KOTESOL International Conference 2013 Presentations (By Theme):

SUNDAY, October 13

Theme 1: Assessment/Testing

Ian Baddon
Using Collaborative Writing (CW) in an EFL context

This presentation will focus on the benefits that collaborative writing (CW) tasks afford students and teachers in an EFL classroom. Faced with the prospect of grading two hundred essays every few weeks and the disheartening realization that students seem to make the same mistakes over and over, many a teacher has questioned the effectiveness of essay writing. Even process writing, with a peer review stage, seems not to improve things much as students tend not to feel inclined or capable of improving their classmate's work. To this end, I decided to trial the effects of collaborative writing.

I will present the findings from my research into the use of CW in a university English for general purposes class. The study investigated the effects of group size on the final product and the writing process. Some students wrote individually (n=14) and some in small self-selected groups as follows: pairs (n=10), triads (n=14) and quads (n=8). Findings of the study show that CW resulted in compositions that were shorter than those written by individuals. On the other hand, collaboratively written texts tended to be syntactically more complex and accurate. CW enabled groups to work together, build meaning and discuss the grammar, lexis and mechanics of their work. A high proportion of the issues they encountered were resolved correctly in a collaborative manner, providing further evidence that supports the use of collaborative writing in the L2 writing classroom as an effective pedagogical tool.

Furthermore, the feedback from students was generally positive. In response to an online survey a high proportion of students reported that they enjoyed the experience citing an increased motivation to write and an improved confidence to experiment with the language, believing that their writing was more likely to be grammatically correct and lexically sound.

Samuel Barclay & Roderick Lange

Using a Rubric to Encourage Active Participation

Despite the best efforts of teachers to develop a communicative L2 learning environment, students can be hesitant to actively participate in classroom activities. Furthermore, although many teaching institutions include in-class participation in their assessment criteria, the conception and/or interpretation of in-class participation can vary from instructor to instructor, potentially harming the consistency of evaluation across a department. This presentation will introduce a rubric for in-class participation that was designed to combat these issues.

This session will begin by presenting the rubric and a number of key elements. Next, the speakers will demonstrate the use of a grading spreadsheet that reduces the burden of data entry and increases the usability of the rubric. Following this, they will relate the results of a questionnaire administered to students (n=380) involved in piloting the rubric. Additionally, they will delineate insights gained from semi-structured interviews conducted with three instructors who are currently trialling the rubric.

The presenters will argue, through examples of some of the positive results of the findings, that the use of the rubric has led to more transparent, objective, and consistent evaluation, while also helping to foster active class participation. However, they will also discuss a number of unresolved issues with the design and implementation of the rubric, including the practical limitations of its creation, implementation, and the need for a training programme for instructors who use it. Finally, to ensure the rubric effectively solves the problems it was designed to eliminate, the presenters will propose an evaluation plan and possible revisions to the content of the rubric.

Tyler Burden

Student-Centred Course Assessment: Collecting More Meaningful Feedback

In most higher education institutions, it is now the norm for an evaluation questionnaire to be given to the students towards the end of the course. Unfortunately, however, the information gathered from these questionnaires can often be of little use in informing future

course content as the questions often fail to address the issues that students feel to be the most important. This presentation looks at some of the flaws of the standard questionnaire approach and reports on an idea to involve the students in the evaluation process.

Neil Heffernan

The Road to a Successful Curriculum: How Theory Feeds Practice

In 2008, a national Japanese university overhauled its English program in order to tailor to the specific needs of its 2,000 first-year students. This reinvention took a four-pronged approach: To create a textbook for each of the four macroskill-themed classes taught; to make a common test for these classes; to implement a comprehensive e-learning program; and to initiate an "English Professional Course" aimed at Advanced-level second to fourth year students. All four elements were imposed after the results of research indicated that first-year students at the university desired a more tailored approach to their English language learning.

The first phase involved writing, piloting, revising and publishing a Listening, Speaking, Reading and Writing textbook for use both at the university and to be available on the general textbook market. Next, common tests for each of the four classes offered for first-year students were created.

The initiation of an e-learning was a key element of the program, as students consider using the Web as a key tool to supplement their studies. Lastly, the "English Professional Course" was created in order to fit to the needs of students who aspire to use English for their future. The eight classes offered in this course have been extremely popular with students, with the number of applications greatly exceeding the number of actual places in the program by approximately forty percent.

The presenter will outline the unique elements to this program; so unique that a host of other Japanese universities have inquired into, and actually started, similar programs of their own in recent years.

Trevina Jefferson

<u>Effective Writing Development Tools for Teachers/Professors & Peer Feedback</u>

The writing development tools that you will learn about in this workshop are for high school teachers through university level professors that teach English composition. While the instruments can be used for long papers, they were created for the paragraph and 5-paragraph essay level. Additionally, the components were influenced by standardized testing rubrics and guidelines (e.g. TOEIC and TOFEL). These tools allow teachers/professors to give specific personalized feedback combined with specific rubrics that are effective in improving students' writing through reflection and are better tools for consistent grading; while at the same time, these instruments support practice with interdisciplinary theory from the following fields: teaching English as a second language (TESOL), linguistics, English education, and human development. An added benefit to this approach of writing maturation is that teachers/professors can easily model how students will use it in peer feedback to mentor each other in essay development.

It is important to note that this is an action research project where the elements were applied over 800 times on real Korean student writing. Attendees at this workshop will have an opportunity to participate in the second part of this research project, which is an international survey of high school teachers and professors that implement the process with students whose native languages are one of the following: Korean, Spanish, Chinese, Arabic, or English.

Kevin Maher

<u>The 5-Minute Student Presentation: Student Preparation & Teacher Assessment</u>

Organizing public speaking tasks for students can be a challenge. This presentation will focus on several key elements: 1) Setting guidelines and structure pre-speech, 2) activities to prepare students for speeches, 3) techniques for audience involvement, and 4) supplemental ideas to increase speech giving awareness.

All student speeches should have structure. Common themes are allowing or not allowing PowerPoint, setting time limits, use of notes, where to stand, use of podium, and other guidelines. Additionally, addressing ways to interact and engage with the audience.

Secondly, various activities that can be done pre-speech will be presented in detail. These include mini-lessons demonstrating good and bad posture, confidence-building activities, eye-contact exercises, facial expression lessons, body language, non-verbal communication, creating proper introductions with a hook, and creating a speech without writing a speech.

Next, various role-giving assignments to increase audience involvement will be addressed. Students will focus their attention on key areas to discuss later with their group. Roles will be given such as 'timekeeper', 'uh-oh expert', 'eye contact guru', 'body language maestro', and so on. These roles will be addressed, and how they keep the audience involved, as well as focused on key aspects to increase their own future speech-giving abilities.

Lastly, a wrap-up session to give additional suggestions that didn't fit in elsewhere. This segment will address the use of video recording, utilizing toastmasters, unusual speech giving assignments, teacher collaboration to offer a speech contest, and others.

Tiranun Wongwiwat & Dumrong Adunyarittigun
<u>Wash-back Effects of O-NET on EFL Teaching Practices at a Secondary School Study</u>

The Ordinary National Educational Test (O-NET) has played a crucial role in the educational system of Thailand due to its aims as a reflection of the national educational practice and its nature as a high-stakes test. However, little attention has been paid to its effects on actual language classroom practices and on stakeholders (i.e. test-takers, teachers and school administrators). Therefore, the purpose of this study is to examine EFL instructors' viewpoints towards the O-NET and the washback effects of the O-NET on EFL teaching practices in a secondary school in Thailand. The data were gathered from interviewing EFL instructors and class observations at a secondary school in Thailand. Results indicate that the O-NET has negative effects on EFL instructors, learners as well as school administrators and that the mismatch between the Ministry of Education's expectation and the reality of practice exists in schools. The O-NET causes the change in the teaching schedule with an emphasis on subjects and content areas tested, the instructors' unwarranted pressure and responsibilities of the O-NET results, the school administrators' expectation regarding boosting the

increment of scores, the public recognition of the school's rank in the neighborhood and the cognitive overload of students. Findings provide test developers the insights about the misuse of the test results in the school.

Theme 2: Business English

Jennifer Kriesz

Dear Professor: Construction of Polite Email Requests, Based on Issues in Cross-Cultural Pragmatics

This workshop will focus on the challenges EFL learners face when trying to compose conventionally polite email requests in various institutional settings (such as the workplace and university), drawing from the subject area of cross-cultural pragmatics and computer-mediated communication. As online communication has become a preferred means of communication between students and teachers, it has also raised challenges for first-time learners of English (Boxer, 2002a; Hartford & Bradovi-Harlig, 1996; Herring, 1996). As polite protocols of online communication in the academic and institutional settings have not yet been clearly defined, EFL students often do not know what is considered acceptable to ask via email, and how to present themselves as being polite to their teachers. It has also brought about the need for students to have knowledge and flexibility in some of the linguistic resources available to them in the English language for realizing their particular requests and illocutionary force (Baron, 2003).

A key objective of this workshop will be to introduce practical teaching tips on how to teach EFL students key linguistic and syntactic features of polite online requests. As well, pinpointing where some of these linguistic and syntactic differences occur between the Korean and English languages will be discussed. By the end of this workshop, participants will be able to help Korean EFL students understand some of the social-cultural differences that affect the linguistic and syntactic aspects of language existing between their L1 and L2. The workshop will give demonstrations on 1) How EFL students can make their desired requests known effectively by looking at translations and example emails which highlight linguistic and syntactic features of preferred etiquette between Korean and English-speaking

cultures, and 2) Lesson plans for teaching students how to construct conventionally polite email requests in a variety of contexts with varying degrees of imposition on the receiver. 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.

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.

Theme 3: Content Based Instruction

Billunta Carter
Assigning Reading Roles: Building Better Habits

First year university students are often unaware and have little or no practice using the skills necessary to affectively read academic material. By assigning individual roles in the process of reading academic materials in low level reading classes, students can better identify the areas that are necessary for comprehension and at the same time determine their strengths and weaknesses. The deconstruction of reading tasks highlights three essential skills of good reading strategies. One student will be responsible for reading the text at a speed that the other group members can comprehend being careful to emphasis the more important parts of the sentence. A second student will be responsible for recording vocabulary that is difficult to understand. The third student has the task of summarizing the

passage that they just heard. The group will then combine their individual parts in a collaborative effort to better understand the text. Having students accountable for specific tasks will help them develop better reading habits while also giving the students a feeling of authority over the reading material. A survey after the activity will record student reactions providing specific information to the students about the challenges of the task. The ultimate goal is to show the steps necessary to be successful with comprehension of academic material.

Shaun Manning

Tasks in Context: Examining Student Learning in Interactive Task-Based Talk

Interactive language learning tasks are a regular feature of classroom pedagogy in ESL settings, but their implementation in EFL settings has been questioned for a number of reasons: student overuse of L1, the incidental nature of the language learning involved in tasks, teacher unfamiliarity, and students not performing the task properly have all been cited as potential issues. My research has been to investigate how to mitigate some of these complaints about tasks while still meeting institutional demands with respect to the curriculum. It involves integrating some self-designed interactive tasks into a sustained-content based language course for Korean university freshmen (first-year students) in which I was the instructor. This phase of the research was a qualitative, exploratory study that lasted one-semester and involved observation, audio and video-recording of student task performance, along with stimulated recall interviews as the sources of data. I will report findings about how language learning opportunity was influenced by interaction demands made by task design, task topic, and student interpretation of the task design. The key findings were: (1) there was a great deal of English-language collaborative assistance (peer-scaffolding) in all the tasks. (2) When breakdowns occurred the talk to resolve the breakdown was consistently about lexis or pronunciation rather than grammar; however, if presentation/report demands included a written component, in-task talk altered and focused more to grammar. (3) Repeating or re-doing the same task enabled learners to engage more with the content and not worry about 'what do we do next'. This did not appear to help with accuracy of in-task talk, perhaps due to the new topic. (4) L1 use increased when task outcomes included highly interactive presentation demands as students oriented

toward completing the task in an interesting way, and not to the language-learning function of tasks.

Terry Fellner

Developing Effective Presentation Skills With Low-Level English Speaking Students

Over the last several years academic presentation skills has attracted increased attention. However, many presentations offered are focused more on how English teachers should make and conduct their own presentations rather than how presentation skills can best be taught and consequently learned by their students. In contrast, this workshop will focus solely on the development of students' academic presentation skills. How can instructors who may not be confident in their own presentation skills teach low-level students to make effective academic presentations in English? The answer is surprisingly easy, by utilizing a process-based approach that focuses on the simultaneous scaffolded development of students' presentation skills and language skills.

The workshop will first explain the format of a 15-week course developed specifically for low-level English speaking graduate students of Science and Engineering. The presenter will then illustrate how both language and presentation skills are developed through scaffolded practice, peer and teacher feedback, and student reflection. Also covered are: use sign post phrases, slide design, proper use of visual aids and phrases used to introduce them, dealing with questions and answers, developing effective handouts, and the importance of a message objective. The workshop will utilize a hands on, experiential learning format. Therefore participants are required to be actively engaged in activities such as judgeing slide design, practicing specific presentation skills, and developing effective message objectives. By the end of the workshop, participants should gain a deeper understanding of how to effectively guide students through the process of developing effective presentation skills.

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.

Theme 4: Cross/Intercultural Communication

Casey Michael Barnes
Say it, Show it, Act it… Tell Me a Story!

Anyone who can speak can tell stories. We tell them informally as we relate the mishaps and wonders of our day-to-day lives. We gesture, exaggerate our voices, and pause for effect. When story telling is used in the classroom, students have the opportunity to share ideas, organize information, and generate interesting, relevant language in peer to peer contexts. Students are able to listen to their classmates and develop a familiarity with language patterns. When used as a culminating activity, students can easily develop more advanced presentation skills like intonation, gesticulation, and use of dramatic pauses.

In this session, the participants will experience a series of effective storytelling activities that have been successfully utilized in classrooms at varying levels and ages. These activities can be easily introduced into a classroom, as participants will also engage in methods of differentiating these activities. Participants will begin with telling simple fables to develop information organization and presentation skills, and see how to advance to making use of traditional stories and folklore to improve communication and deep cultural awareness. So,

get ready to toss out those holiday worksheets and get students really communicating in the classroom!

Paul Bournhonesque & Eunsook Ahn

Pathways for Overcoming Intercultural Barriers in EFL Language Program Development

Language programs regularly face barriers to much needed change and development in such areas as curriculum, teaching practices, instructor evaluation, student placement, etc. Resistance to change can be strong, especially when stakeholders (e.g.: students, teachers, administrators, etc.), lack shared values and an established professional learning community (PLC). Additionally, previous failed attempts at innovation will have likely resulted in stakeholders feeling isolated, holding rigidly onto entrenched interests, and viewing future innovation as predestined to fail. How can EFL language program stakeholders break out of this negative cycle? Which core principles and best practices increase the likelihood of achieving successful outcomes? How can innovation initiators overcome communication barriers and build bridges between stakeholder groups?

In this presentation/workshop, attendees will participate in a synthesis of best practices and principles to overcome cross-cultural communication barriers to EFL language program innovation and curriculum development. Presenters will discuss the importance of cultural values and beliefs as strong underlying influences and the power of utilizing a PLC as the foundation for durable change. Highlighted are the needs for raising the awareness of mutual cross-cultural knowledge and understanding, stakeholder group interdependence and cooperation, and the importance of emphasizing process orientation over goal orientation for effective planning and development. While most examples are derived from a Korean university EFL context, the information and activities in the session are applicable to a variety of EFL learning environments.

The presenters are a Korean EFL program administrator who works closely with a foreign faculty and an experienced American ESL/EFL instructor who is also a curriculum coordinator. By developing a collaborative working relationship with each other, across both culture and stakeholder groups, they have identified practical tools which can help other innovators achieve equally successful outcomes.

Kyle Philip Devlin

Korean Students' Perceptions of Reading Culturally Familiar Extensive Reading Books

In the vast majority of classes that employ extensive reading in Korea, students are generally presented with books that introduce worlds and characters often quite different from those found in Korean culture. This leaves students with the task of not only processing language, but another culture as well. To relieve students of this two-fold processing burden, teachers can make books available that are more culturally-connected and which have familiar characters. This research looks at students' perceptions of reading these culturally familiar books in English.

Henry Gerlits

Exploring the Intersection of Government and Classroom Policy

Have you ever wondered why your co-teachers teach the way they do? What factors influence the decisions that Korean educators make in the classroom and in lesson design? What do principals tell teachers, and what does the education office tell principals? It can be easy to criticize Korean English education from the outside. But it's much harder to understand the inner workings of a system which, for many of us as native-speaking English instructors, is obscured by language and administrative barriers.

I am in the unique position of working at the Jeolla-namdo Educational Training Center, a teacher training institute run by the provincial government. A good deal of our classes involve methodology and pedagogy, and I've been impressed with the depth and breadth of the curriculum. Our trainees are very eager to share their thoughts on education, test new methodology in our demo classes, and also to reflect on what they've learned. But once they've left the training center, what kind of support do they find in their jobs as public school teachers?

This presentation will aim to explore what's happening behind the scenes at the intersection of classroom and government policy. We'll begin by surveying the workshop participants on their knowledge and assumptions of Korean English educational policy. We'll then proceed by debunking some common myths, and then take a close look at the current and recent English language education policies in Korea. Most importantly, we'll examine this

issue from the perspective of public school teachers and administrators through interviews and other first-hand accounts.

I hope that this presentation will challenge our assumptions, shed some light on English educational policies in Korea, and help us better understand the complex factors that influence Korean English teachers in the classroom.

Jennifer Kriesz

Dear Professor: Construction of Polite Email Requests, Based on Issues in Cross-Cultural Pragmatics

This workshop will focus on the challenges EFL learners face when trying to compose conventionally polite email requests in various institutional settings (such as the workplace and university), drawing from the subject area of cross-cultural pragmatics and computer-mediated communication. As online communication has become a preferred means of communication between students and teachers, it has also raised challenges for first-time learners of English (Boxer, 2002a; Hartford & Bradovi-Harlig, 1996; Herring, 1996). As polite protocols of online communication in the academic and institutional settings have not yet been clearly defined, EFL students often do not know what is considered acceptable to ask via email, and how to present themselves as being polite to their teachers. It has also brought about the need for students to have knowledge and flexibility in some of the linguistic resources available to them in the English language for realizing their particular requests and illocutionary force (Baron, 2003).

A key objective of this workshop will be to introduce practical teaching tips on how to teach EFL students key linguistic and syntactic features of polite online requests. As well, pinpointing where some of these linguistic and syntactic differences occur between the Korean and English languages will be discussed. By the end of this workshop, participants will be able to help Korean EFL students understand some of the social-cultural differences that affect the linguistic and syntactic aspects of language existing between their L1 and L2. The workshop will give demonstrations on 1) How EFL students can make their desired requests known effectively by looking at translations and example emails which highlight linguistic and syntactic features of preferred etiquette between Korean and English-speaking

cultures, and 2) Lesson plans for teaching students how to construct conventionally polite email requests in a variety of contexts with varying degrees of imposition on the receiver. 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.

Matthew Love

Through the Learner's Lens: The Culture of English Education in the Republic of Korea

Over the last 20 years in South Korea, English language education within the public domain has undergone a major gradual shift and transition in both policy and practice. Parallel, to these changes English as a private enterprise has also prospered and boomed. The effects of the increased societal pressure to learn English became, and for many still remains, a major issue in people's daily lives. While the government claimed the drive for a more aggressive move towards English was closely bound-up with global, competitive, economic market forces, local scholars observed sinister neo-liberal ideologies, were snow-balling people with 'no choice' but to learn English fervently under the pressure of linguistic imperialism (Phillipson,1992). The horse, it seems has long since bolted and English in South Korea affirms an almost prestigious cultural hegemony which acts as a kind of gate-keeping signifier for entry to the ranks of middle-class employment and academia. However, positioned at the very bottom of this socio-politico, cultural, linguistic struggle, sits the most

affected and still moderately under-researched members of the whole debate, namely the student themselves. The aim of this study was to sample, examine and discuss local university students' perception of English education culture and practices. Data was collected through a semi-structured examination in both written and oral exchanges of 75 undergraduates and 1 post-graduate student. Content data analysis was then compared between the different sets of data collection and examined for emerging and reoccurring themes. The findings indicate although there were some positive responses, there were still a number of concerns related mainly to the disparity of English language learning, based on individual and shared experiences. The implications for this study suggest not only a need to value and empower student 'voice', but also seek ways to address ethical concerns within their community through informed practice.

Theme 5: ESP/EAP

Matthew Apple & Glen Hill
Motivational Attributions of Japanese Science and Engineering Students

Despite the need for English in professional science and engineering fields, Japanese students majoring in science experience greater problems maintaining their language learning motivation. Previous studies (Johnson, in press; Authors, 2012, in press-a, in press-b) indicated that science students in Japan are often motivated to study English initially, but then experience demotivation from a combination of psychological factors and socially-oriented classroom variables. However, such studies have suffered from reliability concerns and a lack of generalizability across samples due to small N-sizes. Additionally, the possibility of motivational influences from academic and professional career goals chosen by these students has not been addressed.

In this presentation, results will be shown from a large-scale study of Japanese EFL students enrolled in science programs in 19 separate institutions throughout Japan, varying from technical colleges to undergraduate universities to graduate schools. A questionnaire of 40 items was created with items designed to measure 10 motivational, psychological, and social factors, including anxiety, perceived classroom atmosphere, international friendship, Ideal L2 Self, and Ought-to L2 Self.

The questionnaire was distributed during the middle of the spring academic term to 2,412 participants. Data obtained from the questionnaire were fit to an existing L2 motivational model and results from three different levels of education (technical college, undergraduate, graduate) were compared. Findings suggested that as students approach the end of their degree programs, they feel a greater sense of the necessity of English, but conversely feel less capable of using English and have less desire to use English. The presentation will conclude with a look at preliminary findings from follow-up online and face-to-face interviews with a subset of self-selected participants that form the qualitative portion of this study.

Jennifer Kriesz

Dear Professor: Construction of Polite Email Requests, Based on Issues in Cross-Cultural Pragmatics

This workshop will focus on the challenges EFL learners face when trying to compose conventionally polite email requests in various institutional settings (such as the workplace and university), drawing from the subject area of cross-cultural pragmatics and computer-mediated communication. As online communication has become a preferred means of communication between students and teachers, it has also raised challenges for first-time learners of English (Boxer, 2002a; Hartford & Bradovi-Harlig, 1996; Herring, 1996). As polite protocols of online communication in the academic and institutional settings have not yet been clearly defined, EFL students often do not know what is considered acceptable to ask via email, and how to present themselves as being polite to their teachers. It has also brought about the need for students to have knowledge and flexibility in some of the linguistic resources available to them in the English language for realizing their particular requests and illocutionary force (Baron, 2003).

A key objective of this workshop will be to introduce practical teaching tips on how to teach EFL students key linguistic and syntactic features of polite online requests. As well, pinpointing where some of these linguistic and syntactic differences occur between the Korean and English languages will be discussed. By the end of this workshop, participants will be able to help Korean EFL students understand some of the social-cultural differences that affect the linguistic and syntactic aspects of language existing between their L1 and L2. The workshop will give demonstrations on 1) How EFL students can make their desired

requests known effectively by looking at translations and example emails which highlight linguistic and syntactic features of preferred etiquette between Korean and English-speaking cultures, and 2) Lesson plans for teaching students how to construct conventionally polite email requests in a variety of contexts with varying degrees of imposition on the receiver. 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.

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.

Terry Fellner
Developing Effective Presentation Skills With Low-Level English Speaking Students

Over the last several years academic presentation skills has attracted increased attention. However, many presentations offered are focused more on how English teachers should make and conduct their own presentations rather than how presentation skills can best be taught and consequently learned by their students. In contrast, this workshop will focus solely on the development of students' academic presentation skills. How can instructors who may not be confident in their own presentation skills teach low-level students to make effective academic presentations in English? The answer is surprisingly easy, by utilizing a process-based approach that focuses on the simultaneous scaffolded development of students' presentation skills and language skills.

The workshop will first explain the format of a 15-week course developed specifically for low-level English speaking graduate students of Science and Engineering. The presenter will then illustrate how both language and presentation skills are developed through scaffolded practice, peer and teacher feedback, and student reflection. Also covered are: use sign post phrases, slide design, proper use of visual aids and phrases used to introduce them, dealing with questions and answers, developing effective handouts, and the importance of a message objective. The workshop will utilize a hands on, experiential learning format. Therefore participants are required to be actively engaged in activities such as judgeing slide design, practicing specific presentation skills, and developing effective message objectives. By the end of the workshop, participants should gain a deeper understanding of how to effectively guide students through the process of developing effective presentation skills.

Theme 6: Extensive Reading

Anne C. Ihata
Linking Thinking on Reading in English: Vocabulary and Phonemic Awareness

The research reported here developed from earlier personal observation of Japanese learners of English that suggested many had difficulty accessing and integrating information from illustrations with written content when reading. Evidence then indicated that training in accessing information from pictures could lead to overall improvement in integrating information for meaning, possibly due to improved access to first language knowledge through the medium of the second language, involving a general, non language specific, comprehension ability.

Observation of student behavior led to research and formation of possible explanations for it (theory). I suggested that learning to make various connections — initially between picture and text, but also involving connections between both of these and background knowledge — linked first with knowledge in English, but eventually to knowledge stored in either English (L2) or Japanese (L1). This appeared to lead to the establishing of some type of cognitive network connecting various forms of knowledge that are later more easily and quickly activated by incoming stimuli in any mode.

The current research was inspired by hearing from a student that my suggestion that they practice reading with movie DVDs, using closed captions in English only, led to a significant increase in her listening score on the TOEIC, but not on the reading section. This hinted at a possible need to better understand the link between phonemic awareness and reading comprehension skills. So, this study measured learners' vocabulary size, phonemic distinction ability, and reading comprehension ability, all using well-known standard tests. The results were then examined for any possible correlations, and what they might tell us.

It seems that the cycle represented here is that theory is inspired by practice, and practice, of course, is the ideal way to re-test the theory, and develop further ideas.

Theme 7: Global Issues in the Classroom

Dadan Jauhara & Sri Widiastuti
GBA to Teach Writing Exposition in Indonesian EFL Context

This study aims to investigate the teaching and learning of writing under the genre based approach to improve students' writing skills particularly in writing an Exposition text in a tertiary EFL context in Indonesia. This study employed a qualitative research design, embraced the characteristics of a case study and to some extent a program evaluation. This research was conducted in one private university in West Java employing multiple data collection techniques, particularly classroom observation by the researcher and his colleague, students' written journal on the teaching program, collection of sample students' texts, which were then analysed by using systemic functional grammar (SFG), and interview with the participants. The study reveals three findings related to the research questions. First, regarding the analysis of the students' texts, most of the students have shown a substantial progress in terms of schematic structure, social function, linguistic features and thematic progression. Second, most of the students respond to the teaching program positively. Third, there were some issues that emerged in the implementation of the teaching program, especially in the stage of joint construction, when the discussion in group was stuck and group members could not share their idea anymore. Finally, the solutions were proposed to solve the students' problems i.e. that the teacher should be more active and pay more attention to the groups which really need help and remind them that everyone has an equal right to contribute his/her idea in a group work.

Theme 8: Language Proficiency

Billunta Carter

Assigning Reading Roles: Building Better Habits

First year university students are often unaware and have little or no practice using the skills necessary to affectively read academic material. By assigning individual roles in the process of reading academic materials in low level reading classes, students can better identify the areas that are necessary for comprehension and at the same time determine their strengths and weaknesses. The deconstruction of reading tasks highlights three essential skills of good reading strategies. One student will be responsible for reading the text at a speed that the other group members can comprehend being careful to emphasis the more important parts of the sentence. A second student will be responsible for recording vocabulary that is difficult to understand. The third student has the task of summarizing the passage that they just heard. The group will then combine their individual parts in a collaborative effort to better understand the text. Having students accountable for specific tasks will help them develop better reading habits while also giving the students a feeling of authority over the reading material. A survey after the activity will record student reactions providing specific information to the students about the challenges of the task. The ultimate goal is to show the steps necessary to be successful with comprehension of academic material.

Brian Grover

Experience as a Catalyst for Student-Centered, Conversation-Enabled Learning

Simple word associations can be harnessed as a rich source of student-centered content in the adult conversation classroom. Workshop participants will explore techniques designed to leverage linguistic associations towards generating limitless experience-based conversational topics, reducing or eliminating references to L1, developing critical communication strategies and contributing to self- and peer- assessment.

Linguistic associations are frequently shaped by underlying events, experiences, attitudes and values and can be useful in instantaneously accessing a rich source of topics in

conversation-enabled classrooms. Such experiential elements are the ideal fodder for communication. As memories are recoded into the linguistic symbols of L2 this new experience of sharing and retelling lends a certain "stickiness" to lexical, grammatical and structural components of language, resulting in stronger bonds of retention. In this session we'll learn to harness word associations to create a truly student-centred classroom.

Starting from a few quick exercises designed to acclimatize students to making associations, we'll move step-by-step towards expanding those associations to produce communicative output directly in L2. Associations are then leveraged to practice and acquire communication tactics and self- and peer-assessment techniques. Initially, students simply listen and write. Next, listen and speak. Then they'll be developing chains of associations and working onwards towards extending those single word chains to full sentences, exposition and, finally, full-on oral communication. Within a few lessons, extensive, student-generated conversation becomes the rule, not the exception. Students come up with their own topics freeing the instructor to focus on enhancing the Krashen Monitor instead.

Anne C. Ihata
Linking Thinking on Reading in English: Vocabulary and Phonemic Awareness

The research reported here developed from earlier personal observation of Japanese learners of English that suggested many had difficulty accessing and integrating information from illustrations with written content when reading. Evidence then indicated that training in accessing information from pictures could lead to overall improvement in integrating information for meaning, possibly due to improved access to first language knowledge through the medium of the second language, involving a general, non language specific, comprehension ability.

Observation of student behavior led to research and formation of possible explanations for it (theory). I suggested that learning to make various connections — initially between picture and text, but also involving connections between both of these and background knowledge — linked first with knowledge in English, but eventually to knowledge stored in either English (L2) or Japanese (L1). This appeared to lead to the establishing of some type of cognitive network connecting various forms of knowledge that are later more easily and quickly activated by incoming stimuli in any mode.

The current research was inspired by hearing from a student that my suggestion that they practice reading with movie DVDs, using closed captions in English only, led to a significant increase in her listening score on the TOEIC, but not on the reading section. This hinted at a possible need to better understand the link between phonemic awareness and reading comprehension skills. So, this study measured learners' vocabulary size, phonemic distinction ability, and reading comprehension ability, all using well-known standard tests. The results were then examined for any possible correlations, and what they might tell us.

It seems that the cycle represented here is that theory is inspired by practice, and practice, of course, is the ideal way to re-test the theory, and develop further ideas.

Shaun Manning
Tasks in Context: Examining Student Learning in Interactive Task-Based Talk

Interactive language learning tasks are a regular feature of classroom pedagogy in ESL settings, but their implementation in EFL settings has been questioned for a number of reasons: student overuse of L1, the incidental nature of the language learning involved in tasks, teacher unfamiliarity, and students not performing the task properly have all been cited as potential issues. My research has been to investigate how to mitigate some of these complaints about tasks while still meeting institutional demands with respect to the curriculum. It involves integrating some self-designed interactive tasks into a sustained-content based language course for Korean university freshmen (first-year students) in which I was the instructor. This phase of the research was a qualitative, exploratory study that lasted one-semester and involved observation, audio and video-recording of student task performance, along with stimulated recall interviews as the sources of data. I will report findings about how language learning opportunity was influenced by interaction demands made by task design, task topic, and student interpretation of the task design. The key findings were: (1) there was a great deal of English-language collaborative assistance (peer-scaffolding) in all the tasks. (2) When breakdowns occurred the talk to resolve the breakdown was consistently about lexis or pronunciation rather than grammar; however, if presentation/report demands included a written component, in-task talk altered and focused more to grammar. (3) Repeating or re-doing the same task enabled learners to engage more with the content and not worry about 'what do we do next'. This did not appear to

help with accuracy of in-task talk, perhaps due to the new topic. (4) L1 use increased when task outcomes included highly interactive presentation demands as students oriented toward completing the task in an interesting way, and not to the language-learning function of tasks.

Peter Thwaites

Conversation Tennis: Practice in Search of a Theory

Conversation Tennis is a game suggested by Scott Thornbury to help learners develop spoken fluency and learn to apply the rules of conversation (such as taking turns and showing interest) to their L2 conversations. In the first part of this seminar, delegates will be introduced to the game and given practical ideas for taking it to their own classroom. In the second half, we will use a loop input method to ask the question, "why does this work?". This will give delegates a chance to discuss current theories of language acquisition and fluency development in the light of the game they've just played, thus creating a clear line of thought from specific practice of a specific skill, to an exploration of the theory behind it.

Tiranun Wongwiwat & Dumrong Adunyarittigun

Wash-back Effects of O-NET on EFL Teaching Practices at a Secondary School Study

The Ordinary National Educational Test (O-NET) has played a crucial role in the educational system of Thailand due to its aims as a reflection of the national educational practice and its nature as a high-stakes test. However, little attention has been paid to its effects on actual language classroom practices and on stakeholders (i.e. test-takers, teachers and school administrators). Therefore, the purpose of this study is to examine EFL instructors' viewpoints towards the O-NET and the washback effects of the O-NET on EFL teaching practices in a secondary school in Thailand. The data were gathered from interviewing EFL instructors and class observations at a secondary school in Thailand. Results indicate that the O-NET has negative effects on EFL instructors, learners as well as school administrators and that the mismatch between the Ministry of Education's expectation and the reality of practice exists in schools. The O-NET causes the change in the teaching schedule with an emphasis on subjects and content areas tested, the instructors' unwarranted pressure and responsibilities of the O-NET results, the school administrators' expectation regarding boosting the increment of scores, the public recognition of the school's rank in the neighborhood and

the cognitive overload of students. Findings provide test developers the insights about the misuse of the test results in the school.

Theme 9: Learner/Teacher Identity

Robert Black

Student-Led Rubric Creation: Scaffolding for a Student-Centered ELT Pedagogy

Much has been said about post-method pedagogy (Prabhu, 1990). The English language teaching (ELT) community needs to see a continued rise in focusing on the needs of L2 learners and a movement away from focusing on native speakers (Cook, 1999). This general movement can be seen in the ELT community's move toward pedagogies influenced by the concepts of student-centered education, socio-emotional learning and Gardner's (1983) Theory of Multiple Intelligences. In an attempt to incorporate a more learner-centered approach in my own English language classrooms, I have found success with student-led rubric creation. Allowing students to become actively involved with deciding what constitutes quality content within a given course has turned a range of my courses into fresh and energetic learning environments. Often, specifically in regards to evaluating speaking in ELT classrooms, teachers are unable to overcome subjectivity. Additionally, many students enter speaking evaluations without a clear understanding of how they should have prepared. This presentation examines the steps, challenges and successes involved with including students in the process of creating rubrics as standards for performance. These student-created rubrics have become focused tools for scaffolding in my classrooms and are used to help students effectively prepare for speaking evaluations.

Billunta Carter

Assigning Reading Roles: Building Better Habits

First year university students are often unaware and have little or no practice using the skills necessary to affectively read academic material. By assigning individual roles in the process of reading academic materials in low level reading classes, students can better identify the areas that are necessary for comprehension and at the same time determine their strengths and weaknesses. The deconstruction of reading tasks highlights three essential skills of good reading strategies. One student will be responsible for reading the text at a speed

that the other group members can comprehend being careful to emphasis the more important parts of the sentence. A second student will be responsible for recording vocabulary that is difficult to understand. The third student has the task of summarizing the passage that they just heard. The group will then combine their individual parts in a collaborative effort to better understand the text. Having students accountable for specific tasks will help them develop better reading habits while also giving the students a feeling of authority over the reading material. A survey after the activity will record student reactions providing specific information to the students about the challenges of the task. The ultimate goal is to show the steps necessary to be successful with comprehension of academic material.

Katie Halet

In-class Anxiety Experienced by Experienced ESL Teachers

This poster session will report the findings of a psycholinguistics study that examined whether practicing, experienced English as a Second Language (ESL) teachers experience anxiety while instructing in the classroom. The data were obtained qualitatively and triangulated through use of background questionnaires, journal/diary entries, and semi-structured interviews pertaining to the four participants in this study. The data collected are presented in four case studies, one per participant. Each of the participants have at least one year of teaching experience and are currently teaching ESL in East Asia (e.g. South Korea and Japan). The findings show that experienced teachers do encounter anxiety while instructing. According to the findings, this anxiety tends to appear in regards to issues with classroom control. Moreover, a relationship between teacher anxiety and uncertainty, particularly in situations of classroom observations, was uncovered during this research project. Some techniques that the participants use to manage their anxiety while in the classroom are also explored. This study concludes with a discussion on the implications of and the limitations to the research conducted. Recommendations for further research into the anxiety that experienced ESL teachers face are also made. These recommendations include the need for future studies to be conducted on the relationship between teacher preparedness and teacher anxiety as well as the relationship between teacher training, control within the classroom, and teacher anxiety.

Fiona Wiebusch

Increasing Teacher Talk? Enriching Professional Learning Communities through Social Media

Where do emerging TESOL professionals engage in conversation, share ideas about teaching, and learn more about their profession? Increasingly, the answer is 'online' but knowing where to begin can be a little overwhelming, especially for teachers or institutions in remote locations.

The importance of ongoing 'professional learning', or "the formal and informal learning undertaken by teachers to improve their professional knowledge, practice and engagement", which contributes to improvement in student outcomes, is widely accepted (AITSL, 2012:3). Typical examples of this include participating in teacher development workshops, engaging in peer-to-peer observations, conducting research, conference participation and other reflective practices. While the benefits of such approaches are clear, issues of limited time, accessibility and even institutional support present a number of challenges for both teachers and institutions.

This workshop describes a thriving professional learning community in action, consisting of TESOL teachers and affiliated academics working at an international university in Vietnam. Specifically, the workshop will demonstrate how a communication strategy was developed to utilise freely-available social media, such as Facebook, and other online tools, such as Google Apps, to engage teachers in professional learning. The presenter will focus on how we used a public Facebook page to complement an existing in-house professional learning program, which resulted in increased opportunities for teachers to engage in 'teacher talk' that now includes the international TESOL community.

The audience will view examples and learn more about resources available for online professional learning. Rewards and practical challenges will also be discussed which will be of interest to individual teachers or institutions keen to enhance their own professional learning communities.

Theme 10: Learning Preferences/Styles

Robert Black
Technology Assisted Socio-Emotional Language Learning

Socio-emotional learning (SEL) is an instructional concept that seeks to marry who the educator and student are as real people to who they are in the classroom as participants in the learning process. This presentation will deal with assisting educators with the process of incorporating SEL education in the language classroom using web 2.0 resources. While no one concept or strategy for dealing with individual student issues exists, SEL offers us a set of tools and understandings that allow a better connection with students. However, we are now instructing in school environments that are populated by what has been referred to as digital natives. These students have changed radically. Today's students are no longer the people our education systems were originally designed to teach. This presentation will examine the basics of SEL and how it applies to language education. We will discuss the importance of reflective instruction and how technology can assist in that reflection. We will examine how an educator can connect with students through the marriage of the personal and professional self and how technology can assist in this process.

Chrissy Burns
Korean University Students: Their Learning Styles, Your Teaching Style

How do Korean university students like to learn English? Are they ready for, or interested in, communicative lessons? Combining research with practical classroom ideas, this workshop focuses on the learning preferences and experiences that university students bring to the classroom, and how to interest and engage them with your lessons.

The results of the presenter's dissertation research on Korean university students' learning styles and preferred learning strategies are presented, and the implications for teaching are discussed. The possibility of distinct differences in learning styles based on students' majors is discussed, with tips for engaging different types of learners.

The presenter offers activities that appeal to different kinds of learners, and tips for making learning accessible to students of various strengths and styles. Ways to make the classroom

experience rewarding to all students – quiet, chatty, shy, and loud – are explored.

This workshop is ideal for novice teachers looking for ways to engage their students with fun and motivating speaking classes. Attendees will leave with fresh knowledge and ideas they can implement in their next lessons.

Ayla Duman & Serdar Duman
Using Online Tools for an Effective EFL Writing Class

The rapid development of technology and social networks has changed students' learning styles dramatically. Our students have become 'digital natives' (Prensky, 2001). Our ESL and EFL students are continuously using social media and technology. Recent findings show that integrating online tools and social networking services in EFL writing classes reinforces students motivation and self confidence in EFL and expands their knowledge (Yunus, Salehi & Chenzi, 2012). The aim of this presentation is to explore the use of online tools in developing pre-university EFL students' process writing skills.

As teachers, we should take the opportunity to incorporate social networking and other creative online projects into our teaching practice in order to more fully engage EFL and ESL students in the writing process. This session consists of two parts. First, the presenters will discuss two issues: 1. How EFL teachers can adopt to the changing learning tendencies of our tech-literate students and design online projects developed around the theory of process writing that will improve their writing in L2 and 2. The ways in which we can promote writing as a fun activity, enrich our students' cognitive experiences and actively involve them in writing. Second, we will demonstrate selected online writing projects such as digital storytelling; student published comic books, online collaborative journals and creating picture stories. In our experience, this approach is beneficial to our students. By participating in such online projects, L2 students acquire rhetorical elements of writing and are able to use these elements in meaningful and creative ways. In addition, these projects allow students to collaborate with their peers throughout the writing process as they share, discuss and publish their work online. Participants will leave the session equipped with useful online project tools and hand-outs that will allow them to explore online writing activities with their students.

Brian Grover

Experience as a Catalyst for Student-Centered, Conversation-Enabled Learning

Simple word associations can be harnessed as a rich source of student-centered content in the adult conversation classroom. Workshop participants will explore techniques designed to leverage linguistic associations towards generating limitless experience-based conversational topics, reducing or eliminating references to L1, developing critical communication strategies and contributing to self- and peer- assessment.

Linguistic associations are frequently shaped by underlying events, experiences, attitudes and values and can be useful in instantaneously accessing a rich source of topics in conversation-enabled classrooms. Such experiential elements are the ideal fodder for communication. As memories are recoded into the linguistic symbols of L2 this new experience of sharing and retelling lends a certain "stickiness" to lexical, grammatical and structural components of language, resulting in stronger bonds of retention. In this session we'll learn to harness word associations to create a truly student-centred classroom.

Starting from a few quick exercises designed to acclimatize students to making associations, we'll move step-by-step towards expanding those associations to produce communicative output directly in L2. Associations are then leveraged to practice and acquire communication tactics and self- and peer-assessment techniques. Initially, students simply listen and write. Next, listen and speak. Then they'll be developing chains of associations and working onwards towards extending those single word chains to full sentences, exposition and, finally, full-on oral communication. Within a few lessons, extensive, student-generated conversation becomes the rule, not the exception. Students come up with their own topics freeing the instructor to focus on enhancing the Krashen Monitor instead.

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.

Kevin Maher

Neural Connections: SLA Theory, Neuroplasticity and Implications for EFL Classrooms

Most people recognize differences between children and adults in relation to language acquisition. Children can acquire seemingly effortlessly, while adults must cognitively think about language and study it. What accounts for this? What can an adult do to acquire language more easily? What can a teacher do to assist in this process? This presentation will address neuroplasticity, how the brain works in regards to language, and what teachers can do to assist in the process.

First, what is neuroplasticity? By examining experts who've studied this field, we can apply this information to what we know of language acquisition. Key individuals who helped change the neuroplasticity field will be discussed, such as Michael Merzenich, Wilder Penfield, Paul Bach-Y-Rita, George Ojemann, and Oliver Sachs.

Next, how can we apply what we know about neuroplasticity to language learning? What are theories within SLA that are very compatible with what we know about neuroplasticity? Key components of this section will include Interaction Hypothesis, selective attention, automaticity, and structured focus.

Lastly, what can teachers of adult language students do to assist them in acquiring language? How can we combine the fields of SLA and neuroplasticity and apply them to the language-oriented classroom? What is the ideal EFL/ESL classroom that will activate the brain to recall and acquire language more easily? This final section will address these questions.

Siwei (Bryan) Zhao

Using the Native Language: Help or Hindrance?

Use of learners' L1 in ESL class continues to be a controversial issue. While many teachers and scholars advocate the "English Only Policy", others suggest that it is effective for teachers using L1 (first or native language), especially for lower level classes. After examining one teacher's use of L1 and its effectiveness in a lower level adult immigrant class, and interviewing teachers who use L1 in their classes, the presenter will address the following questions: Does a teacher's use of L1 facilitate students' learning? What do students and teachers think about a teacher's use of L1? How do students compare the "English Only" classroom and the classroom in which L1 is used by the teacher? The presentation will provide first-hand information collected from a real teaching context to discuss the issue of bilingual or multilingual teachers using L1 in ESL classes.

Theme 11: Materials/Course Design

Bryan Alkema

Monologue + Monologue ≠ Conversation

I used to begin my semester by asking my ESL students "What is conversation?" (That's a really good question.) And if they got stuck, I would say, "Well, it's like talking." (That's not a really good answer.) Because it turns out that there is a lot more to conversation than the 'talking' bits. This presentation looks at the differences between conversation and speaking. We can teach speaking, and we can teach conversation, but they're not the same, and we shouldn't get them mixed up.

This presentation will begin with a definition and differentiation process of both speaking and conversation, and identification of specific sub-skills of each. (15 minutes) We will then look at the advantages of making clear divisions between speaking activities and conversational activities. (10 minutes) The last section will examine sample activities that are specifically about speaking, and contrast those with sample activities that are more focused on conversational skills and strategies, with examples being taken from existing curricular materials. (15 minutes) Participants will leave with a greater ability to distinguish speaking and conversation both for themselves and for their students, methods to bridge and

scaffold the two skill sets, and a few select principles which link practice and theory, to use in designing their own activities.

Ian Baddon

Using Collaborative Writing (CW) in an EFL context

This presentation will focus on the benefits that collaborative writing (CW) tasks afford students and teachers in an EFL classroom. Faced with the prospect of grading two hundred essays every few weeks and the disheartening realization that students seem to make the same mistakes over and over, many a teacher has questioned the effectiveness of essay writing. Even process writing, with a peer review stage, seems not to improve things much as students tend not to feel inclined or capable of improving their classmate's work. To this end, I decided to trial the effects of collaborative writing.

I will present the findings from my research into the use of CW in a university English for general purposes class. The study investigated the effects of group size on the final product and the writing process. Some students wrote individually (n=14) and some in small self-selected groups as follows: pairs (n=10), triads (n=14) and quads (n=8). Findings of the study show that CW resulted in compositions that were shorter than those written by individuals. On the other hand, collaboratively written texts tended to be syntactically more complex and accurate. CW enabled groups to work together, build meaning and discuss the grammar, lexis and mechanics of their work. A high proportion of the issues they encountered were resolved correctly in a collaborative manner, providing further evidence that supports the use of collaborative writing in the L2 writing classroom as an effective pedagogical tool.

Furthermore, the feedback from students was generally positive. In response to an online survey a high proportion of students reported that they enjoyed the experience citing an increased motivation to write and an improved confidence to experiment with the language, believing that their writing was more likely to be grammatically correct and lexically sound.

Samuel Barclay

Providing Level Appropriate L2 Input

Providing comprehensible input is one of the fundamental responsibilities of a foreign language teacher. L2 instructors need to appropriately grade the lexical difficulty of their language to ensure that a lesson is not pitched too far to either side of their students' L2 ability. The decisions instructors make about word choice reflect their knowledge of a number of factors. These include: students' L1; the educational background of the students; and a tacit understanding of learners' lexical ability. However, are teachers' impressions of their students' English lexical ability accurate?

This poster will introduce a yes/no test which was administered to students and staff at a national university in Japan. 200 freshmen circled words they were able to translate into their L1. Subsequently, teachers (n=13) at the same institution were presented with the same word list and instructed to circle items they thought the average student could translate into Japanese. The results were then compared using accuracy, recall, and precision.

This poster will present a number of pertinent findings. First, results revealed that teachers had wildly differing impressions of students' vocabulary knowledge. Secondly, the accuracy of a teacher's judgement was found to be significantly affected by nationality and word frequency. Finally, experience was not found to positively affect the accuracy of a teacher's understanding of their learners' lexical ability.   Some strategies to foster accurate calibration between the students' L2 lexical ability and a teacher's understanding of that ability will also be outlined.

Samuel Barclay & Roderick Lange

Using a Rubric to Encourage Active Participation

Despite the best efforts of teachers to develop a communicative L2 learning environment, students can be hesitant to actively participate in classroom activities. Furthermore, although many teaching institutions include in-class participation in their assessment criteria, the conception and/or interpretation of in-class participation can vary from instructor to

instructor, potentially harming the consistency of evaluation across a department. This presentation will introduce a rubric for in-class participation that was designed to combat these issues.

This session will begin by presenting the rubric and a number of key elements. Next, the speakers will demonstrate the use of a grading spreadsheet that reduces the burden of data entry and increases the usability of the rubric. Following this, they will relate the results of a questionnaire administered to students (n=380) involved in piloting the rubric. Additionally, they will delineate insights gained from semi-structured interviews conducted with three instructors who are currently trialling the rubric.

The presenters will argue, through examples of some of the positive results of the findings, that the use of the rubric has led to more transparent, objective, and consistent evaluation, while also helping to foster active class participation. However, they will also discuss a number of unresolved issues with the design and implementation of the rubric, including the practical limitations of its creation, implementation, and the need for a training programme for instructors who use it. Finally, to ensure the rubric effectively solves the problems it was designed to eliminate, the presenters will propose an evaluation plan and possible revisions to the content of the rubric.

Ian Brown

Web 2.0 Internet Activities for Lower-Level Learners

CALL is full of Web 2.0 Internet activities for higher-level students from blogs to facebook. The CALL literature is overflowing with ideas for these students. Indeed for higher-level students almost any web site can be adapted for language-learning purposes. However, when it comes to lower-level students, making text-heavy, complex, Web 2.0 sites relevant and appropriate is far more challenging and difficult. Teachers of these lower-level students can become disillusioned when using web sites, which are simply beyond their students' level. The literature is sparse for the large number of lower-level learners. This presentation will report on a number of Web 2.0 sites that can be adapted to suit lower-level students in a variety of ways so that the activities are suitable for their students' lower level of reading, speaking and writing. Use of these sites involves activities such as message boards, photo databases, voicethread slideshows, animations, webcams, social networks, wikis and more.

The presentation will explain how to use and adapt these selected Web 2.0 sites so that they can suit lower-level students, and promote student motivation, a sense of community in the classroom, and extend learning outside the classroom. Students can became more interested in their learning and conduct real communication with each other online, despite their lower-level English skills. The presentation will give teachers concrete ideas for their own use of the Internet and Web 2.0 with lower-level English students, not only in specialised Internet courses, but also in supplementing General English classes.

Ian Brown
<u>Action Research and Curriculum Change</u>

Action Research is a research tool that any teachers can start using relatively easily, even on their own, and will provide benefits to any teacher who uses it. This presentation is aimed to get teachers aware of its possibilities by exploring the connection between Action Research and change in Curriculum, in a language-teaching context. Action Research, which concerns change coming from action, observation and reflection, developed into educational research in the 1960s and 1970s. Since then it developed into a popular tool, not only for educational research, but also teacher professional development. Furthermore it can help teachers not only in their personal professional development as teachers but in refining and improving the curriculum they use. I It allows teachers to be involved directly in the process of their curriculum development and change for their own particular unique classroom situation. This presentation will begin with some explanation and introduction of what action research is and its basic tools. Then some examples from different countries and in different contexts illustrating how Action Research has been used in curriculum change will be described. Finally both the strengths and weaknesses of using Action Research for the purpose of curriculum change will be discussed. Despite some problems with its use in areas of training and time for teachers to conduct it, Action Research does have great potential in empowering useful and beneficial curriculum change for a teacher's own individual circumstances. Furthermore action research has the additional benefits for teachers in contributing to their own positive personal professional development. Action Research is a positive practical tool any teacher can do and should not miss out on!

Brian Carlstrom

Data-driven Learning is an approach to teaching that puts the learners in the position of language researchers, using corpus data to develop their own insights into language use. DDL activities not only represent a novel way to teach and learn, they also activate numerous cognitive processes such as hypothesizing, testing, verifying, noticing, and more (O'Sullivan, 2007). While many teachers find this idea exciting, its use is not widespread for a variety of reasons including a lack of resources, a lack of training, minimally available DDL materials, time required to train learners in software usage, and a false notion that DDL is only useful for advanced learners (Boulton, 2010). This presentation will give attendees the resources and knowledge to immediately begin creating their own paper-based DDL materials to address learner needs. A step-by-step tutorial on the creation of a DDL activity will be given along with a summary of Korean L1 learner reactions to this approach. The materials demonstrated are created with data from the Corpus of Contemporary American English and the Gachon Learner Corpus. This presentation is a follow-up to the March 2013 presentation at the Seoul KOTESOL conference 'Building Learner Corpora Made Easy.'

Gerald de la Salle
Blueprint for a Writing Class

Of the four major English skills, writing is perhaps, the most difficult to teach and the most neglected. EFL learners in Korea receive little or no formal instruction in writing. Their English writing skills typically lag in comparison to their other English skills. Furthermore, TESOL training programs usually devote little or no time to training teachers on how to teach writing. This workshop is designed for both new and experienced writing instructors. The emphasis will be on paragraph writing for high school (possibly middle school) and university students in an effort to prepare them for academic writing. The intention is to discuss a variety of ideas/activities for writing classes, both old and new. In addition to process writing, this presentation will address other issues: editing, grammar mistakes, motivation, feedback techniques (for both students and teachers), grading, the accuracy-fluency paradigm, creativity, card games for writing class, and keeping track of writing progress. A case will also be made for "deemphasizing" process writing. Rather than continually being caught in the process writing trap, students can do more fluency activities, including "speed writing" a quick but excellent way to double or even triple their writing

output! The issue of accuracy in speed writing will also be addressed. Suggestions for designing such a speed writing program will also be made.

David Gatrell

All in the game: Digital game-based learning

Computer games dominate our students' free time, whether they are playing games or talking about them. Understanding digital games and integrating them into our teaching will not only help us understand what makes our students tick - it can also help bring more imagination, curiosity and fun to our classes and cultivate collaboration, communication, creativity, critical thinking and problem-solving skills.

Gamers worldwide already use English online to discuss in-game strategies and share their interest in gaming. Yet digital games can also be exploited within the classroom to accomplish the twin goals of Communicative Language Teaching - for learners to use English for meaningful purposes, and to have a real impact on the world - while retaining all the fun and satisfaction intrinsic to gaming.

So how can we harness the power of games as teachers and materials designers, even if we aren't experienced gamers ourselves?

The key to successful digital game-based learning is to embed skills development and language practice within the tasks we design. Throughout this very practical and hands-on workshop, participants will try out language- and skills-focused activities based on a selection of online games: simulations, narrative multimedia and point-and-click adventures. In doing so, we will explore innovative ways of repurposing and integrating these and other game genres into our teaching. We will also consider how to evaluate and select appropriate digital games for our classrooms and design tasks and materials to suit the age, level, needs and learning styles of the people we teach.

In every case, careful attention will be paid to lesson planning, to make sure that regardless of the learning context - elementary, high school or university - digital games do not simply

exist as stand-alone activities but serve as meaningful learning experiences that are firmly rooted in the lesson and course objectives.

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.

Martin Hawkes

Investigating the use of task models as pre-tasks in TBLT

Practitioners of task-based language teaching (TBLT) often use pre-tasks to prime learners before they perform   meaning-focused tasks. Such pre-tasks can be used to introduce topics, present useful vocabulary, or, more controversially, target grammatical structures. This paper will describe how learners used one kind of pre-task –- a task model performed by   proficient speakers –- to help them prepare for the main task   performance. This study took place at a private university in Japan using three intact first-year classes of false beginner learners that followed the same syllabus. Three lessons were selected that contained different task types. Group A performed the tasks with no task model. Group B were given the opportunity to listen to a task model and answer listening comprehension questions based on it. Group C followed the same procedure as Group B with the additional stage of completing a listening cloze   exercise using a transcript of the task model. Tasks were performed in dyads or in small groups, and the interaction was audio recorded. Results

indicated that whereas participants in Groups A and B tended to choose their own linguistic resources   to complete the tasks, those in Group C took the opportunity to"mine" the task model transcripts for useful language. There was also some evidence of greater mining of items that were the   targets of the listening cloze. These findings support the suggestion (e.g. Boston, 2008) that targeted input can lead to a focus on specific forms without abandoning some of the fundamental principles of TBLT.

Neil Heffernan
The Road to a Successful Curriculum: How Theory Feeds Practice

In 2008, a national Japanese university overhauled its English program in order to tailor to the specific needs of its 2,000 first-year students. This reinvention took a four-pronged approach: To create a textbook for each of the four macroskill-themed classes taught; to make a common test for these classes; to implement a comprehensive e-learning program; and to initiate an "English Professional Course" aimed at Advanced-level second to fourth year students. All four elements were imposed after the results of research indicated that first-year students at the university desired a more tailored approach to their English language learning.

The first phase involved writing, piloting, revising and publishing a Listening, Speaking, Reading and Writing textbook for use both at the university and to be available on the general textbook market. Next, common tests for each of the four classes offered for first-year students were created.

The initiation of an e-learning was a key element of the program, as students consider using the Web as a key tool to supplement their studies. Lastly, the "English Professional Course" was created in order to fit to the needs of students who aspire to use English for their future. The eight classes offered in this course have been extremely popular with students, with the number of applications greatly exceeding the number of actual places in the program by approximately forty percent.

The presenter will outline the unique elements to this program; so unique that a host of other Japanese universities have inquired into, and actually started, similar programs of their own in recent years.

Dadan Jauhara & Sri Widiastuti

GBA to Teach Writing Exposition in Indonesian EFL Context

This study aims to investigate the teaching and learning of writing under the genre based approach to improve students' writing skills particularly in writing an Exposition text in a tertiary EFL context in Indonesia. This study employed a qualitative research design, embraced the characteristics of a case study and to some extent a program evaluation. This research was conducted in one private university in West Java employing multiple data collection techniques, particularly classroom observation by the researcher and his colleague, students' written journal on the teaching program, collection of sample students' texts, which were then analysed by using systemic functional grammar (SFG), and interview with the participants. The study reveals three findings related to the research questions. First, regarding the analysis of the students' texts, most of the students have shown a substantial progress in terms of schematic structure, social function, linguistic features and thematic progression. Second, most of the students respond to the teaching program positively. Third, there were some issues that emerged in the implementation of the teaching program, especially in the stage of joint construction, when the discussion in group was stuck and group members could not share their idea anymore. Finally, the solutions were proposed to solve the students' problems i.e. that the teacher should be more active and pay more attention to the groups which really need help and remind them that everyone has an equal right to contribute his/her idea in a group work.

Trevina Jefferson

Effective Writing Development Tools for Teachers/Professors & Peer Feedback

The writing development tools that you will learn about in this workshop are for high school teachers through university level professors that teach English composition. While the instruments can be used for long papers, they were created for the paragraph and 5-paragraph essay level. Additionally, the components were influenced by standardized testing rubrics and guidelines (e.g. TOEIC and TOFEL). These tools allow teachers/professors to give specific personalized feedback combined with specific rubrics that are effective in improving students' writing through reflection and are better tools for consistent grading; while at the same time, these instruments support practice with interdisciplinary theory from the

following fields: teaching English as a second language (TESOL), linguistics, English education, and human development. An added benefit to this approach of writing maturation is that teachers/professors can easily model how students will use it in peer feedback to mentor each other in essay development.

It is important to note that this is an action research project where the elements were applied over 800 times on real Korean student writing. Attendees at this workshop will have an opportunity to participate in the second part of this research project, which is an international survey of high school teachers and professors that implement the process with students whose native languages are one of the following: Korean, Spanish, Chinese, Arabic, or English.

Nico Lorenzutti

Beyond the Gap Fill - 9 Dynamic Activities for Song

Many teachers like to use music and song in the language classroom. Good motivational tools, they are fun, relaxing and provide a class with variety and a break from textbook study. For younger learners, song and chants are often used to help acquire new vocabulary in a non-threatening, naturalistic manner. Older students and more advanced learners can analyze lyrics and explore a songwriter's language choice and message. Despite the rich potential of songs as authentic and stimulating texts, however, when it comes to designing a listening activity for a song teachers tend to rely upon the 'gap fill'; by far the most frequently employed song-related listening task. Teachers undertaking in-service training programs often report that when they use a song as a warmer, a gap fill is the sole activity. Listen and fill in the blanks, listen again, check and move on to the next activity, is almost a mantra. Yet songs can be utilized in so many more variable and stimulating ways; songs can challenge students to learn and think about language, and provide opportunities for integrated skills practice as well as cultural and intercultural analysis. This presentation will demonstrate a collection of simple, effective techniques that can be easily applied to a range of songs. All techniques incorporate active learning elements such as movement, prediction, student-student interaction and competitive games – providing teachers with a bank of useful and engaging classroom activities. The activities are suitable for young teen to adult learners, ranging from low intermediate to advanced levels.

Jonathan Loh & Gregory Thompson

A Content Creation Tool for SLA: An Introduction To Machinima

Machinima, a form of cinematic that uses video games, offers educators a low-cost, accessible way to make videos for the classroom. This presentation aims to explore the basics of using machinima in the creation of classroom material. We will first give an overview of the benefits that machinima holds over the use of more traditional methods of video production, such as the use of a camcorder. Next, participants will be introduced to some tools necessary to make quality machinima, including recording programs, game mods, and video editing programs, and discuss their ease of use with students. Finally, we will introduce some activities participants could readily adapt into their own classrooms. This presentation will draw on machinima from Minecraft, the Fallout series, and the Sims to exemplify the various aspects of Machinima. Participants will leave with a basic understanding of how to create machinima and use it in an educational setting.

Shaun Manning

Tasks in Context: Examining Student Learning in Interactive Task-Based Talk

Interactive language learning tasks are a regular feature of classroom pedagogy in ESL settings, but their implementation in EFL settings has been questioned for a number of reasons: student overuse of L1, the incidental nature of the language learning involved in tasks, teacher unfamiliarity, and students not performing the task properly have all been cited as potential issues. My research has been to investigate how to mitigate some of these complaints about tasks while still meeting institutional demands with respect to the curriculum. It involves integrating some self-designed interactive tasks into a sustained-content based language course for Korean university freshmen (first-year students) in which I was the instructor. This phase of the research was a qualitative, exploratory study that lasted one-semester and involved observation, audio and video-recording of student task performance, along with stimulated recall interviews as the sources of data. I will report findings about how language learning opportunity was influenced by interaction demands made by task design, task topic, and student interpretation of the task design. The key findings were: (1) there was a great deal of English-language collaborative assistance (peer-scaffolding) in all the tasks. (2) When breakdowns occurred the talk to resolve the breakdown was consistently about lexis or pronunciation rather than grammar; however, if

presentation/report demands included a written component, in-task talk altered and focused more to grammar. (3) Repeating or re-doing the same task enabled learners to engage more with the content and not worry about 'what do we do next'. This did not appear to help with accuracy of in-task talk, perhaps due to the new topic. (4) L1 use increased when task outcomes included highly interactive presentation demands as students oriented toward completing the task in an interesting way, and not to the language-learning function of tasks.

Ken Morrison

Lights! Camera! Wait! Wait! Wait... Student Video Project Management

Have you been thinking about integrating student-produced videos into your English courses? Is your boss making you do it? Perhaps your students are begging you to do so? When done correctly, video production can be an engaging way to motivate students to activate their English ability. It can also be a digital disaster. Before you start, you can benefit from following some simple tips and avoiding some scary pitfalls.

In this presentation, you will learn how to set guidelines for students, how to set up a system of structured project-management checkpoints, and advice on how to make grading less subjective. You will also learn simple tips that all professional video producers follow. Participants will also receive internet links to free resources which will help both the teachers and the students as you embark on the journey of integrating video production into the classroom.

The presenter has been helping Korean students create videos since 2010, and he has won an award by the Apple corporation in part for his leadership of student projects. He helps students create meaningful videos by using free, easy-to-use technology that his students already own. This presentation will provide demonstrations of student productions. After seeing these student productions, you will be motivated to help your students create their own videos.

Terry Nelson

Fostering Agency and Belonging in a Group Learning Experience

This presentation builds upon research presented last year at the KOTESOL international conference, at which time it was argued (with Dr. Tim Murphey) that agency and belonging are fundamentally important for positive group dynamics and ultimate group success. Data from two case studies supported this argument and revealed some of the ways in which agency and belonging co-construct each other and play equally important roles in the group learning experience. This year, the primary focus is on the 'how:' How can group learning be implemented into a program of instruction in a way which fosters agency and belongingness? Reference will be made to a teacher education program in Seoul in which group project work was a defining characteristic. A two-year study of this program revealed that more than 80 percent of 200 study participants viewed their group learning experience in overwhelmingly positive terms, and 12 percent saw it as life-changing. Their comments made evident not only the fundamental importance of agency and belonging, but also what they felt they did, had been done, and could be done to help ensure agency and belongingness were realized. Together with instructor/researcher observations, these comments provide insights into ways in which these underlying determiners of success can be fostered in a group learning experience.

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.

Peter Thwaites

Conversation Tennis: Practice in Search of a Theory

Conversation Tennis is a game suggested by Scott Thornbury to help learners develop spoken fluency and learn to apply the rules of conversation (such as taking turns and showing interest) to their L2 conversations. In the first part of this seminar, delegates will be introduced to the game and given practical ideas for taking it to their own classroom. In the second half, we will use a loop input method to ask the question, "why does this work?". This will give delegates a chance to discuss current theories of language acquisition and fluency development in the light of the game they've just played, thus creating a clear line of thought from specific practice of a specific skill, to an exploration of the theory behind it.

Seth Yoder

When Textbooks Fail: New Materials to Motivate a University Classroom

Finding ways to engender motivation in an overcrowded university EFL classroom is often a daunting task. Students are often subjected to generic textbooks with little prospect of deviating from the stereotypical English speaking course syllabi. As a result many students' dissatisfaction causes them to withdraw from the course or simply disengage the moment they step into the classroom. With the students' best interest in mind most teachers are now, with the assistance of the online materials trying to develop courses that will not only teach to the standards, but also infuse some of that practical language we always hear so much about. Despite what many critics have said in the past, a mixture of authentic and artificial materials will sustain attention in the classroom for greater lengths of time (Peacock, 1997). In a research project I conducted last semester with over 150 Korean university students, I was able to highlight several of the motivating and demotivating factors within the classroom. With the assistance of a well thought out and tested questionnaire I was able to extrapolate data that could potentially play a role in improving material design for future

courses. This presentation will focus on the findings from the questionnaire as well as the materials that may prove to generate greater and longer lasting motivation in the university EFL classroom.

Theme 12: Motivation

Matthew Apple & Glen Hill
Motivational Attributions of Japanese Science and Engineering Students

Despite the need for English in professional science and engineering fields, Japanese students majoring in science experience greater problems maintaining their language learning motivation. Previous studies (Johnson, in press; Authors, 2012, in press-a, in press-b) indicated that science students in Japan are often motivated to study English initially, but then experience demotivation from a combination of psychological factors and socially-oriented classroom variables. However, such studies have suffered from reliability concerns and a lack of generalizability across samples due to small N-sizes. Additionally, the possibility of motivational influences from academic and professional career goals chosen by these students has not been addressed.

In this presentation, results will be shown from a large-scale study of Japanese EFL students enrolled in science programs in 19 separate institutions throughout Japan, varying from technical colleges to undergraduate universities to graduate schools. A questionnaire of 40 items was created with items designed to measure 10 motivational, psychological, and social factors, including anxiety, perceived classroom atmosphere, international friendship, Ideal L2 Self, and Ought-to L2 Self.

The questionnaire was distributed during the middle of the spring academic term to 2,412 participants. Data obtained from the questionnaire were fit to an existing L2 motivational model and results from three different levels of education (technical college, undergraduate, graduate) were compared. Findings suggested that as students approach the end of their degree programs, they feel a greater sense of the necessity of English, but conversely feel less capable of using English and have less desire to use English. The presentation will conclude with a look at preliminary findings from follow-up online and face-to-face

interviews with a subset of self-selected participants that form the qualitative portion of this study.

Toben Alexander & Chris Hughes

The Social Network: Encouraging Engagement in Language Learning

Many English instructors in Korea have limited contact time with students. Online social media and networking can be a powerful tool to extend opportunities for meaningful L2 communication, if used correctly. Our research shows that students are motivated to participate in English communication via social media, and that some educators acknowledge and respond to that motivation with varying degrees of success. This workshop will introduce case studies of successful integration of social media into a language learning curriculum. We will then offer an interactive demonstration of such integration and connect the practical application to current theoretical frameworks.

Our results from a survey of 83 students from a number of universities show that students are motivated to use social networking for language development and that they feel a high degree of autonomy when doing so. It also shows a strong desire to be part of an English speaking online community. While this is the case, our research indicates that less than 50% of students currently feel like they have membership of an English speaking online community. Quantitative data taken from interviews with instructors successfully using social networking provides case studies of effective methods that could be of interest to English instructors in Korea.

Ian Baddon

Using Collaborative Writing (CW) in an EFL context

This presentation will focus on the benefits that collaborative writing (CW) tasks afford students and teachers in an EFL classroom. Faced with the prospect of grading two hundred essays every few weeks and the disheartening realization that students seem to make the same mistakes over and over, many a teacher has questioned the effectiveness of essay writing. Even process writing, with a peer review stage, seems not to improve things much as students tend not to feel inclined or capable of improving their classmate's work. To this

end, I decided to trial the effects of collaborative writing.

I will present the findings from my research into the use of CW in a university English for general purposes class. The study investigated the effects of group size on the final product and the writing process. Some students wrote individually (n=14) and some in small self-selected groups as follows: pairs (n=10), triads (n=14) and quads (n=8). Findings of the study show that CW resulted in compositions that were shorter than those written by individuals. On the other hand, collaboratively written texts tended to be syntactically more complex and accurate. CW enabled groups to work together, build meaning and discuss the grammar, lexis and mechanics of their work. A high proportion of the issues they encountered were resolved correctly in a collaborative manner, providing further evidence that supports the use of collaborative writing in the L2 writing classroom as an effective pedagogical tool.

Furthermore, the feedback from students was generally positive. In response to an online survey a high proportion of students reported that they enjoyed the experience citing an increased motivation to write and an improved confidence to experiment with the language, believing that their writing was more likely to be grammatically correct and lexically sound.

Samuel Barclay
Providing Level Appropriate L2 Input

Providing comprehensible input is one of the fundamental responsibilities of a foreign language teacher. L2 instructors need to appropriately grade the lexical difficulty of their language to ensure that a lesson is not pitched too far to either side of their students' L2 ability. The decisions instructors make about word choice reflect their knowledge of a number of factors. These include: students' L1; the educational background of the students; and a tacit understanding of learners' lexical ability. However, are teachers' impressions of their students' English lexical ability accurate?

This poster will introduce a yes/no test which was administered to students and staff at a national university in Japan. 200 freshmen circled words they were able to translate into their L1. Subsequently, teachers (n=13) at the same institution were presented with the

same word list and instructed to circle items they thought the average student could translate into Japanese. The results were then compared using accuracy, recall, and precision.

This poster will present a number of pertinent findings. First, results revealed that teachers had wildly differing impressions of students' vocabulary knowledge. Secondly, the accuracy of a teacher's judgement was found to be significantly affected by nationality and word frequency. Finally, experience was not found to positively affect the accuracy of a teacher's understanding of their learners' lexical ability.   Some strategies to foster accurate calibration between the students' L2 lexical ability and a teacher's understanding of that ability will also be outlined.

Samuel Barclay & Roderick Lange
Using a Rubric to Encourage Active Participation

Despite the best efforts of teachers to develop a communicative L2 learning environment, students can be hesitant to actively participate in classroom activities. Furthermore, although many teaching institutions include in-class participation in their assessment criteria, the conception and/or interpretation of in-class participation can vary from instructor to instructor, potentially harming the consistency of evaluation across a department. This presentation will introduce a rubric for in-class participation that was designed to combat these issues.

This session will begin by presenting the rubric and a number of key elements. Next, the speakers will demonstrate the use of a grading spreadsheet that reduces the burden of data entry and increases the usability of the rubric. Following this, they will relate the results of a questionnaire administered to students (n=380) involved in piloting the rubric. Additionally, they will delineate insights gained from semi-structured interviews conducted with three instructors who are currently trialling the rubric.

The presenters will argue, through examples of some of the positive results of the findings, that the use of the rubric has led to more transparent, objective, and consistent evaluation, while also helping to foster active class participation. However, they will also discuss a number of unresolved issues with the design and implementation of the rubric, including

the practical limitations of its creation, implementation, and the need for a training programme for instructors who use it. Finally, to ensure the rubric effectively solves the problems it was designed to eliminate, the presenters will propose an evaluation plan and possible revisions to the content of the rubric.

Casey Michael Barnes

<u>Say it, Show it, Act it... Tell Me a Story!</u>

Anyone who can speak can tell stories. We tell them informally as we relate the mishaps and wonders of our day-to-day lives. We gesture, exaggerate our voices, and pause for effect. When story telling is used in the classroom, students have the opportunity to share ideas, organize information, and generate interesting, relevant language in peer to peer contexts. Students are able to listen to their classmates and develop a familiarity with language patterns. When used as a culminating activity, students can easily develop more advanced presentation skills like intonation, gesticulation, and use of dramatic pauses.

In this session, the participants will experience a series of effective storytelling activities that have been successfully utilized in classrooms at varying levels and ages. These activities can be easily introduced into a classroom, as participants will also engage in methods of differentiating these activities. Participants will begin with telling simple fables to develop information organization and presentation skills, and see how to advance to making use of traditional stories and folklore to improve communication and deep cultural awareness. So, get ready to toss out those holiday worksheets and get students really communicating in the classroom!

Andrew Boon

<u>Here We Are, Now Motivate Us</u>

You walk into the classroom. The students are at the back chatting with friends, sitting in silence, checking their phones, or resting their heads on the desks. Then, suddenly, the bell sounds. It is the start of the class. How do we as teachers change the classroom dynamic to one where learning can take place for all concerned? How do we create an environment and experience that will spark our students' natural curiosity and eagerness to develop? Once in action, how can we help nurture and sustain their interest throughout the lesson when

learner motivation is constantly at threat. This presentation will provide an overview of Dornyei's motivational teaching practice model (2001), describe its practical application in the L2 classroom, and explore strategies for generating, maintaining and protecting student motivation. The audience will be invited to share their own experiences of and suggestions for stimulating teen spirit.

Nicholas Bovee
Motivating Students with Original Animated Videos

While elements of an English language program such as textbooks and assessment are occasionally coordinated as part of an institutional curriculum, the responsibility of raising student motivation typically falls under the jurisdiction of individual teachers. The presenter will describe the development of a series of short animated videos that are designed to raise student motivations to learn English. The ultimate goal of the project is to introduce the videos into the existing institutional curriculum in order to affect student motivation on a large scale. In the ongoing pilot study, the effect of the videos on student motivation is being measured psychometrically with a survey instrument based on the work of Hulleman, Godes, Hendricks, and Harackiewicz (2010). The latent psychological constructs being measured are: 1. learner efficacy, 2. value of English, 3. internal goals, and 4. interest in English. If successful, the videos would represent the preliminary steps toward a "motivational curriculum", in which the objective of influencing student motivation is a fundamental curricular goal in addition to the more conventional linguistic goals. A description of this pilot research will also be provided along with samples of videos that are designed to affect each psychological construct.

Ian Brown
Web 2.0 Internet Activities for Lower-Level Learners

CALL is full of Web 2.0 Internet activities for higher-level students from blogs to facebook. The CALL literature is overflowing with ideas for these students. Indeed for higher-level students almost any web site can be adapted for language-learning purposes. However, when it comes to lower-level students, making text-heavy, complex, Web 2.0 sites relevant and appropriate is far more challenging and difficult. Teachers of these lower-level students can become disillusioned when using web sites, which are simply beyond their students'

level. The literature is sparse for the large number of lower-level learners. This presentation will report on a number of Web 2.0 sites that can be adapted to suit lower-level students in a variety of ways so that the activities are suitable for their students' lower level of reading, speaking and writing. Use of these sites involves activities such as message boards, photo databases, voicethread slideshows, animations, webcams, social networks, wikis and more. The presentation will explain how to use and adapt these selected Web 2.0 sites so that they can suit lower-level students, and promote student motivation, a sense of community in the classroom, and extend learning outside the classroom. Students can became more interested in their learning and conduct real communication with each other online, despite their lower-level English skills. The presentation will give teachers concrete ideas for their own use of the Internet and Web 2.0 with lower-level English students, not only in specialised Internet courses, but also in supplementing General English classes.

Chrissy Burns
Korean University Students: Their Learning Styles, Your Teaching Style

How do Korean university students like to learn English? Are they ready for, or interested in, communicative lessons? Combining research with practical classroom ideas, this workshop focuses on the learning preferences and experiences that university students bring to the classroom, and how to interest and engage them with your lessons.

The results of the presenter's dissertation research on Korean university students' learning styles and preferred learning strategies are presented, and the implications for teaching are discussed. The possibility of distinct differences in learning styles based on students' majors is discussed, with tips for engaging different types of learners.

The presenter offers activities that appeal to different kinds of learners, and tips for making learning accessible to students of various strengths and styles. Ways to make the classroom experience rewarding to all students – quiet, chatty, shy, and loud – are explored.

This workshop is ideal for novice teachers looking for ways to engage their students with fun and motivating speaking classes. Attendees will leave with fresh knowledge and ideas they can implement in their next lessons.

Kyle Philip Devlin
Korean Students' Perceptions of Reading Culturally Familiar Extensive Reading Books

In the vast majority of classes that employ extensive reading in Korea, students are generally presented with books that introduce worlds and characters often quite different from those found in Korean culture. This leaves students with the task of not only processing language, but another culture as well. To relieve students of this two-fold processing burden, teachers can make books available that are more culturally-connected and which have familiar characters. This research looks at students' perceptions of reading these culturally familiar books in English.

Ayla Duman & Serdar Duman
Using Online Tools for an Effective EFL Writing Class

The rapid development of technology and social networks has changed students' learning styles dramatically. Our students have become 'digital natives' (Prensky, 2001). Our ESL and EFL students are continuously using social media and technology. Recent findings show that integrating online tools and social networking services in EFL writing classes reinforces students motivation and self confidence in EFL and expands their knowledge (Yunus, Salehi & Chenzi, 2012). The aim of this presentation is to explore the use of online tools in developing pre-university EFL students' process writing skills.

As teachers, we should take the opportunity to incorporate social networking and other creative online projects into our teaching practice in order to more fully engage EFL and ESL students in the writing process. This session consists of two parts. First, the presenters will discuss two issues: 1. How EFL teachers can adopt to the changing learning tendencies of our tech-literate students and design online projects developed around the theory of process writing that will improve their writing in L2 and 2. The ways in which we can promote writing as a fun activity, enrich our students' cognitive experiences and actively involve them in writing. Second, we will demonstrate selected online writing projects such as digital storytelling; student published comic books, online collaborative journals and creating picture stories. In our experience, this approach is beneficial to our students. By participating in such online projects, L2 students acquire rhetorical elements of writing and are able to use these elements in meaningful and creative ways. In addition, these projects

allow students to collaborate with their peers throughout the writing process as they share, discuss and publish their work online. Participants will leave the session equipped with useful online project tools and hand-outs that will allow them to explore online writing activities with their students.

Katie Halet

<u>In-class Anxiety Experienced by Experienced ESL Teachers</u>

This poster session will report the findings of a psycholinguistics study that examined whether practicing, experienced English as a Second Language (ESL) teachers experience anxiety while instructing in the classroom. The data were obtained qualitatively and triangulated through use of background questionnaires, journal/diary entries, and semi-structured interviews pertaining to the four participants in this study. The data collected are presented in four case studies, one per participant. Each of the participants have at least one year of teaching experience and are currently teaching ESL in East Asia (e.g. South Korea and Japan). The findings show that experienced teachers do encounter anxiety while instructing. According to the findings, this anxiety tends to appear in regards to issues with classroom control. Moreover, a relationship between teacher anxiety and uncertainty, particularly in situations of classroom observations, was uncovered during this research project. Some techniques that the participants use to manage their anxiety while in the classroom are also explored. This study concludes with a discussion on the implications of and the limitations to the research conducted. Recommendations for further research into the anxiety that experienced ESL teachers face are also made. These recommendations include the need for future studies to be conducted on the relationship between teacher preparedness and teacher anxiety as well as the relationship between teacher training, control within the classroom, and teacher anxiety.

Brian Grover

<u>Experience as a Catalyst for Student-Centered, Conversation-Enabled Learning</u>

Simple word associations can be harnessed as a rich source of student-centered content in the adult conversation classroom. Workshop participants will explore techniques designed to leverage linguistic associations towards generating limitless experience-based conversational topics, reducing or eliminating references to L1, developing critical communication strategies

and contributing to self- and peer- assessment.

Linguistic associations are frequently shaped by underlying events, experiences, attitudes and values and can be useful in instantaneously accessing a rich source of topics in conversation-enabled classrooms. Such experiential elements are the ideal fodder for communication. As memories are recoded into the linguistic symbols of L2 this new experience of sharing and retelling lends a certain "stickiness" to lexical, grammatical and structural components of language, resulting in stronger bonds of retention. In this session we'll learn to harness word associations to create a truly student-centred classroom.

Starting from a few quick exercises designed to acclimatize students to making associations, we'll move step-by-step towards expanding those associations to produce communicative output directly in L2. Associations are then leveraged to practice and acquire communication tactics and self- and peer-assessment techniques. Initially, students simply listen and write. Next, listen and speak. Then they'll be developing chains of associations and working onwards towards extending those single word chains to full sentences, exposition and, finally, full-on oral communication. Within a few lessons, extensive, student-generated conversation becomes the rule, not the exception. Students come up with their own topics freeing the instructor to focus on enhancing the Krashen Monitor instead.

Terry Nelson

Fostering Agency and Belonging in a Group Learning Experience

This presentation builds upon research presented last year at the KOTESOL international conference, at which time it was argued (with Dr. Tim Murphey) that agency and belonging are fundamentally important for positive group dynamics and ultimate group success. Data from two case studies supported this argument and revealed some of the ways in which agency and belonging co-construct each other and play equally important roles in the group learning experience. This year, the primary focus is on the 'how:' How can group learning be implemented into a program of instruction in a way which fosters agency and belongingness? Reference will be made to a teacher education program in Seoul in which group project work was a defining characteristic. A two-year study of this program revealed that more than 80 percent of 200 study participants viewed their group learning experience in overwhelmingly positive terms, and 12 percent saw it as life-changing. Their comments

made evident not only the fundamental importance of agency and belonging, but also what they felt they did, had been done, and could be done to help ensure agency and belongingness were realized. Together with instructor/researcher observations, these comments provide insights into ways in which these underlying determiners of success can be fostered in a group learning experience.

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.

Tiranun Wongwiwat & Dumrong Adunyarittigun

Wash-back Effects of O-NET on EFL Teaching Practices at a Secondary School Study

The Ordinary National Educational Test (O-NET) has played a crucial role in the educational system of Thailand due to its aims as a reflection of the national educational practice and its nature as a high-stakes test. However, little attention has been paid to its effects on actual language classroom practices and on stakeholders (i.e. test-takers, teachers and school administrators). Therefore, the purpose of this study is to examine EFL instructors' viewpoints towards the O-NET and the washback effects of the O-NET on EFL teaching practices in a

secondary school in Thailand. The data were gathered from interviewing EFL instructors and class observations at a secondary school in Thailand. Results indicate that the O-NET has negative effects on EFL instructors, learners as well as school administrators and that the mismatch between the Ministry of Education's expectation and the reality of practice exists in schools. The O-NET causes the change in the teaching schedule with an emphasis on subjects and content areas tested, the instructors' unwarranted pressure and responsibilities of the O-NET results, the school administrators' expectation regarding boosting the increment of scores, the public recognition of the school's rank in the neighborhood and the cognitive overload of students. Findings provide test developers the insights about the misuse of the test results in the school.

Seth Yoder

When Textbooks Fail: New Materials to Motivate a University Classroom

Finding ways to engender motivation in an overcrowded university EFL classroom is often a daunting task. Students are often subjected to generic textbooks with little prospect of deviating from the stereotypical English speaking course syllabi. As a result many students' dissatisfaction causes them to withdraw from the course or simply disengage the moment they step into the classroom. With the students' best interest in mind most teachers are now, with the assistance of the online materials trying to develop courses that will not only teach to the standards, but also infuse some of that practical language we always hear so much about. Despite what many critics have said in the past, a mixture of authentic and artificial materials will sustain attention in the classroom for greater lengths of time (Peacock, 1997). In a research project I conducted last semester with over 150 Korean university students, I was able to highlight several of the motivating and demotivating factors within the classroom. With the assistance of a well thought out and tested questionnaire I was able to extrapolate data that could potentially play a role in improving material design for future courses. This presentation will focus on the findings from the questionnaire as well as the materials that may prove to generate greater and longer lasting motivation in the university EFL classroom.

Bryan Alkema

Monologue + Monologue ≠ Conversation

I used to begin my semester by asking my ESL students "What is conversation?" (That's a really good question.) And if they got stuck, I would say, "Well, it's like talking." (That's not a really good answer.) Because it turns out that there is a lot more to conversation than the 'talking' bits. This presentation looks at the differences between conversation and speaking. We can teach speaking, and we can teach conversation, but they're not the same, and we shouldn't get them mixed up.

This presentation will begin with a definition and differentiation process of both speaking and conversation, and identification of specific sub-skills of each. (15 minutes) We will then look at the advantages of making clear divisions between speaking activities and conversational activities. (10 minutes) The last section will examine sample activities that are specifically about speaking, and contrast those with sample activities that are more focused on conversational skills and strategies, with examples being taken from existing curricular materials. (15 minutes) Participants will leave with a greater ability to distinguish speaking and conversation both for themselves and for their students, methods to bridge and scaffold the two skill sets, and a few select principles which link practice and theory, to use in designing their own activities.

Robert Black

Student-Led Rubric Creation: Scaffolding for a Student-Centered ELT Pedagogy

Much has been said about post-method pedagogy (Prabhu, 1990). The English language teaching (ELT) community needs to see a continued rise in focusing on the needs of L2 learners and a movement away from focusing on native speakers (Cook, 1999). This general movement can be seen in the ELT community's move toward pedagogies influenced by the concepts of student-centered education, socio-emotional learning and Gardner's (1983) Theory of Multiple Intelligences. In an attempt to incorporate a more learner-centered approach in my own English language classrooms, I have found success with student-led rubric creation. Allowing students to become actively involved with deciding what constitutes quality content within a given course has turned a range of my courses into fresh and energetic learning environments. Often, specifically in regards to evaluating

speaking in ELT classrooms, teachers are unable to overcome subjectivity. Additionally, many students enter speaking evaluations without a clear understanding of how they should have prepared. This presentation examines the steps, challenges and successes involved with including students in the process of creating rubrics as standards for performance. These student-created rubrics have become focused tools for scaffolding in my classrooms and are used to help students effectively prepare for speaking evaluations.

Ian Brown

Action Research and Curriculum Change

Action Research is a research tool that any teachers can start using relatively easily, even on their own, and will provide benefits to any teacher who uses it. This presentation is aimed to get teachers aware of its possibilities by exploring the connection between Action Research and change in Curriculum, in a language-teaching context. Action Research, which concerns change coming from action, observation and reflection, developed into educational research in the 1960s and 1970s. Since then it developed into a popular tool, not only for educational research, but also teacher professional development. Furthermore it can help teachers not only in their personal professional development as teachers but in refining and improving the curriculum they use. I It allows teachers to be involved directly in the process of their curriculum development and change for their own particular unique classroom situation. This presentation will begin with some explanation and introduction of what action research is and its basic tools. Then some examples from different countries and in different contexts illustrating how Action Research has been used in curriculum change will be described. Finally both the strengths and weaknesses of using Action Research for the purpose of curriculum change will be discussed. Despite some problems with its use in areas of training and time for teachers to conduct it, Action Research does have great potential in empowering useful and beneficial curriculum change for a teacher's own individual circumstances. Furthermore action research has the additional benefits for teachers in contributing to their own positive personal professional development. Action Research is a positive practical tool any teacher can do and should not miss out on!

Henry Gerlits

Exploring the Intersection of Government and Classroom Policy

Have you ever wondered why your co-teachers teach the way they do? What factors influence the decisions that Korean educators make in the classroom and in lesson design? What do principals tell teachers, and what does the education office tell principals? It can be easy to criticize Korean English education from the outside. But it's much harder to understand the inner workings of a system which, for many of us as native-speaking English instructors, is obscured by language and administrative barriers.

I am in the unique position of working at the Jeolla-namdo Educational Training Center, a teacher training institute run by the provincial government. A good deal of our classes involve methodology and pedagogy, and I've been impressed with the depth and breadth of the curriculum. Our trainees are very eager to share their thoughts on education, test new methodology in our demo classes, and also to reflect on what they've learned. But once they've left the training center, what kind of support do they find in their jobs as public school teachers?

This presentation will aim to explore what's happening behind the scenes at the intersection of classroom and government policy. We'll begin by surveying the workshop participants on their knowledge and assumptions of Korean English educational policy. We'll then proceed by debunking some common myths, and then take a close look at the current and recent English language education policies in Korea. Most importantly, we'll examine this issue from the perspective of public school teachers and administrators through interviews and other first-hand accounts.

I hope that this presentation will challenge our assumptions, shed some light on English educational policies in Korea, and help us better understand the complex factors that influence Korean English teachers in the classroom.

Katie Halet

In-class Anxiety Experienced by Experienced ESL Teachers

This poster session will report the findings of a psycholinguistics study that examined whether practicing, experienced English as a Second Language (ESL) teachers experience anxiety while instructing in the classroom. The data were obtained qualitatively and triangulated through use of background questionnaires, journal/diary entries, and semi-structured interviews pertaining to the four participants in this study. The data collected are presented in four case studies, one per participant. Each of the participants have at least one year of teaching experience and are currently teaching ESL in East Asia (e.g. South Korea and Japan). The findings show that experienced teachers do encounter anxiety while instructing. According to the findings, this anxiety tends to appear in regards to issues with classroom control. Moreover, a relationship between teacher anxiety and uncertainty, particularly in situations of classroom observations, was uncovered during this research project. Some techniques that the participants use to manage their anxiety while in the classroom are also explored. This study concludes with a discussion on the implications of and the limitations to the research conducted. Recommendations for further research into the anxiety that experienced ESL teachers face are also made. These recommendations include the need for future studies to be conducted on the relationship between teacher preparedness and teacher anxiety as well as the relationship between teacher training, control within the classroom, and teacher anxiety.

Neil Heffernan

The Road to a Successful Curriculum: How Theory Feeds Practice

In 2008, a national Japanese university overhauled its English program in order to tailor to the specific needs of its 2,000 first-year students. This reinvention took a four-pronged approach: To create a textbook for each of the four macroskill-themed classes taught; to make a common test for these classes; to implement a comprehensive e-learning program; and to initiate an "English Professional Course" aimed at Advanced-level second to fourth year students. All four elements were imposed after the results of research indicated that first-year students at the university desired a more tailored approach to their English language learning.

The first phase involved writing, piloting, revising and publishing a Listening, Speaking, Reading and Writing textbook for use both at the university and to be available on the general textbook market. Next, common tests for each of the four classes offered for first-year students were created.

The initiation of an e-learning was a key element of the program, as students consider using the Web as a key tool to supplement their studies. Lastly, the "English Professional Course" was created in order to fit to the needs of students who aspire to use English for their future. The eight classes offered in this course have been extremely popular with students, with the number of applications greatly exceeding the number of actual places in the program by approximately forty percent.

The presenter will outline the unique elements to this program; so unique that a host of other Japanese universities have inquired into, and actually started, similar programs of their own in recent years.

Matthew Love
Through the Learner's Lens: The Culture of English Education in the Republic of Korea

Over the last 20 years in South Korea, English language education within the public domain has undergone a major gradual shift and transition in both policy and practice. Parallel, to these changes English as a private enterprise has also prospered and boomed. The effects of the increased societal pressure to learn English became, and for many still remains, a major issue in people's daily lives. While the government claimed the drive for a more aggressive move towards English was closely bound-up with global, competitive, economic market forces, local scholars observed sinister neo-liberal ideologies, were snow-balling people with 'no choice' but to learn English fervently under the pressure of linguistic imperialism (Phillipson,1992). The horse, it seems has long since bolted and English in South Korea affirms an almost prestigious cultural hegemony which acts as a kind of gate-keeping signifier for entry to the ranks of middle-class employment and academia. However, positioned at the very bottom of this socio-politico, cultural, linguistic struggle, sits the most affected and still moderately under-researched members of the whole debate, namely the student themselves. The aim of this study was to sample, examine and discuss local university students' perception of English education culture and practices. Data was

collected through a semi-structured examination in both written and oral exchanges of 75 undergraduates and 1 post-graduate student. Content data analysis was then compared between the different sets of data collection and examined for emerging and reoccurring themes. The findings indicate although there were some positive responses, there were still a number of concerns related mainly to the disparity of English language learning, based on individual and shared experiences. The implications for this study suggest not only a need to value and empower student 'voice', but also seek ways to address ethical concerns within their community through informed practice.

Kevin Maher
The 5-Minute Student Presentation: Student Preparation & Teacher Assessment

Organizing public speaking tasks for students can be a challenge. This presentation will focus on several key elements: 1) Setting guidelines and structure pre-speech, 2) activities to prepare students for speeches, 3) techniques for audience involvement, and 4) supplemental ideas to increase speech giving awareness.

All student speeches should have structure. Common themes are allowing or not allowing PowerPoint, setting time limits, use of notes, where to stand, use of podium, and other guidelines. Additionally, addressing ways to interact and engage with the audience.

Secondly, various activities that can be done pre-speech will be presented in detail. These include mini-lessons demonstrating good and bad posture, confidence-building activities, eye-contact exercises, facial expression lessons, body language, non-verbal communication, creating proper introductions with a hook, and creating a speech without writing a speech.

Next, various role-giving assignments to increase audience involvement will be addressed. Students will focus their attention on key areas to discuss later with their group. Roles will be given such as 'timekeeper', 'uh-oh expert', 'eye contact guru', 'body language maestro', and so on. These roles will be addressed, and how they keep the audience involved, as well as focused on key aspects to increase their own future speech-giving abilities.

Lastly, a wrap-up session to give additional suggestions that didn't fit in elsewhere. This

segment will address the use of video recording, utilizing toastmasters, unusual speech giving assignments, teacher collaboration to offer a speech contest, and others.

Kevin Maher
Neural Connections: SLA Theory, Neuroplasticity and Implications for EFL Classrooms

Most people recognize differences between children and adults in relation to language acquisition. Children can acquire seemingly effortlessly, while adults must cognitively think about language and study it. What accounts for this? What can an adult do to acquire language more easily? What can a teacher do to assist in this process? This presentation will address neuroplasticity, how the brain works in regards to language, and what teachers can do to assist in the process.

First, what is neuroplasticity? By examining experts who've studied this field, we can apply this information to what we know of language acquisition. Key individuals who helped change the neuroplasticity field will be discussed, such as Michael Merzenich, Wilder Penfield, Paul Bach-Y-Rita, George Ojemann, and Oliver Sachs.

Next, how can we apply what we know about neuroplasticity to language learning? What are theories within SLA that are very compatible with what we know about neuroplasticity? Key components of this section will include Interaction Hypothesis, selective attention, automaticity, and structured focus.

Lastly, what can teachers of adult language students do to assist them in acquiring language? How can we combine the fields of SLA and neuroplasticity and apply them to the language-oriented classroom? What is the ideal EFL/ESL classroom that will activate the brain to recall and acquire language more easily? This final section will address these questions.

Terry Nelson
Fostering Agency and Belonging in a Group Learning Experience

This presentation builds upon research presented last year at the KOTESOL international conference, at which time it was argued (with Dr. Tim Murphey) that agency and belonging are fundamentally important for positive group dynamics and ultimate group success. Data

from two case studies supported this argument and revealed some of the ways in which agency and belonging co-construct each other and play equally important roles in the group learning experience. This year, the primary focus is on the 'how:' How can group learning be implemented into a program of instruction in a way which fosters agency and belongingness? Reference will be made to a teacher education program in Seoul in which group project work was a defining characteristic. A two-year study of this program revealed that more than 80 percent of 200 study participants viewed their group learning experience in overwhelmingly positive terms, and 12 percent saw it as life-changing. Their comments made evident not only the fundamental importance of agency and belonging, but also what they felt they did, had been done, and could be done to help ensure agency and belongingness were realized. Together with instructor/researcher observations, these comments provide insights into ways in which these underlying determiners of success can be fostered in a group learning experience.

Jon Wrigglesworth & Alice Wrigglesworth
Student Writing: What Should We Write or Say about Student Errors?

With Truscott's 1996 article stating the case against corrective feedback (CF) use in the second-language writing classroom and Ferris' 1999 response, which made the case for the use of CF, the late 1990s marked the beginning of a still raging debate regarding the use of CF in second-language classrooms. Despite over a decade's worth of research into the use of CF, questions still remain (Ellis, 2008: Should corrective feedback be used at all? If we are to provide corrective feedback, what type of feedback should we give? The authors of this study take a pragmatic approach to CF and thus avoid the larger issue of whether CF works. Over a decade of teaching writing courses in Korean universities has informed us that Korean students want CF and expect it; in addition, most writing instructors see providing CF as an important part of their mission, spending a large portion of their working day marking student papers (Lee, 2003). As these two attitudes have a long tradition with both groups, it seems likely that CF will maintain a prominent place in Korean university writing classrooms for the foreseeable future. This comparative study examines the effectiveness of three types of corrective feedback in an online writing workshop for Korean university students. Thirty participants were randomly placed in one of three CF groups: line-by-line error identification with metalinguistic feedback, endnote feedback, and verbal feedback provided by audio recording. All participants received the same essay writing instruction and

were asked to write four essays and one rewrite of each essay. Writing samples were judged on 1) the correction of identified errors in second drafts, 2) the overall quality of second drafts, 3) the reduction in occurrence of previously identified errors in new writing samples, and 4) the overall quality of new writing samples.

Theme 14: Reflective Teaching Practice

Toben Alexander & Chris Hughes

The Social Network: Encouraging Engagement in Language Learning

Many English instructors in Korea have limited contact time with students. Online social media and networking can be a powerful tool to extend opportunities for meaningful L2 communication, if used correctly. Our research shows that students are motivated to participate in English communication via social media, and that some educators acknowledge and respond to that motivation with varying degrees of success. This workshop will introduce case studies of successful integration of social media into a language learning curriculum. We will then offer an interactive demonstration of such integration and connect the practical application to current theoretical frameworks.

Our results from a survey of 83 students from a number of universities show that students are motivated to use social networking for language development and that they feel a high degree of autonomy when doing so. It also shows a strong desire to be part of an English speaking online community. While this is the case, our research indicates that less than 50% of students currently feel like they have membership of an English speaking online community. Quantitative data taken from interviews with instructors successfully using social networking provides case studies of effective methods that could be of interest to English instructors in Korea.

Bryan Alkema

Monologue + Monologue ≠ Conversation

I used to begin my semester by asking my ESL students "What is conversation?" (That's a really good question.) And if they got stuck, I would say, "Well, it's like talking." (That's not a

really good answer.) Because it turns out that there is a lot more to conversation than the 'talking' bits. This presentation looks at the differences between conversation and speaking. We can teach speaking, and we can teach conversation, but they're not the same, and we shouldn't get them mixed up.

This presentation will begin with a definition and differentiation process of both speaking and conversation, and identification of specific sub-skills of each. (15 minutes) We will then look at the advantages of making clear divisions between speaking activities and conversational activities. (10 minutes) The last section will examine sample activities that are specifically about speaking, and contrast those with sample activities that are more focused on conversational skills and strategies, with examples being taken from existing curricular materials. (15 minutes) Participants will leave with a greater ability to distinguish speaking and conversation both for themselves and for their students, methods to bridge and scaffold the two skill sets, and a few select principles which link practice and theory, to use in designing their own activities.

Matthew Apple & Glen Hill
Motivational Attributions of Japanese Science and Engineering Students

Despite the need for English in professional science and engineering fields, Japanese students majoring in science experience greater problems maintaining their language learning motivation. Previous studies (Johnson, in press; Authors, 2012, in press-a, in press-b) indicated that science students in Japan are often motivated to study English initially, but then experience demotivation from a combination of psychological factors and socially-oriented classroom variables. However, such studies have suffered from reliability concerns and a lack of generalizability across samples due to small N-sizes. Additionally, the possibility of motivational influences from academic and professional career goals chosen by these students has not been addressed.

In this presentation, results will be shown from a large-scale study of Japanese EFL students enrolled in science programs in 19 separate institutions throughout Japan, varying from technical colleges to undergraduate universities to graduate schools. A questionnaire of 40 items was created with items designed to measure 10 motivational, psychological, and social factors, including anxiety, perceived classroom atmosphere, international friendship, Ideal L2

Self, and Ought-to L2 Self.

The questionnaire was distributed during the middle of the spring academic term to 2,412 participants. Data obtained from the questionnaire were fit to an existing L2 motivational model and results from three different levels of education (technical college, undergraduate, graduate) were compared. Findings suggested that as students approach the end of their degree programs, they feel a greater sense of the necessity of English, but conversely feel less capable of using English and have less desire to use English. The presentation will conclude with a look at preliminary findings from follow-up online and face-to-face interviews with a subset of self-selected participants that form the qualitative portion of this study.

Samuel Barclay

Providing Level Appropriate L2 Input

Providing comprehensible input is one of the fundamental responsibilities of a foreign language teacher. L2 instructors need to appropriately grade the lexical difficulty of their language to ensure that a lesson is not pitched too far to either side of their students' L2 ability. The decisions instructors make about word choice reflect their knowledge of a number of factors. These include: students' L1; the educational background of the students; and a tacit understanding of learners' lexical ability. However, are teachers' impressions of their students' English lexical ability accurate?

This poster will introduce a yes/no test which was administered to students and staff at a national university in Japan. 200 freshmen circled words they were able to translate into their L1. Subsequently, teachers (n=13) at the same institution were presented with the same word list and instructed to circle items they thought the average student could translate into Japanese. The results were then compared using accuracy, recall, and precision.

This poster will present a number of pertinent findings. First, results revealed that teachers had wildly differing impressions of students' vocabulary knowledge. Secondly, the accuracy of a teacher's judgement was found to be significantly affected by nationality and word frequency. Finally, experience was not found to positively affect the accuracy of a teacher's

understanding of their learners' lexical ability.   Some strategies to foster accurate calibration between the students' L2 lexical ability and a teacher's understanding of that ability will also be outlined.

Robert Black

Technology Assisted Socio-Emotional Language Learning

Socio-emotional learning (SEL) is an instructional concept that seeks to marry who the educator and student are as real people to who they are in the classroom as participants in the learning process. This presentation will deal with assisting educators with the process of incorporating SEL education in the language classroom using web 2.0 resources. While no one concept or strategy for dealing with individual student issues exists, SEL offers us a set of tools and understandings that allow a better connection with students. However, we are now instructing in school environments that are populated by what has been referred to as digital natives. These students have changed radically. Today's students are no longer the people our education systems were originally designed to teach. This presentation will examine the basics of SEL and how it applies to language education. We will discuss the importance of reflective instruction and how technology can assist in that reflection. We will examine how an educator can connect with students through the marriage of the personal and professional self and how technology can assist in this process.

Ian Brown

Action Research and Curriculum Change

Action Research is a research tool that any teachers can start using relatively easily, even on their own, and will provide benefits to any teacher who uses it. This presentation is aimed to get teachers aware of its possibilities by exploring the connection between Action Research and change in Curriculum, in a language-teaching context. Action Research, which concerns change coming from action, observation and reflection, developed into educational research in the 1960s and 1970s. Since then it developed into a popular tool, not only for educational research, but also teacher professional development. Furthermore it can help teachers not only in their personal professional development as teachers but in refining and improving the curriculum they use. I It allows teachers to be involved directly in the process of their curriculum development and change for their own particular unique classroom

situation. This presentation will begin with some explanation and introduction of what action research is and its basic tools. Then some examples from different countries and in different contexts illustrating how Action Research has been used in curriculum change will be described. Finally both the strengths and weaknesses of using Action Research for the purpose of curriculum change will be discussed. Despite some problems with its use in areas of training and time for teachers to conduct it, Action Research does have great potential in empowering useful and beneficial curriculum change for a teacher's own individual circumstances. Furthermore action research has the additional benefits for teachers in contributing to their own positive personal professional development. Action Research is a positive practical tool any teacher can do and should not miss out on!

Terry Fellner

Developing Effective Presentation Skills With Low-Level English Speaking Students

Over the last several years academic presentation skills has attracted increased attention. However, many presentations offered are focused more on how English teachers should make and conduct their own presentations rather than how presentation skills can best be taught and consequently learned by their students. In contrast, this workshop will focus solely on the development of students' academic presentation skills. How can instructors who may not be confident in their own presentation skills teach low-level students to make effective academic presentations in English? The answer is surprisingly easy, by utilizing a process-based approach that focuses on the simultaneous scaffolded development of students' presentation skills and language skills.

The workshop will first explain the format of a 15-week course developed specifically for low-level English speaking graduate students of Science and Engineering. The presenter will then illustrate how both language and presentation skills are developed through scaffolded practice, peer and teacher feedback, and student reflection. Also covered are: use sign post phrases, slide design, proper use of visual aids and phrases used to introduce them, dealing with questions and answers, developing effective handouts, and the importance of a message objective. The workshop will utilize a hands on, experiential learning format. Therefore participants are required to be actively engaged in activities such as judgeing slide design, practicing specific presentation skills, and developing effective message objectives. By the end of the workshop, participants should gain a deeper understanding of

how to effectively guide students through the process of developing effective presentation skills.

Anne C. Ihata
Linking Thinking on Reading in English: Vocabulary and Phonemic Awareness

The research reported here developed from earlier personal observation of Japanese learners of English that suggested many had difficulty accessing and integrating information from illustrations with written content when reading. Evidence then indicated that training in accessing information from pictures could lead to overall improvement in integrating information for meaning, possibly due to improved access to first language knowledge through the medium of the second language, involving a general, non language specific, comprehension ability.

Observation of student behavior led to research and formation of possible explanations for it (theory). I suggested that learning to make various connections — initially between picture and text, but also involving connections between both of these and background knowledge — linked first with knowledge in English, but eventually to knowledge stored in either English (L2) or Japanese (L1). This appeared to lead to the establishing of some type of cognitive network connecting various forms of knowledge that are later more easily and quickly activated by incoming stimuli in any mode.

The current research was inspired by hearing from a student that my suggestion that they practice reading with movie DVDs, using closed captions in English only, led to a significant increase in her listening score on the TOEIC, but not on the reading section. This hinted at a possible need to better understand the link between phonemic awareness and reading comprehension skills. So, this study measured learners' vocabulary size, phonemic distinction ability, and reading comprehension ability, all using well-known standard tests. The results were then examined for any possible correlations, and what they might tell us.

It seems that the cycle represented here is that theory is inspired by practice, and practice, of course, is the ideal way to re-test the theory, and develop further ideas.

Fiona Wiebusch

Increasing Teacher Talk? Enriching Professional Learning Communities through Social Media

Where do emerging TESOL professionals engage in conversation, share ideas about teaching, and learn more about their profession? Increasingly, the answer is 'online' but knowing where to begin can be a little overwhelming, especially for teachers or institutions in remote locations.

The importance of ongoing 'professional learning', or "the formal and informal learning undertaken by teachers to improve their professional knowledge, practice and engagement", which contributes to improvement in student outcomes, is widely accepted (AITSL, 2012:3). Typical examples of this include participating in teacher development workshops, engaging in peer-to-peer observations, conducting research, conference participation and other reflective practices. While the benefits of such approaches are clear, issues of limited time, accessibility and even institutional support present a number of challenges for both teachers and institutions.

This workshop describes a thriving professional learning community in action, consisting of TESOL teachers and affiliated academics working at an international university in Vietnam. Specifically, the workshop will demonstrate how a communication strategy was developed to utilise freely-available social media, such as Facebook, and other online tools, such as Google Apps, to engage teachers in professional learning. The presenter will focus on how we used a public Facebook page to complement an existing in-house professional learning program, which resulted in increased opportunities for teachers to engage in 'teacher talk' that now includes the international TESOL community.

The audience will view examples and learn more about resources available for online professional learning. Rewards and practical challenges will also be discussed which will be of interest to individual teachers or institutions keen to enhance their own professional learning communities.

Toben Alexander & Chris Hughes

The Social Network: Encouraging Engagement in Language Learning

Many English instructors in Korea have limited contact time with students. Online social media and networking can be a powerful tool to extend opportunities for meaningful L2 communication, if used correctly. Our research shows that students are motivated to participate in English communication via social media, and that some educators acknowledge and respond to that motivation with varying degrees of success. This workshop will introduce case studies of successful integration of social media into a language learning curriculum. We will then offer an interactive demonstration of such integration and connect the practical application to current theoretical frameworks.

Our results from a survey of 83 students from a number of universities show that students are motivated to use social networking for language development and that they feel a high degree of autonomy when doing so. It also shows a strong desire to be part of an English speaking online community. While this is the case, our research indicates that less than 50% of students currently feel like they have membership of an English speaking online community. Quantitative data taken from interviews with instructors successfully using social networking provides case studies of effective methods that could be of interest to English instructors in Korea.

Robert Black

Technology Assisted Socio-Emotional Language Learning

Socio-emotional learning (SEL) is an instructional concept that seeks to marry who the educator and student are as real people to who they are in the classroom as participants in the learning process. This presentation will deal with assisting educators with the process of incorporating SEL education in the language classroom using web 2.0 resources. While no one concept or strategy for dealing with individual student issues exists, SEL offers us a set of tools and understandings that allow a better connection with students. However, we are now instructing in school environments that are populated by what has been referred to as digital natives. These students have changed radically. Today's students are no longer the

people our education systems were originally designed to teach. This presentation will examine the basics of SEL and how it applies to language education. We will discuss the importance of reflective instruction and how technology can assist in that reflection. We will examine how an educator can connect with students through the marriage of the personal and professional self and how technology can assist in this process.

Ian Brown

Web 2.0 Internet Activities for Lower-Level Learners

CALL is full of Web 2.0 Internet activities for higher-level students from blogs to facebook. The CALL literature is overflowing with ideas for these students. Indeed for higher-level students almost any web site can be adapted for language-learning purposes. However, when it comes to lower-level students, making text-heavy, complex, Web 2.0 sites relevant and appropriate is far more challenging and difficult. Teachers of these lower-level students can become disillusioned when using web sites, which are simply beyond their students' level. The literature is sparse for the large number of lower-level learners. This presentation will report on a number of Web 2.0 sites that can be adapted to suit lower-level students in a variety of ways so that the activities are suitable for their students' lower level of reading, speaking and writing. Use of these sites involves activities such as message boards, photo databases, voicethread slideshows, animations, webcams, social networks, wikis and more. The presentation will explain how to use and adapt these selected Web 2.0 sites so that they can suit lower-level students, and promote student motivation, a sense of community in the classroom, and extend learning outside the classroom. Students can became more interested in their learning and conduct real communication with each other online, despite their lower-level English skills. The presentation will give teachers concrete ideas for their own use of the Internet and Web 2.0 with lower-level English students, not only in specialised Internet courses, but also in supplementing General English classes.

Ayla Duman & Serdar Duman

Using Online Tools for an Effective EFL Writing Class

The rapid development of technology and social networks has changed students' learning styles dramatically. Our students have become 'digital natives' (Prensky, 2001). Our ESL and

EFL students are continuously using social media and technology. Recent findings show that integrating online tools and social networking services in EFL writing classes reinforces students motivation and self confidence in EFL and expands their knowledge (Yunus, Salehi & Chenzi, 2012). The aim of this presentation is to explore the use of online tools in developing pre-university EFL students' process writing skills.

As teachers, we should take the opportunity to incorporate social networking and other creative online projects into our teaching practice in order to more fully engage EFL and ESL students in the writing process. This session consists of two parts. First, the presenters will discuss two issues: 1. How EFL teachers can adopt to the changing learning tendencies of our tech-literate students and design online projects developed around the theory of process writing that will improve their writing in L2 and 2. The ways in which we can promote writing as a fun activity, enrich our students' cognitive experiences and actively involve them in writing. Second, we will demonstrate selected online writing projects such as digital storytelling; student published comic books, online collaborative journals and creating picture stories. In our experience, this approach is beneficial to our students. By participating in such online projects, L2 students acquire rhetorical elements of writing and are able to use these elements in meaningful and creative ways. In addition, these projects allow students to collaborate with their peers throughout the writing process as they share, discuss and publish their work online. Participants will leave the session equipped with useful online project tools and hand-outs that will allow them to explore online writing activities with their students.

David Gatrell

Redefining learning: Integrating iPads in the classroom

Interested in integrating iPads into your elementary or high school classroom? In this highly practical 90-minute workshop developed by the British Council Hong Kong Teacher Development Unit as part of a continuing training programme for local state school teachers, participants will explore the most pedagogically useful core functions of the iPad. They will then try out a series of tried-and-tested classroom activities exploiting a range of free, easy-to-use apps before reflecting on how to move forward in integrating iPads into their teaching.

In each activity, attention is paid to task design and careful lesson planning. Using the SAMR model, it is shown how iPad-based learning can help teachers move beyond the mere substitution and augmentation of existing practice and result in the modification and redefinition of what we do in the classroom.

Guidance is provided on how to set up and implement iPad-based tasks to ensure they appeal to visual, auditory and kinaesthetic learners and are motivating, engaging and student-centred.

Supported by video footage of Hong Kong elementary and high school students using iPads in the classroom, this workshop demonstrates how iPads can be employed, not only to develop students' language skills but also to promote the twenty-first century skills students need: collaboration, communication, creativity, critical thinking and problem solving.

David Gatrell
All in the game: Digital game-based learning

Computer games dominate our students' free time, whether they are playing games or talking about them. Understanding digital games and integrating them into our teaching will not only help us understand what makes our students tick - it can also help bring more imagination, curiosity and fun to our classes and cultivate collaboration, communication, creativity, critical thinking and problem-solving skills.

Gamers worldwide already use English online to discuss in-game strategies and share their interest in gaming. Yet digital games can also be exploited within the classroom to accomplish the twin goals of Communicative Language Teaching - for learners to use English for meaningful purposes, and to have a real impact on the world - while retaining all the fun and satisfaction intrinsic to gaming.

So how can we harness the power of games as teachers and materials designers, even if we aren't experienced gamers ourselves?

The key to successful digital game-based learning is to embed skills development and language practice within the tasks we design. Throughout this very practical and hands-on

workshop, participants will try out language- and skills-focused activities based on a selection of online games: simulations, narrative multimedia and point-and-click adventures. In doing so, we will explore innovative ways of repurposing and integrating these and other game genres into our teaching. We will also consider how to evaluate and select appropriate digital games for our classrooms and design tasks and materials to suit the age, level, needs and learning styles of the people we teach.

In every case, careful attention will be paid to lesson planning, to make sure that regardless of the learning context - elementary, high school or university - digital games do not simply exist as stand-alone activities but serve as meaningful learning experiences that are firmly rooted in the lesson and course objectives.

Trevina Jefferson

Effective Writing Development Tools for Teachers/Professors & Peer Feedback

The writing development tools that you will learn about in this workshop are for high school teachers through university level professors that teach English composition. While the instruments can be used for long papers, they were created for the paragraph and 5-paragraph essay level. Additionally, the components were influenced by standardized testing rubrics and guidelines (e.g. TOEIC and TOFEL). These tools allow teachers/professors to give specific personalized feedback combined with specific rubrics that are effective in improving students' writing through reflection and are better tools for consistent grading; while at the same time, these instruments support practice with interdisciplinary theory from the following fields: teaching English as a second language (TESOL), linguistics, English education, and human development. An added benefit to this approach of writing maturation is that teachers/professors can easily model how students will use it in peer feedback to mentor each other in essay development.

It is important to note that this is an action research project where the elements were applied over 800 times on real Korean student writing. Attendees at this workshop will have an opportunity to participate in the second part of this research project, which is an international survey of high school teachers and professors that implement the process with students whose native languages are one of the following: Korean, Spanish, Chinese, Arabic, or English.

Jonathan Loh & Gregory Thompson

A Content Creation Tool for SLA: An Introduction To Machinima

Machinima, a form of cinematic that uses video games, offers educators a low-cost, accessible way to make videos for the classroom. This presentation aims to explore the basics of using machinima in the creation of classroom material. We will first give an overview of the benefits that machinima holds over the use of more traditional methods of video production, such as the use of a camcorder. Next, participants will be introduced to some tools necessary to make quality machinima, including recording programs, game mods, and video editing programs, and discuss their ease of use with students. Finally, we will introduce some activities participants could readily adapt into their own classrooms. This presentation will draw on machinima from Minecraft, the Fallout series, and the Sims to exemplify the various aspects of Machinima. Participants will leave with a basic understanding of how to create machinima and use it in an educational setting.

Ken Morrison

Lights! Camera! Wait! Wait! Wait... Student Video Project Management

Have you been thinking about integrating student-produced videos into your English courses? Is your boss making you do it? Perhaps your students are begging you to do so? When done correctly, video production can be an engaging way to motivate students to activate their English ability. It can also be a digital disaster. Before you start, you can benefit from following some simple tips and avoiding some scary pitfalls.

In this presentation, you will learn how to set guidelines for students, how to set up a system of structured project-management checkpoints, and advice on how to make grading less subjective. You will also learn simple tips that all professional video producers follow. Participants will also receive internet links to free resources which will help both the teachers and the students as you embark on the journey of integrating video production into the classroom.

The presenter has been helping Korean students create videos since 2010, and he has won an award by the Apple corporation in part for his leadership of student projects. He helps

students create meaningful videos by using free, easy-to-use technology that his students already own. This presentation will provide demonstrations of student productions. After seeing these student productions, you will be motivated to help your students create their own videos.

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.

Jon Wrigglesworth & Alice Wrigglesworth

Student Writing: What Should We Write or Say about Student Errors?

With Truscott's 1996 article stating the case against corrective feedback (CF) use in the second-language writing classroom and Ferris' 1999 response, which made the case for the use of CF, the late 1990s marked the beginning of a still raging debate regarding the use of CF in second-language classrooms. Despite over a decade's worth of research into the use of CF, questions still remain (Ellis, 2008: Should corrective feedback be used at all? If we are to provide corrective feedback, what type of feedback should we give? The authors of this

study take a pragmatic approach to CF and thus avoid the larger issue of whether CF works. Over a decade of teaching writing courses in Korean universities has informed us that Korean students want CF and expect it; in addition, most writing instructors see providing CF as an important part of their mission, spending a large portion of their working day marking student papers (Lee, 2003). As these two attitudes have a long tradition with both groups, it seems likely that CF will maintain a prominent place in Korean university writing classrooms for the foreseeable future. This comparative study examines the effectiveness of three types of corrective feedback in an online writing workshop for Korean university students. Thirty participants were randomly placed in one of three CF groups: line-by-line error identification with metalinguistic feedback, endnote feedback, and verbal feedback provided by audio recording. All participants received the same essay writing instruction and were asked to write four essays and one rewrite of each essay. Writing samples were judged on 1) the correction of identified errors in second drafts, 2) the overall quality of second drafts, 3) the reduction in occurrence of previously identified errors in new writing samples, and 4) the overall quality of new writing samples.

Theme 16: Young Learners & Teens

Casey Michael Barnes
Say it, Show it, Act it… Tell Me a Story!

Anyone who can speak can tell stories. We tell them informally as we relate the mishaps and wonders of our day-to-day lives. We gesture, exaggerate our voices, and pause for effect. When story telling is used in the classroom, students have the opportunity to share ideas, organize information, and generate interesting, relevant language in peer to peer contexts. Students are able to listen to their classmates and develop a familiarity with language patterns. When used as a culminating activity, students can easily develop more advanced presentation skills like intonation, gesticulation, and use of dramatic pauses.

In this session, the participants will experience a series of effective storytelling activities that have been successfully utilized in classrooms at varying levels and ages. These activities can be easily introduced into a classroom, as participants will also engage in methods of differentiating these activities. Participants will begin with telling simple fables to develop information organization and presentation skills, and see how to advance to making use of

traditional stories and folklore to improve communication and deep cultural awareness. So, get ready to toss out those holiday worksheets and get students really communicating in the classroom!

David Gatrell

Redefining learning: Integrating iPads in the classroom

Interested in integrating iPads into your elementary or high school classroom? In this highly practical 90-minute workshop developed by the British Council Hong Kong Teacher Development Unit as part of a continuing training programme for local state school teachers, participants will explore the most pedagogically useful core functions of the iPad. They will then try out a series of tried-and-tested classroom activities exploiting a range of free, easy-to-use apps before reflecting on how to move forward in integrating iPads into their teaching.

In each activity, attention is paid to task design and careful lesson planning. Using the SAMR model, it is shown how iPad-based learning can help teachers move beyond the mere substitution and augmentation of existing practice and result in the modification and redefinition of what we do in the classroom.

Guidance is provided on how to set up and implement iPad-based tasks to ensure they appeal to visual, auditory and kinaesthetic learners and are motivating, engaging and student-centred.

Supported by video footage of Hong Kong elementary and high school students using iPads in the classroom, this workshop demonstrates how iPads can be employed, not only to develop students' language skills but also to promote the twenty-first century skills students need: collaboration, communication, creativity, critical thinking and problem solving.

Peter Thwaites

Conversation Tennis: Practice in Search of a Theory

Conversation Tennis is a game suggested by Scott Thornbury to help learners develop spoken fluency and learn to apply the rules of conversation (such as taking turns and

showing interest) to their L2 conversations. In the first part of this seminar, delegates will be introduced to the game and given practical ideas for taking it to their own classroom. In the second half, we will use a loop input method to ask the question, "why does this work?". This will give delegates a chance to discuss current theories of language acquisition and fluency development in the light of the game they've just played, thus creating a clear line of thought from specific practice of a specific skill, to an exploration of the theory behind it.

Damian Lucantonio
Teaching the Research Paper

The purpose of this paper is to show how EFL university students can be taught to write a research paper. This interdisciplinary activity is important for a wide range of university students, not just those involved in science and engineering courses. Initially, a brief overview of the relevant research from applied linguistics will be presented, in particular the work in Genre Theory of Swales in analyzing research papers (Swales, 1990, 2004; Swales & Freak, 2004; Freak & Swales, 2011), as well as the relevant research from Sociocultural Learning Theory, focusing on scaffolding approaches to English language education (Vygotsky, 1978; Lantolf, 2000; Gibbons, 1999, 2002). Following this, the Introduction-Method-Results-Discussion (IMRD) structure of a research paper will be analyzed and made explicit, in terms of the specific functions of each of the different sections. Practical teaching suggestions will then be given, based on these analyses. These will focus on the use of models in language learning, explicit teaching, and the use of peer evaluation instruments in the classroom. The paper will conclude with a discussion, focusing on the use of scaffolding techniques and genre-based approaches to teaching the research paper. Participants will gain a broader understanding of the research paper in general, a greater awareness of the role of the different sections of the research paper, and some practical ideas of how they can teach it in the university EFL classroom.

Theme 17: 101 Series

James Broadbridge
Read All About It! Small Group News Discussions 101

News discussions form a major part of many differing English programs. They provide students with an opportunity to carry out research and express their opinions on a variety of topics. This presentation will outline a clear method for using news discussions in university classes. It builds on the outline made by Strong (2010) and shows how teachers can develop a clear step-by-step process that places the onus on the students to generate topics and discussion. The presentation will give a comprehensive guide for teachers to follow in developing a course, covering areas such as: research gathering, grading, peer evaluation, and classroom management. The presentation will also outline a clear process for the students, which allows them to research and prepare clear summaries of articles. It will also focus on vocabulary building within the classroom, and offer a three-point framework for introduction, reinforcement, and testing of vocabulary chosen by students to assist the class in discussion activities. Attendees can expect to come away from the presentation with all the tools they need to start using an activity in class that succeeds because it provides all students with a voice and a chance to express themselves.

Peader Callaghan

<u>Formative Assessment of Student Writing</u>

Feedback is an essential skill for teachers to have and the student desire for feedback is high. Students constantly submit work looking for the next grade, the next score, a number to correspond and represent performance. This obsession with grade often prevents both students and teachers from using feedback to effectively promote learning. When it comes to feedback provided on writing too often the grade corresponds more too minor mechanical details, rather than focusing on providing information that will actually improve student ability long term.

In this workshop we will examine how to give feedback that will build student confidence and improve student ability long term. This includes a discussion of different kinds of feedback, when to give feedback, and how to give feedback to students. We will specifically work through feedback on writing in academic situations. The tools demonstrated in this workshop will however be applicable to all forms of teacher/student interaction.

Feedback is about more than correcting student errors or finding mistakes. Good feedback

becomes a constructive communicative format in which both teachers and students can learn and improve for overall success in the future.

Alex Grevett

English as a Lingua Franca: From Theory to Pedadgogy

Today English is the world's global language, with the number of non-native speakers comfortably outnumbering that of native speakers. In Korea, English is more likely to be used by restaurateurs welcoming Japanese visitors to Myeongdong, or by engineering students taking internships in Malaysia than anyone hoping to deal with native speakers. The Englishes used in either of the two situations above are likely to be very different to the English presented in coursebooks, and thus a whole new set of challenges are presented to these speakers. This 101 session asks why ELT pedagogy remains so rigidly tied to native speaker norms, how it fails students who do not have English as a native language as their goal, and what might happen if ELT could be decoupled from its structuralist, standard English ideology.

This proposal is the result of a six month research project investigating the experiences of students using English as a Lingua Franca, and the extensive reading that went into it. It is, however, designed to be an extremely practical and helpful session. It will begin with a question and answer session to give those new to the concept of English as a lingua franca a chance to find out what it is and, perhaps more importantly, what it isn't. In the second half of the session, the concepts discussed will be applied to pedagogy and the potential for a radical change in classroom practice and linguistic goals will be uncovered. Attendees can expect to leave the presentation with a greater understanding of ELF, a new way of thinking about teaching English and, I hope, a changed view of the role of English in the world.

Mike Long & Joe Milan

Introducing OSTER - Online Short Text Extensive Reading for University Freshmen

This presentation will show English instructors, particularly those teaching on mandatory Freshman English programs, how to implement an Extensive Reading project as part of their course involving the extensive reading of short texts from news sites and popular online

blogs.

The unique difficulties presented by teaching English to students on mandatory Freshman English programs are well-known and often relate to purely instrumental motivation. Now that university entrance has been achieved, there is often no longer any compelling reason for students to continue to engage with English as a foreign language. Some university instructors have attempted to combat this by implementing some form of extensive reading requirement in their program to encourage reading for pleasure but encounter difficulties with the use of graded readers and similarly lengthy texts for reasons of lack of time and lack of interest in the subject matter. The extensive reading and discussion of much shorter and topical texts from popular online weblogs and news sites can be successful in these circumstances. This presentation will explain OSTER, how it works and how to implement projects based on OSTER in your university class.

Rachelle Meilleur
Creating ePortfolios for Autonomous Learning

The use of technology in and out of the classroom and the promotion of learner autonomy are two important issues that many language teachers face. As Benson (2010) has written, autonomous language learners are those in control of their own learning. The question many teachers face is how to encourage learners to take a more proactive role in their own language learning. This presentation will describe a project in which students created ePortfolios by making their own personalized websites. In addition to these ePortfolios, the students were introduced to a variety of self-directed activities, both traditionally-based and online, to have the resources they needed in order to take control of their own learning outside of the classroom. The ePortfolios provide a place for students to store and showcase their work, as well as opportunities for reflection, so that students will (ideally) see their progression in English. With time, students will be able to take complete control over their websites and use them as a tool in their own self-directed learning. This presentation is geared towards educators who are interested in such a project with their own students, and will demonstrate the set-up of the project using the Weebly platform. In addition, there will be some discussion on the different types of platforms teachers could use, as well as looking at the successes and difficulties in implementing e-portfolios in various learning

contexts.

Ken Morrison

Lights! Camera! Wait! Wait! Wait… Student Video Project Management

Have you been thinking about integrating student-produced videos into your English courses? Is your boss making you do it? Perhaps your students are begging you to do so? When done correctly, video production can be an engaging way to motivate students to activate their English ability. It can also be a digital disaster. Before you start, you can benefit from following some simple tips and avoiding some scary pitfalls.

In this presentation, you will learn how to set guidelines for students, how to set up a system of structured project-management checkpoints, and advice on how to make grading less subjective. You will also learn simple tips that all professional video producers follow. Participants will also receive internet links to free resources which will help both the teachers and the students as you embark on the journey of integrating video production into the classroom.

The presenter has been helping Korean students create videos since 2010, and he has won an award by the Apple corporation in part for his leadership of student projects. He helps students create meaningful videos by using free, easy-to-use technology that his students already own. This presentation will provide demonstrations of student productions. After seeing these student productions, you will be motivated to help your students create their own videos.

Mario Podeschi

On, At, In: Methodologies for Abstract Prepositions

For many native English teachers, ESL is the first time you've had to explain the rules of prepositions. Among NETs, prepositions are so habitual and natural that we use them instinctively. Then, when called upon to explain them, we get lost in what seems to be a quibbling mass of particulars and exceptions.

Patterns do exist, however, and there are ways to teach them. In this 101 Series

presentation, Podeschi provides tested, effective methodologies for three of the most troublesome prepositions in English: on, at, and in.

Podeschi divides on/at/in into three categories: time, space, and condition. Within each category, he includes a ready-for-the-whiteboard example of how to teach the concept and some exercises to drive the lesson home.

By the end of this presentation, you too will be able to explain why you are sitting on a chair, in a seminar, at a conference.

Theme 18: Other

Paul Bournhonesque & Eunsook Ahn

Pathways for Overcoming Intercultural Barriers in EFL Language Program Development

Language programs regularly face barriers to much needed change and development in such areas as curriculum, teaching practices, instructor evaluation, student placement, etc. Resistance to change can be strong, especially when stakeholders (e.g.: students, teachers, administrators, etc.), lack shared values and an established professional learning community (PLC). Additionally, previous failed attempts at innovation will have likely resulted in stakeholders feeling isolated, holding rigidly onto entrenched interests, and viewing future innovation as predestined to fail. How can EFL language program stakeholders break out of this negative cycle? Which core principles and best practices increase the likelihood of achieving successful outcomes? How can innovation initiators overcome communication barriers and build bridges between stakeholder groups?

In this presentation/workshop, attendees will participate in a synthesis of best practices and principles to overcome cross-cultural communication barriers to EFL language program innovation and curriculum development. Presenters will discuss the importance of cultural values and beliefs as strong underlying influences and the power of utilizing a PLC as the foundation for durable change. Highlighted are the needs for raising the awareness of mutual cross-cultural knowledge and understanding, stakeholder group interdependence and cooperation, and the importance of emphasizing process orientation over goal

orientation for effective planning and development. While most examples are derived from a Korean university EFL context, the information and activities in the session are applicable to a variety of EFL learning environments.

The presenters are a Korean EFL program administrator who works closely with a foreign faculty and an experienced American ESL/EFL instructor who is also a curriculum coordinator. By developing a collaborative working relationship with each other, across both culture and stakeholder groups, they have identified practical tools which can help other innovators achieve equally successful outcomes.

Kevin Maher
The 5-Minute Student Presentation: Student Preparation & Teacher Assessment

Organizing public speaking tasks for students can be a challenge. This presentation will focus on several key elements: 1) Setting guidelines and structure pre-speech, 2) activities to prepare students for speeches, 3) techniques for audience involvement, and 4) supplemental ideas to increase speech giving awareness.

All student speeches should have structure. Common themes are allowing or not allowing PowerPoint, setting time limits, use of notes, where to stand, use of podium, and other guidelines. Additionally, addressing ways to interact and engage with the audience.

Secondly, various activities that can be done pre-speech will be presented in detail. These include mini-lessons demonstrating good and bad posture, confidence-building activities, eye-contact exercises, facial expression lessons, body language, non-verbal communication, creating proper introductions with a hook, and creating a speech without writing a speech.

Next, various role-giving assignments to increase audience involvement will be addressed. Students will focus their attention on key areas to discuss later with their group. Roles will be given such as 'timekeeper', 'uh-oh expert', 'eye contact guru', 'body language maestro', and so on. These roles will be addressed, and how they keep the audience involved, as well as focused on key aspects to increase their own future speech-giving abilities.

Lastly, a wrap-up session to give additional suggestions that didn't fit in elsewhere. This

segment will address the use of video recording, utilizing toastmasters, unusual speech giving assignments, teacher collaboration to offer a speech contest, and others.

Kevin Maher

Neural Connections: SLA Theory, Neuroplasticity and Implications for EFL Classrooms

Most people recognize differences between children and adults in relation to language acquisition. Children can acquire seemingly effortlessly, while adults must cognitively think about language and study it. What accounts for this? What can an adult do to acquire language more easily? What can a teacher do to assist in this process? This presentation will address neuroplasticity, how the brain works in regards to language, and what teachers can do to assist in the process.

First, what is neuroplasticity? By examining experts who've studied this field, we can apply this information to what we know of language acquisition. Key individuals who helped change the neuroplasticity field will be discussed, such as Michael Merzenich, Wilder Penfield, Paul Bach-Y-Rita, George Ojemann, and Oliver Sachs.

Next, how can we apply what we know about neuroplasticity to language learning? What are theories within SLA that are very compatible with what we know about neuroplasticity? Key components of this section will include Interaction Hypothesis, selective attention, automaticity, and structured focus.

Lastly, what can teachers of adult language students do to assist them in acquiring language? How can we combine the fields of SLA and neuroplasticity and apply them to the language-oriented classroom? What is the ideal EFL/ESL classroom that will activate the brain to recall and acquire language more easily? This final section will address these questions.

Jon Wrigglesworth & Alice Wrigglesworth

Student Writing: What Should We Write or Say about Student Errors?

With Truscott's 1996 article stating the case against corrective feedback (CF) use in the second-language writing classroom and Ferris' 1999 response, which made the case for the use of CF, the late 1990s marked the beginning of a still raging debate regarding the use of CF in second-language classrooms. Despite over a decade's worth of research into the use

of CF, questions still remain (Ellis, 2008: Should corrective feedback be used at all? If we are to provide corrective feedback, what type of feedback should we give? The authors of this study take a pragmatic approach to CF and thus avoid the larger issue of whether CF works. Over a decade of teaching writing courses in Korean universities has informed us that Korean students want CF and expect it; in addition, most writing instructors see providing CF as an important part of their mission, spending a large portion of their working day marking student papers (Lee, 2003). As these two attitudes have a long tradition with both groups, it seems likely that CF will maintain a prominent place in Korean university writing classrooms for the foreseeable future. This comparative study examines the effectiveness of three types of corrective feedback in an online writing workshop for Korean university students. Thirty participants were randomly placed in one of three CF groups: line-by-line error identification with metalinguistic feedback, endnote feedback, and verbal feedback provided by audio recording. All participants received the same essay writing instruction and were asked to write four essays and one rewrite of each essay. Writing samples were judged on 1) the correction of identified errors in second drafts, 2) the overall quality of second drafts, 3) the reduction in occurrence of previously identified errors in new writing samples, and 4) the overall quality of new writing samples.