnographic approach and the dialogic needs analysis framework of Benesch (2001), which is rooted in the dialogism introduced by Bakhtin (1982) as well as Freire (2000), who emphasizes the role of dialogue to empower students. Participants included one English writing teacher and two student participants enrolled in his writing class. Ethnographic interviews, participant observations, field notes, weekly conceptual memos and artifacts such as students' drafts and text messages exchanged between the participants and researcher have been analyzed. Pedagogical implications for promoting dialogue between the teacher and the Korean students, which, in return, can promote mutual learning for both sides in large scale writing classes, will be introduced.

Theme 15: CALL/MALL

Ryan Hunter
e-Portfolios for Pre-service and In-service Teacher Training and Professional Development

As both new and experienced teachers grapple with an increasingly competitive global job market, a career-minded teacher may find themselves in need of creative and dynamic ways to stand-out amongst the crowd. In addition to this, computer skills and familiarity with the use of computer technology for language learning and education management are becoming less of a peripheral asset and more of a required qualification at many institutions. Considering this reality and the fact that education technology will be continuously gaining more leverage in EFL teaching, an e-portfolio can be a viable option for professional development and can provide a way for teachers to showcase their talents for potential or current employers. The process of developing an e-portfolio can be used to inform teachers about new educational technology tools and give them practical experience using these tools for a defined purpose. The final product can potentially serve as a model that a teacher can transition into a course website that supports the basic functions of a class but also provides a medium for new ways to engage students through online activities. This presentation will introduce methods for developing an e-portfolio while considering factors such as available resources, hosting options, teachers' divergent goals, and different e-portfolio models. It will also impart ideas about what kinds of traditional and non-traditional teaching and educational content can be incorporated into an e-portfolio to exhibit a teacher's overall professionalism and ability to teach engaging classes, plan lessons, develop activities and

materials, and use the internet as a resource for delivering and developing educational material for students.   We will also discuss how the process of developing an e-portfolio can be done independently or implemented in the context of a teacher training program or ongoing professional development at a work site.

Mark Rebuck

Updating Dictation: New Uses for an Ancient Activity

Dictation helps to hone various language skills, but particularly listening since it raises learners' awareness of what they tend not to hear. Despite the efficacy of dictation, it is absent from many communicative language classrooms. One reason for this is that some teachers are unaware of the variations on the 'pure dictation' they remember from their own school days. This workshop will first survey a number of these variations, including Underhill's 'humane dictation,' in which learners are allowed look at the text prior to listening to it being read and predict the mistakes they will make.   A second reason for the underuse of dictation is that it is seen by many teachers as a supplementary exercise to be tacked onto existing lessons. This workshop, however, will demonstrate how it can be integrated into, and combined with, other activities and materials. Dictation can, for example, complement authentic talk-radio audio clips by providing aural pre-practice that eases learners into the forthcoming recording and primes them to upcoming vocabulary and grammar structures. Participants will also be shown a DVD –sequence, in which a topic-relevant YouTube video (V) is shown between a dictation (D) and dialogue (D). The dictation serves to provide background information on, and pique students' interest in, the upcoming video. By the end of this hands-on workshop participants will have a deeper appreciation of the versatility of dictation, pointers on different dictation procedures, and concrete ideas to adapt to their own teaching contexts.

Fahrul Pradhana Putra & Setyo Prasiyanto Cahyono

Teaching Narrative Writing Through Narrative Learning Media (NLM)

This research paper depicts a model of teaching genre of narrative in EFL writing at a university level. In teaching narrative writing, we as the lecturers used a media named Narrative Learning Media to be implemented in the teaching process. We created this multimedia since the used of media in teching English skills especially writing has

become a popular way of teaching English skills. Besides that, how to create and make the classroom atmosphere more interesting is by applying multimedia in the process of teaching. This NLM contains some items of teaching materials such as rearrange the sentences, matching vocabularies, complete setences, pictures, video, etc. In this case, we asked the students to watch a movie from the NLM. The movie here is a short cartoon movie in term of narrative one. For the implementation of this research, Genre based approach has been applied in teaching EFL writing and learning cycle method by Hammond.

The results showed that the genre-based approach had a significant positive impact on students' narrative writing, showing gains in the control of generic structure and language features of the narrative. The genre-based approach provides students with insights into cultural expectations of writing in English and has the potential to contribute to the policy goals of the Indonesian government for the upgrading of English teaching and also contribute to its wish of achieving the education agenda.

Thomas Healy
Making it Visual: Maximizing the potential of your projector.

This presentation explores ways in which the digital projector can enhance goal setting, student participation, classroom management, assessment and the warm-up, presentation and practice stages of a lesson. Together with free apps and websites, and programs such as Word and PowerPoint, the projector can make performance goals, and language skills and strategies more tangible by being displayed graphically. In addition, the projector can enable gamification, which is the application of elements from electronic games to engage and motivate individuals. Examples including an online stopwatch, a progress bar that visually represents how a class is completing stages of a lesson, as well as apps that encourage student participation when used with the projector are shown. The presenter discusses ideas for how to enhance the teaching of reading strategies and academic writing skills through graphics, as well as how to use the projector to develop collaborative learning. These practical and easy-to-implement techniques are connected to the theories of social constructivism and gamification.

Simon Thollar
Motivating Low-Level L2 Students with Humorous One-Point Videos

Of recent, much of the literature and published research on L2 motivation seems to have shifted away from nurturing motivation to avoiding demotivation. The evidence seems fairly overwhelming that teachers, albeit unwillingly, are largely responsible for demotivating learners, but learner centered intrinsic motivation also needs to be considered. Placing the blame on the teacher or the system may be valid, but it can and should be argued that the learner's degree of motivation has a significant effect on the success of the learning outcome.

To investigate this, we apply Keller's ARCS model as a way to provide a systematic motivational design process to the construction and application of a short, humorous series of one-point English learning videos and online exercises. Lasting only two to three minutes, the movies attempt to teach a simple English point in a humorous manner, followed up by a series of on-line exercises to test the degree of understanding.

To evaluate the effectiveness of the series, a pilot survey containing 8 questions was given to 14 students who were working as testers. The results of the initial study show that 93% of the students enjoyed the activity and 86% reported experiencing positive learning outcomes from using the video series. A follow up survey with 23 different learners provides similar results.

Marc LeBane
A Study of Ubiquitous Technologies in Higher Education in Hong Kong

iPhones, iPad's, & other ubiquitous devices have been rapidly becoming a part of everyday life. So much so that educational institutions around the world are scrambling to find a way to incorporate them into their curriculum. This presentation will review the obstacles faced when implementing mobile technology into an English Public Speaking & Presentation curriculum. We will examine students' responses/reflections & attitudes when it comes to using ubiquitous devices in the classroom; such as iPhones & iPads and provide suggestive guidance to course designers and educators.

Lindsay Herron

Ten Tech Tools Teachers Should Know About

The online world is a wild and wonderful place! It can be a little too wonderful, though. With vast numbers of websites and online tools available, it's easy to get overwhelmed, and it's time-consuming to separate the potentially useful from the promising but ultimately useless. This presentation introduces ten tried-and-true online tools that are free, versatile, easy to use, and guaranteed to make an EFL teacher's life easier, without any software installation.

Among the wide range of tools presented are a few that make class feedback more dynamic and multimodal, such as Today's Meet and Padlet. Educators looking for easy ways to gather student information, create self-grading tests, or conduct surveys will be gratified to discover the many facets of Google Drive, while quick in-class reviews and comprehension checks are made simple with self-check quizzes created using Socrative. Educators who wish to streamline class management will enjoy the adorable flexibility of Class Dojo, and anyone who wants to use YouTube videos in class will appreciate the ability to add English subtitles quickly and simply using Amara. Vocaroo is a great discovery for EFL teachers wishing to give students precise, detailed feedback about their pronunciation; and online articles become manageable and portable with Readlists, which compiles them into a single ebook for future perusal or sharing.

The aim is for attendees to leave the presentation with great ideas and new enthusiasm for effectively integrating tech tools into their teaching, helping to make their classes more dynamic and interactive, their students more motivated and engaged, and their professional lives much easier.

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

Casey Barnes

Organize It, Teach It, Write It, Present It: The iPad Helps Everyone Work Smarter Not Harder!

Participants will be shown several ways that teachers can use iPads in the classroom as both a teacher tool and as a student learning tool. For the teacher, an iPad can keep attendance records; present slideshows; access the Internet; and manage grades, schedules, and much, much more. Casey has been successfully incorporating his iPad and other Apple products as teaching and organization tools in the classroom. He has experimented with various apps that are specially designed for teachers, and has found those that are truly the most useful with the smallest learning curves.

Casey has also had the unique opportunity to teach in a school where the iPad is incorporated as a student learning tool. As more and more schools introduce tablet computers into the classrooms, it will be beneficial for teachers to see several ways that students can use these amazing tools to research; develop projects and presentations; film and edit their own movies; create their own lessons; and ultimately take control of their own learning. Tablet computers as a student tool is a reality that all teachers and schools will have to face and, hopefully, learn to embrace!

For over a year, Casey taught high school classes with the iPad as a teacher's tool and as a student device. Casey will demonstrate what successes and challenges he faced with this fantastic learning device and how his students became autonomous learners! When it comes to using technology in the classroom as a teacher or student tool, Casey has this to say: "Teach smarter, not harder!"

Theme 16:   Young Learners & Teens

Robin Reid
'Staging' Language Development with Theatre Projects

Many EFL teachers find it challenging to get their teenage students to speak more in class. Theatre projects are an exciting and creative way of motivating students to practice their speaking skills on topics of interest to them. The basic framework is flexible enough to accommodate any range of desired learning outcomes, including better articulation and pronunciation, greater awareness and control of prosodic features, and consolidation of known language features from previous study. In the practice of devising theatre, rehearsal is a very interactive and experimental activity that remains focused and productive due to the ultimate goal of a staged performance. Students work

collaboratively to try out new language, use language they already know in new ways, and provide feedback for one another. This experimentation and rehearsal with the language offers EFL students the chance to practice the target language in a purposeful context for an extended period of time. This paper looks at this process of devising a piece of theatre for performance using data obtained from work on creative performance projects undertaken in EFL classrooms at a high school in Japan. These high school students worked in self-selected small groups to create theatre performances under two different conditions: adapting a well-known story or creating an original story based on a selection of available topics. This paper describes the student-to-student interaction that occured during this collaborative work on multi-lesson, devised theatre projects and relates the observed features of this interaction to learning outcomes. Data from audio and video recordings of actual classroom work, coupled with qualitative data obtained from student feedback questionnaires, demonstrate how students collaborate and construct their learning with group members through the process of creating and performing an original piece of theatre.

Leonie Overbeek & Taeyoung Yun
The 'Be Game' - Grammar Practice Painlessly Accomplished

Grammar is not normally considered to be the easiest to teach or to learn, since in Korea it usually consists of rules that have to be learnt by heart, and a lot of exceptions to those rules, also learnt by heart.

One way for students to apply these learnt rules is playing a game, and the Internet resources as well as course-books contain many games that focus on a specific rule or aspect of grammar, and practice only that rule.

Overbeek wanted a game that would be more useful in covering all the possible tenses, yet still simple enough to explain easily. It also had to be a game that students could play again and again, thus gaining even more practice in actual applied grammar and language use. Starting from that initial concept, she developed a board game called the 'Be game', which can be used to practice any of the main tenses of the English language in either simple or progressive statement, question or negative form.

Yun and Overbeek introduced the game to the middle school where they co-teach, and

observed the reaction of the students to the game.

This paper outlines the rationale behind the game, explains the development of the game, and presents the initial reactions observed when students played the game. Participants in this workshop will have an opportunity to play the game in order to test its effectiveness, and to give feedback and critique, as well being given a copy of the game to use in their own classrooms.

In future investigations, the authors will investigate to what extent the game influences the grammar competency of the students with repeated exposure, and how that ties in with current theory about grammar learning and acquisition.

Koun Choi

The Problem of Teaching Only American Accented English in Korea

The majority of Korean students are not familiar with accents other than the General American (GA) accent due to a lack of exposure in their English classroom. This is because accents other than GA accent are often regarded as inferior or non-standard in educational contexts in Korea. However, this biased exposure can greatly hinder learners' development of an awareness of different English accents and this could further threaten their successful communication in the global context where various accented-speakers exist.

This study investigated whether 6th grade Korean elementary school students who had been mostly exposed to the GA accent for three years have difficulty in understanding English in unfamiliar accents. The participants took transcription and translation tests with listening materials produced by American, British, Pakistani, and Chinese accented-speakers. The quantitative research findings revealed that the participants' abilities of understanding English in unfamiliar accents are significantly lower than those in the familiar GA accent. Also, qualitative data based on phonetic analysis indicate that participants had difficulty perceiving particular segmental and suprasegmental features of unfamiliar accents that diverge from GA accent.

This classroom-based research clearly showed that biased exposure to GA accented English is a problem within Korean English education. This study also raised questions on

the mainstream SLA perspective which approves only American or British English as the standard English for educational contexts. As the number of English as an international language users is significantly increasing, ELT researchers should consider the paradigm shift of the status of English: from English as a second or foreign language to English as an international language. This will allow researchers to be free from the standard native speaker ideology and promote English classrooms which reflect realistic usage of English by including different accents in the classroom rather than favouring a particular native accent.

Sean Mahoney

Japan's First Steps in Primary-Level English Classes: National Survey

Like Korea, Japan has embarked upon teaching a foreign language at elementary schools nationwide, but has taken less bold steps so far. Since April 2011, primary school homeroom teachers (HRTs) are now required to provide pupils in grades 5 and 6 with 35 hours per year of a new, non-core, non-evaluated subject called "Foreign language activities." The presenter, who led a 2013 Ministry of Education-sponsored survey of 1802 homeroom teachers and 387 of their assistant language teachers, will report on the challenges they face with this new class, highlighting similarities and differences between the two groups. The same survey also elicited responses from 515 junior high English teachers and 169 junior high ALTs, and will incorporate their perspectives on the impact of "Foreign language activities" on junior high English. Specifically, the presenter will address the issue of whether and under what conditions English should be made a core subject, and whether literacy should be taught from primary school.

Findings so far indicate that 74% of primary homeroom teachers (HRTs) rate their English at the "beginner" level, although 81% expressed an interest in improving it. Thus, most HRTs rely heavily on their ALT partners to lead 50% of all team-taught classes, with HRTs themselves leading only 26% of the time, and "both" teachers leading 22% of team-taught classes. Similarly, the ALTs were seen as team-class planners in 40% of cases, edging out the HRTs (38%) by a slight margin despite government recommendations.

Still, team-taught classes are the exception at many schools, and junior high school English teachers surveyed indicated that primary foreign language activities have had more of a positive effect (28%) than negative effect (2%) on their most recent students'

English, although many (46%) noted mixed influences. Quantitative data will be supplemented with open-ended question data in the presentation.

Theme 17:   101 Series

Maria Teodora Ping

Dialogic Reading 101: Concepts, Strategies, Practices and Possible Innovations

This 101 series session aims at discussing some basic and important concepts underlying 'Dialogic Reading' practice based on the empirical evidences to support children's language development. It is also intended to explore further possible innovation concerning this practice, which might be useful for teachers and practitioners of English for Young Learners (EYL). Dialogic book reading activity is different from the typical shared book reading activity in the way that it focuses on the verbal interaction between the adult and the child, with a more active role given to the child. Dialogic reading is designed and structured in such a way that children learn to become the storyteller with the assistance of the adult who functions as an active listener and questioner (Whitehurst, 1992; Trivette & Dunst, 2007). This procedure is based on the premise that "children learn most from books when they are actively involved" (Whitehurst, 1992). Furthermore, in a dialogic reading session, there are particular strategies to be employed by adults, namely the PEER and CROWD strategies. PEER stands for "prompting, evaluating, expanding and recalling" whereas CROWD refers to various types of prompting strategies which include "completion prompt, recalling prompt, open-ended prompt, wh-prompt and distancing prompt". These strategies are found to contribute positively to the children's first and second language learning, as suggested by a number of empirical studies (Whitehurst, 1992; Zevenbergen & Whitehurst, 2003; Trivette & Dunst, 2007; Ping, 2011). Although Dialogic Reading practices have been studied by researchers for years already, there will still be rooms for EYL practitioners and teachers to innovate with Dialogic Reading strategies in their own classrooms, for example by integrating technology to the practice (using e-books or talking books instead of paper-based materials) or by combining it with other sound ELT practices such as extensive reading or extensive listening.

Andy Webster

Teaching EFL Online from Theory to Practice

This presentation will assist in preparing a novice online EFL teacher for not only the complexities, problems, responsibilities and challenges encountered but also the tremendous rewards that can be gained from the e-moderation process. The role played by the e-moderator in creating and teaching an online course in English as a Foreign Language will be explored.   In particular, the e-moderators beliefs and perceptions as well as the challenges encountered throughout the process. Furthermore, it will detail the relevant theories of online learning and show how they are represented through various models, creating a framework to assist the e-moderation process.

Roger Fusselman
Guided Teacher Reflection for Busy Teachers

Reflective teaching can sound at first to be so open-ended a concept that it lacks structure. This can cause teachers to take steps forward without knowing how to reflect or what to look for. However, there are standards, methods to reflection, and best practices that every teacher should know. Since we teachers are busy people, guided reflection can get the most out of our time while still developing our craft.

This workshop will involve your active participation in applying concepts related to reflective practice. These concepts include a modified version of Gibbs's model of reflective practice, questions for teacher reflection, considerations on how to reflect, and standards for what constitutes good teaching.

Allison Bill
Lesson Planning 101 – Planning Engaging, Effective Lessons

This 101 workshop is aimed at new teachers, or those wanting a refresher on the basics of lesson planning. The workshop will start with an overview of a few common types of lessons (PPP, TBLT, etc.), with a focus on Jeremy Harmer's ESA structure (Engage, Study, Activate). A basic lesson planning template will be shared and explained. Participants will then break into groups according to the level of their students (elementary, secondary, university), and plan a topic-based lesson. To wrap up the workshop, groups will share their lesson plan ideas with each other. Participants will leave with lessons they could use in their classes, and a template to use for future lesson planning.

Mizuka Tsukamoto

Essay Writing Skills:　A Process Approach

Regardless of the students' English proficiency, they find English paragraph/essay writing challenging. Cohesion and structure are two examples of the keys in essay writing that make a big difference in producing essays/paragraphs. Some students do not understand what cohesion means and others get confused with the difference in the structure from their writing in their first language. Their understanding of these two key points would improve their writing and also decrease their confusion.

This session, thus, takes the participants through the process of introducing structured English paragraph/essay writing by using an "essay map". This approach has enabled the students who are both proficient and less proficient in English to produce cohesive, structured paragraphs/essays. In addition, it enables the students to conduct a "self-check" on whether their paragraphs/essays are cohesive. The presenter will also refer to some issues found and further implication for the use of this approach.

John McDonald

Overcoming Common Academic Writing Mistakes in a Korean Classroom

Korean students and researchers have common problems in academic writing that differ from other regions (e.g., from Russia, India, and western countries). With the increase in international communications, the increase in students leaving Korea to study in English-speaking countries, and the requirements for researchers to publish in international journals, there is a strong need to streamline offerings to ensure that writing courses provide practical content.

Based on the experience of editing approximately 1000 SCI journal papers, and over 17 years of teaching writing in Korea (the last 9+ to grad students at the Gwangju Institute of Science and Technology), the focus of this session is to provide tips on how to structure a writing program, introduce common problems Korean writers have, and to show how this understanding of common problems can improve the classroom experience of both students and instructors.

It is expected that anyone teaching academic writing will benefit from the information presented in this session.

Casey Barnes

Organize It, Teach It, Write It, Present It: The iPad Helps Everyone Work Smarter Not Harder!

Participants will be shown several ways that teachers can use iPads in the classroom as both a teacher tool and as a student learning tool. For the teacher, an iPad can keep attendance records; present slideshows; access the Internet; and manage grades, schedules, and much, much more. Casey has been successfully incorporating his iPad and other Apple products as teaching and organization tools in the classroom. He has experimented with various apps that are specially designed for teachers, and has found those that are truly the most useful with the smallest learning curves.

Casey has also had the unique opportunity to teach in a school where the iPad is incorporated as a student learning tool. As more and more schools introduce tablet computers into the classrooms, it will be beneficial for teachers to see several ways that students can use these amazing tools to research; develop projects and presentations; film and edit their own movies; create their own lessons; and ultimately take control of their own learning. Tablet computers as a student tool is a reality that all teachers and schools will have to face and, hopefully, learn to embrace!

For over a year, Casey taught high school classes with the iPad as a teacher's tool and as a student device. Casey will demonstrate what successes and challenges he faced with this fantastic learning device and how his students became autonomous learners! When it comes to using technology in the classroom as a teacher or student tool, Casey has this to say: "Teach smarter, not harder!"

Theme 18:   Other

Feifei Han

Speed of Lexical Access and Strategic Processing in FL Reading

Reading involves coordination of multiple levels of sub-component processes. Among these processes, linguistic processes, such as identifying words and retrieving meaning of words, have the potential to become automatic. On the other hand, strategic processing tends to be controlled processes. This paper reports the results of a study investigating the role of speed of lexical access (LA) and strategic processing in foreign language (FL) reading comprehension by using a mixed-methods approach. Thirty Chinese university students participated in the study. They were asked to report what strategies they were using while they were reading an English expository text by think-aloud. After reporting, they were asked to complete reading comprehension questions and to perform a computer task to test their speed of LA. The think-aloud protocols were coded with the assistance of the N-vivo computer program for language-oriented strategy use, content-oriented strategy use, re-reading, pausing, and meta-comment. Multiple regression analysis was performed to decide the role of speed of LA and strategic processing in FL reading comprehension. The results showed that while speed of LA did not make any significant contribution to FL reading comprehension, strategic processing could predict around 64% of variance in FL reading. Out of expectation, among different types of reading strategies, language-oriented strategies alone explained nearly 60% of FL reading comprehension, but content-oriented strategies did not contribute significantly to FL reading. Pedagogical implications for training FL learners to apply reading strategies directing towards linguistic code of texts could be potentially valuable for comprehending foreign texts.

Robin Reid

'Staging' Language Development with Theatre Projects

Many EFL teachers find it challenging to get their teenage students to speak more in class. Theatre projects are an exciting and creative way of motivating students to practice their speaking skills on topics of interest to them. The basic framework is flexible enough to accommodate any range of desired learning outcomes, including better articulation and pronunciation, greater awareness and control of prosodic features, and consolidation of known language features from previous study. In the practice of devising theatre, rehearsal is a very interactive and experimental activity that remains focused and productive due to the ultimate goal of a staged performance. Students work collaboratively to try out new language, use language they already know in new ways, and provide feedback for one another. This experimentation and rehearsal with the

language offers EFL students the chance to practice the target language in a purposeful context for an extended period of time. This paper looks at this process of devising a piece of theatre for performance using data obtained from work on creative performance projects undertaken in EFL classrooms at a high school in Japan. These high school students worked in self-selected small groups to create theatre performances under two different conditions: adapting a well-known story or creating an original story based on a selection of available topics. This paper describes the student-to-student interaction that occured during this collaborative work on multi-lesson, devised theatre projects and relates the observed features of this interaction to learning outcomes. Data from audio and video recordings of actual classroom work, coupled with qualitative data obtained from student feedback questionnaires, demonstrate how students collaborate and construct their learning with group members through the process of creating and performing an original piece of theatre.

Sujeong Choi

Language Anxiety in Second Language Writing

This study investigates how foreign language anxiety is related to second language writing anxiety among second language (L2) English learners in Korea and how English writing anxiety affects second language writing performance. It also investigates possible sources of anxiety from the learners' perspective, which should provide better understanding of possible obstacles that L2 learners may face during language learning. The data came from two survey instruments, the Foreign Language Classroom Anxiety Scale (FLCAS; Horwitz, Horwitz & Cope, 1986) and the English Writing Anxiety Scale (EWAS; Lee, 2005), as well as a background questionnaire. The surveys were administered to an intact class of 26 junior high school students of English as a foreign language, where the teacher had implemented an innovative writing portfolio assignment. The study's results indicate that there is a significant positive correlation between the FLCAS and the EWAS. There was not a significant correlation between EWAS and writing performance as observed in the student portfolios, but students with high EWAS scores did tend to show poor performance on the writing portfolio. Several causes of anxiety in the classroom from the students' point of view were uncovered. The research findings suggest that instructors should seek more effective ways to ease the anxiety that students might feel when learning and writing English so as to support successful language learning experiences.

Sarah Harrison

Word-Association: Exploring the L2 mental lexicon of Korean EFL learners

Word association tests (WATs) provide insight into how language users store and organize words in their mental lexicons. Associative tendencies are believed to be culture-specific (Kruse et al., 1987), yet despite a large body of research into the lexicons of first language (L1) and second language (L2) learners (e.g. Meara, 1983; Söderman, 1993) there is a paucity of research in the Korean context.

This study aimed to explore the Korean L2 mental lexicon through the administration of a WAT to fifty-one Korean university students studying English as a foreign language (EFL) to investigate how they make connections between English words they have learned. The results suggest a tendency for Korean learners to store and retrieve words in syntactic strings rather than hierarchical classifications and reveal the Korean L2 lexicon to be less heavily form-driven than that of other L2 learners. Word class was found to significantly influence the connections between words, with nouns found to be the most salient lexical class in the Korean L2 lexicon. The implications these findings have for vocabulary teaching and testing as well as future WAT research are far reaching.

By the end of this presentation, participants will have a clear understanding of WATs, how Korean EFL learners store words in their mental lexicons, and how to develop more focused classroom vocabulary teaching instruction and testing techniques.

Chongrak Liangpanit

Teachers' Reflection on Teaching Vocabulary in EFL Thai Contexts: Practice to Theory

This paper presents the reflections of how teachers put the vocabulary   pedagogical in the real class in the Thai context. This paper aims to investigate the extent to which Thai teachers' reflection of vocabulary teaching and their theoretical implementation its vocabulary pedagogy which includes in their classroom. Within a qualitative study, data were collected by way of –in-depth interview with 30 teachers who are currently teaching English in Thai university. The results revealed that teachers showed different reflections which in turned effected the way they implemented the pedagogy in

classrooms based on the practice to theory. Recommendations are also given to apply for vocabulary teaching in Thailand.

Herwindy Maria Tedjaatmadja

A Movie a Day Keeps the Listening Problems Away

As a 'Cinderella skill', listening is probably the least popular course to teach and the most difficult skill to acquire. There is very limited amount of research on extensive listening despite the emergent need of having aural English exposure to EFL learners. The best way to learn listening is through listening, so the role of extensive listening (EL) is crucial to improve listening fluency. However, due to the less accessible listening process, learners are often unable to recognize the words. In light of this, Reading-While-Listening (RWL) can serve as a bridging activity leading to listening fluency. It provides both aural and visual input to help learners keep the listening problems away. This presentation discusses the benefits of RWL and ideas for RWL materials to develop learners' listening skills in EFL contexts.

Eric Reynolds

Learning to Deal with Adolescent Exuberance in ELT

The past decade or so has been marked paradigm shift in the way that neuroscientists conceptualize the process of brain development that occurs as each of us grows older. The mid to late 20th century model was that kids' brains grow with dramatic rapidity during the neonatal period through the first two years of life, but from around two years old onward that growth rate drops precipitously into adolescence when the brains volume in fact begins to decrease, and this decrease in brain volume and connectivity becomes the dominant characteristic of our cognition for the remainder of our lives. The newer and more subtle model (e.g. Geid, 2008) depicts brain development occurring at different paces in different regions of the brain during childhood and adolescence with the frontal and temporal lobes being the last regions of the brain to fully develop. Moreover, these differences become critical for educators because the brain changes structurally over time and what appears to be a surprising second period of synaptogenesis, or exuberance, in these regions that reach a peak size in adolescence. Importantly, the frontal lobe is associated in part with executive brain functions -- roughly, "knowing not to start and when to stop" -- and the temporal lobe is associated

in part with language acquisition, development and use. The purpose of this workshop is discuss how these changes in brain structure, connectivity and adolescent exuberance match behavioral changes in our EFL/ESL students, and suggest methodological modifications to ameliorate and to leverage those changes for better learning. Presentation attendees will leave the session with a new and better understanding of brain growth and development as well as specific plans and recommendations for dealing with students' adolescent exuberance.

George Skuse

Opportunities for Learning: An Analysis of Teacher-Student and Student-Student Interaction within an Information Gap Task

This presentation aims to raise teacher awareness of teacher-student and student-student in task interaction, by applying conversation analysis (CA) to interaction within an EFL class information gap task. The presentation uses as data fine grained transcription of discourse in which three students collaborate together to complete a spot the difference task, while teacher overlooks and often joins in the interaction. The aim of the research is to offer empirical evidence for how the turn-by-turn organization of talk-in-interaction within the information gap task provides learning opportunities and affordance for learning. Using a conversation analysis framework, the presentation highlights interactional practices such as repair, word searches, counter questioning and designedly incomplete utterances to show how they facilitate or potentially hinder learning opportunities. The presentation will also comment on the collaborative, complex and dynamic nature of classroom discourse within the communicative language teaching paradigm, to show how turns within the discourse may function simultaneously on a number of levels and facilitate both the forming and renewing of the language classroom context.

Rheanne Anderson

Intelligibility and Comprehensibility: Towards a Definition for Pronunciation Research

Pronunciation issues have long been an important part of ESL/EFL teaching, yet there has been little agreement in the field as to the definition of the essential terms of Comprehensibility and Intelligibility. Derwing & Munro (2006) have generally termed intelligibility as "the extent to which a listener actually understands an utterance".

However this definition leaves many facets unexplored. In order for the field to develop, a clarifying and unifying terminology is needed. Solid terminology can aid in the construction of a standardized measurement tool which will allow practitioners to better diagnose and support their students in grasping English pronunciation. This paper focuses on building from recent work in Writing Error categorization to put forward a theory of comprehension that relies on discrete skill hurdles. The Theory will be outlined and a suggested rubric for segregated skills pronunciation intervention instruction will be discussed.

Amanda Maitland EL AMRI

Adapting Personality Tests for Use in the TESOL classroom

This workshop aims to demonstrate how personality tests, such as the" Rorschach ink blot tests", "house tree person" and "human drawing "tests can be used and adapted for English activities. Personality tests are useful tools for stimulating communication in the classroom, for individual, group and pair work. The activities also have the potential for usage in the Elementary, Middle and High School Classrooms.   During the workshop some indicators of how to read the responses to the personality tests will be provided, as the tests provide a window to the psychological health of the students.   Rough readings will enable teachers to be aware of patterns of response that indicate that a particular student is in need of support. However, the importance in these activities is not the responses but enabling, through facilitation, the students to explain the reasons for their responses and the encouragement of creative imagination.

U Teng Ho

Teaching collocations in Asia: Does Lexical Approach Work?

In Asia, while secondary-school students are always exposed to extensive vocabulary often to be memorised as isolated items, they rarely know how to collocate words appropriately. In this regard, continuous demands for students' accuracy in using lexical items in productive tasks (writing or speaking) can only lead to sheer frustration. Michael Lewis's Lexical Approach (1993) and Teaching Collocations (2000) have recently offered some new useful insights to English teachers. To what extent do these new teaching methods fit in the Asian context? My paper attempts to explore and demonstrate some effective ways to develop the awareness of learning collocations.

Evelyn Doman

<u>Error Analysis, Teachability Theory, and Using Grammatical Consciousness-Raising for Overcoming Errors</u>

There has long been debate on how effective instruction can be on the acquisition of new language forms. One of the key factors has been timing. If the instruction is timed properly, it can be successful; if instruction is too early for a student who does not have the foundation for the instruction, then acquisition will most likely not occur. For this study, students` errors gathered from a triangulated data collection of written work, oral production, and classroom observation were considered according to the stages of development of Pienemann's Teachability Theory (1984, 1992). It was determined whether or not the errors were at a correctable stage. Instruction as well as error correction was given regarding cancel inversion, with results from the study showing how error correction and instruction benefited only students whose interlanguage was ready for it. Implications of this study add to the knowledge of not only "what" is teachable, but also "when" it is teachable.

Jamie Costley

<u>The Potential and Limitations of Corrective Feedback</u>

This paper examined the effectiveness of written corrective feedback on student error rates. The particular features measured were articles and prepositions. The participants (N = 39) were asked to write 7 summaries over the course of 10 weeks and then a single summary 4 months after the initial summaries. The participants were split into two groups, one group were given explicit correction for their summaries as well as feedback on style, content and clarity; the second group were only given feedback on style, content and clarity. The two groups' errors rates were analyzed using ANOVA which found that the treatment group (those who received explicit correction) differed significantly in their error rate over the course of the seven summaries in regards to prepositions but not in regards to articles. This means that the feedback had a reductive effect on prepositions but not articles. However, when the delayed post-test was conducted the difference between the two groups had evaporated showing no statistically significant differences between the two groups in terms of the error rates in either prepositions or articles. This research is valuable, in that, error correction is still a

topic that is widely debated in second language research. Furthermore, error correction is widely practiced among teachers of writing. Therefore, this research adds a nuanced view of the potential and limitations of corrective feedback.

Soyeon Kim

Voices from English writing classes: Nobody cares what I want

With the increasing demand and interest in learning to write in English, diverse writing courses have been offered in universities in Korea. However, few studies has been conducted in order to understand the dynamics created between a Korean writing instructor and Korean students in a relatively large scale writing class. This presentation shares a case study which explores the varied needs and expectations that Korean students bring into a large scale English writing class, as well as the transformation of these stated needs in the course of a semester. This presentation will illustrate the endeavors of an English literacy educator to assist his students within the limitations of the Korean EFL teaching environment by analyzing the dynamics under the students' silence in this class.

This qualitative study used methodologies drawn from an ethnographic approach and the dialogic needs analysis framework of Benesch (2001), which is rooted in the dialogism introduced by Bakhtin (1982) as well as Freire (2000), who emphasizes the role of dialogue to empower students. Participants included one English writing teacher and two student participants enrolled in his writing class. Ethnographic interviews, participant observations, field notes, weekly conceptual memos and artifacts such as students' drafts and text messages exchanged between the participants and researcher have been analyzed. Pedagogical implications for promoting dialogue between the teacher and the Korean students, which, in return, can promote mutual learning for both sides in large scale writing classes, will be introduced.