RESEARCH PRESENTATIONS: 25 Minutes

Black: 25 Min Research
Red: 45 Min Research
Green: 101's
Blue: PK's

Faridah Abdul Malik
Utilising metacognitive Strategies in the ESL Listening Classrooms

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

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.

Rheanne Anderson
Intelligibility and Comprehensibility: Towards a Definition for Pronunciation Research

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

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.

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

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

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

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

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

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.

Jesse Balanyk
Overcoming Cultural Differences between Teachers

Large numbers of native-speaking English teachers are recruited from western countries, such as Australia, Canada, the United Kingdom and the United States to teach English in

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

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.

Samuel Barclay
Fostering the Use of Monolingual Learner's Dictionaries

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

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

In this presentation the results of the questionnaire will be introduced. The presenter will delineate two pertinent findings. First, practice using an MLD was found to have a positive effect on a learner's attitude towards it. Furthermore, this effect was greater for higher-

proficiency students. Second, familiarity positively influenced the participants' perception of the usefulness of an MLD. Moreover, this finding was more pronounced for higher-level students. The presenter will also discuss some in-class strategies that instructors can implement to foster learner enthusiasm for the use of MLDs.

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!

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

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

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

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

Doug Baumwoll
Write Right: A Simple Recipe for the Structured Paragraph

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

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

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

Allison Bill
Lesson Planning 101 – Planning Engaging, Effective Lessons

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

Grant Black

Practice to Theory:　Investigating Student Self-Concepts in the Youth-to-Work Transition

Developed economies in Asia, such as South Korea and Japan, have comparably low levels of college-graduate unemployment relative to other OECD member states; nevertheless, in both countries the transition from university to employment has been following a trajectory of increased risk.

In response, the governments of South Korea and Japan have pursued like-minded policies and funding projects that seek to increase employment services and cultivate employability skills for university graduates. Many universities have in turn aligned themselves with these targets by highlighting programs geared to developing global human resources.　English-language education figures prominently in these developments.

Although tertiary education rates are at near universal levels in both countries, there is frequently a mismatch between labour market needs and the skills acquired at university.　A graduate's area of work is more often than not unrelated to their field of study at university.

Under these conditions, what are student perceptions of their choice of university, major, and future job prospects? Do students who studied English at university use English in their daily work? At what rate do English majors go on to careers for which English is a requirement of their job?　Do "global" programs lead to "global" jobs? Are career paths best explained by individual choices or by opportunities available?

This presentation explores the development of a doctoral research project that seeks to understand university student self-perceptions of their career path and transition to work. The fundamental research questions have as their origin faculty committee work targeting an employability project for English majors at a Japanese university.　The link between English-language education and future career path is addressed. Particular emphasis will be given to the practice-to-theory process by which the research concept and methodology emerged. With this practice-to-theory process in mind, two case examples of Japanese universities will be discussed.

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.

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.

Andrew Boon
Here We Are, Now Motivate Us

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.

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.

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.

Gunther Breaux
How to Quickly Measure Speaking Ability, Without a Speaking Test

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

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

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

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

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

Korea is teeming with teenagers and university students who can pass standardized English tests but cannot carry on an English conversation. The problem is not that students in a Confucian society are reluctant to speak. If given an interesting topic that they know a lot about (Me), opportunity (class time), and incentive (speaking tests), they are effusive speakers, as are all teenagers. This presentation will show how to get students speaking, test their speaking, and measure their speaking improvement. The semester process from first-day placement test to last-day improvement data will be detailed. On day one, the mindset must be changed – for both teachers and students. The engine of speaking

improvement is speaking, not grammar.

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

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

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.

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
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!

Peter Burden
Antecedent Beliefs and Learning Motivation in Tertiary Education

Affective beliefs about previous learning experiences mean that university students can
become unreceptive to current language learning and are disillusioned so that many seem to
decide that success in language learning is not for them. In this study, 217 low achieving

students who scored around 250 on a Japanese national university TOEIC class placement test were asked, after a semester of compulsory English, to reflect on their language learning high school. Through open and closed-item questions on a survey, students' reflected on their perceived English ability, the frequency of testing in high school, how much effort they placed on learning, their feelings of success and failure in testing and the amount of teacher praise. The results offer a useful gauge of current affective influences on motivation to continue learning English. The study suggests how teachers can water the roots of motivation and encourage students as self-perceptions of incompetency trigger humiliation. Teachers need to create a non-threatening, collaborative classroom where motivational equity is encouraged to remotivate learners jaded after abrasive, often competitive learning experiences. Findings will resonate with teachers wherever a testing culture in high school is prevalent and where students are constantly battling feelings of failure in language learning.

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.

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.

Peader Callaghan
Formative Assessment of Student Writing

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.

Brian Carlstrom
Data-Driven Learning Made Easy

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.’

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.

Alexander Chirnside & Daniel Sasaki
Toward a Test Specific Self-Access Speaking Center

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

Koun Choi

<u>The Problem of Teaching Only American Accented English in Korea</u>

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

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

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

Sujeong Choi
<u>Language Anxiety in Second Language Writing</u>

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

writing portfolio. Several causes of anxiety in the classroom from the students' point of view were uncovered. The research findings suggest that instructors should seek more effective ways to ease the anxiety that students might feel when learning and writing English so as to support successful language learning experiences.

Wendy Collins
Maximising Mentoring: Rethinking ELT Teachers as Mentors

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

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

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.

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

With the influx of South Koreans seeking for communicative competence in English at convenient costs, the Philippines has become a breeding ground of various language centers offering language programs. The Far Eastern University (FEU) created the Intensive English Language Course (INTELAC) program to improve the adaptability in classroom discussions of South Koreans intending to pursue tertiary education. One of the ways in which the progress of the INTELAC students is measured is by spontaneity in their spoken discourse. The current study investigated on the variations of discourse markers (DMs) which are said to be indicative of a learner's pragmatic fluency. Adopting Liao's (2008) scholarly work as framework, impromptu speeches and informal interviews of ten freshman Korean students were audio-recorded and transcribed. Results indicate the variations of the use of DMs of Koreans in comparison with previous literature.   Implications on the language acquisition and sociolinguistics and identification of features of Korean English through quantitative and qualitative data on the use of DMs were also discussed in the study.

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

The importance of a good TOEFL score for students with the ambition of studying abroad, and a good TOEIC score for those hoping to boost their employment prospects, has become more and more apparent in recent years. In order to boost success in both these test regimes, extensive study outside the classroom is an essential prerequisite. As a support to a well-balanced self-access program running throughout the semester, the provision of week-long intensive study programs in the university vacation has shown its efficacy in preparing students for these two vital tests. This paper describes the establishment, management and organization of such TOEFL and TOEIC courses during university vacation time. The courses, conducted in both the summer and winter vacations, have evolved over the past nine years into a self-financing, accredited program serving more than 200 students a year. Among the processes discussed are the advertising of courses, the enlisting of students and teachers, classroom facilities, class organization, teaching approaches, and pre- and post-course assessment. Post-course questionnaires indicate that students invariably feel these intensive courses to have been of great utility, with the overwhelming majority confidently declaring that their ability to achieve a positive outcome when taking these tests has significantly improved. Pre- and post-course diagnostic tests show that this belief is well founded. This is an extremely successful program with clear learning objectives, high levels of popularity, and a great success in attaining the desired

results. It is a program regarded by the students as beneficial not only to their future success in test-taking, but also to their general English language abilities.

Sara Davilla
Creative Thinking Techniques

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

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

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

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.

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

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

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.

Jason Di Gennaro
The Changing Face of Professionalism in Korean Public Schools

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

Evelyn Doman

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

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

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.

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.

Roger Fusselman
Guided Teacher Reflection for Busy Teachers

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

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

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.

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.

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

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

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

Danny Graves & David Bezuidenhout
The Dream and Deliver Project: A Practical Application with Theoretical Implications

Every student has unique goals, motivations, and reasons for studying English. Students have different learning strengths, interests, and talents. In this dynamic and interesting presentation, an open learning project called Dream and Deliver is described. The 2013 Korea Dream and Deliver project draws from one business concept and two learning approaches. Sixty university students from two universities have participated. The business concept is Fedex Day, which was created by Australian software company Atalassian. Fedex Day enables Atalassian employees to spend 24 hours each year working on any project they want. Employees must demonstrate their projects the next day. The two learning styles used in the Dream and Deliver Project are project-based learning and open learning. Next, the results of a study which implemented the Dream and Deliver program with 60 South Korean L2 learners are presented and discussed. Instead of their customary English-language class, the student participants were given a two-hour class to work on any project they wanted as long as it was related to English. The participants could work as members of a group or individually. The teacher's role was to facilitate and guide the students. The goal of the project was to encourage the participants to use their creativity and individual talents to create and present a project while using English on their own terms. They could work on their projects after class. The students knew that they would present the results of their projects the next day. Surveys and questionnaires were given to the participants to measure their perceptions of the Dream and Deliver project. Finally, the presenters will show conference attendees how to design and implement Dream and Deliver in their own classes. The format is a presentation and demonstration.

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.

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.

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.

Feifei Han
Speed of Lexical Access and Strategic Processing in FL Reading

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

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

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

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

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

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.

Lauren Harvey
ESP Needs Analysis and Course Design for Business Professionals

There are many issues to consider when developing an ESP course. Managing the needs analysis and course design processes can be challenging when considering the necesities, wants, and lacks to be addressed in the course based on input from both learners (employees) and employers. Based on the Nation and Macalister (2010) model of needs analysis using necesities, wants, and lacks, the presenters will discuss the needs analysis

and course design processes that a South Korean university used to develop an ESP course for business professionals. Actual practices in pre-course, during course, and post-course needs analysis using questionnaires, oral interviews, and written assessments will be shared. The presenters will also compare these actual practices to theory-based recommendations (Basturkmen, 2013) for these processes related to the scope, goals, and objectives of the course. The presenters will outline the challenges and successes of these processes, and they will share specific considerations related to managing differences between learners' (employees) and employers' perspectives on ESP course content in South Korea.

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.

Duane Henning
Self-Regulation: Moving Students Away From Seat Filling

Most teachers and students have asked themselves what it is that makes successful students successful and unsuccessful students unsuccessful. Starting from a classroom recognition of successful learners, research into self-regulation looks at many qualities that differentiate those who excel and those who don't. In this presentation the effects of instruction in self-regulated learning on the students in a mandatory English class is discussed to show how student levels of self-efficacy were raised. This research looked outside the traditional applied linguistics canon to concepts in cognitive psychology and, in particular, the concepts of mindset, expertise and expert performance, grit, and goals and goal setting. Of the 19 students who finished the course, 16 experienced an increase in their levels of self-efficacy, two remained unchanged, and one experienced a decline.   Although this research does not consider whether levels of student self-efficacy remained high after the course was over, the results provide a solid starting point for beginning the process of fostering self-regulated learners.   In particular, teachers who make their students aware of the particular concepts covered in this study could positively affect student motivation and effort.

Lindsay Herron
Ten Tech Tools Teachers Should Know About

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

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

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

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

U Teng Ho
Teaching collocations in Asia:　Does Lexical Approach Work?

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

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

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

corpus tools can be used to reveal lexical and linguistic elements that can then contribute to genre instruction as an explicit tool of learning.

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

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

David Hutchinson
Teaching Strategies for Autonomous Learning

Many students lack direction in their language studies, and attend classes without clear goals. Often they are completely dependent on their teachers, textbooks and tests for their learning. As a result, their progress can be limited. One way that teachers can help such students is by encouraging them to become more autonomous and independent in their learning and help them to set their own learning goals.

However, this can be ineffective if they lack concrete strategies and resources for taking control of their learning. This talk will look at strategies that teachers can teach their students, as well as resources they can give them, so that the students will be better equipped to learn more autonomously – in both classroom and self-study situations. By teaching these strategies in class, and by giving students a chance to try them out and discuss them, teachers are able to encourage their students to develop into more mature learners who are

capable of directing their learning according to their own goals.

Topics will include strategies for learning vocabulary and grammar, approaches for learning the 4 skills (speaking, listening, reading and writing), as well as using dictionaries and technology for learning.

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.

Barry Jameson
Demand High ELT:　Going Beyond Safe Teaching

In 2012 Jim Scrivener and Adrian Underhill launched the 'Demand High ELT' blog.　This was borne out of the idea that much of modern teaching is 'good enough' but does not challenge the students.　Often teachers can effectively manage the classroom and engage students.　Teaching is safe, unambitious, and afraid of assertive intervention. Students are asked to do and achieve far less than they are capable of.　Scrivener feels that we, as

teachers, "have drifted into a sort of dead end".   How can we stop covering material and start focusing on the potential for deep learning?   The aim of the presentation is to introduce and discuss the ideas of Demand High ELT and see how it can affect our teaching. It will include activities for teachers to engage in, and help focus on the practical steps we can take to demand more of our students.

Karen Jamieson
Your Survival Guide to Teaching IELTS

Do your students panic when they think about taking the IELTS exam? Are you dreading your IELTS preparation classes because you've just started teaching IELTS? Or are you an experienced IELTS teacher looking for new and exciting materials to use with your students?

This practical talk focuses on tips and classroom activities to help you and your students face the IELTS challenge. It also introduces a new range of IELTS preparation materials from Collins.

In order to get a good IELTS score, students need to know exactly what the exam is all about. Looking at the idiosyncrasies of the four IELTS papers, we'll explore effective ways to prepare students for the exam. We'll focus on key areas that prove a particular challenge for Asian students and discuss how we can support them.

The talk will provide ready-to-use solutions for the areas your students will struggle with most when preparing and taking the IELTS exam. You'll leave with handy tips which will help you overcome the major challenges you face when working towards the exam with your learners.

The presenter will draw from her own teaching experience, so come along and share your own IELTS experiences and questions, too.

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

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

We will address these topics:

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

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

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.

Kikuchi Keita
Exploring the Motivation Theories Reflecting EFL Learners＇ Viewpoints

Theories of motivation have been exemplified by various models over the past two decades (e.g., Tremblay & Gardner, 1995; Wiliams & Burden, 1997; Dornyei & Otto, 1998; Dornyei, 2005). As such, motivation theories have until recently been built based on large scale questionnaire studies. Researchers conduct studies to support such theories. The aim of this study is to shed light on motivation theories in the EFL context that contrast with existing motivation theories. This paper reports the results of a mixed-method investigation of Japanese students＇ change in motivation towards English study throughout one academic year. 20 Japanese freshmen at a Japanese university were interviewed and answered questionnaires every month for two semesters regarding motivational change. The questionnaire data surveyed the students＇ perceived change in their own motivation according to the three constructs of Dornyei＇s (2005) self-system (ideal L2 self, ought-to L2 self, and L2 learning experiences). Five focus-group interviews were conducted. Analysis of the interview data reveals that the learners＇ views on the constructs of motivation are somewhat different from the results of existing studies that investigated Western students. Based on this result, the significance of re-examining L2 motivation theories across various contexts is also discussed. This presentation will be highly interactive, aimed mainly at instructors teaching English at any level. It is expected that the participants may be able to reflect on their own teaching practices and understand their learners＇ changes of motivation through a different lens.

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

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

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

English classrooms on all levels have the opportunity to teach basic negotiation skills and use them in engaging classroom activities that will benefit students＇ verbal and analytical skills. For example, students in elementary, middle, and high schools can learn the basic

steps of planning and conducting negotiations for physical items such as stickers or conceptual items such as buying and selling toys.   While students have fun interacting with each other, they build their vocabulary, grammar, formal phrases and questions, and patterns of dialogue.

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

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

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

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

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

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

Jeong-ryeol Kim
Continuity Issue of Elementary and Secondary School English Education

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

Soyeon Kim
Voices from English writing classes: Nobody cares what I want

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

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

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.

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

Over the past two years a group of teachers at Seoul National University of Science and Technology Institute for Language Education and Research have collaborated to create a conversation course curriculum.   All aspects of the curriculum and all course materials are entirely teacher-created.   In this workshop the presenters will focus on the process by which

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

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

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

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

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

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.

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.

Nico Lorenzutti
Vocabulary Games: More Than Just Playing With Words!

Studies show that most teachers don't pay enough attention to vocabulary instruction. New words are often taught as they are encountered in a course textbook, perhaps reviewed at the end of unit and then possibly again before an exam. Yet language acquisition research suggests we need to use a word at least seven times in different contexts before it becomes fixed in our long term memory. We need to have our students review vocabulary more often, but how can we make recycling fun and challenging? This hands-on workshop will introduce participants to 8 ready to go vocabulary activities that are easy to prepare, facilitate retention of new words and phrases, and are always a hit in EFL classrooms.

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.

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

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

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.

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.

Shu-Ying Luo & Shih-Ping Wang
A Corpus-Driven Approach to the Wordlists in Testing and Textbooks

Previous studies have indicated a significant link between vocabulary competence and language learning. The research on vocabulary has been paid more attention to the text comprehension. However, fewer studies examined the aspects of vocabulary coverage of the vocational English textbooks in Taiwan, and even less concerned about its relationship with the vocabulary coverage of the "Testing Center for Technological Education (TCTE) Exams." This study aims to explore the most frequently used words in both TCTE Exams and vocational English textbooks, and investigates their vocabulary coverage. Two corpora, i.e., TCTE and Textbook, were constructed. The former consists of 10 examinations (2003 ~ 2012) of general subjects in English, while the latter includes three major English textbooks

(i.e., Far East, Lung Teng, and Sun Ming editions, 6 volumes for each, 18 textbooks in total). WordSmith 6.0 and Sketch Engine were employed to analyze the frequently used words in these two corpora. Their coverage was examined in terms of RANGE software, comparing with the word list of Nation (2001). The results propose the most frequently used words for vocational high school students, which may be beneficial as the selection of the word lists in textbook design. Also, the findings indicate that there are 3,818 types out of the total 23,409 running words in TCTE corpus, whereas the textbook corpus consists of 16,108 types and 488,069 running words. This suggests a high lexical diversity in TCTE corpus over Textbook corpus. Last, with the use of Range software, it is found that Textbook corpus accounts for 78.4 % of the vocabulary coverage, while TCTE corpus explains 86.4 %, revealing the insufficiency of the vocabulary knowledge provided by the textbooks. Suggestions to the use of AWL as the baseline in enhancing learners' vocabulary size and reading ability are provided.

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.

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

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

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

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

Amanda Maitland EL AMRI
Adapting Personality Tests for Use in the TESOL classroom

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

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.

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

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

John McDonald
Overcoming Common Academic Writing Mistakes in a Korean Classroom

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

Based on the experience of editing approximately 1000 SCI journal papers, and over 17 years of teaching writing in Korea (the last 9+ to grad students at the Gwangju Institute of Science and Technology), the focus of this session is to provide tips on how to structure a

writing program, introduce common problems Korean writers have, and to show how this understanding of common problems can improve the classroom experience of both students and instructors.

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

Julien McNulty
8 Grapes Tin Geese: History of the English Language

So what do an octopus, a knight, geese, and a printing press have in common? More than you might imagine…   This talk will explore the philology (history) and etymology (origin) of words in English. Some of the mysteries of words, idioms, spellings, and pronunciation will be uncovered – things you thought you knew about English may get turned on their head. Many of the things we take for granted as truths are in fact misplaced myths, and often, incorrect. From Middle English to Ebonics, from Chaucer to Shakespeare, the truth about our origins will be spoken – literally.

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.

Richard Miles
Reflecting on and Learning from Presentations

This presentation will explore findings from a case study conducted in an undergraduate English university class. The original purpose of this research was to document what

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

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

Elizabeth Molyneux
Crafting Critical Thinking in the EAP Classroom

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

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

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

Jana Moore

Off the Cuff:　Applications of Speaking on Your Feet

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

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

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

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

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

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.

Yasuko Okada
Peer Assessment through Video Recording

Using digital video recording can enable language learners to view their own performance in the target language, and teachers can benefit from comparing the recordings to find out how learners' language proficiencies can be enhanced. This study investigates how Japanese EFL learners evaluated the video recordings of peers' rehearsal in the classroom. Data were collected from 19 students who were enrolled in two different English communication courses at a university in the Tokyo Metropolitan District. In class, before making two different presentations, students had practice sessions. The students' rehearsals were video recorded, and the students evaluated their peers' rehearsals while watching the recordings. In this study, peer assessment marking was used as data to compare students' first and second peer assessments. The results show that there were significantly strong, positive correlations of peer assessment between the first and the second markings in the

following items: speaking speed and volume; pausing; and intonation, which indicated that students always assessed their peers in a similar way with regard to the paralinguistic aspect. The study further suggests that the use of video recording can help language learners facilitate peer assessment as a reflective learning tool.

Kevin Ottoson
Returnee and Non-Returnee Narratives for Intercultural Understanding

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

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

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

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

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

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

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

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

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

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

Phil Owen
Jigsaw Activities:　Controlled Conversations in Teams

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

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

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

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

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

Catherine Peck
It's a Cultural Thing...

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

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

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

Maura Pfeifer & Brian Pfeifer
Gamification: Level Up Your Language Teaching

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

Maria Teodora Ping
Dialogic Reading 101: Concepts, Strategies, Practices and Possible Innovations

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

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.

Fahrul Pradhana Putra & Setyo Prasiyanto Cahyono
Teaching Narrative Writing Through Narrative Learning Media (NLM)

This research paper depicts a model of teaching genre of narrative in EFL writing at a university level. In teaching narrative writing, we as the lecturers used a media named Narrative Learning Media to be implemented in the teaching process. We created this multimedia since the used of media in teching English skills especially writing has become a popular way of teaching English skills. Besides that, how to create and make the classroom atmosphere more interesting is by applying multimedia in the process of teaching. This NLM contains some items of teaching materials such as rearrange the sentences, matching vocabularies, complete setences, pictures, video, etc. In this case, we asked the students to watch a movie from the NLM. The movie here is a short cartoon movie in term of narrative one. For the implementation of this research, Genre based approach has been applied in teaching EFL writing and learning cycle method by Hammond.

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

Michael Rabbidge
Approaches to Using Short Stories in the EFL Classroom

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

William Rago & Adam Booth
Digging In: Non-native Teachers and Learner Language Analysis

Most MA TESOL and TESOL certificate programs include courses on Second Language Acquisition (SLA), but many students finish the course without knowing how to apply what they have learned to their classrooms. The knowledge of how languages are acquired

seems irrelevant to many prospective classroom teachers because they will work with a pre-established curriculum. SLA theories are simply learned because they have always been part of the TESOL curriculum.   One solution to this problem is learner language analysis. Learner language analysis tasks that get students out of the classroom and in front of learners add life to theory. Students can discover tendencies and stages in learner language all by themselves, outside of the classroom. While unmatched in its effectiveness, learner language analysis is difficult and time consuming, maybe even to the point that it is inaccessible to non-native English teachers. In this session we share responses from 56 of our students, who completed several learner language analyses in the first five weeks of the spring 2013 SMU TESOL semester. We briefly outline the assignments and then share the feedback, which suggests that learner language analyses are not only accessible, but very beneficial for non-native English teachers.

Mark Rebuck
Updating Dictation: New Uses for an Ancient Activity

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

Robin Reid
'Staging' Language Development with Theatre Projects

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

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

Eric Reynolds
Learning to Deal with Adolescent Exuberance in ELT

The past decade or so has been marked paradigm shift in the way that neuroscientists conceptualize the process of brain development that occurs as each of us grows older. The mid to late 20th century model was that kids' brains grow with dramatic rapidity during the neonatal period through the first two years of life, but from around two years old onward that growth rate drops precipitously into adolescence when the brains volume in fact begins to decrease, and this decrease in brain volume and connectivity becomes the dominant characteristic of our cognition for the remainder of our lives. The newer and more subtle model (e.g. Geid, 2008) depicts brain development occurring at different paces in different regions of the brain during childhood and adolescence with the frontal and temporal lobes being the last regions of the brain to fully develop. Moreover, these differences become critical for educators because the brain changes structurally over time and what appears to be a surprising second period of synaptogenesis, or exuberance, in these regions that reach a peak size in adolescence. Importantly, the frontal lobe is associated in part with executive brain functions -- roughly, "knowing not to start and when to stop" -- and the temporal lobe is associated in part with language acquisition, development and use. The purpose of this workshop is discuss how these changes in brain structure, connectivity and adolescent exuberance match behavioral changes in our EFL/ESL students, and suggest methodological modifications to ameliorate and to leverage those changes for better learning. Presentation attendees will leave the session with a new and better understanding of brain growth and development as well as specific plans and recommendations for dealing with students' adolescent exuberance.

Davis Rian
Six Important Ideas from Linguistics and Psychology Put into Practice

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

Cassidy Riddlebarger & Estele Ene
Role of Reflection in a SLW Course and Implications

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

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

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

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

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

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

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

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

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

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

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

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

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

Henderson Scott
Encouraging Noticing in the Classroom

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

Fatiha Senom
The Native Speaker Mentors and the Novice Teachers' Professional Development

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

the influences of the programme on the novice teachers' knowledge construction, professional practice and identity formation. The results of the study suggest the importance of Independent Professionalism (Leung, 2009) as an essential component that informs future professional development for beginning teachers.

David Shaffer
Believe It – or NOT:　Korean Misconceptions in ELL

English language learning practice is not always based on sound theory nor can it always lead to sound theory. Practices, and beliefs, that are not well grounded can lead to undesirable learning outcomes. This pecha kucha highlights a number of ill-conceived beliefs and practices held in the Korean EFL context.

The ill-conceived beliefs and practices challenged and refuted in this pecha kucha include the following: (a) Rote memorization of vocabulary and grammar rules is great for improving one's L2. (b) Studying TOEIC is a good way to learn English. (c) Highly challenging reading material is highly effective reading material. (d) Going abroad to study English as a university student is necessary for high proficiency. (e) Studying abroad in an English-medium elementary school is great for young children. (f) The younger one begins to formally learn a second language, the better. (g) When teaching beginners, it is best to start with the ABCs. (h) Games may be useful for motivation, but they are ineffective as a language learning tool. (i) Native-speaking EFL teachers are preferable over Korean teachers for teaching English.

These and more will all be debunked in just 6 minutes and 40 seconds!

David Shaffer
KOTESOL -- 20 Years:　Its Birth, Growth, and Maturation

This year is the 20th anniversary of Korea TESOL. It has been two decades since the Korea TESOL Constitution and Bylaws were created and approved in April 1993. This 20-slide pecha kucha will chronologically follow the growth of KOTESOL through its 20 years and 18 National Presidents, pointing out the highlights of their terms of office. It will the growth and development of our annual International Conference to an attendance high of over 1500 attendees, our additional National Conference, our Chapters and SIGs, and our National membership's peaks and its IMF-period plunge to half before rising to its present-day high. This pecha kucha will be of interest to older KOTESOL members by putting the past into perspective, to newer members by adding to their institutional knowledge, at to prospective members by better informing them of what KOTESOL is and what it has to offer.

Mark Sheehan, Edward Sarich & Jack Ryan
The Role of Language Education Centers in a University Curriculum

As more and more universities around the world build Language Education Centers, it is hoped that students' overall educational experiences improve, and subsequently language skills. However, establishing a successful Center that meets the needs of a diverse student body with various levels of proficiency and motivation is no mean task. Center instructors and administrators have to wear many hats: counselor, grammarian, entertainer, conversation partner, tech support, teacher, and curriculum designer. Juggling these multiple roles is doubtless a tall order for any language education professional, and unless a framework is developed for Center operations, success will be hindered.

This presentation will provide information about the experiences that a team of teachers (both native and non-native speakers of English) had in establishing a Language Education Center at a university in Japan. The team took various approaches to provide language education support to a student body from six different academic departments and multiple levels. At the curricular level, a set of standards and Can-do lists tied to CEFR were created to strengthen the university's courses. At the extra-curricular level a number of activities were implemented that sought to motivate students and give them exposure to a variety of English experiences.

Following an explanation of the practical elements that were considered in founding the Language Education Center, data will be provided from surveys used to make needs assessments of first- and second year students. The data is being used to provide relevant educational support for students and to create a framework that can be used to run the Center.

This presentation will be of particular interest to teachers involved in Language Education Center operations, or in any extracurricular and academic support capacities. The information and data exchanged may help language practitioners answer the questions: If you build it, will they come? and Why?

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

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

may function simultaneously on a number of levels and facilitate both the forming and renewing of the language classroom context.

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

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

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

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

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

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

This study sought insight into the extent to which learner motivation, demotivation, or re-motivation, is influenced by the teacher and whether the teacher's communicative teaching style have influenced learner perception of learning English. The participants were 183 first or second year Japanese tertiary students taking communicative English as a compulsory subject and who completed a 33-item closed and open-ended questionnaire. The questionnaire explored firstly, learner attitudes to teacher behavior which included such variables as teacher support for learning, friendliness, enthusiasm and encouragement.

Secondly, insight was gained into student attitudes towards teacher methodology and classroom management, and thirdly students expressed opinions on the prevailing classroom pedagogy. In language teaching, learner demotivation has been an issue in terms of successful learning for the last decade with previous research findings showing that teacher action including misbehaviors, incompetence, and non-communicative teaching styles greatly cause learners' demotivation. The findings of this study will be of interest to teachers beyond a Japanese context to wherever a communicative approach has been adopted in tertiary education. After discussing the findings, the researchers will demonstrate that researching learner attitudes is crucial in terms of sustained motivation and that developing active teacher involvement and innovation is vital for learner growth. The researchers will conclude the presentation with some implications for improving teacher practice.

Shannon Tanghe
Collaborative Co-teaching in South Korea: Teachers' positioning

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

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

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

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

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

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

Huei-Chun Teng
Analysis of EFL Learners' Task Strategies for Listening Comprehension Test

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

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

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

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

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

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

Tory Thorkelson
Leadership IQ: The Missing Link for Training Leaders in ELT

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

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

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.

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

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

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

Mizuka Tsukamoto
Essay Writing Skills： A Process Approach

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

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

Rie Tsutsumi
Investigation of University English Teachers' Motivation in Japan

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

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

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

Thi Hoang Yen Vo & Thanh Son Ca Vo

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

Research in second language (L2) pronunciation has often focused on listeners' accent judgment and factors that affect their perception (Bent & Bradlow, 2003; Gass & Varonis, 1984; Kang, 2010). Listeners' application of specific segmental and suprasegmental errors in their perceptual judgments has not been widely investigated, however. The current study provided empirically based evidence in this area by identifying both segmental and suprasegmental features that contributed to native English listeners' judgments of accented speech. Fifty native English listeners including American, British, Australian, and New Zealander rated Vietnamese accented speech for intelligibility, comprehensibility, and accentedness. The raters also provided interview responses to questions related to their perception of accented speech in general. The results suggest that native English listeners applied different phonetic errors to their judgments of intelligibility, comprehensibility, and accentedness in accented speech. Features identified in this study can be useful in pronunciation teaching. Suggestions for English as foreign language instructors for effective pronunciation teaching are made.

Michelle Huey Fen Voon

Promoting Active Participation in Conversation among ESL Learners through Dialogue Writing

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

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

Stacey Vye
From Learner Autonomy in Practice to Language Proficiency in Theory

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

Jeffrey Walter
Making Better Groups: Theory and Practice

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

This presentation will start with some background theory on classroom group dynamics including why it is important and factors that affect group cohesion. Following that will be

practical information that teachers will be able to utilize in their classrooms. This will include both general recommendations and specific activities to help form stronger and more supportive groups. Finally, the presenter will share his own plan that has been used successfully in Korean university classrooms.

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

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

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

Andy Webster
Teaching EFL Online from Theory to Practice

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

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.

Fiona Wiebusch & Carla Bridge
Pushing the 'Task': Activities to Maximize Post-Task Learning in EAP

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

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

The workshop begins with a brief review of TBL in an EAP context at an international university in Vietnam, before addressing the post-task stage. Examples of multi-level post-task activities will be presented which employ a variety of readily available classroom resources (e.g. the whiteboard, pens and paper), as well as tech-based tools (e.g. smart

phones and Web 2.0 applications). There will be opportunities for participants to discuss the activities presented for relevance to their own classroom context and consider ways to expand their repertoire for post-task teaching.

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.

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.

Judson Wright
Winging It

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

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.

Suzanne Yonesaka
Global Citizenship through Disaster Education: The Ishinomaki Tsunami Manga Project

The March 2011 tsunami completely destroyed the neighborhood of Tsukiyama in Ishinomaki, Japan. This Pecha-Kucha talk shows how university students' volunteer work there evolved from immediate recovery to long-term support, including disaster education in English. In 2011, university students from Sapporo started helping volunteer

nurses care for displaced elderly people.　Later, they began helping Tsukiyama resident Naoko Nakayama rebuild her home.　While continuing to clear debris from the neighborhood, the students organized English Play Days for children in temporary housing. The Ishinomaki Tsunami Manga Project began when Nakayama turned her family's experiences into a manga-style Japanese booklet. This booklet was then translated into English and into a "hiragana" version that Japanese language learners can read.　To make Nakayama's English manga more accessible to tsunami survivors in Thailand, Indonesia, and elsewhere, the students narrated and recorded it.　By incorporating elements of English into the volunteer activities, the professors leading the volunteer work have been able to overcome initial resistance and gain some official university support.　As global citizens, the students are determined to use their English skills to help Nakayama send her message of hope to communities around the world that have experienced similar disasters.

Elizabeth Yoshikawa
<u>Getting Students to Speak on Topics of Interest</u>

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

Darunee Yotimart & Anupong Wongchai
<u>The Needs Analysis in ESP Course Design:　A Case Study of English for Computer and IT in Buriram Rajabhat University</u>

English for Computer and IT is a required ESP course for third year Computer and IT majors at Buriram Rajabhat University (BRU) in Thailand. The researcher served as both the course developer and the instructor of said course. The researcher regards the course assessment

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

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.