

THE 27<sup>TH</sup> ANNUAL KOREA TESOL  
INTERNATIONAL CONFERENCE

# Advancing ELT: Blending Disciplines, Approaches, and Technologies

October 12-13, 2019

Sookmyung Women's University  
Seoul, Korea

## Invited Speakers

Rod Ellis

Andrew D. Cohen

Thomas Farrell

Boyoung Lee

Curtis Kelly

Kara Mac Donald

Bodo Winter

Birsen Tutunis

Stephen Ryan

Heyoung Kim

Peter Roger

## Invited Panels

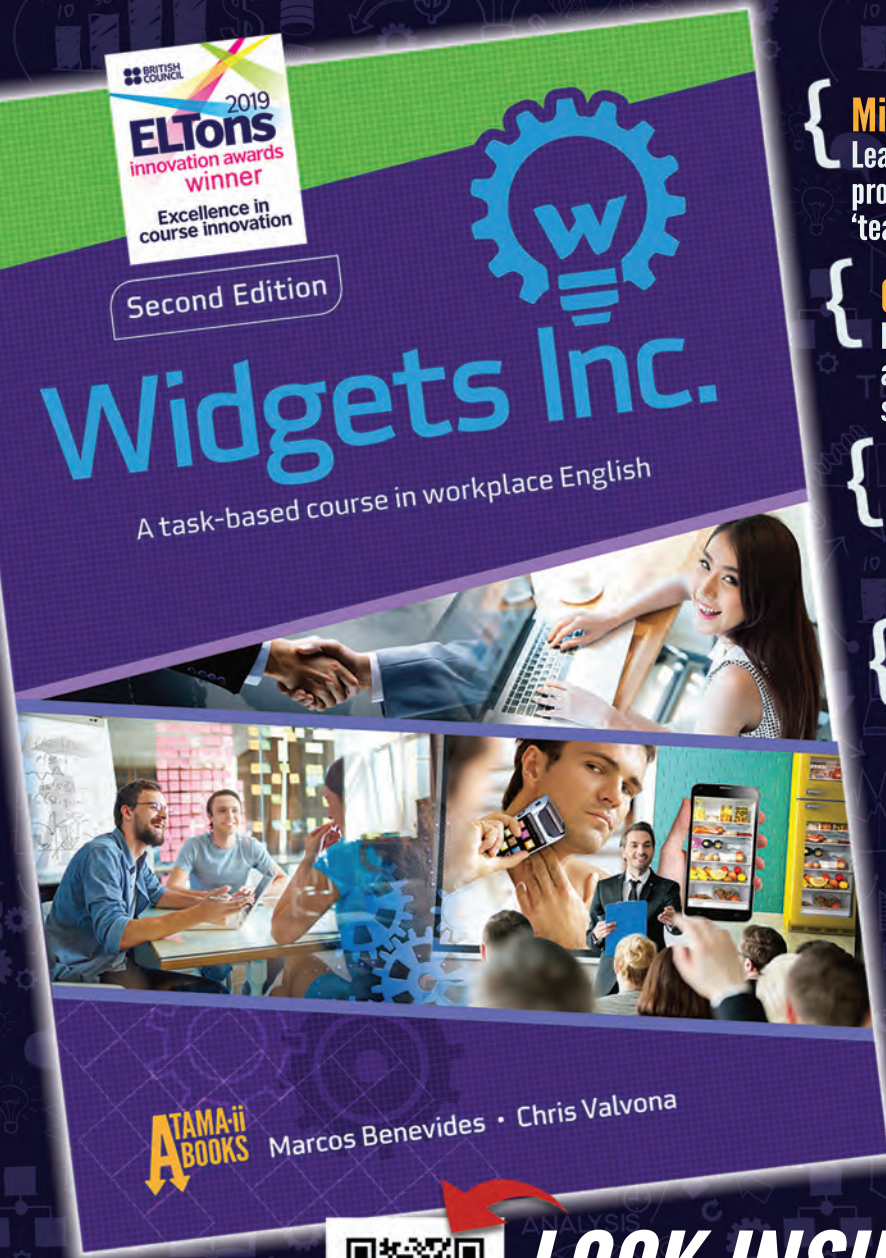
Women in Leadership  
in ELT

Women in Leadership  
in Korea



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**To Benefit:**

**TNKR: Teach North Korean Refugees**

**&**

**KUMFA: Korea Unwed Mothers' Families Association**

For information about the presentation by representatives from both organizations, check page 44 in the program book.

For further details about these two amazing organizations, check page(s) 109 and 110 in the program book.



***Donation tables are located in the lobby and will be open for the entire duration of the conference.***



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## **A Welcome Message from the KOTESOL President: Dr. David Shaffer**

It gives me great pleasure to welcome you to the pinnacle of the KOTESOL year: International Conference weekend, a weekend that encapsulates the KOTESOL motto of “Teachers Helping Teachers: Learn, Share, Succeed.” Members of the ELT community bring with them to this central meeting place what they have learned through study, research, and classroom practice to share with other attendees for the benefit and success of all.

I am proud to convey that the international KOTESOL conference is annually the most well-attended ELT conference on Korea’s calendar. For this, we thank each of you, our assembly of conference-goers, from early-career teachers to veteran educators. I am proud to say that we attract an elite group of invited speakers, both domestic and international, to our conference each year. We are indebted to them for their willingness to come, despite their busy schedules, to share their expertise with us. I am proud to recognize our dedicated conference team – led by conference chair Grace Wang and co-chair Michael Free – for the uncountable hours of service that they have devoted to the planning of this conference over the past year.

I am proud of our conference theme for this year: “Advancing ELT – Blending Disciplines, Approaches, and Technologies.” It recognizes that we need to broaden our point of view on teaching, to draw from disciplines other than TESOL, to draw on the best from multiple teaching approaches to fit the teaching situation, and to incorporate multimodal technologies. It recognizes that we need to take off our blinders and weave together the knowledge, practices, and technology that best suit our individual teaching contexts.

I am proud of KOTESOL. Granted that the international conference is our biggest event of the year, with over a third of our membership involved in preparations for the conference in one way or another and with a full two-thirds of our presenters based outside of Korea and representing two dozen countries around the world. It is not, however, close to being all that the organization does. KOTESOL has a full calendar of events throughout the year. Our chapters across the nation have monthly workshops and regional conferences, our special interest groups are buzzing online and busy offline. We produce a national conference and publish a quarterly magazine (*The English Connection*), a semiannual journal (*Korea TESOL Journal*), and an annual international conference proceedings (*KOTESOL Proceedings*). If you are not already a part, I invite you to join.

Lastly, I would like to thank everyone who is part of the conference: the invited speakers, some of whom have traveled halfway around the world to attend; our many presenters who fill out our two-day schedule; our domestic and international partners, who have come to share in our festival of professional development; and our attendees, who bring the conference to life. Interact, interject, intermingle, interrelate. And enjoy the conference.

## A Welcome Message from the Chair: Grace Wang



I am thrilled for this opportunity to welcome you to The 27<sup>th</sup> Annual Korea TESOL International Conference! Thank you for joining with us!

I am *very* excited about the theme of the conference this year:  
*Advancing ELT: Blending Disciplines, Approaches, and Technologies.*

We are entering into a post-post-methods era in English language teaching, when, not only is there a move away from any single ‘method’ of ELT that is considered best for any given situation, but there is also an increasing move away from top-down, West-centred approaches and theories to what is considered the best ways to teach the English language. We are, therefore, entering an era where *teachers* at the grassroots level, rather than researchers in ivory towers, are being **recognized** as the best authorities on what constitutes ‘best’ in ELT for their local contexts. And that thrills me to no end because it means that *every* teacher has a vital role to play in advancing the profession. But like every cloud has a silver lining, with every blessing, there *is* a burden. With more of the burden for advancing the profession shifting from researchers to teachers, we need *more* teachers to realize how important they are to that process.

We need *more* teachers to become increasingly invested in their own professional development, and to have the courage and determination to venture out to explore their own practice environments through reflective practice and action research activities. We need *more* teachers to become less comfortable with being directed on how to teach, and *more* comfortable with engaging on a path to discovering how *best* to teach within their own local contexts. And we need *more* teachers to share what they are learning along that journey of discovery.

This is an exciting time for the field of ELT and it is with great pleasure that we offer to you this year’s Korea TESOL International Conference, *with a focus on inspiring local teachers to think outside the box and challenge traditional boundaries*, so that they are empowered to create teaching strategies that uniquely benefit the learners whom they serve.

This conference would not be possible without the **amazing** team of teachers like you who volunteer their time over the course of *more than a year* to serve on the International Conference Committee. My very heartfelt thanks go out to each of them, as well as to Sookmyung Women’s University for this wonderful facility.

So please enjoy the conference and RISE to the challenge!

## Sookmyung University's Welcome Message

Distinguished speakers and honorable guests from Korea and abroad! KOTESOL President, KOTESOL members, and all of our conference participants! I am honored to offer an enthusiastic welcome to all of you on behalf of Sookmyung Women's University.

What a privilege this is to host the KOTESOL international conference again at our campus in this beautiful season! We are excited to provide a venue for cross-cultural networking, intellectual stimuli, and opportunities for professional growth. These are the missions that Korea TESOL has carried out for over 25 years. Over two decades, Sookmyung TESOL has creatively lead the TESOL profession, embodying the innovative spirit of Sookmyung with its 113 year-history. The critical question before us these days is *How to redefine TESOL's Tomorrow*.

In this rapidly changing world, unfortunately, even we veteran educators need to enhance our AQ, Adaptability Quotient. Simply put, it is the ability to adapt to and thrive in the age of rapid change. In the business field, 'Adapt or die' could be our motto. Our field of education should borrow this concept from business. In other words, we have to keep "learning, unlearning, and relearning" to make ourselves better educators. That is why we gather here this weekend to interact, explore, and collaborate to create new norms for our field.

The real challenge to address is how to integrate a few different concepts into teaching. How to creatively engage the learners of tomorrow? How to meet them at their level in their preferred Digital Space, i.e., their residential area? How to help enhance learners' global competence to become global citizens? How to personalize and individualize our lessons for them even more? We understand that only human teachers can excel in that area in this AI age.

Does it sound like a real challenging job to become better teachers of tomorrow? That is why we're here today: to gather better ideas, adapt them, and take action back in our classrooms. Let's go explore the new frontiers of teaching! Let's enjoy the intellectual party through a professional journey together.

Above all, I hope that this conference weekend will remind us of the joyfulness of teaching and the rewards that it brings. Thank you.

Dr. Kyungsook Yeum

Director, SMU TESOL, Sookmyung Women's University



# Find the Right Presentations for You

Tips from Luis Roberto Caballero Orozco, Program Director

With the tagline **“Blending Disciplines, Approaches, and Technologies,”** this year’s conference theme is sure to offer you a broad range of presentations! Use these 15 guiding questions as a checklist to help you design a personalized professional development course that is unique to your own experiences and interests. See page 11 for an explanation on the different presentation types, and also use the WHOVA app to scroll through session titles.

## Can I find a Workshop, ‘101’ Session, Dialogue, Poster, or Research presentation:

- \_\_\_\_\_ to learn how to use familiar classroom technology in a new way?
- \_\_\_\_\_ to explore technology that I have never used before?
- \_\_\_\_\_ to spotlight nuances in the way the English language is used in daily life or in academia?
- \_\_\_\_\_ to think of new ways to teach or design my classes I am currently teaching?
- \_\_\_\_\_ to branch out into teaching or designing classes I have never taught before?
- \_\_\_\_\_ to incorporate concepts from other fields of study into my own teaching?
- \_\_\_\_\_ to better understand how my students’ generation lives outside of my classroom?
- \_\_\_\_\_ to explore the way slightly older/younger students than mine learn?
- \_\_\_\_\_ to explore the lives of students from underprivileged or disadvantaged communities?
- \_\_\_\_\_ to facilitate stronger collaboration with my co-workers?
- \_\_\_\_\_ to potentially uncover emerging ELT trends in the country where I work?
- \_\_\_\_\_ to explore how English is taught *outside* of the country where I work?
- \_\_\_\_\_ to review something I previously learned in my own teacher preparation / training?
- \_\_\_\_\_ to share my own experiences and / or classroom strategies?
- \_\_\_\_\_ to help me set goals about my own career path and professional development?

This year’s conference would not have been possible without our dedicated selection committee, who combed through more than 300 proposals to build this enlightening program of **200 sessions**. A warm “thank you” to them for their hard work and commitment:

Bryan Aguiar	Charise Arter	Kevin Dieter	Kristy Dolsan
Michael Free	Michael Griffin	Bryan Hale	Holly Harper
Brennand Kennedy	Mikyong Lee	Victoria Lee	Jenay Seymore
David Shaffer	Chris Simpson	Sher Toribio	Vanessa Virgiel
	Melissa Watkins	Madeleine Wunderlich	

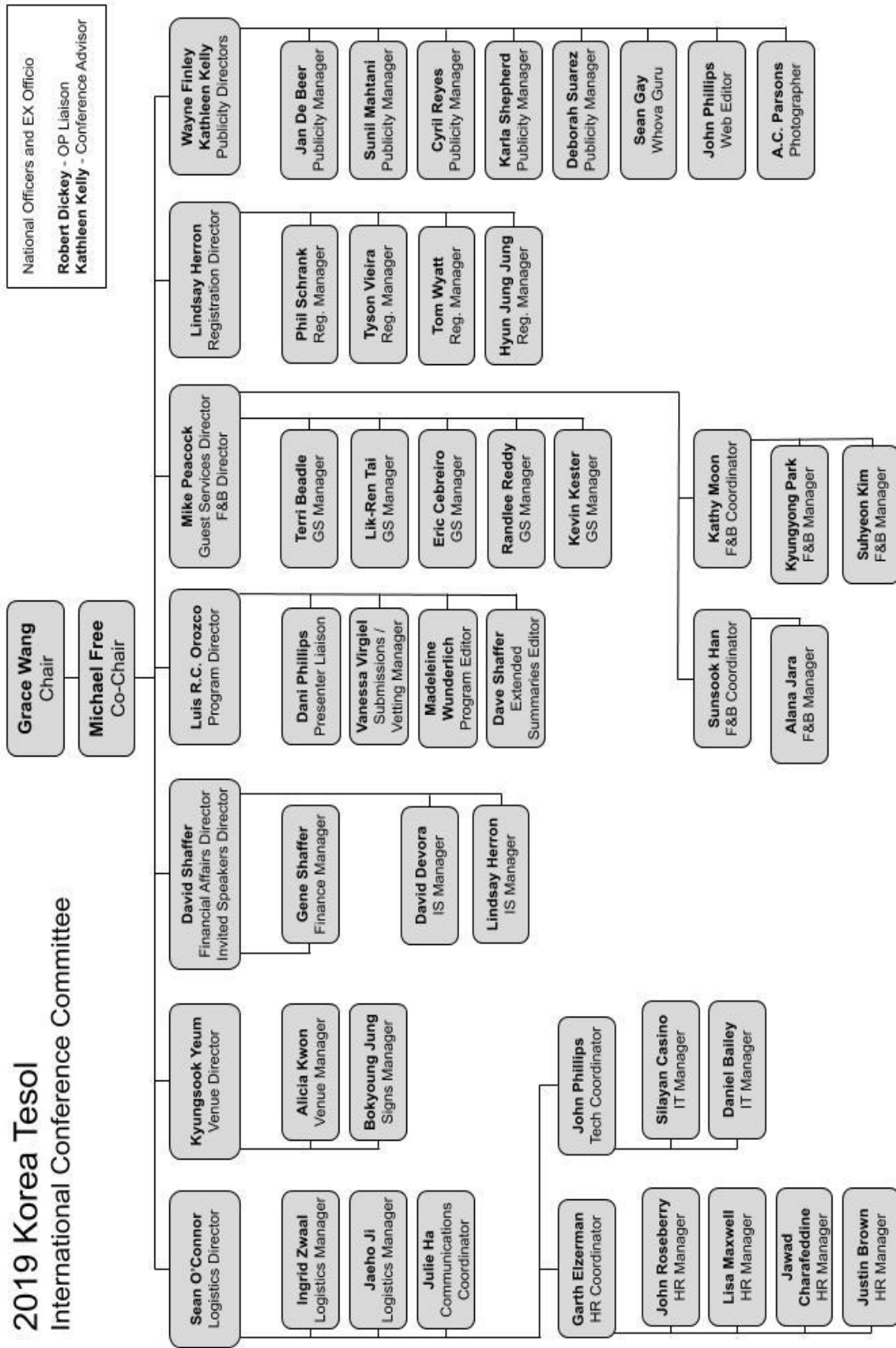
And to our amazing proofreaders who helped compile this fabulous catalog:

Samantha Levinson	Amanda Racy	Kat Sten	Joseph Tomei
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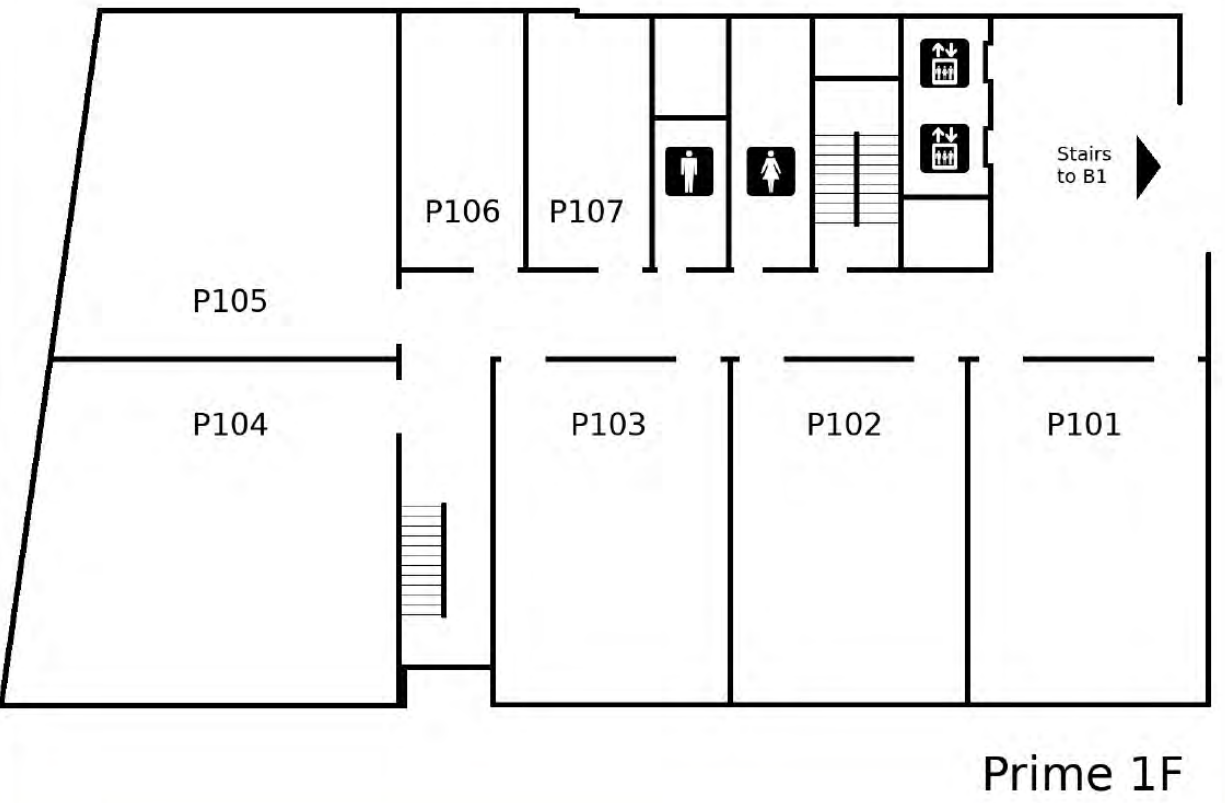
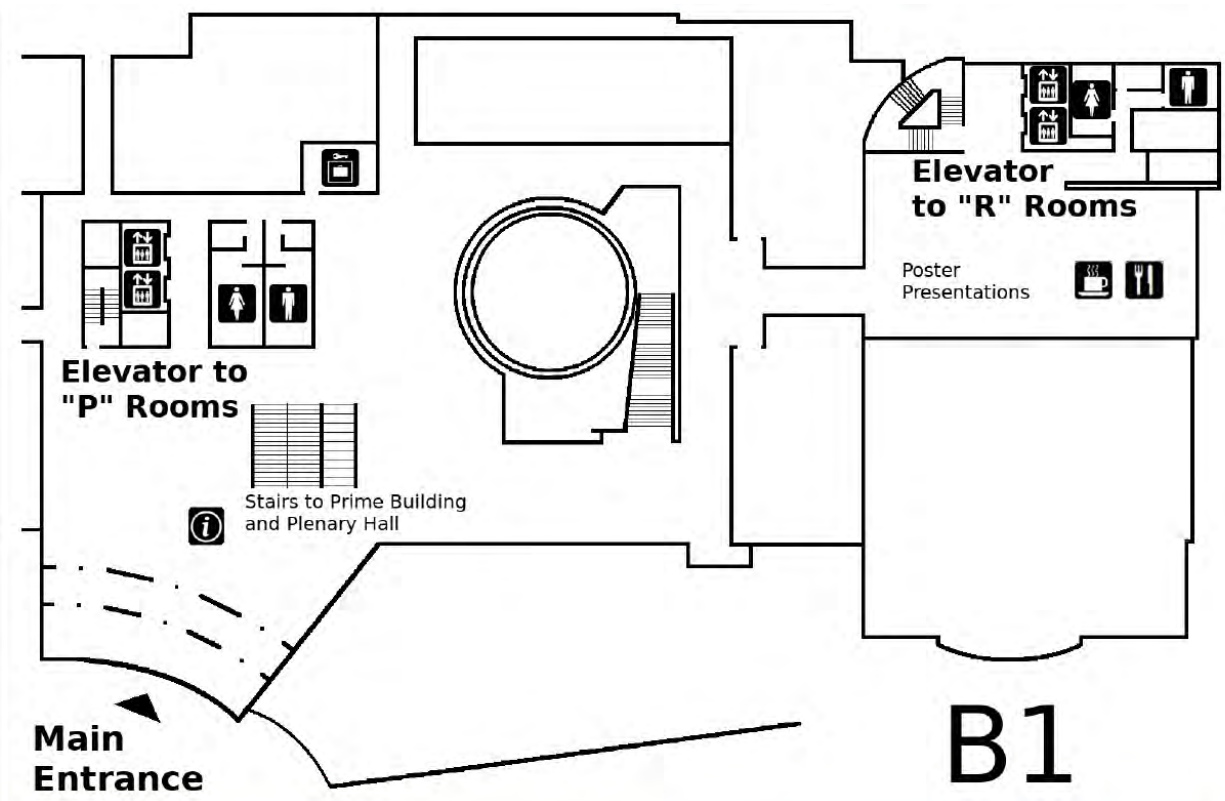
One final note: Don’t forget to visit the **KOTESOL GIVES BACK!** fundraising tables and learn about two incredible non-profits who work with some of Korea’s most vulnerable populations:

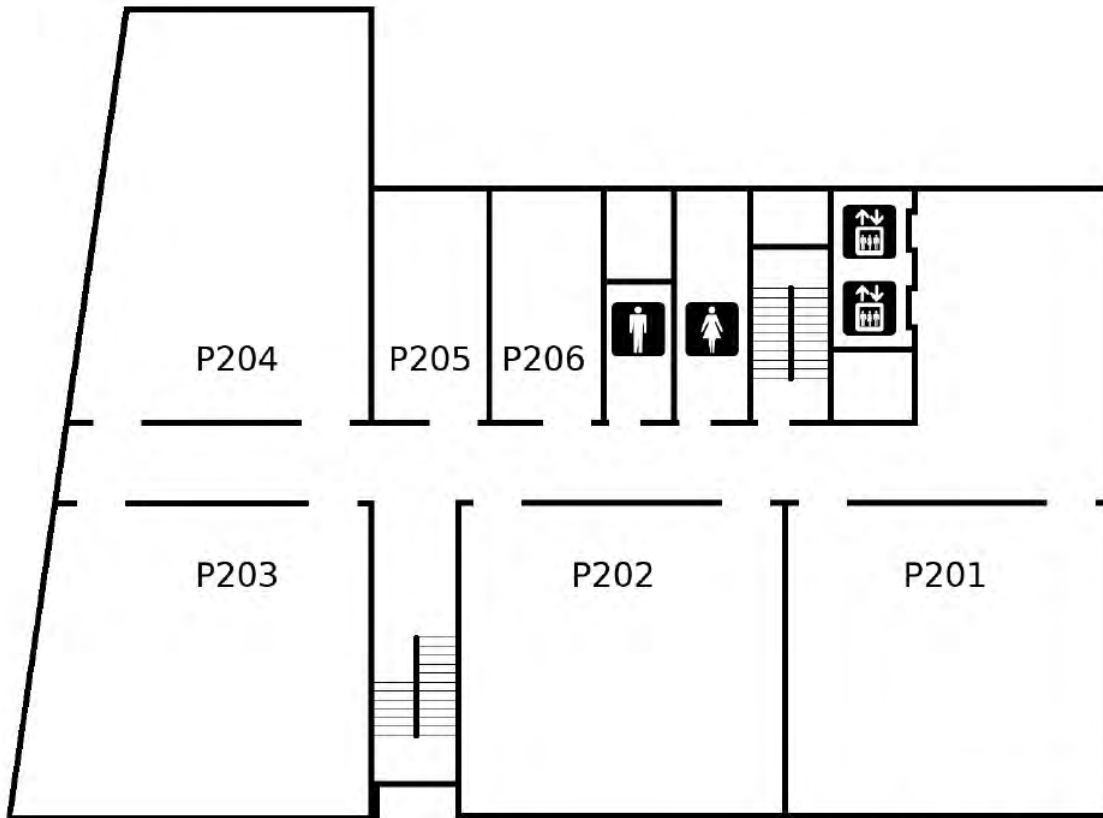
Teach North Korean Refugees (TNKR)	Korea Unwed Mothers’ Families Association (KUMFA)
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# The International Conference Committee

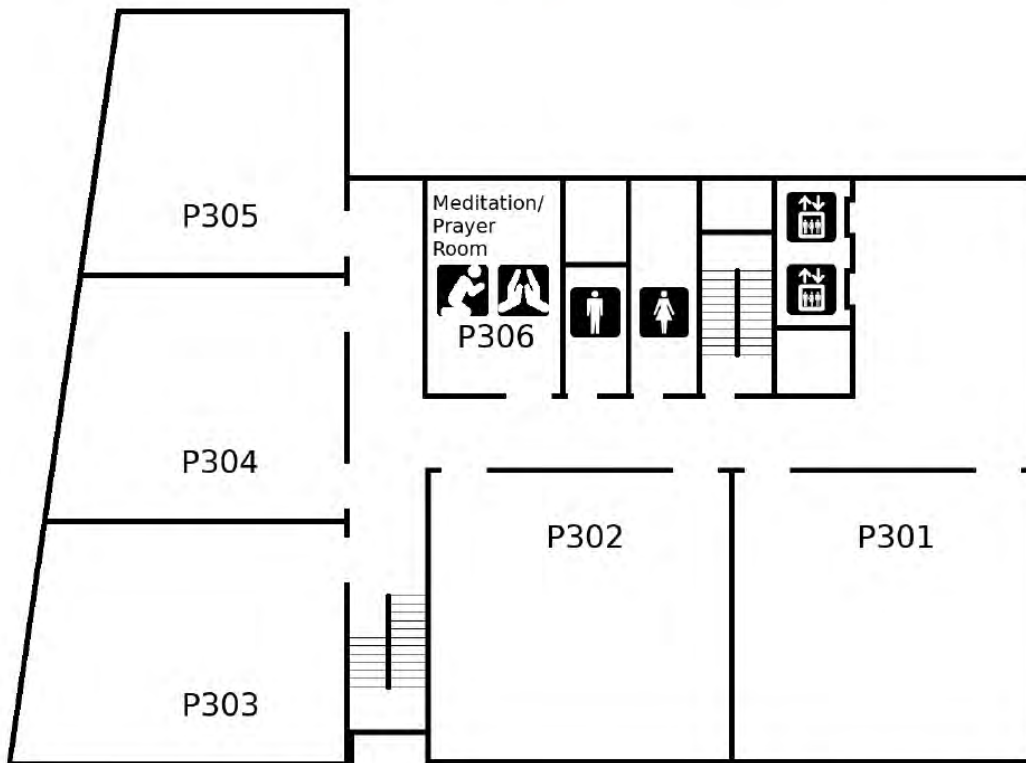


# Venue Maps

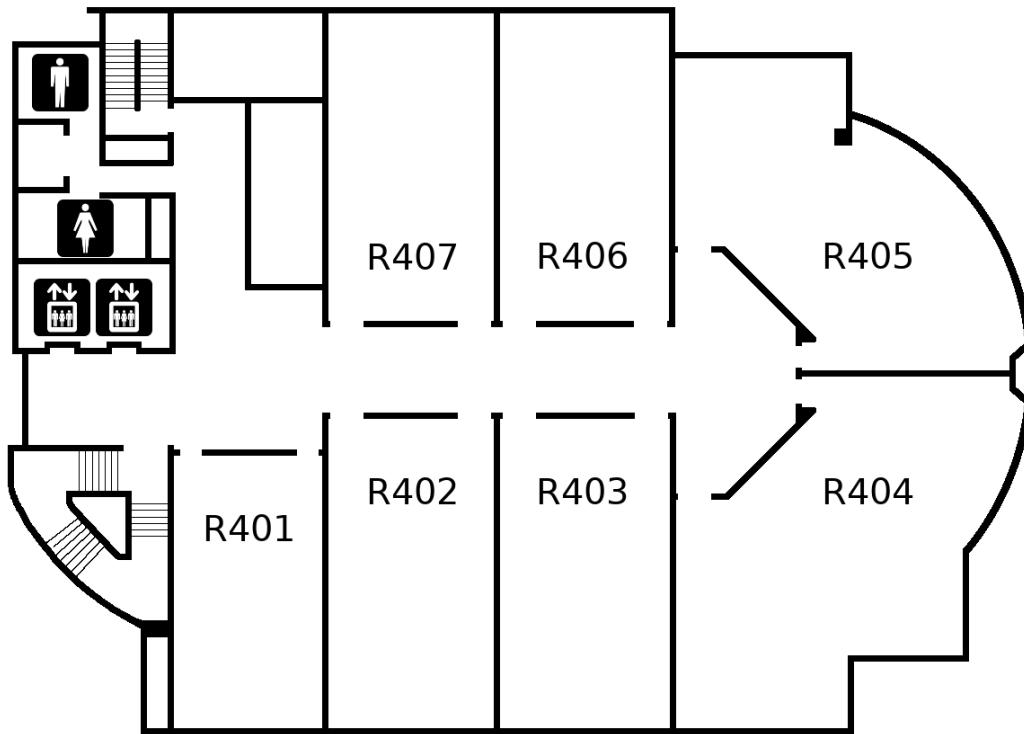




Prime 2F



Prime 3F



Renaissance 4F

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The 27th Annual Korea TESOL International Conference

## Official Event App

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2019 Korea TESOL International Conference  
Restaurant Guide

- a. Mom's Touch - burgers & chicken
- b. Pho 36 & Coffee Flannel
- c. Ediya Coffee
- d. 육삼냉면 - Cold buckwheat noodles
- e. Burrito House & Alchon - Korean grill kitchen
- f. Tomato Kimbap & Japanese Pastaya
- g. Isaac Toast & BonGousse - Rice burger
- h. The Ham Korean Restaurant
- i. Starbucks
- j. Baskin Robbins
- k. Kimbap Cheonguk/Subway - Sandwiches
- l. Napoli Kitchen - Italian
- m. About Shabu - Korean hot pot & grill
- n. 봉주집닭 - Braised chicken in soy sauce
- o. Makanai - Japanese ramen & tonkatsu
- p. 도마에 - Sushi & Izakaya
- q. 춘천집 - Spicy pan fried chicken & vegetables
- r. Benares Indian Restaurant - **Vegan Friendly**
- s. Kkanbu Chicken - Korean style fried chicken
- t. Cafe Siva - **Vegetarian & Vegan Lunch cafe**
- u. 한임소반 - Takeout kimbap
- v. Burger In

## Understanding the Schedule Abbreviations

Presentation topics	Abbreviation in tables
<b>“101” TOPICS</b>	
Classroom Management “101”	101CMgt
Language Teaching Pedagogy	101Peda
Interdisciplinary Language Learning	101Inter
Instructional Technologies	101Tech
Culture and Identity in Language Teaching	101Cult
<b>DEVELOPING STUDENTS’ ENGLISH SKILLS</b>	
Speaking / Conversation / Pronunciation	Conv
Listening	List
Reading / Literacy	Read
Writing	Writ
Grammar	Gram
Vocabulary	Voc
<b>DEVELOPING TEACHING SKILLS AND KNOWLEDGE</b>	
Developing Learner Creativity	Creat
Multiple Skills	Mult
Assessment / Testing	Test
Materials or Course Design	Mat
Learning Preferences / Styles	Pref
Classroom Management	CMgt
Content-based Instruction	CBI
Technology-enhanced instruction / CALL / CMI / MALL	Tech
<b>OTHER AREAS OF INTEREST</b>	
Second Language Acquisition	SLA
Pragmatics	Prag
Social Justice and Student/Teacher Identity	Just
Psychology/Psycholinguistics	Psy
English for Specific or Academic Purposes	ESP
Sociolinguistics / Language Policy / World Englishes	Soc
Reflective Teaching Practice	RP
Professional Development	PD
ELT and Cross-cultural / Intercultural Communication Issues	Cult
Other issues	Oth

PRESENTATION TYPES		AGE of LEARNERS	
“101” WORKSHOPS	101	Young Learners	YL
<b>DIALOGUE</b>	Dial	Secondary (Middle or High School)	S
PANEL	Pan		
POSTER PRESENTATIONS	Post	University	U
PROMOTIONAL PRESENTATION	Prom	Adult	A
RESEARCH REPORT	Res		
WORKSHOP	Work		



Presentation Types – In Detail	
<b>“101” WORKSHOPS</b>	<ul style="list-style-type: none"> <li>▪ Designed specifically for new teachers (but open to all)</li> <li>▪ Introduce basic concepts of ELT for good classroom practices</li> <li>▪ Expose the attendees to real, useful classroom activities</li> </ul>
<b>DIALOGUE</b>	<ul style="list-style-type: none"> <li>▪ Peer-to-peer discussion about a hot topic or question relevant to ELT.</li> <li>▪ Audience participation in the discussion is expected.</li> </ul>
<b>PANEL</b>	<ul style="list-style-type: none"> <li>▪ Talking about one topic or question relevant to ELT.</li> <li>▪ Panelists address the topic and respond to each other to develop and explore the topic.</li> <li>▪ Audience participation in the discussion is expected.</li> </ul>
<b>POSTER PRESENTATIONS</b>	<ul style="list-style-type: none"> <li>▪ Information is presented visually</li> <li>▪ Text and images informing attendees about the topic</li> <li>▪ Different posters on Saturday and Sunday</li> </ul>
<b>RESEARCH REPORT</b>	<ul style="list-style-type: none"> <li>▪ Original research, not previously presented.</li> <li>▪ Minimal discussion of classroom application</li> </ul>
<b>WORKSHOP</b>	<ul style="list-style-type: none"> <li>▪ Hands-on, professional development activities</li> <li>▪ Tackle a problem or develop specific teaching or research techniques</li> <li>▪ Minimal discussion of theoretical background or research results</li> </ul>

### Schedule Example

<b>Room #</b> <i>(Location)</i>	<b>Sally Doe –Seoul Office of Education</b>			<i>Presenter name and affiliation</i>
	Build Confidence – Building Confidence with Games			<i>Title of presentation</i>
	Reading material for Extensive Reading is often graded for American K12, not for Korean students learning English....			<i>Abstract</i>
	101 <i>(Presentation type)</i>	101 Curr <i>(Topic)</i>	YL/S/U/A <i>(Learner age)</i>	... <i>(other info)</i>

## Saturday, October 12 Morning Sessions At-A-Glance

	9:00-9:45	10:00-10:20	10:25-10:45	11:00-12:15	12:15-1:30	1:30-1:50	1:55-2:15
R 401	<b>Maxwell</b> <i>Noticing activities for grammar, feedback, error correction, and vocabulary</i> Mat S/U/A		<b>Lerner</b> <i>Native Speaking Teachers as a Source of Extrinsic Motivation</i> SLA YL/S	<b>Opening Ceremonies &amp; 1<sup>st</sup> Plenary Session – Rod Ellis</b>	<b>Lunch</b>	<b>Landsman &amp; Bennette</b> <i>Korean-specific Classroom: Distinguishing between Be-verbs and Action Verbs</i> Mult U	
R 402	<b>Kennedy</b> <i>A Picture of Your Practice: Techniques for holistic reflection</i> RP YL/S/U/A	<b>Saunders</b> <i>Increasing student's writing complexity by learning to identify sentence types</i> Wri S/U/A				<b>Chauhan &amp; Seriani</b> <i>Purposeful Annotation: Strategies for Effective Academic Reading and Writing</i> ESP U	
R 403 Invited		<b>Mac Donald &amp; Park</b> <i>Multicultural Households; Student Identity Negotiation and Implications for the Classroom</i> 101Cult S				<b>Farrell</b> <i>Advancing ELT by Becoming an Expert Teacher</i> <b>INVITED</b>	
R 404 Featured		<b>Kelly</b> <i>Key Concepts in the Neuroscience of Language Learning</i> <b>INVITED</b>				<b>Kim</b> <i>Building an AI Chatbot and L2 Tasks for Young Learners</i> <b>INVITED</b>	
R 405 Featured Panels						<b>Lartigue, Lee &amp; Kim</b> <i>Supporting Low-Income Single-Mother Households &amp; North Korean Refugees</i> <b>*KOTESOL GIVES BACK!*</b>	
R 406 Panels							
R 407		<b>Nam &amp; Thorkelson</b> <i>KOTESOL International Conference Orientation Session</i> <b>*KOTESOL*</b>				<b>Tran</b> <i>Increasing motivation for learning English pronunciation in a MALL classroom</i> Tech U <b>Prosser</b> <i>Diagrammatical: Using an interactive, digital infographic as a grammar reference</i> Tech U	
P 201	<b>Ostermiller &amp; Corks</b> <i>How To Use Google Classroom: For Beginners and Experts Alike</i> Tech S/U/A	<b>Taylor &amp; Reynolds</b> <i>Engage and Motivate Your Students: Gamify Your Classroom</i> Tech S/U Dial				<b>Coomber</b> <i>Student attitudes towards two types of peer review</i> Wri U <b>Sponseller, Gentry &amp; Kabir</b> <i>Validating a Japanese Sojourner Self-Efficacy in Communication Scale</i> Psv U	
P 202	<b>Garrity</b> <i>Engaging Students via Activities</i> Mult YL/S/U	<b>Upadhaya</b> <i>Teaching idioms in ESL contexts: Helping teachers develop teaching-learning materials</i> Mat S	<b>Yuliasri</b> <i>How Cooperative Learning Works in Different Level EFL Classrooms</i> Mult S/U <b>TEFLIN</b>			<b>Capobianco</b> <i>Graduate students' knowledge of global academic norms</i> ESP U <b>Ptak</b> <i>Building Literacy with Online Interactive Posters</i> Read YL/S	
P 203	<b>Berry</b> <i>Exploring SpaceTeam EFL: video game in classroom</i> Tech U/A	<b>Zhou</b> <i>Providing Negotiated Corrective Feedback for ESL Students in Non-ESL Classes</i> ESP U/A <b>Oklahoma City U</b>				<b>Woelk</b> <i>Better Together: Leveraging Group Dynamics in Conversational English Classes</i> Just U/A	
P 204	<b>Wunderlich</b> <i>Using curriculum and reflection to push forward</i> Mat YL/S Dial	<b>Unser-Schutz</b> <i>What English study resources do university students really want?</i> Mat U	<b>Lee</b> <i>Self-construal with Achievement Emotions in FLL among Korean Students</i> Psy S/U	<b>Cotter</b> <i>Improving Intercultural Understanding- The International Virtual Exchange Project</i> Cult U <b>Barras</b> <i>Intelligibility of Korean English Pronunciation from a Lingua Franca Perspective</i> Soc S/U/A			
P 301	<b>Gale</b> <i>Motivating Teachers and Developing Leaders</i> PD YL Dial <b>JALT</b>	<b>Fauziah</b> <i>The Removal of English Subject in Primary Schools in Indonesia: The Case of Students' Cultural Identity</i> Just YL/S/U	<b>Lei &amp; Chan</b> <i>Implications of Foreign Language Classroom Anxiety to Macau EFL Students</i> SLA S/U	<b>Watling</b> <i>Integrating Motivation into Young Learner Classrooms through Effective Classroom Management</i> 101CMgt YL			
P 302	<b>Lake</b> <i>Classroom Management: Coping with Possible Disabilities and Behavior Issues</i> 101CMgt S/U	<b>Bradley</b> <i>Engaged pedagogy OUTSIDE the Japanese university</i> CBI U		<b>Brandon &amp; Collins</b> <i>The Impact of Unstructured Talk Time on Willingness to Communicate</i> Conv S/U/A <b>Chen</b> <i>Public Speaking is Like...: Exploring EFL Learners' Public Speaking Anxiety</i> Conv A			
P 303		<b>Pusina</b> <i>Creating a Positive Atmosphere Through Classroom Community Building</i> 101Peda S/U/A		<b>Iams &amp; Caprario</b> <i>A Fine Balance: Designing Effective Content-based EAP Courses</i> 101Inter S/U			
P 304		<b>VanWagoner</b> <i>Teaching to Your Students' Needs: Utilizing Formative Assessment</i> 101Peda S/U/A		<b>Hughes</b> <i>Contextualized Versus Decontextualized Vocabulary Learning</i> Voc U <b>Wrobletz</b> <i>Font Choice and Second Language Vocabulary Retention</i> Voc YL/S/U/A			
CAFE				<b>Poster Session A</b>			
B1 Lobby	<b>*KOTESOL GIVES BACK!*</b> Donations Table for TNKR & KUMFA →			<b>*KOTESOL GIVES BACK!*</b> Donations Table for TNKR & KUMFA →			

## Saturday, October 12 Afternoon Sessions At-A-Glance

	2:30-2:50	2:55-3:15	3:30-3:50	3:55-4:15	4:30-4:50	4:55-5:15	5:30-5:50	5:55-6:15
<b>R 401</b>	<b>Ramos</b> <i>An ESP Course: Addressing a Gap between Perception and Actuality</i> Mat U/A		<b>Levinson</b> <i>Greek Mythology Vocabulary Building as a Dual Literacy Approach for Korean ELL's</i> Voc YL		<b>Yoko</b> <i>Benefits of Focus-on-form Instruction in the EFL Language School Classroom</i> Mult YL/S/U/A		<b>MacLean</b> <i>How Can Cloud Computing Help Your Teaching?</i> 101Tech S/U	
<b>R 402</b>	<b>Jambalsuren</b> <i>Teaching in the Wilderness of Mongolia to the Reindeer Children</i> Conv S		<b>Watling</b> <i>Accommodating Adults with Special Educational Needs: Dyslexia and ADHD</i> Oth U/A		<b>D'Ath</b> <i>Utilizing the Power of the Enthymeme for Language Proficiency</i> Mult U		<b>Ishigaki Stevens</b> <i>Developing Young Learners' Language Skills with Storytime</i> Read YL	
<b>R 403 Invited</b>	<b>Ellis, Mac Donald &amp; Winter</b> <i>Tips for Doing Research and Writing a Graduate Thesis or Dissertation</i> <b>INVITED</b>		<b>Hsueh</b> <i>Applying Mreader in an Extensive Reading program: Does it make reading more fun?</i> Read U/A	<b>Lee-Johnson</b> <i>Voices from USA K-12 Teachers: Analyzing Blog Postings with Heteroglossia</i> Just YL/S/U/A	<b>Cohen</b> <i>Exploring Ways in Which Being a Native or a Nonnative Teacher May Influence the Teaching of Target-Language Pragmatics</i> <b>INVITED</b>			
<b>R 404 Featured</b>	<b>Tütünis</b> <i>Positive Psychology, Positive Discipline: Blending Disciplines in ELT Classroom Management</i> <b>INVITED</b>		<b>Winter</b> <i>New Research on Gesture: Implications for Language Learning and Teaching</i> <b>INVITED</b>		<b>Ryan</b> <i>A Person-Centered Approach: What It Means and Why It Matters</i> <b>INVITED</b>		<b>Mac Donald</b> <i>Drawing on Skillsets Outside of ELT to Inform Instructional Practice</i> <b>INVITED</b>	
<b>R 405 Featured Panels</b>	<b>Tatsukawa</b> <i>Using a Radio Drama as Input in English Writing Courses</i> Wri S/U/A	<b>Rattanasang &amp; Suskavate</b> <i>Effects of speaking instruction using differentiated-flipped learning on speaking ability</i> Conv U	<b>Vungthong</b> <i>What is missing in Thailand's English curriculum?: A comparison study</i> Soc YL/S/U	<b>Tran &amp; Nguyen</b> <i>Using peer-review through Blackboard to improve presentation skills in Vietnam</i> Conv U	<b>Jeon, Suren, Vizconde, Yuliasri &amp; Wang</b> <i>Women in Leadership in ELT</i> <b>FEATURED PANEL</b>			
<b>R 406 Panels</b>	<b>Miao, Luo &amp; Sun</b> <i>Improving the Masters of English Education program: A Chinese case</i> PD S/U <b>PANEL</b>				<b>Caballero, Hale, Spraggins &amp; Ewing</b> <i>LGBTQ+ Identities in ELT: How is it even Relevant?</i> Just YL/S/U/A <b>PANEL</b>			<b>Lisak</b> <i>A Literature Review on Queer Frameworks for Education &amp; Literacy</i> Just YL/S/U/A
<b>R 407</b>	<b>Benevides, Widgets Inc.:</b> <i>A task-based workplace simulation</i> Mult U <b>Atama-ii</b>		<b>Roger</b> <i>Putting Language to Work: Applied Linguistics / TESOL at Macquarie University</i> PD YL/S/U/A <b>Macquarie</b>		<b>Davenport</b> <i>Encouraging Speaking in the Second Language Classroom</i> Conv U/A <b>Cambridge</b>			
<b>P 201</b>	<b>Unwin</b> <i>Being Yourself: Teacher identities and Emotional Labor in ELT</i> Just YL/S/U/A Dial		<b>Choi &amp; Kim</b> <i>Fostering Global Citizenship Education through Secondary School Pen-pal Projects</i> Cult S/U		<b>Ahmed</b> <i>Teachers as Tutors: Changing Perceptions and Practices in Writing Conferences</i> Oth U		<b>Bishop</b> <i>Transforming Students' Pronunciation Problems with Haptic Touch</i> Conv YL/S/U/A	
<b>P 202</b>	<b>Fujimoto, Kim, Pusina &amp; Saki</b> <i>Parental choices in education: An intercultural awareness approach</i> Cult YL/S/U/A			<b>Twitchehll, Loh &amp; Colmerauer</b> <i>Roll for initiative: using TRPGs for communication and critical thinking</i> Mult U/A		<b>Beuckens</b> <i>How to PUSH Speaking and Listening Lessons</i> List YL/S/U/A		
<b>P 203</b>	<b>Ito</b> <i>Motivating Private Language School Young Learners to do ER</i> Read YL		<b>Bieri</b> <i>Engaging digital natives with gamified learning apps: Quizlet and Kahoot!</i> Tech YL/S/U/A		<b>Chodzko</b> <i>Putting IELTS Writing Task 1 Academic to the test</i> U/A	<b>Apriyanti &amp; Zul Bahri</b> <i>Developing Critical Literacy on News in Social Media; Utilizing Multiliteracies in ESL Indonesian Students</i> Read S/U/A	<b>Kim &amp; McLean</b> <i>Online self-marking typing, speaking, listening or reading vocabulary levels tests</i> Test S/U/A	<b>Yasunaga</b> <i>Developing instructional frameworks to CLIL with Cognitive and Vygotskian perspectives</i> CBI U
<b>P 204</b>	<b>Groat</b> <i>Coteaching-- How to Involve Both Teachers in Elementary School Classrooms</i> CMgt YL		<b>Raman &amp; Yap</b> <i>Integrated Pedagogy and Instructional Efficacy in Optimising Learning</i> CBI YL/S		<b>Davis</b> <i>Short-term professional development for teaching English for academic purposes</i> PD U <b>MELTA</b>			<b>Kim</b> <i>A Study on Chatbots for Enhancing EFL Grammar Competence</i> Tech U/A <b>KAMALL</b>
<b>P 301</b>	<b>Watling (cont.)</b> <i>Integrating Motivation into Young Learner Classrooms...</i>	<b>Tomei</b> <i>Metaphor in the Writing Curriculum</i> Wri S/U			<b>Lee &amp; Kester</b> <i>Writing and Publishing Academic Papers Well: Tips for Success</i> PD YL/S/U/A <b>*KOTESOL*</b>			
<b>P 302</b>		<b>Dusza</b> <i>Preventing plagiarism: An integrated technology, pedagogy and content knowledge approach</i> Test S/U/A			<b>Ho &amp; Wong</b> <i>Cohesion: An ELT model that fits all school-based curricular</i> Tech S			<b>Dykes</b> <i>Sans Forgetica: Typography's Effect on ESL/EFL Reading Comprehension</i> Read U
<b>P 303</b>	<b>Iams &amp; Caprario (cont.)</b> <i>A Fine Balance...</i>		<b>Anderson</b> <i>The Power of a Growth Mindset for English Language Learners</i> Creat S/U/A		<b>Marshall &amp; Dzieciolowski</b> <i>Promoting Language Production Through Classroom Games</i> 101Peda U		<b>Shelley</b> <i>Classroom Anthropology: An Exploration of Culture and Class Management</i> 101CMgt YL	
<b>P 304</b>	<b>Qureshi &amp; Roseberry</b> <i>Beyond the Vocabulary, into the Conversation: Usefulness of TPR in EFL Classes</i> 101Peda YL/S/U/A		<b>Sten &amp; Baldwin</b> <i>Keep Calm: Effective Classroom Management Skills For Young Learners</i> 101CMgt YL			<b>Lee</b> <i>Grading with rubrics and spreadsheets</i> Test S/U		
<b>CAFE</b>	<b>Poster Session A (cont.)</b>				<b>Poster Session B</b>			
<b>B1 Lobby</b>	<b>*KOTESOL Gives Back*</b>							
Donations Table for Teach North Korean Refugees (TNKR) & Korea Unwed Mothers' Families Association (KUMFA)								

## Sunday, October 13 Morning Sessions At-A-Glance

	9:00-9:20	9:25-9:45	10:00-10:20	10:25-10:45	11:00-11:50	11:50-12:50
<b>R 401</b>	<b>Alkema</b> <i>Peanut Butter &amp; Chocolate: Scope &amp; Sequence Are Delicious Together</i> Mat S / U / A		<b>Redmond</b> <i>A Blended Approach to Positive IELTS Washback</i> Conv S / U / A		<b>2<sup>nd</sup> Plenary - Andrew D. Cohen</b>	<b>Lunch</b>
<b>R 402</b>	<b>Morel</b> <i>Activities for developing learners' ideal L2 selves</i> Creat U		<b>Domay</b> <i>Behavior Management in the English Foreign Language Classroom</i> CMgt YL / S / U / A			
<b>R 403 Invited</b>	<b>Lazic</b> <i>Use of an automated writing evaluation system for improving academic writing</i> Tech U / A	<b>Nagao</b> <i>Evaluating a genre-based approach to teaching EFL writing</i> Wri U	<b>Tütünis</b> <i>Teacher Education and Training Policy for the Development of Teacher Identity</i> <b>INVITED</b>			
<b>R 404 Featured</b>	<b>Vizconde</b> <i>Contextualizing the Digital Literacy Experiences of Filipino University Teachers</i> PD U <b>PALT</b>	<b>Thollar &amp; Rian</b> <i>Getting your students talking: a communicative versus structural approach</i> Conv U	<b>Lee</b> <i>The Organic Development of Successful Learning Experiences</i> <b>FEATURED</b>			
<b>R 405 Featured Panels</b>	<b>Elliott</b> <i>Factors Obstructing or Enabling Teacher and Learner Autonomy</i> Oth U / A	<b>Alexander</b> <i>Only reflect? A linguistic ethnography of reflective practice</i> RP U / A	<b>Tanaka</b> <i>Topics and Referencing in L2 Teaching Practicum</i> Reflection Assignments RP U / A	<b>Ahn</b> <i>Envisioning the English classroom as a venue to raise students' language and cultural awareness</i> Cult S / U / A <b>HAAL</b>		
<b>R 406 Panels</b>	<b>Broadby &amp; Brunotte</b> <i>The Relationship Between EFL Learners' Anxiety and Perceived Stress</i> Psy U	<b>Taylor &amp; Stone</b> <i>Types of learning in AR project-based instruction</i> Mult U	<b>Carlson</b> <i>Student vs. Teacher Demotivational Factors in a Japanese University Context</i> RP U	<b>Miura</b> <i>Semantic-based DDL using specialized corpora for Japanese EFL learners</i> Voc YL / S		
<b>R 407</b>		<b>Kester</b> <i>Decolonizing higher education: Practical examples from intercultural educators in Korea</i> Just U <b>*KOTESOL Grant Recipient*</b>				
<b>P 201</b>	<b>Ronald</b> <i>Social English: Language for good relationships in class and out</i> Prag U		<b>Rates</b> <i>Integrating ESP into a Japanese Commercial University</i> ESP U <b>Dial</b>			
<b>P 202</b>	<b>Fusselman</b> <i>Improv as Classroom Activity and Teacher Development</i> Conv YL / S / U / A		<b>Fusselman</b> <i>Writing Children's Plays in EFL</i> Mat YL			
<b>P 203</b>	<b>Makhanya</b> <i>Project Based Learning: A Method to Spice up Lessons</i> Creat U		<b>Lisak</b> <i>Workshop: LGBTQ+ Community in the Korean Classroom</i> Just YL / S / U / A			
<b>P 204</b>	<b>Virgiel</b> <i>Utilizing DIY Text-to-Animation Software in an EFL Classroom</i> Tech S / U		<b>Virgiel</b> <i>EFL in Korea's Remote Elementary Schools: Challenges &amp; Opportunities</i> Oth YL			
<b>P 301</b>	<b>Ishigaki Stevens</b> <i>Enhancing Cultural and Communicative Fluency with TV Drama Series</i> Mult U			<b>Scotland</b> <i>The efficacy of collaboratively completing form-focused tasks: A review</i> Gram S / U / A		
<b>P 302</b>		<b>Dusza</b> <i>Teaching Reading Fluency as a Social Activity</i> Read S / U / A				
<b>P 303</b>	<b>Shelley</b> <i>The Dreaded "D" Word: The Role of Discipline in ELT</i> 101CMgt YL		<b>Rian</b> <i>The ecstasy of liberating your university EFL classes from coursebooks</i> 101Peda U			
<b>P 304</b>	<b>Guo &amp; Liu</b> <i>Blending Metacognitive Instruction into TOEFL Listening Test-preparation Courses</i> List U			<b>McKee</b> <i>Close Reading for Young Learners: Teaching EFL Reading Skill</i> Read YL		
<b>CAFE</b>				<b>International Committee Chapter Members' Coffee Meet-up</b>		
<b>BI Lobby</b>	<b>*KOTESOL GIVES BACK!*</b> Donations Table for <b>Teach North Korean Refugees (TNKR)</b> & <b>Korea Unwed Mothers' Families Association (KUMFA)</b> →					

## Korea TESOL: Sunday, October 13 Afternoon Sessions At-A-Glance

ROOM	12:50-1:10	1:15-1:35	1:50-2:10	2:15-2:35	2:50-3:10	3:15-3:35	3:45-4:00
R 401	<b>Elliott</b> <i>An Integrated Approach to Creative Writing</i> Wri U/A	<b>Sukendra</b> <i>An Analysis of Grammar in Indonesian English</i> Soc U/A			<b>Miller</b> <i>Global Issues Discussions: Cultivating Conversational Skills for 21st Century Citizens</i> Conv S		
R 402	<b>Oh</b> <i>Dialogue about Students' Mental Health</i> Psy S/U/A *KOTESOL*	Dial	<b>Watkins</b> <i>How Can Social Justice Help My Classroom?</i> Just S/U/A	Dial	<b>Yoshida, Kato &amp; Minamitsu</b> <i>Enhancing Metacognitive Skills over Students' Learning Process</i> Pref U		
R 403	<b>Kelly</b> <i>10 Principles of TBLT Task Design: Author Insights</i> <b>INVITED</b>		<b>Ryan</b> <i>Learning from Older Language Learners</i> <b>INVITED</b>		<b>Winter</b> <i>How to Publish Your Research in International Journals, Conference Proceedings, and Books</i> <b>INVITED</b>		
R 404	<b>Roger</b> <i>What Can ELT Learn from Medical Education...and What Can They Learn from Us?</i> <b>FEATURED</b>		<b>Ellis</b> <i>Assessing L2 Learners' Pragmatic Competence</i> <b>INVITED</b>		<b>Farrell</b> <i>Reflection-As-Action: Implementing Reflective Practice in TESOL</i> <b>INVITED</b>		
R 405			<b>Yeom, Lee, Sung, Yoo &amp; Herron</b> <i>Women in Leadership in Korea</i> <b>FEATURED PANEL</b>				
R 406	<b>Sewell, Kester, Burton &amp; McCuaig</b> <i>Career Directions for Teachers in Korea: Practical Goals and Paths</i> PD YL/S/U/A		<b>Finley, Naudé, deBeer &amp; Reddy</b> <i>Perceptions of foreign faculty in South Korea</i> PD U		<b>PANEL</b>		
R 407	<b>Unwin</b> <i>Teaching as a Subversive Activity: Critical Pedagogy Fifty Years On...</i> Just S/U/A	Dial	<b>Winter</b> <i>The University of Birmingham: MA TESOL / MA Applied Linguistics</i> PD YL/S/U/A		<b>Birmingham</b>		
P 201	<b>Fujieda</b> <i>Complex emotions and sense of writing in English</i> Wri U	<b>Kassim &amp; Zoni Upton</b> <i>Integrating an Intercultural Communicative Approach into the Language Classroom</i> Cult S/U/A	<b>Compton</b> <i>"English only" is not the only way</i> Just YL/S/U/A	Dial	<b>Shin</b> <i>Native English-Speaking Teachers in Korean Secondary Schools</i> Oth S	Dial	<b>KATE</b>
P 202	<b>Huang</b> <i>Using Text Analysis Tools to Improve Students' Writing Performance</i> Test S/U/A		<b>Baronetti &amp; Austin</b> <i>Coding for Communication: BBC micro:bit in the Language Classroom</i> Tech YL/S		<b>Swartz</b> <i>Using Novel Instruction in the Asian Classroom</i> CMgt S/U/A		
P 203	<b>Hale</b> <i>Playfulness in Communication Activities: An Idiodynamic Study</i> Conv YL/S/U/A	<b>Tomei &amp; Cho</b> <i>Exploring L2 construal of Japanese and Korean university students</i> Psy U	<b>Yoon</b> <i>Twin-text Instruction on Reading Comprehension of Korean Elementary Students</i> Read YL	<b>Griffiths</b> <i>Experiments with Learner Autonomy in Teacher Training</i> Pref U/A			
P 204	<b>Beech</b> <i>Supporting Reflective Practice</i> RP U				<b>Lawrence</b> <i>Using Google Docs Mobile Application for Autonomous Pronunciation Practice</i> Tech U		
P 301	<b>Ho &amp; Wong</b> <i>Cohesion model: Effective multimedia usage cultivates Secondary students' academic success</i> Tech S	<b>Schachter</b> <i>Tracking and Quantifying Japanese English Learner Speaking Anxiety</i> Cult U	<b>Johnson</b> <i>SLA Benefits of Student-Centered Character Creation for Tabletop Role-Playing Games</i> Mult YL/S/U/A		<b>Cho Jones</b> <i>Creating A Space For Students With Disabilities And Neurodiversity In The Classroom</i> Just YL/S/U/A		
P 302	<b>McLean</b> <i>An online-vocabulary program ensuring vocabulary review with expanding test ranges</i> Voc S/U/A			<b>Seo</b> <i>Picture Books: Tools for Teaching Pronunciation</i> Conv YL			
P 303 '101s'	<b>Saki</b> <i>Interculturally Speaking; tips for teaching intercultural communication in the classroom</i> 101Cult U		<b>Craven</b> <i>Effects of Flipped Pedagogy on Students' Written Complexity and Fluency</i> Wri U	<b>Pham</b> <i>Integrating Kahoot in Teaching English for EFL Young Learners</i> Tech YL/S	<b>Downey</b> <i>Mastering the Double-Edged Sword of Feedback</i> RP YL/S/U/A		
P 304 '101s'	<b>Kimball</b> <i>Classroom Management Techniques in the Spotlight</i> 101Mgt YL/S/U/A				<b>Wunderlich</b> <i>Blending Low and High Technologies for Maximum Benefit</i> 101Tech YL/S		
CAFÉ	<b>Poster Session C</b>						
B1 Lobby	<b>*KOTESOL GIVES BACK!*</b> Donations Table for Teach North Korean Refugees (TNKR) & Korea Unwed Mothers' Families Association (KUMFA)						

Closing Ceremony – B1 Lobby



The KOTESOL  
Membership Committee  
invites all members to a

## **Wine & Cheese Social**

6:15-7:15 pm | October 12  
Renaissance Plaza  
Sookmyung Women's Univ.

Co-sponsored by the  
Daegu-Gyeongbuk,  
Daejeon-Chungcheong,  
Gwangju-Jeonnam,  
& Seoul Chapters, and by the  
KOTESOL National President

<http://koreatesol.org/membership>

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CALL FOR NOMINATIONS  
CLOSES SEPT 22

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ONLINE VOTING  
END OF SEPT UNTIL OCT 11

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ON SITE VOTING:  
OCT 12 & 13  
KOTESOL INTERNATIONAL  
CONFERENCE

<https://koreatesol.org/elections>



## Saturday Plenary Speaker

Rod Ellis

*Curtin University (AU), Anaheim University (USA)*

Rod Ellis is currently a research professor in the School of Education, Curtin University, in Perth, Australia. He is also a professor at Anaheim University, a visiting professor at Shanghai International Studies University, an emeritus professor of the University of Auckland, and a fellow of the Royal Society of New Zealand. His published work includes articles and books on second language acquisition, language teaching, and teacher education. His latest books are *Becoming and Being an Applied Linguist* (John Benjamins) and *Reflections on Task-based Language Teaching* (Multilingual Matters). He has held university positions in six different countries and has conducted numerous consultancies and seminars throughout the world. His current interests are task-based language teaching and assessing L2 learners' pragmatic knowledge.

**SAT 11:25 a.m.**

**PLEN**

### *Task-Based Language Teaching: Where Did It Start and Where Is It Going?*

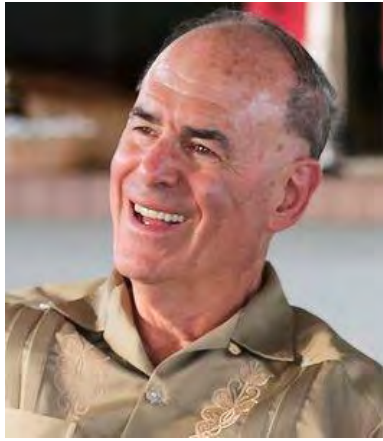
Task-based language teaching (TBLT) is now the approach mandated by a number of educational authorities in Asia. In my talk, I will show how task-based language teaching (TBLT) grew out of communicative language teaching, drawing on both second language acquisition research and theories of education. I will trace its development from its early days, pointing to the multiple influences that have helped to shape its evolution. I will address key issues such as how to define "task," how tasks have been classified, how they can be sequenced into a syllabus, and how a complete lesson can be built around a task. I will also consider the use of tasks in computer-mediated language teaching and in assessment. I will emphasize that TBLT is multifarious and conclude with a set of questions that can guide the ongoing development of TBLT.

**SUN**

**R404**

### *Assessing L2 Learners' Pragmatic Competence*

Current tests of pragmatic competence – for example, the Discourse Completion Test – only assess learners' explicit knowledge (i.e., their ability to behave appropriately when making conscious effort). I will argue that we need tests that can distinguish learners' implicit pragmatic knowledge (i.e., their ability to use the L2 appropriately online and without deliberation) from their explicit knowledge and begin by explaining the difference between these two types of knowledge. I will then describe and provide examples of tests of English designed to measure them. These tests include a Role Play Test, an Oral Elicited Imitation Test, an Irony Test, and a Meta-pragmatic Knowledge Test. Participants in the workshop will have the opportunity to try out some of the tests for themselves and to comment on them.



## Sunday Plenary Speaker

Andrew D. Cohen

*University of Minnesota (Emeritus)*

Andrew D. Cohen is Professor Emeritus from the University of Minnesota. He is currently living in Oakland, VA. He was professor of ESL in the English Department at UCLA (1972-1975), professor of Language Education at the Hebrew University (1975-1991), and then assumed a position as professor of second language studies at the University of Minnesota in 1991, until he retired in the Spring of 2013. Dr. Cohen has authored and edited numerous books, most recently, *The Learning of Pragmatics from Native and Nonnative Language Teachers* (Multilingual Matters, 2018). He has also published many book chapters and journal articles. Copies of most of

his papers are available for download on his website: <https://z.umn.edu/adcohen>. Dr. Cohen remains active professionally, presenting at conferences, doing consulting, and writing.

**SUN 11:00 a.m.**

**PLEN**

### *Fine-Tuning Word Meanings Through Online and App Technologies: A Close-up Look at Successful and Unsuccessful Strategy Use*

The rapid growth of the Internet and the host of new online resources now available have revolutionized in many ways the learning of language. A question that arises is whether insights into the appropriate uses of language learner strategies (LLS) have kept pace with these technological advances. The talk will report on a case study of a hyperpolyglot attempting to fine-tune word meanings in Mandarin, his 13th language.

The study was undertaken in order to investigate the extent to which new technologies such as Internet programs and phone apps assist learners in arriving at accurate understandings of word meanings in context. The talk will report on the extent to which strategies for fine-tuning vocabulary with the support of selected resources were used alone, in sequence, in pairs, or in clusters, as well as on the relative effectiveness of these strategies aimed at fine-tuning the understanding of word meanings in Mandarin. The implications from this study for fine-tuning the understanding of EFL vocabulary are presented.

**SAT**

**R403**

### *Exploring Ways in Which Being a Native or a Nonnative Teacher May Influence the Teaching of Target-Language Pragmatics*

Part I: The workshop will start by pointing out that the research literature has downplayed the significance of whether target-language (TL) instructors are native or nonnative speakers of the language that they are teaching. The case will be made that with regard to pragmatics instruction, there are advantages to being nonnative and that there are also advantages to being a native speaker. Examples of both will be provided, drawing largely on an international survey of both groups of teachers.

Part II: In the hands-on part of the workshop, participants will discuss first in small groups and then with all workshop participants their responses to a 20-item questionnaire which they will be requested to fill out before the workshop. (There are slight differences between the native- and nonnative versions of the questionnaires.)

The aim of the workshop is to heighten teachers' (and developing teachers') awareness as to how they deal with their knowledge of TL pragmatics in the language that they teach or intend to teach.





## Featured Speaker Thomas Farrell

*Brock University, Canada*

Thomas S.C. Farrell is Professor of Applied Linguistics at Brock University, Canada. His professional interests include reflective practice, and language teacher education and development. Dr. Farrell is a much sought-after conference speaker who has given plenary talks around the world, including several at Korea KOTESOL conferences. He has published widely in these areas. A selection of his books include *Reflective Practice* (TESOL, USA, 2013); *Reflective Writing for Language Teachers* (Equinox, 2013); *Reflective Practice in ESL Teacher Development Groups: From Practices to Principles* (Palgrave MacMillan, UK, 2014); *Promoting Teacher Reflection in Language Education: A Framework for TESOL Professionals* (Routledge, 2015); *From Trainee to Teacher: Reflective Practice for Novice Teachers* (Equinox, 2016); *Sociolinguistics and Language Teaching* (TESOL, USA, 2017); *Research on Reflective Practice in TESOL* (Routledge, 2018); *Reflective Language Teaching: Practical Applications for TESOL Teachers* (Bloomsbury, 2018). *Reflection as Action in ELT* (TESOL, 2019). His webpage is [www.reflectiveinquiry.ca](http://www.reflectiveinquiry.ca)

**SAT**

**R403**

### *Advancing ELT by Becoming an Expert Teacher*

What makes a "good teacher"? What makes an "expert teacher"? Is a "good teacher" an "expert teacher"? These questions have long been debated in the field of general education with many differing views about all three; however, within the field of teaching English to speakers of other languages (TESOL), many different stakeholders assume they can know and identify "good teachers" mostly by their preconceived notions of what "good" means. In addition, many consider teachers to be "experts" mostly by the number of years they have been teaching. However, nothing could be further from the truth as the notion of a "good teacher" remains hopelessly elusive, and we do not learn from experience — we learn from reflecting on that experience. In this featured session, I will outline and discuss how TESOL teachers can become expert teachers and stress that reflective practice is critical to expertise.

**SUN**

**R404**

### *Reflection-As-Action: Implementing Reflective Practice in TESOL*

This workshop outlines and discusses how reflective practice can be implemented in TESOL in a manner that not only focuses on the intellectual, cognitive, and meta-cognitive aspects of practice that many other approaches suggest, but also the spiritual, moral, and emotional non-cognitive aspects of reflection that acknowledge the inner life of teachers. The framework that is outlined has five different stages/levels of reflection: philosophy, principles, theory, practice, and beyond practice. Each of these will be explained in detail and participants will be able to practice each in this interactive session.



## Featured Speaker

### Boyoung Lee

MISOA, Korea

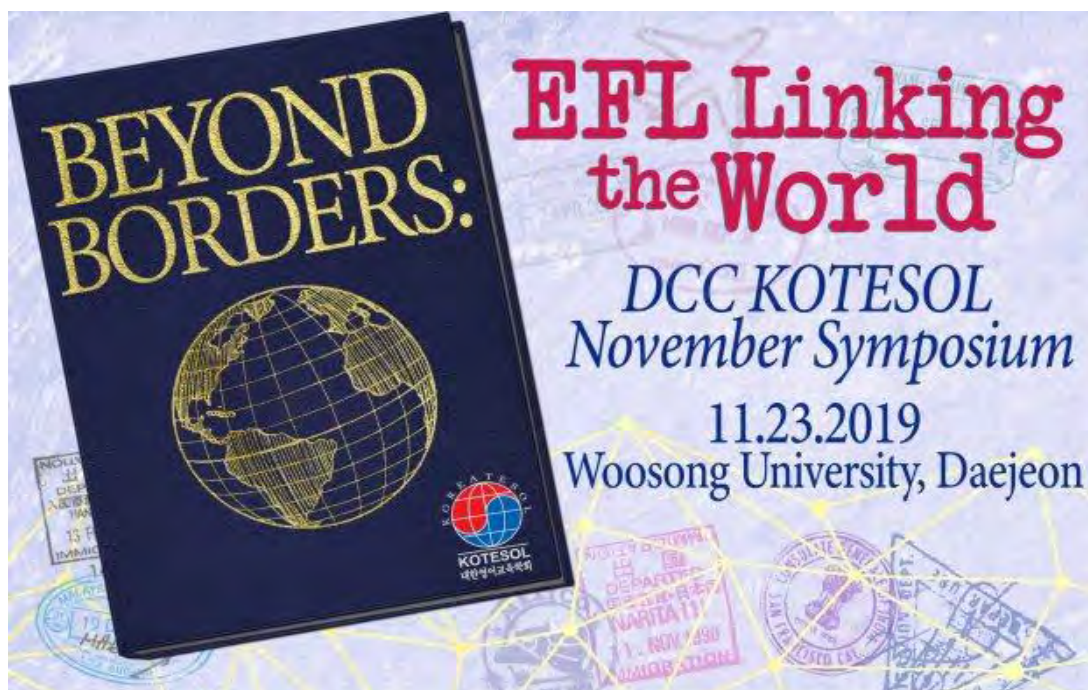
Boyoung Lee received her PhD in TEFL (Teaching English as a Foreign Language, Speaking). Dr. Lee's main interest has been focused on how an EFL learner can develop English communicative skills without having to suffer too much, which is a common side effect of learning English in Korea. As an avid TESOLer, she has been active online and offline, and on diverse types of media with lectures, book writing, teacher training, hosting educational TV and radio shows, and academic research as well. She taught at Ewha Womans University in the TEFL Department for 25 years, and served as associate dean for Ewha's Graduate School of Teaching Foreign Languages and as chief of TESOL faculty. She is currently operating her own ELT material development company MISOA.

**SUN**

**R404**

#### *The Organic Development of Successful Learning Experiences*

This action research is about Daejeon-based young Korean EFL learners who voluntarily launched their own outreach program to share their English learning experience, which is mainly output-based and communication-oriented, with their peers and those financially underprivileged. They say their positive learning experience led them to become proactive. This has now become a tradition for over five years in a private academy. What do these young learners want to share with others? What inspired them to want to share their experiences and learning methods with their peers? What were the surprises? How do the teachers react and support these proactive students? Finally, what insights from this phenomenon can be applied to other English education settings to alleviate stress and frustration, and to promote successful learning? This presentation will address each of these questions.





## Featured Speaker Curtis Kelly

*Kansai University, Japan*

Popular speaker and writer, Curtis Kelly (EdD), has spent his life developing learner-centered materials for “3L” students: students with low ability, low confidence, and low motivation. In pursuit of his life mission, “to relieve the suffering of the classroom,” he’s written over thirty textbooks full of engaging activities, including *Active Skills for Communication* (Cengage), *Writing from Within* (Cambridge), and *Significant Scribbles* (Longman). He also writes a column on neuroscience for KOTESOL’s The English Connection (TEC). He is a professor at Kansai University in Osaka and a

teaching fellow in the Harvard course, The Neuroscience of Learning. He is one of the founders of the FAB conferences, the JALT BRAIN SIG, and producer of the MindBrainEd Think Tanks, a magazine that connects brain sciences to language teaching.

**SAT**

**R404**

### *Key Concepts in the Neuroscience of Language Learning*

After almost a century of wandering in the dark, neuroscience is finally shining a light on how the brain learns language. Every month is bringing new discoveries, and many are utterly unexpected. To name just a few, we have now discovered (a) how in just a few thousand years we could grow a brain that can read, (b) why that boy who “doesn’t get it” might be the smartest, (c) how emotion is at the root of Everything (capital intended), and (d) how a relatively new theory, Predictive Processing, is giving us a completely different picture of how the brain works. Language and learning are two key processes of the brain, so every language teacher needs to know how these work in order to be an effective teacher. Avoiding complicated jargon, we will examine key concepts in the neuroscience of language learning and try to connect them to good teaching practices.

**SUN**

**R403**

### *10 Principles of TBLT Task Design: Author Insights*

I have spent most of my life designing Task-Based Language Teaching (TBLT) tasks for two reasons: First, I write textbooks for Cambridge, Pearson, Cengage, Macmillan, and other publishers, all using TBLT; and second, I am a terrible language learner. I write for people like me who hate traditional language teaching methods and need something to engage them. TBLT is perfect for this. So, let me propose 10 principles of TBLT design that come from the literature, neuroscience, and tricks I’ve learned along the way. The principles provide guidance in engaging students, controlling language targets, and solving typical class management problems, such as keeping learners in the target language. We’ll try some activities too, including an information-gap mystery that will almost certainly result in a noisy room.



## Featured Speaker Heyoung Kim

*Chung-Ang University, Korea*

Heyoung Kim is a professor at Chung-Ang University, Seoul, and also currently on the editorial committee of AsiaTEFL, as well as vice president of KAMALL. Her special interest is computer-assisted language learning (CALL), especially, mobile-assisted language learning (MALL), and other new technology for language learning and instruction, such as AI chatbots. Her recent publications are “A study of AI chatbots as an assistant tool for the school English curriculum” and “The flipped classroom as a paradigm shift for teaching EFL in Korea” (in the

AsiaTEFL book series).

**SAT**

**R404**

### *Building an AI Chatbot and L2 Tasks for Young Learners*

This research is a part of the two-year AI chatbot project funded by the National Research Foundation (NRF). The purpose of this study is to introduce a new idea of integrating an artificial intelligent chatbot into the ESOL classroom and to investigate its effectiveness. The target setting is an elementary English class. AI chatbot-based speaking tasks were provided, and the participants, fifth and sixth graders, in small groups interacted with AI speakers to complete tasks. The presenter explains (a) the method of building an AI chatbot for Korean elementary school students, (b) the types of AI chatbot tasks created by Kim (2018), based on the national curriculum, and also (c) how they worked in public school classrooms. Finally, the findings of the three-week-long experiments are briefly reported, especially focusing on chatbot and L2 learner interaction patterns, benefits from the new technology, and barriers to using chatbots in the current elementary school classroom and English curriculum.



## Featured Speaker Kara Mac Donald

Defense Language Institute, USA

Kara Mac Donald is an associate professor at the Defense Language Institute, Monterey, California, USA. Her background consists of over twenty-three years in foreign language teaching, teacher training, curriculum design, and faculty development across elementary, secondary, and higher education. She earned a master’s in applied linguistics, TESOL and a doctorate in applied linguistics. She currently conducts pre-service and in-service training for faculty and provides academic support and counseling to students. She maintains a close connection to the language

classroom as a part-time English instructor for children and young adults in ESL and academic preparation courses. She enjoys being involved in TESOL and its affiliates for the satisfaction of collaborating with others in offering high quality, professional events for members, which fosters friendships, colleague-ships, and an active community of practice. Dr. Mac Donald is a lifetime member of KOTESOL and the editor-in-chief of the Korea TESOL Journal.

**SAT**

**R404**

### *Drawing on Skillsets Outside of ELT to Inform Instructional Practice*

There is an immense benefit to understanding skill transfer: how skills from a previous field of study, profession, and/or personal discipline inform you as a language teacher. There is even a greater value in explicitly drawing on this diverse skillset for instructional practice, as making conscious connections between the overlap of skillsets permits deliberate and effective use of these skills. When deliberate, thoughtful, and measured actions can be implemented for student learning outcomes. Also, the act of assessing the overlap of skillsets between distinct fields is a form of reflective practice and professional develop. Identifying both the hard skills and soft skills you possess from professions and/or disciplines outside ELT should be easy. Connecting the skills and practically identifying how they can inform and enhance your ELT is key and may be challenging. The session begins by describing skills transfer to frame the examination of subsequent sample case studies, followed by the description of a “rubric” for attendees to assess their own skillsets as well as resources for further reading and use.

**SAT**

**R403**

### *Tips for Doing Research and Writing a Graduate Thesis or Dissertation*

Rod Ellis	Kara Mac Donald	Bodo Winter	Kevin Kester
<i>Curtin University and</i>	<i>Defense Language</i>	<i>University of</i>	<i>Keimyung University</i>
<i>Anaheim University</i>	<i>Institute</i>	<i>Birmingham</i>	<i>(South Korea)</i>
<i>(USA)</i>	<i>(USA)</i>	<i>(UK)</i>	

This is a special session for MA and PhD students to discuss their writing with some of our conference's Invited Speakers. This session provides a supportive knowledge-sharing space for people who are currently doing research and writing an MA thesis or PhD dissertation. As younger scholars are new to the process of conducting research and writing a graduate thesis or dissertation, this session seeks to provide some insider tips on the expectations and requirements of a successfully completed thesis or dissertation. Following introductions and some brief comments made by each of the panelists, the moderator will then facilitate a question and dialogue period. The focus of the panel will be on addressing audience members current research issues, including topics such as the hurdles to getting a Master's or PhD project approved; ethical considerations and fieldwork advice; strategies for writing; tips for the oral defense; and advice for preparing for the job hunt, among other questions audience members may wish to ask.



## Featured Speaker Peter Roger

*Macquarie University, Australia*

Peter Roger is the director of Programs in Applied Linguistics and TESOL at Macquarie University in Sydney, Australia. Originally a medical graduate from the University of Sydney, he went on to complete a PhD in communication sciences and disorders. Drawing upon his dual backgrounds in medicine and applied linguistics, his research interests lie in the field of health communication, with a particular focus on topics relating to linguistic diversity. Dr. Roger also has a publication and PhD supervision profile in the area of

second language acquisition, where his specific interests concern the links between language learning, motivation, and identity, particularly as these issues relate to today's rapidly globalizing world. He is co-author (with Sally Candlin) of *Communication and Professional Relationships in Healthcare Practice* (Equinox, 2013).

**SUN**

**R404**

### *What Can ELT Learn from Medical Education...and What Can They Learn from Us?*

As language teachers, many of us look only within our own discipline for new ideas about how to approach our teaching, despite the fact that there are similar challenges involved in the learning of skills and knowledge in all areas of human endeavor. The changing landscape in medical education has many striking parallels with developments in language education. Recent trends in medical education include an evolving emphasis on outcomes, patient autonomy, and students working through messy “real world” clinical problems rather than memorizing discretely packaged facts. In this presentation, I will examine some of these learning approaches and suggest ways in which we, as ELT practitioners, might draw on them in our work with language learners. Where the medical education pendulum has arguably swung too far in a rush to abandon traditional approaches, I will outline lessons that medicine could learn from experiences in the sphere of ELT pedagogy.

**SAT**

**R407**

### *Putting Language to Work: Applied Linguistics / TESOL at Macquarie University*

Applied Linguistics can be broadly defined as the application of language study to address real-world challenges. For many people, this takes the form of a career in language education. Whether you are an early career language teacher or an experienced practitioner looking at Master's or Doctoral level qualifications, Macquarie University in Sydney has a program – on campus or online – to suit you. Our underlying philosophy is that language is fundamental to human existence and has important work to do. Our courses therefore explore in depth the ways in which language works, showing how linguistic elements like grammar, vocabulary and pronunciation are deeply connected with issues of identity, diversity, social justice, and intercultural communication. If you're passionate about language, we'd love to have you join us!



## Featured Speaker Stephen Ryan

*Waseda University, Japan*

Stephen Ryan has been involved in language education for over 25 years, and for most of that time, he has been based in Japan. He is currently a professor in the School of Culture, Media, and Society at Waseda University in Tokyo, and his research and publications cover various aspects of psychology in language learning, including the award-winning *Exploring Psychology in Language Learning and Teaching*, co-authored with Marion Williams and Sarah Mercer, and *The Psychology of the Language Learner Revisited*, co-authored with Zoltan Dörnyei. He is also series editor for the Multilingual

Matters book series *Psychology of Language Learning and Teaching*.

**SAT**

**R404**

### *A Person-Centered Approach: What It Means and Why It Matters*

In recent years, foreign language education has significantly shifted away teacher-centered approaches to more learner-centered ones. Language learning outcomes are no longer seen as simply a product of teachers and teaching; there is a greater awareness of the contributions language learners make to their own learning. However, there are indications that we are now moving away from – beyond – this approach towards a more person-centered account of language learning. In this talk, I will discuss what is meant by a “person-centered approach,” the implications for research in terms of expanding the agenda beyond its narrow linguistic base, and the merits for classroom practice, especially in contexts where foreign languages are being taught as a compulsory subject within a broader curriculum.

**SUN**

**R403**

### *Learning from Older Language Learners*

Demographic shifts in economically developed nations mean that one of the fastest growing groups of language learners consists of people learning a foreign language in the later stages of life. This demands serious attention from both researchers and classroom practitioners. However, in this session, my focus is more on what this group of learners can teach those of us involved in mainstream language education. Drawing on an ongoing study from Japan – perhaps the world’s most rapidly ageing society – I hope to show some of the ways in which the broader field can learn from the insights and experience of these old learners, their approaches to language learning, and their responses to success and failure.



## **Featured Speaker Birsen Tütünis**

*Istanbul Kultur University, Turkey*

Birsen Tütünis is a professor currently teaching at Istanbul Kultur University in Turkey. She has received her PhD from the University of Sussex, UK. She has worked at several universities in Turkey holding positions as English instructor, senior lecturer, and administrator. She has conducted research on a variety of topics, including computer-assisted language learning, language learning styles and strategies, and teacher education. Her recent interest lies on blended teaching and learning. She has written articles and books on different issues related to TEFL. She has been awarded the Istanbul Kultur University Scientific Award (2018). The latest book she contributed to, *Learning Strategy Instruction in the*

*Language Classroom*, was published in May 2019. She has been invited as a keynote speaker to international conferences like NTELT, ICRE, LIF, BETA-IATEFL, and ALLT-Konin. Prof. Tutunis has been the coordinator of the IATEFL Teacher Training and Education SIG (TTEd SIG) for several years and is currently the SIG's events coordinator. She is also on the editorial board of the *ELT Research Journal*.

**SAT**

**R404**

### *Positive Psychology, Positive Discipline: Blending Disciplines in ELT Classroom Management*

Classroom management systems are the processes adopted by teachers and school managers to maintain appropriate behavior. However, the variety of classroom management systems sometimes causes confusion between positive discipline and classroom management. Positive discipline encourages students to focus on self-discipline, responsibility, cooperation, and problem solving skills.

Blending positive psychology into ELT classes will create positive behavior towards language learning and will end up with the creation of positive student identities. However, despite the fact that effective classroom management results in positive outcomes, teachers report a lack of support in implementing classroom management strategies.

This paper presents teachers' (N = 105) beliefs and attitudes towards positive discipline for better classroom management. Subject teachers are chosen randomly from kindergarten to upper secondary schools with the maximum diversity sampling method. A questionnaire designed by the presenter and validated by field experts was used to collect the data. It is an ongoing project, and the results will be given during the presentation.

**SUN**

**R403**

### *Teacher Education and Training Policy for the Development of Teacher Identity*

English teacher education programs as a source of knowledge and skills aim to prepare students for their future profession but not in professionalism. While student teachers are navigating their way towards professionalism, they need to shift identities from student to novice teacher, which is not an easy process, and they need support. Shanahan, Meehan, and Moggie (1994) define professionalism as "the process of using education and certification to enhance the quality of performance of those within an occupational field." Foreign language teacher education needs to lessen the discrepancy between personal knowledge and social reality, the teacher agencies outside. TEFL programs in Turkey and elsewhere equip student teachers with theoretical knowledge that is not helpful in the quest of teacher identity. This presentation will discuss the pros and cons of TEFL programs with examples of student teacher performances.





## Featured Speaker Bodo Winter

*University of Birmingham, United Kingdom*

Bodo Winter is a lecturer in cognitive linguistics at the Department of English Language and Applied Linguistics, University of Birmingham, UK. He has received his MA in General Linguistics from the University of Hawai'i at Manoa and his PhD in cognitive and information sciences from the University of California, Merced. Dr. Winter has also been a doctoral fellow at the Max Planck Institute for Evolutionary Anthropology and is a general editor of the Cambridge University Press journal *Language and Cognition*, as well as a Mercator Fellow of the University of Cologne, Germany. Dr. Winter has written the book *Sensory Linguistics: Language, Perception, and Metaphor* (John Benjamins), as well as a textbook on *Statistics for Linguists* (Routledge, in press). In his research, he investigates a wide range of topics, including language and perception, gesture, metaphor, sound symbolism, nonverbal politeness, and statistical methods in linguistics. At the University of Birmingham, Dr. Winter is also teaching for the distance and campus-based MA programs in TESOL and applied linguistics.

**SAT**

**R404**

### *New Research on Gesture: Implications for Language Learning and Teaching*

Gesture is ubiquitous. When we talk, we can't help but to move our hands, and so far, speakers from all cultures have been found to gesture. The interdisciplinary study of gesture spans research in education, linguistics, psychology, and neuroscience, and it has produced a number of important results: For example, research has shown that speakers have difficulty retrieving words from memory when their hands are occupied. Research has also shown that students' gestures give clues to their understanding of concepts, and the gestures of teachers help students learn new words and concepts. In this talk, I will review interdisciplinary gesture research conducted at the University of Birmingham and elsewhere, and I will outline implications for language learning and teaching.

**SUN**

**R403**

### *How to Publish Your Research in International Journals, Conference Proceedings, and Books*

Publishing is incredibly hard. There are various publishing formats to choose from (journals, proceedings, edited volumes, books, etc.), as well as myriads of publishers and journals. It's also easy to fall prey to "predatory publishers" in obscure journals, which may end up costing you a lot of money for little gain. This talk outlines the publication process and gives hands-on advice on how to get your research published in international journals and other outlets. I will draw from my experience as a general editor at the international journal *Language and Cognition*, as well as from countless reviewing experiences for books and journals from various publishers.



## Women in Leadership in ELT

### Moderator:

Grace H. Wang — Conference Chair

### Panelists:

**Ji-hyeon Jeon**

President of AsiaTEFL,  
Professor at Ewha  
Woman's University

**Chimed Suren**

ELTAM Board Member,  
Researcher at the  
National University of  
Mongolia

**Issy Yuliasri**

Lecturer at the State  
University of Semarang  
(Indonesia), TEFLIN  
Representative

**Camilla Vizconde**

Department Chair at  
University of Santo  
Tomas (Philippines),  
PALT Representative

### SAT

**R405**

In this discussion panel, four esteemed women in leadership positions in the field of education will reflect on their respective career paths. They will share stories of their growth as leaders in the field, discuss the challenges and inspirations that have shaped them, explore how their identity as women — and particularly as women in Asia — has impacted their careers, consider the responsibilities of women in power in their contexts, from the Philippines to Indonesia to Mongolia, and suggest implications for the next generation of female leaders in education in Asia. This panel session will nicely complement our featured panel session on "Women in Leadership in Korea."



## Women in Leadership in Korea

**Moderator:** Lindsay Herron — Immediate past president of Korea TESOL. She is currently a doctoral candidate in Literacy, Culture, and Language Education at Indiana University — Bloomington (USA).

### Panelists:

**Kyungsook Yeum**

Professor and Director  
of TESOL Programs at  
Sookmyung Women's

**Boyoung Lee**

English and TESOL  
educator/administrator,  
TV and radio  
personality, CEO at  
MISOA

**Sung Nam Ryoo**

Principal at Seoul Global  
High School

**Gye Hyeong Yoo**

High School Principal

### SUN

**R405**

In this discussion panel, four esteemed women in leadership positions in the education field in Korea will reflect on their respective career paths. They'll share stories of their growth as leaders in the field, discuss the challenges and inspirations that have shaped them, explore how their identity as women — and particularly as women in the Korean context — has impacted their careers, consider the responsibilities of women in power in Korea, and suggest implications for the next generation of female leaders in education in Korea.

# Designing

## ELT & LEARNING EXPERIENCES

NOVEMBER 9  
KANGNAM  
UNIVERSITY

CULTIVATING CULTURE  
AND  
SHOWCASING SKILLS

*Join us as we ADVANCE ELT throughout Korea TESOL by discussing how we celebrate the year 2019 while ambitiously planning to accomplish these two goals within our individual classrooms and in our chapters in 2020!!*

THANK YOU TO PRESENTERS,  
PARTICIPANT-VISITORS, AND  
VOLUNTEERS WHO HELPED TO MAKE  
2019 AN AWESOME YEAR IN YONGIN!!



TO SHOW OUR APPRECIATION  
LOOK FORWARD TO OUR  
DECEMBER EVENT

YOU ARE OUR LIFELINE!!



## Saturday 9:00 – 10:45 AM Breakout Sessions

ROOM	9:00-9:45	10:00-10:20	10:25-10:45
R 401	<b>Maxwell</b> <i>Noticing activities for grammar, feedback, error correction, and vocabulary</i> Mat S / U / A		<b>Lerner</b> <i>Native Speaking Teachers as a Source of Extrinsic Motivation</i> SLA YL / S
R 402	<b>Kennedy</b> <i>A Picture of Your Practice: Techniques for holistic reflection</i> RP YL / S / U / A	<b>Saunders</b> <i>Increasing student's writing complexity by learning to identify sentence types</i> Wri S / U / A	
R 403		<b>Mac Donald &amp; Park</b> <i>Multicultural Households; Student Identity Negotiation and Implications for the Classroom</i> 101Cult S	
R 404		<b>Kelly</b> <i>Key Concepts in the Neuroscience of Language Learning</i> <b>FEATURED</b>	
R 405			
R 406			
R 407		<b>Nam &amp; Thorkelson</b> <i>KOTESOL International Conference Orientation Session</i> <b>*KOTESOL*</b>	
P 201	<b>Ostermiller &amp; Corks</b> <i>How To Use Google Classroom: For Beginners and Experts Alike</i> Tech S / U / A	<b>Taylor &amp; Reynolds</b> <i>Engage and Motivate Your Students: Gamify Your Classroom</i>  Tech S / U Dial	
P 202	<b>Garrity</b> <i>Engaging Students via Activities</i>  Mult YL / S / U	<b>Upadhaya</b> <i>Teaching idioms in ESL contexts: Helping teachers develop teaching-learning materials</i> Mat S	<b>Yuliasri</b> <i>How Cooperative Learning Works in Different Level EFL Classrooms</i> Mult S / U <b>TEFLIN</b>
P 203	<b>Berry</b> <i>Exploring SpaceTeam EFL: video game in classroom</i> Tech U / A	<b>Zhou</b> <i>Providing Negotiated Corrective Feedback for ESL Students in Non-ESL Classes</i> ESP U / A	<b>Oklahoma City U</b>
P 204	<b>Wunderlich</b> <i>Using curriculum and reflection to push forward</i>  Mat YL / S Dial	<b>Unser-Schutz</b> <i>What English study resources do university students really want?</i> Mat U	<b>Lee</b> <i>Self-construal with Achievement Emotions in FLL among Korean Students</i> Psy S / U
P 301	<b>Gale</b> <i>Motivating Teachers and Developing Leaders</i>  PD YL Dial <b>JALT</b>	<b>Fauziah</b> <i>The Removal of English Subject in Primary Schools in Indonesia: The Case of Students' Cultural Identity</i> Just YL / S / U	<b>Lei &amp; Chan</b> <i>Implications of Foreign Language Classroom Anxiety to Macau EFL Students</i> SLA S / U
P 302 '101s'	<b>Lake</b> <i>Classroom Management: Coping with Possible Disabilities and Behavior Issues</i>  101CMgt S / U	<b>Bradley</b> <i>Engaged pedagogy OUTSIDE the Japanese university</i>  CBI U	
P 303 '101s'		<b>Pusina</b> <i>Creating a Positive Atmosphere Through Classroom Community Building</i> 101Peda S / U / A	
P 304		<b>VanWagoner</b> <i>Teaching to Your Students' Needs: Utilizing Formative Assessment</i>  101Peda S / U / A	
CAFE			
B1 Lobby	<b>KOTESOL GIVES BACK! *</b> Donations Table for <b>Teach North Korean Refugees (TNKR) &amp; Korea Unwed Mothers' Families Association (KUMFA) →</b>		

## Saturday, October 12<sup>th</sup> Presentations

### Saturday 9:00 a.m. Presentations

**SAT**

**R402**

#### *A Picture of Your Practice: Techniques for holistic reflection*

Brennand Kennedy

*Dongshin University (South Korea)*

Do you have difficulty explaining what it is that you do in the classroom? Do you want to reflect more thoroughly on your teaching, but do not know where to begin? By introducing Farrell's (2015) framework for reflective practice, this workshop gives attendees the road map they need to begin discovering who they are as teachers and the implications for their classrooms. In this workshop, attendees can try a variety of reflective techniques and compare their own reflections to those of my own case study participant. In addition to becoming more familiar with holistic and evidence-based approaches to teacher reflection attendees will also be given a tool kit of easy-to-follow activities to kickstart their own reflective journeys in their own teaching environments.

**SAT**

**R401**

#### *Noticing activities for grammar, feedback, error correction, and vocabulary*

Jeffrey Maxwell

*Tokyo International University (Japan)*

This workshop will show teachers how to blend activities and resources in order to develop noticing activities in their classroom. It will give teachers of university, high school, and young adult learners the skills needed to integrate noticing activities in different contexts and across a range of student levels. The workshop will walk teachers through the process of creating effective noticing activities for grammar, feedback, error correction, and vocabulary. Teachers will learn how to use these activities leverage students' metacognitive skills in order for them to become more autonomous learners through classroom and online activities. The presenter will draw on his own classroom experience creating noticing activities to create an interactive presentation.

**SAT**

**P201**

#### *How To Use Google Classroom: For Beginners and Experts Alike*

Stephen Ostermiller

Daniel Corks

*Woosong University (South Korea)*

*Woosong University (South Korea)*

You've likely heard people talk about how they love Google Classroom, but maybe you're hesitant to get on board. Learning any new technology can be a chore, after all.

Don't fret! Even diehard luddites can easily learn and benefit from using an LMS such as Google Classroom. You can pick up everything you need to know in under an hour. Did we mention it's free? We'll demonstrate everything by making a classroom live, right in front of you. You'll get to join the class and try out everything from a student's perspective as well. For experienced users, we'll also show new activities and ways to interact with your students that G Classroom enables.

Don't forget to bring a smartphone or a laptop!

**SAT**

**P202**

*Engaging Students via Activities*

Darcy Garrity

*Ritsumeikan Asia Pacific University (Japan)*

Get equipped with activities to review and practice grammar while encouraging originality and creative thinking from your students! Learn some new “games” which require little to no prep work and observe and discuss how they can be adapted to various grammar points and age levels from this experiential workshop. These are tried-and-true activities that have been successful at elementary and junior highs in Japan and can be adapted to high school and even university levels. Expect activities that promote cooperation and participation and cover a combination of skills: speaking, reading, writing, and listening. Keep your students awake, engaged, and anticipating your next lesson. Your students will surely request Bomber man, UFO Attack, Minions Race, Oompa Loompa, and more!

**SAT**

**P203**

*Exploring SpaceTeam EFL: video game in classroom*

David Berry

*Suwon Science College (South Korea)*

Video games have great potential for enhancing the learning experience in almost any EFL classroom. But how many teachers know which video games are available and how to use them effectively in the classroom. This presentation is a hands-on workshop that introduces an action research project of choosing, introducing, and using a video game (called Spaceteam ESL) in the classroom. This research demonstrates how Spaceteam EFL enhances student motivation & engagement and boost student learning. The different ways that Spaceteam ESL can be used in the classroom are also presented: warm-up, introducing language, practicing language, task, testing, reward, etc. Principles and techniques of how to choose and use appropriate video games in the classroom are also presented.

**SAT**

**P204**

*Using curriculum and reflection to push forward*

Madeleine Grace Wunderlich

*Jeollanamdo Office of Education (South Korea)*

Having to create your own materials from scratch can be both overwhelming and mentally exhausting. This discussion covers learning methods to help prepare, design, and reflect on your own curriculum in ways that will not only help the students to learn but also help educators grow. These methods also help to maximize effectiveness and efficiency in the classroom and in lesson planning. There are a plethora of different ways to plan, reflect, and improve. The more these methods are explored and tested, the better a teacher can move forward in a positive and more organized direction.

**SAT**

**P301**

*Motivating Teachers and Developing Leaders*

Kenn J. Gale

*No Borders International School (Japan)*

In one of the most underpaid, yet most fundamental and necessary sections of the workforce how do we as administrators and principals motivate our teaching staff? Research shows that monetary compensation is a factor but not nearly enough to keep long time teachers performing at their peak. So what can we do to motivate, encourage and inspire to keep them serving our student body to their fullest, while at the same time helping them maintain the feeling of personal satisfaction and worth in an a sometimes underappreciated and unrecognized career? Come listen and share your experiences in this open style discussion facilitated by an international school principal with over a decade of experience in school administration.

**SAT**

**P302**

*Classroom Management: Coping with Possible Disabilities and Behavior Issues*

Candace Lake

*Yonam Institute of Technology (South Korea)*

Behavioral problems and learning disabilities are topics that are rarely talked about in a foreign language context. Many language instructors are not equipped to handle these special management issues. Implementing multiple learning styles and modes can improve overall classroom management, morale, and reach the needs of all students. There are classroom arrangements to create, simple activities to do, ways to prepare, and modifications to perform that can make these classroom issues less of a distraction to peers, and more of an advantage to the instructor's classroom management.

The purpose of this workshop is to help instructors to see what they can adapt or implement in order to reach all students, but most especially those with learning difficulties, to become more successful in their academic environment.



## Saturday 10:00 a.m. Presentations

**SAT**

**R403**

### *Multicultural Households; Student Identity Negotiation and Implications for the Classroom*

Kara Mac Donald

*Defense Language Institute (USA)*

Sun Young Park

*Defense Language Institute (USA)*

With Korea's rapid economic growth, an increasing number of Koreans as well as immigrant households are influenced by not two, but three languages and cultures. To effectively respond to the growing diversity in some classrooms, it is necessary to understand how multilingualism and multiculturalism influence the negotiation of identity of children from such households. The presentation describes the language practices and negotiation of identity of multilingual and multicultural students in Korea. Through a questionnaire guided by a moderator, students provided a portrait of language proficiencies, language practices, cultural exposure and ethnic community integration and how these inform their personal identity. The findings are examined and framed through identity research and immigration-assimilation studies, offering recommendations for the Korean ELT, public, international and alternative school classrooms.

**SAT**

**R404**

### *Key Concepts in the Neuroscience of Language Learning*

Curtis Kelly

*Kansai University (Japan)*

After almost a century of wandering in the dark, neuroscience is finally shining a light on how the brain learns language. Every month is bringing new discoveries, and many are utterly unexpected. To name just a few, we have now discovered (a) how in just a few thousand years we could grow a brain that can read, (b) why that boy who "doesn't get it" might be the smartest, (c) how emotion is at the root of Everything (capital intended), and (d) how a relatively new theory, Predictive Processing, is giving us a completely different picture of how the brain works. Language and learning are two key processes of the brain, so every language teacher needs to know how these work in order to be an effective teacher. Avoiding complicated jargon, we will examine key concepts in the neuroscience of language learning and try to connect them to good teaching practices.

**SAT**

**R407**

### *KOTESOL International Conference Orientation Session*

Heidi Nam

*Chongshin University (South Korea)*

Tory Thorkelson

*Hanyang University (South Korea)*

Anyone looking to get the most out of this year's conference is encouraged to attend this orientation session, in particular, those who are new members and/or first-time conference attendees. The KOTESOL veterans running this session will walk attendees through key features of the program book and Whova app, including symbols and indexes, to help attendees use the book/app efficiently to find their special interests. KOTESOL-specific terms will be defined, venue locations will be highlighted, and important KOTESOL board members will be introduced. Attendees will have opportunities to network with others during the session. They will also learn about additional networking opportunities such as social events and special interest groups. Attendees could win door prizes!



**SAT****R402***Increasing student's writing complexity by learning to identify sentence types***Matt Saunders***Ritsumeikan Asia Pacific University (Japan)*

When students learn to write in English, smartly they try to keep things simple. By using short, simple sentences, it would seem that students should be able to increase their accuracy; however, the lack of complexity affects the overall perception of their writing and makes for unengaging texts. One way to bring students' focus and attention on this is to have students learn to identify sentence types which can:

- (1) increase the accurate, appropriate use of subordination
- (2) help solve problems with subject-verb agreement
- (3) reduce sentence fragments / run-on sentences
- (4) give them the tools to recognize mistakes on their own

In this workshop attendees will have experience with and a good working knowledge of a simple, effective method to teach sentence types.

**SAT****P201***Engage and Motivate Your Students: Gamify Your Classroom***Ben Taylor***Woosong University (South Korea)***Eric Reynolds***Woosong University (South Korea)*

This dialogue shares the results of a larger research project that identifies strategies for implementing mobile device-enabled learning games in university EFL classrooms, as little existing research is EFL-classroom specific. We provided seven EFL professors with identical Kahoot! quizzes (an online, customizable quiz game) and asked them to use the quizzes in the most effective manner for their students over the course of one semester. We gleaned actionable findings for mobile device-enabled learning games broadly and for Kahoot! specifically. We will share the results of an hour-long focus group discussion and a 20-question Likert-style survey. Most (87.5%) research participants agreed that using Kahoot! quizzes to supplement their textbooks was easy, and all participants agreed that it was beneficial to do so.

**SAT****P202***Teaching idioms in ESL contexts: Helping teachers develop teaching-learning materials***Baburam Upadhaya***Indian Institute of Technology Kanpur (India)***NP Sudharshana***Indian Institute of Technology Kanpur (India)*

In spite of considerable support for the teaching and learning of idiomatic expressions in ESL contexts, there is still a dearth of teaching-learning materials for these vocabulary items that correspond to current second language acquisition theories. To address this issue, this paper blends conceptual metaphor (CM) with task-based language teaching (TBLT), and thus, attempts to help teachers develop tasks that are easy to create and implement. These tasks follow the three-phase TBLT framework; pre-task, main task, and post-task process, and present idiomatic expressions of a particular CM by organizing them around specific tasks, with the sole intent of engaging learners with the target idiomatic expressions effectively. A pilot trial in an intact class has already demonstrated the feasibility of these tasks for classroom use.

**SAT****P203***English for Specific or Academic Purposes*

Ally Zhou

*Oklahoma City University (Japan)*

When providing written corrective feedback (WCF) on language errors during teacher-student conferences, teachers often encounter the dilemma of choosing between explicit and implicit feedback. This dilemma could be more effectively addressed when both types of feedback are provided within the learner's zone of proximal development or ZPD (Aljaafreh & Lantolf, 1994; Nassaji & Swain, 2000). However, participants in most ZPD-based studies were enrolled in ESL classes, where language was usually the focus, and this could have strengthened the effectiveness of WCF. Whether negotiated assistance promotes language development in learners of non-ESL classes is unknown. The current study addresses this gap and explores the effectiveness of negotiated corrective feedback for learners in subject matter classes.

**SAT****P204***What English study resources do university students really want?*

Giancarla Unser-Schutz

*Rissho University (Japan)*

University students need support outside of the classroom through a resource-rich English study environment to develop as autonomous learners, but they do not always respond positively to resources provided by universities. To determine how to better provide such support, a survey on student attitudes towards English study resources was conducted. 965 students at a university in Tokyo were polled. Although students responded negatively towards the university's current English study resources, they did not express positive interest in environmental improvements such as an English study room. Students may not always know what resources would be useful, even if they report dissatisfaction with the current environment. Interventions to improve the English study environment will require helping students understand how and why they should use new resources.

**SAT****P301***The Removal of English Subject in Primary Schools in Indonesia: The Case of Students' Cultural Identity*

Yanuar Rizki Fauziah

*Monash University (Australia)*

Despite the increasing popularity of ELT around the globe, the Indonesian government has made a controversial decision by abolishing English as a subject in primary school levels with the implementation of Curriculum 2013, due to the worry that imposing foreign language and culture can lead to a national identity crisis. This decision has caused major debates among Indonesian education stakeholders. Therefore, this paper aims to explore students' L2 cultural identity formation through the contextualized EFL pedagogy. I argue that second/foreign language acquisition in the Indonesian primary school contexts does not negatively impact L1 cultural identity. I would propose that integrating L1 and L2 identities through linguistic and cultural hybridity, acculturation, and differentiated instructions can be an alternative avenue to avoid a cultural identity crisis.

**SAT****P302***Engaged pedagogy OUTSIDE the Japanese university*

Joff P.N. Bradley

Charles Cabell

*Teikyo University (Japan)**Toyo University (Japan)*

This presentation sets out a practical response to a perceived crisis in English language learning at the tertiary level in Japan. I demonstrate a possible response by the International Association of Japan Studies. The IAJS in December 2018 held a day devoted to presentations by undergraduates, academics, and activists. More than 120 people attended the event (JAPAN 'IN BITS', WAKE UP! at Toyo University). The conference held interactive workshops by students and activists, round-table discussions, leadership booths, poster sessions, student videos, etc. Content classes leading up to the event focused on the preparation for this day. This presentation reflects on the success of this endeavour, demonstrating how content classes and novel syllabi which focused on documentary research were researched, prepared, and finally presented by undergraduates.

**SAT****P303***Creating a Positive Atmosphere Through Classroom Community Building*

Alexis Pusina

*Tokyo International University (Japan)*

As teachers, how best can we cultivate a positive and productive classroom atmosphere where students feel safe, comfortable, and confident to express their ideas, goals, and dreams? What specific activities and community building concepts can be implemented that will engage students and allow them to develop their language and critical thinking skills? This workshop will focus on simple yet effective activities that teachers can use to create a positive classroom atmosphere and build a community of learners. Workshop participants will be exposed to current theory, given ideas and activities, and asked to share their ideas and activities for building a productive classroom environment. The presenter will speak about his experiences working with multicultural, multiethnic classes of learners at an international university in Japan.

**SAT****P304***Teaching to Your Students' Needs: Utilizing Formative Assessment*

Kaitlyn VanWagoner

*U.S. English Language Fellow (Seoul Embassy)*

The foundation to good instruction and practice is effective assessment. Accurately assessing student knowledge and needs facilitates personalized practiced and focused objectives. Incorporating consistent and clear formative assessments into your classroom is both manageable and empowering. This practice will lead to great student success in and out of the classroom. This workshop will offer both the theoretical foundation and practical applications for the communicative language teacher.

## Saturday 10:25 a.m. Presentations

**SAT**

**R401**

### *Native Speaking Teachers as a Source of Extrinsic Motivation*

Andrew Lerner

*EPIK (South Korea)*

The presenter will discuss his research that uncovered data demonstrating Korean elementary students who learn English from native speaking English teachers (NETs) have greater English proficiency. This research was based on the hypothesis that NETs provide language students with a significant source of extrinsic motivation. To test this hypothesis, two groups of 6th grade students were surveyed on their English abilities, attitudes, and motivations: the first had been studying with a NET for five years, the second for five months. Results indicated that students in the first group were more successful language learners, and an analysis attributed this to the NET's influence.

**SAT**

**P202**

### *How Cooperative Learning Works in Different Level EFL Classrooms*

Issy Yuliasri

*Universitas Negeri Semarang (Indonesia)*

This paper aims to compare the results of classroom action research on the use of Cooperative Learning in EFL secondary and tertiary level educational settings. Jigsaw and Think-Pair-Share Techniques were used in a translation class in tertiary level and Numbered-Heads Together, Think-Pair-Share, Team-Pair-Solo and Jigsaw for grammar learning in a high school. Observation sheets and questionnaires were used in both research studies to see how students responded to the use of Cooperative Learning Techniques. In addition, a series of classroom tests were also done to see how students progressed. Findings from the questionnaires and observation revealed that in both classes students responded positively to Cooperative Learning. However, different learning achievement results were shown; the translation class showed improvement, but the grammar-focused learning did not show a satisfactory result.

**SAT**

**P204**

### *Self-construal with Achievement Emotions in FLL among Korean Students*

Mikyong Lee

*University of Munich (Germany)*

Educational contexts are formed by social and cultural variables (e. g., self-construal). This study examined self-construal and achievement emotions regarding FLL, and their relationships among 228 Korean students. Participants completed the questionnaire assessing self-construal and achievement emotions. Structural equation modelling showed that independent self-construal correlated with positive emotions (enjoyment, hope, and pride), while interdependent self-construal correlated with negative emotions (anxiety, shame, and hopelessness). This suggests that culture plays a key role in the process of emotional experiences in FLL, emphasizing that language teachers should consider students' cultural aspects for a positive influence on students' emotions. This study integrated psychological perspectives from culture and emotion research into the FLL field, and contributed to developing a more comprehensive understanding of Korean students' emotions in this domain.

**SAT**

**P301**

*Implications of Foreign Language Classroom Anxiety to Macau EFL Students*

Ut Meng Lei

Ka Lon Chan

*Beijing Foreign Studies University (China)*

*University of Macau (Macau)*

The presentation focuses on the results of a study about the influence of foreign language classroom anxiety (FLCA) on EFL learners' performance. FLCA has long been found to correlate with language learners' self-perceptions, beliefs, feelings and behaviors related to language learning process (Horwitz et al., 1986).

The research was administered to English learners from 3 universities and 4 secondary schools of Macau. All the respondents were invited to complete an adapted questionnaire from Horwitz et al.'s (1986) Foreign Language Classroom Anxiety Scale (FLCAS). Additionally, their test scores were collected to investigate how much their anxiety level is correlated to their test performance.

The audience is expected to be inspired about possible ways to deal with learners' language anxiety and hence, find a better key to future language teaching.

**Saturday 11:25 Plenary Presentation**

**SAT**

**PLEN**

*Task-Based Language Teaching: Where Did It Start and Where Is It Going?*

Rod Ellis

Task-based language teaching (TBLT) is now the approach mandated by a number of educational authorities in Asia. In my talk, I will show how task-based language teaching (TBLT) grew out of communicative language teaching, drawing on both second language acquisition research and theories of education. I will trace its development from its early days, pointing to the multiple influences that have helped to shape its evolution. I will address key issues such as how to define "task," how tasks have been classified, how they can be sequenced into a syllabus, and how a complete lesson can be built around a task. I will also consider the use of tasks in computer-mediated language teaching and in assessment. I will emphasize that TBLT is multifarious and conclude with a set of questions that can guide the ongoing development of TBLT.

## Saturday 1:30 – 3:15 PM Breakout Sessions

ROOM	1:30-1:50	1:55-2:15	2:00-2:20	2:55-3:15
R 401	<b>Landsman &amp; Bennette</b> <i>Korean-specific Classroom: Distinguishing between Be-verbs and Action Verbs</i> Mult U		<b>Ramos</b> <i>An ESP Course: Addressing a Gap between Perception and Actuality</i> Mat U/A	
R 402	<b>Chauhan &amp; Seriani</b> <i>Purposeful Annotation: Strategies for Effective Academic Reading and Writing</i> ESP U		<b>Jambalsuren</b> <i>Teaching in the Wilderness of Mongolia to the Reindeer Children</i> Conv S	
R 403	<b>Farrell</b> <i>Advancing ELT by Becoming an Expert Teacher</i>  <b>FEATURED</b>		<b>Tatsukawa</b> <i>Using a Radio Drama as Input in English Writing Courses</i> Wri S/U/A	<b>Rattanasaeeng &amp; Suskavatee</b> <i>Effects of speaking instruction using differentiated-flipped learning on speaking ability</i> Conv U
R 404	<b>Kim</b> <i>Building an AI Chatbot and L2 Tasks for Young Learners</i>  <b>FEATURED</b>		<b>Tütünis</b> <i>Positive Psychology, Positive Discipline: Blending Disciplines in ELT Classroom Management</i>  <b>FEATURED</b>	
R 405	<b>Lartigue, Lee &amp; Kim</b> <i>Supporting Low-Income Single-Mother Households &amp; North Korean Refugees</i> <b>*KOTESOL GIVES BACK!*</b>		<b>Ellis, Mac Donald &amp; Winter</b> <i>Tips for Doing Research and Writing a Graduate Thesis or Dissertation</i>  <b>FEATURED PANEL</b>	
R 406			<b>Miao, Luo &amp; Sun</b> <i>Improving the Masters of English Education program: A Chinese case</i> PD S/U	<b>PANEL</b> →
R 407	<b>Tran</b> <i>Increasing motivation for learning English pronunciation in a MALL classroom</i> Tech U	<b>Prosser</b> <i>Diagrammatical: Using an interactive, digital infographic as a grammar reference</i> Tech U	<b>Benevides,</b> <i>Widgets Inc.: A task-based workplace simulation</i> Mult U	<b>Atama-ii Books</b>
P 201	<b>Coomber</b> <i>Student attitudes towards two types of peer review</i>  Wri U	<b>Sponseller, Gentry &amp; Kabir</b> <i>Validating a Japanese Sojourner Self-Efficacy in Communication Scale</i> Psy U	<b>Unwin</b> <i>Being Yourself: Teacher identities and Emotional Labor in ELT</i>  Just YL/S/U/A Dial	
P 202	<b>Capobianco</b> <i>Graduate students' knowledge of global academic norms</i> ESP U	<b>Ptak</b> <i>Building Literacy with Online Interactive Posters</i> Read YL/S	<b>Fujimoto, Kim, Pusina &amp; Saki</b> <i>Parental choices in education: An intercultural awareness approach</i> Cult YL/S/U/A	→
P 203	<b>Woelk</b> <i>Better Together: Leveraging Group Dynamics in Conversational English Classes</i> Just U/A		<b>Ito</b> <i>Motivating Private Language School Young Learners to do ER</i> Read YL	
P 204	<b>Cotter</b> <i>Improving Intercultural Empathy and Understanding- The International Virtual Exchange Project</i> Cult U	<b>Barrass</b> <i>Intelligibility of Korean English Pronunciation from a Lingua Franca Perspective</i> Soc S/U/A	<b>Groat</b> <i>Coteaching- How to Involve Both Teachers in Elementary School Classrooms</i>  CMgt YL	
P 301	<b>Watling</b> <i>Integrating Motivation into Young Learner Classrooms through Effective Classroom Management</i> 101CMgt YL			<b>Tomei</b> <i>Metaphor in the Writing Curriculum</i> Wri S/U →
P 302	<b>Brandon &amp; Collins</b> <i>The Impact of Unstructured Talk Time on Willingness to Communicate</i> Conv S/U/A	<b>Chen</b> <i>Public Speaking is Like...: Exploring EFL Learners' Public Speaking Anxiety</i> Conv A		<b>Dusza</b> <i>Preventing plagiarism: An integrated technology, pedagogy and content knowledge approach</i> Test S/U/A →
P 303 '101s'	<b>Iams &amp; Caprario</b> <i>A Fine Balance: Designing Effective Content-based EAP Courses</i> 101Inter S/U			
P 304 '101s'	<b>Hughes</b> <i>Contextualized Versus Decontextualized Vocabulary Learning</i> Voc U	<b>Wrobletz</b> <i>Font Choice and Second Language Vocabulary Retention</i> Voc YL/S/U/A	<b>Qureshi &amp; Roseberry</b> <i>Beyond the Vocabulary, into the Conversation: Usefulness of TPR in EFL Classes</i> 101Peda YL/S/U/A	
CAFE	<b>Poster Session A (1:30-3:30 PM)</b>			
B1 Lobby	<b>KOTESOL GIVES BACK! *</b> Donations Table for Teach North Korean Refugees (TNKR) & Korea Unwed Mothers' Families Association (KUMFA) →			

## Saturday 1:30 p.m. Presentations

SAT

R403

### *Advancing ELT by Becoming an Expert Teacher*

Thomas S.C. Farrell

*Brock University (Canada)*

What makes a "good teacher"? What makes an "expert teacher"? Is a "good teacher" an "expert teacher"? These questions have long been debated in the field of general education with many differing views about all three; however, within the field of teaching English to speakers of other languages (TESOL), many different stakeholders assume they can know and identify "good teachers" mostly by their preconceived notions of what "good" means. In addition, many consider teachers to be "experts" mostly by the number of years they have been teaching. However, nothing could be further from the truth as the notion of a "good teacher" remains hopelessly elusive, and we do not learn from experience — we learn from reflecting on that experience. In this featured session, I will outline and discuss how TESOL teachers can become expert teachers and stress that reflective practice is critical to expertise.

SAT

R404

### *Building an AI Chatbot and L2 Tasks for Young Learners*

Heyoung Kim

*Chung-Ang University (South Korea)*

This research is a part of the two-year AI chatbot project funded by the National Research Foundation (NRF). The purpose of this study is to introduce a new idea of integrating an artificial intelligent chatbot into the ESOL classroom and to investigate its effectiveness. The target setting is an elementary English class. AI chatbot-based speaking tasks were provided, and the participants, fifth and sixth graders, in small groups interacted with AI speakers to complete tasks. The presenter explains (a) the method of building an AI chatbot for Korean elementary school students, (b) the types of AI chatbot tasks created by Kim (2018), based on the national curriculum, and also (c) how they worked in public school classrooms. Finally, the findings of the three-week-long experiments are briefly reported, especially focusing on chatbot and L2 learner interaction patterns, benefits from the new technology, and barriers to using chatbots in the current elementary school classroom and English curriculum.

**SAT****R405**

*KOTESOL Gives Back! Spotlight on North Korean Refugees & Low-Income Single-Mother Households*

Casey Lartigue, Jr.  
*Teach North Korean Refugees  
(TNKR) (South Korea)*

Eunkoo Lee  
*Teach North Korean Refugees  
(TNKR) (South Korea)*

Megy Kim  
*Korea Unwed Mothers  
Families' Association  
(South Korea)*

For this presentation, KOTESOL is proud to collaborate with two other outstanding non-profit organizations as part of a new fundraising initiative: Korea Unwed Mother Families' Association (KUMFA) and Teach North Korean Refugees (TNKR). This session will spotlight two at-risk populations living in South Korea, as well as ways English teachers can support them. KUMFA, whose work was highlighted in a 2015 New York Times article, provides support to single / unwed mothers and their children through a broad range of programs, including a housing shelter, school camps, and peer-based counseling. Meanwhile, TNKR is dedicated to supporting refugees from North Korea through English education programs. These include one-on-one classes and speech competitions, whose alumni have gone on to deliver many high profile TED Talks on the ongoing humanitarian crisis in North Korea. In this session, attendees will hear stories from the populations these organizations support and learn about the challenges they strive to overcome. The conference's Program Director highly recommends attending this session!

**SAT****R407**

*Increasing motivation for learning English pronunciation in a MALL classroom*

Vi Lam Ngan Tran

*Ho Chi Minh University of Social Sciences and Humanities (Vietnam)*

This paper reports the results of a quantitative study about the motivation to learn English pronunciation of first-year students in a MALL (Mobile-assisted language learning) classroom at the University of Transport and Communications (UTC). Particularly, students are required to read out loud and record themselves with their mobile phones in order to keep track of their improvements in English pronunciation. Based on the framework of the self-determination theory (SDT), an adapted version of the Language Learning Orientations Scale–Intrinsic Motivation, Extrinsic motivation and Amotivation subscales (LLOS-IEA) is used to investigate the types and levels of motivation for learning English pronunciation of fifty-six first-year students before and after the intervention. The results are discussed in relation to their context and educational implications.



**SAT****R402***Purposeful Annotation: Strategies for Effective Academic Reading and Writing*

Jagrati Chauhan

Juliana Seriani

*York University (Canada)**York University (Canada)*

We realized that international students from different cultural backgrounds face reading comprehension challenges and have limited exposure to practicing annotating skills. In response, we came up with a few approaches that students could use to overcome cultural barriers and motivate them to become active participants in learning annotating skills. In this workshop, we will begin with a discussion on teaching annotating skills, share and demonstrate the annotating strategies that we used along with the worksheets that we developed to assist students, and then lead a discussion on the strategies that participants have used. Finally, we will demonstrate how we incorporate the latest technological tools to encourage participation for both independent and collaborative work on enhancing annotation skills.

**SAT****R401***Korean-specific Classroom: Distinguishing between Be-verbs and Action Verbs*

Gregg Landsman

David Bennette

Charles Junn

*Woosong University  
(South Korea)**Woosong University  
(South Korea)**Woosong University  
(South Korea)*

The Woosong Joint Research Project conducted a quantitative empirical experiment to test the effect of using a comparative linguistics approach in the classroom on ESL/EFL students' production of L2. In this workshop we will share the lesson plan that was used during the experiment. In this lesson plan the differences and similarities in using be-verbs and action verbs are illustrated to Korean students, specifically taking the Korean language into account. The audience will experience and practice making use of this comparative linguistics approach in the teaching of verb structures.

**SAT****P201***Student attitudes towards two types of peer review*

Matthew Coomber

*Ritsumeikan University (Japan)*

Peer review is widely used in EFL writing classes, and research has found that students hold positive attitudes towards both providing and receiving peer feedback. This presentation reports on action research investigating two different types of peer response sheets, one designed by the teacher and one designed by the author of the composition to be reviewed. Responses to surveys revealed that the type of peer review did not impact students' attitudes towards writing in English generally, or peer review in particular. However, it was found that the two styles prompted peer reviewers to give different types of feedback. Furthermore, although all students agreed that both had been useful, 60% preferred the author-directed style. This presentation will explore in detail students' reasons for their preferences.

*Graduate students' knowledge of Global Academic Norms*

Paul Capobianco

*Hokkaido University (Japan)*

This presentation presents results from a graduate student exit survey about what students learned in a class on global research methods and academic norms. In this study, thirty graduate students at a Japanese university were surveyed and interviewed. The results can help identify important differences between academic expectations in Japan and academic expectations elsewhere, which unless addressed, place students at Japanese universities at a disadvantage in the global job market. The responses to this study are applicable to universities elsewhere in Asia. The findings from this research can help teachers, curriculum designers, and researchers develop content in classes that helps students at Asian universities develop skills that will cut the distance between themselves and students elsewhere.

*Better Together: Leveraging Group Dynamics in Conversational English Classes*

Cheryl Woelk

*Soongsil University (South Korea)*

Group speaking tasks in conversational English classes are common in universities or for adult learners. How can teachers support learners to feel comfortable enough with each other to have real conversations with classmates in English? One way is by paying close attention to group dynamics. In this workshop, participants will explore the nature of group dynamics in the conversational English class for adult learners, and how to leverage different group dynamics to elicit conversation in classes of various sizes and proficiency levels. Participants will be invited to engage in several experiential learning activities that include a collaborative group task, reflection on the task, and discussion of broader theoretical implications for their respective teaching contexts.

*Improving Intercultural Empathy and Understanding – The International Virtual Exchange Project*

Matthew Cotter

*Hokusei Gakuen University Junior College (Japan)*

This presentation will introduce how goals to promote cultural understanding can be fostered via the International Virtual Exchange Project (IVEProject). This exchange allows students from non-multicultural countries such as Japan and Korea, to use the language learned in the EFL classroom, to interact with students in other countries. Students interact online in English as a lingua franca using a Moodle platform. Exchanges are carried out over an 8-week period employing various tasks to encourage student interaction. The IVEProject, sponsored by a Japanese government grant-in-aid for scientific research, is free of charge to participants. Tools to address security concerns and improve connectivity between students will be outlined in the presentation along with results from pre- and post-questionnaires showing improvement in students' understanding of their own culture and appreciation of other cultures. The presentation will end with an open invitation for interested teachers to join the fall exchange from 2019.

**SAT****P301*****Integrating Motivation into Young Learner Classrooms through Effective Classroom Management*****Hazel Watling***British Council (South Korea)*

The session is aimed at teachers of young learners, with a particular focus on primary students. We will look at how we can integrate motivation into classroom management strategies in order to help students get the most out of every class they attend. I will address effective ways to introduce reflection to develop learner engagement and how we can increase both individual and group motivation through reward systems. We will also look at dealing with challenging behavior that arises in class, possible reasons for the behavior and how to address it in a consistent and fair way by using positive behavior reinforcement. Teachers will leave the session with a better understanding of classroom management, plus practical take-aways that they can implement with their own classes.

**SAT****P302*****The Impact of Unstructured Talk Time on Willingness to Communicate*****Michael William Brandon***Hanyang University (South Korea)***Shelley Collins***Hanyang University (South Korea)*

As many Korean university core English courses move towards the academic skills considered important in terms of employability (Bodie, 2010), students are afforded little opportunity to speak in English outside of a graded presentation context. Given that Willingness to Communicate (WTC) and frequency of contact in the L2 have a reciprocal relationship, (Dorneyi and Csizer, 2005), students may be missing speaking practice time vital to developing self-perceived competence, a component of WTC. This action research study which explored the impact of the introduction of an unstructured speaking task on WTC, found that such a task did not result in significant improvement in WTC, and suggested that structured, teacher-led time may have a more beneficial effect on student self-perceived competence and overall WTC.

**SAT****P303*****A Fine Balance: Designing Effective Content-based EAP Courses*****Steve Iams***New York University Shanghai (China)***Marcella Caprario***New York University Shanghai (China)*

In this workshop, the presenters will share the design of their content-based English for Academic Purposes courses for first-year students at a Sino-US university in Shanghai. They will reveal their blueprints for bringing together content and language skills for interdisciplinary courses about sustainability, science in the public sphere, and global health. After sharing their course designs, the presenters will guide participants through a series of activities targeting different stages of the design process, allowing participants to experience content-based instruction from the conceptual stage to classroom delivery.

This is a hands-on workshop and participants will leave with ideas of how to build their own content-based courses as well as several practical language activities for the content-based classroom.

*Contextualized Versus Decontextualized Vocabulary Learning*

Leander S. Hughes

*Saitama University (Japan)*

Methods of learning new vocabulary can be roughly divided into two streams: contextualized and decontextualized. Computer assisted language learning (CALL) systems tend to emphasize one method over the other. Those emphasizing a contextualized approach may present a whole text and employ glosses that reveal translations or definitions for target vocabulary when clicked. Meanwhile, systems emphasizing a decontextualized approach rely on flashcards to teach the basic meanings of words. Although evidence exists supporting both approaches, few studies have compared their effectiveness. The presenter will discuss the results of an experiment he conducted with Japanese learners of English which compares the effects of the different methods on productive recall of the target vocabulary, reading comprehension of texts which include those vocabulary, and learners' writing using those vocabulary.

**Saturday 1:55 p.m. Presentations***Diagrammatical: Using an interactive, digital infographic as a grammar reference.*

Andrew Prosser

*Hankuk University of Foreign Studies (South Korea)*

Infographics allow the organization of information according to multiple channels of visual perception, which means multiple attributes of that data can be signaled visually and separately. Interactive infographics, moreover, allow users to filter data. These factors, it is argued, may improve searches. This paper presents comparative action research involving a digital infographic on the use of articles. The study involved two groups of university students, with one group consulting the infographic, the other relevant pages from a grammar book. The research questions were: Could users find information more quickly or determine article use more accurately with the infographic? In the study the 'infographic' group were significantly better at determining correct article use. Analysis suggested this was due to the filtering capability of the infographic.

*Validating a Japanese Sojourner Self-Efficacy in Communication Scale*

Aaron C. Sponseller

*Osaka Jogakuin College  
(Japan)*

Reginald Gentry

*Fukui University  
(Japan)*

Russell S. Kabir

*Hiroshima University  
(Japan)*

Study abroad is considered a high-impact learning experience. The extent to which student self-perception of communicative competence in the language of the host country plays a role a student's decision to engage in study abroad remains under-researched. This study created a Japanese version of the Sojourner Self Efficacy in Communication Scale (SSEC) to measure perceived competence in communication of Japanese undergraduates (N=147) heading abroad. Factor analysis and Rasch modeling indicate the SSEC is multidimensional in the Japanese context - not unidimensional as argued by the instrument's original creators. Those interested in learner beliefs about communication may find this domain-specific self-efficacy scale useful for assessment in future studies related to study abroad.

**SAT****P202*****Building Literacy with Online Interactive Posters*****Stephanie Ptak***Hankuk University of Foreign Studies (South Korea)*

Students in South Korea struggle to build English literacy in the current classroom climate. This action research took place over a two-month period with fifth grade students. The project aimed to build students' literacy through an online platform. I combined a number of previously researched ESL content strategies, an online poster platform, and two types of assessments to build content literacy, as well as students' confidence and enthusiasm. The students successfully completed the project and met the language aims. In conclusion, by combining a number of ESL content strategies with an interactive platform, as well as new ways of assessing student work, this action research showed that fifth grade students are capable of using English in creative and productive ways through new mediums of technology.

**SAT****P204*****Intelligibility of Korean English Pronunciation from a Lingua Franca Perspective*****Justin Paul Barrass***Sungkyunkwan University (South Korea)*

Since L2 pronunciation differs from L1, uniform ELF pronunciation guidelines such as Jenkins's Lingua Franca Core may be inappropriate as different learners likely require focusing on different English varieties. This study researched Korean English (KE) pronunciation from other L2 English listeners' perspectives to determine features which are more (and less) intelligible. Contrastive analyses illuminated likely L1 influence on KE, based on which a script was devised to elicit such features in speakers' recordings. L1 Korean speakers use ELF primarily with L1 Mandarin speakers, so recordings of 14 L1 Korean speakers' speech were sent to 65 L1 Mandarin raters, for transcription. The most frequently mistranscribed utterances exhibited epenthesis, nasal-plosive substitution, /ɜ:/, and /wɔ/. The least problematic features were [əʊ], /r/, and [ʊ]–[u] distinction.

**SAT****P302*****Public Speaking is Like...: Exploring EFL Learners' Public Speaking Anxiety*****Yi-chen Chen***Yuan Ze University (Taiwan)*

The study investigated EFL learners' public speaking anxiety and explored factors in a comprehensive manner, adopting the Personal Report of Public Speaking Anxiety (PRPSA) to determine anxiety levels and a metaphor analysis to provide insight from cognitive perspectives. The participants were 300 EFL learners; gender, nationality, and general English proficiency were examined for the effects. Results show that the EFL learners perceived moderate level of PSA. Nationality and English proficiency level significantly predicted perceived anxiety levels, while gender did not. The conceptual metaphors chosen in the metaphor analysis suggest that being judged by others without a chance to defend themselves most seriously led to anxiety. The CEFR C1 level was deemed as the threshold for making a good public speech.

*Font Choice and Second Language Vocabulary Retention*

Kevin Reay Wrobetz

*Kobe Gakuin University (Japan)*

The font “Sans Forgetica” was developed in 2018 at RMIT University with a design to reduce legibility under the assumption that the increased complexity in reading tasks will increase recall of written information. In order to test the effectiveness of the Sans Forgetica font in English as a Foreign Language (EFL) classroom environments at increasing EFL vocabulary retention, the researcher conducted a semester long study in university EFL classes. This research examines the results of two study groups, experimental and control, in order to ascertain how effective Sans Forgetica is at eliciting higher vocabulary retention rates in university level EFL classrooms. The results of this research suggest that Sans Forgetica may be an effective instructional tool to increase vocabulary retention rates in second language classrooms.

**Saturday 2:30 p.m. Presentations**

SAT

R403

*Tips for Doing Research and Writing a Graduate Thesis or Dissertation*

Rod Ellis

Kara Mac Donald

Bodo Winter

Kevin Kester

*Curtin University and  
Anaheim University  
(USA)*

*Defense Language  
Institute  
(USA)*

*University of  
Birmingham  
(UK)*

*Keimyung University  
(South Korea)*

This is a special session for MA and PhD students to discuss their writing with some of our conference's Invited Speakers. This session provides a supportive knowledge-sharing space for people who are currently doing research and writing an MA thesis or PhD dissertation. As younger scholars are new to the process of conducting research and writing a graduate thesis or dissertation, this session seeks to provide some insider tips on the expectations and requirements of a successfully completed thesis or dissertation. Following introductions and some brief comments made by each of the panelists, the moderator will then facilitate a question and dialogue period. The focus of the panel will be on addressing audience members current research issues, including topics such as the hurdles to getting a Master's or PhD project approved; ethical considerations and fieldwork advice; strategies for writing; tips for the oral defense; and advice for preparing for the job hunt, among other questions audience members may wish to ask.

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**SAT**

**R404**

*Positive Psychology, Positive Discipline: Blending Disciplines in ELT Classroom Management*

Birsen Tütünlü

*Kultur University (Turkey)*

Classroom management systems are the processes adopted by teachers and school managers to maintain appropriate behavior. However, the variety of classroom management systems sometimes causes confusion between positive discipline and classroom management. Positive discipline encourages students to focus on self-discipline, responsibility, cooperation, and problem solving skills. Blending positive psychology into ELT classes will create positive behavior towards language learning and will end up with the creation of positive student identities. However, despite the fact that effective classroom management results in positive outcomes, teachers report a lack of support in implementing classroom management strategies. This paper presents teachers' (N = 105) beliefs and attitudes towards positive discipline for better classroom management. Subject teachers are chosen randomly from kindergarten to upper secondary schools with the maximum diversity sampling method. A questionnaire designed by the presenter and validated by field experts was used to collect the data. It is an ongoing project, and the results will be given during the presentation.

**SAT**

**R405**

*Using a Radio Drama as Input in English Writing Courses*

Keiso Tatsukawa

*Hiroshima University (Japan)*

This paper aims to report the usefulness of using a radio drama in writing classes at university. Until today, very few papers have been reported on its usefulness, especially as input to stimulate writing practice.

A radio-style drama of 11 episodes, *Acapulco Vacation*, was used for English writing courses from 2013 through 2018. Seven different course students (in total 167 students) listened to one of the 11 episodes before each class and worked on open-type comprehension questions. Also, they wrote a 500-word summary of the whole story as an assignment at the end of the course. A questionnaire was conducted to evaluate the course.

Many students found it useful to use the radio drama to practice writing as well as listening, regardless of their English proficiency or majors. Radio dramas can have a powerful potential as useful materials for blending different skills improvement: listening and writing.



**SAT****R406***Improving the Masters of English Education program ---A Chinese case*

Xingwei Miao

Shaoqian Luo

Xiaohui Sun

*Beijing Normal University  
(China)**Beijing Normal University  
(China)**Beijing Normal University  
(China)*

In order to meet the needs of K-12 education in the 21st century, China has implemented the government-sponsored Normal Education Policy since 2007. More and more English majors of this category have the opportunity to apply for a Master of Education program.

Beijing Normal University, the leader of normal universities in China, has started the MEd curriculum reform of training middle school English teachers since 2013. This panel first introduces the background and setting of the English teachers' curriculum reform. Then the English curriculum for MEds will be presented to give a bird's-eye-view of courses and goals. Finally, a specific course, Language Learning Theories and Practice, is introduced. Towards the end of the panel, there will be a wrap-up and a Q&A session.

**SAT****R407***Widgets Inc.: A task-based workplace simulation*

Marcos Benevides

*Atama-ii Books (Japan)*

Widgets Inc. is an international award-winning communicative course with a business theme.

Students are placed in teams to complete a series of connected tasks: to brainstorm fun new products, pitch ideas, run focus groups, design an ad campaign, and more. The course is arranged by an innovative task-complexity syllabus, meaning that it begins with easy tasks and quickly builds to more complex, but still achievable, projects. // Although the focus is on business tasks, the goal is to develop fluency and confidence in real world situations, which makes the course appropriate for non-business college contexts as well. This session is relevant to anyone interested in TBLT or other communicative approaches. Presented by the author, who is a full time university instructor in Japan.

**SAT****R402***Teaching in the Wilderness of Mongolia to the Reindeer Children*

Serdamba Jambalsuren

*MA Educational Studies  
(Mongolia)*

The place where Reindeer herding families live is one of the tourist main destinations in Mongolia. But no one speaks English fluently there. So it is important to teach English to the Reindeer children there. Because there is no electricity and Internet, it is impossible to use technology in the Reindeer place so we used different teaching methods at our training. Based on our students' learning styles and their different ages and levels of knowledge, we chose our own teaching methods. With the aid of English speaking tourists participating in our classes, we had good results in our students' English pronunciation and grammar. We used mostly kinesthetic teaching methods in our classes instead of sitting in the teepee. Language is communication so we had more speaking classes.

**SAT****R401***An ESP Course: Addressing a Gap between Perception and Actuality*

Ian Ramos

*University of Suwon (South Korea)*

To address a gap between input, process, and outcome, a course design that is tailored to suit students' real needs could be drawn through specific English language learning or acquisition. Evans and St. John (1998, p. 121) lay out the basic stages in developing an ESP (English for Specific Purposes) syllabus, namely: "needs analysis, course (and syllabus) design, materials selection (and production), teaching and learning, and evaluation."

In this particular workshop, the presenter will show a scaffolding technique which could help teachers to develop their own course. The basic ESP stages will be used as basis for assessing the 'what' and the 'how' in formulating a course that is rooted from participants' own specific field of expertise or students' real needs validated by teachers themselves.

**SAT****P201***Being Yourself: Teacher Identities and Emotional Labor in ELT*

Devin Joseph Unwin

*British Council (Hong Kong)*

Emotional labor, the management of one's emotions to meet the requirements of work, as it pertains to ELT takes many forms; from the mundane, like being cheerful, to the more profound e.g., when a teacher's beliefs must be hidden. This session starts with an overview of emotional labor and other related theoretical constructs and how these apply to ELT. A post-structuralist view of emotional labor is then taken where the "self" is seen as dynamic. Thus, emotional labor is not viewed as wholly negative but as an area for growth and resistance. A dialogic format is followed with participants engaging with theory while drawing on their experiences. There will also be practical ideas about how this construct can inform teaching praxis, CPD and research.

**SAT****P202***Parental choices in education: An intercultural awareness approach*

Donna Fujimoto

Margaret Kim

Alexis Pusina

Michi Saki

*Osaka Jogakuin**Otemae University**Tokyo International**Doshisha Women's**University**(Japan)**University**College of Liberal Arts**(Japan)**(Japan)**(Japan)*

Both parents and teachers believe that the education of children is of foremost importance.

However, we do not always agree on what are the best methods and what the priorities should be. In this session, we will explore some underlying values and cultural differences through an intercultural training method called the Contrast Culture Method (CCM). CCM is a method developed in the 1960s, and it was originally based on empirical research comparing western and Asian cultural behavior and values. In this session there will be an explanation of CCM, followed by a role play, and then participants will work together to uncover the deeper issues involved in the role play. It is expected that through the collaborative discussion participants will gain new insights and awareness.

**SAT****P203*****Motivating Private Language School Young Learners to do ER*****Lesley Ito***BIG BOW English Lab (Japan)*

Fostering intrinsic motivation to read in English is necessary for an extensive reading (ER) program for children in an private language school, in fact, many studies suggest that intrinsic motivation is the most powerful factor in motivating students to read in their L1 or L2. The presenter will share results of an action research program in an Eikaiwa, a private language school in Japan, and show which methods were most successful in encouraging children to enjoy reading and check out books from the school library. Some of these results directly contradict research on what works with children in English-speaking countries. The presenter will conclude with practical recommendations on improving ER programs in private language schools.

**SAT****P204*****Coteaching– How to Involve Both Teachers in Elementary School Classrooms*****Jennifer Groat***Daejeon Gwanjeo Elementary School (South Korea)*

After teaching in New Zealand, Jennifer came to Korea in 2008 where she has taught in Korean Elementary schools since then. Jennifer has co-taught with many Korean co-teachers with different teaching styles and ideas. She values the differences between the teachers and has learnt something from all of them.

**SAT****P304*****Beyond the Vocabulary, into the Conversation- Usefulness of TPR in EFL Classes*****Bilal Qureshi***Seokyeong University (South Korea)***John Roseberry***Elementary School Teacher (South Korea)*

Total Physical Response (TPR) is a method of teaching language or vocabulary concepts by using physical movement to react to verbal input. The process reflects the way people learn their first language, and it reduces students' reluctance and lowers stress. TPR create a brain link between speech and action to boost language and vocabulary learning. It aims to eliminate the amount of stress learners gain in learning process which is the ultimate goal of EFL teachers. The use of TPR method in language classroom not only allows learners to develop their English skills in an exciting environment, but it also aims to scaffold shy students who feel reluctant to participate.

## Saturday 2:55 p.m. Presentations

**SAT**

**R405**

*Effects of speaking instruction using Differentiated-Flipped Learning on Speaking Ability*

Kanpajee Rattanasang

Pornpimol Sukavatee

*Ph.D. candidate*

*Lecturer in the Education Department*

*(Thailand)*

*(Thailand)*

This study investigated the effects of speaking instruction of Thai EFL undergraduates using differentiated-flipped learning. To this end, 30 undergraduates, who enrolled in an English for Professional Communication course at a public university in Thailand, participated in this instruction for 12 weeks. The participants were required to do the speaking placement test to assess their readiness levels, and it was revealed that there were novice and intermediate levels in this study. During the instruction, the participants participated in exploring the content and doing activities in both online and face-to-face platforms regarding their readiness, interest, and learning profiles. The data were analyzed quantitatively. The results indicated that there was a significant improvement in participants' speaking ability at both levels. It is recommended that this instruction could benefit speaking ability.

**SAT**

**P301**

*Metaphor in the Writing Curriculum*

Joseph Tomei

*Daejeon University and Kumamoto Gakuen University (Japan)*

Approaches to teaching EFL writing, especially longer forms, have tended to use process writing, an approach that has several drawbacks for most educational contexts. In Cognitive Linguistics, metaphor is argued to underpin human language ability, not only helping us to communicate, but organizing thought processes. However, for EFL teaching, metaphor is consigned to classes for advanced learners to 'dress up' their English. Rather than treating metaphor as an advanced topic only available to high-level students, learners at any level should be able to use metaphor to develop writing skills and communicative ability. This presentation will introduce a range of metaphor-based classroom activities that can both be taken as discrete exercises or part of a larger curriculum.

**SAT**

**P302**

*Preventing plagiarism: An integrated technology, pedagogy and content knowledge approach*

Daniel Dusza

*Kanda Institute of Foreign Languages (Japan)*

Plagiarism presents a considerable threat to research and academic integrity. Therefore, this workshop proposes a comprehensive pedagogical solution to preventing the occurrences of plagiarism in both student and academic writing. First, plagiarism is discussed as a clearly defined spectrum of transgressions, then as a transitional stage in language learning. Then, a review of recent technologies, (including online originality detection and concealment service providers) will precede a discussion on how these online-services might be utilized to teach and practice English reading and writing. Finally, a pedagogical solution is offered, which integrates these online-services with plagiarism awareness into the writing process. The results from three trials over subsequent semesters indicate that students who actively take part in this informative pedagogical solution can avoid plagiarism transgressions.

## Saturday 3:30 – 5:15 PM Breakout Sessions

ROOM	3:30-3:50	3:55-4:15	4:30-4:50	4:55-5:15
R 401	<b>Levinson</b> <i>Greek Mythology Vocabulary Building as a Dual Literacy Approach for Korean ELL's</i> Voc YL		<b>Yoko</b> <i>Benefits of Focus-on-form Instruction in the EFL Language School Classroom</i> Mult YL/S/U/A	
R 402	<b>Watling</b> <i>Accommodating Adults with Special Educational Needs: Dyslexia and ADHD</i> Oth U/A		<b>D'Ath</b> <i>Utilizing the Power of the Enthymeme for Language Proficiency</i> Mult U	
R 403	<b>Hsueh</b> <i>Applying Mreader in an Extensive Reading program: Does it make reading more fun?</i> Read U/A	<b>Lee-Johnson</b> <i>Voices from USA K-12 Teachers: Analyzing Blog Postings with Heteroglossia</i> Just YL/S/U/A	<b>Cohen</b> <i>Exploring Ways in Which Being a Native or a Nonnative Teacher May Influence the Teaching of Target-Language Pragmatics</i>  <b>INVITED →</b>	
R 404	<b>Winter</b> <i>New Research on Gesture: Implications for Language Learning and Teaching</i> <b>FEATURED</b>		<b>Ryan</b> <i>A Person-Centered Approach: What It Means and Why It Matters</i> <b>FEATURED</b>	
R 405	<b>Vungthong</b> <i>What is missing in Thailand's English curriculum?: A comparison study</i> Soc YL/S/U	<b>Tran &amp; Nguyen</b> <i>Using peer-review through Blackboard to improve presentation skills in Vietnam</i> Conv U	<b>Jeon, Suren, Vizconde, Yuliasri &amp; Wang</b> <i>Women in Leadership in ELT</i>  <b>FEATURED PANEL →</b>	
R 406	<b>Miao, Luo &amp; Sun</b> <i>Improving the Masters of English Education... (cont.)</i> PD S/U <b>PANEL</b>		<b>Hale, Spraggins, Ewing &amp; Caballero Orozco</b> <i>LGBTQ+ Identities in ELT: How is it even Relevant?</i> Just YL/S/U/A <b>PANEL →</b>	
R 407	<b>Roger</b> <i>Putting Language to Work: Applied Linguistics / TESOL at Macquarie University</i> PD YL/S/U/A <b>Macquarie</b>		<b>Davenport</b> <i>Encouraging Speaking in the Second Language Classroom</i> Conv U/A <b>Cambridge</b>	
P 201	<b>Choi &amp; Kim</b> <i>Fostering Global Citizenship Education through Secondary School Pen-pal Projects</i> Cult S/U		<b>Ahmed</b> <i>Teachers as Tutors: Changing Perceptions and Practices in Writing Conferences</i> Oth U	
P 202	<b>Fujimoto, Kim, Pusina &amp; Saki</b> <i>Parental choices in education... (cont.)</i> Cult YL/S/U/A	<b>Twitchell, Loh &amp; Colmerauer</b> <i>Roll for initiative: using TRPGs for communication and critical thinking</i> Mult U/A		
P 203	<b>Bieri</b> <i>Engaging digital natives with gamified learning apps: Quizlet and Kahoot!</i> Tech YL/S/U/A		<b>Chodzko</b> <i>Putting IELTS Writing Task 1 Academic to the test</i> Test U/A	<b>Apriyanti &amp; Zul Bahri</b> <i>Developing Critical Literacy on News in Social Media; Utilizing Multiliteracies in ESL Indonesian Students</i> Read S/U/A
P 204	<b>Raman &amp; Yap</b> <i>Integrated Pedagogy and Instructional Efficacy in Optimising Learning</i> CBI YL/S <b>MELTA</b>		<b>Davis</b> <i>Short-term professional development for teaching English for academic purposes</i> PD U	<b>Kim</b> <i>A Study on Chatbots for Enhancing EFL Grammar Competence</i> Tech U/A <b>KAMALL</b>
P 301	<b>Tomei</b> <i>Metaphor in the Writing Curriculum</i>		<b>Lee &amp; Kester</b> <i>Writing and Publishing Academic Papers Well: Tips for Success</i> PD YL/S/U/A <b>*KOTESOL* →</b>	
P 302	<b>Dusza</b> <i>Preventing plagiarism: An integrated technology, pedagogy and content knowledge approach</i> Test S/U/A		<b>Ho &amp; Wong</b> <i>Cohesion: An ELT model that fits all school-based curricular</i> Tech S <b>→</b>	
P 303 '101s'	<b>MacLean</b> <i>How Can Cloud Computing Help Your Teaching?</i> 101Tech S/U		<b>Marshall &amp; Dzieciolowski</b> <i>Promoting Language Production Through Classroom Games</i> 101Peda U	
P 304 '101s'	<b>Sten &amp; Baldwin</b> <i>Keep Calm: Effective Classroom Management Skills For Young Learners</i> 101CMgt YL			
CAFE			<b>Poster Session B (3:45-5:45 PM)</b>	
BI Lobby			<b>*KOTESOL GIVES BACK!*</b> Donations Table for Teach North Korean Refugees (TNKR) & Korea Unwed Mothers' Families Association (KUMFA) →	

## Saturday 3:30 Presentations

**SAT**

**R403**

### *Applying Mreader in an Extensive Reading program: Does it make reading more fun?*

Hui-Chun Hsueh

*Chinese Culture University (Taiwan)*

This presentation describes an action research which investigates the effectiveness of an online extensive reading (ER) assessment tool-Mreader in a semester-long extensive reading program at a private university in Taiwan. The benefits of ER have been well accepted and promoted by different researchers. Despite knowing the positive effects of ER, encouraging Taiwanese EFL learners to read extensively in English might be challenging especially when learners have little exposure to English. Firstly, the presentation will report the results regarding how applying MReader can motivate Taiwanese EFL learners to read extensively, what learners perceive the use of Mreader, and whether Mreader motivates learners to read extensively. Then, challenges and implications will be discussed for attendees who would like to conduct an ER program in their classrooms.

**SAT**

**R404**

### *New Research on Gesture: Implications for Language Learning and Teaching*

Bodo Winter

*University of Birmingham (UK)*

Gesture is ubiquitous. When we talk, we can't help but to move our hands, and so far, speakers from all cultures have been found to gesture. The interdisciplinary study of gesture spans research in education, linguistics, psychology, and neuroscience, and it has produced a number of important results: For example, research has shown that speakers have difficulty retrieving words from memory when their hands are occupied. Research has also shown that students' gestures give clues to their understanding of concepts, and the gestures of teachers help students learn new words and concepts. In this talk, I will review interdisciplinary gesture research conducted at the University of Birmingham and elsewhere, and I will outline implications for language learning and teaching.

**SAT**

**R405**

### *What is missing in Thailand's English curriculum?: A comparison study*

Sompatu Vungthong

*King Mongkut's University of Technology Thonburi (Thailand)*

Thailand has been ranked by EF EPI as having either low or very low English language proficiency. Through a corpus-based approach, this study analyzed Thailand's English curriculum in comparison to that of other countries with very high English language proficiency by comparing the Thai curriculum against that of Sweden (with the highest language proficiency in the world), Singapore (with the highest language proficiency in Asia) and England (an English-speaking country). Through a keyword analysis and a further consideration of concordance lines, the results show three main themes of keywords which are not found in Thailand's English curriculum: 1) English learning strategies, 2) English productive skills and 3) the focus on contexts. The study sheds light on the implications for English language teaching, curricula, and policies.

**SAT****R407*****Putting Language to Work: Applied Linguistics / TESOL at Macquarie University*****Peter Roger***Macquarie University (Australia)*

Applied Linguistics can be broadly defined as the application of language study to address real-world challenges. For many people, this takes the form of a career in language education. Whether you are an early career language teacher or an experienced practitioner looking at Master's or Doctoral level qualifications, Macquarie University in Sydney has a program – on campus or online – to suit you.

Our underlying philosophy is that language is fundamental to human existence and has important work to do. Our courses therefore explore in depth the ways in which language works, showing how linguistic elements like grammar, vocabulary and pronunciation are deeply connected with issues of identity, diversity, social justice, and intercultural communication. If you're passionate about language, we'd love to have you join us!

**SAT****R402*****Accommodating Adults with Special Educational Needs: Dyslexia and ADHD*****Andrew Watling***British Council (South Korea)*

It is estimated that proximately 15% of the population have dyslexia, while over 5% have some form of ADHD. This means that a significant proportion of our English language learners may be held back by these disorders, with very few are getting the support they need. This session will focus on two main areas: raising awareness of how learners with dyslexia and ADHD may differ from other students, and providing practical information for teachers on how to accommodate these learners in the classroom. We will look at how we can navigate the thorny issue of not knowing which of our learners have these Special Educational Needs, and how we can make adjustments for students which avoid singling them out, and are often beneficial for the whole class.

**SAT****R401*****Greek Mythology Vocabulary Building as a Dual Literacy Approach for Korean ELL's*****Samantha Rose Levinson***Self Employed Educator (South Korea)*

The guiding question addressed in this research is: How will the use of task-based vocabulary activities to support literacy development affect the vocabulary acquisition of elementary Korean English language learners? It documents one teacher's curriculum development of two units of sixth grade English that offer a new perspective to ELL vocabulary acquisition by building vocabulary using morphological training, then access and build on background knowledge through practical applications which lead to higher comprehension. This project a) explores the role that task-based curriculum plays on literacy development focused on the development activities that supports the vocabulary development of elementary Korean English language learners using Greek root words and affixes beyond vocabulary word lists. b) Uses grapheme, phoneme, morpheme awareness, integrated in a way that helps students understand how words are built and takes the form of a unit plan adapted from Understanding by Design Backward (Tomlinson & McTighe, 2006). c) Activates student knowledge in the application phase through personalized communication practice

**SAT****P201***Fostering Global Citizenship Education through Secondary School Pen-pal Projects*

Heehwa Choi

*StoryPal  
(South Korea)*

Minji Kim

*Busan International High School  
(South Korea)*

Pen-pal writing in the modern classroom is best done by integrating instructional technology. When provided with sufficient guidance, online pen-pal activities can be effective for students of various levels of English. Connecting pen-pals from different cultural backgrounds can help students recognize the uniqueness of individuals across cultures, breaking stereotypes and assumptions. By using the framework of the UN's 17 Sustainable Development Goals, teachers can help students see English as a tool for global expression. In this session, a Korean high school teacher will first share a few case studies of pen-pal projects in her own classroom. Then, the second presenter, who has developed an online pen-pal platform, will offer tips on running successful pen-pal projects. Participants will also be encouraged to discuss their own ideas.

**SAT****P203***Engaging digital natives with gamified learning apps: Quizlet and Kahoot!*

Thomas E Bieri

*Nanzan University (Japan)*

Do you ever wish your students were as engaged with the classroom activities as they are with their smartphones? This hands-on workshop will help you promote student use of their own devices in cooperative and gamified study in the classroom and beyond. It will introduce Quizlet, Quizlet Live and Kahoot!, applications that can help promote lexical and grammatical competencies, spark discussion, and be used for individualized study. In addition, instructors can use these apps to help determine how well students are understanding materials. You will try several learning activities, learn how to create, share and use existing sets and games, see where to get additional free support, and be showed how to make free accounts. Have an internet-connected device with you for maximum benefit.

**SAT****P204***Integrated Pedagogy and Instructional Efficacy in Optimizing Learning*

Chandrakala Raman

*MALAYSIAN ENGLISH LANGUAGE TEACHING  
ASSOCIATION (MELTA) (Malaysia)*

Yoke Chin Yap

*School Improvement Specialist Coaches  
(SISC+) (Malaysia)*

Establishing a platform for optimizing learning (OL) is every teacher's ultimate strive. Adhering to integrated pedagogy which subscribes to both tech-based and non tech-based strategies is a fundamental forward to this end of optimizing learning. Needless, one of the ultimate acts to render possible OL, is teacher instructional efficacy, such that, an effective pedagogy that is of inter-disciplinary nature is established. This workshop aims to show that, within the context of 21st Century teaching and learning, planned teacher acts, encompassing both integrative pedagogy and instructional efficacy, ensures OL as an assured eventuality. This sharing is based on classroom experiences, co-presented by two School Improvement Specialists Coaches Plus' (SISC+) who has done coaching of English Language teachers in Malaysia for the past five years in primary and secondary schools respectively.



**SAT****P303***The Power of a Growth Mindset for English Language Learners*

Ediri Okoloba Anderson

*CamEd Business School (Cambodia)*

A student's mindset affects his/her ability to learn, take academic risks, recover from mistakes, and ability to encourage others' learning in class. This workshop will empower you to foster a growth mindset in your students. A growth mindset will help your students build their confidence to speak, write, comprehend and read English in challenging circumstances, change the way they (and you) view mistakes, and do cooperative learning. You will leave the workshop with a basic understanding of the two mindsets, how they affect students in the classroom and practical strategies to develop a growth mindset in the classroom including how to give feedback that increases motivation, the role of diverse teaching strategies, and provides steps to teach the value of challenge in the learning experience.

**SAT****P304***Keep Calm: Effective Classroom Management Skills For Young Learners*

Katrina Sten

*PEAK English Academy  
(South Korea)*

Jeff Baldwin

*Gwangju Institute of Science and Technology  
(South Korea)*

In this interactive workshop we will introduce and practice skills that help you manage young children without resorting to threats and disciplinary actions. We will begin our workshop by addressing how you can anticipate and curtail potential behavioral issues in your class. We will then discuss how to set classroom expectations with your students, and how to reset these expectations throughout the semester. We will briefly discuss using rewards systems with students, going over the positive and negative aspects as well as practical implementation. Finally, while taking time to structure your classroom can solve many issues before they occur, children are unpredictable and full of energy. We will finish our workshop by resolving some common classroom issues in real time, without resorting to discipline.

**Saturday 4:30 p.m. Presentations****SAT****R403***Exploring Ways in Which Being a Native or a Nonnative Teacher May Influence the Teaching of Target-Language Pragmatics*

Andrew D. Cohen

*University of Minnesota (Emeritus) (USA)*

Part I: The workshop will start by pointing out that the research literature has downplayed the significance of whether target-language (TL) instructors are native or nonnative speakers of the language that they are teaching. The case will be made that with regard to pragmatics instruction, there are advantages to being nonnative and that there are also advantages to being a native speaker. Examples of both will be provided, drawing largely on an international survey of both groups of teachers.

Part II: In the hands-on part of the workshop, participants will discuss first in small groups and then with all workshop participants their responses to a 20-item questionnaire which they will be requested to fill out before the workshop. (There are slight differences between the native- and nonnative versions of the questionnaires.) The aim of the workshop is to heighten teachers' (and developing teachers') awareness as to how they deal with their knowledge of TL pragmatics in the language that they teach or intend to teach.

**SAT****R404***A Person-Centered Approach: What It Means and Why It Matters*

Stephen Ryan

*Waseda University (Japan)*

In recent years, foreign language education has significantly shifted away teacher-centered approaches to more learner-centered ones. Language learning outcomes are no longer seen as simply a product of teachers and teaching; there is a greater awareness of the contributions language learners make to their own learning. However, there are indications that we are now moving away from – beyond – this approach towards a more person-centered account of language learning. In this talk, I will discuss what is meant by a “person-centered approach,” the implications for research in terms of expanding the agenda beyond its narrow linguistic base, and the merits for classroom practice, especially in contexts where foreign languages are being taught as a compulsory subject within a broader curriculum.

**SAT****R405***Women in Leadership in ELT*

Ji-hyeon Jeon

President of AsiaTEFL,  
Professor at Ewha  
Woman's University

Chimed Suren

ELTAM Board Member,  
Researcher at the  
National University of  
Mongolia

Issy Yuliasri

Lecturer at the State  
University of Semarang,  
TEFLIN Representative

Camilla Vizconde

Department Chair at  
University of Santo  
Tomas, PALT  
Representative

In this discussion panel, four esteemed women in leadership positions in the field of education will reflect on their respective career paths. They will share stories of their growth as leaders in the field, discuss the challenges and inspirations that have shaped them, explore how their identity as women - and particularly as women in Asia - has impacted their careers, consider the responsibilities of women in power in their contexts, from the Philippines to Indonesia to Mongolia, and suggest implications for the next generation of female leaders in education in Asia. This panel session will nicely complement our featured panel session on "Women in Leadership in Korea."

**SAT****R406***LGBTQ+ Identities in ELT: How is it even Relevant?*

Luis Roberto

Caballero Orozco

*KOTESOL Diversity  
Chair (South Korea)*

Bryan Hale

*Yeongam High School  
(South Korea)*

Edward Spraggins

*Woosong University  
(South Korea)*

Eden Ewing

*Hagwon Teacher  
(South Korea)*

In this session, panelists will aim to address one central question: “How is sexual orientation relevant to English language teaching?” A case will be made for why this increasingly important topic on both local and global levels does indeed have profound implications on student lives, teacher duties, classroom dynamics, and the community at large. Speakers will share their own experiences and insights on a range of themes, including “coming out,” supporting queer students, engaging in classroom discussions, and understanding fast-changing attitudes on sexuality in Korean society. Members of the panel include Korea-based English teachers, researchers, and community leaders, who strive to create more inclusive, affirming spaces in schools for LGBTQ+ students and teachers. All are welcome to attend and be a part of this discussion.

**SAT**

**R407**

*Encouraging Speaking in the Second Language Classroom*

Allen Davenport

*Cambridge University Press*

This session will serve as promotion for Cambridge University Press's new conversation title, Evolve.

**SAT**

**R402**

*Utilizing the Power of the Enthymeme for Language Proficiency*

Anthony D'Ath

*Korea University (South Korea)*

Missing or assumed premises and conclusions in arguments are termed 'enthymemes' in logic and are very common in written and spoken language. This workshop will demonstrate how to utilize exercises with enthymemes through which students can enhance correct semantics and comprehension in a second or foreign language. It will be demonstrated how the learner can be assisted in producing sentence patterns at a native level of proficiency, avoiding and even overcoming some fossilized errors with this technique. Along with a brief explanation, participants in this workshop will be presented with exercises that they can engage in that practically demonstrate the technique. Some challenging problems, even for native speakers, will be given along with the means to present similar problems at the appropriate student level.

**SAT**

**R401**

*Benefits of Focus-on-form Instruction in the EFL Language School Classroom*

Takano Yoko

*Meijo university (Japan)*

Focus-on-form instruction (FFI) is a type of communicative grammar teaching that can make an EFL classroom dramatically more active. FFI can help students notice each grammar form bears meaning so that they can make it easier to apply these forms when writing or speaking. Moreover, using FFI in the classroom allows for a more student centered classroom, as students can collaborate on tasks that use all four skills in English. The result is increased student confidence in using the target grammar forms both in the classroom and outside. The presenter will show results of Action Research conducted in a small language school in Japan as well as demonstrate how this method can be fun and helpful for students in the EFL classroom.

**SAT****P201***Teachers as Tutors: Changing Perceptions and Practices in Writing Conferences*

Fayaz Ahmed

*Sultan Qaboos University (Oman)*

This interactive workshop examines the changing dynamics of a University Writing Centre to explore the challenges experienced by a group of teachers who also conduct one-to-one writing conferences, and the coping strategies they develop to meet these challenges successfully as they switch between product-oriented classroom discourse and process-driven personalized conferences. The workshop will use a variety of potential real-world scenarios based on a case study to build a consensus on the key elements of an effective writing conference through discussion and reflection. Its relevance lies in the way it seeks to address beyond its immediate context, some of the larger themes in writing center discourse such as cognitive scaffolding and writer autonomy to offer a fresh perspective on the teacher-tutor binary.

**SAT****P203***Putting IELTS Writing Task 1 Academic to the test*

Kate Chodzko

*British Council (Hong Kong)*

As teachers, we spend hours in the classroom teaching students how to approach IELTS Writing Task 1: select key features, include a clear overview, steer clear from stating an opinion... But to what extent would educated native speakers be able to do the same? Is it possible to do well in this type of task without knowing the requirements, or is backwash a must? Do university students ever write similar types of tasks, or is IELTS Writing Task 1 just a 'test genre'? In this presentation, I will discuss the results of my research in hopes of answering the question: Is IELTS Task 1 a valid, authentic task?

**Saturday 16:30 Presentations****SAT****P204***Short-term professional development for teaching English for academic purposes*

John McEwan Davis

*Educational Testing Service (USA)*

This presentation discusses a research project investigating best practices in short-term instructor training for teaching English for Academic Purposes (EAP). The talk demonstrates how research findings and best practices informed the creation of a blended training program designed to help international English instructors develop EAP teaching skills. The research project investigated the extent to which several technology-mediated and face-to-face training strategies facilitated the learning of new concepts and meaningful implementation of new teaching skills in language classrooms. On the basis of project findings, the presentation proposes several strategies for offering blended, short-term teacher training to instructors with specific linguistic, educational, and professional needs.

**SAT****P301***Writing and Publishing Academic Papers Well: Tips for Success*

Mikyong Lee

Kevin Kester

*University of Munich (South Korea)**Keimyung University (South Korea)*

This 80-minute session will be divided into two parts. The first part will explore academic writing strategies for MA/PhD students and early career academics. Specifically, the structure of a scientific manuscript as well as general tips for writing manuscripts and MA/PhD thesis will be presented. The second part will survey the various publishing indexes prioritized in Korea and offer general tips for publishing in high-impact journals and other venues. The session will overview the role of originality, rigor, and scientific impact in defining top papers, including discussion of the related metrics of JCR ranking, Impact Factor, Cite Score, h-index, and the influence of research grants and international collaborators. Practical tips on publishing from the perspective of authors, editors, and peer reviewers will be provided, as well as tips for acquiring research grant funding, maintaining an online academic presence to disseminate the research, and research considerations for promotion to tenure.

**SAT****P302***Cohesion: An ELT model that fits all school-based curricular*

Ka Lee Carrie Ho

W. L. Hailey Wong

*University of Saint Joseph (Hong Kong)**(Macao)*

This workshop is designed to help teachers develop effective ELT multimedia strategies integrated with elements of global citizenship for improving students' language learning outcomes as well as developing students' leadership skills. By analyzing four major language skills with adjustments based on the concepts of Bloom's taxonomy and a newly developed model named "Cohesion", we will share how the lessons are taught to tailor to the needs of different students. In doing so, we can see how authentic learning takes place in a classroom. We will then share ideas on how different language learning domains can be taught together with other important skills that students in the 21st century should acquire. We will also share resources and how they can be adopted by teachers in their own contexts.

**SAT****P303***Promoting Language Production Through Classroom Games*

Annelise Marshall

Laura Dzieciolowski

*Tokyo International University (Japan)**Tokyo International University (Japan)*

Games in the ESL classroom have the potential to increase student motivation and engagement, while creating a more learner-centered classroom (Cervantes, 2009). This interactive and practice-based workshop will show teachers how to use different games to promote language learning and motivation in their class. The presenters will introduce a variety of games that facilitate rapid production practice of vocabulary, grammar, and pronunciation to increase English fluency. Attendees will get to participate in several short demonstrations of games, and will hear an outline of other games that can be used. At the end of the session, attendees will have an improved understanding of which games are suitable for their own students' learning needs and will feel increased confidence to apply these games in their own classrooms.

## Saturday 4:55 p.m. Presentations

**SAT**

**P203**

### *Developing Critical Literacy on News in Social Media; Utilizing Multiliteracies in ESL Indonesian Students*

Erah Apriyanti

*Enigma Pakar Lingua-Indonesia  
(Indonesia)*

Aldi Zul Bahri

*Enigma Pakar Consulting  
(Indonesia)*

Accessing social media has been a daily need for Indonesian society to get information. According to the survey by Mark plus Insight in 2010, it is showed that Indonesian internet users were tending to relinquish conventional media as their main source of Information. The survey findings showed that the internet had become the first preference for seeking information and entertainment, after television., Indonesia is among the top three countries in the world in terms of the number Facebook users. Moreover, in 2012, the highest increase in the number of twitter users in the world, at 44,2 %, occurred in Indonesia (Ambardi,2014). This paper is aiming at describing how to use simulation game to teach critical thinking on fake news in social media to students.

**SAT**

**P204**

### *A Study on Chatbots for Enhancing EFL Grammar Competence*

Na-Young Kim

*Sehan University (South Korea)*

Chatbots have improved at a steady pace, stimulating conversations through artificial intelligence. Following this trend, many studies have been conducted on how chatbots can be used for educational purposes, especially for English language learning. Nevertheless, little is known about whether they are effective for enhancing English grammar competence. With Korean English language learners, chat sessions were held. Divided into two groups, participants engaged in chats with either a chatbot or a human partner. Pre- and post-test results indicate significantly improved grammar skills for both groups. More importantly, a statistically significant difference was found in the improvement between the two groups, suggesting the superior effects of chatbot use. This research provides insights into the use of A.I. chatbots for enhancing grammar competence in EFL class.

## Saturday 5:30 p.m. Presentations

**SAT**

**R404**

### *Drawing on Skillsets Outside of ELT to Inform Instructional Practice*

Kara Mac Donald

*Defense Language Institute (USA)*

There is an immense benefit to understanding skill transfer: how skills from a previous field of study, profession, and/or personal discipline inform you as a language teacher. There is even a greater value in explicitly drawing on this diverse skillset for instructional practice, as making conscious connections between the overlap of skillsets permits deliberate and effective use of these skills. When deliberate, thoughtful, and measured actions can be implemented for student learning outcomes. Also, the act of assessing the overlap of skillsets between distinct fields is a form of reflective practice and professional develop. Identifying both the hard skills and soft skills you possess from professions and/or disciplines outside ELT should be easy. Connecting the skills and practically identifying how they can inform and enhance your ELT is key and may be challenging. The session begins by describing skills transfer to frame the examination of subsequent sample case studies, followed by the description of a “rubric” for attendees to assess their own skillsets as well as resources for further reading and use.

**SAT**

**R402**

### *Developing Young Learners’ Language Skills with Storytime*

Kiyomi Ishigaki Stevens

*Edgewalker Education Services, LLC (USA)*

The goal of this workshop is to share how to effectively incorporate story time into a preschool curriculum, where students will have opportunities to build their reading comprehension skills in English while becoming familiar with stories often read by preschool students in the United States. In this workshop, attendees will learn how they can implement English story time into a preschool curriculum. In addition, attendees will learn how to create lesson plans centered around a book widely recommended and read among young learners in the United States and supplemental material that can be used to enhance students’ reading comprehension.

**SAT**

**R401**

### *How Can Cloud Computing Help Your Teaching?*

George MacLean

*University of the Ryukyus Global Education Center (Japan)*

This workshop will discuss and demonstrate the basics of how cloud-computing can help you augment and improve your teaching and classroom administration, notably in the areas of communication with students, collection of assignments, dissemination of feedback, and grading. Programs and applications from several commercial applications, especially the Google Suite for Education, will be discussed and used with an aim of developing a more learner-centered, interactive classroom environment where students are encouraged to play a more dynamic role in their learning experience. Outcomes of the workshop should include (1) Awareness of learner-centered pedagogical practices and how to implement them using cloud computing (2) Immediate knowledge of how to apply the Google Education Suite in varied educational settings, and (3) How to better communicate with students.

**SAT****P201***Transforming Students' Pronunciation Problems with Haptic Touch*

David Bishop

*Tokyo International University (Japan)*

This pronunciation workshop is designed to let teachers retake ownership of the classroom pedagogy when it comes to pronunciation at the morphological level. Teachers will learn haptic pronunciation techniques developed by linguistics luminary Bill Acton, PhD, and by the end of the workshop, will be able to convey mastery of the North American /th/, /f/, /v/, /l/, /n/ and /r/ to students who will gain autonomy over their own pronunciation proficiency, and awareness of where their current failures lay. The presenter will employ the skills learned as a student of Dr. Acton, tested at Tokyo International University, and presented at the International Thai TESOL 2019 Conference in Bangkok, to demonstrate to teachers specific techniques designed to fit any classroom at any level, and within minutes lead students to perfect morpheme pronunciation of a native North American speaker of English.

**SAT****P202***How to PUSH Speaking and Listening Lessons*

Roger Todd Beuckens

*Ritsumeikan Asia Pacific University (Japan)*

For many students, listening and speaking are two skills that get little attention inside and outside of class. The presentation will look at ways teachers can increase both listening and speaking activities in their lessons and do so efficiently. The presentation will show examples of activities that have worked successfully in previous lessons, as well as look at how to produce, use, share and host such lessons. Attendees will also learn how to assess these lessons in an efficient manner and how to analyze and grade student participation.

**SAT****P203***Online self-marking typing, speaking, listening or reading vocabulary levels tests*

Young Ae Kim

*Kansai University Graduate School of Foreign**Language Education and Research (Japan)*

Stuart McLean

*Osaka Jogakuin University (Japan)*

This presentation, first, describes self-marking vocabulary levels and size tests ([vocablevelstest.org](http://vocablevelstest.org)) which allows the selection of the word list on which a test is based, the size of test bands (100, 500, 1000), the range of the test bands, and the sampling rate, has been created for researchers and teachers. Administrators can select meaning-recall, reading, listening, form-recall, typing, or speaking-modalities. Tests are self-marking, and test administrators can download dichotomous data and actual responses. A bank of alternate correct responses ensures that all possible correct responses are marked as correct. Classical test theory, IRT analysis, and post-test interviews indicate the tests provide, reliable and accurate estimates of vocabulary levels and size estimates. Second, this presentation provides mixed-methods validity evidence.



**SAT****P204***Beliefs of science majors toward learning the English language*

Peter Lutes

*Kagawa University (Japan)*

This presentation focuses on beliefs of science majors on learning English as a foreign language (EFL). Beliefs are influential in adult learners' actions and behaviors, and play an important role in the learning process and outcomes. Research into beliefs has identified a disparity between the beliefs of EFL learners and language educators which may act as an impediment to language learning success. The beliefs of approximately 150 second year Japanese science majors were investigated using the Sakui and Gaies instrument, which has been used in studies at the secondary and tertiary levels (but not with science majors). The results, which outline the beliefs expressed by Japanese science majors, will be presented and discussed in the context of beliefs of the "good language learner". The presenter will discuss how these results might inform classroom practice for EFL education for science majors.

**SAT****P303***Classroom Anthropology: An Exploration of Culture and Class Management*

Jeff Shelley

*MAGNA CVM LAVDE (South Korea)*

Whether consciously recognized or simply unnoticed, all the classes we teach will develop their own unique culture. This is organic. If students behave well and put forth academic effort in the promise of being rewarded, then their educator has created a meritocracy. If pupils consistently arrive to class tardy, then a ritual has been established. Culture manifests itself in all social groups with or without the intention of its human constituents. It is happening in our classes right now, which, of course, offers us a fantastic opportunity to inspire our students! This interactive presentation is designed to challenge the traditional concept of what class management is composed of, what it should be, and also explores what class management has the potential to become.

**SAT****P304***Grading with rubrics and spreadsheets*

Kent Lee

*Korea University (South Korea)*

Rubrics are assessment tools that facilitate grading and provide feedback to students in a more efficient manner. In this workshop, we will talk about different types of rubrics, such as weighted rubrics, and rubrics for different domains such as major writing and presentation assignments, minor assignments, and even areas that are harder to quantify such as course participation grades. We will also discuss possible pitfalls of rubrics, and other tips for assessment. Then we will cover spreadsheet tips for grading and providing feedback, including more complex spreadsheet setups (such as vlookup formulas to manage data for course management), email merging to send feedback via email software (such as Thunderbird), and using Google Forms with rubrics and spreadsheets for grading major assignments.

## Special KOTESOL Gives Back! Session Reminder



### Supporting Low-Income Single-Mother Households & North Korean Refugees

**SATURDAY**

**R405**

KOTESOL is proud to collaborate with two other outstanding non-profit organizations for a special session: Korea Unwed Mother Families' Association (KUMFA) and Teach North Korean Refugees (TNKR). This session will spotlight two at-risk populations living in South Korea, as well as ways English teachers can support them. KUMFA, whose work was highlighted in a 2015 *New York Times* article, provides support to single / unwed mothers and their children. This is done through a broad range of programs, including a housing shelter, school camps, and peer-based counseling. Meanwhile, TNKR is dedicated to supporting refugees from North Korea through English education programs. These include one-on-one classes and speech competitions, whose alumni have gone on to deliver many high profile TED Talks on the ongoing humanitarian crisis in North Korea. In this session, attendees will hear stories from the populations these organizations support and learn about the challenges they strive to overcome. The conference's Program Director highly recommends attending this session!

#### Saturday 5:55 p.m. Presentations

**SAT**

**R406**

*A Literature Review on Queer Frameworks for Education & Literacy*

Maria Lisak

*Chosun University (South Korea)*

Three articles are outlined regarding queer literacy and connected to teaching English in South Korean classrooms. Critical memoirs of a gay educator show reflective conversations tracing the discursiveness of learning which helped him to navigate his personal and professional paths within the education system. Discussion from previous workshops in South Korea on LGBTQ+ topics are shared as a collective critical memoir. An article on the theory and application of queer literacy frameworks will be outlined and shown how they can inform curriculum choices. Additionally, an article on the affective alignment of emotional labor and its impact on inclusion are connected to the experiences of English teachers in Korean classrooms.

**SAT****P203**

*Developing instructional frameworks to CLIL with Cognitive and Vygotskian perspectives*

Akie Yasunaga

*Tokyo Denki University (Japan)*

In this presentation, I revisited two dominant schools from Applied Linguistics; one is Cognitive Linguistics and the other Socio-cultural theory. Then, I will examine the aforementioned approaches and instructional phases from these SLA theoretical perspectives. In particular, two questions will be discussed, practicing effects of linguistic knowledge and the transformational phase known as the ZPD. Finally, I will address holistic unified instructional approach to CLIL, incorporating interpersonal communicative, and literary engaged presentational phases in the instructional framework.

**SAT****P204**

*Meaning-focused vs. form-focused activities in Elementary School English Lessons*

Shinichi Inoi

*Ibaraki University (Japan)*

Japanese elementary school students have been learning English under the name of “foreign language activities” since 2011. Some have favorable attitudes towards English lessons, while others have negative ones. What brings about such different attitudes? A five-item questionnaire survey was designed and conducted to reveal Japanese 5th and 6th graders’ different attitudes toward English lessons. In this study, English lessons that students felt were of a “low” level of enjoyment, and lessons they considered “high” in terms of enjoyment were considered in terms of specific language activities used in those lessons. A comparison indicates that, in lessons with high enjoyment rates, children were more likely to be engaged in meaning-focused activities; while classes with low enjoyment rates tended to involve children in form-focused activities.

**SAT****P302**

*Sans Forgetica: Typography’s Effect on ESL/EFL Reading Comprehension*

Robert Dykes

*Jin-ai University (Japan)*

Research has found that harder to read fonts can increase reading comprehension and interpretation of information (Diemand-Yauman, Oppenheimer, Vaughan, 2010). This phenomenon is called “desirable difficulty.” Second Language Acquisition researchers have examined information processes such as “noticing” and “attending”, but few projects have looked at English typography’s effect on desirable difficulty in ESL/EFL. Sans Forgetica, a font recently developed by a multi-disciplinary team of psychologists and typographic design specialists, was designed specifically to maximize desirable difficulty (<https://sansforgetica.rmit>, 2018). The author introduced Sans Forgetica, through six short reading passages, to a group of 55 Japanese CEFR A1/A2 university EFL learners and tested the effect of desired difficulty on reading comprehension.

KOTESOL

# Reflective Practice

SPECIAL INTEREST GROUP

- *Meet, share, and reflect on your teaching practice with fellow language teachers*
- *Meetings both in-person and online*
- *To find out about upcoming meetings, email us: [rpsig@koreatesol.org](mailto:rpsig@koreatesol.org)*



# XJTLU

UK DEGREE IN CHINA

ENGLISH-TAUGHT

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GLOBAL OUTLOOK

## EMPLOYMENT OPPORTUNITIES FOR ENGLISH LANGUAGE TUTORS

VISIT: KOTESOL recruitment booth

WEB: <https://www.xjtlu.edu.cn/en/about/job-opportunity/>

EMAIL: [jon.ford@xjtlu.edu.cn](mailto:jon.ford@xjtlu.edu.cn)



## Sunday 9:00 – 10:45 AM Breakout Sessions

ROOM	9:00-9:20	9:25-9:45	10:00-10:20	10:25-10:45*
R 401	<b>Alkema</b> <i>Peanut Butter &amp; Chocolate: Scope &amp; Sequence Are Delicious Together</i> Mat S / U / A		<b>Redmond</b> <i>A Blended Approach to Positive IELTS Washback</i> Conv S / U / A	
R 402	<b>Morel</b> <i>Activities for developing learners' ideal L2 selves</i> Creat U		<b>Domay</b> <i>Behavior Management in the English Foreign Language Classroom</i> CMgt YL / S / U / A	
R 403	<b>Lazic</b> <i>Use of an automated writing evaluation system for improving academic writing</i> Tech U / A	<b>Nagao</b> <i>Evaluating a genre-based approach to teaching EFL writing</i> Wri U	<b>Tütünis</b> <i>Teacher Education and Training Policy for the Development of Teacher Identity</i>  <b>INVITED</b>	
R 404	<b>Vizconde</b> <i>Contextualizing the Digital Literacy Experiences of Filipino University Teachers</i> PD U <b>PALT</b>	<b>Thollar &amp; Rian</b> <i>Getting your students talking: a communicative versus structural approach</i> Conv U	<b>Lee</b> <i>The Organic Development of Successful Learning Experiences</i>  <b>FEATURED</b>	
R 405	<b>Elliott</b> <i>Factors Obstructing or Enabling Teacher and Learner Autonomy</i> Oth U / A	<b>Alexander</b> <i>Only reflect? A linguistic ethnography of reflective practice</i> RP U / A	<b>Tanaka</b> <i>Topics and Referencing in L2 Teaching Practicum Reflection Assignments</i> RP U / A	<b>Ahn</b> <i>Envisioning the English classroom as a venue to raise students' language and cultural awareness</i> Cult S / U / A <b>HAAL</b>
R 406	<b>Broadby &amp; Brunotte</b> <i>The Relationship Between EFL Learners' Anxiety and Perceived Stress</i> Psy U	<b>Taylor &amp; Stone</b> <i>Types of learning in AR project-based instruction</i> Mult U	<b>Carlson</b> <i>Student vs. Teacher Motivational Factors in a Japanese University Context</i> RP U	<b>Miura</b> <i>Semantic-based DDL using specialized corpora for Japanese EFL learners</i> Voc YL / S
R 407		<b>Kester</b> <i>Decolonizing higher education: Practical examples from intercultural educators in Korea</i> Just U <b>*KOTESOL Grant Recipient*</b>		
P 201	<b>Ronald</b> <i>Social English: Language for good relationships in class and out</i> Prag U		<b>Rates</b> <i>Integrating ESP into a Japanese Commercial University</i> ESP U Dial	
P 202	<b>Fusselman</b> <i>Improv as Classroom Activity and Teacher Development</i> Conv YL / S / U / A		<b>Fusselman</b> <i>Writing Children's Plays in EFL</i> Mat YL	
P 203	<b>Makhanya</b> <i>Project Based Learning: A Method to Spice up Lessons</i> Creat U		<b>Lisak</b> <i>Workshop: LGBTQ+ Community in the Korean Classroom</i> Just YL / S / U / A	
P 204	<b>Virgiel</b> <i>Utilizing DIY Text-to-Animation Software in an EFL Classroom</i> Tech S / U		<b>Virgiel</b> <i>EFL in Korea's Remote Elementary Schools: Challenges &amp; Opportunities</i> Oth YL	
P 301	<b>Ishigaki Stevens</b> <i>Enhancing Cultural and Communicative Fluency with TV Drama Series</i> Mult U			<b>Scotland</b> <i>The efficacy of collaboratively completing form-focused tasks: A review</i> Gram S / U / A
P 302 '101s'		<b>Dusza</b> <i>Teaching Reading Fluency as a Social Activity</i> Read S / U / A		
P 303 '101s'	<b>Shelley</b> <i>The Dreaded "D" Word: The Role of Discipline in ELT</i> 101CMgt YL		<b>Rian</b> <i>The ecstasy of liberating your university EFL classes from coursebooks</i> 101Peda U	
P 304	<b>Guo &amp; Liu</b> <i>Blending Metacognitive Instruction into TOEFL Listening Test-preparation Courses</i> List U			<b>McKee</b> <i>Close Reading for Young Learners: Teaching EFL Reading Skill</i> Read YL
CAFE				<b>International Committee Chapter Members' Coffee Meet-up</b>
B1 Lobby	<b>*KOTESOL GIVES BACK!*</b> Donations Table for <b>Teach North Korean Refugees (TNKR)</b> & <b>Korea Unwed Mothers' Families Association (KUMFA)</b>			

## Sunday, October 13<sup>th</sup> Presentations

### Sunday 9:00 a.m. Presentations

**SUN**

**R403**

#### *Use of an automated writing evaluation system for improving academic writing*

Dragana Lazic

*Fukuoka Women's University (Japan)*

This research explores how EFL learners engage with AWE corrective feedback and how this engagement is reflected on revision uptake. The aim is to investigate if there are any short-term effects on students' revisions when an AWE tool is used in combination with peer feedback. Data presented is a part of a larger study being carried out at a Japanese university during the 2019 school year. The study uses ETS Criterion, an automated writing evaluation system, which is based on natural language processing to generate scores including feedback on grammar and organization/development aspects of students' writing assignments. The findings show learners' approaches to AWE and peer feedback, correction and revision uptake, the differences between students at different levels of proficiency and previous exposure to academic writing.

**SUN**

**R404**

#### *Contextualizing the Digital Literacy Experiences of Filipino University Teachers*

Dr. Camilla J. Vizconde

*University of Santo Tomas (Phillippines)*

Working with technology is still a struggle for teachers. Some research says that it has to do with age or gender while others would say it is about the field of specialization. In this research, teachers in a university share their struggles, triumphs and prospects in teaching with technology, acknowledging that they are teachers who directly or indirectly promote literacy in their classrooms. Their insights about their journey have contributed to the understanding of how teachers see themselves engaging with technologies.

**SUN**

**R405**

#### *Factors Obstructing or Enabling Teacher and Learner Autonomy*

Darren Elliott

*Nanzan University (Japan)*

Learner Autonomy has been gaining importance as a goal in language education since the early nineteen eighties. In this presentation the researcher will shift the focus onto the teachers with two main research questions; Who are the main stakeholders in the successful implementation of autonomous language learning in Japanese universities? What hinders or supports teachers in the implementation of autonomous learning practices in that context?

A survey was administered to collect data on teacher's practices and beliefs and follow-up interviews were conducted to probe the answers in greater depth. It appears that student based factors (motivation, proficiency), institutional policy, and the teacher's own willingness to relinquish control are the predominant factors in creating autonomous learning environments.

**SUN****R406***The Relationship Between EFL Learners' Anxiety and Perceived Stress*

Deborah Broadby

Josh Brunotte

*Nanzan University (Japan)**Aichi Prefectural University (Japan)*

Many instructors of EFL feel they are increasingly faced with student behavioral challenges in their classrooms related to mental health issues that they are not adequately equipped to handle. Previous studies have measured the relationship between anxiety and stress in many populations, but a gap in the literature exists regarding this issue with modern tertiary-level English language learners. The State-Trait Anxiety Inventory and the Perceived Stress Scale were used to explore the relationship between university English language learners' anxiety and their perceived stress. Results from this study will be presented, along with practical and professional development opportunities for promoting more effective ways of reducing learners' anxiety and helping students cope in stressful situations both inside and outside the classroom.

**SUN****R402***Activities for developing learners' ideal L2 selves*

Robert Morel

*Toyo University (Japan)*

Having a clear ideal L2 self-concept can help learners maintain motivation, improve self-regulation, and clarify their language learning goals. How, though, can teachers help students to develop a stronger ideal L2 self-concept? This workshop will introduce three activities to help students activate and strengthen their future ideal L2 self-concepts, 1) guided ideal L2 self-visualizations, 2) imagined future language learning histories, and 3) role-model interviews. Participants will have the opportunity to try some of these activities for themselves and learn how they can be tailored to focus on specific language skills. Participants will leave the workshop with activities that can be used in the next week's lesson as well as ideas that can be incorporated into future curricula.

**SUN****R401***Peanut Butter & Chocolate: Scope & Sequence Are Delicious Together*

Bryan Alkema

*Handong Global University (South Korea)*

When opening a new textbook, do you flip immediately to the 'Scope & Sequence' pages at the beginning, or breeze right by them? Inevitably paired up and overlooked like the cute geeky twins at the school prom, 'Scope' and 'Sequence' are actually essential concepts which should be appreciated both individually and in partnership for maximum utility in the EFL classroom. In planning for any educational encounter, whether a 45-minute academy class, a 3-week elementary summer camp, a 16-week university semester, or a 4-seasons language program, the effective teacher uses the structure of Scope supporting and interlocked with Sequence, to create a strong, student-centered curriculum.



**SUN****P201***Social English: Language for good relationships in class and out*

James Martin Ronald

*Hiroshima Shudo University (Japan)*

Participants in this workshop will begin by considering ways in which English learners benefit from learning and using English skills and language to develop good relationships with each other. Specifically, we will consider benefits of social English for the students as learners in their class, and benefits for future opportunities in their lives, whether studying abroad, making friends from other countries, or even in the world of business. Following this, participants will try out and reflect on the value of a range of classroom-tested relationship-building English activities: sitting next to a new classmate; using compliments as opportunities for sharing; sharing funny or embarrassing stories, and more. The workshop will end by introducing “Exit Notes”: a tool that enables the teacher to interact with each learner.

**SUN****P202***Improv as Classroom Activity and Teacher Development*

Roger Fusselman

*Joongbu University (South Korea)*

Improvisational theater is theater without a script, and many improv games are useful and entertaining in the classroom. However, improv is more than a reservoir of activities. It is a philosophy of education unto itself, which embraces concepts such as acceptance, justification, trust, listening, and play. Knowing and implementing improv, reflecting on it, and applying its ideas will expand your own abilities and temperament as a teacher. You do not have to know theater or be funny, but simply act natural. People attending this workshop will do improv games, learn key activities useful for the classroom, and apply the ideas of improv to classroom situations unrelated to theater or comedy. You should not miss this entertaining and educational presentation.

**SUN****P203***Project Based Learning: A Method to Spice up Lessons*

Rhoda Makhanya

*Woosong University (South Korea)*

Heads of English departments and English teachers are concerned about South Korean students who are losing enthusiasm or interest in the learning of English as a second language. There are many factors that might be the cause of the problem, but my focus is on the ones that students lack motivation and that course materials are boring and meaningless. In this presentation I'll explain how Project-Based learning can spice up lessons and how it can be implemented. My explanation will be based on the activities conducted with Woosong University Nursing Students.

**SUN**

**P204**

*Utilizing DIY Text-to-Animation Software in an EFL Classroom*

Vanessa Virgiel

*Kyungnam University (South Korea)*

DIY Text-to-Animation is a user-friendly category of software that allows anyone to input text and create animated videos. In this workshop we will first look at an example of its use from an action research report of a classroom of secondary ELLs. Then, we will examine the software's offered features, and consider the affordances and constraints of using the software as either a teacher-centered instructional medium or a student-centered tool. Finally, workshop participants will complete an example "pre-software" (analog), task-based writing activity to create their own very short script for a text-to-animation video, and we will conclude with the instructor quickly creating a brief movie using one of those scripts to demonstrate using the software in real time.

**SUN**

**P301**

*Enhancing Cultural and Communicative Fluency with TV Drama Series*

Kiyomi Ishigaki Stevens

*Edgewalker Education Services, LLC (USA)*

The goal of this workshop is to share unique and innovative lesson plans centered around an American TV drama series, where students will have opportunities to practice their grammar knowledge and learn about American culture.

In this workshop, attendees will learn how they can create a curriculum and lesson plans centered around an American TV drama series that can be used in an intermediate level ESOL classroom. The presenter will share more about how to create a lesson plan from a TV drama episode, how to allot time for students to practice their grammar knowledge, and how to create an opportunity for students to learn and ask questions about the cultural information shared in a drama episode.

**SUN**

**P303**

*The Dreaded "D" Word: The Role of Discipline in ELT*

Jeff Shelley

*MAGNA CVM LAVDE (South Korea)*

It is the proverbial elephant in the classroom, a discussion topic which educators and higher-ups should absolutely be having, and yet, is universally ignored. Why is discipline such a dirty word? There is not much we as teachers can do to change this society's educational views. However, as administrators of our own classes, we have tremendous control over how we forge behavioral pathways which students are compelled to follow. This presentation is partitioned thusly: (1) A brief look at child psychology, (2) a practical focus on how children's thought processes manifest themselves in the classroom, and (3) a lightning round of tips that can aid in early childhood education. It is the last great taboo, but discipline, responsibly handled, can make English fun and educational!

**SUN**

**P304**

*Blending Metacognitive Instruction into TOEFL Listening Test-preparation Courses*

Jing Guo

Siqi Liu

*New Oriental Education and Technology Group  
(China)*

*New Oriental Education and Technology Group  
(China)*

In the TOEFL listening section, since students can see the test questions only after the listening material, it is not enough for them to only understand the materials and choose the right answers; instead, they also need to learn and apply the listening strategies that can help them select important information and predict the test questions, and more importantly, become self-regulated learners who can use those strategies in the actual academic settings.

Through a demo lesson using the metacognitive approach, the presenter will introduce a lesson sequence to address the above students' needs. Later some useful activities and tasks for each lesson stage will be suggested. Participants will leave the room with a toolkit of a model lesson sequence and activities to be immediately implemented.

**Sunday 9:25 a.m. Presentations**

**SUN**

**R403**

*Evaluating a genre-based approach to teaching EFL writing*

Akiko Nagao

*Ryukoku University (Japan)*

The purpose of this qualitative study is to explore whether first-year university students in Japan as novice L2 (second language) writers of English become better writers through a 15-week genre-based approach (GBA) in their writing course. The core three features of GBA are the concept of genre, systemic functional theory, and Vygotsky's concept of the Zone of Proximal Development (ZPD). In this GBA lesson, the teaching and learning cycle (TLC) is as follows: (1) building a context; (2) modelling and deconstructing an existing text, (3) joint construction of the new text, (4) independent construction of the text, and (5) linking related texts. Research questions include, (1) which stages of the TLC are effective for the first-year university students in a tertiary education context in Japan, and (2) does students' metalinguistic awareness improve and how do they change their lexicogrammatical feature choices in target essays?

**SUN****R404***Getting your students talking: a communicative versus structural approach*

Simon Thollar

Joel Rian

*Hokkaido Information University  
(Japan)**Hokkaido Information University  
(Japan)*

Just as there are many ways to cook an egg, there is more than one way to teach English communication skills. The authors discuss and compare their favored, but slightly opposing, techniques for teaching communication skills. One technique focuses less on structure, and encourages the students to use any form of communication that comes to mind to convey meaning, while the other takes a more structural approach, providing basic language patterns to emulate.

Both approaches have resulted in positive learning outcomes and seem to have motivated students to learn while also allowing them to gain confidence. Despite the apparent differences in the approaches, a number of similarities exist.

**SUN****R405***Only reflect? A linguistic ethnography of reflective practice*

Luke Alexander

*PhD Candidate, Macquarie University (Australia)*

This presentation reports some preliminary findings of research into reflective practice at a language center in Australia. Reflective practice is now a cornerstone of teacher education, but is often presented in an ahistorical and decontextualized way. This presentation seeks to analyze how reflective practice is constituted in the performance management system in a particular context. Drawing on interview data, audio- and video-recorded interactional data from performance management meetings, and field notes, the presentation will look at how reflective practice is constructed in the discourse and practices of the language center. Implications for teacher education and continuing professional development will be discussed.

**SUN****R406***Types of learning in AR project-based instruction*

Samuel Taylor

Adam Stone

*Kyushu Sangyo University (Japan)**Kyushu Sangyo University (Japan)*

This presentation will discuss learner perceptions of a project in which participants planned, developed, used, and evaluated an Augmented Reality (AR) game. Description of the project design, and of how the AR game practices conversation strategies and listening and speaking skills precedes evaluation of learner experiences of AR technology. Analysis of survey and interview data focuses on the types of learning afforded by the application of AR technology in project-based learning, and particularly the perceived value of AR technology in developing English language proficiency and teamwork skills. Analysis suggests that the use of AR technology generates engagement through the novel presentation of information, provides opportunity for repeated and focused practice of language skills, encouraging autonomous learning, and authenticates the learning of digital skills.

**SUN**

**R407**

*Decolonizing higher education: Practical examples from intercultural educators in Korea*

Kevin Kester

*Keimyung University (South Korea)*

In response to the increasing internationalization of Korean higher education, questions are arising about how educational professionals should respond creatively and effectively to changing demographics and citizenships in classrooms and universities (Kim & Chun, 2015). Lecturers are increasingly facing the challenge of educating young people from diverse backgrounds — from the global North and the global South. It is important in this changing context that intercultural educators in Korean universities adapt their theoretical and pedagogical approaches to transcend the limitations of the previous generations of multicultural education, human rights, language, peace and citizenship education to approach interculturalism from diverse traditions. This workshop will begin with a critical review of the literature, followed by guided inquiry to collectively re-imagine strategies for decolonizing higher education in Korea.

**SUN**

**P302**

*Teaching Reading Fluency as a Social Activity*

Daniel Dusza

*Kanda Institute of Foreign Languages (Japan)*

This workshop presents an activity for developing reading fluency in classes where there is little opportunity to experience foreign languages beyond the classroom. Participants will be engaged in a repeated-reading activity, which has been successful in providing the necessary motivation and competence for students to significantly improve their reading skills. This activity has been implemented in reading and writing classes for more than two years, and without exception, reading fluencies have nearly always doubled and memory of new words improve. The implications of incorporating this fluency activity extend beyond reading into speaking, listening, and spelling, and beyond the classroom to assist students' TOEIC skills. Participants should leave this workshop with a firm understanding of how to implement this approach in their schools.



## International Community Chapter Member Meet Up Over Coffee

**Location:** KOTESOL Café  
**When:** Sunday, October 13<sup>th</sup>  
10:30 am – 11:00am

Come meet and chat with other International Community Chapter members over coffee prior to the Sunday morning Plenary Session.

### Sunday 10:00 a.m. Presentations

**SUN**

**R403**

#### *Teacher Education and Training Policy for the Development of Teacher Identity*

Birsen Tütünis

*Istanbul Kultur University (Turkey)*

English teacher education programs as a source of knowledge and skills aim to prepare students for their future profession but not in professionalism. While student teachers are navigating their way towards professionalism, they need to shift identities from student to novice teacher, which is not an easy process, and they need support. Shanahan, Meehan, and Moggie (1994) define professionalism as “the process of using education and certification to enhance the quality of performance of those within an occupational field.” Foreign language teacher education needs to lessen the discrepancy between personal knowledge and social reality, the teacher agencies outside. TEFL programs in Turkey and elsewhere equip student teachers with theoretical knowledge that is not helpful in the quest of teacher identity. This presentation will discuss the pros and cons of TEFL programs with examples of student teacher performances.

**SUN****R404***The Organic Development of Successful Learning Experiences*

Boyoungh Lee

*MISOA (South Korea)*

This action research is about Daejeon-based young Korean EFL learners who voluntarily launched their own outreach program to share their English learning experience, which is mainly output-based and communication-oriented, with their peers and those financially underprivileged. They say their positive learning experience led them to become proactive. This has now become a tradition for over five years in a private academy. What do these young learners want to share with others? What inspired them to want to share their experiences and learning methods with their peers? What were the surprises? How do the teachers react and support these proactive students? Finally, what insights from this phenomenon can be applied to other English education settings to alleviate stress and frustration, and to promote successful learning? This presentation will address each of these questions.

**SUN****R405***Topics and Referencing in L2 Teaching Practicum Reflection Assignments*

Jay Tanaka

*Hokkaido University (Japan)*

In the context of second language teacher practicums (L2TE), the current study investigates differences in the reflection produced in different types of reflective assignments. Data analysis focused on what topics were reflected on and what sources of information teacher learners (TLs) referenced within their reflections. Seventeen TLs from two distinct practicums participated in the study, and it was found that all TLs had a high concentration of reflection on the topic of teaching actions related to the content and structure of lesson activities. Another finding was that TLs with previous professional teaching experience had relatively few references to their experiences as language learners. These and other findings reveal some possibilities for improvements to L2TE programs, specifically in the area of reflective practice.

**SUN****R406***Student vs. Teacher Demotivational Factors in a Japanese University Context*

Gordon Carlson

*Otemae University (Japan)*

Demotivation within students and teachers can negatively affect attitudes, lower classroom dynamics, and be detrimental to learning outcomes. This presentation depicts a study conducted among 194 English Language Learners (ELLs) from a Japanese university and ten of their non-Japanese English teachers. Demotivating components for ELLs were categorized into two groups: teacher demeanor, curriculum, and materials. Differences in perspectives between levels and genders were examined, correlated, and ranked. Similarly, determinants for teachers were classified into three groups: student demeanor, curriculum and materials, and working conditions. Distinctions between full-time and part-time instructors and genders were analyzed and compared. The presentation contends that a better understanding of students' and instructors' demotivational factors can help lower demotivation, raise cultural understanding, and facilitate motivation.

**SUN**

**R402**

*Behavior Management in the English Foreign Language Classroom*

Nicole Ashley Domay

*Ulsan Institute of Foreign Language Education (South Korea)*

Teachers of all creeds are constantly making decisions on behavior management in the classroom. However, when there is a language barrier such as the one in the English foreign language (EFL) setting, those decisions and actions can become more difficult to execute. Due to this issue, the presenter will inform the audience on positive ways to handle difficult behaviors in the classroom through strategies derived from Applied Behavioral Analysis (ABA). Following the presentation, the audience will be invited to discuss issues in their own classrooms and brainstorm solutions together. This interactive workshop will be applicable for all ages and levels of English.

**SUN**

**R401**

*A Blended Approach to Positive IELTS Washback*

Christopher Redmond

*British Council (China)*

3 activities will be outlined as part of a workshop designed to foster positive spoken washback in IELTS preparation classes. The first activity, entitled 3/2/1, focuses on making the same speech to 3 different partners, but with shorter time constraints on each occasion – from 3 minutes, to 2 minutes, to 1 minute. The second activity, known as Just a Minute, involves students making a one-minute speech while their partner counts their hesitations or pauses, with the winner being the person who hesitates the least. The third activity, known as Yes/No, involves students making a list of their own questions before then asking their partner(s) these questions, with the challenge being for their partner to respond without saying ‘yes’ or ‘no.’

**SUN**

**P201**

*Integrating ESP into a Japanese Commercial University*

Patrick Rates

*Takasaki University of Commerce (Japan)*

English for Specific Purposes (ESP) has been an effective way to integrate English language learning with a specific commercial or vocational purpose in the university. Most studies that focus on ESP learners in university or in the workplace show that many students have been considered low achievers in English, lacking basic English proficiency and motivation for learning English. This situation suggests that more attention needs to be paid to English for general purposes (EGP), in order to enhance the students’ ability in the four language skills. In this presentation, I will present examples of classes at a commercial university that integrate English with the knowledge and skills of students’ professional fields. In these classes, students consolidate their knowledge and skills through learning ESP; they also increase their overall English proficiency. Most significantly, their motivation for learning English is increased. This presentation is a show and tell of my methods, experience, supported by research of teaching ESP in a commercial university in Japan.



**SUN****P202***Writing Children's Plays in EFL*

Roger Fusselman

*Joongbu University (South Korea)*

Teachers of young learners may at some point write a play for their classroom, sometimes in a hurry. How does one put such a play together, even without much knowledge of writing or story? This workshop walks participants through the presenter's examples of plays written, staged, and performed. The workshop discusses various topics such as textual difficulty, vocabulary level, story structure, the writing process for a play, classroom-specific elements of play design, features every good children's play should have, blocking considerations, and other relevant issues. Attendees will be given real-world classroom scenarios, brainstorm preliminary ideas for addressing them, and open up their creative faculties.

**SUN****P203***Workshop: LGBTQ+ Community in the Korean Classroom*

Maria Lisak

*Chosun University (South Korea)*

This workshop is to create community among educators committed to make inclusive classrooms. Participants are welcome to share their experiences around teaching (or not teaching) LGBTQ+ topics in Korean classrooms, and how to better scaffold lesson planning for inclusive dialog. Participants are encouraged to bring resources and materials to teach English in their context, whether from elementary school to the adult community classroom. Discussion will question materials and practices which sanction heteronormativity as well as how to deal with bullying in the classroom. Discussion will also focus on how to write up experiences into publishable critical memoirs as a path to continued professional development in social justice pedagogy.

**SUN****P204***EFL in Korea's Remote Elementary Schools: Challenges & Opportunities*

Vanessa Virgiel

*Kyungnam University (South Korea)*

The South Korean Ministry of Education mandates that every public school offer English classes starting at elementary grade three, yet students in Korea's most remote village and island elementary schools are at a disadvantage in accessing quality English education in comparison to their urban peers. In this workshop we will first explore the reasons why students at these rural elementary schools often face challenges in achieving foundational English language "benchmarks" in ways that metropolitan students do not. Next, we will look at what an English teacher placed in a rural elementary school can do to help compensate for the constraints encountered, as well as take advantage of the affordances offered. The workshop will then cover practical tips such as using supplementary materials and various classroom activities and games.

**SUN**

**P303**

*The ecstasy of liberating your university EFL classes from coursebooks*

Joel P. Rian

*Hokkaido Information University (Japan)*

Are you tethered to your coursebook? Is it a cumbersome obstacle more than a helpful scaffold? Some teachers of university EFL classes, particularly those of lower-proficiency, lower-motivation classes, cannot find 'the one that works for them, but are wary of the consequences of unfettering themselves from the familiar activities in the glossy picture-laden pages. I was one such teacher, and I can offer you some rays of hope.

This presentation traces my personal experience of successfully shifting my mostly low-proficiency classes from controlled speaking tasks and prescribed language structures toward open-conversation tasks. Requirements for accuracy are significantly relaxed, but the result is unexpectedly talkative, engaged, and re-motivated learners. A minimum of analog technology is used; conversation is the mainstay. This will be an audience-interactive session.

**Sunday 10:25 a.m. Presentations**

**SUN**

**R405**

*Envisioning the English classroom as a venue to raise students' language and cultural awareness*

Dr. So-Yeon Ahn

*City University of Hong Kong (Hong Kong)*

The notion of criticality functions as an anchoring concept in the preparation of global citizens with the cultivation of intercultural communicative competence (Byram, 2012). Cultivating language and cultural awareness also helps language learners to be equipped with greater openness in their interpretation of and engagement in the world. The present study reports on the attitudes and perspectives of Korean undergraduate students who participated in an English course that aimed to raise language and cultural awareness and highlight the diversity of Englishes. In an effort to promote the cultivation of awareness and stress sensitivity, consciousness, and engagement with language, the study introduces several practical ideas to engage students in critical reflection and discussions and presents how technology could be incorporated to develop critical awareness.

**SUN****R406***Semantic-based DDL using specialized corpora for Japanese EFL learners*

Kunihiko Miura

*The University of Shimane (Japan)*

This study aims to investigate characteristic adjectives and adjective + noun collocations and to compare them by building three specialized corpora which were created by collecting the written language of British elementary & lower secondary school students as well as Japanese lower secondary school students. This study also suggests a semantic-based data-driven learning (DDL) for Japanese EFL learners at elementary & lower secondary school levels. The results clarified characteristic adjectives & adjective + noun collocations among these three corpora. Furthermore, this study suggests semantic-based DDL adopting characteristic adjective use among British students as a target model language to widen the knowledge of vocabulary and collocations regarding adjectives and adjective + noun collocations for Japanese EFL learners at the elementary & a lower secondary school levels.

**SUN****P301***The efficacy of collaboratively completing form-focused tasks: A review*

James Scotland

*Qatar University (Qatar)*

This presentation provides a review of the studies which have investigated the effectiveness of collaboratively completing form-focused tasks in L2 classrooms. In this presentation, the designs and outcomes of eleven studies are examined. Each of these studies has attempted to investigate a possible connection between completing form-focused tasks collaboratively and the learning of specific grammatical outcomes. This presentation is intended to be a reflection point for the use of collaborative form-focused tasks in L2 classrooms as well as for the methodology used to investigate their effectiveness. It is hoped that a careful exploration of the existing body of knowledge will aid future research which is undertaken in this area.

**SUN****P304***Close Reading for Young Learners: Teaching EFL Reading Skill*

Jared McKee

*Silla University (South Korea)*

Close reading is a method of reading that involves intensive, repeated and intentional processing of a piece of short text. In this action research project, Korean elementary students were given a pre-test with comprehension questions about two texts, informational and narrative. Different ways to teach close reading to students, using a variety of instructional techniques, including annotating text, games with sequencing events, using comprehension questions, among other techniques were investigated. While reflecting on best practices, three-week English intensive reading program for elementary students was created. Afterward, there was an improvement for 11 out of 13 students and a significant increase in their scores. This suggests that close reading is an effective way to teach elementary students in Korea.

## Sunday 11:00 Plenary Presentation

**SUN**

**PLEN**

### *Fine-Tuning Word Meanings Through Online and App Technologies: A Close-up Look at Successful and Unsuccessful Strategy Use*

Andrew D. Cohen

The rapid growth of the Internet and the host of new online resources now available have revolutionized in many ways the learning of language. A question that arises is whether insights into the appropriate uses of language learner strategies (LLS) have kept pace with these technological advances. The talk will report on a case study of a hyperpolyglot attempting to fine-tune word meanings in Mandarin, his 13th language. The study was undertaken in order to investigate the extent to which new technologies such as Internet programs and phone apps assist learners in arriving at accurate understandings of word meanings in context. The talk will report on the extent to which strategies for fine-tuning vocabulary with the support of selected resources were used alone, in sequence, in pairs, or in clusters, as well as on the relative effectiveness of these strategies aimed at fine-tuning the understanding of word meanings in Mandarin. The implications from this study for fine-tuning the understanding of EFL vocabulary are presented.

**The 2019 Korea TESOL  
International Conference welcomes:**

***Pan-Asian Consortium of Language Teaching Societies (PAC)***



***JAPAN ASSOCIATION FOR LANGUAGE TEACHING (JALT)***

**KENN J. GALE**

Motivating Teachers and Developing Leaders



***PHILIPPINE ASSOCIATION FOR LANGUAGE TEACHING (PALT)***

**DR. CAMILLA J. VIZCONDE**

Contextualizing the Digital Literacy Experiences  
of Filipino University Teachers

***Domestic Partners***



***Korea Association of Multimedia-Assisted Language Learning  
(KAMALL) / 한국멀티미디어교육학회***

**Dr. Na-Young Kim**

A Study on Chatbots for Enhancing EFL Grammar Competence



***Korea Association of Teachers of English (KATE) /  
한국영어교육학회***

**Hye Won Shin**

Native English-Speaking Teachers in Korean Secondary Schools

# The 2019 Korea TESOL International Conference welcomes:

## *Other International Partners*



*AsiaTEFL*

### **Dr. Ji-Hyeon Jeon**

Women in Leadership in ELT: A Panel Discussion



*English Language Teachers' Association of Mongolia  
(ELTAM)*

### **Chimed Suren**

Using Divergent Questions to Assess Higher Order Thinking  
Women in Leadership in ELT: A Panel Discussion



*Hong Kong Association for Applied Linguistics (HAAL)*

### **So-Yeon Ahn**

Envisioning the English Classroom as a Venue to Raise  
Students' Language and Cultural Awareness



*Malaysian English Language Teaching Association  
(MELTA)*

### **Chandrakala Raman**

Integrated Pedagogy and Instructional Efficacy in Optimising  
Learning



*The Association for the Teaching of English as a Foreign  
Language in Indonesia (TEFLIN)*

### **Dr. Issy Yuliasri**

How Cooperative Learning Works in Different Level EFL  
Classrooms

Women in Leadership in ELT: A Panel Discussion

## Sunday 12:50-2:35 Breakout Sessions

ROOM	12:50-1:10	1:15-1:35	1:50-2:10	2:15-2:35
R 401	<b>Elliott</b> <i>An Integrated Approach to Creative Writing</i> Wri U/A	<b>Sukendra</b> <i>An Analysis of Grammar in Indonesian English</i> Soc U/A		
R 402	<b>Oh</b> <i>Dialogue about Students' Mental Health</i> Psy S/U/A Dial	<b>*KOTESOL*</b>	<b>Watkins</b> <i>How Can Social Justice Help My Classroom?</i> Just S/U/A Dial	
R 403	<b>Kelly</b> <i>10 Principles of TBLT Task Design: Author Insights</i>  <b>INVITED</b>		<b>Ryan</b> <i>Learning from Older Language Learners</i>  <b>INVITED</b>	
R 404	<b>Roger</b> <i>What Can ELT Learn from Medical Education...and What Can They Learn from Us?</i> <b>FEATURED</b>		<b>Ellis</b> <i>Assessing L2 Learners' Pragmatic Competence</i>  <b>INVITED</b>	
R 405			<b>Yeom, Lee, Sung, Yoo &amp; Herron</b> <i>Women in Leadership in Korea</i>  <b>FEATURED PANEL →</b>	
R 406	<b>Sewell, Kester, Burton &amp; McCuaig</b> <i>Career Directions for Teachers in Korea: Practical Goals and Paths</i> PD YL/S/U/A		PANEL	<b>Finley, Naudé, deBeer &amp; Reddy</b> <i>Perceptions of foreign faculty in South Korea</i> PD U <b>PANEL →</b>
R 407	<b>Unwin</b> <i>Teaching as a Subversive Activity: Critical Pedagogy Fifty Years On...</i> Just S/U/A Dial		<b>Winter</b> <i>The University of Birmingham: MA TESOL / MA Applied Linguistics</i> PD YL/S/U/A <b>Birmingham</b>	
P 201	<b>Fujieda</b> <i>Complex emotions and sense of writing in English</i> Wri U	<b>Kassim &amp; Zoni Upton</b> <i>Integrating an Intercultural Communicative Approach into the Language Classroom</i> Cult S/U/A	<b>Compton</b> <i>"English only" is not the only way</i> Just YL/S/U/A Dial	
P 202	<b>Huang</b> <i>Using Text Analysis Tools to Improve Students' Writing Performance</i> Test S/U/A		<b>Baronetti &amp; Austin</b> <i>Coding for Communication: BBC micro:bit in the Language Classroom</i> Tech YL/S	
P 203	<b>Hale</b> <i>Playfulness in Communication Activities: An Idiodynamic Study</i> Conv YL/S/U/A	<b>Tomei &amp; Cho</b> <i>Exploring L2 construal of Japanese and Korean university students</i> Psy U	<b>Yoon</b> <i>Twin-text Instruction on Reading Comprehension of Korean Elementary Students</i> Read YL	<b>Griffiths</b> <i>Experiments with Learner Autonomy in Teacher Training</i> Pref U/A
P 204	<b>Beech</b> <i>Supporting Reflective Practice</i> RP U			
P 301	<b>Ho &amp; Wong</b> <i>Cohesion model: Effective multimedia usage cultivates Secondary students' academic success</i> Tech S	<b>Schachter</b> <i>Tracking and Quantifying Japanese English Language Learner Speaking Anxiety</i> Cult U	<b>Johnson</b> <i>SLA Benefits of Student-Centered Character Creation for Tabletop Role-Playing Games</i> Mult YL/S/U/A	
P 302	<b>McLean</b> <i>An online-vocabulary program ensuring vocabulary review with expanding test ranges</i> Voc S/U/A			<b>Seo</b> <i>Picture Books: Tools for Teaching Pronunciation</i> Conv YL <b>→</b>
P 303 '101s'	<b>Saki</b> <i>Interculturally Speaking: tips for teaching intercultural communication in the classroom</i> 101Cult U		<b>Craven</b> <i>Effects of Flipped Pedagogy on Students' Written Complexity and Fluency</i> Wri U	<b>Pham</b> <i>Integrating Kahoot in Teaching English for EFL Young Learners</i> Tech YL/S
P 304 '101s'	<b>Kimball</b> <i>Classroom Management Techniques in the Spotlight</i> 101Mgt YL/S/U/A			
CAFE	<b>Poster Session C (12:50-2:50)</b>			
BI Lobby	<b>*KOTESOL GIVES BACK!*</b> Donations Table for Teach North Korean Refugees (TNKR) & Korea Unwed Mothers' Families Association (KUMFA)			

## Sunday 12:50 p.m. Presentations

SUN

R403

*10 Principles of TBLT Task Design: Author Insights*

Curtis Kelly

*Kansai University (Japan)*

I have spent most of my life designing Task-Based Language Teaching (TBLT) tasks for two reasons: First, I write textbooks for Cambridge, Pearson, Cengage, Macmillan, and other publishers, all using TBLT; and second, I am a terrible language learner. I write for people like me who hate traditional language teaching methods and need something to engage them. TBLT is perfect for this. So, let me propose 10 principles of TBLT design that come from the literature, neuroscience, and tricks I've learned along the way. The principles provide guidance in engaging students, controlling language targets, and solving typical class management problems, such as keeping learners in the target language. We'll try some activities too, including an information-gap mystery that will almost certainly result in a noisy room.

SUN

R404

*What Can ELT Learn from Medical Education...and What Can They Learn from Us?*

Peter Roger

*Macquarie University (Australia)*

As language teachers, many of us look only within our own discipline for new ideas about how to approach our teaching, despite the fact that there are similar challenges involved in the learning of skills and knowledge in all areas of human endeavor. The changing landscape in medical education has many striking parallels with developments in language education. Recent trends in medical education include an evolving emphasis on outcomes, patient autonomy, and students working through messy "real world" clinical problems rather than memorizing discretely packaged facts. In this presentation, I will examine some of these learning approaches and suggest ways in which we, as ELT practitioners, might draw on them in our work with language learners. Where the medical education pendulum has arguably swung too far in a rush to abandon traditional approaches, I will outline lessons that medicine could learn from experiences in the sphere of ELT pedagogy.



**SUN**

**R406**

*Career Directions for Teachers in Korea: Practical Goals and Paths*

H. Douglas	Kevin Kester	Rhett Burton	Joanne McCuaig
<i>University of Calgary (Canada)</i>	<i>Keimyung University (South Korea)</i>	<i>Language School (South Korea)</i>	<i>University of Birmingham (South Korea)</i>

It is critical for teachers in Korea to set long-term career goals and know paths to those goals which are possible and realistic. This can be difficult when talking to peers or reading internet forums, and with only limited access to mentors already on such paths. Through a collaborative discussion that includes audience members, the purpose of this panel will be to help participants gain the insights needed to have confidence planning for career success. Panel members have worked their way to professional stability as tenured university faculty in Korea or Canada, or in hogwon ownership, and will share their experiences and knowledge. The value in this panel is less in the 'next career step' and more in helping participants set a successful long-term career strategy.

**SUN**

**R407**

*Teaching as a Subversive Activity: Critical Pedagogy Fifty Years On...*

Devin Joseph Unwin  
*British Council (Hong Kong)*

Within critical pedagogy, social justice and democracy are inextricably linked to education (ELT included), which is therefore an essentially political act. This session offers an introduction to Teaching as a Subversive Activity to mark the 50-year anniversary of this seminal text in Critical Pedagogy. The session follows a dialogic approach; questions are raised, and participants share and generate knowledge.

Questions raised included: How can we help foster critical thinking skills in the ELT classroom; considering institutional limitations? How can we help students gain independence in order to be more autonomous language learners/users? While the focus of the session is fairly theoretical it does offer practical ideas, allowing teachers to begin to engage with critical pedagogy in their classrooms. Additionally, there will be door prizes.

**SUN**

**R402**

*Dialogue about Student's Mental health*

Jungkeun Oh

*Gongju National Hospital (South Korea)*

Teachers play an important role in creating safe, healthy school environments for students and their families. Unfortunately, mental health and emotional well being are often rarely addressed in many Korean schools. Students in states of distress, depression, or trauma can face many obstacles to finding support, including societal stigmas, feelings of isolation, and lack of school personnel familiar with these types of issues. The presenter for this dialogue session is a licensed psychiatrist from Gongju National Hospital in Korea. In this session, attendees will be able to discuss their concerns about their **students' mental health**, and explore strategies to be supportive advocates for them. Topics covered include recognizing the warning signs for depression and suicide. The conference's Program Director highly encourages attendance to this session!

**SUN**

**R401**

*An Integrated Approach to Creative Writing*

Darren Elliott

*Nanzan University (Japan)*

To some extent, academic English texts follow certain rhetorical patterns, and by utilising formulaic language the teacher can create scaffolding for learners to write their own original persuasive essays. This is not so easy in creative writing classes.

In this session, participants will learn how to select and utilise the most effective source materials to teach structure, character, tone, genre, and voice. The presenter will also outline the most effective peer and teacher feedback methods.

**SUN**

**P201**

*Complex emotions and sense of writing in English*

Yutaka Fujieda

*Kyoai Gakuen University (Japan)*

This presentation highlights the felt sense of writing in English that Japanese EFL writers have. Emotion in L2 writing has long been studied to address the effects of negative feelings on language development. In contrast, the verbalization of complex personal emotions towards writing in an L2 has hardly been examined. The un verbalized feelings that the writers have, which are separated into positive and negative emotions, urgently need to be explored. Drawing from the framework for Focusing (Gendlin, 1978), this larger research project, supported by Grants-in-Aid for Scientific Research, addresses this issue by elucidating the un verbalized feelings and sense, called "felt sense," of writing in English perceived by Japanese undergraduate students. The presenter will also discuss the outlook for studying the emotion of writing in the L2.

**SUN****P202***Using Text Analysis Tools to Improve Students' Writing Performance*

Weixian Huang

*New Oriental Education & Technology Group (China)*

In our teaching practice and classroom-based assessment, we teachers are responsible for choosing level-appropriate text for our students or sometimes adapting original materials to better facilitate their learning. Text selection and adaptation has long been believed to be a vital and arduous task. Some English teachers and practitioners, however, only depend on their personal intuition and teaching experience to accomplish this task without placing enough emphasis on statistical data and research-based instruction. This workshop would first clarify the concept of text difficulty, and then introduce four text analysis tools for teachers to use in their future teaching, with a specific focus on the teaching of writing. Attendees will leave the workshop with practical tools to use to help their students improve writing performance.

**SUN****P203***Playfulness in Communication Activities: An Idiodynamic Study*

Bryan Hale

*Yeongam High School (South Korea)*

Does playful engagement with communication activities benefit foreign language development? Can teachers leverage this? This presentation shares findings from an idiodynamic (cf. MacIntyre & Legatto, 2011) study into Korean high school students' experiences of playfulness during English activities, and the relationship between their fluctuating levels of playfulness and their behavior. The idiodynamic method involves participants watching a recording of themselves during a communication activity and rating moment-to-moment fluctuations in experience, and then utilizing a graph of these fluctuations to guide a stimulated recall interview. Themes touched upon in this presentation include students' uses of local school-level culture and discourse, the nature of friendly teasing, and the relationship between playfulness and activity design. This session is aimed at any teacher interested in using playfulness and spontaneity to support more authentic speaking and communication.

**SUN****P204***Supporting Reflective Practice*

Peter Beech

*University of Nottingham Ningbo (China)*

This presentation reports on the design, creation and delivery of a new course for teacher education designed to support student volunteer teachers who teach English to children throughout China during the summer vacation. A training programme was designed based on face-to-face sessions working on rudimentary teaching skills such as lesson planning, working with course books and classroom management. These face-to-face workshops were supplemented by materials on Moodle consisting of a series of video lectures with PowerPoint presentations on various aspects of reflective teaching, which were discussed in weekly sessions in an online forum. Action research undertaken with the first cohort of students investigated their experience of the course and results were used to make improvements to the course for the following year.

**SUN**

**P301**

*Cohesion model: Effective multimedia usage cultivates Secondary students' academic success*

Ka Lee Carrie Ho

*University of Saint Joseph (Hong Kong)*

WL Hailey Wong

*(Macao)*

This paper reports on the first phase of an ongoing action research on a new ELT strategy, "Cohesion Model", in a Form One Chinese Secondary school in Macau. Supported by the Confucian educational concept of differentiated teaching and learning, this phase focused on the usage of multimedia for improving teaching effectiveness. The study analyzed the impact on using English song MVs for listening and tenses, Google Classroom for peer-review composition, dialogue video making for oral, and news reports and film trailers for reading comprehension through school-based formative assessments. The results reveal that flexible multimedia strategies contribute to an in-depth understanding of the concept and logic of the targeted English learning topics for secondary students of English as second language.

**SUN**

**P302**

*An online-vocabulary program ensuring vocabulary review with expanding test ranges*

Stuart McLean

*Osaka Jogakuin University (Japan)*

This workshop provides participants with FREE accounts. Participants will set up online-vocabulary learning programs and weekly in-class online typing and/or speaking tests, and experience learning and testing as a student.

The workshop explains how to optimally utilize adaptive sequencing, spaced retrieval, increasing retrieval difficulty, audio and written form presentation modes, and typed and spoken form-recall (L1 to L2) practice. Participants will be given time and helped to set up classes in this workshop.

Uniquely, this online-vocabulary program links out-of-class online-vocabulary learning with in-class online typing and speaking vocabulary tests. This workshop will explain to participants how to make the most of the online-vocabulary tests. Participants will be given hands-on training to set-up online-vocabulary tests, and edit test dates and times.

**SUN**

**P303**

*Interculturally Speaking; tips for teaching intercultural communication in the classroom*

Michi Saki

*Doshisha Women's College of Liberal Arts (Japan)*

Scholars in the field of intercultural communication claim that effective language learning is truly an intercultural experience (Meyer, 2014; Shaules, 2018; Shi-Xu, 2001). As teachers of English as a global lingua franca, it is our responsibility to teach our students not only the rules and syntax of “language”, but also about the significance of understanding “culture” in order to help them make those crucial connections between language and intercultural communication. Once students can understand how learning a foreign language is just as important as learning about culture, they can then begin to effectively develop both their English proficiencies and intercultural communicative competencies.

The takeaways for participants from this 45-minute “101 Workshop” are: to recognize the reasons why teaching both language and culture in the classroom are so crucial for the EFL learner's language acquisition, to gain a deeper insight into the reasons why acquiring intercultural communication competence is essential for our students' success in today's world, and to receive helpful tips on how to develop students' English language skills and intercultural communicative competencies in the EFL classroom.

**SUN**

**P304**

*Classroom Management Techniques in the Spotlight*

James Kimball

*Semyung University (South Korea)*

Engaging and productive lessons—the holy grail of classroom experience for both teachers and learners alike. Regardless of context, creating a supportive classroom climate should be a priority. For new teachers especially, managing the dynamics of human interaction tends to be a hurdle cleared only after years of trial and error. Teachers must take into consideration traditional pedagogical issues and instructional goals but also keep in mind the complex emotional dimension of interaction.

In this workshop we are tasked with identifying issues concerning organizational management decisions (and indecisions) throughout the course of a lesson. Working in small groups, we will deliberate on typical trouble spots; then we will generate ideas for improving classroom conditions for learning by reflecting on techniques that work and why.

## Sunday 1:15 p.m. Presentations

SUN

R401

### *An Analysis of Grammar in Indonesian English*

Irmala Sukendra

*Universitas Islam Syekh Yusuf Tangerang (Indonesia)*

Standard English is acknowledged to be well structured whereas the non-standard variety may be deviant from the grammarians' rules. Any nation which uses English differently can claim that the English they use is an English variety. This non-standard English can either be a diffusion of English with the national language or a case of learners' errors, in which this may become a different case. Studies in varieties of English have shown samples of such a structure. This study investigates the use of adverbs by Indonesians adopting a descriptive approach. The identification and analysis are based on the data of English employed by Indonesians, including textbooks issued by the government, twitter statuses, and student essays.

SUN

P201

### *Integrating an Intercultural Communicative Approach into the Language Classroom*

Samar Kassim

Jessica Zoni Upton

*Kyushu Sangyo University (Japan)*

*Nagoya University of Foreign Studies (Japan)*

This action research, which took place over a 15-week semester, focused on how the utilization of an IC oriented teaching approach affected students' IC competence. The participants were 2nd and 3rd-year students enrolled in an elective IC class at a Japanese university. A mixed-methods research (MMR) approach was utilized through surveys, self-assessment tools, and semi-structured interviews. Students were given pre and post self-reflection assignments to compare their perceptions before and after discussing the weekly topics. Through the analysis of the different data sets, the instructor was able to see how the IC approach affected students' IC competence. This presentation is recommended for all teachers, especially in university setting, who are interested in integrating an IC approach in their own classrooms.

SUN

P203

### *Exploring L2 construal of Japanese and Korean university students*

Joseph Tomei

Kanako Cho

*Daejeon University/Kumamoto Gakuen*

*Fukuoka University (Japan)*

*University (Japan)*

Cognitive Linguistics (CL) argues that semantics is not objective, but is bound up in the perspective of the speaker/listener. This requires consideration not only of what is being discussed, but also understanding the perspective from which the speaker is acquiring/presenting information, termed construal in CL. Previous research in English classrooms in Japan suggests raising learner awareness of the differences in construals between their L1 and L2 is an effective strategy for language learning. Our research project is to investigate how construal differs for L2 groups and how these differences can be exploited in the language classroom. In this presentation, we will discuss aspects of construal in Japanese and Korean university students and present our preliminary findings.

**SUN****P301***Tracking and Quantifying Japanese English Language Learner Speaking Anxiety*

Jonathan Michael Shachter

*Kyushu Sangyo University (Japan)*

This study tracked and quantitatively measured Japanese English Language Learner (ELL) classroom speaking anxiety over 12 weeks. Participants (N = 75) were first-year Japanese Oral Communication students attending a public university in Japan. The Nervousness Metric (NM) was created by the researcher and was used as a quantitative tracking tool. This study is unique in that it has attempted to expand the notion of nervousness beyond a yes-or-no construct. If an individual is nervous it might be helpful to consider how nervous they are. Future research is needed to determine whether the quantification of nervousness might prove effective in decreasing nervousness itself. Furthermore, the quantification of nervousness might help to identify where peak performance occurs and/or where nervousness begins to deter performance.

**Sunday 1:50 p.m. Presentations****SUN****R403***Learning from Older Language Learners*

Stephen Ryan

*Waseda University (Japan)*

Demographic shifts in economically developed nations mean that one of the fastest growing groups of language learners consists of people learning a foreign language in the later stages of life. This demands serious attention from both researchers and classroom practitioners. However, in this session, my focus is more on what this group of learners can teach those of us involved in mainstream language education. Drawing on an ongoing study from Japan – perhaps the world’s most rapidly ageing society – I hope to show some of the ways in which the broader field can learn from the insights and experience of these old learners, their approaches to language learning, and their responses to success and failure.

**SUN****R404***Assessing L2 Learners’ Pragmatic Competence*

Rod Ellis

*Curtin University (Australia), Anaheim University (USA)*

Current tests of pragmatic competence – for example, the Discourse Completion Test – only assess learners’ explicit knowledge (i.e., their ability to behave appropriately when making conscious effort). I will argue that we need tests that can distinguish learners’ implicit pragmatic knowledge (i.e., their ability to use the L2 appropriately online and without deliberation) from their explicit knowledge and begin by explaining the difference between these two types of knowledge. I will then describe and provide examples of tests of English designed to measure them. These tests include a Role Play Test, an Oral Elicited Imitation Test, an Irony Test, and a Meta-pragmatic Knowledge Test. Participants in the workshop will have the opportunity to try out some of the tests for themselves and to comment on them.

**SUN**

**R405**

*Women in Leadership in Korea*

**Kyungsook Yeum**

Professor and Director  
of TESOL Programs at  
Sookmyung Women's

**Boyoung Lee**

English and TESOL  
educator/administrator,  
TV and radio  
personality, CEO at  
MISOA

**Sung Nam Ryoo**

Principal at Seoul Global  
High School

**Gye Hyeong Yoo**

High School Principal

In this discussion panel, four esteemed women in leadership positions in the education field in Korea will reflect on their respective career paths. They'll share stories of their growth as leaders in the field, discuss the challenges and inspirations that have shaped them, explore how their identity as women - and particularly as women in the Korean context - has impacted their careers, consider the responsibilities of women in power in Korea, and suggest implications for the next generation of female leaders in education in Korea.

**SUN**

**R402**

*How Can Social Justice Help My Classroom?*

**Melissa Watkins**

*NamSeoul University (South Korea)*

The personal is political"--but can the political be professional, too? Educators who are interested in being more aware of the way the world outside of the classroom may affect the learning inside of it can benefit from engaging with social justice in Korea to understand their students more thoroughly. It is easy to focus on ideas from our native contexts while ignoring concerns that already exist in Korea. While our own notions of social justice can be relevant and well-intentioned, it may be best to help our students develop the ability to shape their own context. This session will be a dialogue offering a chance to discuss relevant ways of experiencing Korean social justice and the possible classroom applications.

**SUN**

**P201**

*"English only" is not the only way*

**Travis James Compton**

*Changshin University (South Korea)*

As educators reflect upon how to blend disciplines, approaches, and technologies for the advancement of ELT, one factor to consider is the role of the students' first language (L1). While "English only" has emerged as the default approach in many ELT environments, particularly South Korea, there is support for various levels of L1 use in the classroom. Specific functions of the L1 in the L2 classroom will be analyzed and discussed, with participants encouraged to share their own thoughts, experiences, and techniques. This presentation aims to have participants reconsider their perspectives on L1 use, leading to a better experience for students and teachers alike.





*SLA Benefits of Student-Centered Character Creation for Tabletop Role-Playing Games*

Paul Johnson

*Changshin University (South Korea)*

The purpose of this workshop is to be a guide for helping teachers assist their students in developing characters for table-top role playing games. Along the way, it seeks to point out the many benefits to second language acquisition associated with this process. This workshop offers a two-fold critique of standard ESL role-playing activities: a) standard role-playing activities lack character investment (The students will care much more about the success or failure of their characters if they created them themselves). b) standard role-playing activities take character development for granted; thereby missing out on language acquisition opportunities for students. In a standard role-playing activity, characters are typically generated in one of two ways: 1) They come pre-generated as part of an activities sheet, or 2) The instructor laboriously spends time individually creating them. The process that this workshop suggests avoids these pitfalls and instead focuses on enabling students to create characters themselves. Once characters have been created, everyone will get to play out a tabletop role-playing scenario, to experience first-hand, the many benefits of using these sorts of games in their classrooms.

*Effects of Flipped Pedagogy on Students' Written Complexity and Fluency*

Laurence Craven

*American University of Sharjah (UAE)*

Flipped pedagogy has received much attention over the past few years, the central question being whether flipped pedagogy in and of itself can improve student writing. We answered the call in the literature to continue the experimentation on the efficacy of flipped pedagogy. Thus, the following study attempted to explore whether flipped pedagogy had an effect on university students' written complexity and fluency. A total of 80 students in composition classes took part in this study. One group of students was taught using flipped pedagogy; the other was taught using traditional teaching techniques. After analyzing their essays, the results indicated that there was a significant difference between the experimental and the control groups.

## Sunday 14:15 Presentations

SUN

R406

### *Perceptions of foreign faculty in South Korea*

Wayne Finley	Alaric Naudé	Jan deBeer	Randlee Reddy
Woosong University	Suwon Science	Woosong University	Woosong University
(South Korea)	College	(South Korea)	(South Korea)
	(South Korea)		

Are foreign faculty in South Korea professors, researchers or just glorified instructors? There are many important questions to be answered on the perceptions of foreign faculty in Korea. Sharing their knowledge and wisdom are Dr. Alaric Naudé, Dr. Jan M deBeer and Dr. Randlee Reddy, three university professors and researchers. Keeping their insights on track is TEDx speaker Wayne Finley.

Among many other questions to be answered in this very exciting panel discussion are: how do foreign faculty see themselves? How are they treated by university management? How are they viewed by students? If you are interested in gaining real insight into perceptions of university faculty in South Korea then this panel discussion is exactly what you are looking for.

SUN

P203

### *Experiments with Learner Autonomy in Teacher Training*

Andrew Griffiths

*Daejeon Education Training Institute (South Korea)*

This lecture will detail an experiment in learner autonomy on a teacher training course in Korea. The research wished to understand whether learners in East Asian contexts could successfully participate in proactive autonomy (Littlewood, 1999). 30% of curriculum time was given to the learners to develop any aspect of their English ability that they wished. This was called 'PD (personal development) time'. The instructor did not dictate the content of PD time and only monitored and assisted the learners. Using action research, learner feedback was then elicited which helped improve PD time for future courses. Now in its fourth generation, the lecture will report on the successes and challenges of PD time, and will include advice for teachers wishing to make their classes more autonomous.

SUN

P302

### *Picture Books: Tools for Teaching Pronunciation*

Adrienne Lee Seo

*Gyeonggi-do Institute for Language Education (South Korea)*

For English language learners, pronunciation is critically important as it affects intelligibility and successful communication. Using picture books as teaching tools in the classroom promotes the development of phonics, phonological awareness, and pronunciation.

This session will examine the benefits and techniques for using picture books as classroom resources. Picture books create a low stress environment that leads to an increased understanding of phonological awareness: minimal pairs, syllables, onset-rhymes, and phonemes. For more advanced learners, picture books develop their pronunciation of suprasegmental features: pausing between thought groups, stressing content words, reducing stress on function words, and improving intonation.

Participants will practice by utilizing provided picture books to try out new techniques in small groups and give feedback about their experiences.

## Integrating Kahoot in Teaching English for EFL Young Learners

Duc Thuan Pham

*Hoa Lu University (Vietnam)*

Kahoot is a game-based platform supporting language teachers in the creation of quizzes and jumbles that can be played both live in the class and as homework. This paper reports a study in which Kahoot is employed as a tool in teaching and learning English for 96 Vietnamese young learners of “Family and Friends” second edition textbooks by Oxford. This 6-month study aims to find out the learners’ views on the application and the benefits for the learners. To collect data observation, a questionnaire, and semi-structured interviews were used. The findings indicate that the integration of Kahoot was an overwhelmingly positive experience for the learners who exhibited high levels of satisfaction, engagement, and motivations in the learning process. Pedagogical implications are discussed at the end of the paper. Application of newly emerged technological tools in language education is believed to bring opportunities for teachers to transform their classrooms. Many researchers hold a view that new technology-enhanced language learning instruments have positive effects encouraging learners to be involved and motivated.

### Sunday 2:50-4:00 PM Breakout Sessions

ROOM	2:50-3:10	3:15-3:35	3:45-4:00
R 401	Miller <i>Global Issues Discussions: Cultivating Conversational Skills for 21st Century Citizens</i> Conv S		Closing Ceremony – B1 Lobby
R 402	Yoshida, Kato & Minamitsu <i>Enhancing Metacognitive Skills over Students' Learning Process</i> Pref U		
R 403	Winter <i>How to Publish Your Research in International Journals, Conference Proceedings, and Books</i> <b>INVITED</b>		
R 404	Farrell <i>Reflection-As-Action: Implementing Reflective Practice in TESOL</i> <b>INVITED</b>		
R 405	Yeom, Lee, Sung, Yoo & Herron <i>Women in Leadership in Korea (cont.)</i> <b>FEATURED PANEL</b>		
R 406	Finley, Naudé, deBeer & Reddy <i>Perceptions of foreign faculty in South Korea (cont.)</i> PD U PANEL		
R 407			
P 201	Shin <i>Native English-Speaking Teachers in Korean Secondary Schools</i> Oth S Dial <b>KATE</b>		
P 202	Swartz <i>Using Novel Instruction in the Asian Classroom</i> CMgt S / U / A		
P 203			
P 204	Lawrence <i>Using Google Docs Mobile Application for Autonomous Pronunciation Practice</i> Tech U		
P 301	Cho Jones <i>Creating A Space For Students With Disabilities And Neurodiversity In The Classroom</i> Just YL / S / U / A Dial		
P 302	Seo <i>Picture Books: Tools for Teaching Pronunciation (cont.)</i> Conv YL		
P 303 '101s'	Downey <i>Mastering the Double-Edged Sword of Feedback</i> RP YL / S / U / A		
P 304 '101s'	Wunderlich <i>Blending Low and High Technologies for Maximum Benefit</i> 101Tech YL / S		
CAFE			
B1 Lobby	*KOTESOL GIVES BACK! * Donations Table for Teach North Korean Refugees (TNKR) & Korea Unwed Mothers' Families Association (KUMFA)		

## Sunday 2:50 p.m. Presentations

**SUN**

**R403**

### *How to Publish Your Research in International Journals, Conference Proceedings, and Books*

Bodo Winter

*University of Birmingham (UK)*

Publishing is incredibly hard. There are various publishing formats to choose from (journals, proceedings, edited volumes, books, etc.), as well as myriads of publishers and journals. It's also easy to fall prey to "predatory publishers" in obscure journals, which may end up costing you a lot of money for little gain. This talk outlines the publication process and gives hands-on advice on how to get your research published in international journals and other outlets. I will draw from my experience as a general editor at the international journal *Language and Cognition*, as well as from countless reviewing experiences for books and journals from various publishers.

**SUN**

**R404**

### *Reflection-As-Action: Implementing Reflective Practice in TESOL*

Thomas S.C. Farrell

*Brock University (Canada)*

This workshop outlines and discusses how reflective practice can be implemented in TESOL in a manner that not only focuses on the intellectual, cognitive, and meta-cognitive aspects of practice that many other approaches suggest, but also the spiritual, moral, and emotional non-cognitive aspects of reflection that acknowledge the inner life of teachers. The framework that is outlined has five different stages/levels of reflection: philosophy, principles, theory, practice, and beyond practice. Each of these will be explained in detail and participants will be able to practice each in this interactive session.

**SUN**

**R402**

### *Enhancing Metacognitive Skills over Students' Learning Process*

Kuniko Yoshida

*Tokyo City University  
(Japan)*

Takayuki Kato

*The University of Nagano  
(Japan)*

Yoshihiro Minamitsu

*Osaka Electro-  
Communication University  
(Japan)*

This workshop aims to provide a way to enhance students' metacognitive skills over their learning process. Theoretical backgrounds of this approach include the concepts of Self-Regulated Learning (SRL) and self-reflection as well as the Big Five personality traits, of which "conscientiousness" has been conventionally considered the biggest factor for students' academic success. The researchers of this study found that "conscientiousness" traits and skills for receiving relevant information are strongly correlated to enhance students' SRL attitude. Thus, the workshop is designed to enable teachers to help students integrate information relevant to one's own academic needs. Participants will learn how to develop online reflection sheets using ICT equipment and practically apply them in classroom setting.

**SUN**

**R401**

## *Global Issues Discussions: Cultivating Conversational Skills for 21st Century Citizens*

Christopher Miller

*Daeil Foreign Language High School (South Korea)*

The presenter will describe an instructional unit implemented for his conversational class at a foreign language high school. Inspired by Wiggins (2017), the presenter will discuss how he designed a unit intended to promote social, communicative, and global leadership skills for students in the 21st century. The presenter will describe course design, initial challenges to implementing the course, as well as provide examples of oral student output. Following this, the session will focus on subsequent course revisions based on experience, other teachers' input and student feedback. Attendees can expect to gain a framework which will ensure that students both communicate extensively in the L2 and practice conversational norms priming them for success as members of the global community.

**SUN**

**P201**

### *Native English-Speaking Teachers in Korean Secondary Schools*

Hye Won Shin

*Impact Research Lab (South Korea)*

Ever since its inception in 1995, the English Program in Korea (EPIK), which brings native speakers of English to teach in Korea, has faced an existential question: Are these native speakers cost-effective? EPIK teachers receive a relocation allowance, housing, severance pay, health insurance, and more, but a government-commissioned report found that, overall, the teachers had low competence, poor attitudes, and a lack of experience, suggesting a suboptimal allocation of resources. In this presentation, however, I will make the case that we should keep supporting the EPIK program. I will provide a synthesis of the relevant academic literature and present recent work by myself and my colleagues on the effectiveness of native English-speaking teachers (as compared to nonnative English-speaking teachers) in secondary classrooms.

**SUN**

**P202**

### *Using Novel Instruction in the Asian Classroom*

Michael Darryn Swartz

*Shantou University (China)*

This workshop blends psychological research with TEFL research areas, including materials development research, TBLT and CLT, to target problems that teachers encounter in Asian universities. Its goal is to give teachers tried and tested examples of novel instruction, as well as the tools to enable them to produce effective novel instruction. Teachers report that Asian students are unlikely to volunteer answers, are reluctant to participate in classroom discussions, are more introverted, expect and are used to a teacher-led approach, as well as have greater classroom anxiety. Novel instruction can be used to lower the affective filter, provide a more student-centred approach to instruction, lower anxiety and make more students likely to answer questions. Therefore, novel instruction can alleviate many of the issues that teachers in an Asian context report.

**SUN**

**P204**

## *Using Google Docs Mobile Application for Autonomous Pronunciation Practice*

Becky Lawrence

*Tokyo International University (Japan)*

Practicing pronunciation using free, mobile applications is accessible and convenient. Google Docs, with speech recognition software designed for proficient speakers, is authentic and learner centered, providing students with feedback otherwise unavailable outside of class.

Participants will learn how to utilize the Google Docs mobile application for pronunciation practice through various hands-on activities. The presenter will briefly share results from an action research project in which university students in Japan used the speech-to-text function in Google Docs mobile app to record sentences with target phonemes, and afterwards analyzed the visual feedback given by Google Docs to revise their errors using strategies learned in class.

Participants will also receive sample lessons, activities, and suggestions on how to incorporate this innovative technique in their own speaking classes

**SUN**

**P303**

### *Mastering the Double-Edged Sword of Feedback*

Stephanie Downey

*Kyungnam University (South Korea)*

Whether it's given formally or informally to students or to colleagues, feedback is a double-edged sword that can have both favorable and unfavorable consequences. Oftentimes, words that are intended to promote improvement, competence, and confidence can have the opposite effect, leaving the receiver feeling defensive, demotivated and judged. How can we master this important tool to insure that the feedback we give is truly 'constructive'?

This workshop aims to help participants deepen their awareness of the feedback process so that they may become more effective at giving feedback. Drawing from the latest research in educational psychology, the speaker will present various frameworks and techniques for making sure your feedback message aligns with the true meaning you wish to convey and improves confidence and performance.

**SUN**

**P304**

### *Blending Low and High Technologies for Maximum Benefit*

Madeleine Grace Wunderlich

*Jeollanamdo Office of Education (South Korea)*

These days, students are surrounded by technology. Cell phones, computers, monitors showing a video like advertisement, and many other high tech objects that they interact with on a daily basis. While high tech gadgets and educational technologies consistently advance, is high tech always the best way to go in a classroom? Low technology classes can be balanced with higher technology to maximize student learning and student engagement. The goal of this 101 lecture to show a variety of different methods, ideas, and ways to incorporate multiple technologies into a class or curriculum. Using low and high tech in a classroom are something that should be maximized upon, not ignored.



<https://kumfa.or.kr>

<https://www.facebook.com/groups/kumfa/>



Korean Unwed Mothers' Families Association is an organization founded in 2009 by unwed mothers to improve the awareness of unwed mothers, their children in Korean society, and their rights and interests. KUMFA has 2400 members nationwide, with chapters in several cities.

Vision: A society where unwed mothers can raise their children without discrimination.

Mission: To become a society that respects unwed mothers' rights of choice and their pursuit of happiness

#### The Reality of Unwed Mothers in Korea

In 2009, when the Korean Unwed Mothers Families Association was founded, there were about 1,000 children adopted overseas, and 97 percent of them were from unwed mothers. This shows just how difficult it is for unwed mothers to raise their children in Korea. South Korea is one of the world's leading OECD countries, but people's perception of women remains in the olden days. A woman who gives birth to a child without marriage is morally condemned. Unwed mothers who choose to raise their children have gathered and pledged to help each other raise their children and create a better society. Thus, KUMFA was created.

#### KUMFA's Main Activities

- ❖ Networking and support events such as monthly meetings and camps
- ❖ Activist training of unwed mothers
- ❖ Emergency assistance: Medical support (living, baby delivery, treatment, etc.), living expenses, utility bills, etc.), housing support (operating *an emergency temporary shelter "A shelter for hope" that houses pregnant homeless unwed mothers*)
- ❖ Psychological therapy for unwed mothers
- ❖ Social welfare: personal consultations and counseling visits
- ❖ Public Awareness programs such as a Human Library, campaigns, and conferences
- ❖ Job education and re-training
- ❖ Unwed mothers self-supporting business café: Café PAGUS

#### KUMFA's Volunteers

- ❖ English teaching for the mothers and children
- ❖ Big Brother and Big Sister Project: Based on a mentor-mentee relationship, the project matches children five-years-old or older with brothers or sisters to build trust and forge a special bond.
- ❖ Other: Child-care while unwed mothers attend regular meetings, sorting and delivering donations to members nationwide, and event assistance



# Teach North Korean Refugees Global Education Center (TNKR)

TNKR is a nonprofit organization based in Seoul engaging North Korean refugees in preparing for their transition to life outside of North Korea by providing them with free learning opportunities.

**Our mission:** TNKR empowers North Korean refugees to find their own voice and path through education, advocacy, and support.

**Our core values:** Access to education opportunities for refugees, a positive experience for volunteers, practicality and authenticity of action.

**Whom do we serve?** 430 North Korean refugees have studied in TNKR since it was founded in 2013 by Casey Lartigue (American) and Eunkoo Lee (South Korean). 76% of students are women, 24% are men. 57% are college and graduate students, 29% are working, 14% are preparing for college, unemployed, housewives.



**Why do North Korean refugees need English?** In the last 20 years, more than 33,000 North Korean refugees have escaped to South Korea. Escaping is only the first battle, as they encounter prejudice, employment, deal with PTSD, struggle in South Korea's hyper competitive capitalist society, and unfamiliar languages, especially English. About 28% of North Korean refugees drop out of college, compared to 4.5% of South Koreans. About 33% cite English as a major factor and 40% cite foreign languages, especially English, as a barrier to their adjustment in South Korea.

**How does TNKR recruit North Korean refugees?** We don't! Through word-of-mouth, North Korean refugees learn about TNKR. North Korean refugees show up hours in advance for the opportunity to choose tutors. TNKR is truly student-centered, refugees feel respected because they choose their respective study paths and language helpers for 1:1 support in a self-study program.

**Who volunteers in TNKR?** 965 volunteer tutors and speech coach mentors have volunteered their time since 2013. Thanks to volunteers, refugees receive more than \$10,000 of free English tutoring monthly. Teaching experience isn't required, but all volunteers must respect the privacy of refugees and accept TNKR's student-centered approach.

**How can you help?** TNKR always needs volunteer tutors giving their time and expertise. Additionally, you can help TNKR become a more robust organization by giving your other skills, such as translation, marketing, fundraising, graphic design, editing, writing.

**Special student accomplishments:** Numerous TNKR students have graduated from college, become employed, won scholarships and fellowships, studied abroad, gained confidence in themselves as humans. Three TNKR students have published memoirs in English and many have engaged in public speaking.

Want to join us? [www.lovetnkr.org](http://www.lovetnkr.org), call our office, 02-6929-0942 or email us [TNKR@teachnorthkoreanrefugees.org](mailto:TNKR@teachnorthkoreanrefugees.org) or [CJL@alumni.harvard.edu](mailto:CJL@alumni.harvard.edu)



## Korea TESOL: Poster Sessions

### Poster Session A: Saturday, 1:30-3:30 PM

CAFÉ	<b>Matsuoka, Tsukahara, &amp; Mizumoto</b> <i>Variety of Discussion Patterns and Students' Shared Regulation</i> Mult S
CAFÉ	<b>Matsuoka &amp; Asai</b> <i>Changes in reading process of EFL learners in four years</i> Read U
CAFÉ	<b>Asai</b> <i>Silence recognition of consecutive bilabials</i> Voc U
CAFÉ	<b>Westby</b> <i>Rewarding Classroom Participation and How It Affects Language Learning</i> CMgt U
CAFÉ	<b>Westby</b> <i>Utilizing Sociocultural and Psycholinguistic Theories in the Language Classroom</i> Soc U
CAFÉ	<b>Riccobono</b> <i>Towards English for 2020 Games: Corpus-based investigation of Summer-Olympics Vocabulary</i> Voc S / U / A
CAFÉ	<b>Colmerauer</b> <i>University Students' Perceptions and Opinions on Informal Coffee Talks</i> Oth U / A
CAFÉ	<b>MacLean</b> <i>Using Cloud Computing to Enhance Feedback about for Oral Presentations</i> Tech S / U

### Poster Session B: Saturday, 3:45-5:45 PM

CAFÉ	<b>Urabe &amp; Cho</b> <i>Factors Affecting Peer Assessment of Student Speeches in English</i> Conv U
CAFÉ	<b>Mortali</b> <i>Japanese University Students' English Use out of the Classroom</i> Pref U
CAFÉ	<b>Gentry</b> <i>Students' assessment of a study abroad program</i> RP U
CAFÉ	<b>Bradbury</b> <i>Knowledge Speaks: Video Blogging to Promote Fluency</i> Conv S / U / A
CAFÉ	<b>Suh</b> <i>Developing an Integrated CBI and Situational Language Teaching Material</i> ESP U / A
CAFÉ	<b>Martinez-Garcia</b> <i>Beyond the English Divide in South Korea</i> Just YL / S / U / A

### Poster Session C: Sunday, 12:50-2:50 PM

CAFÉ	<b>Jurns &amp; Bower</b> <i>Peer-led work stations to enhance academic writing skills</i> Wri U
CAFÉ	<b>Do &amp; Phan</b> <i>Developing Intercultural Communication Competence Via Raising Self-Awareness Activities in ELT</i> Cult U / A
CAFÉ	<b>Thollar</b> <i>Developing Critical Thinking Skills in the English Language Classroom</i> Creat S / U / A
CAFÉ	<b>Ryan A</b> <i>Peer Writing Support Center in a Japanese University</i> Wri U
CAFÉ	<b>Mislang</b> <i>Transforming Conversations Outside of the Classroom</i> Conv U / A
CAFÉ	<b>Suren</b> <i>Using Divergent Questions to Assess Higher Order Thinking</i> Test U <span style="float: right;">ELTAM</span>

## Poster Presentation Abstracts

### Saturday 1:30 p.m.

**SAT**

**Cafe**

#### *Variety of Discussion Patterns and Students' Shared Regulation*

Mayuko Matsuoka

Tomoya Tsukahara

Takeshi Mizumoto

*Kyoto University (Japan)*

*Meisei High School (Japan)*

*Hylable Inc. (Japan)*

This study aimed to reveal the relationships between group interactions and shared regulations in English reading collaborative task. The participants were 78 first-grade high school students who participated over four sessions in the second term of the 2018 academic year. They were asked to individually read an English passage in 5 minutes and answer the questions related to the passage collaboratively in 15 minutes. Each group consisted of 5 students. The data analyzed in this study reflects utterances of each group, which were automatically recorded and analyzed by a Discussion Assessment System (Hylable Inc.) and self-reported in a shared regulation questionnaire. Results showed that there is a variety inflow of discussion, and a slight positive significant correlation appeared between the number of turntakes and score for comprehension monitoring.

**SAT**

**Cafe**

#### *Changes in reading process of EFL learners in four years*

Mayuko Matsuoka

Atsushi Asai

*Kyoto University (Japan)*

*Daido University (Japan)*

The present study aimed to observe the changes in the real reading processes of EFL learners and awareness for their own reading processes. Four undergraduates in a private university in Japan participated in our study once a year from 2016 to 2019. They were asked to speak aloud any words in their mind as they read an English passage. They were videotaped and all of their utterances in their interview session were transcribed for analysis. Results for their reading process indicate they could naturally activate their background knowledge in order to guess the meanings of the unknown words, and revise predictive inferences. In addition, they could notice the importance of their own motivation or positive attitude toward a better understanding for the passage.

**SAT**

**Cafe**

#### *Rewarding Classroom Participation and How It Affects Language Learning*

John Westby

*Meijo University (Japan)*

University lecturers in language classrooms in Japan find it difficult to spur their students to participate actively. Over the three years of teaching a course entitled International Communication, I implemented a system which rewards such participation. The system functions by recording the number of times that each student is called upon after raising his/her hand during class and rewarding that student with one point each time. Essential steps in implementing the approach as well as other mechanics are discussed. Analysis of the class records indicate that students do participate more frequently given this method. Moreover, analysis of testing data shows a modest correlation between more frequent participation and improved test scores. Student reaction and the pros and cons of the approach are also touched upon.

**SAT**

**Cafe**

*Utilizing Sociocultural and Psycholinguistic Theories in the Language Classroom*

Mina Westby

*Nanzan University (Japan)*

"How is language learned? Two important theories exist, and a combination may be the best approach to language instruction.

The Russian psycholinguist Lev Vygotsky developed sociocultural theory. It holds that people gain control of and reorganize their cognitive processes during mediation as knowledge is internalized during social activity. Vygotsky assumes that cognitive development, including language development, arises as a result of social interactions.

On the other hand, the Swiss psychologist, Jean Piaget developed psycholinguistic theory. It holds that the developing cognitive understanding is constructed on the interactions between children and the things they observe or handle. Language represents knowledge that children have acquired through physical interaction with their environment.

Additionally, this poster presentation will provide examples of classroom activities which are supported by either theory.

**SAT**

**Cafe**

*Silence recognition of consecutive bilabials*

Atsushi Asai

*Daido University (Japan)*

In 2019, 202 EFL students with a wide range of English proficiency were asked to choose one correct pronunciation of word-internal consecutive bilabials, and results show that the silent letter recognition of word-internal bilabial consonants, e.g. [m(b)] in 'plumber', depends significantly on the EFL learner's proficiency. The beginning-level learners tended to judge the target sounds according to the spellings. On the other hand, those who had greater phonetic knowledge were more confused with the voiced patterns under similar spelling conditions. Thus, the present study indicates the importance of both visual and auditory inputs on vocabulary learning in EFL settings.

**SAT**

**Cafe**

*Towards English for 2020 Games: Corpus-based investigation of Summer-Olympics Vocabulary*

Philip Riccobono

*Kobe University (Japan)*

In 2019, 202 EFL students with a wide range of English proficiency were asked to choose one correct pronunciation of word-internal consecutive bilabials, and results show that the silent letter recognition of word-internal bilabial consonants, e.g. [m(b)] in 'plumber', depends significantly on the EFL learner's proficiency. The beginning-level learners tended to judge the target sounds according to the spellings. On the other hand, those who had greater phonetic knowledge were more confused with the voiced patterns under similar spelling conditions. Thus, the present study indicates the importance of both visual and auditory inputs on vocabulary learning in EFL settings.

**SAT****Cafe***University Students' Perceptions and Opinions on Informal Coffee Talks*

Barton Robert Colmerauer

*Kanda University of International Studies (Japan)*

As an educator, one may occasionally find a lack of opportunities to meaningfully interact with students more casually outside of the classroom. However, could these opportunities be beneficial in providing students and teachers a chance to build rapport while addressing the individual academic needs of students? To explore this question, the presenter conducted informal "coffee talks" with over 30 university students from his classes, with the dual purpose of building a better understanding of individual students' needs as well as build rapport.

**SAT****Cafe***Using Cloud Computing to Enhance Feedback about for Oral Presentations*

George MacLean

*University of the Ryukyus Global Education Center (Japan)*

This poster will discuss my experiences fostering a reflective learning environment via (A) the delivery of near-immediate teacher and peer feedback and (B) subsequently requiring students to submit reflections about their learning experiences using cloud computing (Google Suite for Education). Certain pedagogical tasks limit teachers' abilities to provide immediate feedback, such as when students are giving presentations. In this poster, I will explain how cloud computing can help to overcome such challenges, notably by videoing students and incorporating teacher feedback into the video in such a way that students are receiving critical feedback about their language production and also their presentation skills. Thereafter, based on students' comments and their reflective learning assignments, this poster will discuss (1) whether students are able to understand the corrective feedback provided, and (2) whether they subsequently demonstrate correct knowledge of the linguistic form or presentational behavior towards which the feedback was targeted (uptake).

**Saturday 3:30 p.m.****SAT****Cafe***Factors Affecting Peer Assessment of Student Speeches in English*

Chika Urabe

*Fukuoka University (Japan)*

Kanako Cho

*Fukuoka University (Japan)*

Peer-evaluation is one of the important activities in teaching and learning English in a classroom setting. But it has not been fully elucidated what makes learners judge their peer learners as "better English speakers". In this study, a total of 10 Japanese learners of English orally described an event in a four-piece cartoon in English. Another 20 learners of English rated the speeches. Based on their evaluation, this study analyzed the relationships between the results of peer evaluations and the following factors in the speech: words level, sentence length, the number of words in total, the number of sentences, the amount of silence, and speech length. Based on the results, this study discuss what factors affect the learners judges of better speakers.

**SAT****Cafe***Japanese University Students' English Use Out of the Classroom*

Daniel Mortali

*Shizuoka University of Art and Culture (Japan)*

Students studying English as a foreign language (EFL) are often eager to improve their communication skills through various forms of development, like oral communication. However, what kind of willingness do they have to use it with non-native peers? This study looked into the motivations Japanese university students have to use English with their non-native peers, outside of a classroom setting. By means of a mixed methodology approach, data were collected on motivations towards the hypothesis that Japanese EFL students, largely, do not communicate in English outside of school with other non-native peers. The data revealed they did not communicate often, or sometimes at all, in English with their non-native peers outside of class and school for a variety of reasons.

**SAT****Cafe***Students' assessment of a study abroad program*

Reginald Gentry

*Language Center, International Affairs Division, Fukui University (Japan)*

This study examined how an evaluation was conducted within a study abroad program, and described what occurred when students were encouraged to become active participants in the evaluation process. The purpose and the processes used to further develop the evaluation will be explained. In addition, this study will highlight the benefits of using student input towards learning outcomes and their impact towards curriculum design.

**SAT****Cafe***Knowledge Speaks: Video Blogging to Promote Fluency*

Hannah Bradbury

*Tokyo International University (Japan)*

Encouraging students to speak and listen with confidence can be a challenge for any second language educator. In this poster presentation, I will explore how video blogging can be incorporated to help students improve their speaking and listening skills. I will share and compare several video blogging platforms that I have used successfully. Additionally, I will explain related activities that can help students hone pronunciation, grammar, vocabulary, and overall fluency.

**SAT**

**Cafe**

*Developing an Integrated CBI and Situational Language Teaching Material*

Ji-young Suh

*English Teacher (South Korea)*

Air transportation has become a necessary part of globalization and the role of flight attendants as well as their communication competence has become vital factors in the success of the aviation business. This presentation looks at Content-Based Instruction (CBI) English for Specific Purposes (ESP) Course materials which the presenter designed specifically for cabin crew. The purpose of this course material project was to develop learner-centered ESP materials that integrate CBI and situational language teaching as a framework to meet the particular needs and unique characteristics of cabin crew. Through this presentation, attendees will gain a deeper understanding of an integrated approach to English materials for cabin crew and practical ways to develop their own materials.

**SAT**

**Cafe**

*Beyond the English Divide in South Korea*

Maria Teresa Martinez-Garcia

*Hankuk University of Foreign Studies (South Korea)*

Knowing English in South Korea is an important asset, such that it is an indispensable skill when applying for admission into top universities or finding good jobs. The investment of families in making sure their offspring learn the language has been consistently increasing in recent years. However, not all families have access to the same private resources, thus, creating a division (also known as 'English Divide') between the rich who can provide their children with good private education and the poor, who cannot do it. This poster provides a detailed account on the current economic situation of South Korea, emphasizing the importance given to English education, as well as the work done by nonprofit organizations (such as Beyond the English Divide) to stop this situation.

**Sunday 12:50 p.m.**

**SUN**

**Cafe**

*Peer-led work stations to enhance academic writing skills*

Kathryn Jurns

Claire Bower

*Kanda University of International Studies*

*Kanda University of International Studies*

*(Japan)*

*(Japan)*

Peer-review has long been a mainstay for writing teachers as it can enhance critical thinking and writing and allow students to receive more detailed feedback. However, in an ESL class the value can be undermined by student ability or discomfort, and feedback can be ineffectual or even counterproductive. One strategy is to create a more effective practice is to play to students' strengths and build their "specialties" in academic writing. Over an academic year, students focus on their individual "specialty" areas, which evolves to become workshop style peer-reviews with stations of students focused on specific areas. This is beneficial as it boosts confidence in new authors and helps them avoid some of the vague or superfluous feedback that common in peer reviews.

**SUN****Cafe**

*Developing Intercultural Communication Competence Via Raising Self-Awareness  
Activities in ELT*

Thi Mai Thanh Do

*Vietnam National University, Hanoi  
(Vietnam)*

Thi Van Quyen Phan

*Vietnam National University, Hanoi  
(Vietnam)*

To develop learners' intercultural communication competence, teachers need to pay attention to attitudes, motivations, skills and knowledge to achieve the appropriateness and effectiveness as mentioned in Byram (2002), Lustig (2010), and Frank (2013). However, teaching intercultural communication in Vietnam is challenging because it demands the teachers to ensure both to raise intercultural awareness and to reduce stereotypes and overgeneralization for the students, most of whom have not had much intercultural exposure or gone abroad. Our paper will share some experiential strategies used for English major students, specifically raising self-awareness of students' own culture to understand otherness in intercultural interaction. These include project-based exploration of cultural behavior and perceptions, reflection papers of personal identity and use of intercultural materials (books, films, and blogs) for groups' critical analysis.

**SUN****Cafe**

*Developing Critical Thinking Skills in the English Language Classroom*

Simon Thollar

*Hokkaido Information University (Japan)*

It has been argued that both information literacy and critical thinking are two important skills to possess in the twenty-first century. While most students are literate in the sense of being engaged through their technologies (SNS, eLearning, mobile technologies), critical thinking tends to be overlooked in formal class time. Critical thinking aims to promote people's ability to criticize, question, evaluate and reflect. While traditional classroom techniques have used debate to meet this end, the author discusses and presents a critical thinking exercise in the form of a problem-solving task. Students form groups, consider the problem, formulate an answer and present it, justifying their response. Results from applications of the exercise are considered, along with student responses.

**SUN****Cafe**

*Transforming Conversations Outside of the Classroom*

Ramon Mislant

*Tokyo International University (Japan)*

The purpose of this study was to investigate how turn-taking strategy cards influence English conversations for Japanese students in environments that promote oral communication practice outside of the classroom. We implemented a system at an English Lounge at Tokyo International University that assisted students with turn-taking strategies through a card system. The card system acted as an assistive device that helped students practice turn-taking strategies, leading to desirable turn-taking habits. We used a pretest/posttest design to record the word count and uses of each turn taking strategy. The data we collected will help advance future teaching approaches in encouraging greater depth of conversation among EFL learners in environments outside of the classroom such as English and Global lounges.



**SUN**

**Cafe**

*A Peer Writing Support Center in a Japanese University*

Jack Ryan

*Shizuoka University of Art and Culture (Japan)*

While peer writing support centers are normal at many universities in North America, they are still relatively rare in Korea and Japan.

This presentation reports upon the process of setting up and administering a peer writing support center at a Japanese university. It examines the efficacy of the center as seen by stakeholders, including student users of the center, peer tutors, professors, and university administration. The research methods used in this study include surveys and interviews. Preliminary results suggest that the peer support center has helped users in many ways, including improving their metalinguistic awareness and increasing their confidence.

This presentation is useful for those interested in establishing and managing a peer writing center at a Korean or Japanese university.

**SUN**

**Cafe**

*Using Divergent Questions to Assess Higher Order Thinking*

Chimed Suren

*National University of Mongolia (Mongolia)*

All teachers ask questions from the beginning of the lesson until the end to check what has been learnt and understood. Whether students feel encouraged to speak will depend very much on the type of question the teacher asks. This presentation is to introduce questions for each level of Bloom's taxonomy:

- "lower level" questions at the remembering and understanding
- "medium level" questions at the applying and analyzing
- "higher level" questions at the evaluating and creating levels.

Questions raised in speaking assessment play an important role to test the students' overall cognitive levels. With such a belief, the presenter will share her experience of developing and using divergent questions which foster learners' critical thinking.

## 2019 International KOTESOL Conference Presenter Biographies

**Ahmed** - Fayaz Ahmed is currently working as a senior lecturer in English and the head of the Writing Centre at Sultan Qaboos University in Muscat, Oman. Ahmed has taught EFL and academic writing courses at a number of reputed public universities in India and the Middle-East over the past eighteen years. He is also an IELTS examiner for speaking and a Bell-accredited local DELTA tutor. Ahmed holds an MA in English in addition to Cambridge DELTA and CELTA qualifications. His research interests include, limited to language assessment, SLA, learner motivation and writing center discourse.

**Ahn** - So-Yeon Ahn is an Assistant Professor at City University of Hong Kong, where she conducts research on intercultural communicative competence, language play and awareness, and social and cultural approaches to language learning. She is particularly interested in the multimodal analysis of language teacher and language learner identity construction and societal ideologies. Her recent work has appeared in *Language Awareness*, *Applied Linguistics Review*, and the *Journal of Multilingual and Multicultural Development*.

**Alexander** - Luke Alexander has been an English language teacher and teacher trainer for the past 15 years, and he is currently a PhD candidate at Macquarie University in Australia. He has worked as a teacher in the U.K., Singapore, South Korea, and Australia. He has also been closely involved in the design and delivery of online courses and MOOCs. His research interests include workplace discourse, language teacher identity, and critical thinking pedagogy.

**Alkema** - Mr. Bryan Alkema has taught both EFL and ESL to students of all ages and skill levels, in contexts ranging from North America to the Middle East and Asia. He has given presentations at previous national and international KOTESOL conferences, as well as in Oman. He received his M.App.Ling. from the University of Southern Queensland in 2013. He currently teaches both English and TESOL courses at Handong Global University in Pohang, South Korea, and serves as Coordinator for the EAP level of Handong's 4-tier English program. He may be contacted at [bryan@handong.edu](mailto:bryan@handong.edu).

**Anderson** - Ediri is currently an Assistant Professor at CamEd Business School Phnom Penh, Cambodia. He teaches Academic Writing and Classical Literature to foundation year students. He is originally from Nigeria but has lived and worked in Europe, the US, the Middle East and several countries in Asia including Taiwan and Singapore. He holds an MA TESOL of Hertfordshire, UK and is currently pursuing an MBA from Harvard, via Harvard Business Extension School. Ediri is a former US Embassy Phnom Penh Post English Language Coordinator/Instructor and a curriculum developer for several institutions. Ediri has 10 years' experience teaching English, enhancing English language acquisition in the ESL setting. His energy and approach to making English learning unforgettable for his students are distinctive.

**Apriyanti** - Erah Apriyanti is an ELT trainer in Enigma Pakar Lingua Training and Consulting based in Jakarta. She is mainly interested in Language research and teaching methodology to develop teachers' professional skills. She has been teaching English for 15 years.

**Asai** - Atsushi Asai teaches language processing and language cognition as an associate professor at Daido University, Nagoya, Japan. He is certified in Teaching English as a Foreign Language and Teaching Japanese as a Foreign Language. His research interests include cognitive aspects in morphophonology and lexicology.

**Austin** - Chris Austin teaches in Hong Kong and has done so since 2013. His teaching experience at the British Council Hong Kong ranges across levels and ages, but he has focused particularly on the young learner. He graduated from the University of Greenwich with a BA Honours in Creative Music Production and Technology. His TEFL qualifications include a Diploma in English Language Teaching to Adults, a CELTA YL, and a TYLEC. His experience of teaching young learners in Hong Kong has highlighted the increasing significance of STEM in the young learner classroom and the growing relevance of technology as a vehicle for learning. As a father of a young child he is heavily motivated to integrate new technology into pedagogy.

**Bach** - Carrie Bach is a doctoral student at the University of Hawaii at Manoa studying Second Language Studies. Her research interests include task-based language teaching, computer assisted language learning, and multilingualism. She has taught ESL and undergraduate courses in Second Language Studies at the University of Hawaii. She currently teaches test prep online.

**Baldwin** - Jeff Baldwin is an instructor in the Language Education Department at Gwangju Institute of Science and Technology. His research interests include Academic Discourse, Academic Presentation Skills and Classroom Management.

**Baronetti** - Carla Baronetti has been teaching English since 2007 in Spain, the UK and now in Hong Kong. Currently she works at the British Council Hong Kong as a teacher and the administrator for the Transitions programme for asylum seekers and refugees. She holds a BSc. Honours in Geography from the University of the Witwatersrand, a Trinity Diploma in TESOL, a TYLEC and a CELTA. Her areas of interest in ELT include language education and inclusion and integrating coding skills into the ELT classroom.

**Barrass** - Justin Barrass has been teaching at universities in Korea for the past twenty years. He received his M.Sc. in applied linguistics from the University of Oxford, and his dissertation on the intelligibility of Korean English pronunciation was published by the British Council, who awarded him a commendation in their ELT Masters Dissertation Awards. Justin is currently head teacher of the English-teaching staff on Sungkyunkwan University's Natural Sciences campus.

**Beech** - Peter Beech is an EAP teacher, teacher trainer and curriculum developer based at the Centre for English Language Education, University of Nottingham Ningbo China. His academic interests are centred on ways to make teaching more effective through the application of SLA research findings in the development of classroom methodology.

**Benevides** - Marcos Benevides is a teacher, researcher, and an internationally distinguished author of educational materials. He co-ordinates the English Language Program at J. F. Oberlin University in Tokyo, and is the CEO of Atama-ii Books. His research and materials development interests include themed and content-based approaches to language teaching, particularly task-based instruction, extensive reading, and materials development. His coursebooks and graded reader series have been awarded the top distinctions in ELT publishing: the British Council ELTon (in 2010 and 2019), the Duke of Edinburgh English Book Award (2011) and several ERF Language Learner Literature awards. Most recently, he co-authored Widgets Inc.: A task-based course in workplace English.

**Bennette** - David Bennette is currently working at Woosong University in Daejeon and has taught at universities in South Africa, France, Taiwan, and Turkey where he was a regular conference presenter. He obtained a double Master's in Language Science and Literary Theory and a Doctoral level qualification in Language Studies from the University of Aix-Marseille in France. His research interests are Corpus Linguistics, Pronunciation, Multiculturalism in the classroom and Discourse Analysis. He is also a very dedicated student of Korean.

**Berry** - David Berry first came to Korea in 1995 to teach children. After earning an MA in TESOL in 2000, marrying in 2001, and having children (in that order); he moved to teach in universities – in Korea and Gulf countries. It has been a growing experience where he has developed his teaching skills and insight into what makes students tick. Also, he has met many interesting people – both students and colleagues. Throughout that time, he has participated in many professional associations for language teachers: KOTESOL (Korea), Qatar TESL, TESOL Arabia (UAE), and KSAALT (Saudi Arabia). By being involved in these professional associations, his interest in research grew. He is currently juggling teaching at a university, studying a PhD in educational technology, and homeschooling (part-time) my children.

**Beuckens** - Todd Beuckens is a lecturer of English studies at Ritsumeikan Asia Pacific University in Japan. He has an M.A. in Education in Learning, Design and Technology and is the creator of two ESL/EFL listening sites, [ello.org](http://ello.org) and [soundgrammar.com](http://soundgrammar.com), and he is the creator of [meel.org](http://meel.org), a site that provides Ed Tech distance training for teachers via free monthly workshops. He is interested in how to use technology to optimize learning without sacrificing the power of human interaction. He has been an EFL/ ESL teacher for 25 years and Ed Tech materials writer for 15 years.

**Bieri** - Thomas E. Bieri is an Assistant Professor at Nanzan University in Nagoya, Japan. He has 30 years of work experience in education, including in technical support and in teaching positions at universities and language schools. He has taught in Australia, Japan, and the United States. He holds Master of Arts degrees in teaching second language and in educational technology from universities in Australia and the USA, respectively, and a BA in Women's Studies from UC Berkeley. His instructional and research interests include educational technology use, extensive reading, and promoting awareness of gender issues and feminism. He has led several edtech workshops and volunteered actively in JALT for several years, including several leadership positions. Learn more about him at his website: [thomasedwardbieri.weebly.com](http://thomasedwardbieri.weebly.com).

**Bishop** - David Bishop has over 10 years of teaching experience teaching North American pronunciation at universities in Japan and Canada, as well as at corporations such as Coca Cola Japan, Salesforce Tokyo, Amazon Vancouver and IKEA Toronto. He is currently a Pronunciation Lecturer at Tokyo International University in Japan. David's birth language was British English, and he taught himself North American English upon moving to Canada at 11 years old. He can speak both variations fluently, and as such, his research interests are pronunciation and accent reduction. When not teaching, David enjoys sports and traveling. He can be contacted at [interlanenglish@gmail.com](mailto:interlanenglish@gmail.com).

**Bower** - Claire Bower is a second year lecturer in the English Language Institute at Kanda University of International Studies in Japan. She received her Master in English Language Teaching in 2017 from the University of Sussex with a final dissertation that investigated teacher attitudes toward developing critical thinking skills in East Asian university students. Claire has extensive teaching experience in Japan, the U.K. and Australia at both the tertiary level and in the Language School sector. Her research interests include critical thinking, academic writing in EFL, and the effects of politeness and speech acts in cross-cultural communication.

**Bradbury** - Hannah Bradbury is a Global Teaching Fellow at Tokyo International University. Previously, she worked at an EAP Program in Shanghai, China and taught ESP (English for Specific Purposes) to hospitality workers in Guatemala. She was also an AmeriCorps volunteer and worked with immigrants and refugees in Seattle, Washington. Hannah earned her MA TESOL from the New School in 2013. Her professional areas of interest include project-based learning, curriculum development, and cross-cultural communication.

**Bradley** - Joff P.N. Bradley, an associate professor in the faculty of foreign languages at Teikyo University in Tokyo, is the editor of *Deleuze and Buddhism* and co-writer of *A Pedagogy of Cinema*. He has also co-edited *Educational Philosophy and New French Thought* and *Principles of Transversality in Globalization and Education*.

**Brandon** - Michael Brandon is an Assistant Professor at Hanyang University's College English Education Committee, in Seoul. He has more than ten years' teaching experience in Korea, and has taught reading and writing at public school and university levels. He has also conducted workshops in reading and cooperative learning for in-service teachers for Gyeonggi Office of Education and Seoul National University of Education. He holds an MA degree in international development, an MEd in TESOL, and is presently a doctoral candidate in Education. His research interests include integrating educational technology into extensive reading classrooms, collective memory, and education in multicultural contexts and the relationship between evaluation and professional practice.

**Broadby** - Deborah Broadby is an English Language Instructor at Nanzan University in Aichi prefecture, Japan. She holds an M.Ed (TESOL) from the University of Tasmania and she is currently studying for her MBA at NUCB. Her research interests are in student psychological well-being and the implications these have on classroom success. [debbie@ic.nanzan-u.ac.jp](mailto:debbie@ic.nanzan-u.ac.jp)

**Brunotte** - Josh Brunotte is an associate professor at Aichi Prefectural University. He is currently undertaking research in the use of virtual reality in the classroom and as an anxiety-reduction tool, as well as health-related behaviors such as sleep and their effect on classroom achievement.

**Burton** - Rhett Burton is a self-taught entrepreneurial teacher who owns and operates a language school for young learners. He uses his school as a playground for creating and testing courses, materials and tech solutions. He has 17 years of teaching experience in Korea and is in his 7th year in business.

**Caballero Orozco** - Born in Mexico and educated in the United States, Luis Roberto Caballero Orozco has been teaching English & Spanish languages for over a decade in high schools, universities, non-profits, and corporations around the world. Luis holds a Bachelor's degree in speech & linguistics, as well as a Master's in higher education. His professional interests include intercultural communication, school leadership, and international education. Luis has been in Korea since late 2014. He is the Diversity Committee Chair of KOTESOL, as well as the 2019 International Conference's Program Director. This conference will be his final project as a teacher in Korea. He intends to fly home after our successful conference to spend time with family and friends before enrolling in a Doctorate program.

**Cabell** - Charles Cabell Ph.D. is an associate professor in the department of global innovation at Toyo University. He is Japanese literature expert and English language expert who has published widely in both areas in the United States and Japan.

**Capobianco** - Paul Capobianco is a Specially Appointed Associate Professor at Hokkaido University in the Department of Media and Communication.



# KOTESOL Special Interest Groups (SIGs)

*Bringing educators together to learn, share, grow, and collaboratively explore mutual interests*

## **CHRISTIAN TEACHERS SIG**

A SIG to inspire Christian teachers to seek excellence in their teaching, integrity in their lifestyle, and service to others.

<https://koreatesol.org/content/christian-teachers>

## **CLASSROOM MANAGEMENT SIG**

A SIG devoted to exploring effective methods for managing classes and building a classroom environment conducive to learning.

<https://koreatesol.org/content/classroom-management>

## **ENVIRONMENTAL JUSTICE SIG**

A SIG to support English teachers interested in including information about environmental justice in their curriculum.

<https://koreatesol.org/content/environmental-justice>

## **MULTIMEDIA & CALL SIG**

A SIG for teachers who are interested in integrating educational technology and media into their classrooms.

<https://koreatesol.org/content/multimedia-call>

## **PEOPLE OF COLOR TEACHERS SIG**

A SIG where POC teachers in Korea can find solidarity in their shared experiences; explore issues related to racial, cultural, ethnic, and other forms of discrimination; and raise awareness among the wider KOTESOL community.

<https://koreatesol.org/content/people-color-teachers>

## **RESEARCH SIG**

A SIG that provides a forum for KOTESOL members to develop their research interests and abilities.

<https://koreatesol.org/content/research>

## **REFLECTIVE PRACTICE SIG**

A SIG that provides tools and opportunities for teachers to reflect on their practice in constructive ways.

<https://koreatesol.org/content/reflective-practice>

## **SOCIAL JUSTICE SIG**

A SIG for educators interested in social justice, language teaching & learning, and critical approaches to education in Korea.

<https://koreatesol.org/content/social-justice>

## **WOMEN & GENDER EQUALITY SIG**

A SIG that focuses on gender equality and women's issues in ELT as well as in a broader context.

<https://koreatesol.org/content/women-and-gender-equality>

<http://koreatesol.org/SIGs>

**Caprario** - Marcella Caprario is a lecturer in the English for Academic Purposes (EAP) program at New York University Shanghai. Her teaching and research interests include content-based academic English instruction, the teaching and learning of second-language pragmatics, second-language listening acquisition, and the internationalization of U.S. higher education. She has presented widely on these topics, as well as on strategies for supporting matriculated international students at U.S. institutions of higher education, the use of online corpora in language teaching, and English grammar instruction. Marcella has taught, designed curricula, and administered programs in China and the United States at institutions including NYU Shanghai (China), CIEE: Council on International Educational Exchange (USA and China), Northeast Normal University (China), Pace University (USA), and Portland Adult Education (USA).

**Carlson** - Gordon Carlson is an associate professor at Otemae University where he teaches EFL and Global Japan Studies. His interests include teacher development, CLIL, culturally suitable texts, service learning, and language retention through interactive activities and games.

**Chan** - Mr. Alan CHAN Ka Lon is currently English Instructor of the English Language Centre of the University of Macau. He received his master degree in Applied English from the University of Macau. He taught English at a secondary school in Macau for over 14 years, and also worked as the panel chairperson for 12 years. He puts lots of efforts into the development of curriculum and new methods of instruction. He has also been the training teacher of many international STEAM competitions, leading students to set new Macau records. With his dedication to education, he was awarded the "Distinguished Teacher" Honour of the school year 2016/2017 by the local educational bureau. His research interest includes EFL writing pedagogy, writing correction feedback and language learning anxiety.

**Chauhan** - Jagrati Chauhan has over 8 years of experience teaching English for Academic Purposes at York University English Language Institute, and over 20 years in language teaching. She has a PhD in English, and a Masters in Linguistics and English Language Teaching. She is also an instructor and senior writer for EduPros. Her interest lies in researching topics specific to English for Academic Purposes and language assessment. She has experience presenting in these areas at various conferences.

**Chen** - Yi-chen Chen obtained her Ph. D. in TESOL at National Chengchi University, Taiwan. She is currently an Associate Professor of Foreign Languages and Applied Linguistics in Yuan Ze University, Taiwan. Her major research interests covers areas from cognitive semantics, second language acquisition, to metaphor and metonymy. She has published papers in Language Awareness, International Journal of Applied Linguistics, etc.

**Cho Jones** - Crystal Soo-Jung Cho Jones is a graduate student at Indiana University pursuing a Master's in Education, focusing on Special Education. She has a BA in Religious Studies/Philosophy and Sociology and graduated with honors in Sociology. She is currently working at a kindergarten in Daejeon and has lived in South Korea for over five years. She has previously done sociological research at SungKyunKwan University and Western Illinois University on "How Family Mattering Affects Korean College Students" and mental health.

**Cho, Kanako**: Kanako Cho is a professor in the Department of English, Faculty of Humanities at Fukuoka University. Her research interests include Cognitive Linguistics and foreign language education and she is an active member in both the Fukuoka Cognitive Linguistics Society and the Japan Association for Language Education and Technology (LET), where she serves as the chief of the Kyushu-Okinawa branch.

**Chodzko** - Kate Chodzko works at the British Council in Kuala Lumpur as an Academic Manager, Adults. She has worked in TEFL for over ten years in countries including her native Poland, as well as the UK, China, Hong Kong, and most recently, Malaysia. She finds the idea of mastering the English language by non-native speakers fascinating and loves working with motivated, adult learners. You may contact Kate at: [kate.chodzko@britishcouncil.org](mailto:kate.chodzko@britishcouncil.org)

**Choi** - Heehwa Choi is co-founder and CEO of Storypal. As a member of Storypal, she creates opportunities for young students to make international connections regardless of their socio-economic background. In 2012 and 2013, she collaborated with Kenyan friends through the Internet to help Korean & Kenyan elementary school students write creative stories and publish them into books, without even visiting Kenya herself. In order to create a platform that specializes in global education collaboration, she taught herself how to code on web applications and created [storypal.co](http://storypal.co).

**Collins** - Collins is an Assistant Professor at Hanyang University's College English Education Committee in Seoul. She has 22 years of teaching experience in Korea and has specialized in classes using creative arts, namely acting and creative writing, in EFL education. She holds a B.A. in English, a B.F.A in Theatre, and an M.Ed in TESOL. Her research interests lie in exploring the convergence of creativity and language development, particularly in ActEsol, which combines theatre for social change techniques with the language learning process.

**Colmerauer** - Barton Colmerauer graduated from the State University of New York at Fredonia with a Master's Degree in TESOL in 2011. He has taught at Kanda University of International Studies since 2014 and previously taught at Hankuk University of Foreign Studies in Seoul, South Korea from 2011 to 2014. His research interests include student-teacher rapport and game-based learning.

**Compton** - Travis Compton is an assistant professor at Changshin University in Masan, South Korea where he teaches English conversation classes to first and second-year students. Including his time at Changshin, he has been teaching English in Korea for over 10 years, working with students of all ages. He holds an MA in TESOL and Applied Linguistics from the University of Leicester, and his research interests include attitudes and motivation, and other social, cultural, and economic factors influencing the study of English.

**Coomber** - Matthew Coomber has been teaching in Japan since 2001 and is currently an Associate Professor at Ritsumeikan University. He holds an MLitt in International Security Studies from the University of St Andrews and an MA in Applied Linguistics and TESOL from the University of Leicester. As well as being a regular at KOTESOL, in recent years he has presented at international conferences in Malaysia, Russia and Nepal.

**Corks** - Daniel Corks is a graduate of Sogang University in Seoul, South Korea with a master's degree in applied linguistics in the field of second language acquisition. He is currently an assistant professor at Woosong University in Daejeon, South Korea, and a member of the Daejeon-Chungcheong chapter of KOTESOL.

**Cotter** - Matt Cotter, formally a primary school teacher in NZ, currently lectures at Hokusei Gakuen University Junior College in Sapporo, Japan. He holds undergraduate degrees in Maori Studies and Psychology and a Diploma of Primary Teaching. After moving to Japan and making Sapporo his home, he completed a Master of Education specializing in TESOL. His research interests include CALL and CLIL based approaches to learning content in English, in particular, intercultural communication, sport and indigenous language and culture. He has been a member of the International Virtual Exchange Project since its implementation and is part of the research team. He can be contacted at [mcotter@hokusei.ac.jp](mailto:mcotter@hokusei.ac.jp).



**Craven** - Laurence Craven has been teaching rhetoric and composition for the past 10 years. His research interests are corrective feedback and using automated tools to analyze text to improve his students' writing.

**D'Ath** - After completing a Master's Degree in Philosophy at Auckland University (New Zealand) and previously a Bachelor's Degree with a double major in English Literature and Philosophy, he began teaching in Korea in 1996. The previous universities where he taught were Kangnam University, Kyung Hee University (Seoul Campus), and Seojeong University (Yang-ju) for periods of no less than four years in each location. He was also involved in developing the Toastmasters International organization in Korea, and held the position of co-director for the first national conference at the Dragon Hill Lodge on Yongsan Base (Seoul) in 2008.

**Davenport** - Allen Davenport works at Cambridge University Press. He is the publishing company's presenter for the ASEAN region.

**Davis** - Dr. John Davis is a Research Scientist in the Center for English Language Learning and Assessment at Educational Testing Service (ETS). His research interests are in task-based language teaching, teacher training, assessment, and program evaluation. He leads ETS research initiatives seeking to improve the teaching and learning of academic English skills.

**deBeer** - Dr. Jan deBeer is from Pretoria, South Africa, and is currently an assistant professor and research project coordinator in EFL at the Woosong Language Institute, Woosong University in Daejeon, South Korea. He can be contacted at [jandebeer@woosong.org](mailto:jandebeer@woosong.org).

**Do** - DO Thi Mai Thanh is a lecturer at Vietnam National University, Hanoi, University of Languages and International Studies, Division of Intercultural Communication and Literature. Her interests include Intercultural communication, Pragmatics and Sociolinguistics. She has been working and studying on these fields for over 15 years.

**Domay** - Nicole Domay is an English Teacher Trainer Instructor in Ulsan, South Korea who is completing her Master's degree in Applied Linguistics and TESOL at the University of Leicester in England. She has been teaching in a classroom for about 4 years and has a background teaching language to people with special needs for 2.5 years. Her experience has been with a range of ages with the bulk of experience with young learners. She is the Treasurer of the KOTESOL branch of the Busan-Gyeongnam Chapter.

**Downey** - Stephanie is originally from Boston, Massachusetts, but now considers Korea her second home. Prior to coming to Korea, she also taught in the U.S. and Eastern Europe. She holds a B.A. degree in Russian Language from McGill University, an RSA CELTA, and an M.A. in TESOL from the School for International Training (SIT). She has been working at Kyungnam University since 2000 and is currently Academic Coordinator of the Division of Undergraduate English.

**Dusza** - Daniel Dusza is a teacher/researcher currently employed as an instructor in the English for International Communications course at Kanda Institute of Foreign Languages in Tokyo. He has been working with technology in education for over 25-years. His academic interests include psycho-linguistics, meta-cognition, critical thinking, peer corrective feedback, and tech-integrated formative assessment. He is currently working on his doctoral research on the orthographic influence of Japanese romaji on learning to read and write English in Japanese schools. He is a published writer and reviewer for three journals in Japan. He has presented extensively at conferences and symposiums in Japan, Taipei, Korea, and Canada. Contact [dusza-d@kifl.ac.jp](mailto:dusza-d@kifl.ac.jp)

**Dykes** - Robert Dykes has been living and teaching English in Japan for over a decade. He holds a Masters in Applied Linguistics and TESOL. His current research focus is typography and disfluency's influence on ESL/EFL. His previous research focus was foreign language anxiety. He has also presented on various other topics including language learner motivation, computer mediated communication, grammar, quantitative research design, and vocabulary exercises for the classroom.

**Dzieciolowski** - Laura Dzieciolowski has an MA in second language studies with a double specialization in language teaching and program evaluation from the University of Hawai'i at Manoa. She has taught general, academic, and business English to children and adults in Hawai'i, Spain, Kuwait, and Japan. She is currently a lecturer at Tokyo International University in Saitama, Japan.

**Elliott** - Darren Elliott has been teaching English since 1999. After getting his CELTA at RMIT in Australia he became a teacher trainer and manager for a language school in Japan. In 2005 he returned to the UK to study for both an MA in English Language Teaching and a DELTA, and to teach pre- and in-sessional courses on a university language programme. Since 2007 he has been teaching English at universities in Nagoya, Japan. He is currently associate professor / senior language instructor at Nanzan University. His research interests include teacher / learner autonomy, metaphor as a research tool, and student video production.

**Ewing** - Eden is a hagwon teacher and has been living in South Korea for over two years. They have a BA in History from Goucher College. They are also currently working on an MS in Applied Anthropology at the University of North Texas where they study linguistic anthropology, decolonizing pedagogies, and indigenous language revitalization. They are interested in power and privilege in the classroom, and how structural inequalities impact student learning. Eden is also queer and non-binary, and interested in how to support LGBTQIA+ students in the classroom and also how to help other LGBT+ teachers navigate TEFL with South Korea's changing cultural attitudes toward the LGBT+ community.

**Fauziah** - Yanuar Rizki Fauziah, also known as Kiki, is a Master of TESOL candidate at Monash University in Australia. Before winning a scholarship from the Monash Coursework Scholarship Unit to pursue her master's degree, she worked as an English teacher for 2 years in a bilingual secondary school and 1 year in a primary school in Indonesia. She has been volunteering for some departments at Monash including Monash Postgraduate Association (MPA), English Connect, Faculty of Education, Monash Mental Health Division, and International Student Engagement. She was recently appointed a Monash Student Ambassador for Monash Day Out 2019. She is working on her thesis on EFL teaching and bilingual education in the Indonesian context and expects graduate in July 2019.

**Finley** - Wayne Finley is a man out of time, but not when he's moderating a panel discussion. An accomplished teacher, teacher-trainer, speaker, and KOTESOL member, Wayne will be seen around the conference doing publicity work. Usually that comes in the shape of a video camera or two. Wayne's best, most recent achievement was delivering a TEDx talk on the pitfalls of overworking. Hopefully, he doesn't have to work too much to control this panel.

**Fujieda** - Yutaka Fujieda is Professor in the English Program at Kyoai Gakuen University, Gunma, Japan. He completed his Ph.D. degree in Composition & TESOL at Indiana University of Pennsylvania in the USA. His research interests include writing teacher education and second language writing and literacy. He can be reached at [fujieda@c.kyoai.ac.jp](mailto:fujieda@c.kyoai.ac.jp).

**Fujimoto** - Donna Fujimoto is a Professor at Osaka Jogakuin University where she teaches EFL and courses in human rights and global education to undergraduates. She also teaches graduate courses at Temple University, Japan. She is the Coordinator of SIETAR (Society for Intercultural Education, Training and Research) Kansai branch, and the Coordinator of the Contrast Culture Method Special Interest Group. She is active in JALT serving as the Coordinator of the Pragmatics SIG and Co-program Chair for Osaka JALT. Her research interests include intercultural education, pragmatics, and conversation analysis.

**Fusselman** - Roger Fusselman has been a fixture at KOTESOL events since 2000. In addition to teaching young learners in different contexts over many years, he has taught at Seoul National University of Education, Sookmyung Women's University, and currently teaches at Joongbu University's Goyang campus. He has been a member of Seoul City Improv since 2011, and a member of Korea Toastmasters since 2013. Roger can be reached at [mrfusselman@gmail.com](mailto:mrfusselman@gmail.com).

**Gale** - Kenn currently lives in Nagoya, Japan, with his wife and young daughter. His educational career started off working for Apollo Group and various educational institutes and colleges in the United States. In 2007, he left California to travel for several years. After that, he worked for the Ministry of Education of Thailand. He spent several years of working for the MOE and opening up schools in Thailand. During that period, he also assisted in several joint ventures with Singapore, Vietnam and China. Currently, Kenn is the Director of Operations/Principal of 5 international kindergartens in Aichi with over 100 staff and 600 students. He is actively involved in the ACCJ and several other community-based organizations.

**Garrity** - Darcy Garrity is an English Lecturer with the Center for Language Education at Ritsumeikan Asia Pacific University. After completing her undergraduate studies in English and Linguistics and a teaching internship with Breakthrough Collaborative (serving under-resourced communities to help to reverse education inequities), she moved to Japan to work on the Japan Exchange and Teaching Program. Following her JET experience, Darcy continued to teach at various elementary and junior high schools in Kyushu and recently transitioned to university teaching. Her teaching experience in Japan spans twelve years, but her passion for teaching began in elementary school. She dreams to someday be a TED speaker.

**Gentry** - Reginald Gentry is an Assistant Professor at the University of Fukui in Japan. His research interests include program assessment and evaluation, and examining second language oral fluency for second language speakers of English.

**Griffiths** - Andrew Griffiths is a teacher trainer for the Daejeon Education Training Institute. He has been teaching for over ten years and specialises in learner autonomy, student-centred learning and effective methods of delivering classroom English. He can be contacted at [andrew.griffiths1982@gmail.com](mailto:andrew.griffiths1982@gmail.com).

**Groat** - After teaching in New Zealand, Jennifer came to Korea in 2008 she has taught in Korean Elementary schools since then. Jennifer has co-taught with many Korean co-teachers with different teaching styles and ideas. She values the differences between teachers and has learnt something from all of them.

**Guo** - Mr. Guo has been a TOEFL test-prep teacher for seven years in China. His interests include academic listening teaching and research, listening materials and curriculum design, and teacher training.

**Hale** - Bryan Hale teaches at Yeongam High School in Jeollanamdo and is currently serving as chapter president of Gwangju-Jeonnam KOTESOL. He has worked with all age groups, but especially tweens and teenagers, and previously spent several years teaching elementary and middle school students in both public and hagwon settings. He has recently completed a research project for a Master's in Applied Linguistics (TESOL) exploring the relationship between learners' experiences of playfulness and their use of language during speaking activities. [bryan.english.teacher@gmail.com](mailto:bryan.english.teacher@gmail.com)

**Ho** - Carrie is an Assistant Professor in the School of Education at the University of Saint Joseph. She is also a professional Dramatist and a Licensed Therapist. She is an appointed Drama Examiner of Hong Kong Arts Development Council and has been a Subject Specialist (Performing Arts) of The Hong Kong Council for Accreditation of Academic and Vocational Qualifications since 2006. Carrie is interested in different cross-cultural and transdisciplinary arts-based research, including: aesthetic education, pedagogy & teacher training, maker education, spirituality & well-being, diversified educational needs, applied theatre, and research theatre within the lens of postmodernism (particularly with Deleuze).

**Hsueh** - Hui Chun Tracy Hsueh is currently a lecturer at Chinese Culture University. For the past four years, she has been coordinating the Extensive Reading (ER) Program and trying to promote ER. She holds an M.S. Ed. in TESOL from the University of Pennsylvania. Previously, she worked as an Academic Director and taught ESL at a private language school in San Francisco. Her goal is to not only to bring her experience back to Taiwan to provide her students with technical knowledge of the language, but also understanding what they can do with the language. Her research interests include extensive reading, CALL, public speaking, and vocabulary acquisition. Besides teaching, she loves dancing, reading, watching movies, and traveling to see more parts of the world.

**Huang** - Weixian Huang has been a teacher and teacher trainer at New Oriental Education & Technology Group for more than seven years.

**Hughes** - Leander S. Hughes is an associate professor at the Saitama University Center for English Education and Development. He is an enthusiastic proponent of Computer Assisted Language Learning and has developed both in-house and publicly available online applications for language learning. He also teaches an English for Specific Purposes course on game design for the web. His current research interests include vocabulary acquisition, extensive reading, and learner autonomy.

**Iams** - Steve Iams teaches content-based courses in the English for Academic Purposes program at NYU Shanghai. In his current course, The Greater Good, students explore contemporary issues in global health through case studies, seminar discussions, and interview projects in Shanghai. He previously taught English for Academic Purposes courses at Ewha Womans University and content-based, proficiency-oriented Second Language Acquisition courses in the SMU-TESOL certificate program. In past visits to the KOTESOL conference, he presented on story slams in ELT and inquiry-based language teacher development. He is the author of "Unpacking the Native-Speaker Knapsack: An Autoethnographic Account of Privilege in TESOL" in the Korea TESOL Journal.

**Inoi** - Dr. Shinichi Inoi is a professor at the Faculty of Education, Ibaraki University, Mito, Japan. His major research interests are in pre-service and in-service teacher training, discourse analysis, second (foreign) language acquisition, and elementary school English education. He has published a number of articles and made a variety of presentations on his research interests. His most recent presentation was made at the Eighth CLS (Centre for Language Studies) International Conference, National University of Singapore, in December, 2018. He can be reached at [shinichi.inoi.aizu@vc.ibaraki.ac.jp](mailto:shinichi.inoi.aizu@vc.ibaraki.ac.jp).

**Ito** - Originally from Florida, Lesley Ito is a well-known EFL teacher, teacher trainer, Eikaiwa school owner, and award-winning materials writer based in Nagoya, Japan. She has taught in Japan for over twenty-five years, won "Best of JALT" in 2011, and has presented professionally throughout Japan, and at the ER World Congress in Dubai, UAE. Winner of the 2015 LLL Award in the Young Learner Category for Backstage Pass (Atama-ii), her ELT writing credits include teacher's guides, workbooks, graded readers, videos, and *Fifty Ways to Teach Young Learners: Tips for ESL/EFL Teachers*. She recently received an MSc in Teaching English to Young Learners from Aston University. Recently, she is very involved in helping other Eikaiwa schools improve their extensive reading programs for young learners.

**Jambalsuren** - He has been working for 23 years at Secondary School of Mongolia as an English language teacher. Now he is writing a thesis on the topic of "How to use creative methods in English training at secondary school". He is a PhD Candidate at Mongolian State University of Education. He got his TESOL degree from Concordia International College, Canada in 2018.

**Johnson** - Paul Johnson was born and raised in Southern California. He has an M.A. in Philosophy and focuses on Ethics. He loves running, reading, and making music. He wants to use games to help make the world a better place. Paul teaches at Changshin University.

**Junn** - Charles Junn is an Assistant Professor at Woosong University, teaching emergent learners at SOL International School's Residential Intensive English Program. Drawing from his varied life experience in business and non-profit organizations, he is dedicated to promoting the education of his learners using heavy contextualization. Charles started full-time teaching in the United States in 2007 and EFL in Korea since 2014.

**Jurns** - Kathryn Jurns is a lecturer in the English Language Institute at Kanda University of International Studies in Japan. She received her Master of Education degree in adult and international TESOL from the University of Cincinnati with a final project designing curriculum to alleviate foreign language speaking anxiety for adult students. She has over six years of language teaching experience, focusing particularly on writing and content-based English education. Kathryn has taught students of all ages and skill levels around the world, from adult professionals in Ecuador to elementary school students in Daejeon, South Korea. Her research interests include academic writing in EFL, peer evaluation, and foreign language speaking anxiety.

**Kabir** - Russell S. Kabir is a PhD candidate in the Department of Psychology, Graduate School of Education at Hiroshima University. He studied abroad with Harvard Summer School at Waseda University in 2009 and graduated cum laude with bachelor's degrees in biology and international and area studies from the University of Oklahoma in 2011.

**Kassim** - Samar Kassim is originally from NYC and has been teaching English in Japan since 2016. Currently, she is a university lecturer at Kyushu Sangyo University. She has a BA in International Trade from the State University of New York at Buffalo and an MA in TESOL from Hawaii Pacific University. Her research interests lie in the integration of technology in language learning, and in intercultural communication.

**Kato** - Kato, Takayuki has been teaching English as an associate professor at the University of Nagano in Japan. Also, he teaches presentation skills at the Hosei Graduate School of Engineering and Design as a part-timer. He has a Master of Arts in Communication from the University of Northern Iowa. His research interests include argumentation and self-regulatory learning. Currently, he is a member of a research team on promoting learners' self-regulatory attitude corresponding to the characteristics of individual learners funded by Japan's Grants-in-Aid for Scientific Research (KAKENHI) Program. He is ambitious to combine language education with argumentation in order to nurture globally active business people.

**Kennedy** - Brennan Kennedy is from Calgary, Canada. He is currently an assistant professor at Dongshin University in Naju, Jeollanam-do and also taught in rural Elementary schools in Hadong, Gyeongsangnam-do. Before starting at Dongshin University, Brennan completed his Master of Arts in Applied Linguistics (TESL) at Brock University in St. Catharines, Ontario, Canada. As part of his graduate program, Brennan conducted research in the area of reflective practice under the supervision of Dr. Thomas Farrell. Brennan continues to be interested in reflective practice as well as issues of social and environmental justice in language teaching.

**Kester** - Kevin Kester is Assistant Professor of International Education and Global Affairs at Keimyung University in Daegu, Korea, where he holds joint appointments in the Department of Education, Graduate School of Education, and School of Global Affairs. His research interests lie in the sociology and politics of education with a focus on comparative and international education; education, conflict, and peacebuilding; the global governance of education in conflict-affected societies; peace and conflict studies; and social theory (de/postcolonial and postmodern thought, and critical pedagogy). He has more than 60 works in journals such as *Educational Philosophy and Theory* and *Globalisation, Societies and Education*. His most recent book is *The United Nations and Higher Education: Peacebuilding, Social Justice, and Global Cooperation for the 21st Century*.

**Kim, Margaret:** Margaret C. Kim earned her BA from the University of Michigan in Asian Studies/Japanese language and an MA in Teaching English as a Second Language from the School for International Training. She has taught in Malaysia, South Africa, the United States, and Japan. She is currently an Associate Professor at Otemae University, Nishinomiya, Japan. She is the coordinator of the Institute of International Education program as well as the liaison for international programs at her school. Her focus of research is on public speaking, intercultural training and gender issues.

**Kim, Minji:** Minji Kim has been working for Korea's public schools since 2006 and has lived in Busan & London. She has an MA in TESOL and currently works for Busan International High School. She participated in UNESCO's teacher exchange program in 2018, working for a high school in Indonesia as leader of a Korean teachers' team. She previously served as Chapter Historian of KOTESOL Busan-Gyeongnam Chapter and is now an Officer-At-Large. She welcomes the participation of Korean teachers of English who can share insight and ideas from their classrooms with other teachers from around the world. Minji also enjoys traveling, biking, dancing, and scuba diving.

**Kim, Na-Young:** Na-Young Kim received her Ph.D. in English Education from Ewha Woman's University. Since 2018, she has been an assistant professor at Sehan University. The research areas that she has been interested in include HCI (human-computer interaction) and CMC (computer-mediated communication). In particular, her recently published articles focus on chatbot-related language learning. Her recent research includes "A Study on Different Types of Speech Acts in Voice-Chat between EFL Students and a Chatbot" (2017), "Effects of Different Types of Chatbots on EFL Learners' Speaking Competence and Learner Perception" (2017), and "Chatbots and Korean EFL Students' English Vocabulary Learning" (2018). These studies suggest that intelligent chatbots provide foreign language learners with opportunities to have a successful and meaningful interaction, which can help improve EFL students' English skills.

**Kim, Young Ae:** Young Ae Kim is a Master's student at Kansai University Graduate School of Foreign Language Education and Research. She is currently working at Osaka Jogakuin University's self-access learning center as a tutor. She is working on research that looks at test format type, word counting units, listening and word difficulty, as well as making the items for the tests available at [vocabularytest.com](http://vocabularytest.com).

**Kimball** - Jake Kimball holds an MSc in Educational Management in TESOL from Aston University, and his research interests include program evaluation and curriculum issues. Jake is also keenly interested in teacher development. He is now an assistant professor of English in the Liberal Arts Department of Semyung University. Having an interest in classroom dynamics, Jake recently formed the KOTESOL Classroom Management Special Interest Group.

**Lake** - Candace Lake is currently an English Language Instructor at Yonam Institute of Technology in Jinju, South Korea. She has continued to grow in her professionalism by presenting at conferences, and preparing to write for publication. Her passion is to help other teachers to succeed by providing the same support and advice received by her mentors and colleagues throughout the years. Candace has taught in the United States, Ecuador, Saudi Arabia, and currently in South Korea.

**Landsman** - Gregg Landsman is a professor in his second year at Woosong University, having spent 10 years in South Korea. Previously, he spent five years teaching at Hanseo University, where he co-authored "Multiculturalism in South Korea and Differing Views on Adaptation Based on Foreign Interaction with Korean Culture," a study of the lacking multicultural support foreigners experience in Korea. Currently, he is studying the use of technology in the classroom, and how AR, VR, and translation software can help ESL students.

**Lartigue, Jr.** - Casey Lartigue is an American advocate and activist for educational freedom based in South Korea. In 2013, he co-founded along with Eunkoo Lee the Teach North Korean Refugees Global Education Center in Seoul. He is the 2017 winner of the Hansarang Rural Cultural Foundation's "Special Contribution" Award and Challenge Korea's 2018 Global Award and 2019 "Challenge Maker" Award. He is co-editor of the book Educational Freedom in Urban America: Brown v. Board after Half a Century. He is a columnist with the Korea Times and teaches public speaking at the Seoul University of Foreign Studies. Lartigue received a bachelor's degree from the Harvard University Extension School and a master's degree from the Harvard University Graduate School of Education.

**Lawrence** - Becky is an EFL instructor/researcher at Tokyo International University in Kawagoe, Japan. She also supervises an internship program in which Japanese and international students gain valuable leadership experience as student staff in the English Plaza on campus. Becky received a BA in both Spanish Linguistics and English Linguistics with TEFL certification from Western Oregon University, and an MA in Linguistics: Language Teaching Specialization from the University of Oregon. Her research interests include CALL, pronunciation, grammar, and technology for multiliteracies development. She has presented her research and teaching tips at various conferences including ThaiTESOL, CAMTESOL, KOTESOL, TESOL, and IALLT.

**Lazic** - Dragana Lazic, MA in International Area Studies. She teaches at Fukuoka Women's University. Her current research focuses on the integration of automated feedback in the L2 writing classrooms. Another area of research interest is the use of news as authentic materials in the classroom. News, in any form, can be a pedagogically valuable tool for improving EFL learner's speaking and writing fluency.

**Lee, Kent:** Kent Lee is an assistant professor at the Institute of Foreign Language Studies at Korea University in Seoul, Korea. He received a Ph.D. in Educational Psychology from the University of Illinois, with a focus on psycholinguistics. His research interests include cognitive linguistics, teaching methods, psycholinguistics, phonology, educational psychology, and writing studies.

**Lee, Mikyoung:** Mikyoung Lee received her PhD in Educational Psychology at the University of Munich, MA in TESOL at Sookmyung Women's University, and BA at Yonsei University. She is a guest researcher in the Department of Educational Psychology at the University of Munich, a lecturer at Chonnam National University, and an academic consultant at Editage Insights. She is also serving as the Research Committee Chair of KOTESOL. Her main research interests are students' achievement goals and emotions and teacher emotions and emotional regulation. She has published papers in international and domestic journals, including SSCI, SCOPUS, and KCI.

**Lee-Johnson** - Dr. Yin Lam Lee-Johnson is an Associate Professor of Webster University's School of Education. She is the Director of the Ed.D. Program, Co-Director of the NPD Grant, and a faculty member in the MA TESL Program. Dr. Lee-Johnson's research areas include discourse analysis, ESL teacher education, and critical race theory. She has published in peer-reviewed journals such as TESOL Journal, Quarterly Journal of Chinese Studies, Journal of Ethnographic and Qualitative Research, The Journal of Research and Practice for Adult Literacy, Secondary, and Basic Education, The Journal of Adolescent and Adult Literacy, The Reading Matrix, and many others.

**Lei** - Miss Riko LEI Ut Meng is a student of the School of English International Studies of Beijing Foreign Studies University. She has had great interest in English since secondary school and she also has an insight into the difficulties of ESL/EFL students studying English. She excels in English, especially in the area of speaking and writing. She came first in English in Form 6. In 2017, she won the Best Speaker of Chinese-medium Schools in the 16th Macao-wide Speech Contest. In 2018, she became the first Macau student to win the Gold Award in the category of Creative Writing at Genius Olympiad. Her research interest includes foreign language learning anxiety and overcoming learning difficulties of English.

**Lerner** - Andrew Lerner is a seasoned ESL educator with nearly a decade of experience in the field. He has been teaching ESL in South Korea since 2011 and is currently working as the head ESL instructor at Jwahang and Seoryong Elementary Schools. Prior to that, he was a public school teacher in the US for 2 years. He obtained his CELTA degree from Cambridge University in 2012, and in 2018 earned his MA degree in Applied Linguistics with Merit from the University of Birmingham.

**Levinson** - Samantha Levinson attended Alfred University from 2002-2006 and received a Fine Arts. She holds from Hamline University with a reading and writing certificate. She has worked in the education field for over 10 years at such institutions as Mokpo National University, public elementary school, as a curriculum developer, and a professional editor for international projects. She currently runs an English study room.

**Lisak** - Maria Lisak teaches administration and welfare at Chosun University. She is a lifetime member of KOTESOL and currently serves as the Social Justice (Critical Educators in Korea) Special Interest Group's online moderator and the Nominations & Elections Committee Chair. She is an active Gwangju-Jeonnam Chapter member committed to reflective teaching practices. She is currently working on her EdD from Indiana University in Literacy, Culture, and Language Education.

**Liu** - Siqi Liu is a TOEFL test preparation course instructor and a corporate teacher trainer at New Oriental Education and Technology Group in China. A Master of Arts TESL graduate from Pennsylvania State University, she went back to China and started a career as an English language teacher. As her teaching experience grew, she became interested in not only linguistics and pedagogical knowledge, but also L2 teacher development as well.

**Loh** - Jonathan Loh graduated from California State University, Los Angeles with a Master's degree in Applied Linguistics and has taught at Kanda University of International Studies as a lecturer since 2014. His primary research interests include gamification and cognitive science.

**Luo** - LUO Shaoqian, Ph.D. in Applied English Linguistics (CUHK) and currently a professor in the School of Foreign Languages and Literatures, Beijing Normal University. Her research interests include task-based language teaching and learning, language assessment, Chinese as a second language teaching and learning, and English teacher education and development.

**Lutes** - Peter Lutes is an Associate Professor at Kagawa National University, Japan. He holds a Master of Applied Linguistics in Language Program Management and TESOL certification. He has been investigating student beliefs and the effects of student networks on these beliefs and socially created knowledge. He has been in EFL teaching for over 25 years. He has conducted teacher training workshops both in Japan and internationally for both native and non-native speakers of English. His research interests include student beliefs, socially created knowledge, curriculum development, English for Specific Purposes, Active Learning, Task Based Learning and Project Based Learning.



**Mac Donald** - Kara Mac Donald is an Associate Professor at the Defense Language Institute. Her background consists of over twenty five years in foreign language teaching, teacher training, curriculum design and faculty development across elementary, secondary and higher education. She earned a Masters in Applied Linguistics, TESOL and a Doctorate in Applied Linguistics. As an Academic Specialist, she conducts pre-service and in-service training for faculty and provides academic support and language assessments for students. She maintains a close connection to the language classroom as a part-time English instructor for children and young adults in ESL and academic preparation courses.

**MacLean** - George MacLean is a professor at the University of Ryukyus. He has given over fifty workshops and research presentations in over a dozen countries in the past decade. He is on the editorial review boards of several educational journals, including Outside the Box Forum (OTB), OnCUE (College and University Educators) Journal, and the International Journal of Online Pedagogy and Course Design (IJOPCD). He is also president of the Okinawa chapter of the Japan Association of Language Teachers (JALT).

**Makhanya** - Rhoda Makhanya is an assistant professor at Woosong University. She is a trained and licensed teacher, teaching for twenty eight years. She taught in South Africa for twelve years. In 2003 she migrated where she taught for eight years. In 2011 she came to South Korea where she is teaching til today. She worked as a Head of Science Department for six years in South Africa. She has a unique background in communication, strategic planning, educational management, educational policy development, curriculum design, curriculum management, curriculum evaluation and methods of teaching. She has the following degrees BPEad (Bachelor of Pedagogics), BEd. (Bachelor of Education (Honors in Education)), FDE (Further Diploma in Biological Sciences), MEd (Masters in Education) and PhD (Doctor of Education).

**Marshall** - Annelise Marshall holds an MA in Linguistics with a Specialization in Language Teaching from the University of Oregon. She is currently a lecturer at Tokyo International University in Saitama, Japan, after having previously taught university-level EFL in Oaxaca, Mexico. Her research interests include student engagement and education abroad.

**Martinez-Garcia** - Maria Teresa Martinez-Garcia completed her PhD in Linguistics at the University of Kansas in August 2016. Her dissertation presented a psycholinguistic approach to understanding bilingual activation, by exploring how differences in stress placement between English-Spanish identical cognates affect how adult learners of Spanish use stress as a cue for word recognition. She continues her research on bilingualism and second language speech perception and production while working as an assistant professor in the Spanish department at Hankuk University of Foreign Studies. Her main research interests include bilingualism, second language acquisition, and speech perception and production.

**Matsuoka** - Mayuko Matsuoka is a researcher who is interested in metacognition, motivation, and strategies used in reading and writing. She has been teaching English for about 10 years in secondary high schools and universities. She is doing collaborative research with Meisei High School in Osaka, Japan in order to provide better teaching to support students' autonomy and self-regulation. She is also a Ph.D. student of Cognitive Psychology in Education at Kyoto University, receiving direct guidance from Professor Emmanuel Manalo.



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**Maxwell** - Jeffrey Maxwell has over fifteen years of teaching experience. He has worked in universities and English language programs in China, Korea, Japan, and the United States. He is currently a Global Teaching Fellow and Lecturer at Tokyo International University in Japan. Before coming to Japan, he worked in the United States for ETS. Jeffrey has always enjoyed finding creative ways to incorporate technology in the classroom. His research interests include alternative assessment, bilingualism, and cross-cultural pragmatics. When not teaching, Jeffrey spends his time hiking with his wife and two children. He can be contacted at [jmaxwell@tiu.ac.jp](mailto:jmaxwell@tiu.ac.jp)

**McCuaig** - Joanne McCuaig is a 2012 graduate of the University of Birmingham, MA in Applied Linguistics (with distinction). She is a tutor, marker, and dissertation supervisor for the program. She is also the in-country representative for Korea and offers a writing workshop and dissertation induction to master's students in the program.

**McKee** - Jared McKee is an assistant professor of English at Silla University in Busan, South Korea, where he teaches conversational English to Korean university students. He received his master's degree in French Studies from Brown University in Providence, RI, TEFL certificate in Toulouse, France, and bachelor's degree in Philosophy and French from Covenant College in Georgia. Jared speaks French fluently and loves French culture. He previously worked in an alternative school in Paju, where he taught English literature and reading skills to elementary and secondary students. Jared is passionate about foreign language studies and teaching English literacy skills to all levels of students, especially young learners, and intends to research the questions of how to teach literacy in bilingual education in the Korean context.

**McLean** - Stuart McLean holds an M.S.Ed. (TESOL), a Ph.D. in Forensic Medicine, and a Postgraduate Certificate of Education, two teaching licenses, and is an Applied Linguistics doctoral student at Kansai University. He has published in *System*, *Reading in a Foreign Language*, *Vocabulary Learning and Instruction*, *Language Teaching Research*, *TESOL Quarterly*, *Applied Linguistics*, and *Language Assessment Quarterly*.

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**Mizumoto** - Takeshi Mizumoto is a founder of Hylable Inc., providing discussion analysis service. He received his MSc. and Ph.D. from the Graduate School of Informatics, Kyoto University, Japan. After working for Honda Research Institute Japan, Co., Ltd. as a researcher, he co-founded Hylable Inc. His research interests include audio signal processing in a noisy environment and quantitative analysis of communication by humans and frogs.

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**Mortali** - Daniel Mortali is an assistant professor in the Department of International Culture at Shizuoka University of Art and Culture (SUAC) in Japan. He did his undergraduate studies in business and completed graduate studies in education and TESOL. He has been teaching English in Japan at the university level for over 3 years and previously taught primary and secondary education in Japan as well. He is also involved with the Japan Association for Language Teaching (JALT). His many interests include content and project-based learning, professional development, action research, as well as critical pedagogy.

**Nagao** - Dr. Akiko Nagao is a lecturer in the Department of Global Studies at Ryukoku University, Japan. She has been teaching English in Japan at the university level for over 6 years. She has a Ph.D. in TESOL from Kumamoto University and she currently has been working on a new research project as a Ph.D. student (Linguistics). She has presented her work at AILA, TESOL, and AAAL. She has also published research papers in *English Language Teaching* and *International Education Studies* journals. Her current research interests include the L2 academic writing community, systemic functional linguistics (SFL), genre-based approach (GBA) classroom teaching, and effective writing assessment.

**Nam** - Heidi Nam (MA TESL/TEFL University of Birmingham) teaches both general English and English education courses at Chongshin University in Seoul. She is a facilitator of the KOTESOL Christian Teachers SIG, which organizes events and publishes a newsletter for Christian English teachers. Heidi also offers teacher training workshops as a part of Korea Teacher Trainers (KTT). She has co-authored several public school English textbooks, most recently Middle School English Conversation (Visang). Her interests include teacher training and teaching academic writing.

**Naudé** - Hailing from a long line of scholars, Prof. Naudé is well known in the field of linguistics and is a member of several linguistics associations. As a sociolinguist he is strictly apolitical, shuns racial bias, and believes in equality for women. His research focuses on the biology and physiology of language acquisition and cognition as well as using discourse analysis to understand the sociolinguistic aspects of extremist ideologies such as feminism and racism from an apolitical perspective.

**Nguyen** - Ngoc Nguyen holds a Master degree in Applied Linguistics from Macquarie University, Sydney. She has great interest in the study of linguistics, especially in semantics and pragmatics. She has many experience in Academic English, Phonetics and Phonology, Morphology, Semantics and Syntax. She is now working as a full time lecturer in International University, Vietnam National University HCMC and a part-time lecturer in the University of Education, HCMC, Vietnam. Her research fields focus on teaching practice, especially in improving students' motivation. Recently, she starts to look into the issue of language and culture, particularly the impact of British culture on EFL in Vietnam.

**Oh** - Dr. Jungkeun Oh is a medical doctor and a psychiatrist at Gongju National Hospital. He is the director of the hospital's Department of Psychiatric Rehabilitation, the director of the Chungnam Provincial Mental Health Center, the director of Chungnam provincial Suicide Prevention Center, a member of the mediation committee in Daejeon family court and a member of board of directors of Korean Academy of Meditation in Medicine.

**Ostermiller** - Stephen Ostermiller is a graduate of the University of San Francisco with an MA TESOL degree with a concentration in digital media literacy. He works as an assistant professor in the General English Language department at Woosong University in Daejeon, South Korea.

**Park** – Young Park is an Associate Professor at the Defense Language Institute. She did her undergraduate studies in English Language and Literature and earned a Masters in TESOL. As an Academic Specialist, she designs, develops, evaluates and conducts pre-service and in-service for faculty as well as involves in train-the-trainers for over 15 years.

**Pham** - Phạm Đức Thuận is currently working as an English lecturer at Hoa Lư university. He has more than 10-year experience in teaching English as a foreign language. His fields of interest include learner autonomy, project-based learning, CALL, and English teaching methodology.

**Phan** - PHAN Thi Van Quyen is a lecturer at Vietnam National University, Hanoi, University of Languages and International Studies, Division of Intercultural Communication and Literature. Her major interests concern Intercultural communication, Teaching Methodology and Sociolinguistics. She has been working and studying on these fields for over 20 years.

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**Ptak** - Stephanie Ptak is currently an assistant professor at Hankuk University of Foreign Studies. She has taught in Spain and South Korea from elementary school to the university level. She holds a Degree in Linguistics and Spanish from the University of Illinois at Urbana-Champaign, a teaching license in TESOL and Spanish, and a Masters of Education from George Mason University. She is currently interested in goal-setting and mindfulness in the ESL classroom.

**Pusina** - Alexis Pusina is a Lecturer and Global Teaching Fellow at Tokyo International University. He has an MA in International and Multicultural Education from the University of San Francisco. His research interests include academic writing best practices, ethnic studies, and intercultural conflict resolution. As part of a group of aspiring mediators in Tokyo, he hopes to use his skills to resolve conflict and inform others about the benefits of this impactful practice. He is from Berkeley, California and is a staunch K-12 public school advocate.

**Qureshi** - Bilal Qureshi has earned his Doctorate degree in TESOL at Queen's University Belfast and currently teaches at Seokyeong University Seoul. 10 years, he has been researching how to incorporate digital literacy into second language acquisition, and how L2 learners' motivation can be improved through online resources. Bilal has previously presented at a few distinguished platforms including KOTESOL National and International Conferences 2017, JALTCALL 2017, ICLICE Bangkok 2018, and KOTESOL International Conference 2018.

**Raman** - Ms Chandrakala V. Raman is a recent retiree. She was an English Language School Improvement Specialist Coach Plus (SISC+) for secondary schools in English Language (EL), coaching EL teachers, in the district of Kuantan, Pahang, Malaysia from 2014-2019. Prior to this she was an English Language teacher for 5 years before being appointed as Principal Assistant Director of English Language for Pahang State Education Department (1991). She has worked with the various Divisions in the Ministry of Education in Malaysia in the planning, implementation, and development of EL materials and programmes and EL teacher training programmes for 23 years. She has conducted numerous EL continuous professional development workshops and EL teacher training programmes and has presented at international conferences. Her email address: kala290459@yahoo.com

**Ramos** - Ian Done D. Ramos completed Doctor of Education Major in English Language Teaching and Master of Arts in English Major Teaching English to Speakers of Other Languages. Most of his training foundations taken at Silliman University, the first and oldest American university in Asia, have influenced the shape of his professional activities in South Korea and his home country. Currently, he teaches English language and literature courses under the Department of English Language and Literature at the University of Suwon, South Korea. He is interested in Language Curriculum and Materials Development, Language Assessment and Testing, Teaching Methodology, English for Specific Purposes (ESP), and Sociolinguistics. Also, he has authored two books and several research papers. Besides teaching, he works as Immediate-Past President for Seoul KOTESOL.

**Rates** - Patrick Rates is an Associate Professor in the Faculty of Tourism at Takasaki University of Commerce. He has many different areas of interest, including cross-cultural communication, content-based instruction, learner autonomy, and CALL.

**Rattanaeaeng** - Rattanaeaeng, Kanpajee is a Ph.D. candidate in English as an International Language at Chulalongkorn University, Thailand. She is currently a lecturer at the Faculty of Liberal Arts at King Mongkut's Institute of Technology Ladkrabang, Thailand. Her research interests include EFL teaching, flipped learning, and technology-supported language learning.

**Reddy** - An experienced educator, author, and leader with a demonstrated history of working in the education industry. Skilled in leadership development with Nonprofit Organizations, Coaching, basic Conflict Resolution, writing & Editing, and Volunteer Management. Professional graduated from CLAIRWOOD SECONDARY SCHOOL. Postgraduate doctoral work at the University of Zululand.

**Redmond** - Christopher Redmond works as an Assessment Solutions Consultant for the East Asia Assessment Solutions Team, a subgroup of the British Council, in Chongqing, China. From 2013-2017, Christopher taught at high school and university level in South Korea. He received his MA in Applied Linguistics from the University of Leicester and has also worked for public and private institutions in Ireland and China. He has published articles in journals such as Modern English Teacher, English Teaching Professional, and Korea TESOL Journal, and has presented his work at national and international conferences in South Korea, Russia, and China.

**Reynolds** - Eric Reynolds has been a world traveler for EFL. He has lived and traveled all over the USA. Unfortunately, his wanderlust was unsatisfied in America, so he became an EFL teacher, and lived and taught in "a bunch" of countries including Japan, Bulgaria, Tajikistan, and now Korea. He holds a Ph.D. in Educational Psychology from the University of Illinois at Urbana-Champaign and teaches at Woosong University in Daejeon and is interested in multimedia-assisted language learning (MALL).

**Rian** - Joel P. Rian is an associate professor in the Faculty of Business Administration & Information Science at Hokkaido Information University, and teaches part-time at Hokusei Gakuen University (Communication Research, History of the English Language). A Ph.D candidate at Macquarie University, his research interests include communication strategy training in the EFL classroom, CLT, and motivation in language learning. E-mail: rianjp48@do-johodai.ac.jp

**Riccobono** - Philip holds a Ph.D. in TESOL, has taught English for 16 years in the U.S. and Asia. Research interests include corpus-based vocabulary. Aside from teaching university English, you might find him at a baseball game.

**Ronald** - James Ronald is a professor at Hiroshima Shudo University, where he teaches classes titled Active English, Social English, and Working English. For these classes he uses various activities such as those introduced in this workshop. At present, as co-editor and contributor, he is working on a teachers' guide for JALT's Pragmatics SIG which aims to help language teachers help their learners to develop their pragmatic competence. The particular focus of this book is not restricted to one-shot activities, but encourages teachers to return to the focus of the activities in various ways and to assess their effect to ensure that learning has taken place. He is passionate about developing and using classroom activities that help learners to use English more naturally and appropriately.

**Roseberry** - John Roseberry has been teaching English from kindergarten to middle school students 10 years in Korea. His expertise in TPR helps all other teachers around him for developing their teaching skills that enhances their class productivity. John is a passionate and an experienced teacher who loves to share his skills and ideas with others.

**Ryan** - Jack Ryan is an associate professor at Shizuoka University of Art and Culture in Hamamatsu, Japan. He teaches courses on English Literature, Global Issues, and English Composition, as well as English communication courses. He holds a Master of Education degree from Temple University. His research interests include content-based instruction, vocabulary acquisition, and the future of English education in Japan and Korea.

**Saki** - Michi Saki, originally from Vancouver, BC, Canada, teaches in the English Department at Doshisha Women's College of Liberal Arts in Kyoto, Japan. She received her BA in Asian Studies from the University of British Columbia in Canada and a Masters in Applied Linguistics from the University of Birmingham in the UK. Saki has been working in the field of international education in Japan for over 20 years. She is currently researching the education of ethnic minority children and language learning support. Saki is currently a PhD candidate at Osaka University in the Graduate School of Human Science majoring in Critical Studies in Transformative Education. Her academic interests are sociolinguistics, gender and language education and diversity issues in Japan.

**Saunders** - Matt Saunders is a Tenured Senior Lecturer at Ritsumeikan Asia Pacific University in Japan. Originally from Canada, he has been living in Japan teaching English since 2000. After graduating from an M.A. in Applied Linguistics (TESOL) from the University of Melbourne in 2012, he became very interested in extensive listening and language testing as well as working on the challenges faced in TEFL.

**Scotland** - James Scotland currently teaches English in the Foundation Program at Qatar University, having previously taught in Australia, Canada, England, South Korea, and Turkey. He has a Cambridge DELTA, a Master's in Education, and a Doctorate in Education. As well as having written book chapters, his work has been published in the following journals: *Assessment & Evaluation in Higher Education*, *English Teaching Journal*, and *Teaching and Teacher Education*. His professional interests include Vygotskian sociocultural theory and second language acquisition.

**Seo** - Adrienne Seo is an instructor at the Gyeonggi-do Institute for Language Education (GIFLE). She recently graduated from Eastern Michigan University with a M.Ed. in Teaching English to Speakers of Other Languages (TESOL). During her master's program, she presented at the National Geographic Learning Symposium and Michigan TESOL. She has been teaching ESL & EFL for nine years in Korea, France, and the USA. She has worked in elementary schools, high schools, and teacher education.

**Seriani** - Seriani has over 8 years of experience teaching English for Academic Purposes at York University English Language Institute, and over 13 years of language teaching. She holds a Master of Arts from Lancaster University, England, and also a Masters in Applied Linguistics from York University. Her interests lie in researching topics related to intercultural competencies and language assessment. She has experience presenting in these areas at various international conferences.

**Sewell** - Douglas Sewell has been both an English language teacher and teacher trainer for almost 20 years. Currently Associate Dean of International Foundations, Faculty of Education at the University of Calgary, Douglas began his teaching career in small language schools in South Korea. Since then he has taught children through university level students in China, the UAE, UK, and Canada. Completing his Ph.D. in Education in 2013, Douglas' research interests focus on Self-Regulation of Language Learning among English L2 learners, and by extension how to help such learners become more effective in their language studies. Derived from this, he is also quite interested in L2 language assessment and the backwash of assessment techniques on students' evolving approaches to their English studies.

**Shachter** - Jonathan Shachter is a full-time lecturer of English at Kyushu Sangyo University. He holds a B.A. in Trumpet Performance from Virginia Tech and an M.Ed. in Education from American College of Education. His current research interests are the effects of nervousness on performance and cognition. He can be contacted at [jonathanshachter@gmail.com](mailto:jonathanshachter@gmail.com).

**Shelley** - Jeff Shelley has been teaching English as a foreign language for over a decade. He has been employed at numerous language academies throughout Korea in the capacity of teacher, Head English Teacher, and curriculum developer. He also worked as an EFL professor at Kaplan International College in New York City. After a career educating students of every age and numerous nationalities, he currently works as a freelance consultant and teacher trainer.

**Shin** - Hye Won Shin is a research scientist in education at Impact Research Lab. Her research interests include instructed second language acquisition, second language assessment, and teacher education.

**Sponseller** - Aaron C. Sponseller holds an MA TESOL from San Francisco State University and is a PhD candidate at Temple University. He is currently a lecturer of English at Osaka Jogakuin College and University. His research interests include study abroad and novel approaches to early childhood L2 literacy development.

**Spraggins** - Edward Thomas Spraggins was born in Burlington, Vermont, USA, with ties to French-Canadian New England, and Deep South traditions. The roots of his career spring from his study of languages in middle school, high school, university, and beyond. His career has run the gamut, first as a quartermaster and boatswain's mate on the USS Kalamazoo, then as a Korean Linguist with the U.S. Navy in Pyongtaek, South Korea, followed by being an analyst at the National Security Agency in Maryland (US), and since 2001, as an assistant professor in general English at Woosong University in Daejeon, South Korea. His education includes holding a B.A. in Modern Languages and Linguistics, Honors in French from UMBC, Diploma in Korean from Defense Language Institute in Monterey, California, and an MA TESOL from University of Notre Dame of Maryland. He recently finished a thesis in Autoethnography as part of his second Master's degree in TESOL/ MALL at Woosong University.



**Sten** - Katrina Sten has taught ESL in Korea since 2012. She has worked at more than ten schools and organizations in the Mokpo/Jeollanamdo area, and for nearly two years has been the proud owner/operator of Peak English [Academy]. She enjoys studying Korean and researching young learner education pedagogy. She can be reached at Kat.Sten@gmail.com.

**Ishigaki Stevens** - Kiyomi Ishigaki Stevens holds a Master of Arts Degree in Teaching English to Speakers of Other Languages (TESOL). She has experience in teaching TESOL to young learners from various backgrounds and initiated the implementation of English Language Learners (ELL) Storytime at a local city library. Currently, she is the lead presenter, responsible for developing teaching plans and supplemental material for the ESOL Storytime held at a city library on a monthly basis.

**Stone** - Adam Stone is a lecturer at the Language Education and Research Center at Kyushu Sangyo University, Fukuoka, Japan. He graduated from Auckland University with a Bachelor of Fine Arts in 2001, and completed a Master's degree in Applied Linguistics with Massey University in 2016. His current research interests are in mobile learning, particularly in the application of Augmented Reality (AR) and Virtual Reality (VR) in English learning. He is currently part of a team developing an Augmented Reality campus guide learning game smartphone application.

**Sudharshana** - N P Sudharshana is an Assistant Professor at IIT, Kanpur. He is interested in the acquisition of English as an L2 by Indian learners. In particular, he focuses on the interface between general cognition and language-specific patterns in acquisition. He is also interested in applying insights from acquisition research and language theories to teaching English at various levels.

**Suh** - Ji-young Suh is currently an M.A. candidate majoring in both English Language Teaching and Materials Development at the International Graduate School of English. Her previous experience includes English language teaching at elementary schools in South Korea and working as a cabin crew member for Emirates Airlines. Ji-young's research interests include English for specific purposes, especially for cabin crews, and teaching English for young learners in an EFL environment.

**Sukavatee** - Sukavatee, Pornpimol is currently a lecturer in the Department of Curriculum and Instruction, Faculty of Education, Chulalongkorn University. She got her Ph.D. from English as an International Language Program, Chulalongkorn University. Her research interests are curriculum and materials development and technology-supported language learning.

**Sukendra** - Irmala Sukendra is currently a student of doctorate program in Applied Linguistics (Linguistik Terapan Bahasa Inggris) at Atma Jaya University, Jakarta. Her main interest is in grammar, etymology, and culture. She is teaching at Bina Nusantara University and Universitas Islam Syekh Yusuf Tangerang.

**Sun** - Sun Xiaohui, Postdoctor in Applied English Linguistics, Ph.D. in Pedagogy and currently an associate professor in the School of Foreign Languages and Literature, Beijing Normal University. Her research interests include English language teaching and learning, English teacher education and development, and Chinese as a second language teaching and learning.

**Swartz** - Michael D. Swartz is currently a Lecturer at Shantou University. He holds an MA in Applied Linguistics and TESOL from the University of Portsmouth, England. His research interests include Jungian depth psychology, materials development, and classroom instruction.

**Tanaka** - Jay Tanaka is a specially appointed associate professor at Hokkaido University. He completed his Ph.D in second language studies at the University of Hawai'i at Mānoa. His research interests are in second language pedagogy, reflection in language teacher education, and critical thinking instruction.

**Tatsukawa** - T Keiso is a professor of the Institute for Foreign Language Research and Education (FLaRE) in Hiroshima University, Japan. He served the university as the FLaRE director for six years until 2016. His specialty is English language teaching, especially materials development, and he has co-authored several academic books and many textbooks. He has been on editing committees for authorized textbooks for both junior and senior high school levels. He is active in teacher education and is frequently invited to present at seminars and workshops by educational organizations. He is also a referee for several academic journals.

**Taylor, Ben:** Ben Taylor holds a Master of Arts degree in English (Language Studies and ESL) from Eastern Kentucky University, and currently teaches English at Woosong University in Daejeon, South Korea, where he is also the hiring coordinator for international EFL teachers. For five years, he taught first-year writing courses in the United States as an adjunct professor and is currently in his fourth year of university teaching in South Korea. He also taught ESL in an intensive program for several years in the US, which included organizing a summer program for South Korean students. Contact him via email at [benj.taylor9@gmail.com](mailto:benj.taylor9@gmail.com).

**Taylor, Samuel:** Samuel Taylor is a lecturer at the Language Education and Research Center at Kyushu Sangyo University, Fukuoka, Japan. He has a Masters in TESOL from the Institute of Education, UCL, UK. His current research interests include speaking, the influence of culture on language, mobile learning, augmented reality, and game-based learning. He is currently part of a team developing an Augmented Reality campus guide learning game smartphone application. Contact: [taylorsamueljohn@gmail.com](mailto:taylorsamueljohn@gmail.com)

**Thollar** - Simon Thollar is a tenured professor in the Faculty of Business Administration and Information Science at Hokkaido Information University in Hokkaido, Japan, where he has lived for thirty years. He has written two textbooks and is actively involved in e-learning, including the collaborative development of the first online e-learning course in Japan. His research interests include student and teacher motivation in the EFL context, and the creative application of short videos and technology to improve student engagement in classroom activities. More recent research interests include effective active learning strategies and methodology. He can be contacted by email at: [simon@do-johodai.ac.jp](mailto:simon@do-johodai.ac.jp)

**Thorkelson** - Dr. Tory Thorkelson (BA, B.Ed., M.Ed. in TESL/TEFL, Doctorate of Language Studies) is a proud Canadian who has been an active KOTESOL member since 1998 and has presented at or worked on many local and international conferences. He is a Past-President for Seoul Chapter and Past-President of KOTESOL (2008-2009) as well as a KTT Facilitator. His 9-5 job is as an Associate Professor for Hanyang University's English Language and Literature Program. He has co-authored research studies (see ALAK Journal, December 2001 & June, 2003 and Education International September 2004 V1-2) and a University level textbook, World Class English, with a team of fellow KOTESOL members. He is a regular contributor to EFL Magazine, and he recently completed a Doctorate of Language Studies from Charter University.

**Tomei** - Dr. Joseph Tomei is a professor in the Faculty of British and American Studies at Kumamoto Gakuen University and is currently a visiting professor at Daejeon University for the 2019-2020 academic year. He has taught EFL in France, Spain, and Japan at the primary, secondary, and tertiary levels. In addition to his interest in computer-mediated communication, he also is interested in the application of functional/typological grammar to language teaching, practical activities in the language classroom, and writing instruction, and his recently completed doctorate from the University of Birmingham is on the use of metaphor as a means of organizing writing instruction for low-intermediate EFL students.

**Tran** - Tran Lam Ngan Vi has been teaching English since 2013. She received a bachelor's degree in English Pedagogy at Sai Gon University. Currently, she is completing her master's degree in TESOL at Ho Chi Minh University of Social Sciences and Humanities – Vietnam National University. Her research interests include pronunciation teaching, material development and teaching writing skills.

**Tsukahara** - Tomoya Tsukahara has been teaching English for about 20 years in junior and senior high schools in Japan. He is a core member of MERP which aims to provide a better educational environment for students in his school. He is doing a collaborative research project with some researchers in order to support students' autonomous and active English learning.

**Twitchell** - Anna Twitchell graduated from Oklahoma City University with a Master's degree in TESOL in 2013 and has taught at Kanda University of International Studies since 2014. Her research interests include genre analysis and using digital games and gamification to facilitate L2 learning.

**Unser-Schutz** - Giancarla Unser-Schutz is an associate professor in the Faculty of Psychology at Risho University in Tokyo, where she teaches courses on ESL and sociolinguistics. She is currently interested in how to improve motivation and interest among students in non-English major faculties, as well as how students and teachers perceive ESL policies in Japan. In addition, she has also been examining how to flip the classroom and encourage outside study through the use of online video lessons using Google Forms. Giancarla also conducts research outside of ESL on media, popular culture and language, and has published on the linguistic characteristics of manga as well as Japanese naming practices. Her work may be found at <http://rissho.academia.edu/GiancarlaUnserSchutz/>.

**Unwin** - Originally from Johannesburg, South Africa, Devin started teaching English in 2007. He has been working for the British Council for ten years and has been giving teacher training since 2011. He currently lives in Hong Kong where he volunteers teaching English to refugees and asylum seekers. He has spoken at conferences in Europe and Asia and has been published in English Teaching Professional and the SiSAL journal. His current areas of interest in ELT included L2 identity and agency, as well as teaching vulnerable students. He has an undergraduate degree in English Literature and Sociology, a postgraduate degree in English Literature, a TYLEC, a Trinity ELT Diploma and an MA TESOL.

**Upadhaya** - Upadhaya is doing his Ph.D in ELT at the Indian Institute of Technology, Kanpur. His research interests are teaching idiomatic expressions in ESL contexts and material development. He holds an MA in ELT and has 2 years' experience teaching English at the college and university level.

**Upton** - Jessica Zoni Upton is currently teaching at Nagoya University of Foreign Studies as an English lecturer. She received her MA TESOL degree from Nagoya University of Foreign Studies and her BA in Japanese Studies from Oxford Brookes University. Originally from London, England, she primarily grew up in Italy. She has been teaching in Japan for six years. Her research interests include intercultural competence and social psychology.

**Urabe** - Chika Urabe is an undergraduate student majoring in English Language at Fukuoka University in Japan. Her main research interest is how Japanese learners of English improve their proficiency in English speaking.

**VanWagoner** - Kaitlyn VanWagoner's passion for teaching and the English language has led to teaching in a variety of situations, from Secondary Education, to Intensive English Programs, to Adult Education. She is currently in Seoul as an English Language Fellow with the U.S. Department of State. Kaitlyn has completed a Bachelor's in English Education and a Master's in TESOL at BYU. She is from Utah where she loves to hike in the mountains.

**Virgiel** - Vanessa Virgiel is an English instructor at Kyungnam University in South Korea. Previously she spent four years working in rural and small city Korean public schools. She holds an M.Ed. in TESL and a BA in Applied Linguistics. Her areas of interest include materials design, CALL, rural education, and how to extend the ethos of inclusive education to the field of TESOL. Email: virgielvanessa@gmail.com

**Vizconde** - Dr. Vizconde is a Board Member of PALT, the Philippine Association for Language Teaching, Inc., one of the partners of KOTESOL. Her field of interests include language education, reading education and teacher training. She has obtained her Teachers of English Speakers of Other Languages (TESOL) certificate from the Regional Language Center of Singapore through a scholarship granted by the University of Santo Tomas, her mother institution. She is currently the Chairperson of the English Department and is a faculty researcher under the Research Center for Social Science and Education. She is currently working on concerning digital literacies in limited-resource contexts.

**Vungthong** - Sompatu Vungthong is a PhD graduate from Department of Educational Studies, Faculty of Human Sciences, Macquarie University, Sydney, Australia, and a lecturer of Liberal Arts, King Mongkut's University of Technology Thonburi, Bangkok, Thailand. Her research interests include EFL learning and teaching, critical discourse analysis, Systemic Functional Linguistics and social semiotics. She has published in journals (e.g. TESOL Quarterly & Asian EFL Journal) and written a book chapter (in Identity: Beyond Tradition and McWorld Neoliberalism).

**Watkins** - Melissa Watkins is an assistant professor at NamSeoul University. She has developed and taught curriculum for EFL learners on social difference and diversity, social justice, understanding stereotypes and prejudices, and introductions to international and global studies. Melissa has been living in Korea for nearly 7 years and volunteering in Korean spaces dedicated to justice and social change, primarily the Seoul Migrant Arts Center, for 3 years.

**Watling, Andrew**: Andrew Watling has been teaching English for almost 10 years. He is currently working for the British Council, Seoul and has previously worked for the British Council in Madrid, Sri Lanka and Egypt, as well as teaching at Cardiff University in the UK. He completed his master's in 2010, the Trinity DipTESOL in 2016 and worked as a Special Educational Needs coordinator for adults at the British Council in Madrid. He is particularly interested in helping to tackle the challenges faced by adults with Special Educational Needs in the EFL classroom.

**Watling, Hazel**: Hazel Watling has been teaching English for 10 years. She is currently working for the British Council, Seoul and has previously worked for the British Council in Madrid, Sri Lanka and Egypt, as well as teaching at universities in the UK. She completed the Trinity DipTESOL in 2016 and presented at TESOL Spain (international and regional) in 2017 and 2018, and IATEFL in 2018. Her main areas of interest are increasing learner engagement and motivation, classroom management for young learners and vocabulary acquisition and retention.

**Westby, John**: John Westby is an Associate Professor in the Faculty of Human Studies at Meijo University in Nagoya, Japan. His research interests include encouraging classroom participation as well as sociocultural theory.

**Westby, Mina**: Mina Westby is a lecturer at both Nanzan University and Nagoya University of Foreign Studies. Her research interests include sociocultural theory and the use of teacher diaries.

**Woelk** - Cheryl Woelk has taught English language learners and educators in Asia and worked with newcomer communities and university programs in North America. She is currently teaching conversational English classes at Soongsil University, and working as an educational consultant for Collective Joy Consulting where she coordinates the Language for Peace project, integrating language and peace education curriculum. Cheryl holds a BA in English, a certificate in TESOL, an MA in Education, and a Graduate Certificate in Conflict Transformation. She has been active in TESOL International and is co-author of the book, "Teaching English for Reconciliation" (2018).

**Wong** - Growing up in Macau with diverse cultural influences, I understand the world better through learning foreign languages. English allows me to exchange ideas with people around the world. That becomes the reason why I would like to work in the field of Language Education: I aim to help my students learn to communicate with others more easily so that they can connect with the world around them. Because of this, I am committed to creating a motivating learning environment within the constraints of exams and fixed curricula. The goals I am now working on are: meeting students' different needs as well as building a positive teacher-student relationship for better learning outcomes. To me, learning a language means learning to communicate effectively with others. This is one of the major skills people in the 21st century should acquire.

**Wrobetz** - Kevin Reay Wrobetz is an Assistant Professor in the Faculty of Business Administration at Kobe Gakuin University in Hyogo, Japan. His research focuses on increasing pedagogical effectiveness in the EFL classroom utilizing mixed methodologies. He has done research in phonetics, literary analysis, CALL, MCALL, and game based learning.

**Wunderlich** - Madeleine Grace Wunderlich is currently a high school Native English Speaking Teacher with the Jeollanamdo Office of Education. She holds an M.ED. in Education and a BFA in Fine Art. Prior to working in South Korea, she spent time researching English educational methods and hiring practices in both the public and private educational systems in Nepal and Dubai. Ms. Wunderlich works to bring critical thinking and the artistic skills she learned in undergraduate school to improve and modify traditional EFL and ESL materials and teaching practices.

**Yap** - Ms Yap Yoke Chin is an English Language School Improvement Specialist Coach Plus (SISC+) for primary schools in the district of Temerloh, Pahang, Malaysia. She has coached well over 200 teachers from 2014-2019. She has been both a primary and secondary school English Language teacher for 22 years. She also served as State English Language Key Personnel and has been involved in various teacher training programmes and development of teaching/learning material at national, state and district levels. She has conducted numerous EL continuous professional development workshops and teacher-training programmes. She has successfully conducted internationalization for some schools via British Council Connecting Classrooms and Schools On-Line programmes. She has also presented at international conferences. Her email address: ycyap1898@gmail.com.my

**Yasunaga** - Akie Yasunaga teaches at Tokyo Denki University in Saitama, Japan. Her major research interest is curriculum building. She previously researched a range of text features, including conversational discourse and argumentative texts drawing upon Systemic Functional Linguistics. She is currently researching oratory discourse features and pedagogy of oral presentation to Japanese university students. She is glad to receive any information and inquiries on research themes related to pedagogy of oral presentation and possible future collaboration. She can be contacted at mininicitinkerbelle@yahoo.co.jp

**Yoko** - Yoko Takano is an EFL instructor based in Nagoya, Japan and teaches grammar, reading, writing and TOEIC/TOEFL preparatory at Nagoya University of Foreign Studies (NUFS), Nanzan University, and Meijo University as a part-time lecturer. She has also been teaching students aged 2 - 66 in her small private school, OKIDOKI EIGO SCHOOL for 22 years. She is an active presenter, sharing her research and ideas on using FFI not only domestically, but also overseas. She obtained MA TESOL degree in NUFS and MA TESOL certificate in Hawaii Pacific University in U.S.A. Her research interests are ER, SLA, and learner motivation. Her current contributions are in Teachers-Helping-Teachers in Kyrgyzstan, BOLT conference in Vietnam and teaching conversation strategies in the college in Brazil.

**Yoon** - Joan Yoon has completed her coursework in a master's degree program in English education at Korea University. Her research areas include language and literacy instruction for early childhood and elementary children from multicultural backgrounds and at-risk students. She has eight years of teaching experiences in Korean EFL setting as a private tutor of various students of different ages, a teacher of an after-school program in a private elementary school in Korea, and a volunteer teacher in a local English library. She is looking forward to continuing her academic career in PhD programs in the United States. She can be contacted via joanyoon0920@gmail.com.

**Yoshida** - Kuniko Yoshida has been teaching English as a professor at Tokyo City University for more than 20 years. Her research interests include self-regulated learning and students' motivations for learning. She is the leader of a research team on learners' self-regulatory attitudes funded by Japan's Grants-in-Aid for Scientific Research (KAKENHI) Program.

**Yuliasri** - Issy Yuliasri is a Senior Lecturer at the English Department of Universitas Negeri Semarang (Unnes), Indonesia, and has been teaching since 1990. She is a teacher educator and linguist. Her interests cover ELT and Translation Studies. She is also the Regional Coordinator of TEFLIN (the Association for the Teaching of English as a Foreign Language in Indonesia) for Central Java.

**Zul Bahri** - Aldi Zul Bahri is a trainer and consultant in Enigma Pakar Consulting based in Jakarta. He is interested in Language and teaching research for developing Indonesian teachers' skills

## Conference Strands

This index sorts the presentations by ELT topic area. It can be useful for conference attendees who are interested in attending a series of conference sessions on one particular topic to gain a deeper level of knowledge in it.

### Assessment / Testing

SCHEDULE	PRESENTATION TITLE	SESSION TYPE
SAT 1455-1615	Preventing plagiarism: An integrated technology, pedagogy and content knowledge approach	Workshop (80 minutes)
SAT 1630-1650	Putting IELTS Writing Task 1 Academic to the test	Research Paper (20 minutes)
SAT 1730-1750	Online self-marking typing, speaking, listening or reading vocabulary levels tests	Research Paper (20 minutes)
SAT 1730-1815	Grading with rubrics and spreadsheets	Workshop (45 minutes)
SUN 1250-1335	Using Text Analysis Tools to Improve Students' Writing Performance	Workshop (45 minutes)
SUN 1250-1450	Using Divergent Questions to Assess Higher Order Thinking	Poster (120 minutes)

### Classroom Management

SCHEDULE	PRESENTATION TITLE	SESSION TYPE
SAT 1330-1530	Rewarding Classroom Participation and How It Affects Language Learning	Poster (120 minutes)
SAT 1430-1515	Coteaching– How to Involve Both Teachers in Elementary School Classrooms	Workshop (45 minutes)
SUN 1000-1045	Behavior Management in the English Foreign Language Classroom	Workshop (45 minutes)
SUN 1450-1535	Using Novel Instruction in the Asian Classroom	Workshop (45 minutes)

### Classroom Management “101”

SCHEDULE	PRESENTATION TITLE	SESSION TYPE
SAT 0900-0945	Classroom Management: Coping with Possible Disabilities and Behavior Issues	101 Presentation (45 minutes)
SAT 1330-1450	Integrating Motivation into Young Learner Classrooms through Effective Classroom Management	101 Presentation (80 minutes)
SAT 1530-1650	Keep Calm: Effective Classroom Management Skills For Young Learners	101 Presentation (80 minutes)
SAT 1730-1815	Classroom Anthropology: An Exploration of Culture and Class Management	101 Presentation (45 minutes)
SUN 0900-0945	The Dreaded "D" Word: The Role of Discipline in ELT	101 Presentation (45 minutes)
SUN 1250-1410	Classroom Management Techniques in the Spotlight	101 Presentation (80 minutes)

### **Content-Based Instruction**

SCHEDULE	PRESENTATION TITLE	SESSION TYPE
SAT 1000-1045	Engaged pedagogy OUTSIDE the Japanese university	Workshop (45 minutes)
SAT 1530-1615	Integrated Pedagogy and Instructional Efficacy in Optimising Learning	Workshop (45 minutes)
SAT 1755-1815	Developing instructional frameworks to CLIL with Cognitive and Vygotskian perspectives	Research Paper (20 minutes)

### **Culture & Identity in Language Teaching “101”**

SCHEDULE	PRESENTATION TITLE	SESSION TYPE
SAT 1000-1045	Multicultural Households; Student Identity Negotiation and Implications for the Classroom	101 Presentation (45 minutes)
SUN 1250-1335	Interculturally Speaking; tips for teaching intercultural communication in the classroom	101 Presentation (45 minutes)

### **Developing Learner Creativity**

SCHEDULE	PRESENTATION TITLE	SESSION TYPE
SAT 1530-1615	The Power of a Growth Mindset for English Language Learners	Workshop (45 minutes)
SUN 0900-0945	Activities for developing learners' ideal L2 selves	Workshop (45 minutes)
SUN 0900-0945	Project Based Learning: A Method to Spice up Lessons	Workshop (45 minutes)
SUN 1250-1450	Developing Critical Thinking Skills in the English Language Classroom	Poster (120 minutes)

### **ELT and Cross-cultural / Intercultural Communication Issues**

SCHEDULE	PRESENTATION TITLE	SESSION TYPE
SAT 1330-1350	Improving Intercultural Empathy and Understanding – The International Virtual Exchange Project	Research Paper (20 minutes)
SAT 1430-1550	Parental choices in education: An intercultural awareness approach	Workshop (80 minutes)
SAT 1530-1615	Fostering Global Citizenship Education through Secondary School Pen-pal Projects	Workshop (45 minutes)
SUN 1025-1045	Envisioning the English classroom as a venue to raise students' language and cultural awareness	Research Paper (20 minutes)
SUN 1250-1450	Developing Intercultural Communication Competence Via Raising Self-Awareness Activities in ELT	Poster (120 minutes)
SUN 1315-1335	Integrating an Intercultural Communicative Approach into the Language Classroom	Research Paper (20 minutes)
SUN 1315-1335	Tracking and Quantifying Japanese English Language Learner Speaking Anxiety	Research Paper (20 minutes)



### English for Specific of Academic Purposes

SCHEDULE	PRESENTATION TITLE	SESSION TYPE
SAT 1000-1045	Providing Negotiated Corrective Feedback for ESL Students in Non-ESL Classes	Workshop (45 minutes)
SAT 1330-1350	Graduate students' knowledge of global academic norms	Research Paper (20 minutes)
SAT 1330-1415	Purposeful Annotation: Strategies for Effective Academic Reading and Writing	Workshop (45 minutes)
SAT 1545-1745	Developing an Integrated CBI and Situational Language Teaching Material	Poster (120 minutes)
SUN 1000-1045	Integrating ESP into a Japanese Commercial University	Dialogue (45 minutes)

### Grammar

SCHEDULE	PRESENTATION TITLE	SESSION TYPE
SUN 1025-1045	The efficacy of collaboratively completing form-focused tasks: A review	Research Paper (20 minutes)

### Instructional Technologies "101"

SCHEDULE	PRESENTATION TITLE	SESSION TYPE
SAT 1730-1815	How Can Cloud Computing Help Your Teaching?	101 Presentation (45 minutes)
SUN 1450-1535	Blending Low and High Technologies for Maximum Benefit	101 Presentation (45 minutes)

### Interdisciplinary Language Learning "101"

SCHEDULE	PRESENTATION TITLE	SESSION TYPE
SAT 1330-1450	A Fine Balance: Designing Effective Content-based EAP Courses	101 Presentation (80 minutes)

### Language Teaching Pedagogy "101"

SCHEDULE	PRESENTATION TITLE	SESSION TYPE
SAT 1000-1045	Creating a Positive Atmosphere Through Classroom Community Building	101 Presentation (45 minutes)
SAT 1000-1045	Teaching to Your Students' Needs: Utilizing Formative Assessment	101 Presentation (45 minutes)
SAT 1430-1515	Beyond the Vocabulary, into the Conversation-Usefulness of TPR in EFL Classes	101 Presentation (45 minutes)
SAT 1630-1715	Promoting Language Production Through Classroom Games	101 Presentation (45 minutes)
SUN 1000-1045	The ecstasy of liberating your university EFL classes from coursebooks	101 Presentation (45 minutes)

### Learning Preferences / Styles

SCHEDULE	PRESENTATION TITLE	SESSION TYPE
SAT 1545-1745	Japanese University Students' English Use out of the Classroom	Poster (120 minutes)
SAT 1730-1750	Beliefs of science majors toward learning the English language	Research Paper (20 minutes)
SUN 1415-1435	Experiments with Learner Autonomy in Teacher Training	Research Paper (20 minutes)
SUN 1450-1535	Enhancing Metacognitive Skills over Students' Learning Process	Workshop (45 minutes)

### Listening

SCHEDULE	PRESENTATION TITLE	SESSION TYPE
SAT 1730-1815	How to PUSH Speaking and Listening Lessons	Workshop (45 minutes)
SUN 0900-1020	Blending Metacognitive Instruction into TOEFL Listening Test-preparation Courses	Workshop (80 minutes)

### Materials or Course Design

SCHEDULE	PRESENTATION TITLE	SESSION TYPE
SAT 0900-0945	Noticing activities for grammar, feedback, error correction, and vocabulary	Workshop (45 minutes)
SAT 0900-0945	Using curriculum and reflection to push forward	Dialogue (45 minutes)
SAT 1000-1020	What English study resources do university students really want?	Research Paper (20 minutes)
SAT 1000-1020	Teaching idioms in ESL contexts: Helping teachers develop teaching-learning materials	Research Paper (20 minutes)
SAT 1430-1515	An ESP Course: Addressing a Gap between Perception and Actuality	Workshop (45 minutes)
SUN 0900-0945	Peanut Butter & Chocolate: Scope & Sequence Are Delicious Together	Workshop (45 minutes)
SUN 1000-1045	Writing Children's Plays in EFL	Workshop (45 minutes)

### Multiple Skills

SCHEDULE	PRESENTATION TITLE	SESSION TYPE
SAT 0900-0945	Engaging Students via Activities	Workshop (45 minutes)
SAT 1025-1045	How Cooperative Learning Works in Different Level EFL Classrooms	Research Paper (20 minutes)
SAT 1330-1415	Korean-specific Classroom: Distinguishing between Be-verbs and Action Verbs	Workshop (45 minutes)
SAT 1330-1530	Variety of Discussion Patterns and Students' Shared Regulation	Poster (120 minutes)

SAT 1430-1515	Widgets Inc.: A task-based workplace simulation	Promotional Session (45 minutes)
SAT 1555-1715	Roll for initiative: using TRPGs for communication and critical thinking	Workshop (80 minutes)
SAT 1630-1715	Benefits of Focus-on-form Instruction in the EFL Language School Classroom	Workshop (45 minutes)
SAT 1630-1715	Utilizing the Power of the Enthymeme for Language Proficiency	Workshop (45 minutes)
SUN 0900-1020	Enhancing Cultural and Communicative Fluency with TV Drama Series	Workshop (80 minutes)
SUN 0925-0945	Types of learning in AR project-based instruction	Research Paper (20 minutes)
SUN 1350-1435	SLA Benefits of Student-Centered Character Creation for Tabletop Role-Playing Games	Workshop (45 minutes)

### Other Issues

SCHEDULE	PRESENTATION TITLE	SESSION TYPE
SAT 1000-1045	KOTESOL International Conference Orientation Session	Workshop (45 minutes)
SAT 1330-1530	University Students' Perceptions and Opinions on Informal Coffee Talks	Poster (120 minutes)
SAT 1430-1515	Tips for Doing Research and Writing a Graduate Thesis or Dissertation	Panel (80 minutes)
SAT 1530-1615	Accommodating Adults with Special Educational Needs: Dyslexia and ADHD	Workshop (45 minutes)
SAT 1630-1715	Teachers as Tutors: Changing Perceptions and Practices in Writing Conferences	Workshop (45 minutes)
SUN 0900-0920	Factors Obstructing or Enabling Teacher and Learner Autonomy	Research Paper (20 minutes)
SUN 1000-1045	EFL in Korea's Remote Elementary Schools: Challenges & Opportunities	Workshop (45 minutes)
SUN 1450-1535	Native English-Speaking Teachers in Korean Secondary Schools	Dialogue (45 minutes)

### Pragmatics

SCHEDULE	PRESENTATION TITLE	SESSION TYPE
SUN 0900-0945	Social English: Language for good relationships in class and out	Workshop (45 minutes)

### Professional Development

SCHEDULE	PRESENTATION TITLE	SESSION TYPE
SAT 0900-0945	Motivating Teachers and Developing Leaders	Dialogue (45 minutes)
SAT 1430-1550	Improving the Masters of English Education program ---A Chinese case	Panel (80 minutes)

SAT 1530-1415	Putting Language to Work: Applied Linguistics / TESOL at Macquarie University	Promotional Session (45 minutes)
SAT 1630-1650	Short-term professional development for teaching English for academic purposes	Research Paper (20 minutes)
SAT 1630-1750	Writing and Publishing Academic Papers Well: Tips for Success	Workshop (80 minutes)
SUN 0900-0920	Contextualizing the Digital Literacy Experiences of Filipino University Teachers	Research Paper (20 minutes)
SUN 1250-1410	Career Directions for Teachers in Korea: Practical Goals and Paths	Panel (80 minutes)
SUN 1350-1435	The University of Birmingham: MA TESOL / MA Applied Linguistics	Promotional Session (45 minutes)
SUN 1415-1535	Perceptions of foreign faculty in South Korea	Panel (80 minutes)

### Psychology / Psycholinguistics

SCHEDULE	PRESENTATION TITLE	SESSION TYPE
SAT 1025-1045	Self-construal with Achievement Emotions in FLL among Korean Students	Research Paper (20 minutes)
SAT 1355-1415	Validating a Japanese Sojourner Self-Efficacy in Communication Scale	Research Paper (20 minutes)
SAT 1755-1815	Meaning-focused vs. form-focused activities in elementary school English lessons	Research Paper (20 minutes)
SUN 0900-0920	The Relationship Between EFL Learners' Anxiety and Perceived Stress	Research Paper (20 minutes)
SUN 1250-1335	Dialogue about Student's Mental health	Dialogue (45 minutes)
SUN 1315-1335	Exploring L2 construal of Japanese and Korean university students	Research Paper (20 minutes)

### Reading / Literacy

SCHEDULE	PRESENTATION TITLE	SESSION TYPE
SAT 1000-1020	Facebook and Canva for Extensive Reading in an ESL Classroom	Research Paper (20 minutes)
SAT 1330-1530	Changes in reading process of EFL learners in four years	Poster (120 minutes)
SAT 1355-1415	Building Literacy with Online Interactive Posters	Research Paper (20 minutes)
SAT 1430-1515	Motivating Private Language School Young Learners to do ER	Workshop (45 minutes)
SAT 1530-1550	Applying Mreader in an Extensive Reading program: Does it make reading more fun?	Research Paper (20 minutes)
SAT 1655-1715	Developing Critical Literacy on News in Social Media; Utilizing Multiliteracies in ESL Indonesian Students.	Research Paper (20 minutes)

SAT 1730-1815	Developing Young Learners' Language Skills with Storytime	Workshop (45 minutes)
SAT 1755-1815	Sans Forgetica: Typography's Effect on ESL/EFL Reading Comprehension	Research Paper (20 minutes)
SUN 0925-1045	Teaching Reading Fluency as a Social Activity	Workshop (80 minutes)
SUN 1025-1045	Close Reading for Young Learners: Teaching EFL Reading Skill	Research Paper (20 minutes)
SUN 1350-1410	Twin-text Instruction on Reading Comprehension of Korean Elementary Students	Research Paper (20 minutes)

### **Reflective Teaching Practice**

SCHEDULE	PRESENTATION TITLE	SESSION TYPE
SAT 0900-0945	A Picture of Your Practice: Techniques for holistic reflection	Workshop (45 minutes)
SAT 1545-1745	Students' assessment of a study abroad program	Poster (120 minutes)
SUN 0900-0920	Student vs. Teacher Demotivational Factors in a Japanese University Context	Research Paper (20 minutes)
SUN 0925-0945	Only reflect? A linguistic ethnography of reflective practice	Research Paper (20 minutes)
SUN 1000-1020	Topics and Referencing in L2 Teaching Practicum Reflection Assignments	Research Paper (20 minutes)
SUN 1250-1310	Supporting Reflective Practice	Research Paper (20 minutes)
SUN 1450-1535	Mastering the Double-Edged Sword of Feedback	Workshop (45 minutes)

### **Second Language Acquisition (SLA)**

SCHEDULE	PRESENTATION TITLE	SESSION TYPE
SAT 1025-1045	Native Speaking Teachers as a Source of Extrinsic Motivation	Research Paper (20 minutes)
SAT 1025-1045	Implications of Foreign Language Classroom Anxiety to Macau EFL Students	Research Paper (20 minutes)

### **Social Justice and Student / Teacher Identity (more on next page)**

SCHEDULE	PRESENTATION TITLE	SESSION TYPE
SAT 1000-1020	The Removal of English Subject in Primary Schools in Indonesia: The Case of Students' Cultural Identity	Research Paper (20 minutes)
SAT 1330-1415	KOTESOL Gives Back! Supporting Low-Income Single-Mother Households & North Korean Refugees	Workshop (45 minutes)
SAT 1330-1415	Better Together: Leveraging Group Dynamics in Conversational English Classes	Workshop (45 minutes)
SAT 1430-1515	Being Yourself: Teacher identities and Emotional Labor in ELT	Dialogue (45 minutes)

SAT 1545-1745	Beyond the English Divide in South Korea	Poster (120 minutes)
SAT 1555-1615	Voices from USA K-12 Teachers: Analyzing Blog Postings with Heteroglossia	Research Paper (20 minutes)
SAT 1630-1750	LGBTQ+ Identities in ELT: How is it even Relevant?	Panel (80 minutes)
SAT 1755-1815	A Literature Review on Queer Frameworks for Education & Literacy	Research Paper (20 minutes)
SUN 0925-1045	Decolonizing higher education: Practical examples from intercultural educators in Korea	Workshop (80 minutes)
SUN 1000-1045	Workshop: LGBTQ+ Community in the Korean Classroom	Workshop (45 minutes)
SUN 1250-1335	Teaching as a Subversive Activity: Critical Pedagogy Fifty Years On...	Dialogue (45 minutes)
SUN 1350-1435	How Can Social Justice Help My Classroom?	Dialogue (45 minutes)
SUN 1350-1435	"English only" is not the only way	Dialogue (45 minutes)
SUN 1450-1535	Creating A Space For Students With Disabilities And Neurodiversity In The Classroom	Dialogue (45 minutes)

### Sociolinguistics / Language Policy / World Englishes

SCHEDULE	PRESENTATION TITLE	SESSION TYPE
SAT 1330-1530	Utilizing Sociocultural and Psycholinguistic Theories in the Language Classroom	Poster (120 minutes)
SAT 1355-1415	Intelligibility of Korean English Pronunciation from a Lingua Franca Perspective	Research Paper (20 minutes)
SAT 1530-1550	What is missing in Thailand's English curriculum?: A comparison study	Research Paper (20 minutes)
SUN 1315-1335	An Analysis of Grammar in Indonesian English	Research Paper (20 minutes)

### Speaking / Conversation / Pronunciation

SCHEDULE	PRESENTATION TITLE	SESSION TYPE
SAT 1330-1350	The Impact of Unstructured Talk Time on Willingness to Communicate	Research Paper (20 minutes)
SAT 1355-1415	Public Speaking is Like...: Exploring EFL Learners' Public Speaking Anxiety	Research Paper (20 minutes)
SAT 1430-1515	Teaching in the Wilderness of Mongolia to the Reindeer Children	Workshop (45 minutes)
SAT 1455-1515	Effects of speaking instruction using differentiated-flipped learning on speaking ability	Research Paper (20 minutes)
SAT 1545-1745	Factors Affecting Peer Assessment of Student Speeches in English	Poster (120 minutes)

SAT 1545-1745	Knowledge Speaks: Video Blogging to Promote Fluency	Poster (120 minutes)
SAT 1555-1415	Using peer-review through Blackboard to improve presentation skills in Vietnam	Research Paper (20 minutes)
SAT 1630-1715	Encouraging Speaking in the Second Language Classroom	Promotional Session (45 minutes)
SAT 1730-1815	Transforming Students' Pronunciation Problems with Haptic Touch	Workshop (45 minutes)
SUN 0900-0945	Improv as Classroom Activity and Teacher Development	Workshop (45 minutes)
SUN 0925-0945	Getting your students talking: a communicative versus structural approach	Research Paper (20 minutes)
SUN 1000-1045	A Blended Approach to Positive IELTS Washback	Workshop (45 minutes)
SUN 1250-1310	Playfulness in Communication Activities: An Idiodynamic Study	Research Paper (20 minutes)
SUN 1250-1450	Transforming Conversations Outside of the Classroom	Poster (120 minutes)
SUN 1415-1535	Picture Books: Tools for Teaching Pronunciation	Workshop (80 minutes)
SUN 1450-1535	Global Issues Discussions: Cultivating Conversational Skills for 21st Century Citizens	Workshop (45 minutes)

### Technology-Enhanced Instruction

SCHEDULE	PRESENTATION TITLE	SESSION TYPE
SAT 0900-0945	How To Use Google Classroom: For Beginners and Experts Alike	Workshop (45 minutes)
SAT 0900-0945	Exploring SpaceTeam EFL: video game in classroom	Workshop (45 minutes)
SAT 1000-1045	Engage and Motivate Your Students: Gamify Your Classroom	Dialogue (45 minutes)
SAT 1330-1350	Increasing motivation for learning English pronunciation in a MALL classroom	Research Paper (20 minutes)
SAT 1330-1530	Using Cloud Computing to Enhance Feedback about for Oral Presentations	Poster (120 minutes)
SAT 1355-1415	Diagrammatical: Using an interactive, digital infographic as a grammar reference.	Research Paper (20 minutes)
SAT 1530-1615	Engaging digital natives with gamified learning apps: Quizlet and Kahoot!	Workshop (45 minutes)
SAT 1630-1750	Cohesion: An ELT model that fits all school-based curricular	Workshop (80 minutes)
SAT 1655-1715	A Study on Chatbots for Enhancing EFL Grammar Competence	Research Paper (20 minutes)
SUN 0900-0920	Use of an automated writing evaluation system for improving academic writing	Research Paper (20 minutes)

SUN 0900-0945	Utilizing DIY Text-to-Animation Software in an EFL Classroom	Workshop (45 minutes)
SUN 1250-1310	Cohesion model: Effective multimedia usage cultivates Secondary students' academic success	Research Paper (20 minutes)
SUN 1350-1435	Coding for Communication: BBC micro:bit in the Language Classroom	Workshop (45 minutes)
SUN 1415-1435	Integrating Kahoot in Teaching English for EFL Young Learners	Research Paper (20 minutes)
SUN 1450-1535	Using Google Docs Mobile Application for Autonomous Pronunciation Practice	Workshop (45 minutes)

### Vocabulary

SCHEDULE	PRESENTATION TITLE	SESSION TYPE
SAT 1330-1350	Contextualized Versus Decontextualized Vocabulary Learning	Research Paper (20 minutes)
SAT 1330-1530	Silence recognition of consecutive bilabials	Poster (120 minutes)
SAT 1330-1530	Towards English for 2020 Games: Corpus-based investigation of Summer-Olympics Vocabulary	Poster (120 minutes)
SAT 1355-1415	Font Choice and Second Language Vocabulary Retention	Research Paper (20 minutes)
SAT 1530-1615	Greek Mythology Vocabulary Building as a Dual Literacy Approach for Korean ELL's	Workshop (45 minutes)
SUN 1025-1045	Semantic-based DDL using specialized corpora for Japanese EFL learners	Research Paper (20 minutes)
SUN 1250-1410	An online-vocabulary program ensuring vocabulary review with expanding test ranges	Workshop (80 minutes)

### Writing

SCHEDULE	PRESENTATION TITLE	SESSION TYPE
SAT 1000-1045	Increasing student's writing complexity by learning to identify sentence types	Workshop (45 minutes)
SAT 1330-1350	Student attitudes towards two types of peer review	Research Paper (20 minutes)
SAT 1430-1450	Using a Radio Drama as Input in English Writing Courses	Research Paper (20 minutes)
SAT 1455-1615	Metaphor in the Writing Curriculum	Workshop (80 minutes)
SUN 0925-0945	Evaluating a genre-based approach to teaching EFL writing	Research Paper (20 minutes)
SUN 1250-1310	An Integrated Approach to Creative Writing	Research Paper (20 minutes)
SUN 1250-1310	Complex emotions and sense of writing in English	Research Paper (20 minutes)
SUN 1250-1450	Peer-led work stations to enhance academic writing skills	Poster (120 minutes)



SUN 1250-1450	A Peer Writing Support Center in a Japanese University	Poster (120 minutes)
SUN 1350-1410	Effects of Flipped Pedagogy on Students' Written Complexity and Fluency	Research Paper (20 minutes)

### '101' Topics

These sessions serve as an effective refresher, crash course, or introductory to a particular topic area. They can be valuable for instructors of all backgrounds, levels, and years of experience. Newer teachers can gain a foundational familiarity, and more experienced educators can review a concept or classroom approach previously learned (or *not* learned) in an undergraduate level teacher preparation course. Either way, it is an opportunity to learn something new! Below are the '101' topic areas selected for this year's conference.

#### Classroom Management "101"

SCHEDULE	PRESENTATION TITLE	SESSION TYPE
SAT 0900-0945	Classroom Management: Coping with Possible Disabilities and Behavior Issues	101 Presentation (45 minutes)
SAT 1330-1450	Integrating Motivation into Young Learner Classrooms through Effective Classroom Management	101 Presentation (80 minutes)
SAT 1530-1650	Keep Calm: Effective Classroom Management Skills For Young Learners	101 Presentation (80 minutes)
SAT 1730-1815	Classroom Anthropology: An Exploration of Culture and Class Management	101 Presentation (45 minutes)
SUN 0900-0945	The Dreaded "D" Word: The Role of Discipline in ELT	101 Presentation (45 minutes)
SUN 1250-1410	Classroom Management Techniques in the Spotlight	101 Presentation (80 minutes)

#### Culture & Identity in Language Teaching "101"

SCHEDULE	PRESENTATION TITLE	SESSION TYPE
SAT 1000-1045	Multicultural Households; Student Identity Negotiation and Implications for the Classroom	101 Presentation (45 minutes)
SUN 1250-1335	Interculturally Speaking; tips for teaching intercultural communication in the classroom	101 Presentation (45 minutes)

#### Instructional Technologies "101"

SCHEDULE	PRESENTATION TITLE	SESSION TYPE
SAT 1730-1815	How Can Cloud Computing Help Your Teaching?	101 Presentation (45 minutes)
SUN 1450-1535	Blending Low and High Technologies for Maximum Benefit	101 Presentation (45 minutes)

### Interdisciplinary Language Learning “101”

SCHEDULE	PRESENTATION TITLE	SESSION TYPE
SAT 1330-1450	A Fine Balance: Designing Effective Content-based EAP Courses	101 Presentation (80 minutes)

### Language Teaching Pedagogy “101”

SCHEDULE	PRESENTATION TITLE	SESSION TYPE
SAT 1000-1045	Creating a Positive Atmosphere Through Classroom Community Building	101 Presentation (45 minutes)
SAT 1000-1045	Teaching to Your Students’ Needs: Utilizing Formative Assessment	101 Presentation (45 minutes)
SAT 1430-1515	Beyond the Vocabulary, into the Conversation-Usefulness of TPR in EFL Classes	101 Presentation (45 minutes)
SAT 1630-1715	Promoting Language Production Through Classroom Games	101 Presentation (45 minutes)
SUN 1000-1045	The ecstasy of liberating your university EFL classes from coursebooks	101 Presentation (45 minutes)











**2020 Korea TESOL International Conference**  
October 17-18, 2020  
Seoul, Korea

## **Envisioning With Your Students**

**Students.** They are our alpha and omega. From curriculum design, through material selection or adaptation, to decisions on individual activities, we work with the learner in mind. It's not always easy, and it can be emotionally taxing, but ultimately the students are what make our jobs fulfilling. We at KOTESOL know this, and so we want this conference to be centered on *students*.

**Your Students.** You can picture the student who likes to sit next to the window in your language institute. You understand the student who needs a bit more time to prepare for their private lesson. You know who's keen and who's reticent in your public school (and you may even know why). No one knows your context better than you. We understand this, and so we want this conference to offer workshops, lectures, and discussions that can ultimately help *your students*.

**With Your Students.** More and more educators, inspired perhaps by research in learner agency or their own classroom experience, are finding benefits to working *with* their students. While recognising that this may not be possible or preferable in all contexts, we think it's worth considering. We want this conference to offer you the opportunity to consider how to (better) work *with your students*.

**Envisioning With Your Students.** *Envision* is a marvelous word. It makes the mind imagine not just positive directions in which one could hypothetically move, but also set future goals one can strive to make a reality. We believe that this is something that our profession, and indeed our world, could do with a bit more of — and who better to do it than teachers and students together? So, we want you to attend the conference and then begin *envisioning with your students*.

The 2020 Korea TESOL International Conference is going to be a fantastic event. Our creative team is working to put together something truly special. If you are interested in presenting at the 2020 conference, we encourage you to submit a proposal! The call for proposals will open January 1<sup>st</sup>, 2020. If you have an idea for a session or a particular speaker you would like to see, let us know! You can get in touch with us at [icchair2020@koreatesol.org](mailto:icchair2020@koreatesol.org).

# Korea TESOL

## Annual Business Meeting (ABM)

October 13, 2018 (Sun.), 4:15 p.m. (Room P104)

### Agenda

1. Call to Order and Procedural Matters
  - Clarification of voting members: All Korea TESOL members with current membership as of October 13, 2018, are eligible to vote on ABM matters.
2. Adoption of the Agenda
3. Minutes of the Previous Meeting
  - Adoption of the minutes of the previous ABM
4. Reports of Officers and Committees
  - President's Report
  - International Conference Committee Report
  - Treasurer's Report
  - Nominations and Elections Committee Report (2019 election results)
5. Unfinished Business
  - None identified ("unfinished business" refers to any item of business that was pending or left unfinished at the previous ABM)
6. New Business
  - Proposed Amendment to the Bylaws (see below)
7. Announcements
8. Adjournment

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### Proposed Amendment

To be added to Article IV:

Section 8. Online Meetings. The National Council may, at the request of the President, convene a meeting via videoconferencing. Videoconference meetings must be announced to the general membership in advance with instructions provided for how a member may participate in the videoconference.

Endorsed by:

Lindsay Herron, Bryan Hale, Maria Lisak, Stewart Gray, Rhea Metituk.





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