



KOTESOL 2013

The 21st Annual
Korea TESOL
International Conference

*Exploring the Road Less Traveled:
From Practice to Theory*

October 12-13, 2013

Sookmyung Women's University
Seoul, Korea



Plenary Speakers

Thomas S. C. Farrell
Dick Allwright
Graham Crookes

Featured Speakers

Jun Liu
Willy Renandya
Gabriel Diaz Maggioli
Lillian Wong
Jihyeon Jeon
Curtis Kelly
Charles Browne
Sue Garton
Beverley Burkett
William Littlewood
Annamaria Pinter

Featured Colloquium

Jun Liu
MaryAnn Christison
Denise Murray

IATEFL YLT-SIG Unit

Hans Mol et al.



THE NEW SCHOOL



Korea Teachers of English to Speakers of Other Languages
koreatesol.org



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Conference Chair's Welcome

Exploring the Road Less Traveled: From Practice to Theory

The Korea TESOL International Conference Committee is proud and excited to welcome you and let you know what's in store for you at this year's international conference. This year's conference promises future memories and a glimpse of what KOTESOL will look like in the coming years.

Back in the early 1990's I was privileged to serve as Co-chair for the KOTESOL International Conference, where the theme was Teaching English: From Theory to Practice. With this year it seems I have come full circle since our theme is **Exploring the Road Less Traveled: from Practice to Theory**. You might ask, "Well, which is it? "From theory to practice", which to me seems quite logical as it follows a seemingly scientific way of addressing an issue, or "from practice to theory" which posits looking at the situation, in our case language learning, from the opposite perspective. Personally I think both approaches are equally valid. Back in the late 90s KOTESOL became one of the founding members of PAC, the Pan-Asian Consortium, which now includes about seven member language teaching organizations including JALT, Thai TESOL, ETA-ROC, FEELTA, MELTA and PETA. This consortium began because we wanted to promote action research within and between member organizations. Though action research can begin with some hypothesis about language learning, it can also begin with simple classroom observation, then use that observation to create the hypotheses for research. We have come circle, perhaps, but perhaps we are entering the next phase of a cycle. PAC continues to hold conferences hosted by its member organizations on a rotating basis. Thus we keep the original idea alive and help it prosper by sharing, collaborating and sharing again.

I would be remiss if I didn't take this opportunity to thank the entire 2013 IC Conference Committee for their tireless efforts to take Korea TESOL a step higher. Serving on the ICC takes dedication to KOTESOL and a belief that what we are doing can make a difference for our students. What more can you ask of professionals than to voluntarily give their time and energy to benefit their colleagues and their profession? A noble cause initiated by noble people for a noble profession.

We have also tried to lay the foundation for future conferences, particularly the 2014 conference. I especially thank my Co-chair, Ralph Cousins, and Korea TESOL's Publicity Chair, Patricia Marion for their invaluable efforts to look ahead and find opportunities to develop KOTESOL, through the IC, into an organization that serves its members more effectively and in new and dynamic ways. I must also give a shout out to our esteemed president, Mijae Lee, for all of her support in making this conference happen. Lastly, I thank Grace Wang for all her ideas and hard work in laying the groundwork for this conference.

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



Carl "Dusty"
Dusthimer
2013 IC Chair



Sunhye Hwang
President,
Sookmyung
Women's University

SMU President's Welcome

Congratulatory Address

I am very pleased to have the privilege of giving the congratulatory address in front of the world-renowned invited speakers, English education policymakers, distinguished representatives, and all the conference participants. I would like to express my heart-felt thanks to the Conference Chair and KOTESOL President for the opportunity to address you.

KOTESOL has been our very special October guest on the Sookmyung campus for several years. The KOTESOL conference adds cross-cultural festivity to our campus, already full of seasonal blessings and lovely atmosphere. As our name indicates, Sookmyung is a clear and bright university that has endless potential. For 107 years, love, mutual respect, social justice, and pioneering spirit have been considered our primary values. I'm sure you will have many happy and positive interactions with each other over the weekend. In addition, today's intellectual festival will provide momentum for advancing English language teaching in the global and multi-cultural context.

This year's conference theme, "Exploring the road less travelled: From Practice to Theory," is an ideal topic at this juncture in the evolution of English education in Korea. As the University with Korea's original highly reputable TESOL programs, Sookmyung has been steering this evolution for nearly 20 years. KOTESOL likewise deserves recognition for its nurturing professional influence on classroom practice. Together, we have observed how language teachers have reconstructed their pedagogical knowledge and techniques based on the given knowledge. Now, it is truly time for theorists to watch and listen more to classroom teachers in specific contexts around the world. They need to learn from them, generalize, and return useful theories. That is the way the concept of local adaption of general theories and globalization of local practices will become truly interchangeable.

In addition, more than ever, the importance of intercultural understanding needs to be emphasized in this postmodern age. The impact of specific practices for teaching English as a global language will vary depending on educational settings and contexts. However, what is certain is that language teaching in any English language teaching organization is getting more and more complex with the ever more diverse cultural influxes, interactions, and technologies. The multi-disciplinary nature of the language teaching job may serve to raise our self-esteem, but at the same time, the job is becoming even more challenging. That is why more open, flexible, and responsive attitudes are required for us as language educators, administrators, and/or policy makers.

No doubt, the weekend's conference will give us more opportunities for cross-cultural exchange and understanding. Above all, the interactions we make and all the friendships we start today will remind us of the joyfulness of our profession and its rewards.

Sunhye Hwang
President, Sookmyung Women's University

KOTESOL President's Welcome

As the President of KOTESOL, it is an honor and a pleasure to welcome this year's attendees and participants to KOTESOL's 21st Annual KOTESOL International Conference. This, the largest English-speaking organization in Korea, is celebrating our 21st consecutive year of holding this International Conference. So much reputation, history and tradition have been built in that time. KOTESOL now holds National conferences, mini-conferences, and monthly workshops in each of our 10 chapters all year round, but our annual International Conference is our most prominent event.



Mijae Lee
KOTESOL President

This year, we have more invited guests from more different countries around the world, not to mention our Asian friends and PAC partners from Japan, Thailand, Indonesia, and Taiwan. This truly makes this a global conference. With over 200 presentations across two full days, focusing on the latest technologies and teaching methodologies, and talking about tried-and-true methodologies, or the technology-free classroom, this conference fits this year's theme: **Exploring the Road Less Traveled: from Practice to Theory**. Thus this year's conference will help us learn to be better teachers, better educators, and better communicators in the English language area. Wherever you teach, at preschool, elementary school, middle school, high school, university, or with adults, there is something for everyone in this conference. We in KOTESOL hope that you greatly enjoy this conference and take to your workplace a fresh perspective, new and effective ways of teaching, as well as a revitalized understanding of how to teach in this global world.

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

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

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

Mijae Lee, Ph.D., National President KOTESOL

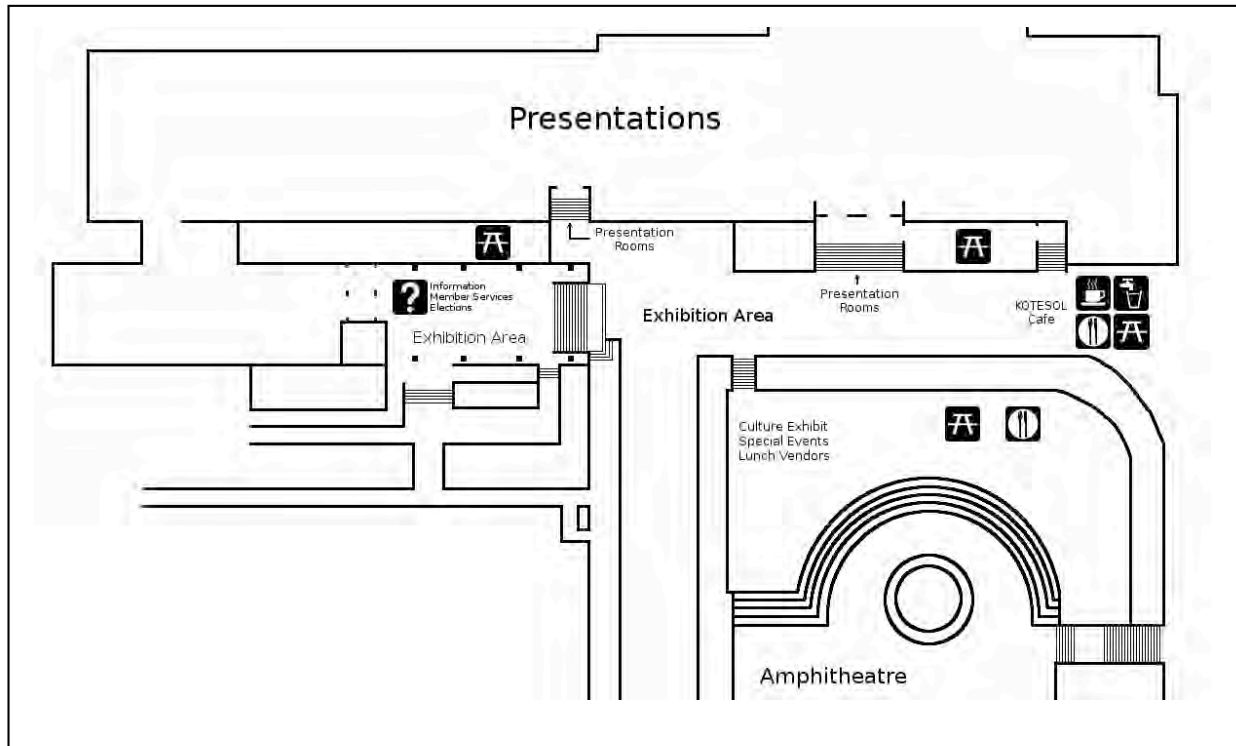
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International Conference Committee Members

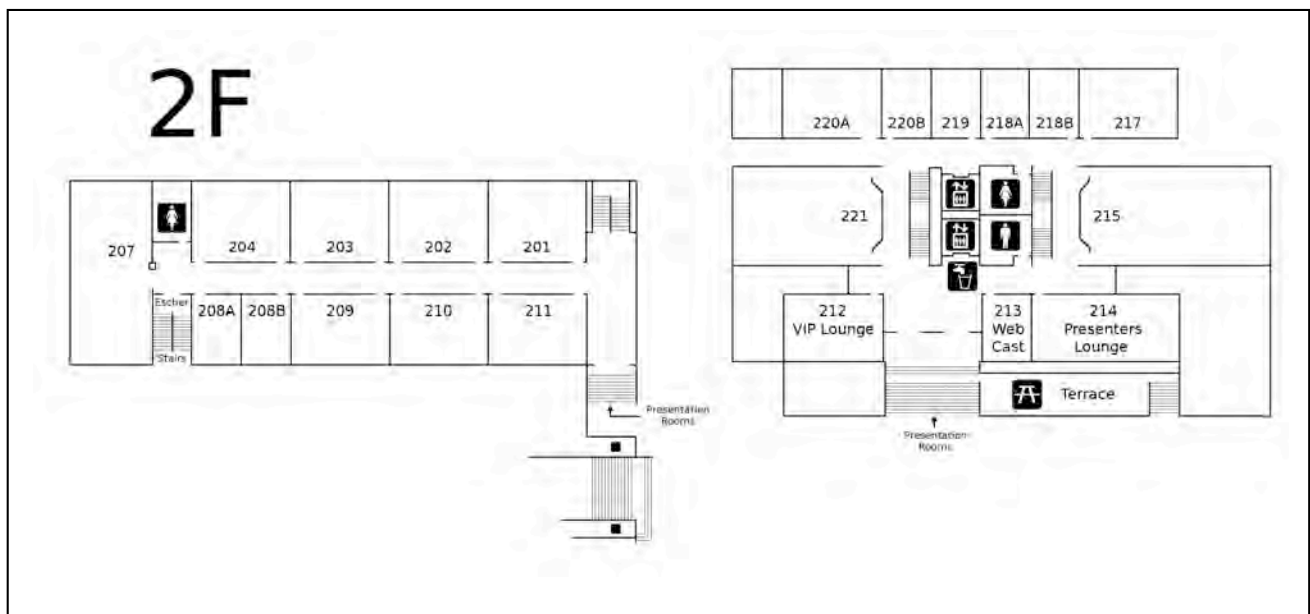
Conference Chair Carl Dusthimer		Conference Co-Chair Ralph Cousins	
Conference Adjunct Officers Mijae Lee, National President; Simon Gillett, Organization Partners Liaison & Conference Advisor; Tory Thorkelson, Chapters / SIG Liaison			
All-star Team			
Webmaster Stafford Lumsden	Publicity Chair Patricia Marion	Communications Manager Min Gi Hong	
Program Team			
Program Chair Brad Serl	Program Co-Chair Mark Davis	Program Book Editor Eric Reynolds	Pecha Kucha Manager Tim Thompson
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Attendee Services Managers Julie Ha Chris Miller	Special Events Manager Stella Lee	KOTESOL Ambassadors Tammy Heldenbrand Brian Heldenbrand	
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Student Volunteer Coordinator Bryan D'Albey	Student Volunteer Manager Curtis Smith, Eugene Pistorese, Jennifer J. Brown, Liz Bailey	Student Volunteer Manager	
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Registration Chair Lindsay Herron	Pre-Registration Coordinator Deborah Tarbet		
Registration Manager s Bruce Wakefield, Phillip Schrank, William Mulligan, Robert Dickey	Onsite Registration Coordinator Sarah Slagle		
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Cashier Coordinator Billie Kang	Financial Affairs Manager Gene Shaffer		
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Stage Manager Ingrid Zwaal	Equipment Manager Jaeho Ji		

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Maps for Sookmyung Women's University

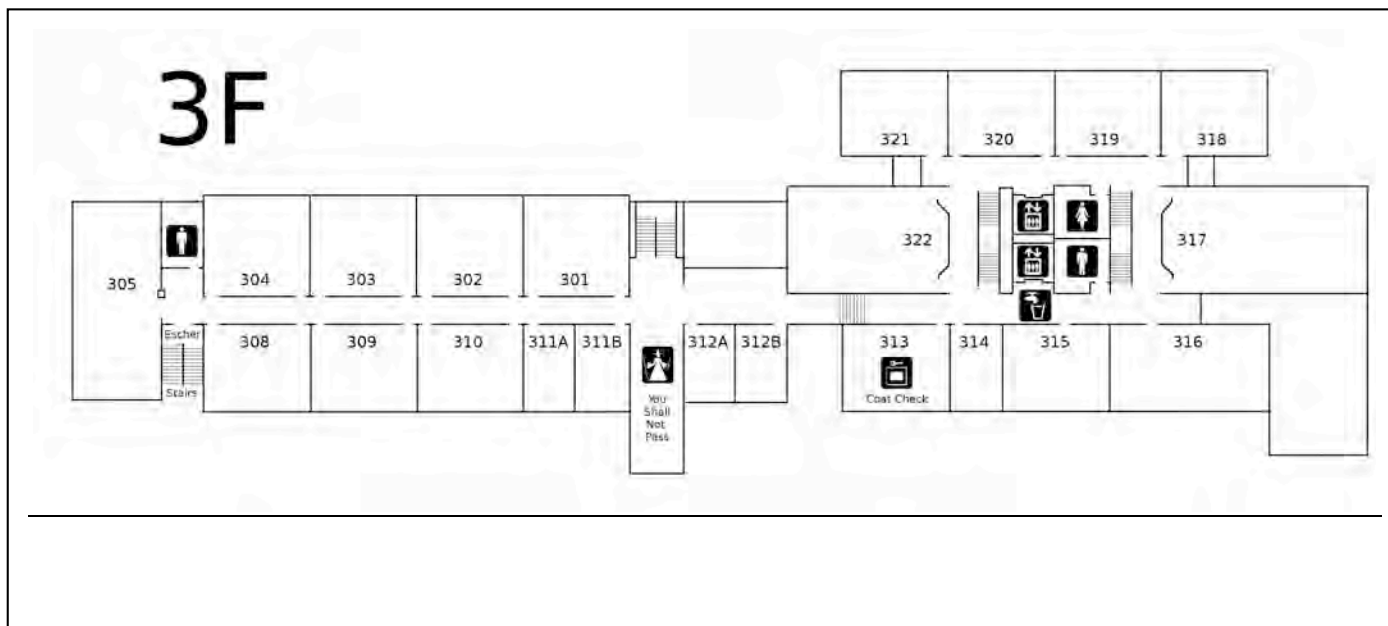


Area overview

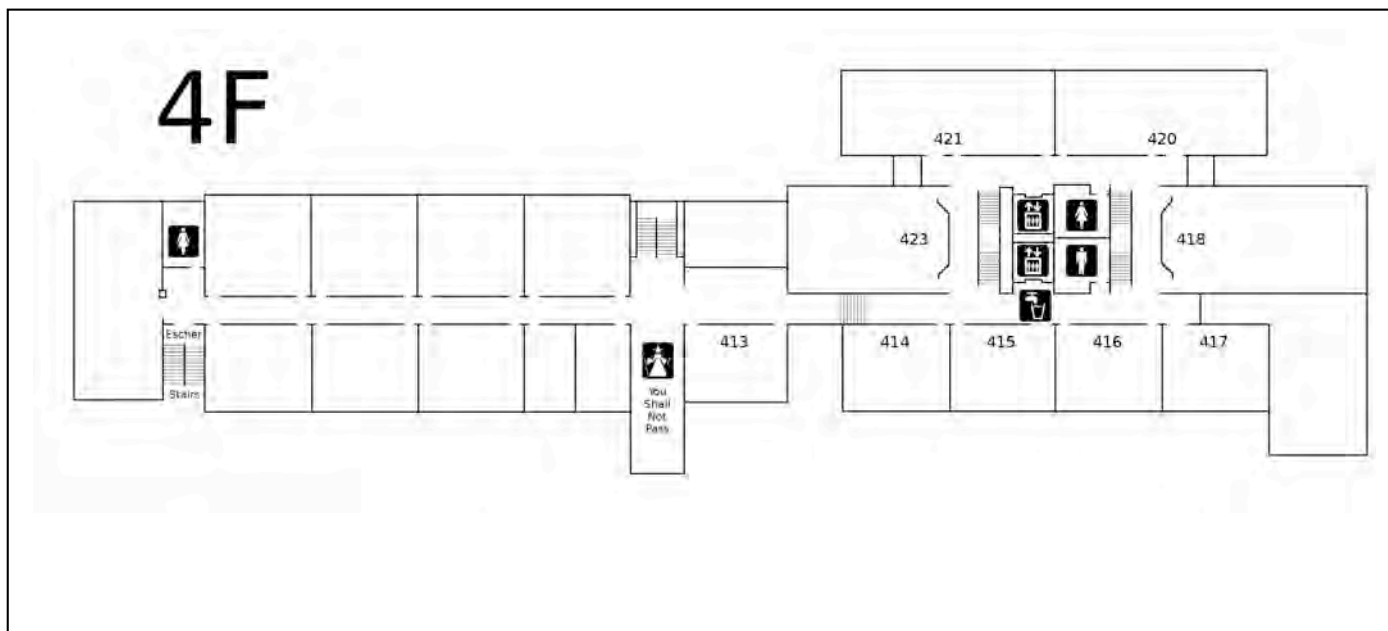


Second floor

Maps for Sookmyung Women's University

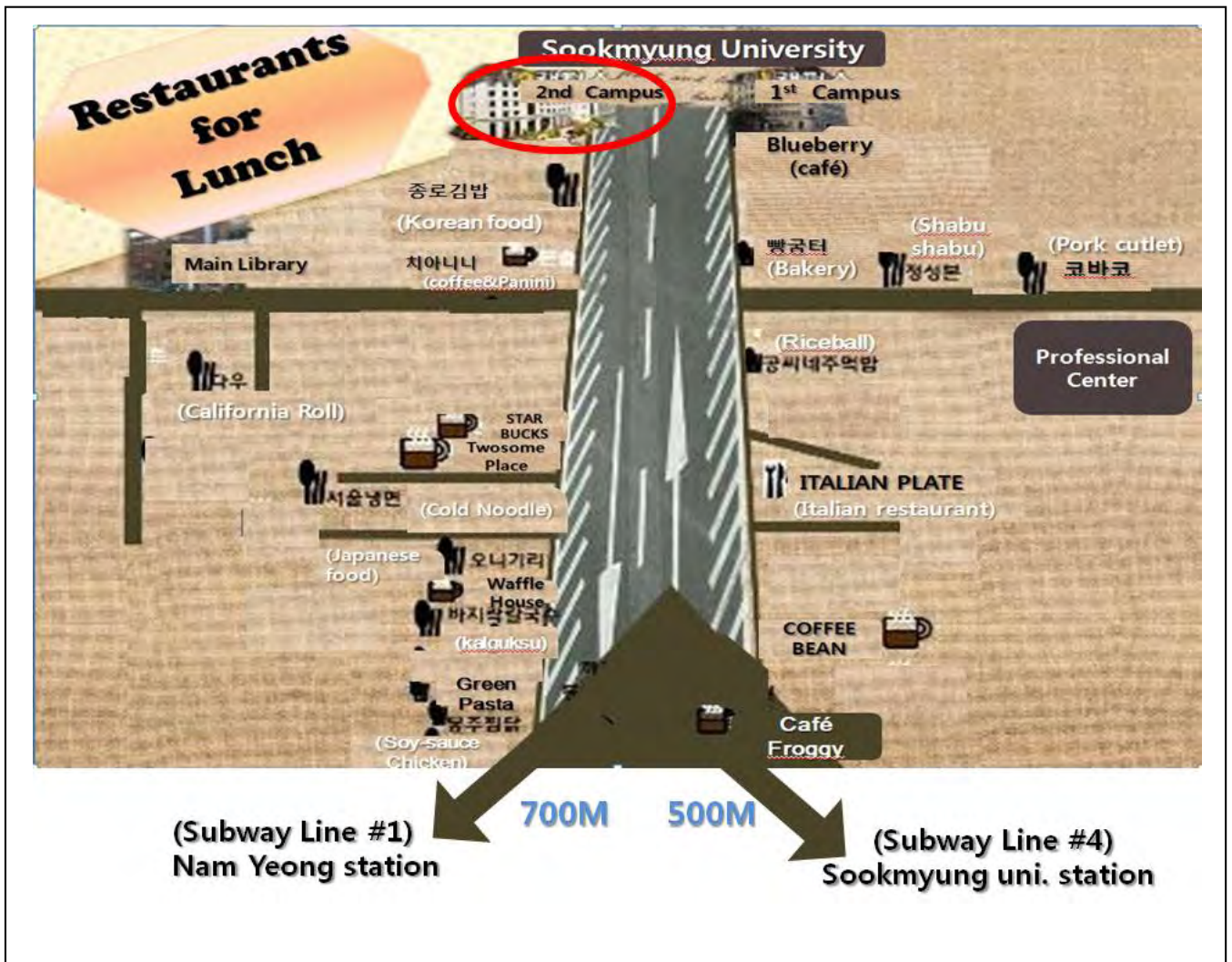


Third floor



Fourth floor

Map for local restaurants and services



- √ Lunch is not included in conference registration (both pre-registration and on-site registration). The map above shows the nearest restaurants and cafés to the conference venue.
- √ There *may* be limited onsite food service offering food options. Please check with Registration as to whether it is possible to pre-order lunches at the conference venue.
- √ You are welcome to bring in your meal(s) from home or pick up something as you travel in. Coffee, tea, and water will be available, and there are soft-drink machines on campus.
- √ There is also a coffee shop at the venue (Education Building, 2nd Floor), which may be open both days of the conference.

KOTESOL: Who and what we are.

KOTESOL: Korea Teachers of English to Speakers of Other Languages is a professional organization for teachers of English. Our main goals are to assist members in their self-development, and improve ELT in Korea. KOTESOL allows teachers to connect with others in the ELT community and find teaching resources in Korea and abroad through KOTESOL publications, conferences and symposia, and chapter meetings and workshops.

Korea TESOL (KOTESOL) was established in October 1992, when the Association of English Teachers in Korea (AETK) joined with the Korea Association of Teachers of English (KATE). As stated under "Purpose" in the Constitution of the organization, "KOTESOL is a not-for-profit organization established to promote scholarship, disseminate information, and facilitate cross-cultural understanding among persons concerned with the teaching and learning of English in Korea. In pursuing these goals, KOTESOL shall cooperate in appropriate ways with other groups having similar concerns."

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

All English teachers, regardless of level or nationality, are invited to join KOTESOL. The membership of KOTESOL includes elementary school, secondary school, and university English teachers and professors, as well as ELT teachers-in-training, administrators, researchers, materials writers, curriculum

developers, and other interested persons. Approximately 40% of our members are Korean. KOTESOL has regional chapters serving Seoul, Suwon-Gyeonggi, Yongin-Gyeonggi, Daejeon-Chungcheong, Daegu-Gyeongbuk, Busan-Gyeongnam, Gwangju-Jeonnam, Jeonju-North Jeolla, Gangwon, and Jeju. Members of KOTESOL are from all points of Korea and the globe, thus providing KOTESOL members the benefits of a multicultural membership.

Annual membership of Kotesol is 40,000won. The benefits of KOTESOL membership include:

1. The opportunity to attend any regular meeting of any chapter of KOTESOL.
2. A chapter KOTESOL newsletter (electronic) of the chapter you officially signed up for and email announcements.
3. The national quarterly newsmagazine, *The English Connection*, keeping you up-to-date with current issues in EFL as well as news of chapter activities, international TESOL affiliate news, cultural issues and more.
4. The *Korea TESOL Journal*, and *KOTESOL (Conference) Proceedings*.
5. Discount registration rates for the International Conference, National Conference and chapter conferences and other events.
6. Opportunities to build a network of important professional and cross-cultural contacts.
7. Professional recognition as a member of the leading multi-cultural EFL organization in Korea.
8. Membership in Special Interest Groups (SIGs), e.g., Young Learners & Teens, Global Issues, and Christian Teachers.

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**KOTESOL Election Candidates
for the 2014-2015 National Committee**

President

Callaghan, Peadar

Carson, Jamie

First Vice-President

Dr. Kim, Jeong-ryeol (Jay)

Serl, Brad

Second Vice-President

Dr. Jeon, Young-Joo

Dr. Shaffer, David

Zwaal, Ingrid

Secretary

Overbeek, Leonie

Treasurer

Sohn, Young Hoon

Nominations and Elections Committee Chair

Stoakley, B.T.

Thorkelson, Tory

International Conference Committee Co-Chair

Dusthimer, Carl

Lumsden, Stafford

For more information and candidate statements go to:

< <https://sites.google.com/site/2013kotesolnationalelections/candidates-1> >



use this QR code

Conference Schedule at a glance

Saturday October 12th			
9am-11am	Concurrent sessions		
	Morning session featured speakers		
9am	Beverley Burkett		
10am	Willy A. Renandya		
11am	Opening Ceremony and Plenary Dick Allwright <i>Theorising "Down" Instead of "Up": The Special Contribution of Exploratory Practice</i>		
Noon	Lunch & Chapter / SIG Meetings		
1pm-5:30	Concurrent sessions		
	Featured speakers		IATEFL YLT-SIG
1pm	Gabriel Diaz Maggioli	William Littlewood	Hans Mol
2pm	Lillian Wong	Charles Browne	Annamaria Pinter
3pm	William Littlewood	Sue Garton	Gemma Fanning
4pm	Curtis Kelly	Willy A. Renandya	Jenny Lee
5:30pm	Plenary Session Thomas S.C. Farrell <i>I Feel I Have Plateaued Professionally ... Gone a Little Stale: Reflective Practice for Professional Development</i>		
6:30pm	Invited speakers Pecha Kuchas: Jun Liu, William Littlewood, Dick Allwright, Charles Browne, Sue Garton, Curtis Kelly, Gabriel Diaz Maggioli		
7:30pm	Banquet		

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Sunday October 13th			
9am-11am	Concurrent sessions		
	Morning session featured speakers		
9am	Featured Colloquium Jun Liu , MaryAnn Christison, Denise Murray, Andy Curtis		
10am	Jun Liu	Gabriel Diaz Maggioli	Graham Crookes
11am	Plenary Session Graham Crookes <i>What Does "From Practice into Theory" Look Like for Philosophies of Language Teaching and Critical Language Pedagogy?</i>		
1pm-5:30	Concurrent sessions		
	Afternoon session featured speakers		
12pm	Sue Garton	Curtis Kelly	
1pm	Special Session with Tom Farrell <i>Teacher Career Cycle Trajectories: Getting Into Reflective Practice</i>		
1pm	Annamaria Pinter	Lillian Wong	
2pm	Charles Browne	Dick Allwright	
3pm	Jihyeon Jeon	William Littlewood	
4pm -	Social Event & Networking		
4pm -	Annual Business Meeting		

Plenary Speaker

Opening Ceremony and Plenary Saturday 11am

Dick Allwright,
Lancaster, UK



Theorising “Down” Instead of “Up”: The Special Contribution of Exploratory Practice

Taking Exploratory Practice work in Brazil as my starting point, I will argue that we need to look again at the awkward relationship between theory and practice. Science typically works by *theorising upwards*, by abstracting away from the messiness of real-world “practice” to reach a higher realm where a “theory” can help us understand that world. In principle, we can then use our theoretical understandings to cope better with the real world. Unfortunately, abstracting far away from the world makes using your theory back in that real world highly problematic, because you now have to deal with all the complexities that the theorising was getting away from.

Theorising downwards, instead, can be a practical, and highly productive, alternative.

“Theorising downwards” means accepting the bewildering complexities of life and digging down into them to try to find a way of developing understandings that will help us live more productively. Exploratory Practice is a form of practitioner research that does just that. It can also bring teachers and learners together in their search for understandings that may be “too deep for words” but that will nevertheless help them get more out of their lives together as practitioners of teaching and learning.

Biographical Sketch: Dick Allwright is one of the most influential applied linguists in the field. His main areas of interest bridge theoretical and practical concerns in the area of language education. An early enthusiast for observational classroom research, Dr. Allwright is more recently the originator of the innovative and increasingly influential pedagogical movement called Exploratory Practice (EP). His work has always been closely connected to the actual language classroom and has probed the intricacies of interaction, relationships of control, and the interface between teaching and learning. Dr. Allwright is former Chair in Applied Linguistics at Lancaster University. Dr. Allwright’s publications include: *The Developing Language Learner: An Introduction to Exploratory Practice* (2009; with Judith Hanks); *Focus on the Language Classroom* (1991; with Kathleen Bailey); and *Observation in the Language Classroom* (1988).

Plenary Speaker

Evening Plenary Saturday 5:30pm

Thomas S.C. Farrell
Brock University (Canada)

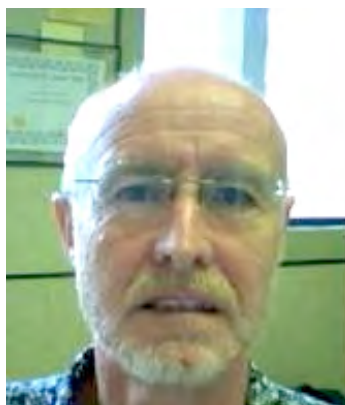
I Feel I Have Plateaued Professionally ... Gone a Little Stale: Reflective Practice for Professional Development



Plateauing is marked by feelings of sameness, frustration, disillusionment, and career stagnation. It can happen at many different times during a language teacher's career. This plenary session will show how language teachers can overcome plateauing through Reflective Practice. The plenary will look at the origins of Reflective Practice, what has influenced my approach to Reflective Practice while also examining the tools of Reflective Practice so that teachers (novice and experienced) can not only overcome the real experience of plateauing but also generate their own theory from practice.

Biographical Sketch: 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. He has been a language teacher and language teacher educator since 1978 and has worked in Korea, Singapore, and Canada. He is series editor for TESOL's (USA) *English Language Teacher Development*. His recent books include *Teaching Practice: A Reflective Approach* (2011), New York: Cambridge University Press (with Jack Richards); *Reflecting on Teaching the Four Skills* (2013), Ann Arbor: The University of Michigan Press; *Reflective Writing for Language Teachers* (2013), London, UK: Equinox; *Reflective Teaching*, (2013), Alexandria, Va, USA: TESOL International; Farrell, T.S.C. (2014); and *Reflective Practice in ESL Teacher Development Groups: From Practices to Principles*. Basingstoke, UK: Palgrave MacMillan (forthcoming).

Plenary Speaker



Morning Plenary Sunday 11am

Graham Crookes

University of Hawai'i- Manoa

*What Does "From Practice into Theory" Look Like for
Philosophies of Language Teaching and Critical Language
Pedagogy?*

A philosophy of teaching is, among other possibilities, an organized and coherent set of principles, which guide one's practice as a teacher. Resources that can be drawn upon to develop one include the results of personal reflection, but also positions that pre-exist one's own practice. These may be concrete, as in an observation of apprenticeship, or abstract, as in philosophies of education. The literature of philosophy of education can provide lenses through which to inspect practice; it can provide conceptual frameworks through which to interpret practice, and so it can guide the cyclical movement between practice, theory, and more (and better) practice. Favorable conditions for such movement are, however, comparatively rarely experienced by language teachers, which is why a critical theory, or critical philosophy of language teaching might be necessary to understand where we are and where we should be going.

Biographical Sketch: Graham Crookes is Professor, and presently Chair, of the Department of Second Language Studies, University of Hawai'i at Manoa. His specialties include the methodology of second language teaching and teacher development (including practice teaching supervision and more recently, philosophy of teaching). Besides teaching regular graduate and undergraduate courses for the Department of SLS, Dr. Crookes has conducted courses and workshops for teachers, especially on teaching methodology, action research, and critical pedagogy, in a variety of settings around the world, including Colombia, Denmark, Korea, Kyrgyzstan, Singapore, and Vietnam. His main research interests at present are critical language pedagogy and language teachers developing philosophies of teaching. Dr. Crookes was born in England but has lived for the past 35 years in the Asia-Pacific area (Malaysia, Japan, and since 1982, Hawai'i). His two most recent books are *Values, Philosophies, and Beliefs in TESOL: Making a Statement* (2009) and *Critical ELT in Action* (2013).

Featured Speakers



Beverley Burkett, Marlboro College

Saturday 9am

Developing a Personal Theory of Teaching Practice: The Role of Reflection

Developing a personal theory of teaching practice is the goal of a number of language teacher development programs. Being able to say what they do and why, with the aim of improving their teaching/learning environments, enables teachers to find their voices and to discover the worth of their teaching (Brookfield). How can teachers engage in this process and be supported in it? In addressing these questions, this presentation draws on data from in-service teachers in South Africa, from Master's students doing practice teaching in diverse international contexts, and from students doing a TESOL certificate.

What these groups have in common is a professional development process that is based on reflective practice. Given the different contexts and different professional demands, the processes engaged in with each group have varied. As teacher educators, our experience over time has led us to view reflection on a continuum from systematic reflection to becoming critically reflective. We draw on the Experiential Learning Cycle, the ORID questioning framework, and Brookfield's notion of "hunting down assumptions" to develop the skill of reflecting systematically and critically. These will be discussed and practical ways suggested for engaging in the process.

Biographical Sketch: Beverley Burkett was head of the Language in Education Unit at the Nelson Mandela Metropolitan University in South Africa from 1985 to 2007 and, for four years, a visiting professor at the SIT Graduate Institute in the USA. Her areas of expertise include designing, managing, and teaching professional development courses and programs for both in-service and pre-service language teachers, teaching content through the medium of English and multilingual education. Prof. Burkett is co-author of a textbook series for English language learners: *Keys to English* as well as a chapter in *The Handbook of Educational Linguistics*. She has presented papers at numerous international conferences in Africa, Asia, Europe, and North America. She is currently chair of the MATESOL program at Marlboro College Graduate School.



Willy A. Renandya, The National Institute of Education, Singapore

Session 1 - Saturday 10am

*Strategies That **Really** Work in the L2 Classroom: From Practice to Theory*

For many years, we have been trying to find an answer to the classic question of why **some** L2 learners succeed while **many** seem to fail to achieve an acceptable level of proficiency in English. Various proposals and explanations have been offered in the professional literature, but these are often too complex and theoretical for typical classroom teachers to digest. In addition, for those new in the field, these explanations sometimes seem to be at odds with each other. In this presentation, I will draw upon my own experience as a language learner, and also the experience of other successful language learners, to explore a number of factors that seem to play an important role in L2 learners' language development. When these factors (e.g., sufficient amount of input, opportunity for meaningful language use, focus on implicit grammar, mastery of core vocabulary, and sufficient motivation to learn) are fully accommodated in the language curriculum, there is a good chance that we may be able to increase the percentage of L2 learners who can achieve a higher level of proficiency in English. Throughout this presentation, I will highlight how the practices of successful learners of English can be productively incorporated into mainstream ELT theories.

Session 2 - Saturday 4pm

The 5 Ts of Motivation in the Language Classroom

There are three points to note about motivation, and all of them concern the most important player in the classroom: the teacher. Firstly, it's widely accepted that the responsibility to motivate students rests with the teacher. Secondly, we now know that what we do and how we behave in the classroom has powerful impact on motivation. Thirdly, the quality of our teaching is associated with higher levels of student motivation. In other words, almost everything that we do in the classroom has a motivating or demotivating effect.

The aim of this workshop is to explore practical strategies that teachers can use to foster motivation in the L2 classroom. I will focus on five areas, which I shall call the 5 Ts of motivation:

1. Teacher: How do teachers create a healthy, motivating language learning environment?
2. Teaching Methods: What kinds of teaching methods are likely to increase student interest and engagement in learning?
3. Tasks: What are the key characteristics of tasks that learners perceive to be motivating?

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4. Text: What kinds of text are likely to increase students' interest and enthusiasm in learning?
5. Test: How can teachers develop more learner- and learning-friendly tests for classroom use?

This is a practical workshop that is particularly useful for every English teacher who has a keen interest in helping their students become more enthusiastic, engaged, and motivated in learning.

Biographical Sketch: Dr. Willy A. Renandya is a Senior Lecturer at the ELL Department, National Institute of Education, Singapore. Prior to his current position, he taught at SEAMEO RELC, Singapore, where he also served as Head of the Department of Language Education and Research. He has taught in many parts of Asia, including Singapore, Malaysia, Indonesia, the Philippines, and Vietnam. He is a frequent speaker at language conferences in the Asian region.

He holds an MA in TESL and a PhD in Educational Psychology. His teaching and research interests include second and foreign language pedagogy, extensive reading, language testing, and curriculum development. He has published research articles in various journals, authored an ESL textbook, and edited numerous books and anthologies. His most recent publication is "Teacher, The Tape Is Too Fast: Extensive Listening in ELT" (*ELT Journal*, 2011), co-authored with Thomas S.C. Farrell and "Teacher Roles in EIL" (*European Journal of Applied Linguistics and TEFL*, 2012).

Dr. Renandya is also co-editor of [*Methodology in Language Teaching: An Anthology of Current Practice*](#) (2002; with Jack Richards), [*Principles and Practices for Teaching English as an International Language*](#) (2012). *English Language Teaching Today: Building a Closer Link Between Theory and Practice* (in preparation),

Gabriel Diaz Maggioli, The New School
University, New York (USA)

Session 1 - Saturday 1pm

Teacher Education at the Crossroads: The Role of Theory and Practice

Teacher training and education practices in language teaching have tended to oscillate between either an emphasis on practice or an emphasis on theory. In this ongoing "tug of war" among traditions, three perspectives can be clearly deemed: (a) Look and learn – with a strong emphasis on practice, (b) Read and learn – with a strong emphasis on theory, (c) Think and learn – the first attempt at bringing theory and practice together.

I want to propose a fourth perspective, which I call "Participate and Learn," which allows teacher educators and aspiring teachers to engage in cycles in which they practice theory and theorize practice. In this session, we will explore the main tenets of this fourth perspective and offer concrete,



tried-and-tested means through which teachers can theorize their practice.

Session 2 - Sunday 10am

Supervisors with superVision

In this workshop, we will explore a redefinition of the role of the observer in classroom observations (Director of Studies, Mentor, Coordinators, Teacher Educators), which explores sociocultural tools and procedures that put teacher learning at the center of the supervisory process. After an examination of current practices, we will advance two tools that help both the observer and the observed: a "map" that establishes a safe environment for the interaction to take place and a "compass" that outlines possible interventions during the feedback session. Participants will have the opportunity to try these out by collaboratively engaging in role-playing so as to experience how the tools can help teachers practice theory while theorizing practice.

Biographical Sketch: Gabriel Diaz Maggioli is a teacher who applies the lessons learned in the classroom to his roles as educational administrator, teacher educator and writer. He is currently the Dean of the School of Language Learning and Teaching, at The New School, a progressive university in New York, founded by John Dewey in 1919. There, he also directs the MA in TESOL program in which he teaches the Methods and Learner Assessment courses.

Gabriel's main research interest is the elaboration of a viable pedagogy for teacher education. His most recent publication, *Teaching Language Teachers: Scaffolding Professional Learning* (2012, Rowman & Littlefield Education, USA) is an initial attempt at outlining some of the principles of such pedagogy. He is also author of *Teacher-Centered Professional Development* (2004).

Gabriel is an active presenter at various international professional development events. He has acted as keynote or guest speaker for TESOL-related organizations in North, South, and Central America; Europe, and other countries around the world. He is also active in professional organizations, having occupied leadership positions in TESOL International and IATEFL.



Bill Littlewood, Hong Kong Baptist University

Session 1 - Saturday 1pm

Developing Principles and Strategies for Communication-Oriented Language Teaching

Communicative language teaching (CLT) has long been recommended as the way ahead for language teachers in Korea. However, the recommendation has often led to uncertainty and misunderstanding. For example, it has

sometimes been interpreted to mean excluding grammar teaching, teaching only speaking and always using group work. Many teachers have felt uncomfortable with it and questioned its suitability in their own situations.

Even if CLT is now questioned as a package of ideas suited to every classroom, most teachers identify with its underlying message: that our mission is to teach communication skills through activities that are engaging to the students. This message serves as an orientation in developing varied ways of teaching which are suited to specific learners, teachers and contexts.

The present paper distinguishes three main approaches to converting this communicative orientation into more specific principles and strategies for implementing context-sensitive practices. One approach is to develop a 'teacher-generated theory of classroom practice' (Senior, 2006) based on accumulated experience. Another is to start from theoretical accounts of the nature of learning and use these as a principled basis for a 'theory of instructed language learning' (Ellis, 2005). A third is to elaborate on the pedagogical implications of the communicative orientation mentioned above and design a methodological framework through which specific classroom activities are seen in relation to students' goals and adjusted to their learning needs.

This talk concentrates on the third approach. It outlines a framework in which one dimension locates classroom activities along a 'communicative continuum' according to how they relate to the goal of communicative competence. A second dimension addresses the need to stimulate engagement, at all points along the continuum, by considering factors such as motivation, individual differences and affective needs. The strategies that emerge through this framework are tested and refined through our ongoing practice.

Session 2 - Saturday 3pm

Using Collaborative Learning Techniques to Encourage Participation in Classroom Interaction

A common stereotype of Asian learners is that they are reluctant to participate in classroom interaction and prefer to learn passively. However, surveys indicate that most tertiary English learners in Asian countries (including Korea) hold positive attitudes towards working in groups and value classes in which discussion and critical thinking take place. So why do they often appear to be passive? Students themselves see the main obstacles to participation as shyness, fear of being wrong, insufficient interest or knowledge in the subject, and insufficient time to formulate their ideas. They advise teachers to attach greater importance to creating an informal atmosphere, giving encouraging responses, and ensuring that topics engage students' knowledge and interest. This paper will focus on some ways in which collaborative learning techniques can help us to structure classroom interaction in ways that minimize some of the obstacles and open space for greater participation. The techniques include "jigsaw" and "expert jigsaw," "think – pair – share," "three-step interview," "forward snowball," "reverse snowball," "constructive controversy" and "numbered heads." They provide interactional structures which require and support contributions from all students in non-

threatening contexts and, since they involve learning through purposeful talk, they also provide rich contexts for the development of cognitive and communication skills.

Session 3 - Sunday 3pm

Using Students' Metaphors to Explore Perceptions of Second Language

This presentation can be seen from three perspectives. First, it describes a way of combining individual and group activity as a basis for communicative activity, which is related to students' own interests and experience. Second, this activity serves to stimulate students to develop awareness of their second language learning experience and perceptions. Third, it can be seen as a small-scale classroom research study into how advanced second language learners perceive second language learning. In the study, 30 advanced learners of English as a second language (in this case, native speakers of Chinese) were first asked to describe their experience of second language learning by completing this sentence frame: "Learning a second language is like ____ because ____." This produced 32 metaphors for second language learning. In groups they were given all 32 metaphors, asked to select and rank the five which the group thought reflected most closely their experience, and describe the features of second language learning that the metaphors capture (i.e., the "grounds" of the metaphors). The outcome of this stage was 11 sets of five metaphors accompanied by the grounds given by the groups that had selected them. Finally each metaphor from this stage was given a score indicating how strongly the learners identified with it. Taken together, these metaphors provided a profile of the communal experience of second language learning within the class.

Biographical Sketch: Bill Littlewood worked for several years in secondary schools and teacher education in the UK, where he was also a member of several professional committees for modern language teaching and was elected President of the British Association for Language Teaching. He was also involved in Council of Europe projects. Since coming to Hong Kong in 1991 to join an EFL curriculum project, he has worked at tertiary institutions and is currently Honorary Professor at the Hong Kong Baptist University. Prof. Littlewood has served on several government committees in Hong Kong, including the Key Learning Area Committee for English Language Education. His books *Communicative Language Teaching* and *Foreign and Second Language Learning* (Cambridge University Press) have been used widely in teacher education and translated into several languages, including Korean. He has presented many plenary papers at international conferences and published widely on applied linguistics and language teaching. Some of the content of the present KOTESOL paper will be reflected in an article in *English Teaching* in September, 2013.



Lillian L. C. Wong, University of Hong Kong

Session 1 - Saturday 2pm

*Innovation and Change in English Language Education
– Using Technologies to Support Autonomous Learning:
From Practice to Theory*

Interest in learner autonomy has increased substantially in recent years with the promotion of student-centered pedagogy and the growing awareness of the need to address learner diversity. New directions and developments in technology are driving and, to certain extent, enabling more innovative approaches to learning and teaching by providing more and more varied online resources, network services, and educational platforms which create opportunities for interaction and support for learning outside the classroom. More recently, developments in mobile technologies and the explosion in the use of social media have accelerated and extended opportunities for autonomous language learning, both in the classroom and beyond.

In this presentation, I will discuss English language education in this time of change and innovation by proposing a reconceptualization of autonomous learning from its general understanding as a set of skills, strategies or attitudes, to more specific abilities to participate in and effectively employ different learning environments, in which technology plays an important facilitative and enhancing role. I will explore various practices in using (emerging) technologies to support autonomous language learning. I will examine theoretical concepts such as collaborative learning, social learning, learning to learn, self-directed learning, and personalized learning in relation to the use of various technologies in facilitating innovation and change in language education.

Session 2 - Saturday 1pm

Exploring Innovation and Change in English Language Education for Professional Development: Theory to Practice, Practice to Theory

Innovation and change in language education has been a subject of interest for both educators and researchers for many years. Driven by professional dissatisfaction with the status quo in local contexts or, increasingly, by the imperatives of quality audits and external course assessments, questions concerning the design, implementation and maintenance of innovation and change are, perhaps more than ever before, of central concern to teachers.

This interactive session will first explore the processes of change and adoption of innovation and discuss factors affecting change and innovation in English language education. Case studies will

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be used for illustration. Then drawing on teachers' experiences and the theoretical perspectives, participants can examine their own teaching contexts and practices for initiating innovation and change, and they can generate their own theory from practice. It is hoped that this discussion session will provide insights into professional development for facilitating teacher change and teaching innovation.

Biographical Sketch: Lillian L. C. Wong has a doctorate in applied linguistics and is a Senior Lecturer in the Centre for Applied English Studies at the University of Hong Kong, where she coordinates the Graduate School English Programme and teaches English for academic and specific purposes, and information technology in language teaching and learning. Dr. Wong's research interests include teacher professional development, e-portfolios for language learning, innovation and change in language education, sociolinguistics, language education planning and policy, autonomous learning, learning motivation, learner differences, and learning styles and strategies. She has served as chair of the Professional Development Committee for TESOL International Association, and she currently serves on the TESOL Board of Directors. Dr. Wong is co-author (with David Nunan) of "The Learning Styles and Strategies of Effective Language Learners," *System* (2011) and co-editor (with Ken Hyland) of [*Innovation and Change in English Language Education*](#), Routledge (2013).



Charles Browne, Meiji Gakuin University (Japan)

Session 1 - Saturday 1pm

The New General Service List: Celebrating 60 Years of Vocabulary Learning

In 1953, Michael West published a list of important vocabulary words known as the General Service List (GSL). Although the corpus used was extremely small by today's standards and is of course missing many modern high frequency words such as "email," "Internet," or "cell phone,"

the list was a remarkable culmination of nearly two decades of pre-computer era corpus research and a series of meetings and discussions with corpus linguists, and experienced EFL and ESL teachers around the world.

On the 60th anniversary of the publication of this list, we (Browne, Culligan, & Phillips, 2013) would like to introduce a New General Service List (NGSL). The NGSL is based on a carefully selected 273 million word subsection of the more than 1.6-billion-word CEC (Cambridge English Corpus) and uses the power of modern computers and corpus analysis software to help create a list of high-frequency words that provides a higher coverage of texts with fewer words than the original GSL. Like the GSL before it, this interim list is seen as a starting point for discussion and debate with

corpus linguists, and experienced EFL and ESL teachers about what words should be added/deleted. A website dedicated to refining this list will be introduced at the end of the presentation.

Session 1 - Saturday 1pm

Maximizing Vocabulary Development with Online Resources

Although there has been great progress in the last 30 years since Paul Meara declared vocabulary to be the most neglected aspect of language learning, limited class time and other logistical factors have kept most teachers from being able to systematically tackle the teaching of important high-frequency vocabulary words. Fortunately, there is a rich and wide array of free, online resources for computers, smartphones, and tablets which can help teachers, learners, and researchers to do much more in this area. This presentation will introduce and demonstrate several of the most useful sites and software, and give all participants a much longer annotated list of sites they can take home to try out at their leisure. The last few minutes of the session will be devoted to Q&A, comments, and the chance for participants to talk about their own useful vocabulary resources.

Biographical Sketch: Charles Browne is Professor of Applied Linguistics and head of the EFL Teacher Training Program at Meiji Gakuin University. He is a well-known expert in online language learning, especially as it applies to second language vocabulary acquisition and reading skills development, and serves as Senior Science and Pedagogy Advisor for [EnglishCentral](#), Senior Academic Advisor for [GoFluent](#), and is the co-founder and patent-holder of the language learning software at [Lexica](#). During his 25 years in Japan, Dr. Browne was also a Professor of English at Aoyama Gakuin University, Director of Sony Language Laboratories, National Chairperson of the JET Program, and served in a wide variety of positions for the Ministry of Education. He publishes widely on the topics of English education in Japan, Second Language Vocabulary Acquisition, and CALL (including co-editor of [New Perspectives on CALL for the Second Language Classroom](#), published by Lawrence Earlbaum Associates), and a monthly column on English teacher education for Taishukan's *Eigo Kyoiku* magazine. He has just created a new free website for teachers and students interested in Extensive Reading, [ER-Central](#), which includes a cool new tool for helping teachers to create their own graded-reading materials (<http://er-central.com/ogte/>).



Sue Garton, Aston University

Session 1 - Saturday 3pm

Developing Theories from Practice: The Role of Materials Development and Use

As teachers, we often find ourselves saying, “it’s all right in theory, but it doesn’t work in practice.” This

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presentation starts from the assumption that if it doesn't work in practice, then it's not all right in theory either. Theories are all too often handed down to teachers by "experts" who may have little idea what the day-to-day realities of practicing teachers are. Through examining the use of ELT materials by teachers in a variety of international contexts, this presentation will show how teachers can build their knowledge out of experience and develop personal theories of learning from practice. It will also consider how local personal theories can be globally relevant.

Session 2 - Sunday 12pm

Dealing with the Transition from Elementary to Secondary School

What happens when the Road Less Traveled has barely been traveled at all? In many countries, English is now compulsory in primary education, and South Korea is no exception. This major innovation clearly has effects on other areas of ELT, especially secondary-level English, yet very little is known about what happens in the transition of young learners from elementary to secondary schooling. This presentation discusses the issues involved in transition and examines some possible courses of action by drawing on the experiences of teachers from around the world who are directly involved in the process.

Biographical Sketch: Sue Garton is a Senior Lecturer in TESOL and Director of Postgraduate Programmes in English at Aston University, Birmingham, UK where she is involved in the training and development of teachers from around the world. She has written and edited books and articles for teachers including [*From Experience to Knowledge in ELT*](#) with Julian Edge in Oxford's Handbooks for Language Teachers series and [*Professional Encounters in TESOL*](#) with Keith Richards. She is series editor, with Keith Richards, of Palgrave's new series of books for teachers, called [*International Perspectives on ELT*](#). She is also co-editing a volume for the series with Kathleen Graves on *International Perspectives on Materials in ELT*. She is Chair of the International TESOL Association Standing Committee for Research.



Curtis Kelly, Kansai University, Japan

Session 1 - Saturday 4pm

Solving Classroom Problems with Neuroscience

My own classroom problems have been eager students whose learning does not hold, uneasier students who don't even try, and what I call 3Ls: students with Low ability, Low confidence, and Low motivation. Educational psychology provided some solutions for these problems, but neuroscience provides the reasons. The presenter will describe typical classroom problems like these and some of the amazing, and often unexpected,

insights on them coming out of neuroscience. Neuroscience has given us a new understanding of why there are a multitude of critical ages, why some learning sticks, how emotion shapes memory, and why classroom teaching should be more like computer games.

Session 1 - Saturday 4pm

How Preschool Might Save the World: Executive Function and Success

A major study found that under-privileged children put in preschools made immediate gains in IQ, but more surprisingly, kept them into adulthood. Another study found the claims for IQ gain were questionable, but found that other merits were gained, such as self-control and cognitive flexibility. Such children were found to be more likely to have better incomes later, to have fewer teen pregnancies, and to be less involved in crime. So, preschool education has a huge impact on the lives of children, and might be the answer to many societal problems, but why does this happen? The reasons lie in the form of interaction provided and how executive function is developed. Executive function takes place in the pre-frontal cortex and includes: a) inhibitory control, b) working memory, c) attention focusing and shifting, and d) cognitive flexibility.

Can executive function be improved through training? Scientific evidence with various degrees of dependability shows that certain means of instruction, from computer software, to Vygotsky's "Tools of the Mind" to taekwondo, have a positive effect on EF. Let's examine how these approaches work, what benefits they bring, and how we can incorporate them in our own classrooms.

Biographical Sketch: Curtis Kelly (EdD), is a popular speaker and writer as well as Professor of English at Kansai University in Japan. He has spent most of his life developing learner-centered approaches for "3L" English students, students with low ability, low confidence, and low motivation. Dr. Kelly believes that learners should be pulled into English study rather than pushed. He has written over 30 books, including *Significant Scribbles* (Longman), *Active Skills for Communication* (Cengage), and *Writing from Within* (Cambridge). He has also made over 300 presentations on adult education, motivation, brain science, and teaching writing.



Annamaria Pinter, University of Warwick

Session 1 - Sunday 1pm

A Road Less Travelled: Children as Co-investigators in Classrooms – How does it work?

Even though English as a foreign/second language is now taught in most primary schools all over the world, we, English educators, know very little about children's views and perceptions regarding language learning. My recent research work with children suggests that children can voice

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their perspectives, and these are often different and “fresh” compared to our adult views. It is indeed important to take their views seriously. This talk is about my experience of involving children actively as “co-investigators” in classroom explorations. I suggest that working in partnerships with children is beneficial for both children and teachers in EFL/ESL classrooms. Children gain opportunities to voice their ideas, opinions, and perspectives, and while engaged actively, their levels of motivation will increase, and they will gain a sense of accomplishment. Children also report having fun and gaining new skills. Teachers will gain a better understanding of their own learners and will come closer to bridging the gap between adult and child perspectives. In order to illustrate these ideas, several examples from my own projects will be shown and further practical ideas will be offered for teachers ready to implement in their own classrooms.

Biographical Sketch: Annamaria Pinter was trained as an English language teacher in Hungary at the Eotvos Lorand University in Budapest after studying linguistics and literature. She worked in Hungary for a number of years in a variety of contexts, including state primary and secondary schools, International House (IH) language schools and in a pre-service teacher training college. She completed her Masters and my PhD in ELT/Applied Linguistics at the Centre for Applied Linguistics at the University of Warwick, and is now an Associate Professor at the Centre, teaching on the Masters in ELT and the EdD programs and supervising doctoral students. Since 2000, she has taught and supervised many Korean students on both masters and doctoral programs at the University of Warwick. Dr. Pinter's research interests include second/foreign language acquisition and learning for children of all ages. She is interested in language learning processes in both formal and informal contexts, task-based learning, developing language learning materials for children, and issues related to working with children and research subjects. Dr. Pinter's other interest is language teacher development, in particular concerning experienced teachers and the connections between materials design and professional growth. Dr. Pinter has published widely in the area of teaching English to young learners. She is author of [Children Learning Second Languages](#) (2011) and [Teaching Young Language Learners](#) (2006).



Jihyeon Jeon, Ewha Womans University

Session 1 - Sunday 3pm

English for Global Communication: What Matters?

This presentation will provide the audience a chance to critically look at current second language teaching practice. The Korean government has announced that its goal is to enable Koreans to be able to communicate in English for global communication. What are the major constraints on

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achieving this goal? Are there any factors that we miss in our views on language teaching practice? In real communication, is “what we say” more important than “what they hear”? This presentation calls for an audience-centered approach in teaching English for global communication.

Biographical Sketch: Jihyeon Jeon is currently serves as Chair of the Dept. of International Office Administration, School of Business, Ewha Woman’s University, Seoul. She has provided an integrated view on language teaching in numerous articles and presentations. Dr. Jeon’s keen interest comes from her diverse background, studying post-modern philosophy, and second language and culture education; working in EFL education and KFL education; teaching English majors and Business majors; serving as a Secretary General for KATE (within Korea) and Asia TEFL (internationally); and experiencing EFL education as a student, teacher, scholar, and policy evaluator, as well as mother of school age children. Her recent works include: *Key Issues in Applying the Communicative Approach in Korea* (2009); *Issues for English Tests and Assessments: A View from Korea* (2010); *Developing a Framework for English Education Policy in Korea* (2009); and *Issues of Business Communication in Korea* (2012).

Anaheim University

Featured Colloquium

Exploring the Practice-Theory Nexus

Rod Ellis, Host - Anaheim University

Denise Murray, Presenter - Anaheim University

Andy Curtis, Presenter - Anaheim University

Jun Liu, Presenter - Anaheim University

While the purpose of doing research in TESOL is to inform teaching and enhance best practices, teaching can also help generate research topics, empower teachers to be action researchers and be more mindful and purposeful in practices. In this webinar, three teacher researchers will share with the participants how to put theory into practice and practice into theory. **Denise Murray** will focus on action research by drawing examples from online learning. **Andy Curtis** will talk about how online learners can inform the theory-building of online teaching which is happening now. **Jun Liu** will justify why future language teachers should be teacher researchers.

Anaheim University, Featured Colloquium, Panelists' biographies



Dr. Rod Ellis is a world-renowned thought leader in the field of Second Language Acquisition. Prof. Ellis, who is Vice-President of Academic Affairs, Dean of Anaheim University's Graduate School of Education and Designer of AU's Online Doctor of Education (Ed.D.) in TESOL, has been a TESOL Professor for the Graduate School of Education since 1998. He received his Doctorate from the University of London and his Master of Education from the University of Bristol. A former professor at Temple University both in Japan and the US, Prof. Ellis has served as the Director of the Institute of

Language Teaching and Learning at the University of Auckland and has taught in numerous positions in England, Japan, the US, Zambia, and New Zealand. Dr. Ellis, who is known as an expert in Second Language Acquisition, is author of the Oxford University Press Duke of Edinburgh Award-Winning Classic "The Study of Second Language Acquisition" as well as numerous student and teacher-training textbooks for Prentice Hall and Oxford University Press. Prof. Ellis's textbooks on second language acquisition and grammar are core textbooks in TESOL and linguistics programs around the world. In 2002, Dr. Ellis received a congressional citation from the United States House of Representatives for his services to English language education through his pioneering work in online education at Anaheim University.

Denise Murray served as President of TESOL from 1996-1997 and on the Board of Directors of TESOL for 7 years. TESOL Professor at Anaheim University, Dr. Murray is Emeritus Professor at Macquarie University, Australia, and at San José State University, California. She was Executive Director of the AMEP Research Centre and of the National Centre for English Language Teaching and Research (NCELTR) at Macquarie University from 2000 to 2006. Prior to her appointment at Macquarie, she was founding Chair of the Department of Linguistics and Language Development at San José State University for 9 years. Her research centers around computer-assisted language learning; cross-cultural literacy; use of L1 in the second language classroom; intersection of language, society and technology; settlement of adult immigrants; language education policy; and leadership in language education. She has published her work in 17 books and more than 100 articles in professional journals, as book chapters, or conference proceedings. She edited two volumes in 2008: *Planning Change; Changing Plans: Innovations in Second Language Teaching* (University of Michigan Press) and *Leadership in English Language Education: Theoretical Foundations and Practical Skills for Changing Times* (Routledge). The leadership volume was co-edited with M.A. Christison. In 2011, she and M.A. Christison co-authored two volumes on teacher education: *What English Language Teachers Need to Know I: Understanding Learning* and *What English Language Teachers Need to Know II: Facilitating Learning* (Routledge).



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Dr. Andy Curtis is a TESOL professor at Anaheim University and an expert in the field of Intercultural Communications. He has worked with teachers and learners in Europe, Asia, and the Middle East, as well as in North, South and Central America. He has published articles in journals such as *TESOL Quarterly*, *TESL-EJ* and *System*, in addition to several books and book chapters. He obtained a teaching degree (BEd) at Sunderland University in England, then a Master's degree in Applied Linguistics with English Language Teaching, and a PhD in International Education at the University of York in England. From 2007 to 2011, Andy Curtis was the Director of the English Language Teaching Unit at the Chinese University of Hong Kong (CUHK) and an Associate Professor in the Faculty of Education at CUHK. Prior to these appointments, from 2002 to

2006, he was first the Director and then the Executive Director of the School of English at Queen's University in Canada, and from 2001 to 2002, he was a Visiting Professor in the Department of Language Teacher Education at the School for International Training, Vermont, USA.

Dr. Curtis has co-authored *Pursuing Professional Development: The Self as Source* (2001) with Kathleen Bailey and David Nunan, and co-edited *Color, Race, and English Language Teaching: Shades of Meaning* (2006) with Mary Romney, and *English Language Assessment and the Chinese Learner* (2009) with Liying Cheng.

Jun Liu is a TESOL Professor for Anaheim University, as well as Associate Provost for International Initiatives, Senior International Officer, and Professor of Applied Linguistics at Georgia State University. He is a Presidential Fellow (2012-13) and member of the Professional Development Committee for AIEA. Dr. Liu has served as Past President of TESOL International, VP of ISCLT (International Society of Chinese Language Teaching), Senior Advisor for Hanban (Office of the Chinese Language Council International), and Director of the Confucius Institute / Assistant Vice Provost for Global Initiatives at the University of Arizona. Dr. Liu has published more than 80 papers and 10 books in the fields of language education, communicative competence, and intercultural communication and has given more than 80 plenary and invited speeches in more than 30 countries since 2000.



IATEFL YLT-SIG

Featured sessions



Hans Mol, IATEFL YLT-SIG

Saturday 1pm

*Extensive Reading Practice in the Teenage Classroom:
Using the R.E.A.D.I.N.G System*

Reading is a very important part of learning English. It is a skill that also develops other skills, such as speaking and writing. It reinforces understanding of vocabulary and grammar without constantly analyzing what you read. It increases confidence and pleasure, and gives learners a sense of reward. In this workshop, we will look at the process of Extensive Reading in English language classrooms for teenagers, and consider ways in which to use graded readers. The main focus will be on generating interest and maintaining enthusiasm before, during, and after reading. We will discuss the importance for those learning to read to make connections with the real world while they read, and the relevance of relating what you read to one's personal experience and one's own opinions. During the workshop, participants will experience through activities what reading in a foreign language means. Participants will also discuss activities and produce ideas for use in their own teaching practice.

Biographical Sketch: Hans Mol has worked as a teacher, teacher trainer, director of studies, producer, and author. He is coordinator of the Young Learners and Teenagers Special Interest Group (YLT-SIG) for IATEFL. He has written, co-authored, and contributed to many courses and resources for young learners, teens, young adults, and adults, for general English and specific purposes. He is published globally and regionally (see www.eflwriters.com); his publications include Real English, Take Shape, Shape Up, Next Stop, Way Ahead, Brainwave, New Inspiration, Realtime, All Right, iRead – New English Readers, Grammar for Teens, Grammar for Young Learners, Magic Adventure, Business Update, English for Tourism and Hospitality. Hans has also written and produced about a hundred ELT songs.

Annamaria Pinter, University of Warwick

Saturday 2pm

L2 Reading for Children: 10 Lessons Learnt from Research

Reading is considered one of the challenging skills to teach and learn, and its role is particularly controversial in a children's L2 classroom. This talk will start with exploring both the advantages and the challenges of teaching L2 reading to children of different ages in different types of learning contexts, including both formal and informal. Then, I will address ten key findings drawn from empirical research in relation to teaching literacy skills to children in a foreign/second language. In addition to a core focus on reading skills, some ideas about writing will also be incorporated because reading and writing are closely related and are supportive of each other as developing language skills. All theoretical points will be supported and illustrated with practical ideas and examples as appropriate to make immediate links with classroom practice. Teachers will have a chance to implement many of the ideas in their own classrooms as well as gain a deeper understanding of the principles behind practice.



Biographical Sketch: Annamaria Pinter was trained as an English language teacher in Hungary at the Eotvos Lorand University in Budapest after studying linguistics and literature. She worked in Hungary for a number of years in a variety of contexts, including state primary and secondary schools, International House (IH) language schools and in a pre-service teacher training college. She completed her Masters and my PhD in ELT/Applied Linguistics at the Centre for Applied Linguistics at the University of Warwick, and is now an Associate Professor at the Centre, teaching on the Masters in ELT and the EdD programs and supervising doctoral students. Since 2000, she has taught and supervised many Korean students on both masters and doctoral programs at the University of Warwick. Dr. Pinter's research interests include second/foreign language acquisition and learning for children of all ages. She is interested in language learning processes in both formal and informal contexts, task-based learning, developing language learning materials for children, and issues related to working with children and research subjects. Dr. Pinter's other interest is language teacher development, in particular concerning experienced teachers and the connections between materials design and professional growth. Dr. Pinter has published widely in the area of teaching English to young learners. She is author of *Children Learning Second Languages* (2011) and *Teaching Young Language Learners* (2006).



Gemma Fanning, London, England

Saturday 3pm

A Multisensory Approach to Learning to Read

When a child begins to read and write, they firstly begin with looking at the different letters and sounds before moving on to how syllables make up words. As a child moves through each of these processes, they start to create a bigger process, which brings meaning to words. This discussion will focus on children learning to read in English for the first time, discussing the idea that children will benefit from a broad approach to literacy skills, from letters and sounds, morphemes and syllables, and begin to be able to identify words and learning them. The main focus will explore different phonics programs available and adapt them for our students needs, using a multi-sensory experience, so children can see, hear, manipulate, touch, and feel. There will also be a discussion on supporting students with SEN needs, who find learning to read challenging, and how to scaffold and support these students. There will also be an opportunity to look at how your classroom can further support your students and expose them to as many words as possible. Participants will be able to take back with them activities and ideas to adapt and use in their own classrooms.

Biographical Sketch: Gemma Fanning, has worked as an EAL teacher in the UK and internationally for the past seven years. Gemma began working in a London international primary school, working with students newly arrived to the UK with little or no English and preparing them for integration in the mainstream classroom. From here, Gemma began working internationally in China, with primary and middle school ages before moving to Italy to work with teens and adults. Gemma is now settled back in the UK, working in London state schools, teaching English as an additional language. Gemma is also studying a masters degree at The University of York in Teaching English to Young learners.

Jooyoung Lee, Republic of Korea

Saturday 2pm

The Meaning of "Good EFL Textbooks for Young Learners": Reading with Young Learners

There has been an explosive increase in teaching English to young learners in many Asian countries in both the state school systems and private language institutes. Consequently, the number of English teaching materials for young language learners has



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been growing rapidly. Even though there has been considerable research about ELT materials, little is known about textbooks for young language learners in the EFL context. Although research on ELT materials has converged on textbook evaluation, there is a dearth of research on how young language learners perceive their textbooks. Many of the materials may rely on intuition and assumption, or marketability and convention, rather than on listening to young learners' voices. Although the core of education is the learner, teachers and parents are also considered as key stakeholders. Hence, it is necessary to look at the perceptions of not only teachers but also parents in primary English education.

This presentation will identify and compare the perceptions of EFL textbooks from the viewpoints of parents, teachers, and young learners. This talk concentrates on reading with young learners.

Biographical Sketch: Jooyoung "Jenny" Lee is an experienced Young Learner – English as a Foreign Language (EFL) teacher and teacher trainer. She received her MA in TESOL from Sookmyung Women's University and her EdD in TESOL from Queen's University Belfast with a focus on EFL textbooks for young learners from the perspectives of teachers, parents, and young learners. Her research interests include children learning EFL, children's engagement in learning, and parent involvement in education.

Invited Speakers Pecha Kucha presentations

Bill Littlewood, Hong Kong Baptist University

Don't you want to shake hands? Well ... yes and no.

Two interpersonal moments which can be occasions for misunderstanding between members of different cultures are the act of shaking hands and the use of "yes" or "no." In this presentation, I will illustrate some such instances. However, they show not only the influence of cultural factors but also the importance of individual choice, awareness, and active interpretation in negotiating moments of potential misunderstanding.

Gabriel Diaz Maggioli, The New School (New York)

I'm still here!

Good times, and bad times – I've seen them all, and I'm here. A cavalcade through the history of language teaching (with a light touch).

Sue Garton, Aston University, UK

10 reasons not to introduce English into grade 1 (or: How to ensure your elementary English policy fails)

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Governments all over the world are introducing English at increasingly earlier ages. This pecha kucha will present very good reasons why they shouldn't do this, if they really want children to learn English.

Curtis Kelly, Kansai University, Japan

I deal in drugs!

I confess. I am an English teacher that deals in drugs. I sell them to my students all the time, though maybe I am the only person that really knows, and now I want to sell them to you. I have one to offer you that works just like every other illegal drug on the market, but it's more addictive. People have lied, stolen, and killed to get it. What will you do to get it?

Charles Browne, Meiji Gakuin University, Japan

Corpus Linguistics for Dummies

The world's quickest introduction to what many would argue is the most boring field of study ever created (except for us vocabulary geeks!) . . .

Jun Liu, Anaheim University, USA

From ESL Student to TESOL Professional: My Journey

Jun Liu will share a few pictures of his journey from an EFL student to a TESOL Professional at different stages of his life to confess that becoming a TESOL professional is the combination of destiny, chance, and determination.

Dick Allwright, Lancaster, UK

Exploring Learning and Teaching Lives

What might happen if you invited teachers and learners to spend classroom time trying to better understand their learning and teaching lives? If you then organized a conference for them all, what could they bring to it? How could they share the work they have been doing to better understand their learning and teaching lives? In Rio de Janeiro, every year, learners and teachers bring their posters to a conference where they can share their experiences. This is what it looks like.

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2013 Kotesol poster presenters

Name	Biography
William H. Turner	<p>I am from New Zealand and have been a resident in Korea for more than ten years teaching EFL. I graduated from Victoria University with a BA majoring in English Literature and Philosophy, and am currently completing an MA in TESOL at Sookmyung Women's University. I started my career working in private language academies and then later for public institutes. For example, the local government in Suwon, training tourist information personal, and Youngsaeng Higschool teaching first and second years students. I am currently working as an English professor for the Liberal Arts faculty at Hyupsung University in Hwasong, where I have had the pleasure of instructing freshmen for the past 8 years. My areas of interest are curriculum design, learner centered education and pedagogical development, especially in regard to the Korean context.</p>
Sungho Park	<p>I am Sungho Park. I am currently a graduate student in Sookmyung Women's University taking the TESOL MA program. This is my fifth and final semester and I am working on my thesis. I have had a range of diverse teaching experiences over several years and have also work as a language specialist and troubleshooter in a call center in Manila, Philippines for many years. I am particularly interested in pragmatic approaches to language learning.</p> <p>My poster presentation introduces the basic theories underlying the topic of my MA thesis. This encompasses primarily pragmatic theory and more specifically theory related with Speech Accommodation. Speech Accommodation was proposed in 1970's by Giles. There are two main notions which are convergence and divergence. Convergence happens when speakers adapt other interlocutors' language behaviors to get social approval. In contrast, divergence happens when speakers want to maintain their own identities and be distinct from others.</p>
Juanita Hong	<p>Students' Age Level: Adults/Business workers</p> <p>Skills: Intermediate level students who want to learn speaking skills.</p> <p>Poster's focus: Bilingual program for adult learners within their own work environment. For example, they meet with the instructor once a week and when they do, they are given a handout with expressions to use for answering business related phone calls. At a certain time during their work hours, they use the handout and practice while answering calls at work.</p>
Sukyoungh Chon	<p>I am Sukyoungh Chon. I am currently a third semester student at MA TESOL, Sookmyung Women's University. I have taught English in various ways and in</p>

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	<p>different environments. I started my teaching career as a TOEFL instructor at SEOIL TNT academy in Kangnam, developing students' specific listening skills for TOEFL tests on informal and academic lectures. Afterward, I moved to a different department, working in the area of English multimedia programs and reading and writing classes. Then I worked at the DYB Choisun Institute, which focused more on reading and writing skills. Since then, I have been teaching private classes to those who are preparing for a college entrance exam. Furthermore, I have been teaching Korean to foreign employees at Mirae Asset Corporation since finishing a Korean teacher training course. I am also a language counselor at Cartus Corporation, helping the foreigners to facilitate their business performance with language competence in Korean.</p> <p>The main idea of my poster presentation is the effect of bilingualism in third language learning. I researched how metalinguistic awareness works in third language learning through some studies that have done recently and will give my personal experience on teaching Korean to English speakers who have been learning Korean as a their third language.</p>
<p>Zeeshan Qureshi</p>	<p>My name is Zeeshan Qureshi (shone), I am currently a third semester student at Graduate School of TESOL, Sookmyung women's university. I also teach English to the kindergarten and elementary school students. I assist my students with their speaking and reading skills. I speak French and Portuguese beside my mother tongue Urdu.</p> <p>In this semester of my master program I am attending two courses; CALL and Research methodology. Both courses are administered by Professor Dr. McNeil Levi. I am much further ahead than I was before taking these courses. My area of interest is "using podcasts to enhance communication skills in the language classroom". Thus, Focus of poster is explaining effectiveness of podcasting as a tool of language learning. I hope that this poster will be able to answer the questions of 1) what the technology is? and 2) how does it work in language classroom?</p>
<p>Barry Welsh</p>	<p>Level - I teach undergraduate and postgraduate students at Sookmyung Womens University</p> <p>Skills - I teach Converstion, Listening, Reading, Writing, Academic English and Discussion</p> <p>Focus of Poster - Using blogs to teach metacogniive awareness of writing strategies.</p>

The Annual KOTESOL National Drama Festival

hosted by Jeonju-North Jeolla KOTESOL



Give your students the chance to perform in English!

- 10-15 minutes per team. Max of 6 teams per division. At least 1 teacher (coach) per team.
- Junior Division: kindergarten and elementary school (max 10 per team)
- Senior Division: middle/high school and university (max 8 per team)
- Prizes for 1st, 2nd, 3rd place in each division, and lots of individual prizes as well!

All students will get certificates of participation.

Date: November 16th

Time: 1 p.m.

Location: Jeonju University

Fee: 35,000 won per team

Contact person: Ingrid Zwaal

e-mail: scottietoy@gmail.com

phone: 010-3650-2957

Reg. deadline: November 4th



Saturday October 12 ----- 9:00am

Room	Start	End	Title	Speakers
201	9:00	9:45	Making Learning Meaningful and Memorable with Oxford Primary Courses	Julie Hwang
202	9:00	9:45	e-Portfolios for Pre-service and In-service Teacher Training and Professional Development	Ryan Hunter
203	9:00	9:45	Encouraging Noticing in the Classroom	Scott Henderson
204	9:00	9:45	The 'Be Game' - grammar practice painlessly accomplished	Leonie Overbeek TaeYoung Yun
302	9:00	9:45	Dialogic Reading 101: Concepts, Strategies, Practices and Possible Innovations	Maria Teodora Ping
303	9:00	9:25	A corpus-driven approach to the wordlists in testing and textbooks	Shu-Ying Luo Joe Shih-Ping Wang
304	9:00	9:45	Making Better Groups: Theory and Practice	Jeffery Walter
308	9:00	9:25	Teaching Narrative Writing Through Narrative Learning Media (NLM)	Fahrul Pradhana Putra Setyo Prasiyanto Cahyono
310	9:00	9:25	Discourse Markers in the Spoken Utterances of Manila-based Korean Students	Selwyn Cruz
415	9:00	9:25	Meaning-Focused Vocabulary Teaching	Hiroki Uchida
416	9:00	9:25	Eloquence in First Language as an Enabling Factor of Speaking Second Language: Case of English Language Learning in Sri Lanka	Upul Priyantha Gamage
418	9:00	9:45	Maximising Mentoring: Rethinking ELT Teachers as Mentors	Wendy Collins
423	9:00	9:25	Opportunities for learning: An analysis of teacher-student and student-student interaction within an information gap task	George Skuse

Presenting
Julie Hwang
Oxford University Press

Day: Sat.
Time: 9:00-9:45
Room: 201

Making Learning Meaningful and Memorable with Oxford Primary Courses

As teachers, we want our students to be eager and engaged in our classrooms. Students benefit when language is directly related to their own experiences, and linking and recycling language in this way helps students to learn and retain language more effectively. This workshop will

provide teachers with ideas and activities that will help motivate young learners to practice and review language they have learned. The session will include pair activities and group games as well as songs taken from Oxford's well-known primary series, Everybody Up, Let's Go, and English Time.

Everybody Up is a seven level course for children that emphasizes the value of communication in English language learning and offers essential language that students can use right away in their daily lives. Let's Go helps primary students become successful language learners from the very beginning. English Time, a six level primary course, is packed with fun, communicative activities that develop students' speaking, listening, reading, and writing skills. Come and join this fun, interactive session to learn how to get the most out of your primary classes!

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Presenting
Ryan Hunter
*University of Macau,
Seoul National
University of Science
& Technology,
Hanyang University*

Day: Sat.
**Time: 9:00-
9:45**
**Room:
202**

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

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

Presenting
Scott Henderson
*Gangneung-Wonju
National University*

Day: Sat.
**Time: 9:00-
9:45**
**Room:
203**

Encouraging Noticing in the Classroom

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

Presenting
**Leonie Overbeek
TaeYoung Yun**
Hwase

Day: Sat.
**Time: 9:00-
9:45**
**Room:
204**

*The 'Be Game' - grammar practice painlessly
accomplished*

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

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

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

the main tenses of the English language in either simple or progressive statement, question or negative form.

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

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

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

Presenting	Day: Sat.
Maria Teodora Ping	Time: 9:00-9:45
<i>Mulawarman</i>	Room: 302
<i>University Language Centre, Samarinda, East Borneo, Indonesia</i>	

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

This 101 series session aims at discussing some basic and important concepts underlying 'Dialogic Reading' practice based on the empirical evidences to support children's language development. It is also intended to explore further possible innovation concerning this practice, which might be useful for teachers and practitioners of English for Young Learners (EYL). Dialogic book reading activity is different from the typical shared book reading activity in the way that it focuses on the verbal interaction between the adult and the child, with a more active role given to the child. Dialogic reading is designed and structured in such a way that children learn to become the storyteller with the assistance of the adult who functions as an active listener and questioner (Whitehurst, 1992; Trivette & Dunst, 2007). This procedure is based on the premise that "children learn most from books when they are actively involved" (Whitehurst, 1992). Furthermore, in a dialogic reading session, there are particular strategies to be employed by adults, namely the PEER and CROWD strategies. PEER stands for "prompting, evaluating, expanding and recalling" whereas CROWD refers to various types of prompting strategies which include "completion prompt, recalling prompt, open-ended prompt, wh-

prompt and distancing prompt". These strategies are found to contribute positively to the children's first and second language learning, as suggested by a number of empirical studies (Whitehurst, 1992; Zevenbergen & Whitehurst, 2003; Trivette & Dunst, 2007; Ping, 2011). Although Dialogic Reading practices have been studied by researchers for years already, there will still be rooms for EYL practitioners and teachers to innovate with Dialogic Reading strategies in their own classrooms, for example by integrating technology to the practice (using e-books or talking books instead of paper-based materials) or by combining it with other sound ELT practices such as extensive reading or extensive listening.

Presenting	Day: Sat.
Shu-Ying Luo	Time: 9:00-9:25
Joe Shih-Ping Wang	Room: 303
<i>Department of Applied Foreign Languages, National Taiwan University of Science and Technology</i>	

A corpus-driven approach to the wordlists in testing and textbooks

Previous studies have indicated a significant link between vocabulary competence and language learning. The research on vocabulary has been paid more attention to the text comprehension. However, fewer studies examined the aspects of vocabulary coverage of the vocational English textbooks in Taiwan, and even less concerned about its relationship with the vocabulary coverage of the "Testing Center for Technological Education (TCTE) Exams." This study aims to explore the most frequently used words in both TCTE Exams and vocational English textbooks, and investigates their vocabulary coverage. Two corpora, i.e., TCTE and Textbook, were constructed. The former consists of 10 examinations (2003 ~ 2012) of general subjects in English, while the latter includes three major English textbooks (i.e., Far East, Lung Teng, and Sun Ming editions, 6 volumes for each, 18 textbooks in total). WordSmith 6.0 and Sketch Engine were employed to analyze the frequently used words in these two corpora. Their coverage was examined in terms of RANGE software, comparing with the word list of Nation (2001). The results propose the most frequently used words for vocational high school students, which may be beneficial as the selection of the word lists in textbook design. Also, the findings indicate that there are 3,818 types out of the total 23,409 running

words in TCTE corpus, whereas the textbook corpus consists of 16,108 types and 488,069 running words. This suggests a high lexical diversity in TCTE corpus over Textbook corpus. Last, with the use of Range software, it is found that Textbook corpus accounts for 78.4 % of the vocabulary coverage, while TCTE corpus explains 86.4 %, revealing the insufficiency of the vocabulary knowledge provided by the textbooks. Suggestions to the use of AWL as the baseline in enhancing learners' vocabulary size and reading ability are provided.

Presenting Jeffery Walter <i>Sangji University</i>	Day: <i>Sat.</i> Time: 9:00-9:45 Room: 304
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Making Better Groups: Theory and Practice

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

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

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

Presenting Fahrul Pradhana Putra Setyo Prasiyanto Cahyono <i>Dian Nuswantoro</i> <i>University</i>	Day: <i>Sat.</i> Time: 9:00-9:25 Room: 308
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Teaching Narrative Writing Through Narrative Learning Media (NLM)

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

Presenting Selwyn Cruz <i>Far Eastern University</i> <i>and De La Salle</i> <i>University</i>	Day: <i>Sat.</i> Time: 9:00-9:25 Room: 310
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Discourse Markers in the Spoken Utterances of Manila-based Korean Students

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

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

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

Presenting	Day: Sat.
Hiroki Uchida	Time: 9:00-
<i>Akita International</i>	9:25
<i>University</i>	Room:
	415

Meaning-Focused Vocabulary Teaching

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

Traditional English teaching settings in Japan have been Japanese-medium, in which the students are exposed to less spoken/written English. Thus, meaning-focused learning has always been in short in all four skills. The learners can develop their fluency and accuracy mostly through meaning-focused input and output (Nation, 2009). In order to increase the opportunities for the students to activate English vocabulary words from their previous knowledge, I would like to suggest two different ways to ask words in quizzes: a) asking a target word in a sentence without a context, and b)

asking a target word in a sentence with a context. Teachers tend to believe they should have the students write/say a target word when they want to make sure their students have learned it. However, the fact is that it is more important for teachers to give a context to the sentences in which they ask target words. Asking words in tests of any kind can be critically important opportunities for the students to expose themselves to the other known language items. In this presentation I will provide the examples of meaning-focused learning of vocabulary words along with the results from my experiments using four different types of quizzes.

Presenting	Day: Sat.
Upul Priyantha	Time: 9:00-
Gamage	9:25
<i>Orient Academy/The</i>	Room:
<i>Open University, Sri</i>	416
<i>Lanka.</i>	

Eloquence in First Language as an Enabling Factor of Speaking Second Language: Case of English Language Learning in Sri Lanka

The first language eloquence refers to the fluent or persuasive speaking in the native language, or else the art or manner of such speech. If a person has the ability to debate fluently, using the mother tongue or, has shown competitive abilities of oratory in his own language he/she has the first language eloquence. This research scrutinizes the relationship between the first language eloquence and learning English as the second language. Participatory observation and record monitoring are the methodological instruments of data collection in this research work. The study interviewed randomly selected 86 Sinhala speaking students, who have studied English as the second language, from Hambantota, Sri Lanka. The students' marks obtained in the oral test of this project were considered as the level of their second language eloquence which was compared with the evidence of their school level oratory and debating skills. The results found that there is a considerable degree of a positive relationship between the two variables; first language eloquence and speaking ability in second language. The best performers of the English oral test were the students who had shown considerable debating and oratorical skills in their first language. Therefore, this paper concludes that there is a positive relationship between the first language eloquence and English speaking ability among Sri Lankan Sinhala speaking students and further

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suggests that the teachers who are teaching English as a second language for Sinhalese (and even for the other language native speakers like Tamil) can take into account seriously this matter.

Presenting Wendy Collins <i>RMIT International University, Vietnam</i>	Day: <i>Sat.</i> Time: 9:00- 9:45 Room: 418
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Maximising Mentoring: Rethinking ELT Teachers as Mentors

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

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

considered in order to maximise program outcomes. Based on this framework, participants will be asked to consider the challenges and opportunities for mentoring within their own contexts.

Presenting George Skuse <i>Konkuk University</i>	Day: <i>Sat.</i> Time: 9:00- 9:25 Room: 423
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Opportunities for learning: An analysis of teacher-student and student-student interaction within an information gap task

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

Saturday October 12 ----- 9:30am

Room	Start	End	Title	Speakers
303	9:30	9:55	"You must let me pass this course, please! ": An Investigation of email request strategies by Taiwanese EFL learners	Chia-ti Heather Tseng
308	9:30	9:55	Digging In: Non-native Teachers and Learner Language Analysis	William Rago Adam Boothe
310	9:30	9:55	Exploration of needs and wants of Korean students	Soyeon Kim
415	9:30	9:55	Ideology, Power and Pedagogy in English Textbooks Produced in North Korea	Soo Ha Yim
416	9:30	9:55	Reaching Full Potential: NET's and the Lack of Utilization within EPIK	Fiona Van Tyne
423	9:30	9:55	Role of Reflection in a SLW Course and Implications	Cassidy Riddlebarger Estele Ene

Presenting

Chia-ti Heather Tseng

*Jinwen University of
Science and
Technology, Taiwan*

Day: Sat.

Time: 9:30-
9:55

Room:
303

"You must let me pass this course, please! " : An Investigation of email request strategies by Taiwanese EFL learners

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

Sixty Taiwanese university students participated in this study and 60 English request emails were composed for qualitative and quantitative investigation. The results revealed that students of both levels adopted more direct strategies as main requestive head acts. In addition,

the high-intermediate proficiency group used more resources in creating more polite email messages to professors by using more internal and external modifiers for their request than their less proficient counterparts. The developmental sequences in the use of politeness features can thus be identified accordingly. However, certain syntactic and lexical downgraders never appeared in the higher level group's email messages, pointing toward their unfamiliarity with these devices and thus suggesting the need for explicit teaching of these elements in the language classroom.

Presenting

**William Rago
Adam Boothe**
SMU TESOL

Day: Sat.

Time: 9:30-
9:55

Room:
308

Digging In: Non-native Teachers and Learner Language Analysis

Most MA TESOL and TESOL certificate programs include courses on Second Language Acquisition (SLA), but many students finish the course without knowing how to apply what they have learned to their classrooms. The knowledge of how languages are acquired seems irrelevant to many prospective classroom teachers because they will work with a pre-established curriculum. SLA theories are simply learned because they have

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always been part of the TESOL curriculum. One solution to this problem is learner language analysis. Learner language analysis tasks that get students out of the classroom and in front of learners add life to theory. Students can discover tendencies and stages in learner language all by themselves, outside of the classroom.

While unmatched in its effectiveness, learner language analysis is difficult and time consuming, maybe even to the point that it is inaccessible to non-native English teachers. In this session we share responses from 56 of our students, who completed several learner language analyses in the first five weeks of the spring 2013 SMU TESOL semester. We briefly outline the assignments and then share the feedback, which suggests that learner language analyses are not only accessible, but very beneficial for non-native English teachers.

Presenting	Day: Sat.
Soyeon Kim	Time: 9:30-9:55
<i>Associate Research Fellow</i>	Room: 310

Exploration of needs and wants of Korean students

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

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

promoting dialogue between the teacher and the Korean students, which, in return, can promote mutual learning for both sides in large scale writing classes, will be introduced.

Presenting	Day: Sat.
Soo Ha Yim	Time: 9:30-9:55
<i>Cambridge English Language Assessment Examiner</i>	Room: 415

Ideology, Power and Pedagogy in English Textbooks Produced in North Korea

This research presents the themes and ideologies in third year high school English textbooks produced in North Korea. It examines the content and themes in these textbooks and the methods in which ideologies are established and maintained through education. An overview of the education system in North Korea for the past 100 years will also be presented.

Presenting	Day: Sat.
Fiona Van Tyne	Time: 9:30-9:55
<i>Seomyeon Elementry School, Busan</i>	Room: 416

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

This presentation examines English Language classrooms in South Korea as well as the use and effectiveness of Native English Teachers, specifically within EPIK. Even though NETs have been brought in to aid the natural acquisition of English, the results appear negligible, and in turn positions are being reduced throughout the country beginning in large cities. Native English teachers are thought to bring natural language learning into their classrooms, despite many lacking teaching qualifications. In South Korea Native Speakers often become dependent on Korean co-teachers often requiring the Korean teacher to do much more additional work, thus creating an imbalanced teaching partnership. When looking at team teaching there needs to be an established understanding of English objectives. While having two instructors in the classroom has the opportunity to greatly benefit students, Korea is starting to move back to the mono teacher classroom. Native teachers provide more than just English Education to their schools, but many are

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not being pushed to go above required tasks. NET's are a great way to boost communicative language teaching in public schools, but teaching should read beyond school aged students. By looking at past experiences with the EPIK program and evaluating expectations and learning objectives, this presentation will look at the past present and future of EPIK, and Korea's NET's.

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

training programs and within currently active teachers classrooms to enable teachers to make meaningful connections between theory and practice and become more effective SLW teachers.

Presenting	Day: <i>Sat.</i>
Cassidy Riddlebarger	Time: 9:30-9:55
Estele Ene	Room: 423
<i>Dongsan High School</i>	

Role of Reflection in a SLW Course and Implications

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

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Saturday October 12 ----- 10:00am

Room	Start	End	Title	Speakers
201	10:00	10:45	Developing Networking Skills for Language Success	Rebecca Fletcher
203	10:00	10:25	Language anxiety in second language writing	Sujeong Choi
204	10:00	10:45	The Dream and Deliver Project: A Practical Application with Theoretical Implications	Danny Graves David Bezuidenhout
301	10:00	10:45	Blend to Transcend the Classroom with Touchstone Second Edition	Cory Olson
302	10:00	10:45	Teaching EFL online from theory to practice	Andy Webster
303	10:00	10:25	Authentic Materials: Support for non-English majors at a Japanese university	Jack Ryan
304	10:00	10:45	Leadership and Professional Development that Demands a Raise, Title & Respect	Trevina Jefferson
308	10:00	10:25	The Native Speaker Mentors and The Novice Teachers' Professional Development	Fatiha Senom
310	10:00	10:25	Using corpus tools to inform genre based writing pedagogies	Chris Hughes
316	10:00	10:45	Five Fun Activities to Build Listening Skills	Gabriel Allison
322	10:00	10:45	Learning and teaching English in North Korea: Interviewing a defector	Cassie Kim Joshua Adams
415	10:00	10:45	Practical Paths to PBL: Prescriptions for Problems.	Sherry Ward Joseph E. Williams
416	10:00	10:45	Turning writing and grammar into a practical, autonomous peer review	Iain Stanley
418	10:00	10:45	Winging It	Judson Wright
423	10:00	10:25	Motivating low-level L2 Students with humorous one-point videos	Simon Thollar

Presenting

Rebecca Fletcher

Oxford University Press

Day: *Sat.*

Time: *10:00-10:45*

Room:
201

Developing Networking Skills for Language Success

Social networking isn't a fad: it's a way of communicating and for many people it's a way of life. Did you know that it's possible to harness the power of social networking to help students learn English? Social networking offers a wonderful opportunity for authentic language practice and helps students get connected!

This interactive presentation will demonstrate how teachers can incorporate social networking into the English language classroom with Network, a new four skills English course from Oxford University Press. This exciting new series offers a flexible blended learning approach through social networking lessons, BBC videos, interactive whiteboard materials, and online practice. Come and learn how to help your students Network their way to better English!

Presenting

Sujeong Choi

University of Hawaii

Day: *Sat.*

Time: *10:00-10:25*

Room:
203

Language anxiety in second language writing

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

Presenting Danny Graves David Bezuidenhout <i>Catholic University of Daegu</i>	Day: Sat. Time: 10:00-10:45 Room: 204
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The Dream and Deliver Project: A Practical Application with Theoretical Implications

Every student has unique goals, motivations, and reasons for studying English. Students have different learning strengths, interests, and talents. In this dynamic and interesting presentation, an open learning project called Dream and Deliver is described. The 2013 Korea Dream and Deliver project draws from one business concept and two learning approaches. Sixty university students from two universities have participated. The business concept is Fedex Day, which was created by Australian software company Atalassian. Fedex Day enables Atalassian employees to spend 24

hours each year working on any project they want. Employees must demonstrate their projects the next day. The two learning styles used in the Dream and Deliver Project are project-based learning and open learning. Next, the results of a study which implemented the Dream and Deliver program with 60 South Korean L2 learners are presented and discussed. Instead of their customary English-language class, the student participants were given a two-hour class to work on any project they wanted as long as it was related to English. The participants could work as members of a group or individually. The teacher's role was to facilitate and guide the students. The goal of the project was to encourage the participants to use their creativity and individual talents to create and present a project while using English on their own terms. They could work on their projects after class. The students knew that they would present the results of their projects the next day. Surveys and questionnaires were given to the participants to measure their perceptions of the Dream and Deliver project. Finally, the presenters will show conference attendees how to design and implement Dream and Deliver in their own classes. The format is a presentation and demonstration.

Presenting Cory Olson <i>Cambridge University Press</i>	Day: Sat. Time: 10:00-10:45 Room: 301
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Blend to Transcend the Classroom with Touchstone Second Edition

What is "blended learning"? What are the benefits and drawbacks for both the student and the teacher? How can an instructor use tools to maximize its effectiveness? These are important questions to both learners and educators in today's increasingly digital world, ones which this presentation seeks to answer. Additionally, the presenter will introduce the ideal content for harnessing the power of blended learning.

Now entering its second edition, Touchstone teaches students the grammar, vocabulary, and conversation strategies they need to communicate fluently and successfully in today's modern world. Its unique comprehensive syllabus also offers truly communicative pronunciation, listening, reading, and writing tasks. With Touchstone in print, teachers and students are guaranteed lively lessons of personalized, learner-centered interaction exposure to natural English, and the development

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of learning strategies that students can take beyond the classroom.

Presenting Andy Webster <i>jeollanamdo office of education</i>	Day: <i>Sat.</i> Time: 10:00- 10:45 Room: 302
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Teaching EFL online from theory to practice

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

Presenting Jack Ryan <i>Shizuoka University of Art and Culture</i>	Day: <i>Sat.</i> Time: 10:00- 10:25 Room: 303
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Authentic Materials: Support for non-English majors at a Japanese university

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

This presentation will provide information about the experiences that a team of teachers at a university in Japan have had while attempting to implement a specific and limited range of authentic materials. The presenter will report on how the

materials were integrated into the curriculum and the process by which materials were selected in terms of suitability and compatibility with course goals. The background and teaching context in which the use of authentic materials was undertaken will be explained and examples of authentic materials will be provided. Goals of the use of authentic materials and how they were meant to provide foundational knowledge and support for study in non-English courses will also be discussed. Some of the advantages and disadvantages of the use of authentic materials will also be mentioned.

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

Presenting Trevina Jefferson <i>Cyber Hankuk University of Foreign Studies</i>	Day: <i>Sat.</i> Time: 10:00- 10:45 Room: 304
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Leadership and Professional Development that Demands a Raise, Title & Respect

If you are looking to advance your career in ELT or education, then this workshop will help you get started. We will address these topics:

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

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

Presenting Fatiha Senom <i>University of Malaya, MALAYSIA</i>	Day: <i>Sat.</i> Time: 10:00- 10:25 Room: 308
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The Native Speaker Mentors and The Novice Teachers' Professional Development

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

Presenting Chris Hughes <i>Gongju National University of Education</i>	Day: Sat. Time: 10:00-10:25 Room: 310
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Using corpus tools to inform genre based writing pedagogies

This presentation introduces findings from a corpus assisted genre analysis of film reviews and suggests practical pedagogic implications for genre-based writing pedagogies. Film reviews are a frequent writing exercise introduced in the language learning classroom. Learners are often provided with model film reviews constructed by "expert" practitioners. However, educators have,

thus far, relied on intuition about the linguistic resources these writers use to realize genre specific communicative purposes. A specialized corpus of film reviews was built and analysed to provide empirical data to assist in the development of both writing competence and linguistic knowledge. The findings from this study suggest that corpus tools can be used to reveal lexical and linguistic elements that can then contribute to genre instruction as an explicit tool of learning.

Presenting Gabriel Allison <i>E-Future</i>	Day: Sat. Time: 10:00-10:45 Room: 316
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Five Fun Activities to Build Listening Skills

Can listening activities be fun and motivating? Korean learners need to become proficient listeners in English for both academic and real-world situations, but can EFL teachers help them build these skills in enjoyable and motivating ways? This entertaining and interactive presentation will explore different ways to help students build listening skills in the EFL classroom while sharing five fun and easy-to-use activities. Throughout the presentation, material from the e-future texts Listen Up and Listen Up Plus will be used as examples.

Presenting Cassie Kim Joshua Adams <i>Yonsei University</i>	Day: Sat. Time: 10:00-10:45 Room: 322
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Learning and teaching English in North Korea: Interviewing a defector

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

After graduating she returned home. She was so severely undernourished that her mother forbade her from attending teacher's college. Luckily for Mrs. Kim, do to the quality of her education in Chongjin she was qualified to teach secondary school in her hometown. As an

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instructor she faces challenges teaching students who, unlike herself and her classmates, had very little motivation to study English. Unlike South Korea, in North Korea very few students are able to attend university and motivation to study English.

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

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

Presenting Sherry Ward Joseph E. Williams Michael <i>Texas A&M</i> <i>University at Qatar</i> <i>Telafici</i>	Day: <i>Sat.</i> Time: <i>10:00-10:45</i> Room: <i>415</i>
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Practical Paths to PBL: Prescriptions for Problems.

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

Presenting Iain Stanley <i>Miyazaki International</i> <i>College</i>	Day: <i>Sat.</i> Time: <i>10:00-10:45</i> Room: <i>416</i>
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Turning writing and grammar into a practical, autonomous peer review

In this demonstration/workshop, I will show participants how to integrate a writing task and

peer grammar-review in a communicative setting, so that it becomes an exercise in autonomy and self-awareness. I will take participants through the process step by step, so that they may take ideas away with them and easily implement them, or adapt them, in their own teaching environments.

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

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

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

Presenting Judson Wright <i>Pagoda Academy</i>	Day: <i>Sat.</i> Time: <i>10:00-10:45</i> Room: <i>418</i>
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Winging It

This workshop will offer the audience an opportunity to discover a series of easy-to-use activities based in the field of improvisational theatre. While traditional Korean education focuses on accuracy over fluency, improvisational theatre can be an entertaining way for learners to develop both communicative competence and confidence in their spoken English ability. Using a series of

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activities tested both by international students abroad and Korean students in the hagwon system, attendees will experience firsthand how to effectively draw upon learners' inherent creativeness to produce authentic and engaging language that can be catered for either freeform discussion or topic-specific lessons.

Presenting

Simon Thollar

*Hokkaido Information
University*

Day: *Sat.*

Time: *10:00-
10:25*

Room:
423

*Motivating low-level L2 Students with humorous
one-point videos*

Of recent, much of the literature and published research on L2 motivation seems to have shifted away from nurturing motivation to avoiding demotivation. The evidence seems fairly overwhelming that teachers, albeit unwillingly, are largely responsible for demotivating learners, but

learner centered intrinsic motivation also needs to be considered. Placing the blame on the teacher or the system may be valid, but it can and should be argued that the learner's degree of motivation has a significant effect on the success of the learning outcome.

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

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



2014 KOTESOL National Conference

Saturday, May 31st 2014

Global Plaza Building, Kyungpook National University, Daegu

"Change in the Classroom: Principled Pragmatism"

Call for presentations

Presentation submissions are invited for the 2014 KOTESOL National Conference. Presentations on all aspects of EFL are welcome, but presenters are asked to consider the theme of the conference and to focus on change, innovation, and the practical application of ELT theory and research in the classroom.

Your submission should include an abstract (max. 250 words), a bio (100 words), and the following information:

1. Presenter name(s)
2. Presentation title
3. Affiliation(s)
4. Contact details (email, phone number)
5. Field (Elementary, Secondary, Tertiary, Adult, EAP, ESP, EYL)
6. Format (paper [50 min], workshop [50 min], panel [50 min], poster [100 min])

Send your submission by February 28th 2014 to:

- Steve Garrigues: sgarrigues@gmail.com
- Andrew Finch: aef@knu.ac.kr
- Peadar Callaghan: natcon2014@koreatesol.org

Saturday October 12 ----- 10:30am

Room	Start	End	Title	Speakers
202	10:30	10:55	Speed of Lexical Access and Strategic Processing in FL Reading	Feifei Han
203	10:30	10:55	ESP Needs Analysis and Course Design for Business Professionals	Lauren Harvey Jyun Bang
303	10:30	10:55	Learning to deal with adolescent exuberance in ELT	Eric Reynolds
308	10:30	10:55	Self-regulation: moving students away from seat filling	Duane Henning
310	10:30	10:55	Toward a test-specific self access speaking center	Alexander Chirnside Daniel Sasaki
423	10:30	10:55	Intelligibility and Comprehensibility: Towards a definition for pronunciation research	Rheanne Anderson

Presenting

Feifei Han

The University of Sydney

Day: *Sat.*

Time: *10:30-10:55*

Room:
202

Speed of Lexical Access and Strategic Processing in FL Reading

Reading involves coordination of multiple levels of sub-component processes. Among these processes, linguistic processes, such as identifying words and retrieving meaning of words, have the potential to become automatic. On the other hand, strategic processing tends to be controlled processes. This paper reports the results of a study investigating the role of speed of lexical access (LA) and strategic processing in foreign language (FL) reading comprehension by using a mixed-methods approach. Thirty Chinese university students participated in the study. They were asked to report what strategies they were using while they were reading an English expository text by think-aloud. After reporting, they were asked to complete reading comprehension questions and to perform a computer task to test their speed of LA. The think-aloud protocols were coded with the assistance of the N-vivo computer program for language-oriented strategy use, content-oriented strategy use, re-reading, pausing, and meta-comment. Multiple regression analysis was performed to decide the

role of speed of LA and strategic processing in FL reading comprehension. The results showed that while speed of LA did not make any significant contribution to FL reading comprehension, strategic processing could predict around 64% of variance in FL reading. Out of expectation, among different types of reading strategies, language-oriented strategies alone explained nearly 60% of FL reading comprehension, but content-oriented strategies did not contribute significantly to FL reading. Pedagogical implications for training FL learners to apply reading strategies directing towards linguistic code of texts could be potentially valuable for comprehending foreign texts.

Presenting

**Lauren Harvey
Jyun Bang**

Busan University of Foreign Studies

Day: *Sat.*

Time: *10:30-10:55*

Room:
203

ESP Needs Analysis and Course Design for Business Professionals

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

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(2010) model of needs analysis using necessities, wants, and lacks, the presenters will discuss the needs analysis and course design processes that a South Korean university used to develop an ESP course for business professionals. Actual practices in pre-course, during course, and post-course needs analysis using questionnaires, oral interviews, and written assessments will be shared. The presenters will also compare these actual practices to theory-based recommendations (Basturkmen, 2013) for these processes related to the scope, goals, and objectives of the course. The presenters will outline the challenges and successes of these processes, and they will share specific considerations related to managing differences between learners' (employees) and employers' perspectives on ESP course content in South Korea.

Presenting Eric Reynolds <i>Woosong University</i>	Day: <i>Sat.</i> Time: 10:30-10:55 Room: 303
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Learning to deal with adolescent exuberance in ELT

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

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

Presenting Duane Henning <i>Yonsei University</i>	Day: <i>Sat.</i> Time: 10:30-10:55 Room: 308
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Self-regulation: moving students away from seat filling

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

Presenting Alexander Chirnside Daniel Sasaki <i>Soka University</i>	Day: <i>Sat.</i> Time: 10:30-10:55 Room: 310
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Toward a test-specific self access speaking center

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

regular test-preparation classes. This paper describes how the center was set up, the difficulties that occurred, and the solutions that were developed in response.

Presenting Rheanne Anderson <i>Akatsuki Gakuen</i> <i>School</i>	Day: Sat. Time: 10:30- 10:55 Room: 423
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Intelligibility and Comprehensibility: towards a definition for pronunciation research

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

Saturday October 12 ----- 1:00pm

Room	Start	End	Title	Speakers
201	1:00	1:45	Empowering Students to Think Critically and Succeed Academically	Julie Hwang
202	1:00	1:25	Antecedent beliefs and learning motivation in tertiary education	Peter Burden
203	1:00	1:25	Word-Association: Exploring the L2 mental lexicon of Korean EFL learners	Sarah Harrison
204	1:00	1:45	Leadership IQ: The missing link for training leaders in ELT	Tory Thorkelson
301	1:00	1:45	How to Maximize the Benefits of Theme-based CBI	Jae-young Kim
302	1:00	1:45	Guided Teacher Reflection for Busy Teachers	Roger Fusselman
303	1:00	1:45	How to quickly measure speaking ability, without a speaking test	Gunther Breaux
304	1:00	1:45	Using Action Research to Develop Student Centered Curriculum	Daniel Moonasar
308	1:00	1:25	Collaborative Co-teaching in South Korea: Teachers' positioning	Shannon Tanghe
310	1:00	1:45	Organize It, Teach It, Write it, Present it: The iPad helps everyone work smarter not harder!	Casey Barnes
316	1:00	1:45	Helping Young Children Speak in the English Classroom	Lewis Thompson
322	1:00	1:45	Creative Thinking Techniques	Sara Davila
415	1:00	1:45	Write Right: A Simple Recipe for the Structured Paragraph	Doug Baumwoll
416	1:00	1:25	Do in-service teacher training programs impact Language Teacher Conceptual Change?	Nico Lorenzutti
418	1:00	1:45	Approaches to using Short Stories in the EFL classroom	Michael Rabbidge

Presenting

Julie Hwang
Oxford University
Press

Day: Sat.

Time: 1:00-1:45

Room: 201

Empowering Students to Think Critically and Succeed Academically

Questions are important catalysts in the critical thinking process. They encourage students to reflect on and apply their knowledge to new situations. Q: Skills for Success includes creative lessons built around a thought-provoking question related to a learning outcome. In each unit of this series, students use questions to think critically and use their answers to practice and review a variety of

language skills. This interactive workshop will include a brief introduction to the Q series and discuss its new features, followed by engaging discussion activities and writing tasks that teachers can use in their classrooms.

Q: Skills for Success is a six level series with two strands - reading & writing and listening & speaking. It uses a question-centered approach and provides a unique critical thinking framework for each unit, with clearly identified learning outcomes that focus students on the goal of instruction.

Presenting

Peter Burden
Okayama Shoka
University, Japan

Day: Sat.

Time: 1:00-1:25

Room: 202

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Antecedent beliefs and learning motivation in tertiary education

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

Presenting

Sarah Harrison
*Dongnam Health
College*

Day: Sat.

**Time: 1:00-
1:25**

**Room:
203**

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

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

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

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

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

Presenting

Tory Thorkelson
Hanyang University

Day: Sat.

**Time: 1:00-
1:45**

**Room:
204**

Leadership IQ: The missing link for training leaders in ELT

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

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

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Presenting
Jae-young Kim
Neungyule Education

Day: Sat.
Time: 1:00-1:45
Room: 301

How to Maximize the Benefits of Theme-based CBI

Content-Based Instruction (CBI) has been widely used in EFL classrooms around the world. Through customized theme-based CBI, students are able to fully understand the content while developing their critical thinking and background knowledge. Language learning will naturally follow, eventually bringing interest and insight in both content and language. Although we know the advantages of CBI, it is often difficult for teachers to trigger the system in a real reading classroom.

This workshop will present the advantages of theme-based CBI by introducing effective tasks appropriate for intermediate and high level elementary and secondary school students. The demonstration will be based on Build & Grow's newest reading textbook, which focuses on theme-based CBI teaching. We will share ideas about how to create a student-centered CBI class with supportive guidance and appropriate theme projects.

Presenting
Roger Fusselman
University of Central Missouri

Day: Sat.
Time: 1:00-1:45
Room: 302

Guided Teacher Reflection for Busy Teachers

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

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

Presenting
Gunther Breaux
HUFS

Day: Sat.
Time: 1:00-1:45
Room: 303

How to quickly measure speaking ability, without a speaking test

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

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

Years of classroom research has proven that students who are better at the sounds and prepositions are better at speaking. Further, better speakers generally have better listening ability and vocabulary. The task became to create a multiple-choice, listening test that features pronunciation (light, right, white night), prepositions (at, in, on), duration (for, since, during) and vocabulary, that is biased toward students who have lived or studied in English speaking countries (who are better speakers). The accuracy of the test was tested, with refinements to increase accuracy. The test was not created to be fair, it was created to quickly and accurately identify speaking ability, and it does.

Presenting
Daniel Moonasar
Gimcheon University

Day: Sat.
Time: 1:00-1:45
Room: 304

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Using Action Research to Develop Student Centered Curriculum

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

Presenting Shannon Tanghe <i>Dankook University</i>	Day: Sat. Time: 1:00-1:25 Room: 308
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Collaborative Co-teaching in South Korea: Teachers' positioning

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

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

collaborative co-teaching practices and (2) how their identities were co-constructed and negotiated within and beyond the classroom context. Data was collected through classroom observations, interviews (team and individual), and survey questionnaires. Data was analyzed vis-à-vis positioning theory, in order to focus on the ways in which each teacher engaged in self-positioning, positioned one another and were positioned by others.

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

Presenting Casey Barnes <i>Kyung Hee University,</i> <i>Seoul</i>	Day: Sat. Time: 1:00-1:45 Room: 310
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Organize It, Teach It, Write it, Present it: The iPad helps everyone work smarter not harder!

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

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

For over a year, Casey taught high school classes with the iPad as a teacher's tool and as a student device. Casey will demonstrate what

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successes and challenges he faced with this fantastic learning device and how his students became autonomous learners! When it comes to using technology in the classroom as a teacher or student tool, Casey has this to say: "Teach smarter, not harder!"

Presenting Lewis Thompson <i>E-Future</i>	Day: Sat. Time: 1:00-1:45 Room: 316
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Helping Young Children Speak in the English Classroom

Helping Young Children Speak in the English Classroom

Presenting Sara Davila <i>Educational Consultant</i>	Day: Sat. Time: 1:00-1:45 Room: 322
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Creative Thinking Techniques

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

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

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

simple to use techniques.

Presenting Doug Baumwoll <i>Andong National University</i>	Day: Sat. Time: 1:00-1:45 Room: 415
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Write Right: A Simple Recipe for the Structured Paragraph

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

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

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

Presenting Nico Lorenzutti <i>Chonnam National University</i>	Day: Sat. Time: 1:00-1:25 Room: 416
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Do in-service teacher training programs impact Language Teacher Conceptual Change?

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

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

Presenting

Michael Rabbidge
Chonnam National
University

Day: Sat.

Time: 1:00-
1:45

Room:
418

*Approaches to using Short Stories in the EFL
classroom*



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Saturday October 12 ----- 1:30pm

Room	Start	End	Title	Speakers
202	1:30	1:55	Continuity issue of elementary and secondary school English education	Jeong-ryeol Kim
203	1:30	1:55	Teach bilingually or monolingually? Teacher use of the student's L1	Cameron Romney
308	1:30	1:55	A Movie A Day Keeps the Listening Problems Away	Herwindy Maria Tedjaatmadja
416	1:30	1:55	Teaching collocations in Asia: Does Lexical Approach work?	U Teng Ho

Presenting

Jeong-ryeol Kim
Korea National
University of
Education

Day: Sat.

Time: 1:30-
1:55

Room:
202

Continuity issue of elementary and secondary school English education

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

Presenting

Cameron Romney
Kyoto Sangyo
University

Day: Sat.

Time: 1:30-
1:55

Room:
203

Teach bilingually or monolingually? Teacher use of the student's L1

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

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

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

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

The presenter will share his findings, including

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some rather startling examples of the interactions he had with the students, and will also present the results of the end of semester student surveys.

Presenting Herwindy Maria Tedjaatmadja <i>Petra Christian</i> <i>University, Surabaya -</i> <i>Indonesia</i>	Day: Sat. Time: 1:30- <i>1:55</i> Room: <i>308</i>
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A Movie A Day Keeps the Listening Problems Away

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

away. This presentation discusses the benefits of RWL and ideas for RWL materials to develop learners' listening skills in EFL contexts.

Presenting U Teng Ho <i>University of Macau</i>	Day: Sat. Time: 1:30- <i>1:55</i> Room: <i>416</i>
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Teaching collocations in Asia: Does Lexical Approach work?

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

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Saturday October 12 ----- 2:00pm

Room	Start	End	Title	Speakers
201	2:00	2:45	Help Your Students Communicate with Confidence	Rebecca Fletcher
202	2:00	2:45	Distance MA and PhD Study at the University of Birmingham	Daniel Malt
203	2:00	2:25	The Role of Language Education Centers in a University Curriculum	Mark Sheehan Edward Sarich Jack Ryan
204	2:00	2:25	The Changing Face of Professionalism in Korean Public Schools	Jason Di Gennaro
301	2:00	2:45	Scholastic Reading Inventory and Scholastic Reading Counts: Assessing and Monitoring Progress in Reading Comprehension	Chee-won Kim
302	2:00	2:45	Lesson Planning 101 – Planning Engaging, Effective Lessons	Allison Bill
303	2:00	2:45	Conversation-based English: How to teach, test, and improve speaking	Gunther Breaux
304	2:00	2:25	Putting Punctuation Practice on a More Traveled Road: An Exploration	David Shaffer
308	2:00	2:25	Investigation of University English Teachers' Motivation in Japan	Rie Tsutsumi
310	2:00	2:45	Pushing the 'Task': Activities to maximise post-task learning in EAP	Fiona Wiebusch Carla Bridge
316	2:00	2:45	Why tablets should replace textbooks: The case for a technology-based language class	Ian Bosiak
415	2:00	2:45	Ten Tech Tools Teachers Should Know About	Lindsay Herron
416	2:00	2:25	Returnee and Non-Returnee Narratives for Intercultural Understanding	Kevin Ottoson
418	2:00	2:45	Adapting Personality Tests For Use in the TESOL classroom	Amanda Maitland

Presenting

Rebecca Fletcher

Oxford University Press

Day: *Sat.*

Time: *2:00-2:45*

Room:
201

Help Your Students Communicate with Confidence

It is well-known that to succeed in the English-speaking world, students need to be able to communicate effectively and meaningfully. While many students are skilled in vocabulary and grammar, they sometimes lack the confidence and motivation to speak well. This can be frustrating for students as well as teachers! What is the magic

formula for successful English communication?

According to language expert Jack C. Richards, "Time spent on speaking tasks is the most important factor in developing confident and fluent speaking."

This presentation will demonstrate how to help students become confident English speakers through maximizing opportunities for communication practice. Participants will learn how to motivate and encourage their students through classroom activities, videos, and online practice. Examples will be taken from Speak Now, Oxford University Press' brand new speaking series. Every activity in Speak Now has a speaking component, and there are exciting digital tools which offer a motivating blended learning experience.

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Presenting

Daniel Malt
*The University of
Birmingham*

Day: Sat.

Time: 2:00-
2:45

Room:
202

*Distance MA and PhD Study at the University of
Birmingham*

Dan will talk about studying for an MA or PhD in Applied Linguistics, TEFL/ TESL or Translation Studies by distance learning at the University of Birmingham.

The MAs are intended for anyone interested in the application of language research to language pedagogy, and for teachers of English or translators who wish to upgrade their professional standing. We provide a set of interactive course materials for working professionals to complete in part-time, self-study mode.

The PhDs are intended for students who wish to deepen their knowledge after having completed an MA. Extensive online research training is provided in the first year of the programme. There are two distance learning PhD programmes. One programme requires a 'traditional' 80,000 word thesis, while the other requires three shorter papers.

Presenting

Mark Sheehan
Edward Sarich
Jack Ryan
*Shizuoka University of
Art and Culture,
Hamamatsu, Japan*
*The English and
Chinese Language
Education Center*

Day: Sat.

Time: 2:00-
2:25

Room:
203

*The Role of Language Education Centers in a
University Curriculum*

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

language education professional, and unless a framework is developed for Center operations, success will be hindered.

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

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

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

Presenting

Jason Di Gennaro
*Sookmyung Women's
University*

Day: Sat.

Time: 2:00-
2:25

Room:
204

*The Changing Face of Professionalism in Korean
Public Schools*

Professionalism is a term commonly used, but rarely fully understood. To different individuals, it encompasses behaviors, styles of dress, credentials, or simply in the case of sports, being compensated for participating. In this presentation, I look at the history of professionalism in the teaching context. By first examining historical developments in the realm of education, and especially public education, I begin to form a better understanding of what professionalism might have meant and could mean to educators around the globe. I focus on particular definitions created from the analysis of patterns of policy, attitudes, and practices in education

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throughout history, and then relate them to parallels found in South Korean education. In the second half of this presentation, I apply this tentative notion of professionalism to the Korean public school environment, with a particular focus on Korean teachers of English. Through their experiences and perceptions shared during interviews, I attempt to connect historical changes in professionalism seen in Western countries to those elements that are appearing in South Korean public schools today. Finally, I make recommendations for future change, that South Korean educators and policy makers might learn from the occurrences concerning professionalism in teaching worldwide, and avoid repeating the same mistakes.

Presenting Chee-won Kim <i>Scholastic Korea</i>	Day: Sat. Time: 2:00-2:45 Room: 301
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Scholastic Reading Inventory and Scholastic Reading Counts: Assessing and Monitoring Progress in Reading Comprehension

Educators are continuously looking for easy-to-administer, accurate, ability-based online assessments to determine students' reading comprehension levels and monitor their growth.

Scholastic has developed two online programs to assess and monitor reading comprehension effectively: Scholastic Reading Inventory (SRI) and Scholastic Reading Counts (SRC).

Scholastic Reading Inventory (SRI) is a research-based, computer-adaptive reading assessment program for Grades K to adults that measures reading comprehension on the Lexile Framework® for Reading. SRI helps educators set growth goals, monitor reading progress, forecast performance, and guide students to text they will be able to read with at least 75% proficiency.

Scholastic Reading Counts (SRC) is an independent reading program for Grades K-12 which combines reading practice and software-based reading assessment. SRC empowers students to set individual learning goals by reading specific books based on their interests and Lexile score. Every SRC quiz provides a true, formative, curriculum-based assessment so educators can use SRC as a regular progress monitor.

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

Presenting Allison Bill <i>Jeonju University</i>	Day: Sat. Time: 2:00-2:45 Room: 302
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Lesson Planning 101 – Planning Engaging, Effective Lessons

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

Presenting Gunther Breaux <i>HUFS</i>	Day: Sat. Time: 2:00-2:45 Room: 303
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Conversation-based English: How to teach, test, and improve speaking

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

First, the teacher's mindset. The first-day, 30-minute, easy-to-give-and-grade placement accurately measures speaking ability. Crucially, from this point on, everything the teacher does is to

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

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

Presenting
David Shaffer
Chosun University

Day: *Sat.*
Time: 2:00-
2:25
Room:
304

Putting Punctuation Practice on a More Traveled Road: An Exploration

The road to learning punctuation is not a well-traveled one. Similarly, but not surprisingly, little research has been carried out to explore the area of punctuation – in ESL/EFL writing and learning in general and in ELT in Korea in particular. The small body of published research on punctuation tends to look at ways in which punctuation can be taught. Very little is available on how English as a foreign language (EFL) students actually feel about using English punctuation.

This paper reports on a study of university students' attitudes toward English punctuation as a first step toward generating a deeper understanding about Korean students' use of punctuation. The attitudinal statements in the survey, with five-point Likert-scale responses, are in the areas of ease of understanding rules, L1 transfer and interference in L2 punctuation use, ability to identify errors, confidence in using punctuation, focus on punctuation in essay drafts and less formal academic writing, and ease of using and importance of each type of punctuation. Qualitative data in the form of participant interviews is collected to supplement the quantitative data obtained from the survey. The

results suggest that students are generally somewhat positive about their use of English punctuation, varying their use of punctuation somewhat depending on the context of the writing.

Additionally, students were given to punctuation tasks to complete in which differing punctuation could give differing meaning to the texts. To compliment this, a study was conducted of university students' use of punctuation in uncontrolled writing, in terms of frequency of use by type of punctuation, and compared with that of native-speaker use of punctuation. The results of these two studies suggest that students are not as proficient at punctuation usage as their attitudinal statement survey responses suggest. The presentation concludes with the introduction of innovative classroom activities to highlight and instill students with the importance of proper punctuation and foster growth in the use of punctuation.

Presenting
Rie Tsutsumi
Yokohama National University

Day: *Sat.*
Time: 2:00-
2:25
Room:
308

Investigation of University English Teachers' Motivation in Japan

Current studies show that it is becoming clearer that language teachers give significant importance to learners' motivation level, interest levels, and attitudes toward their learning. However not many studies have been conducted on teachers' motivation. Motivated teachers can have a powerful influence on students' career directions and positively impact learners' motivations and interests. This Teachers' Motivation Research focuses on teachers' career history, job satisfaction levels, and what university English teachers value on their teaching jobs. It analyzes what motivates these educators, factors such as daily rewards and successes throughout their career, while at the same time looking at what kinds of obstacles teachers face in their professional lives. In this study, the researcher explores the university English teachers' job satisfaction levels in detail. It investigates teacher motivation through quantitative research utilizing questionnaires with Likert scale questions and qualitative research interviewing the participants to explore what university teachers go through on a daily basis and through their teaching career, both inside and outside of their classrooms. The open-ended semi-structured interviews were

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conducted with participants who volunteered to participate in the study in order to grasp further detailed experiences that university English teachers face through their career. The study compares all the results in various ways such as by gender, age, length of teaching, native or non-native teachers, and employment conditions including part-time, full-time, and contract, and private or national university. This study reflects real voices of current University English Teachers in Japan. The objective of this study is to gain a better understanding of what we face in reality at work and to promote better teaching and working conditions both inside and outside of classrooms.

Presenting Fiona Wiebusch Carla Bridge <i>RMIT International</i> <i>University, Vietnam</i>	Day: Sat. Time: 2:00- 2:45 Room: 310
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Pushing the 'Task': Activities to maximise post-task learning in EAP

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

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

The workshop begins with a brief review of TBL in an EAP context at an international university in Vietnam, before addressing the post-

task stage. Examples of multi-level post-task activities will be presented which employ a variety of readily available classroom resources (e.g. the whiteboard, pens and paper), as well as tech-based tools (e.g. smart phones and Web 2.0 applications). There will be opportunities for participants to discuss the activities presented for relevance to their own classroom context and consider ways to expand their repertoire for post-task teaching.

Presenting Ian Bosiak <i>E-Future</i>	Day: Sat. Time: 2:00- 2:45 Room: 316
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Why tablets should replace textbooks: The case for a technology-based language class

The challenge of incorporating technology into the language learning classroom is nothing new. Teachers have been debating "why and how" for decades. But with mobile devices a new question has emerged: Can tablets replace textbooks in the classroom? This presentation will examine how one group of teachers replaced printed course books with tablet computers to facilitate their classes. The affects of this change on teaching practice and student achievement will be discussed in detail, while lessons learned from this experiment will be shared to show how small changes can make big differences in the classroom.

Presenting Lindsay Herron <i>Gwangju National</i> <i>University of</i> <i>Education</i>	Day: Sat. Time: 2:00- 2:45 Room: 415
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Ten Tech Tools Teachers Should Know About

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

Among the wide range of tools presented are a few that make class feedback more dynamic and multimodal, such as Today's Meet and Padlet.

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

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

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

Presenting Kevin Ottoson <i>Nagoya University of Foreign Studies</i>	Day: Sat. Time: 2:00-2:25 Room: 416
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Returnee and Non-Returnee Narratives for Intercultural Understanding

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

intercultural understanding.

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

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

Presenting Amanda Maitland <i>Chonbuk National University LEC</i>	Day: Sat. Time: 2:00-2:45 Room: 418
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Adapting Personality Tests For Use in the TESOL classroom

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

Saturday October 12 ----- 2:30pm

Room	Start	End	Title	Speakers
202	2:30	2:55	'Staging' language development with theatre projects	Robin Reid
203	2:30	2:55	From Learner Autonomy in Practice to Language Proficiency in Theory	Stacey Vye
204	2:30	2:55	It's a cultural thing...	Catherine Peck
308	2:30	2:55	The current state of language learning motivation in Japan	Matthew Apple Dexter Da Silva Terry Fellner
416	2:30	2:55	Analysis of EFL Learners' Task Strategies for Listening Comprehension Test	Huei-Chun Teng

Presenting
Robin Reid
Victoria University of Wellington

Day: *Sat.*
Time: 2:30-2:55
Room: 202

'Staging' language development with theatre projects

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

in self-selected small groups to create theatre performances under two different conditions: adapting a well-known story or creating an original story based on a selection of available topics. This paper describes the student-to-student interaction that occurred during this collaborative work on multi-lesson, devised theatre projects and relates the observed features of this interaction to learning outcomes. Data from audio and video recordings of actual classroom work, coupled with qualitative data obtained from student feedback questionnaires, demonstrate how students collaborate and construct their learning with group members through the process of creating and performing an original piece of theatre.

Presenting
Stacey Vye
Saitama University

Day: *Sat.*
Time: 2:30-2:55
Room: 203

From Learner Autonomy in Practice to Language Proficiency in Theory

Researchers in EFL language learning have thoroughly described learner autonomy theory and studies about autonomy-in-practice are increasing in number and quality. My query from the practice of learner know-how to increased language proficiency indicates that when learners take charge of their learning, they conceptualize their language goals; however, do these aspirations translate into increased language proficiency? Less research is available on this issue, so consequently, my question explores: do language study plans

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designed autonomously by the learners and their self-reported amount of time spent on desired learning skill(s) (listening, reading, writing, and/or speaking) contribute to greater language proficiency on the International English Language Testing System (IELTS) level bands in the four-skill sections of the test? Keeping in mind the reliability of IELTS, the results of pre- and post-tests of 20 EFL volunteer university students in Japan of various nationalities and language goals were assessed with their autonomous learning practices. These volunteers meet in small seminars for one weekly ninety-minute learner-conducted sessions for ten months with reflection questions prompts, as learning support and language advice was provided by their peers and myself. The data includes the students' self-reported reflections on their language learning practices and goals, together with the time spent on them, an exit survey, my notes, and the pre- and post-IELTS test scores. As this study was illuminative, unanticipated findings appeared in the research that might be of interest to the audience. Additionally, evidence of English language proficiency gains will be shown through autonomous language learning practices designed by learners themselves. Despite limitations, the findings show that learners who engage an average of 6.5 to 8.5 hours a week on self-selected language activities for enjoyment make significant proficiency gains. Lastly, this project is made possible by the Japan Society for the Promotion of Science (JSPS).

Presenting Catherine Peck <i>RMIT International University, Vietnam</i>	Day: Sat. Time: 2:30- 2:55 Room: 204
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It's a cultural thing...

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

Certainly, foreign language teachers are no strangers to culture; whether teaching forms of address, explaining slang terms or providing

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

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

Presenting Huei-Chun Teng <i>National Taiwan University of Science and Technology</i>	Day: Sat. Time: 2:30- 2:55 Room: 416
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*Analysis of EFL Learners' Task Strategies for
Listening Comprehension Test*

Learning strategies research has gained prominence in SLA. However, little is known about what test takers were actually doing to answer questions. Since strategic behavior has been hardly explored in L2 listening tests, it is worth investigating the issue by analyzing EFL learners' task strategies for listening comprehension.

This study addresses the following research questions: (1) What strategies are used by EFL learners when they take a listening test? (2) Are there significant differences in the test-taking strategies used by proficient and less proficient EFL listeners? (3) What are EFL listeners' perceptions of their test-taking strategies? Participants were 104 college freshmen from a university in northern Taiwan. Three instruments were adopted in the study, a standardized listening test, a questionnaire on listening test strategies, and an interview. Participants were instructed how to take the test, how to write down the strategies they use, and how to answer the questionnaire. Immediately after each part of the listening test, participants wrote down their strategies for test-taking. After the three parts of listening test were played, participants were asked to complete the questionnaire of listening test-taking strategies. Finally, interviews were held with thirty of the participants to probe how they perceived their test-taking strategies. Through

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insights into the response behaviors for listening tasks, the study aids understanding of strategies adopted for EFL listening tests, and ultimately to assist students to be more effective EFL listeners.



Call for Presenters

KOTESOL Seoul Chapter is seeking workshop type presentations for the

**Seoul KOTESOL annual conference
Saturday 29 March 2014**

Sookmyung Women's University, Seoul

Think Global, Teach Local

Information for Presenters:

We welcome first time and experienced presenters!

- Your presentation should address students at the University **OR** K-12 level.
- Presentations will be one of three types:
 - **Regular Workshops(45min. in length)**
 - **Pecha-Kucha (6 min. 40 sec. in length)** – Presenters show 20 images in total and has only 20 seconds to describe each image for a total presentation time of 6:40.
 - **Poster presentations** – These may address the conference theme or other questions.
- Presentation proposals should have a snappy title, be written in descriptive paragraph style, be at least 200 words in length, include biographical information with your most recent workplace and up-to-date cell number, email address and fit together on ONE A4 page and be in *.*.docx format.

The **deadline** for workshop proposals is at **5pm January 6th, 2014**.
Send your proposal and a short biographical brief to steele@cau.ac.kr

Saturday October 12 ----- 3:00pm

Room	Start	End	Title	Speakers
202	3:00	3:25	The Needs Analysis in ESP Course Design: A Case Study of English for Computer and IT in Buriram Rajabhat University	Darunee Yotimart Anupong Wongchai
203	3:00	3:45	Crafting critical thinking in the EAP classroom	Elizabeth Molyneux
204	3:00	3:25	Promoting active participation in Conversation among ESL learners through Dialogue writing	Michelle Huey Fen Voon
301	3:00	3:45	Introducing the new format TEFL Certificate and TEFL Internship at University of California, Irvine	Roger Dupuy
302	3:00	3:45	Essay Writing Skills: A Process Approach	Mizuka Tsukamoto
303	3:00	3:25	Six Important Ideas from Linguistics and Psychology Put into Practice	Davis Rian
308	3:00	3:25	Getting Students to Speak on Topics of Interest	Elizabeth Yoshikawa
310	3:00	3:45	Negotiation: Teaching It and Using It as a Tool for English Lessons	Robert Kienzle
316	3:00	3:45	A Multimodal Platform for English Learning: an integrated solution of Text, Web and Mobile	Allan Schwartz
415	3:00	3:45	Jigsaw Activities: Controlled Conversations in Teams	Phil Owen
416	3:00	3:25	Extra-curricular support for TOEFL and TOEIC test-takers	D. Malcolm Daugherty Alexander Chirnside Daniel Sasaki
418	3:00	3:25	Co-Teaching: Practical Applications for Public School Teachers in Korea	Petra Glithero

Presenting

**Darunee Yotimart
Anupong Wongchai**
*Buriram Rajabhat
University*

Day: *Sat.*

Time: *3:00-3:25*

Room:
202

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

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

essential part of proper course development. Prior to developing the course, as to ensure the validity of the pilot-designed syllabus and class materials, a Needs Analysis was carried out. The Needs Analysis consisted of interviews of five content teachers from Computer and IT department in BRU and other universities and two English teachers who used to teach English for Computer and IT in BRU English Department. This paper aims to discuss the effectiveness of content language acquisition versus general language acquisition in ESP classrooms, specifically it examines the effectiveness of the above-mentioned English for Computer and IT course design. To improve the body of knowledge associated with the development of relevant and effective ESP courses, the researcher presents in this paper ESP course design needs that were uncovered during the design and delivery of the above-mentioned

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English for Computer and IT. The paper introduces a course framework, a set of sample material and phases of the plans on course assessment, with some reflections made on the limitations of both process and products, as well as the directions of further research influenced by the current trends of ESP development.

Presenting
Elizabeth Molyneux
*RMIT International
University Vietnam*

Day: Sat.
**Time: 3:00-
3:45**
**Room:
203**

Crafting critical thinking in the EAP classroom

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

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

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

Presenting
**Michelle Huey Fen
Voon**
*Curtin University
Sarawak Malaysia*

Day: Sat.
**Time: 3:00-
3:25**
**Room:
204**

Promoting active participation in Conversation among ESL learners through Dialogue writi

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

Presenting
Roger Dupuy
*University of
California, Irvine*

Day: Sat.
**Time: 3:00-
3:45**
**Room:
301**

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Introducing the new format TEFL Certificate and TEFL Internship at University of California, Irvine

The presenter, who developed and directs this program, will talk about the newly re-vamped, 3-month TEFL certificate program and the optional TEFL Internship at University of California, Irvine. During this comprehensive presentation, participants will learn what has changed and what has been added. There will be an extended time for questions and answers.

Presenting Mizuka Tsukamoto <i>Kwansei Gakuin</i> <i>University</i>	Day: Sat. Time: 3:00-3:45 Room: 302
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Essay Writing Skills: A Process Approach

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

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

Presenting Davis Rian <i>Kansai Gaidai</i>	Day: Sat. Time: 3:00-3:25 Room: 303
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Six Important Ideas from Linguistics and Psychology Put into Practice

There are six important ideas from the fields of

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

Presenting Elizabeth Yoshikawa <i>Muroran Institute of</i> <i>Technology</i>	Day: Sat. Time: 3:00-3:25 Room: 308
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Getting Students to Speak on Topics of Interest

The current policy on EFL education in Japan is focused on fostering students with English communication abilities. After years of experiencing the rote learning method, Japanese students have been conditioned to doing drills and copious listen and repeat exercises. When students enter university, they have wealth of English knowledge that they are unable to effectively utilize and this in turn causes demotivation to learn English. This situation is further complicated by the fact that many topics in textbooks are seemingly unrelated to student's interests or needs. How can instructors increase students' confidence in using spoken English so that they are then able to continue to develop it? This can be developed through giving 1-minute speeches. Allow students complete freedom to choose a topic of interest to them enables them to pursue English in away that they feel is of personal relevance. The purpose is two-fold. First, students learn talk about other topics than their family or favorite foods. Listening to their classmates' speeches, they quickly realize that these topics are exhaustible. Secondly, while

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students do find the first couple of speeches difficult, they are building their confidence to speak in English and to tell others about their interests. This confidence is important as it allows students to realize that they are able to communicate their ideas and they learn to not be afraid to try or to make a mistake. This presentation will discuss how speeches can be developed over the course of the term to lead up to a final PowerPoint presentation, encouraging not only speech development, but also presentation skills.

Presenting	Day: <i>Sat.</i>
Robert Kienzle	Time: 3:00-3:45
<i>Sungkyunkwan University</i>	Room: 310

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

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

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

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

On a university and corporate level, students can learn and engage in higher-level forms of negotiation. Higher level negotiation concepts include creating lists of prioritized and tradable assets, creating a BATNA, and analyzing

psychological and cross-cultural aspects of negotiation. In addition to building on the parts of English already mentioned, high-level students can build their persuasive strategies, on-the-spot decision-making skills, ability to find possible alternative solutions and strategies, conversational strategies meant to create and maintain strong interpersonal and business relationships, and real-world business article and proposal analytical skills.

Presenting	Day: <i>Sat.</i>
Allan Schwartz	Time: 3:00-3:45
<i>E-Future</i>	Room: 316

A Multimodal Platform for English Learning: an integrated solution of Text, Web and Mobile

EnglishCentral is introducing a new Multimodal Learning Platform at KOTESOL that combines English learning from best in class textbooks, with an integrated Web and Mobile platform. Learners

- WATCH. Select videos from a library over 9000 video lessons, updated daily with the Web's best videos. Teachers who attend this session will get an access card to try the Multimodal Platform with up to 50 students at no charge.

- LEARN. Study the vocabulary from those videos on the web or on a mobile, using a time interval learning system.

- SPEAK. Then speak the lines from the videos, and get instant feedback and their pronunciation and fluency.

Presenting	Day: <i>Sat.</i>
Phil Owen	Time: 3:00-3:45
<i>Kunsan National University</i>	Room: 415

Jigsaw Activities: Controlled Conversations in Teams

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

In a Jigsaw activity, students work in teams of four or five, with four or five teams working at the same time. Each team has specific information

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which the other teams need. The activity requires half of the team members to go from group to group collecting information and reporting back to the team's "base."

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

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

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

Presenting	Day: <i>Sat.</i>
D. Malcolm Daugherty	Time: 3:00-3:25
Alexander Chirnside	Room:
Daniel Sasaki	416
<i>Soka University, Tokyo, Japan</i>	

Extra-curricular support for TOEFL and TOEIC test-takers

The importance of a good TOEFL score for students with the ambition of studying abroad, and a good TOEIC score for those hoping to boost their employment prospects, has become more and more apparent in recent years. In order to boost success in both these test regimes, extensive study outside the classroom is an essential prerequisite. As a support to a well-balanced self-access program running throughout the semester, the provision of week-long intensive study programs in the university vacation has shown its efficacy in preparing students for these two vital tests. This paper describes the establishment, management and organization of such TOEFL and TOEIC courses during university vacation time. The courses, conducted in both the summer and winter vacations, have evolved over the past nine years into a self-financing, accredited program serving more than 200 students a year. Among the processes discussed are the advertising of courses, the enlisting of students and teachers, classroom facilities, class organization, teaching approaches,

and pre- and post-course assessment. Post-course questionnaires indicate that students invariably feel these intensive courses to have been of great utility, with the overwhelming majority confidently declaring that their ability to achieve a positive outcome when taking these tests has significantly improved. Pre- and post-course diagnostic tests show that this belief is well founded. This is an extremely successful program with clear learning objectives, high levels of popularity, and a great success in attaining the desired results. It is a program regarded by the students as beneficial not only to their future success in test-taking, but also to their general English language abilities.

Presenting	Day: <i>Sat.</i>
Petra Glithero	Time: 3:00-3:25
<i>Gongju National University of Education</i>	Room:
	418

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

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

Saturday October 12 ----- 3:30pm

Room	Start	End	Title	Speakers
202	3:30	3:55	Updating dictation: new uses for an ancient activity	Mark Rebuck
204	3:30	3:55	Effect of two kinds of higher order thinking on writing ability	Sara Farzaminejad Behdokht Mall-Amiri
303	3:30	3:55	Reflecting on and learning from presentations	Richard Miles
308	3:30	3:55	Relative impact of pronunciation errors in non-native speech on listeners' perceptual judgment	Thi Hoang Yen Vo Thanh Son Ca Vo
416	3:30	3:55	Off the Cuff: Applications of Speaking on Your Feet	Jana Moore
418	3:30	3:55	A study of ubiquitous technologies in higher education in Hong Kong	Marc LeBane

Presenting
Mark Rebuck
Meijo University

Day: *Sat.*
Time: 3:30-3:55
Room: 202

Updating dictation: new uses for an ancient activity

Dictation helps to hone various language skills, but particularly listening since it raises learners' awareness of what they tend not to hear. Despite the efficacy of dictation, it is absent from many communicative language classrooms. One reason for this is that some teachers are unaware of the variations on the 'pure dictation' they remember from their own school days. This workshop will first survey a number of these variations, including Underhill's 'humane dictation,' in which learners are allowed look at the text prior to listening to it being read and predict the mistakes they will make. A second reason for the underuse of dictation is that it is seen by many teachers as a supplementary exercise to be tacked onto existing lessons. This workshop, however, will demonstrate how it can be integrated into, and combined with, other activities and materials. Dictation can, for example, complement authentic talk-radio audio clips by providing aural pre-practice that eases learners into the forthcoming recording and primes them to

upcoming vocabulary and grammar structures. Participants will also be shown a DVD –sequence, in which a topic-relevant YouTube video (V) is shown between a dictation (D) and dialogue (D). The dictation serves to provide background information on, and pique students' interest in, the upcoming video. By the end of this hands-on workshop participants will have a deeper appreciation of the versatility of dictation, pointers on different dictation procedures, and concrete ideas to adapt to their own teaching contexts.

Presenting
Sara Farzaminejad
Behdokht Mall-Amiri
Islamic Azad University, South Branch, Tehran

Day: *Sat.*
Time: 3:30-3:55
Room: 204

Effect of two kinds of higher order thinking on writing ability

The purpose of the study was to discover which of the two writing activities, a self-assessment questioner or a critical thinking skills handout, is more effective on Iranian EFL learners' writing ability. To fulfill the purpose of the study, a sample of 120 undergraduate students of English sat for a standardized sample of PET. Eighty-two students whose scores fell one standard deviation above and below the sample mean were selected and randomly divided into two equal groups. One

group practiced self-assessment and the other group critical thinking skills while they were learning process writing. A writing post test was finally administered to the students in both groups and the mean rank scores were compared by t-test. The result led to the rejection of the null hypothesis, indicating that practicing critical thinking skills had a significantly higher effect on the writing ability. Findings could be well-applied to writing classes and they are likely to be of great interest to teachers, syllabus designers, and researchers.

Presenting	Day: Sat.
Richard Miles	Time: 3:30-
<i>Nanzan University</i>	3:55
	Room:
	303

Reflecting on and learning from presentations

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

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

Presenting	Day: Sat.
Thi Hoang Yen Vo	Time: 3:30-
Vo Thanh Son Ca	3:55
<i>The University of</i>	Room:
<i>Danang-University of</i>	308
<i>Foreign Languages</i>	

Relative impact of pronunciation errors in non-native speech on listeners' perceptual judgment

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

Presenting	Day: Sat.
Jana Moore	Time: 3:30-
<i>Ferris Women's</i>	3:55
<i>University</i>	Room:
	416

Off the Cuff: Applications of Speaking on Your Feet

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

Building fluency in thinking and speaking on your feet in a second language can be difficult, but is a vital skill that our language learners can take from the classroom. One way to develop this skill is "Off the Cuff" (OTC) speeches, in which a student

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is randomly called upon to talk about a topic with no preparation time.

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

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

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

helpful for other speaking activities in the classroom, and beyond.

Presenting

Marc LeBane

Lingnan Univeristy

Day: *Sat.*

Time: 3:30-3:55

Room:
418

A study of ubiquitous technologies in higher education in Hong Kong

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

Saturday October 12 ----- 4:00pm

Room	Start	End	Title	Speakers
203	4:00	4:25	Training Sessions on Classroom English for Pre-service Teachers in Japan	Mai Matsunaga
204	4:00	4:45	Making it Visual: Maximizing the potential of your projector.	Thomas Healy
302	4:00	4:45	Overcoming common academic writing mistakes in an Korean classroom	John McDonald
303	4:00	4:25	Teaching style insights and learning attitudes of Japanese tertiary students	Kyoko Sunami-Burden Pete Burden
308	4:00	4:25	EFL students' perceptions on different types of feedback and timed-writing in ESP writing course.	Namhee Kim
310	4:00	4:45	Development of Teacher-Created Curriculum at a South Korean University	Lara Kurth Geoffrey Butler Simon Heslup
415	4:00	4:25	Error Analysis, Teachability Theory, and Using Grammatical Consciousness-Raising for Overcoming Errors	Evelyn Doman
416	4:00	4:25	The Problem of Teaching Only American Accented English in Korea	Koun Choi
418	4:00	4:25	Fostering the use of monolingual learner's dictionaries	Samuel Barclay

Presenting
Mai Matsunaga
Kyoto Sangyo
University

Day: Sat.
Time: 4:00-4:25
Room: 203

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

This study explored effective training procedures as part of a class offered to Japanese university students in a teaching certificate program. Specifically, this study empirically examined the effectiveness of two styles of the procedures on practicing classroom English, one in which the participants memorized a set of classroom English expressions as an assignment and chorused each expression after the instructor in the following class (group A), and the other in which the participants memorized the same set of expressions and they practiced using those expressions through actually teaching a small

group (group B). Moreover, this study explored the role of self-efficacy in the improvements of the participants' ability. The following research questions were included: 1) whether either or both treatments lead to significant improvements in the participants' ability, 2) which factors more directly affects each group's improvements (if any) in their ability: (a) the training sessions, or (b) English proficiency, and 3) whether self-efficacy in using classroom English increases through the training sessions. The statistical results implied that offering the participants either style of training sessions equally helped to significantly improve their skills in using classroom English, and that high or low English proficiency levels did not affect the gain scores of both groups. The results of statistical analyses on the self-efficacy questionnaire implied that offering either style of training sessions helped to improve their self-beliefs in using classroom English, and that the demonstration style (group B) was more effective in improving the participants' self-beliefs than the chorus style (group A). The results of this study indicate that allotting more time to practicing certain skills, especially when the

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participants actually experience teaching a class, can better prepare pre-service teachers, even with limited English proficiency, to confidently conduct English classes.

Presenting Thomas Healy <i>Pratt Institute, New York City</i>	Day: Sat. Time: 4:00-4:45 Room: 204
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Making it Visual: Maximizing the potential of your projector.

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

Presenting John McDonald <i>Gwangju Institute of Science and Technology</i>	Day: Sat. Time: 4:00-4:45 Room: 302
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Overcoming common academic writing mistakes in an Korean classroom

Korean students and researchers have common problems in academic writing that differ from other regions (e.g., from Russia, India, and western countries). With the increase in international communications, the increase in students leaving Korea to study in English-speaking countries, and

the requirements for researchers to publish in international journals, there is a strong need to streamline offerings to ensure that writing courses provide practical content.

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

Presenting Kyoko Sunami-Burden Pete Burden <i>Chugoku Junior College, Okayama, Japan</i>	Day: Sat. Time: 4:00-4:25 Room: 303
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Teaching style insights and learning attitudes of Japanese tertiary students

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

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sustained motivation and that developing active teacher involvement and innovation is vital for learner growth. The researchers will conclude the presentation with some implications for improving teacher practice.

Presenting	Day: <i>Sat.</i>
Namhee Kim	Time: 4:00-4:25
<i>Hanyang Cyber University</i>	Room: 308

EFL students' perceptions on different types of feedback and timed-writing in ESP writing course.

Starting from 2009, the Korean Ministry of Education included English essay writing test in the national teachers' certificate exam(NTCE). To meet the needs of students, English education departments of Korean universities designed ESP writing course for the students who are preparing for the exam. This study investigated how the teacher feedback and peer feedback affects the students' writing in ESP writing class, and the effectiveness of in-class timed-writing for the students who are preparing for the teachers' certificate exam. The findings of this study reveal that students are satisfied with corrective feedback from the instructor who is a field-expert faculty and that they learned different expressions about the content and structures from peer feedback from which they also could correct their own errors as well. In addition, while practicing process writing including in-class timed writing, the student could concentrate more on their writing and practice time management skill in taking a writing exam as well.

Presenting	Day: <i>Sat.</i>
Lara Kurth	Time: 4:00-4:45
Geoffrey Butler	Room: 310
Simon Hespup	
<i>Seoul National University of Science and Technology Institute for Language Education and Research</i>	

Development of Teacher-Created Curriculum at a South Korean University

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

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

Presenting	Day: <i>Sat.</i>
Evelyn Doman	Time: 4:00-4:25
<i>TESOL</i>	Room: 415

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

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

Presenting	Day: <i>Sat.</i>
Koun Choi	Time: 4:00-4:25
<i>University of Cambridge/ Busan metropolitan city office</i>	Room: 416

of education

The Problem of Teaching Only American Accented English in Korea

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

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

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

Presenting

Samuel Barclay
Ehime University

Day: Sat.

Time: 4:00-4:25

Room:
418

Fostering the use of monolingual learner's dictionaries

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

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

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

Saturday October 12 ----- 4:30pm

Room	Start	End	Title	Speakers
203	4:30	4:55	Exploring the motivation theories reflecting EFL learners' viewpoints	Keita Kikuchi
303	4:30	4:55	Utilising metacognitive strategies in the ESL listening classrooms	Faridah Abdul Malik
415	4:30	4:55	The potential and limitations of corrective feedback	Jamie Costley
416	4:30	4:55	Japan's first steps in primary-level English classes: National survey	Sean Mahoney
418	4:30	4:55	Google and The Korean Language Classroom	Stafford Lumsden

Presenting
Keita Kikuchi
Kanagawa University,
Day: Sat.
Time: 4:30-4:55
Room: 203

Exploring the motivation theories reflecting EFL learners' viewpoints

Theories of motivation have been exemplified by various models over the past two decades (e.g., Tremblay & Gardner, 1995; Williams & Burden, 1997; Dornyei & Otto, 1998; Dornyei, 2005). As such, motivation theories have until recently been built based on large scale questionnaire studies. Researchers conduct studies to support such theories. The aim of this study is to shed light on motivation theories in the EFL context that contrast with existing motivation theories. This paper reports the results of a mixed-method investigation of Japanese students' change in motivation towards English study throughout one academic year. 20 Japanese freshmen at a Japanese university were interviewed and answered questionnaires every month for two semesters regarding motivational change. The questionnaire data surveyed the students' perceived change in their own motivation according to the three constructs of Dornyei's (2005) self-system (ideal L2 self, ought-to L2 self, and L2 learning experiences). Five focus-group interviews were conducted. Analysis of the interview data reveals that the learners' views on the constructs of motivation are somewhat different from the results

of existing studies that investigated Western students. Based on this result, the significance of re-examining L2 motivation theories across various contexts is also discussed. This presentation will be highly interactive, aimed mainly at instructors teaching English at any level. It is expected that the participants may be able to reflect on their own teaching practices and understand their learners' changes of motivation through a different lens.

Presenting
Faridah Abdul Malik
International Islamic University Malaysia
Day: Sat.
Time: 4:30-4:55
Room: 303

Utilising metacognitive strategies in the ESL listening classrooms

The important role which listening comprehension plays in the ESL classroom has been acknowledged by teachers and researchers. In a university setting which uses English as its medium of instruction, English academic listening competence is even more crucial as many academic tasks require a high level of listening competence. However, conventional listening comprehension teaching generally fails to meet the students' listening needs as teachers often focus upon the outcome of listening, rather than upon listening itself, upon product rather than process. This does little to improve the effectiveness of their listening or to address their shortcomings as listeners. Listening experts argue that there needs to be a shift in conventional listening instruction where a

test-oriented approach predominates, to one that focuses on teaching students how to listen. This paper outlines a pedagogical approach to teaching students how to listen by incorporating a metacognitive listening strategy training in the listening classrooms. In the training, the students were taught to utilize the metacognitive strategies of planning, monitoring and evaluating while performing their listening tasks. The results show that the new approach not only helped to improve students' listening performance, but also had an indirect effect of empowering learners in executing better control over their listening.

Presenting	Day: Sat.
Jamie Costley	Time: 4:30-
<i>Kongju National University</i>	4:55
	Room:
	415

The potential and limitations of corrective feedback

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

Presenting	Day: Sat.
Sean Mahoney	Time: 4:30-
<i>Fukushima University</i>	4:55
	Room:
	416

Japan's first steps in primary-level English classes: National survey

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

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

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

KOTESOL INTERNATIONAL CONFERENCE 2013

Presenting
Stafford Lumsden
Sookmyung Women's University

Day: Sat.
Time: 4:30-4:55
Room: 418

Certified Google Apps for Education Teacher Trainer. Becoming a GAfE Certified Teacher Trainer involves completing a structured program of six comprehensive examinations and is an "official stamp-of-approval" from Google giving the teacher access to additional support, training opportunities. Further it examines the use of GAfE in Korean classrooms and is the initial stage of research funded by a KoreaTESOL research paper grant for 2013.

Google and The Korean Language Classroom

Google Apps for Education has a niche, but growing following in Korea, buoyed by a cadre of Native English Teachers who have adopted Google and Google services, sometimes before their arrival in Korea, sometimes after, in preference to domestic solutions such as those offered by the likes of Naver.com and Daum. This preference for Google is compounded by the language barrier as well as the prevalence of these sites not to use accepted global standards in terms of web design, and output. For example the use of .hwp files instead of more (globally) common formats such as Microsoft Word and .pdf

This paper looks at Google Apps for Education and the process involved in becoming a Google

Saturday October 12 ----- 5:00pm

Room	Start	End	Title	Speakers
203	5:00	5:25	Teachers' reflection on teaching vocabulary in EFL Thai Contexts: Practice to theory	Chongrak Lianpanit

Presenting
Chongrak Lianpanit
KhonKaen University THAILAND

Day: Sat.
Time: 5:00-5:25
Room: 203

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

Teachers' reflection on teaching vocabulary in EFL Thai Contexts: Practice to theory

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

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CLT REVISITED: A LOOK AT THE COMMUNICATIVE CLASSROOM

PLENARY SPEAKER:

DR. JEON YOUNG JOO (MOKWON UNIVERSITY)

OBSERVATIONS ON COMMUNICATIVE CLASSES IN A KOREAN SETTING

INVITED SPEAKERS:

MATT van VOLEKNBERG (GUSTS OF POPULAR FEELING BLOG)
HISTORY OF ENGLISH TEACHING IN KOREA

JOSHUA DAVIES
EFFECTIVE USE OF POWERPOINT IN THE ELT CLASSROOM

DR. MARK LOVE (WOOSONG UNIVERSITY)
REVISIONING CLT THROUGH MATERIALS' ANALYSIS

PLUS MANY MORE!

date	location	time	
2013-11-30	WOOSONG UNIVERSITY, DAEJEON	10AM - 7PM	It's the Daejeon-Chungcheong Chapter's biggest event of the year! Come out and feed your mind AND your belly!



Website

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KOTESOL INTERNATIONAL CONFERENCE 2013

Sunday October 13 ----- 9:00am

Room	Start	End	Title	Speakers
201	9:00	9:45	The Building Blocks of Literacy: Engaging Activities Using Oxford Phonics World	Julie Hwang
202	9:00	9:25	Technology Assisted Socio-Emotional Language Learning	Robert Black
203	9:00	9:25	Using the Native Language: Help or Hindrance?	Siwei (Bryan) Zhao
204	9:00	9:45	In-class Anxiety Experienced by Experienced ESL Teachers	Katie Halet
301	9:00	9:45	Developing Effective Presentation Skills With Low-Level English Speaking Students	Terry Fellner
302	9:00	9:45	Introducing OSTER - Online Short Text Extensive Reading for University Freshmen	Mike Long Joe Milan
303	9:00	9:45	A Content Creation Tool for SLA: An Introduction To Machinima	Jonathan Loh Gregory Thompson
304	9:00	9:45	Exploring the Intersection of Government and Classroom Policy	Henry Gerlits
310	9:00	9:45	Pathways for Overcoming Intercultural Barriers in EFL Language Program Development	Paul Bournhonesque Eunsook Ahn
415	9:00	9:45	The Social Network: Encouraging Engagement in Language Learning	Toben Alexander Chris Hughes
416	9:00	9:25	Fostering Agency and Belonging in a Group Learning Experience	Terry Nelson
418	9:00	9:45	Increasing teacher talk? Enriching professional learning communities through social media	Fiona Wiebusch
423	9:00	9:25	Investigating the use of task models as pre-tasks in TBLT	Martin Hawkes

<p>Presenting Julie Hwang <i>Oxford University Press</i></p>	<p>Day: <i>Sun.</i> Time: 9:00-9:45 Room: 201</p>
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The Building Blocks of Literacy: Engaging Activities Using Oxford Phonics World

Every student can become a successful reader by mastering the simple rules and strategies of phonics. Phonics instruction allows students to tackle words and reading texts with greater ease and confidence. In this session, teachers will engage in creative lessons and activities to learn how to make phonics instruction more meaningful and

enjoyable for young learners. All text and materials will be taken from Oxford Phonics World.

Oxford's new complete phonics program offers five levels of phonics textbooks complete with delightful characters and systematic lessons to teach and improve students' literacy skills. Oxford Phonics World clearly draws young learners into a world of phonics and guides them through a journey of all 44 English sounds. The series is filled with catchy songs and games and interactive activities to develop children's literacy skills.

<p>Presenting Robert Black <i>Gimcheon University</i></p>	<p>Day: <i>Sun.</i> Time: 9:00-9:25 Room: 202</p>
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KOTESOL INTERNATIONAL CONFERENCE 2013

Technology Assisted Socio-Emotional Language Learning

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

Presenting

Siwei (Bryan) Zhao
San Francisco State University

Day: Sun.

Time: 9:00-9:25

Room:
203

Using the Native Language: Help or Hindrance?

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

Presenting

Katie Halet
Sojo University

Day: Sun.

Time: 9:00-9:45

Room:
204

In-class Anxiety Experienced by Experienced ESL Teachers

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

Presenting

Terry Fellner
Saga University

Day: Sun.

Time: 9:00-9:45

Room:
301

Developing Effective Presentation Skills With Low-Level English Speaking Students

Over the last several years academic presentation skills has attracted increased attention.

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

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

Presenting	Day: <i>Sun.</i>
Mike Long Joe Milan	Time: 9:00-9:45
<i>Yonsei University</i> <i>Catholic University of Korea</i>	Room: 302

Introducing OSTER - Online Short Text Extensive Reading for University Freshmen

Introducing OSTER - Online Short Text Extensive Reading for University Freshmen.

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

The unique difficulties presented by teaching English to students on mandatory Freshman

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

Presenting	Day: <i>Sun.</i>
Jonathan Loh Gregory Thompson	Time: 9:00-9:45
<i>Seoul National University of Science and Technology</i>	Room: 303

A Content Creation Tool for SLA: An Introduction To Machinima

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

Presenting	Day: <i>Sun.</i>
Henry Gerlits	Time: 9:00-9:45
<i>Jeolla-namdo Educational Training Institute</i>	Room:

Exploring the Intersection of Government and Classroom Policy

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

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

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

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

Presenting	Day: Sun.
Paul Bournhonesque	Time: 9:00-9:45
Eunsook Ahn	Room: 310
<i>Seoul National University of Science and Technology (SeoulTech)</i>	

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

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

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

Presenting	Day: Sun.
Toben Alexander	Time: 9:00-9:45
Chris Hughes	Room: 415
<i>Hanseo University Gongju National University of</i>	

Pathways for Overcoming Intercultural Barriers in

Education

The Social Network: Encouraging Engagement in Language Learning

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

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

Presenting	Day: <i>Sun.</i>
Terry Nelson	Time: 9:00-9:25
<i>University of Alberta</i>	Room: 416

Fostering Agency and Belonging in a Group Learning Experience

This presentation builds upon research presented last year at the KOTESOL international conference, at which time it was argued (with Dr. Tim Murphey) that agency and belonging are fundamentally important for positive group dynamics and ultimate group success. Data from two case studies supported this argument and revealed some of the ways in which agency and belonging co-construct each other and play equally important roles in the group learning experience. This year, the primary focus is on the 'how:' How

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

Presenting	Day: <i>Sun.</i>
Fiona Wiebusch	Time: 9:00-9:45
<i>RMIT International University, Vietnam</i>	Room: 418

Increasing teacher talk? Enriching professional learning communities through social media

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

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

This workshop describes a thriving professional learning community in action, consisting of TESOL teachers and affiliated academics working at an international university in Vietnam. Specifically, the workshop will demonstrate how a communication strategy was

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developed to utilise freely-available social media, such as Facebook, and other online tools, such as Google Apps, to engage teachers in professional learning. The presenter will focus on how we used a public Facebook page to complement an existing in-house professional learning program, which resulted in increased opportunities for teachers to engage in 'teacher talk' that now includes the international TESOL community.

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

Presenting
Martin Hawkes
Ritsumeikan
University

Day: *Sun.*
Time: 9:00-
9:25
Room:
423

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

Practitioners of task-based language teaching (TBLT) often use pre-tasks to prime learners before they perform meaning-focused tasks. Such pre-tasks can be used to introduce topics, present useful vocabulary, or, more controversially, target grammatical structures. This paper will describe

how learners used one kind of pre-task — a task model performed by proficient speakers — to help them prepare for the main task performance. This study took place at a private university in Japan using three intact first-year classes of false beginner learners that followed the same syllabus. Three lessons were selected that contained different task types. Group A performed the tasks with no task model. Group B were given the opportunity to listen to a task model and answer listening comprehension questions based on it. Group C followed the same procedure as Group B with the additional stage of completing a listening cloze exercise using a transcript of the task model. Tasks were performed in dyads or in small groups, and the interaction was audio recorded. Results indicated that whereas participants in Groups A and B tended to choose their own linguistic resources to complete the tasks, those in Group C took the opportunity to "mine" the task model transcripts for useful language. There was also some evidence of greater mining of items that were the targets of the listening cloze. These findings support the suggestion (e.g. Boston, 2008) that targeted input can lead to a focus on specific forms without abandoning some of the fundamental principles of TBLT.

Sunday October 13 ----- 9:30am

Room	Start	End	Title	Speakers
202	9:30	9:55	Assigning Reading Roles: Building Better Habits	Billunta Carter
203	9:30	9:55	Washback effects of O-NET on EFL teaching practices at a secondary school study	Tiranun Wongwiwat Dumrong Adunyarittigun
423	9:30	9:55	The road to a successful curriculum: How theory feeds practice	Neil Heffernan

Presenting
Billunta Carter
Kansai Gaidai University

Day: *Sun.*
Time: 9:30-9:55
Room: 202

Presenting
Tiranun Wongwiwat
Dumrong Adunyarittigun
Sripatum University

Day: *Sun.*
Time: 9:30-9:55
Room: 203

Assigning Reading Roles: Building Better Habits

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

Washback effects of O-NET on EFL teaching practices at a secondary school study

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

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Presenting

Neil Heffernan
*English Education
Center, Ehime
University, Japan*

Day: *Sun.***Time:** *9:30-
9:55***Room:**
423

*The road to a successful curriculum: How theory
feeds practice*

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

learning.

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

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

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

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Sunday October 13 ----- 10:00am

Room	Start	End	Title	Speakers
201	10:00	10:45	Step-By-Step to Academic Writing Success!	Rebecca Fletcher
202	10:00	10:45	Redefining learning: Integrating iPads in the classroom	David Gattrell
203	10:00	10:25	English Majors' Expectations, Experiences, and Potentials in the Realities of English Communicative Environments: Basis for Curriculum Development Training Program Towards Korea's Globalization	Ian Done D. Ramos
204	10:00	10:45	Dear Professor: Construction of polite email requests, based on issues in cross-cultural pragmatics	Jennifer Kreiszi
301	10:00	10:25	Linking Thinking on Reading in English: Vocabulary and Phonemic Awareness	Anne C. Ihata
302	10:00	10:45	Creating ePortfolios for Autonomous Learning	Rachelle Meilleur
303	10:00	10:45	Lights! Camera! Wait! Wait! Wait ... Student Video Project Management	Ken Morrison
304	10:00	10:25	Neural Connections: SLA Theory, Neuroplasticity and Implications for EFL Classrooms	Kevin Maher
310	10:00	10:45	Web 2.0 Internet Activities for Lower-Level Learners	Ian Brown
316	10:00	10:45	Beyond the Test: Five activities to promote real-world reading comprehension at upper secondary and tertiary levels	Aaron Siegel
322	10:00	10:45	PECHA KUCHAS (see abstracts)	David Shaffer, Suzanne Yonesaka, Julien McNulty, Leonie Overbeek
415	10:00	10:45	Say it, Show it, Act it ... Tell Me a Story!	Casey Michael Barnes
416	10:00	10:45	Data-driven Learning Made Easy	Brian Carlstrom
418	10:00	10:45	Korean University Students: Their Learning Styles, Your Teaching Style	Chrissy Burns
			Student Writing: What should we write or sav	

Presenting

Rebecca Fletcher

Oxford University Press

Day: Sun.

Time: 10:00-10:45

Room: 201

Step-By-Step to Academic Writing Success!

 "Where do I begin?" Writing teachers often face this question at the beginning of their courses.

Teaching writing can be very challenging, especially if the students are unfamiliar with the writing process. However, by breaking writing tasks into a series of small, clear goals, teachers can support students in becoming aware of and applying the techniques that effective writers use.

Oxford University Press is excited to launch the second edition of *Effective Academic Writing!* The new edition provides all the tools necessary for helping students to become successful academic writers. Join this informative session to learn how to help guide your students through the complete

KOTESOL INTERNATIONAL CONFERENCE 2013

academic writing process, including using helpful online tools such as timed writing practice, an online writing tutor, and grammar practice.

Presenting David Gatrell <i>British Council Hong Kong</i>	Day: Sun. Time: 10:00-10:45 Room: 202
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Redefining learning: Integrating iPads in the classroom

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

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

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

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

Presenting Ian Done D. Ramos <i>University of Suwon</i>	Day: Sun. Time: 10:00-10:25 Room: 203
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English Majors' Expectations, Experiences, and Potentials in the Realities of English Communicative Environments: Basis for

Curriculum Development Training Program Towards Korea's Globalization

The study will determine English majors' expectations and experiences from their English classes and social interaction outside classes. 'Expectations' include a) class contents; b) teaching approaches, methods, strategies, or techniques; and, c) perception on teacher's personality. 'Experiences' include a) English classes in general, b) outside school activities, and c) dealings with English professors or teachers (both Korean and foreign). With the two areas mentioned, English majors' potentials that include a) critical thinking skills and b) communicative activities will also be investigated. Thus, the researcher may identify specific strengths and weaknesses in the English language environments in South Korea.

Presenting Jennifer Kreisz <i>Induk University</i>	Day: Sun. Time: 10:00-10:45 Room: 204
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Dear Professor: Construction of polite email requests, based on issues in cross-cultural pragmatics

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

A key objective of this workshop will be to introduce practical teaching tips on how to teach EFL students key linguistic and syntactic features of polite online requests. As well, pinpointing where

some of these linguistic and syntactic differences occur between the Korean and English languages will be discussed. By the end of this workshop, participants will be able to help Korean EFL students understand some of the social-cultural differences that affect the linguistic and syntactic aspects of language existing between their L1 and L2. The workshop will give demonstrations on 1) How EFL students can make their desired requests known effectively by looking at translations and example emails which highlight linguistic and syntactic features of preferred etiquette between Korean and English-speaking cultures, and 2) Lesson plans for teaching students how to construct conventionally polite email requests in a variety of contexts with varying degrees of imposition on the receiver.

Presenting Anne C. Ihata <i>Musashino University,</i> <i>Tokyo</i>	Day: <i>Sun.</i> Time: <i>10:00-10:25</i> Room: <i>301</i>
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Linking Thinking on Reading in English: Vocabulary and Phonemic Awareness

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

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

The current research was inspired by hearing from a student that my suggestion that they practice reading with movie DVDs, using closed captions in English only, led to a significant

increase in her listening score on the TOEIC, but not on the reading section. This hinted at a possible need to better understand the link between phonemic awareness and reading comprehension skills. So, this study measured learners' vocabulary size, phonemic distinction ability, and reading comprehension ability, all using well-known standard tests. The results were then examined for any possible correlations, and what they might tell us.

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

Presenting Rachelle Meilleur <i>Sojo University</i>	Day: <i>Sun.</i> Time: <i>10:00-10:45</i> Room: <i>302</i>
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Creating ePortfolios for Autonomous Learning

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

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Presenting
Ken Morrison
Linton Global College
(Hannam University)

Day: *Sun.*
Time: *10:00-10:45*
Room:
303

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

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

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

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

Presenting
Kevin Maher
University of Macau

Day: *Sun.*
Time: *10:00-10:25*
Room:
304

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

Most people recognize differences between children and adults in relation to language

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

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

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

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

Presenting
Ian Brown
Matsuyama University

Day: *Sun.*
Time: *10:00-10:45*
Room:
310

Web 2.0 Internet Activities for Lower-Level Learners

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

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

Presenting Aaron Siegel <i>E-Future</i>	Day: <i>Sun.</i> Time: 10:00-10:45 Room: 316
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Beyond the Test: Five activities to promote real-world reading comprehension at upper secondary and tertiary levels

In the EFL classroom, the learning objectives often vary. Too often, unfortunately, the objective is to succeed on a standardized English test. Although important, this approach strips away the real benefits of language acquisition. A notable example is reading. Reading is a gateway skill that leads to improved comprehension, listening, speaking, writing, and overall language ability. However, when the primary objective deals with test-taking skills, reading becomes technical and mechanical. This leads to students potentially doing well on standardized tests, but then not being able to use their reading skills beyond the classroom. In real-world situations (i.e. working for an international company, reading English-medium textbooks and/or journals), when productive language skills are needed, this becomes problematic.

This presentation will focus on how reading can be taught at the university level to allow students not only to obtain test-taking skills, but to also use their reading skills in real-life situations. The presentation will provide five useful activities aimed at promoting real-world comprehension skills. This involves turning input into output, speaking and listening skills, and a deeper level of

comprehension promoting meaningful discussions. EFL students need to be equipped with language skills that will allow them to be successful beyond the test, and this presentation aims to show how that can be done.

Presenting Casey Michael Barnes <i>Kyung Hee University,</i> <i>Seoul</i>	Day: <i>Sun.</i> Time: 10:00-10:45 Room: 415
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Say it, Show it, Act it...Tell Me a Story!

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

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

Presenting Brian Carlstrom <i>Gachon University</i>	Day: <i>Sun.</i> Time: 10:00-10:45 Room: 416
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Data-driven Learning Made Easy

Data-driven Learning is an approach to teaching that puts the learners in the position of language researchers, using corpus data to develop their own insights into language use. DDL activities

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

Pecha Kuchas

**David Shaffer,
Suzanne Yonesaka,
Julien McNulty,
Leonie Overbeek**

Day: *Sun.*

Time: 10:00-
10:45

Room:
322

David Shaffer

Chosun University

Believe It – or NOT: Korean Misconceptions in ELL

The ill-conceived beliefs and practices challenged and refuted in this pecha kucha include the following: (a) Rote memorization of vocabulary and grammar rules is great for improving one's L2. (b) Studying TOEIC is a good way to learn English. (c) Highly challenging reading material is highly effective reading material. (d) Going abroad to study English as a university student is necessary for high proficiency. (e) Studying abroad in an English-medium elementary school is great for young children. (f) The younger one begins to formally learn a second language, the better. (g) When teaching beginners, it is best to start with the ABCs. (h) Games may be useful for motivation, but they are ineffective as a language learning tool. (i) Native-speaking EFL teachers are preferable over Korean teachers for teaching English. These and more will all be debunked in just 6 minutes and 40 seconds!

Suzanne Yonesaka

Hokkai-Gakuen University

Global Citizenship through Disaster Education: The Ishinomaki Tsunami Manga Project

The March 2011 tsunami completely destroyed the neighborhood of Tsukiyama in Ishinomaki, Japan. This Pecha-Kucha talk shows how university students' volunteer work there evolved from immediate recovery to long-term support, including disaster education in English. In 2011, university students from Sapporo started helping volunteer nurses care for displaced elderly people. Later, they began helping Tsukiyama resident Naoko Nakayama rebuild her home. While continuing to clear debris from the neighborhood, the students organized English Play Days for children in temporary housing. The Ishinomaki Tsunami Manga Project began when Nakayama turned her family's experiences into a manga-style Japanese booklet. This booklet was then translated into English and into a "hiragana" version that Japanese language learners can read. To make Nakayama's English manga more accessible to tsunami survivors in Thailand, Indonesia, and elsewhere, the students narrated and recorded it. By incorporating elements of English into the volunteer activities, the professors leading the volunteer work have been able to overcome initial resistance and gain some official university support. As global citizens, the students are determined to use their English skills to help Nakayama send her message of hope to communities around the world that have experienced similar disasters.

David Shaffer

Chosun University

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

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

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members by better informing them of what KOTESOL is and what it has to offer.

Julien McNulty

Chosun University

8 Grapes Tin Geese: History of the English Language

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

Leonie Overbeek

The two way street - practice to theory and back again.

When we think about learning we tend to think about either the general theories of how people learn anything, or the specific theories of how they learn language if we are ESL/EFL teachers. And most of the time we see it as a one-way street where theories become practice. In this pecha kucha the theories and/or methodologies that have entered pedagogy in the last hundred or so years will be briefly presented, the specific theories relating to language acquisition will be highlighted, and their conflicts with each other touched upon, and the question will be asked - is the road from practice to theory really the less-travelled one? Or do we actually find ourselves talking about theory and designing curricula based on such theories, only to have ingrained practice take over in the classroom? And then lead us to new theories as the flaws in practice appear? The questions asked will be these: do we ever really put theory into practice, or does practice as shaped by culture and habit shape theory? And can we ever come up with a theory that does not depend on one viewpoint over another? Is there, in fact, a marriage instead of a clash between innatism and behaviorism?

Presenting

Chrissy Burns

Hong Kong

Polytechnic University

Day: Sun.

Time: 10:00-10:45

Room: 418

Korean University Students: Their Learning Styles, Your Teaching Style

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

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

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

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

Presenting

Jon Wigglesworth

Hankuk University of Foreign Studies

Day: Sun.

Time: 10:00-10:25

Room: 423

Student Writing: What should we write or say about student errors?

With Truscott's 1996 article stating the case against corrective feedback (CF) use in the second-language writing classroom and Ferris' 1999 response, which made the case for the use of CF, the late 1990s marked the beginning of a still raging debate regarding the use of CF in second-language classrooms. Despite over a decade's worth of research into the use of CF, questions still remain (Ellis, 2008: Should corrective feedback be used at all? If we are to provide corrective feedback, what type of feedback should we give? The authors of this study take a pragmatic approach to CF and thus avoid the larger issue of whether CF works. Over a decade of teaching writing courses in Korean universities has informed us that Korean students want CF and expect it; in addition, most writing instructors see providing CF as an important part of their mission, spending a large

portion of their working day marking student papers (Lee, 2003). As these two attitudes have a long tradition with both groups, it seems likely that CF will maintain a prominent place in Korean university writing classrooms for the foreseeable future. This comparative study examines the effectiveness of three types of corrective feedback in an online writing workshop for Korean university students. Thirty participants were randomly placed in one of three CF groups: line-by-line error identification with metalinguistic feedback, endnote feedback, and verbal feedback provided by audio recording. All participants received the same essay writing instruction and were asked to write four essays and one rewrite of each essay. Writing samples were judged on 1) the correction of identified errors in second drafts, 2) the overall quality of second drafts, 3) the reduction in occurrence of previously identified errors in new writing samples, and 4) the overall quality of new writing samples.

Sunday October 13 ----- 10:30am

Room	Start	End	Title	Speakers
203	10:30	10:55	Using a rubric to encourage active participation	Samuel Barclay Roderick Lange
301	10:30	10:55	When Textbooks Fail: New Materials to Motivate a University Classroom	Seth Yoder
304	10:30	10:55	Teaching The Research Paper	Damian Lucantonio
423	10:30	10:55	Extensive Speaking in Korean EFL	Sara Gu Eric Reynolds

Presenting

**Samuel Barclay
Roderick Lange**
Ehime University

Day: *Sun.*

Time: *10:30-10:55*

Room:
203

Using a rubric to encourage active participation

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

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

The presenters will argue, through examples of some of the positive results of the findings, that the use of the rubric has led to more transparent, objective, and consistent evaluation, while also

helping to foster active class participation. However, they will also discuss a number of unresolved issues with the design and implementation of the rubric, including the practical limitations of its creation, implementation, and the need for a training programme for instructors who use it. Finally, to ensure the rubric effectively solves the problems it was designed to eliminate, the presenters will propose an evaluation plan and possible revisions to the content of the rubric.

Presenting

Seth Yoder
Sangmyung University

Day: *Sun.*

Time: *10:30-10:55*

Room:
301

When Textbooks Fail: New Materials to Motivate a University Classroom

Finding ways to engender motivation in an overcrowded university EFL classroom is often a daunting task. Students are often subjected to generic textbooks with little prospect of deviating from the stereotypical English speaking course syllabi. As a result many students' dissatisfaction causes them to withdraw from the course or simply disengage the moment they step into the classroom. With the students' best interest in mind most teachers are now, with the assistance of the online materials trying to develop courses that will not only teach to the standards, but also infuse some of that practical language we always hear so much about. Despite what many critics have said in the past, a mixture of authentic and artificial materials will sustain attention in the classroom for greater

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lengths of time (Peacock, 1997). In a research project I conducted last semester with over 150 Korean university students, I was able to highlight several of the motivating and demotivating factors within the classroom. With the assistance of a well thought out and tested questionnaire I was able to extrapolate data that could potentially play a role in improving material design for future courses. This presentation will focus on the findings from the questionnaire as well as the materials that may prove to generate greater and longer lasting motivation in the university EFL classroom.

Presenting Damian Lucantonio <i>University of Electro-Communications, Tokyo</i>	Day: Sun. Time: 10:30-10:55 Room: 304
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Teaching The Research Paper

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

Presenting Sara Gu Eric Reynolds <i>Seoul Women's University</i> <i>Woosng University</i>	Day: Sun. Time: 10:30-10:55 Room: 423
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Extensive Speaking in Korean EFL

The divide between receptive and productive language skills is one of the fundamental conundra of language education in general and of TESOL in particular. With remarkably few exceptions, productive skills always lag behind receptive skills. The ongoing debate regarding the relative influence of input (e.g. Krashen, 1989) and output (e.g. Swain, 1993) in second language acquisition and proficiency is at the heart of our investigation. Our contention is that output is absolutely critical to proficiency--if not acquisition. Furthermore, the principles that Krashen and others outline for instructional modules in extensive reading can be used to design an extensive speaking module to enhance students' oral production. In a six week intensive immersion program and as part of speaking specific courses in that program, we asked students to record daily monologues on free topics. The teacher provided encouraging feedback, but no corrective feedback. At the beginning and end of the program, we measured their fluency, proficiency, and attitudes to judge the impact of the new pedagogy using both quantitative and qualitative measures. Quantitatively, we compared their initial and final fluency and proficiency scores to look for variations in improvement. Even our minimal modification in the curriculum produced significantly better results for students in the extensive speaking group relative to the students receiving more traditional speaking instruction. Additionally, attitudes of students in the extensive speaking group toward speaking in English were markedly improved at the end of the program relative to the traditional class. Moreover, in their exit interview, the extensive speaking students provided useful insights for future extensive speaking instruction. Attendees at this presentation will learn how the research was accomplished, but more importantly, attendees will be provided with guidelines and ideas for implementing extensive speaking in their own classes.

Presenting? Consider writing up your paper for the KOTESOL Proceedings!

Sunday October 13 ----- 1:00pm

Room	Start	End	Title	Speakers
201	1:00	1:45	Your survival guide to teaching IELTS	Karen Jamieson
202	1:00	1:25	The 5-Minute Student Presentation: Student Preparation & Teacher Assessment	Kevin Maher
203	1:00	1:25	Action Research and Curriculum Change	Ian Brown
204	1:00	1:45	Engaging University EFL Students in Group Work	Lauren Harvey
301	1:00	1:45	English as a Lingua Franca: From Theory to Pedadgogy	Alex Grevett
302	1:00	1:45	Formative assessment of Student Writing	Peadar Callaghan
303	1:00	1:45	Gamification: Level Up your Language Teaching	Maura Pfeifer Brian Pfeifer
304	1:00	1:45	Teaching strategies for autonomous learning	David Hutchinson
310	1:00	1:45	Here we are: Now motivate us	Andrew Boon
316	1:00	1:45	Comics to the Rescue: Solving the riddle of introducing comics to the EFL classroom	Aaron Siegel
322	1:00	1:45	What is reflective practice? Why should I care about it? How can I do it?	Tom Farrell
415	1:00	1:25	Motivational attributions of Japanese science and engineering students	Matthew Apple Glen Hill Joseph Falout
416	1:00	1:45	Blueprint for a Writing Class	Gerald de la Salle
418	1:00	1:45	Using Online Tools for an Effective EFL Writing Class	Ayla Duman Serdar Duman
423	1:00	1:45	On, At, In: Methodologies for Abstract Prepositions	Mario Podeschi

Presenting
Karen Jamieson
Collins

Day: *Sun.*
Time: *1:00-1:45*

Room:
201

Your survival guide to teaching IELTS

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

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

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

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

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

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Presenting
Kevin Maher
University of Macau

Day: *Sun.*
Time: 1:00-
1:25
Room:
202

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

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

All student speeches should have structure. Common themes are allowing or not allowing PowerPoint, setting time limits, use of notes, where to stand, use of podium, and other guidelines. Additionally, addressing ways to interact and engage with the audience. Secondly, various activities that can be done pre-speech will be presented in detail. These include mini-lessons demonstrating good and bad posture, confidence-building activities, eye-contact exercises, facial expression lessons, body language, non-verbal communication, creating proper introductions with a hook, and creating a speech without writing a speech. Next, various role-giving assignments to increase audience involvement will be addressed. Students will focus their attention on key areas to discuss later with their group. Roles will be given such as 'timekeeper', 'uh-oh expert', 'eye contact guru', 'body language maestro', and so on. These roles will be addressed, and how they keep the audience involved, as well as focused on key aspects to increase their own future speech-giving abilities.

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

Presenting
Ian Brown
Matsuyama University

Day: *Sun.*
Time: 1:00-
1:25
Room:
203

Action Research and Curriculum Change

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

Presenting
Lauren Harvey
Busan University of Foreign Studies

Day: *Sun.*
Time: 1:00-
1:45
Room:
204

Engaging University EFL Students in Group Work

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

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

Presenting Alex Grevett <i>Korea Polytechnic University</i>	Day: <i>Sun.</i> Time: 1:00-1:45 Room: 301
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English as a Lingua Franca: From Theory to Pedagogy

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

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

of ELF, a new way of thinking about teaching English and, I hope, a changed view of the role of English in the world.

Presenting Peadar Callaghan <i>Daegu University</i>	Day: <i>Sun.</i> Time: 1:00-1:45 Room: 302
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Formative assessment of Student Writing

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

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

Feedback is about more than correcting student errors or finding mistakes. Good feedback becomes a constructive communicative format in which both teachers and students can learn and improve for overall success in the future.

Presenting Maura Pfeifer Brian Pfeifer <i>Nippon Steel & Sumikin Intercom</i>	Day: <i>Sun.</i> Time: 1:00-1:45 Room: 303
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Gamification: Level Up your Language Teaching

Virtually unheard of a few short years ago (Deterding, Dixon, Khaled & Nacke, 2011), gamification has become one of the biggest buzzwords in fields as diverse as education, business, and marketing. At its core, gamification

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

Presenting David Hutchinson <i>Hoseo University</i>	Day: <i>Sun.</i> Time: 1:00-1:45 Room: 304
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Teaching strategies for autonomous learning

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

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

their own goals.

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

Presenting Andrew Boon <i>Toyo Gakuen University</i>	Day: <i>Sun.</i> Time: 1:00-1:45 Room: 310
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Here we are: Now motivate us

You walk into the classroom. The students are at the back chatting with friends, sitting in silence, checking their phones, or resting their heads on the desks. Then, suddenly, the bell sounds. It is the start of the class. How do we as teachers change the classroom dynamic to one where learning can take place for all concerned? How do we create an environment and experience that will spark our students' natural curiosity and eagerness to develop? Once in action, how can we help nurture and sustain their interest throughout the lesson when learner motivation is constantly at threat. This presentation will provide an overview of Dornyei's motivational teaching practice model (2001), describe its practical application in the L2 classroom, and explore strategies for generating, maintaining and protecting student motivation. The audience will be invited to share their own experiences of and suggestions for stimulating teen spirit.

Presenting Aaron Siegel <i>E-Future</i>	Day: <i>Sun.</i> Time: 1:00-1:45 Room: 316
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Comics to the Rescue: Solving the riddle of introducing comics to the EFL classroom

In the EFL classroom, the learning objectives often vary. Too often, unfortunately, the objective is to succeed on a standardized English test. Although important, this approach strips away the real benefits of language acquisition. A notable example is reading. Reading is a gateway skill that leads to improved comprehension, listening, speaking, writing, and overall language ability. However, when the primary objective deals with test-taking

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skills, reading becomes technical and mechanical. This leads to students potentially doing well on standardized tests, but then not being able to use their reading skills beyond the classroom. In real-world situations (i.e. working for an international company, reading English-medium textbooks and/or journals), when productive language skills are needed, this becomes problematic.

This presentation will focus on how reading can be taught at the university level to allow students not only to obtain test-taking skills, but to also use their reading skills in real-life situations. The presentation will provide five useful activities aimed at promoting real-world comprehension skills. This involves turning input into output, speaking and listening skills, and a deeper level of comprehension promoting meaningful discussions. EFL students need to be equipped with language skills that will allow them to be successful beyond the test, and this presentation aims to show how that can be done.

Presenting Tom Farrell <i>Brock University</i>	Day: <i>Sun.</i> Time: 1:00-1:45 Room: 322
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What is reflective practice? Why should I care about it? How can I do it?

Maybe you have asked yourself these questions at some point in your teaching career. Perhaps you are still not really sure about the answers. In this session you will have a unique opportunity to find the answers to the above (and other) questions by participating in an interactive group discussion with a world-renowned expert in the field of reflective practice, Dr. Thomas Farrell. Hosted by the Reflective Practice SIG, Dr. Farrell will first field questions from RP SIG facilitators, before opening up the discussion to the entire audience. If you are someone who would like a chance to talk with Dr. Farrell and learn more about how reflective practice can help you develop as a teacher, then this session is an unmissable opportunity.

Presenting Matthew Apple Glen Hill Joseph Falout <i>Ritsumeikan University</i>	Day: <i>Sun.</i> Time: 1:00-1:25 Room: 415
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Motivational attributions of Japanese science and engineering students

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

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

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

Presenting Gerald de la Salle <i>Korea University</i>	Day: <i>Sun.</i> Time: 1:00-1:45 Room: 416
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Blueprint for a Writing Class

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

Presenting	Day: Sun.
Ayla Duman	Time: 1:00-
Serdar Duman	1:45
<i>Isik University</i>	Room:
	418

Using Online Tools for an Effective EFL Writing Class

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

As teachers, we should take the opportunity to

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

Presenting	Day: Sun.
Mario Podeschi	Time: 1:00-
<i>Knox School,</i>	1:45
<i>Pyeongchon</i>	Room:
	423

On, At, In: Methodologies for Abstract Prepositions

For many native English teachers, ESL is the first time you've had to explain the rules of prepositions. Among NETs, prepositions are so habitual and natural that we use them instinctively. Then, when called upon to explain, we get lost in what seems to be a quibbling mass of particulars and exceptions. Patterns do exist, however, and there are ways to teach them. In this 101 Series presentation, Podeschi provides tested, effective methodologies for three of the most troublesome prepositions in English: on, at, and in. Podeschi divides on/at/in into three categories: time, space, and condition. Within each category, he includes a ready-for-the-whiteboard example of how to teach the concept and some exercises to drive the lesson home. By the end of this presentation, you too will be able to explain why you are sitting on a chair, in a seminar, at a conference.

Sunday October 13 ----- 1:30pm

Room	Start	End	Title	Speakers
202	1:30	2:15	Tasks in Context: Examining student learning in interactive task-based talk	Shaun Manning
203	1:30	1:55	Korean Students' Perceptions of Reading Culturally Familiar Extensive Reading Books	Kyle Philip Devlin
415	1:30	1:55	Using Collaborative Writing (CW) in an EFL context	Ian Baddon

Presenting
Shaun Manning
Victoria University of Wellington

Day: Sun.
Time: 1:30-2:15
Room: 202

Tasks in Context: Examining student learning in interactive task-based talk

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

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

Presenting
Kyle Philip Devlin
Hankuk University of Foreign Studies

Day: Sun.
Time: 1:30-1:55
Room: 203

Korean Students' Perceptions of Reading Culturally Familiar Extensive Reading Books

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

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Presenting**Ian Baddon***Gachon University***Day:** *Sun.***Time:** *1:30-1:55***Room:**
415

Using Collaborative Writing (CW) in an EFL context

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

I will present the findings from my research into the use of CW in a university English for general purposes class. The study investigated the

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

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

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Sunday October 13 ----- 2:00pm

Room	Start	End	Title	Speakers
203	2:00	2:45	All in the game: Digital game-based learning	David Gatrell
204	2:00	2:25	Motivating Students with Original Animated Videos	Nicholas Bovee
301	2:00	2:25	Through the learner's lens: The culture of English education in the Republic of Korea	Matthew Love
302	2:00	2:45	Read all about it! Small group news discussions 101	James Broadbridge
303	2:00	2:45	Beyond the Gap Fill - 9 Dynamic Activities for Teaching Song	Nico Lorenzutti
304	2:00	2:45	Effective Writing Development Tools for Teachers/Professors & Peer Feedback	Trevina Jefferson
310	2:00	2:45	Providing level appropriate L2 input	Samuel Barclay
322	2:00	2:45	Professional Advancement through Online Doctoral, Master & Certification Programs in TESOL	Allison Bill
415	2:00	2:45	Monologue + Monologue ≠ Conversation	Bryan Alkema
416	2:00	2:45	Conversation Tennis: Practice in search of a theory	Peter Thwaites
418	2:00	2:45	Experience as a Catalyst for Student-Centered, Conversation-Enabled Learning	Brian Grover
423	2:00	2:45	Student-centred course assessment: Collecting more meaningful feedback	Tyler Burden

Presenting

David Gatrell

British Council Hong Kong

Day: *Sun.*

Time: 2:00-2:45

Room: 203

All in the game: Digital game-based learning

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

Gamers worldwide already use English online to discuss in-game strategies and share their interest in gaming. Yet digital games can also be exploited within the classroom to accomplish the

twin goals of Communicative Language Teaching - for learners to use English for meaningful purposes, and to have a real impact on the world - while retaining all the fun and satisfaction intrinsic to gaming.

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

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

In every case, careful attention will be paid to lesson planning, to make sure that regardless of the

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learning context - elementary, high school or university - digital games do not simply exist as stand-alone activities but serve as meaningful learning experiences that are firmly rooted in the lesson and course objectives.

Presenting Nicholas Bovee <i>Kyushu Sangyo University</i>	Day: Sun. Time: 2:00-2:25 Room: 204
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Motivating Students with Original Animated Videos

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

Presenting Matthew Love <i>Yeungnam University</i>	Day: Sun. Time: 2:00-2:25 Room: 301
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Through the learner's lens: The culture of English education in the Republic of Korea

Over the last 20 years in South Korea, English language education within the public domain has

undergone a major gradual shift and transition in both policy and practice. Parallel, to these changes English as a private enterprise has also prospered and boomed. The effects of the increased societal pressure to learn English became, and for many still remains, a major issue in people's daily lives. While the government claimed the drive for a more aggressive move towards English was closely bound-up with global, competitive, economic market forces, local scholars observed sinister neo-liberal ideologies, were snow-balling people with 'no choice' but to learn English fervently under the pressure of linguistic imperialism (Phillipson,1992). The horse, it seems has long since bolted and English in South Korea affirms an almost prestigious cultural hegemony which acts as a kind of gate-keeping signifier for entry to the ranks of middle-class employment and academia. However, positioned at the very bottom of this socio-political, cultural, linguistic struggle, sits the most affected and still moderately under-researched members of the whole debate, namely the student themselves. The aim of this study was to sample, examine and discuss local university students' perception of English education culture and practices. Data was collected through a semi-structured examination in both written and oral exchanges of 75 undergraduates and 1 post-graduate student. Content data analysis was then compared between the different sets of data collection and examined for emerging and reoccurring themes. The findings indicate although there were some positive responses, there were still a number of concerns related mainly to the disparity of English language learning, based on individual and shared experiences. The implications for this study suggest not only a need to value and empower student 'voice', but also seek ways to address ethical concerns within their community through informed practice.

Presenting James Broadbridge <i>J. F. Oberlin University</i>	Day: Sun. Time: 2:00-2:45 Room: 302
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Read all about it! Small group news discussions

News discussions form a major part of many differing English programs. They provide students with an opportunity to carry out research and express their opinions on a variety of topics. This presentation will outline a clear method for using

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

Presenting Nico Lorenzutti <i>Chonnam National University</i>	Day: Sun. Time: 2:00-2:45 Room: 303
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Beyond the Gap Fill - 9 Dynamic Activities for Teaching Song

Many teachers like to use music and song in the language classroom. Good motivational tools, they are fun, relaxing and provide a class with variety and a break from textbook study. For younger learners, song and chants are often used to help acquire new vocabulary in a non-threatening, naturalistic manner. Older students and more advanced learners can analyze lyrics and explore a songwriter's language choice and message. Despite the rich potential of songs as authentic and stimulating texts, however, when it comes to designing a listening activity for a song teachers tend to rely upon the 'gap fill'; by far the most frequently employed song-related listening task. Teachers undertaking in-service training programs often report that when they use a song as a warmer, a gap fill is the sole activity. Listen and fill in the blanks, listen again, check and move on to the next activity, is almost a mantra. Yet songs can be utilized in so many more variable and stimulating ways; songs can challenge students to learn and think about language, and provide opportunities for integrated skills practice as well as cultural and intercultural analysis. This presentation will

demonstrate a collection of simple, effective techniques that can be easily applied to a range of songs. All techniques incorporate active learning elements such as movement, prediction, student-student interaction and competitive games – providing teachers with a bank of useful and engaging classroom activities. The activities are suitable for young teen to adult learners, ranging from low intermediate to advanced levels.

Presenting Trevina Jefferson <i>Cyber Hankuk University of Foreign Studies</i>	Day: Sun. Time: 2:00-2:45 Room: 304
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Effective Writing Development Tools for Teachers/Professors & Peer Feedback

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

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

Presenting Samuel Barclay <i>Ehime University</i>	Day: Sun. Time: 2:00-
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2:45

Room:
310

Providing level appropriate L2 input

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

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

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

Presenting
Bryan Alkema
Myongji University

Day: *Sun.*
Time: 2:00-
2:45
Room:
415

Monologue + Monologue ≠ Conversation

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

to conversation than the 'talking' bits. This presentation looks at the differences between conversation and speaking. We can teach speaking, and we can teach conversation, but they're not the same, and we shouldn't get them mixed up.

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

Presenting
Peter Thwaites
Yeungnam University

Day: *Sun.*
Time: 2:00-
2:45
Room:
416

Conversation Tennis: Practice in search of a theory

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

Presenting
Brian Grover
*Andong National
University English
Education Department*

Day: *Sun.*
Time: 2:00-
2:45
Room:
418

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

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

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

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

Presenting Tyler Burden <i>Tokyo University of Agriculture and Technology</i>	Day: <i>Sun.</i> Time: 2:00- 2:45 Room: 423
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Student-centred course assessment: Collecting more meaningful feedback

In most higher education institutions, it is now the norm for an evaluation questionnaire to be given to the students towards the end of the course. Unfortunately, however, the information gathered from these questionnaires can often be of little use in informing future course content as the questions often fail to address the issues that students feel to be the most important. This presentation looks at some of the flaws of the standard questionnaire approach and reports on an idea to involve the students in the evaluation process.

Presenting Allison Bill <i>Annaheim University Ed.D. student</i>	Day: <i>Sun.</i> Time: 2:00- 2:45 Room: 423
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Professional Advancement through Online Doctoral, Master & Certification Programs in TESOL

English is the world's most popular second language and has led to great demand for skilled teachers. Anaheim University is meeting this demand with programs from the Certificate to the Doctoral level in Teaching English to Speakers of Other Languages (TESOL). Courses are taught in small classes online and residential sessions by a world-class international faculty of professors that includes Rod Ellis, David Nunan, Kathleen Bailey, Denise Murray, MaryAnn Christison, Jun Liu, Hayo Reinders, Ken Beatty, Brian Tomlinson, Gary Barkhuizen, Andy Curtis, Martha Cummings, and Fran Byrnes. The faculty guide both experienced and prospective teachers to grasp the latest approaches to curricula, methodology, and practical classroom pedagogy, as well as all the theoretical background necessary for success in the classroom. This session introduces Anaheim University's online Doctor of Education in TESOL, Master of Arts in TESOL, Graduate Diploma in TESOL, Undergraduate Diploma in TESOL, and 15-week online Certificate programs in both TESOL and Teaching English to Young Learners.

Sunday October 13 ----- 2:30pm

Room	Start	End	Title	Speakers
202	2:30	3:15	Student-Led Rubric Creation: Scaffolding for a Student-Centered ELT Pedagogy	Robert Black
204	2:30	2:55	GBA to teaching writing exposition in Indonesian EFL contexts	Dadan Jauhara Jauhara
301	2:30	2:55	Raising Sociopragmatic Awareness of Email Requests in Academic Contexts	David Holmes

Presenting
Robert Black
Gimcheon University
Day: Sun.
Time: 2:30-3:15
Room: 202

Presenting
Dadan Jauhara Jauhara
Galuh University
Day: Sun.
Time: 2:30-2:55
Room: 204

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

GBA TO TEACHING WRITING EXPOSITION IN INDONESIAN EFL CONTEXT

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

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

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his/her idea in a group work.

Presenting

David Holmes
Korea University

Day: *Sun.*

Time: 2:30-
2:55

Room:
301

*Raising Sociopragmatic Awareness of Email
Requests in Academic Contexts*

Second language learners may be unaware of sociopragmatic factors that affect linguistic choices in speech act requests. This action research project aimed to examine whether learners in my classes at Korea University improved their ability to write

email requests in academic contexts improved as a result of instruction focused on raising sociopragmatic awareness.

Three types of email requests were collected via DCTs pre- and post-instruction. This presentation aims to briefly illuminate aspects of student email requests that were perceived negatively from the hearer's perspective and aspects that lead to requests being unfulfilled or judged as using inappropriate language.

In addition the presentation will examine a few examples of students' emails that were problematic in the pre-test, to reveal which aspects improved in the post-test emails after instruction.

Sunday October 13 ----- 3:00pm

Room	Start	End	Title	Speakers
418	3:00	3:25	Extensive Reading Interviewing Practices to Lower Students' Affective Filters	Kyle Philip Devlin
423	3:00	3:25	The potential advantages or disadvantages of group activities	Chris Lange Jamie Costley

Presenting
Kyle Philip Devlin
Hankuk University of Foreign Studies
Day: Sun.
Time: 3:00-3:25
Room: 418

Extensive Reading Interviewing Practices to Lower Students' Affective Filters

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

Presenting
Chris Lange
Jamie Costley
Joongbu University
Day: Sun.
Time: 3:00-3:25
Room: 423

The potential advantages or disadvantages of group activities

This study examines cooperative learning (CL) and the implication of Johnson and Johnson's (1981) five elements: positive interdependence, promotive interaction, individual accountability, social skills, and group processing. An informal cooperative learning technique known as Think-Pair-Share (TPS) is discussed as a means of incorporating these elements. Within this study, quantitative research was conducted in order to explore the cause and effect of variables in order to analyze the implementation of CL elements within TPS as opposed to TPS-free cooperative work. Results of the study show a significant difference between the two methods in four of the five key elements. This research shows that group activities need to be implemented with care. Each type of group work has areas of advantage and disadvantage that educators need to take into account. This paper also contains descriptions of different types of informal group work including suggestions and reservations about the implementation of those group tasks. This paper is the first step in producing a descriptive typology of different types of group work. This is needed because the manner in which group work is currently integrated into second language classrooms can be haphazard and educators need to be aware of potential advantages or disadvantages of any particular group activity.

Earn an American Masters Degree in TESOL



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Foreign teachers working in Korea now have the opportunity to earn a Masters in TESOL degree from both St. Cloud State University and Woosong University through the St. Cloud State University/Woosong University Dual Degree Masters in TESOL Program. Successful completion of this program results in the conferral of a Master of Arts diploma from both institutions. St. Cloud State courses may be done either online or at St. Cloud State University. Woosong courses may also be done online, excepting a one course residency requirement.

PROGRAM STRUCTURE:

- Acceptance into the TESOL-MALL Masters Program at Woosong University
- 15 credit hours of coursework in the TESOL-MALL Program (5 graduate courses)
- Acceptance into the Master of Arts in English, emphasis in Teaching English as a Second Language Program at St. Cloud State University
- 15 credit hours of coursework in the St. Cloud State Masters in TESL Program plus 6 credit hours of thesis study.

Students must successfully complete one semester of study in the Department of TESOL-MALL before they can enter the dual degree program and begin taking St. Cloud State courses. Teaching Assistantship positions are available at St. Cloud State on a competitive basis. Thesis advising may be done through electronic correspondence with thesis committee members, with the thesis defense being done via video conferencing. The thesis committee must be comprised of three St. Cloud State faculty members and one TESOL-MALL faculty member.

Qualified students interested in the Dual Degree program may be awarded teaching positions in the Woosong Language Institute (WLI). As Woosong University employees, WLI teachers pay half tuition in the TESOL-MALL Masters Program. Also, scholarships are available for full tuition remission at St. Cloud State. Prospective students should contact us at tesolmall@woosong.org or you may contact Dr. Eric Reynolds, TESOL-MALL department head directly at ericreynolds@woosong.org. Additional information may be found on the TESOL-MALL homepage at <http://tesolmall.wsu.ac.kr/>

Presenter Biographies

Listed alphabetically by the main presenter's family name

Abdul Malik, Faridah

Presentations

Utilising metacognitive strategies in the ESL listening classrooms; Sat.; 4:30; room 303

Faridah Abdul Malik is an Assistant Professor at the Centre for Languages and pre-academic Development at the International Islamic University Malaysia. She has taught various levels of proficiency courses, EAP and EOP courses as well as Listening/Speaking courses at the graduate level. Her research interests are the teaching of listening and oral communication, metacognition and L2 acquisition.

Alexander, Toben

Presentations

The Social Network: Encouraging Engagement in Language Learning; Sun.; 9:00; room 415

Toben Alexander is a Professor at Hanseo University. He has been teaching conversation, TOEIC, and has developed the extensive reading and e-book program at the school. Previously he worked at the Teacher Training Institute at the International Graduate School of English, training Korean primary and secondary school teachers in Teaching English in English and has taught numerous workshops for both native and non-native speaking English teachers in the SMOE and GEPIK programs. He has recently completed his MEd in TESL at Framingham State University.

Alkema, Bryan

Presentations

Monologue + Monologue ≠ Conversation; Sun.; 2:00; room 415

Bryan is an expatriate Canadian with a sparkling new MAppLing degree and a passion for

professional development. He likes wordplay, the Avengers, Binch cookies, cats, and the full spectrum of caffeine (from 'stick coffee' up to deluxe venti mochachinos). He and his family have been in Korea since 1996, absorbing culture, building relationships, and learning how to teach EFL with dedication and integrity.

Allison, Gabriel

Presentations

Five Fun Activities to Build Listening Skills; Sat.; 10:00; room 316

Gabriel Allison has been involved with in English education for over seven years, working as a teacher, writer, and curriculum developer in South Korea, Spain, and Argentina. He is certified in TESOL from EBC International in Madrid, Spain and holds a Bachelor of Arts from High Point University. Among his other accomplishments, he has been a contributing author and editor on the EFL titles Listen Up, Listen Up Plus, Talking Trinity, Easy Talking Trinity, More Step By Step Listening, Reading Town, Reading World, and Reading Planet. He has also worked extensively on e-future's test preparation series NEAT Gate, NEAT 2, NEAT M, and NEAT iBT. Gabriel is currently working towards a Master's degree from West Virginia University.

Anderson, Rheanne

Presentations

Intelligibility and Comprehensibility: towards a definition for pronunciation research; Sat.; 10:30; room 423

Rheanne Anderson is currently working with children at a private Elementary school in Japan. She is originally from Canada, but has spent 13 years teaching English in Japan, Korea, Poland, China, Canada, Vietnam and 2 years as a teacher trainer in Dubai, UAE. She is a great believer in student motivation and success through teacher support. She is especially interested in pronunciation teaching and methodology. She

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holds a Masters of Education in Second Language Acquisition through Ontario Institute for Studies in Education at the University of Toronto.

Apple, Matthew

Presentations

The current state of language learning motivation in Japan; Sat.; 2:30; room 308

Motivational attributions of Japanese science and engineering students; Sun.; 1:00; room 415

Matthew Apple is an Associate Professor of international communication at Ritsumeikan University, Kyoto, Japan. His research interests include ESP, individual differences, and second language vocabulary.

Dexter Da Silva is Professor of Educational Psychology at Keisen University, Tokyo, Japan. He has presented at conferences in Asia, Australia, Europe, and the United States, and authored or co-authored book chapters and journal articles in this area.

Terry Fellner is an Associate Professor in the Center for the Research & Development in Higher Education at Saga University, Saga, Japan. His research areas include CALL, ESP/EAP, Outdoor Language Learning and learner motivation.

Glen Hill is an Assistant Professor at Obihiro University of Agriculture and Veterinary Medicine, Obihiro, Japan. He has taught English courses in Japan since 1998 in business English, private high school, and university undergraduate and graduate courses. His research includes extensive reading, scientific writing and presentations, and ESP.

Joseph Falout, an Assistant Professor at Nihon University, Tokyo, researches into the social educational psychology of language learning and teaching.

Baddon, Ian

Presentations

Using Collaborative Writing (CW) in an EFL context; Sun.; 1:30; room 415

I am a recent graduate of the Birmingham MA TEFL/SL program. My main interests lie in vocabulary acquisition, sociocultural language learning, motivation and corpus linguistics. I am a firm believer in action research and reflective

evaluation based on practitioner as researcher. I have over ten years of EFL experience in South Korea where I have worked in a variety of contexts from the private institute to public high school to private university. My current position is assistant professor at Gachon University.

Barclay, Samuel

Presentations

Fostering the use of monolingual learner's dictionaries; Sat.; 4:00; room 418

Using a rubric to encourage active participation; Sun.; 10:30; room 203

Providing level appropriate L2 input; Sun.; 2:00; room 310

Samuel Barclay is a teacher at the Graduate School of Science and Engineering at Ehime University, Japan. He has an MA in Applied Linguistics and TEFL and has taught in Japan for more than eight years. His research interests include second language vocabulary acquisition and instruction, and curriculum design.

Barnes, Casey

Presentations

Organize It, Teach It, Write it, Present it: The iPad helps everyone work smarter not harder!; Sat.; 1:00; room 310

Say it, Show it, Act it...Tell Me a Story!; Sun.; 10:00; room 415

Casey Barnes started teaching EFL in Seoul in 2005. After two years in a middle school, he went to the USA to pursue a Master's degree in English and ESL. During his stay, he taught English and Creative Writing in an American high school, before returning to Seoul to teach for an additional two years in a public high school. He has recently been teaching full time at Kyung Hee University, Seoul.

Baumwoll, Doug

Presentations

Write Right: A Simple Recipe for the Structured Paragraph; Sat.; 1:00; room 415

Douglas Baumwoll is from rural Pennsylvania (U.S.A.), and graduated from the University of Virginia (B.A, Philosophy) in 1989. He then worked

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in San Francisco as a writer and editor for an international environmental consulting firm. In 1996, he moved to Spain, teaching both EFL and SSL (Spanish as a Second Language) for 12 years. Since 2010, he has taught at the Andong English Village and in the Andong National University English Education Department. In this latter post, he has taught 500 hours of intensive academic writing classes to undergraduate and graduate university students.

Bill, Allison

Presentations

Lesson Planning 101 – Planning Engaging, Effective Lessons; Sat.; 2:00; room 302

Allison Bill started her own second language learning at the age of 5. She completed her B.Ed. in Elementary French Education at the University of Ottawa, and her M.A. TESL/TEFL at St. Michael's College in Vermont. She is currently studying for an Ed.D. at Anaheim University. Allison has taught FSL in Canada, and EFL in France and South Korea. She is a native of Ottawa, Canada. She has lived in Korea since 2000, and teaches at Jeonju University. E-mail: allison.bill1@gmail.com

Black, Robert

Presentations

Technology Assisted Socio-Emotional Language Learning; Sun.; 9:00; room 202

Student-Led Rubric Creation: Scaffolding for a Student-Centered ELT Pedagogy; Sun.; 2:30; room 202

I am an assistant professor for the English department of Gimcheon University in South Korea. I hold a Bachelor of Arts in TESOL Education and a graduate degree in Education with a focus on assessment outcomes and curriculum development. During my time at Gimcheon University, I have assisted in the ongoing development of a four-year English language curriculum and provided consultation and support for practicum creation and implementation as well as student exchange partnerships.

Boon, Andrew

Presentations

Here we are, now motivate us; Sun.; 1:00; room 310

Andy is an Associate Professor at Toyo Gakuen University and has been teaching in Japan for 16 years. His research interests include teacher development, action research, motivation and more. He has published and presented on his work extensively both in and outside of Japan.

Bosiak, Ian

Presentations

Why tablets should replace textbooks: The case for a technology-based language class; Sat.; 2:00; room 316

Ian Bosiak is an EFL instructor, teacher trainer and ELT material writer. He has spent nine years in second language classrooms in South Korea, Germany and Canada as both a teacher and a student. He holds a CELTA and is an MA in TESOL candidate. He is currently working at e-future, one of Asia's fastest growing ELT publishers where he is involved in teacher training.

Bournhonesque, Paul

Presentations

Pathways for Overcoming Intercultural Barriers in EFL Language Program Development; Sun.; 9:00; room 310

Paul Bournhonesque is an Assistant Professor and Curriculum Coordinator at the Seoul National University of Science & Technology (SeoulTech) Institute for Language Education and Research (ILER). He has nine years teaching experience at the university level in the United States and South Korea and previously was a bilingual (Spanish/English) public school teacher. His professional interests are curriculum and program development, intercultural communication (ICC), and language identity / power relationships. Paul earned his M.A. in Linguistics LTS (Language Teaching Specialization) from the University of Oregon and holds a California Teaching Credential. He can be contacted at hohansem@gmail.com.

Eunsook Ahn is an EFL program administrator at the Seoul National University of Science and Technology (SeoulTech) Institute for Language Education and Research (ILER) where she manages several foreign language programs (English, Japanese, Chinese, and Korean). She has also worked closely with the foreign faculty for over 6 years. She holds a B.A. in English Language and Literature from Kwangwoon University and is currently enrolled in the Educational Administration graduate program at Yonsei

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University. Eunsook's professional interests are language program administration, curriculum development, and educational leadership. She can be contacted at aneunsuk@gmail.com.

Bovee, Nicholas

Presentations

Motivating Students with Original Animated Videos; Sun.; 2:00; room 204

Nicholas Bovee is an EFL lecturer at Kyushu Sangyo University and a 2nd year PhD candidate at Lancaster University (UK).

Breaux, Gunther

Presentations

How to quickly measure speaking ability, without a speaking test; Sat.; 1:00; room 303

Conversation-based English: How to teach, test, and improve speaking; Sat.; 2:00; room 303

Gunther Breaux is an associate professor at Hankuk University of Foreign Studies and he has taught English conversation to Korean university freshmen for 17 years. He has a BA in Advertising Design, an MA in American History and an MA in TESOL. He is the author of four ELT books and his main areas of research interest are teaching and testing speaking, and developing materials for both. plangbro@gmail.com

Bridge, Carla

Presentations

Pushing the 'Task': Activities to maximise post-task learning in EAP; Sat.; 2:00; room 310

Carla Bridge (MA App Ling TESOL) is a Lecturer in English Language at Kanda University in Japan and former leader of the Task-based Learning & Teaching Task Force at RMIT International University, Vietnam. Carla has been involved in teaching and teacher training in Korea, China and Vietnam.

Broadbridge, James

Presentations

Read all about it! Small group news discussions 101; Sun.; 2:00; room 302

James Broadbridge is an Assistant Professor at J. F. Oberlin University in Tokyo. He is a graduate of the Birmingham University TEFL/TESL MA course, and has been teaching in Japan for over 15 years. His research interests include student motivation, vocabulary and CALL.

Burden, Peter

Presentations

Antecedent beliefs and learning motivation in tertiary education; Sat.; 1:00; room 202

Peter Burden has researched learner perceptions of classroom events for over twenty years while teaching in tertiary education in Japan. He has a doctorate in TEFL from Exeter University in his native Britain and has published in many international journals and presented extensively in Japan, Australia, Korea and the Middle East.

Burden, Tyler

Presentations

Student-centred course assessment: Collecting more meaningful feedback; Sun.; 2:00; room 423

Tyler Burden has taught English in both the Czech Republic and Japan. He has worked for the British Council in Tokyo and is currently working at Tokyo University of Agriculture and Technology. His interests include vocabulary and assessment.

Burns, Chrissy

Presentations

Korean University Students: Their Learning Styles, Your Teaching Style; Sun.; 10:00; room 418

Chrissy Burns has been teaching English at the university level in Asia for more than five years. She taught communicative speaking classes at a university in Korea, creating engaging and motivating lessons. She currently instructs EAP classes at a Hong Kong university. She holds an M.A. in English Studies with a specialization in TESL from City University of Hong Kong.

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Callaghan, Peadar

Presentations

Formative assessment of Student Writing ;
Sun.; 1:00; room 302

Peadar Callaghan graduated from the University of Limerick with an Ma in ELT. He has been working in Korea for over six years. During this time he has given numerous presentations on a wide range of topics. All his presentations focus on being practical and adaptable to all students no matter their levels or ages. Peadar is currently the 1st vice president of KOTESOL and teaching at Daegu University.

Carlstrom, Brian

Presentations

Data-driven Learning Made Easy; Sun.;
10:00; room 416

Brian Carlstrom is an EFL lecturer at Gachon University in Seongnam, South Korea. He has been an EFL instructor in Korea for over six years and holds an MA from The University of Birmingham in Applied Linguistics. He founded and coordinates the Gachon Learner Corpus Project at Gachon University, creating a diachronic learner corpus freely available to the public for research purposes at <http://koreanlearnercorpusblog.blogspot.com>.

Carter, Billunta

Presentations

Assigning Reading Roles: Building Better Habits; Sun.; 9:30; room 202

Billunta Carter is an assistant professor at Kansai Gaidai University in Osaka, Japan. He has worked in Japan for the past 2 years and has previously taught in South Korea, The United States, and the Czech Republic.

Chirnside, Alexander

Presentations

Toward a test-specific self access speaking center; Sat.; 10:30; room 310

Alex Chirnside has taught at Japanese universities for more than ten years and is currently a lecturer and TOEFL Intensive Program Coordinator at Soka University, Tokyo. His interests lie in the utilization of educational

technology in second language acquisition and the pursuit of blended learning approaches to EFL curricula.

Daniel Sasaki is a lecturer at Soka University in Japan where he teaches English for Academic Purposes and content based courses. He is currently the coordinator of self-access language learning programs. His academic interests include independent learning, teaching English to young learners, and methodology.

Choi, Sujeong

Presentations

Language anxiety in second language writing; Sat.; 10:00; room 203

I'm Sujeong Choi. I am currently a fourth-semester MA student in the department of Second Language Studies at University of Hawaii. My areas of interests are how anxiety works in second language writing and ways to promote L2 writing competence among L2 learners.

Choi, Koun

Presentations

The Problem of Teaching Only American Accented English in Korea; Sat.; 4:00; room 416

The presenter, Koun Choi, recently finished her MPhil degree in Research in Second Language Education at the University of Cambridge. Previously, Koun graduated from Korea National University of Education majoring in Elementary English Education. With elementary school English teaching experience in Gyeonggi and Busan, she is currently hired by Busan Metropolitan office of Education. Her research interests are teaching English as a Lingua Franca (ELF) and teacher education for teaching ELF. Currently in Britain preparing to begin her PhD studies in 2015 at Cambridge, she aims to conduct a study on Korean teachers' beliefs in teaching ELF later this year.

Collins, Wendy

Presentations

Maximising Mentoring: Rethinking ELT Teachers as Mentors ; Sat.; 9:00; room 418

Wendy Collins is an Educator and Professional

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Learning Liaison at RMIT International University in Vietnam, where she supports teacher development in the English Language Programs. She has worked as an English Language Teacher/Trainer in Japan, Australia, the United Arab Emirates and Qatar at both primary and tertiary levels. Wendy holds a Masters of Applied Linguistics (TESOL) from Macquarie University in Australia and is currently engaged in research projects focused on enhancing professional learning communities and teacher development.

Costley, Jamie

Presentations

The potential and limitations of corrective feedback; Sat.; 4:30; room 415

I have worked for 8 years in Korea at a variety of levels. I teach at Kongju National University in the English Education department. I have worked at Kongju for the last three years teaching English majors. This is my first attempt at a paper in the field of second language learning. I have previously written papers and presented on topics such as bullying, group work, team teaching, school administration and multicultural education as part of my PhD in pedagogy.

Cruz, Selwyn

Presentations

Discourse Markers in the Spoken Utterances of Manila-based Korean Students; Sat.; 9:00; room 310

Mr. Selwyn Cruz is a full-time Lecturer at the Far Eastern University and a part-time lecturer at the De La Salle University. He finished his degree of Master of Arts in English Language Education at the De La Salle University where he is currently taking is Ph.D. in Applied Linguistics. He has presented papers in conferences, has published articles in journals, has delivered lectures, and provided trainings on language learning-related courses. His research interests are on the areas of Discourse Analysis, Sociolinguistics and Educational Technology.

Daugherty, D. Malcolm

Presentations

Extra-curricular support for TOEFL and TOEIC test-takers; Sat.; 3:00; room 416

D. Malcolm Daugherty is a lecturer at Soka

University, Tokyo where he teaches courses in English for Academic Purposes (EAP) and English for Specific Purposes (ESP). He is currently the ESP curriculum coordinator. His interests include testing and assessment systems, curriculum development, self-access language learning, learner autonomy, content-based language instruction, ESP/EAP, project-based learning, materials development and science/technical writing.

Alex Chirnside has taught at Japanese universities for more than ten years and is currently a lecturer and TOEFL Intensive Program Coordinator at Soka University, Tokyo. His interests lie in the utilization of educational technology in second language acquisition and the pursuit of blended learning approaches to EFL curricula.

Daniel Sasaki is a lecturer at Soka University in Japan where he teaches English for Academic Purposes and content based courses. He is currently the coordinator of self-access language learning programs. His academic interests include independent learning, teaching English to young learners, and methodology.

Davila, Sara

Presentations

Creative Thinking Techniques; Sat.; 1:00; room 322

Sara Davila has been teaching and training teachers for over ten years. She first started teaching as a volunteer with Americorps, working to develop arts programming in Chicago. In Korea Sara has done extensive research on performance assessment and communicative based instructional strategies. She has worked with students from primary years through adults. Sara has worked with the Korean Ministry of Education, Science and Technology (MEST) to train over 7,000 teachers living and working in South Korea. She is a licensed trainer with World Learning/SIT TESOL institute.

de la Salle, Gerald

Presentations

Blueprint for a Writing Class; Sun.; 1:00; room 416

Gerald de la Salle is a school teacher, lawyer and English instructor. He has taught for twenty years, including law in Canada, English in Japan, and for the last thirteen years, English in Korea. He

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has a B.A. and B.Ed. from the University of Alberta, an LL.B. (law) from the University of New Brunswick and a M.A. in Community College Education from Central Michigan University, and is now working on a doctorate in TESOL.

Devlin, Kyle Philip

Presentations

Korean Students' Perceptions of Reading Culturally Familiar Extensive Reading Books; Sun.; 1:30; room 203

Extensive Reading Interviewing Practices to Lower Students' Affective Filters; Sun.; 3:00; room 418

Kyle Devlin received his Master's in TESOL from The School for International Training in 2002 and his K-12 ESL certification from the state of Connecticut in 2006. He worked previously as a U.S. State Department English Language Fellow in Indonesia doing pre-service teacher training and is currently an Assistant Professor of English Education at Hankuk University of Foreign Studies in Seoul, Korea where he teaches methodology courses on reading, writing, pronunciation and TESOL methods.

Di Gennaro, Jason

Presentations

The Changing Face of Professionalism in Korean Public Schools; Sat.; 2:00; room 204

Jason A. Di Gennaro has been teaching EFL for the past seven years and most recently at universities in South Korea and Iraq. His research interests include sociolinguistics and motivation, critical assessment, and teacher and learner identity. He is currently teaching at Sookmyung Women's University and is a doctoral candidate in TESOL at the University of Exeter in the UK.

Doman, Evelyn

Presentations

Error Analysis, Teachability Theory, and Using Grammatical Consciousness-Raising for Overcoming Errors; Sat.; 4:00; room 415

Dr. Doman received her MA and doctorate degrees in Applied Linguistics from Macquarie University, Sydney. She has been teaching

ESL/EFL for her entire adult life in Asia. Dr. Doman embarked into her ESL teaching career as a Peace Corps. volunteer in Sri Lanka, which later led her to pursue lecturer positions at various universities in Seoul, Korea. Her next journey took her throughout Japan, first as an Assistant Language Teacher with the JET Programme in Okinawa and later as Assistant Professor at several universities in Fukushima and Tokyo. After spending 16 years abroad, she returned to the United States for three years where she worked in an administrative position as Assistant Director of a pre-college program for matriculated students. With her current position in China, Dr. Doman is finally able to complete her "triangle" of exploring the rest of Northeast Asia. Dr. Doman's research interests lie in the developmental stages of ESL grammar, using tutors in and out of the classroom, the use of peer review in academic writing, and the role of motivation in second language acquisition.

Duman, Ayla

Presentations

Using Online Tools for an Effective EFL Writing Class; Sun.; 1:00; room 418

Ayla Y. Duman, ayalcinduman@yahoo.com, completed her M.A studies in English literature and language at Winona State University and taught English classes for various levels for freshman and ESL students for 4 years in Minnesota, USA. She is currently an EFL instructor at Isik University in Istanbul, Turkey.

Serdar Duman, sduman19@yahoo.com, completed his M.A. studies in TESOL and taught various ESL courses at college level for three years in Minnesota, USA. He is currently an EFL instructor at Isik University in Istanbul, Turkey.

Dupuy, Roger

Presentations

Introducing the new format TEFL Certificate and TEFL Internship at University of California, Irvine; Sat.; 3:00; room 301

Mr. Dupuy, M.A. Linguistics, has been teaching for nineteen years at the university level—the last thirteen for UC Irvine full-time. He has passion for the arts, curriculum design, content delivery, and emerging technologies. Roger has taught in eight countries around the world. He received the 2004 UCI Extension Distinguished

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Instructor Award. In 2012, Roger was a guest lecturer for Konkuk University and a keynote speaker for Cheonan City's annual teacher in-service. Currently, Roger is responsible for curriculum design and coordination of all of International Program's teacher-training programs which include TEFL certificate programs, TEFL Internships and various custom-designed teacher-training programs.

Farzaminejad, Sara

Presentations

Effect of two kinds of higher order thinking on writing ability; Sat.; 3:30; room 204

Sara Farzaminejad is the M.A holder of Teaching English as a Foreign Language of IAU central Tehran. She is responsible for teaching English at Tehran University of Medical Sciences, and Respina Talk institute.

Fellner, Terry

Presentations

Developing Effective Presentation Skills With Low-Level English Speaking Students; Sun.; 9:00; room 301

Terry Fellner is an Associate Professor in the Center for the Research & Development in Higher Education at Saga University, Saga, Japan. His research areas include CALL, ESP/EAP, Outdoor Language Learning and learner motivation. mark@cc.saga-u.ac.jp

Fusselman, Roger

Presentations

Guided Teacher Reflection for Busy Teachers; Sat.; 1:00; room 302

Roger Fusselman received his MA in TESL from the University of Central Missouri. He is a long-time member of and presenter with KOTESOL. He's taught in one capacity or another in Korea for over thirteen years, including three years of TESOL training at Seoul National University of Education. He is also an active member of Seoul City Improv and Yeouido Toastmasters. He can be reached at mrfusselman@gmail.com.

Gamage, Upul Priyantha

Presentations

Eloquence in First Language as an Enabling Factor of Speaking Second Language: Case of English Language Learning in Sri Lanka; Sat.; 9:00; room 416

I was graduated from the University of Colombo, Sri Lanka and completed my Masters degree in Linguistics at Kelaniya University, Sri Lanka. Now reading for P.hD. at Buddhist & Pali University while working as Head of the Department (Languages & Soft Skills) at Orient Academy. In addition, I am working as a visiting academic at The Open University for almost seven years.

Gatrell, David

Presentations

Redefining learning: Integrating iPads in the classroom; Sun.; 10:00; room 202

All in the game: Digital game-based learning; Sun.; 2:00; room 203

David Gatrell has been teaching English for 12 years in Europe and Asia. He is now ICT Coordinator for British Council Hong Kong, where he leads training for local school teachers in iPad-based learning. He is also E-learning Editor for British Council Teaching English Online Teacher Development Programmes. He administers and develops a range of courses, and is currently developing a new version of Learning Technologies for the Classroom featuring units on tablet-based and Digital Game-Based Learning. Last year, David completed an MA in Digital Technologies, Communication and Education with Manchester University and was awarded the Platt Prize by the School of Education.

Gerlits, Henry

Presentations

Exploring the Intersection of Government and Classroom Policy ; Sun.; 9:00; room 304

Henry Gerlits (MA in Applied Linguistics, University of Massachusetts Boston) is presently a teacher trainer at the Jeonnam Educational Training Institute. He has been teaching since 2005 and has lived and worked in Korea, Japan, and his native Boston. His research interests include language

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acquisition, classroom management, and materials design. Email: henry.gerlits@gmail.com

Glithero, Petra

Presentations

Co-Teaching: Practical Applications for Public School Teachers in Korea; Sat.; 3:00; room 418

Petra Glithero has been an EFL teacher in Korea since 2006 and teaches at Gongju National University of Education. She is currently writing her thesis for her MA in TESL/TEFL through the University of Birmingham, UK. Petra's research interests include task-based language learning, content-based teaching, learner beliefs and their influence on learning, and the use of L1 in the classroom.

Graves, Danny

Presentations

The Dream and Deliver Project: A Practical Application with Theoretical Implications; Sat.; 10:00; room 204

Danny Graves teaches in the Practical English Program at Daegu Catholic University in Gyeongsan South Korea and holds a Master of Business Administration degree. He has been teaching in Korea since 2010. Before moving to Korea he spent several years in the USA as a manager and corporate trainer.

Grevett, Alex

Presentations

English as a Lingua Franca: From Theory to Pedadgogy; Sun.; 1:00; room 301

Alex Grevett has been living and working in South Korea for more than three years, beginning as a public school teacher in rural Gangwon-do, and more recently at Korea Polytechnic University in Siheung, where he teaches freshman conversation and specialist pronunciation courses. He has recently completed an MA in TESOL and Applied Linguistics from the University of Leicester in the UK, where his research interests were pronunciation, task-based learning, assessment and English as a Lingua Franca. Alex's likes include being an average football player in the Seoul Foreigners League, and his dislikes include writing about himself in the third person.

Grover, Brian

Presentations

Experience as a Catalyst for Student-Centered, Conversation-Enabled Learning; Sun.; 2:00; room 418

Drawing on 20+ years of teaching and learning in Kyoto, Tokyo, Paris, Vancouver and now Andong, South Korea, Brian Grover recently founded Speekeezy Publication Workshop to develop, test and market communicative, student-centred materials. The first product off the drawing board, Truth or Dare for English Language Learners, was nominated for the British Council's 2012 ELTon Award for Innovation in Learner Resources. Grover has also published the first ever interactive conversation textbook designed specifically for the iPad platform. Catalyst: A Conversation Taskbook for English Language Learners takes advantage the unique technologies associated with Apple's iBook format to deliver content in a dynamic "multitouch" manner that resounds well with today's highly computer literate students.

Gu, Sara

Presentations

Extensive Speaking in Korean EFL; Sun.; 10:30; room 423

Sarah Gu is a Chinese native who has taught English to learners of different ages in China, the US and Korea for more than a decade. She is currently working at Seoul Women's University and also a Ph.D candidate with ChungAng University in Korea. Her research interests are in second and foreign language acquisition, ecological perspective of language learning, SNS and language development, technology and language learning, productive skills, social linguistics, students autonomy and self-directed learning. Besides being a passionate teacher, she devotes herself to running and public speaking.

Halet, Katie

Presentations

In-class Anxiety Experienced by Experienced ESL Teachers; Sun.; 9:00; room 204

I have taught ESL for approximately 4 years in South Korea, the UK, and Japan. For the past 3 years I have taught at the university level and

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primarily teach general English. I completed my MA TESOL at the University of Bath in the UK and hope to pursue a PhD in the field of Psycholinguistics.

Han, Feifei

Presentations

Speed of Lexical Access and Strategic Processing in FL Reading; Sat.; 10:30; room 202

Feifei Han completed a Master of Education (TESOL) degree at the University of Sydney. She is now a PhD candidate (TESOL) in the Faculty of Education and Social Works, at the University of Sydney. Her main research interests are foreign language reading and vocabulary acquisition.

Harrison, Sarah

Presentations

Word-Association: Exploring the L2 mental lexicon of Korean EFL learners ; Sat.; 1:00; room 203

Sarah Harrison has been working in the field of ELT for the past 12 years in Canada and Korea. She holds a BA in Communication Studies from Wilfrid Laurier University, a TESL certificate from Conestoga College, and an MA in TEFL/ TESL from the University of Birmingham. She is presently teaching at Dongnam Health College and also works as a certified IELTS speaking and writing examiner with the British Council. Her research interests include SLA, classroom discourse analysis, testing, word association, learner beliefs and motivation. Email: harrisonsarahv@gmail.com

Harvey, Lauren

Presentations

ESP Needs Analysis and Course Design for Business Professionals ; Sat.; 10:30; room 203

Engaging University EFL Students in Group Work; Sun.; 1:00; room 204

Lauren Harvey, MS Ed, is an Assistant Professor in the College of English and Graduate School TESOL Certificate Program at Busan University of Foreign Studies.

Jyun Bang is the Coordinator of Education Programs in the College of English at Busan

University of Foreign Studies.

Hawkes, Martin

Presentations

Investigating the use of task models as pre-tasks in TBLT; Sun.; 9:00; room 423

Martin Hawkes has been teaching English in Japan for nine years. In that time, he has taught mainly in secondary education and university. He currently works at Ritsumeikan University in Shiga prefecture. He holds an MSc in TESOL from Aston University, and is currently a research student of applied linguistics at the same institution. His main research interests include form-focused instruction in task-based language teaching.

Healy, Thomas

Presentations

Making it Visual: Maximizing the potential of your projector. ; Sat.; 4:00; room 204

Thomas Healy holds an M.A. from the National University of Ireland. He is a lecturer in the Intensive English Program at the Pratt Institute in New York City. He also teaches a course at Hyung Hee Cyber University, and is a curriculum development consultant with the Cora Group, New York. He has published ELT materials with Heinle, McGraw-Hill and Oxford University Press. His research interests include the effective integration of digital technology with traditional language teaching.

Heffernan, Neil

Presentations

The road to a successful curriculum: How theory feeds practice; Sun.; 9:30; room 423

Neil Heffernan has worked at the tertiary level in Japan since 2002 and is currently an Associate Professor in the English Education Center at Ehime University, Matsuyama, Japan. His research interests include testing, materials development and Computer Assisted Language Learning. He is a Senior Associate Editor at the Asian EFL Journal. He can be reached at heffernan@ehime-u.ac.jp.

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Henderson, Scott

Presentations

Encouraging Noticing in the Classroom;
Sat.; 9:00; room 203

I recently finished my fourth year teaching at Gangneung-Wonju National University and my fifth year of living in Korea. I completed my MATESOL with Anaheim University, and I am the current treasurer of the Gangwon chapter of KOTESOL. My current areas of interest include classroom management, learner motivation, and theories of second language acquisition and the pragmatic application of those theories in language learning environments.

Henning, Duane

Presentations

Self-regulation: moving students away from seat filling; Sat.; 10:30; room 308

Duane Henning is an assistant professor in the University College at Yonsei University and has been teaching in Korea for over 15 years. He is presently studying for his Ed.D. from the University of Exeter where he is focusing on self-regulated learning, expertise and expert performance, and mindset. He has been recognized many times for his teaching efforts including multiple awards for teaching excellence from both Hanyang University and Yonsei University. He is mainly interested in the interplay of practice and theory to maximize student learning.

Herron, Lindsay

Presentations

Ten Tech Tools Teachers Should Know About; Sat.; 2:00; room 415

Lindsay Herron has been a visiting professor at Gwangju National University of Education since 2008. Prior to that, she taught English on a Fulbright grant at Seogwipo High School in Jeju-do. She has a master's degree in cinema studies from New York University, bachelor's degrees in English and psychology from Swarthmore College, a CELTA, and the CELTA YL Extension. She is currently working on a master's in Literacy, Culture, and Language Education from Indiana University-Bloomington.

Ho, U Teng

Presentations

Teaching collocations in Asia: Does Lexical Approach work?; Sat.; 1:30; room 416

HO U Teng has presented on English Literature and on vocabulary teaching (collocations) in Macao, Hong Kong and Singapore. His areas of interest include collocations and vocabulary learning and teaching English Literature.

Holmes, David

Presentations

Raising Sociopragmatic Awareness of Email Requests in Academic Contexts; Sun.; 2:30; room 301

David Holmes is a full-time lecturer in the department of English Language and Literature at Korea University, where he teaches academic writing and language teaching methodology courses. This semester he will also teach a special topics course on speech acts and intercultural communication.

Hughes, Chris

Presentations

Using corpus tools to inform genre based writing pedagogies; Sat.; 10:00; room 310

Chris Hughes is a visiting professor at Gongju National University of Education where he teaches conversation English, TESOL and interview skills. He has also worked at Sogang University where he taught EAP reading and writing. He has recently finished an MA in Applied Linguistics at the University of Birmingham. His final dissertation was on using corpus tools to inform genre based writing pedagogies.

Hunter, Ryan

Presentations

e-Portfolios for Pre-service and In-service Teacher Training and Professional Development; Sat.; 9:00; room 202

Ryan Hunter has recently assumed a position as Senior Teacher, Testing and Language Laboratory Supervisor, and Technology Advisor at

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the University of Macau English Language Centre. He was formerly an Instructor, Educational Technology Specialist and Moodle Administrator at Seoul National University of Science & Technology and also taught Computer-Assisted Language Learning, Teaching Reading & Writing, and Academic Writing in Hanyang University's TESOL program. His current professional interests include computer-assisted language learning, the practical application of interactive blended learning in EFL teaching, and educational technology teacher training. He holds an M.A. in Applied Linguistics- TESOL from the University of Illinois at Chicago.

Hutchinson, David

Presentations

Teaching strategies for autonomous learning; Sun.; 1:00; room 304

David Hutchinson teaches English classes at Hoseo University in Asan. He has an MA in Applied Linguistics from Victoria University of Wellington in New Zealand. His professional interests include learning strategies, autonomous learning, curriculum and materials design, assessment, and corpus linguistics. He also enjoys learning languages, and is currently studying Korean and Hebrew. His second daughter was born in May, and he lives in Asan with his wife and two daughters.

Hwang, Julie

Presentations

Making Learning Meaningful and Memorable with Oxford Primary Courses; Sat.; 9:00; room 201

Empowering Students to Think Critically and Succeed Academically; Sat.; 1:00; room 201

Motivating Young Readers: Fun Activities Using Graded Readers in the Primary Classroom; Sat.; 3:00; room 201

The Building Blocks of Literacy: Engaging Activities Using Oxford Phonics World; Sun.; 9:00; room 201

Julie Hwang is a teacher trainer and ELT consultant for Oxford University Press Korea. Her diverse experience includes teaching English at various levels ranging from preschool to university and adult levels. As a trainer, Julie conducts workshops for teachers in private institutions and public schools in Korea, and has appeared on local

children's television programs. Julie studied English Education at the graduate level, and has written numerous children's books for young English learners, including songbooks for preschoolers and language course books for primary level students.

Ihata, Anne C.

Presentations

Linking Thinking on Reading in English: Vocabulary and Phonemic Awareness; Sun.; 10:00; room 301

Anne Ihata (originally from England) obtained an MA in French from Edinburgh University, an MA in TESOL, from Columbia University, and a PhD in Applied Linguistics from Birmingham University (UK). Her doctoral study focused on reading in English as a foreign language, her specialization for over fifteen years now. She has lived in Japan since 1978, teaching English in a variety of contexts, and to a very wide range of learners. She has taught at Musashino University, in Tokyo, for more than 30 years and is a fully tenured professor of English Language and Linguistics there.

Jamieson, Karen

Presentations

Your survival guide to teaching IELTS; Sun.; 1:00; room 201

Karen Jamieson is a Publishing Manager at Collins ELT, and the author of Collins First English Words, an award-winning picture dictionary. Karen has worked in the ELT industry for over 20 years. She has taught English all over the world, including the UK, Europe and Asia, to students of all ages and levels. She ran her own editorial business for over ten years, writing materials and consulting on a variety of projects.

Jauhara, Dadan Jauhara

Presentations

GBA TO TEACHING WRITING EXPOSITION IN INDONESIAN EFL CONTEXT; Sun.; 2:30; room 204

Dadan Jauhara is a lecturer of Universitas Galuh Indonesia. He has been studying for his doctoral degree in Universitas Pendidikan Indonesia since 2011. He is interested in teaching methodology and applied linguistics. He has

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presented his research in international seminar and workshop in Indonesia.

Jefferson, Trevina

Presentations

Leadership and Professional Development that Demands a Raise, Title & Respect;
Sat.; 10:00; room 304

Effective Writing Development Tools for Teachers/Professors & Peer Feedback ;
Sun.; 2:00; room 304

Trevina Jefferson, M.Ed has over 10 years experience in teaching and administration in infant through university level programs; in which, she dedicated at least five years to leadership and administration. Jefferson has been a supervisor / administrator in Korea, Saudi Arabia, and the United States. She is an assistant professor at Cyber Hankuk University of Foreign Studies, and she is in the last year of a doctorate program. Jefferson is also a Seoul KOTESOL executive board member.

Kienzle, Robert

Presentations

Negotiation: Teaching It and Using It as a Tool for English Lessons; Sat.; 3:00; room 310

Robert (Bob) Kienzle has an MA in Communication from the University of Arkansas, USA where he also taught Fundamentals of Communication. He has taught at Sungkyunkwan University since 2008 where he created and taught a Business English course based on negotiation and negotiation activities. He also teaches English Presentation, English Writing, and Global Cultures. Robert has taught presentation and communication seminars to corporate managers and employees in the USA and Asia. In addition to being a KOTESOL presenter since 2009, Robert is an active member, national speech champion, and Distinguished Toastmaster in Toastmasters International.

Kikuchi, Keita

Presentations

Exploring the motivation theories reflecting EFL learners' viewpoints; Sat.; 4:30; room 203

Keita Kikuchi, Ed.D is an Associate Professor at Kanagawa University, Japan. After obtaining an M.A. in ESL from the University of Hawai'i he has taught English in Singapore and in Japan. His research interests include curriculum development and second language acquisition, especially individual differences and task based language teaching. His recent publications include: Listening to our learners' voices: What demotivates EFL high school students?

Kim, Soyeon

Presentations

Exploration of needs and wants of Korean students; Sat.; 9:30; room 310

Soyeon Kim is an associate research fellow at Korea Institution of Curriculum and Evaluation (KICE). She is also teaching at the graduate school of TESOL at Dankook University. Her research interest involves in second language writing, teacher education, issues of NNESTs (Non-native speakers of English teachers), and world Englishes.

Kim, Cassie

Presentations

Learning and teaching English in North Korea: Interviewing a defector; Sat.; 10:00; room 322

Cassie Kim was born in a small town in North Korea near the border to China. She attended Chongjin Foreign Language Institute in Chongjin, North Korea where she majored in English. Mrs. Kim taught in her hometown for five years and eventually defected to South Korea. Upon arriving in South Korea she enrolled in and graduated from Yonsei University. Mrs. Kim is a 2013 graduate of the University of Wisconsin-Milwaukee School of Information Studies Graduate School.

Kim, Jae-young

Presentations

How to Maximize the Benefits of Theme-based CBI; Sat.; 1:00; room 301

Jae-young Kim has a Master of English Education from Sookmyung Women's University in Korea. Her master's thesis focuses on 6th graders' motivation and anxiety in Teaching English Through English (TETE) classes.

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She has a teacher's certificate specializing in English and started her professional teaching career at a secondary school in Korea. She currently works at Neungyule Education, Inc.

Kim, Jeong-ryeol

Presentations

Continuity issue of elementary and secondary school English education; Sat.; 1:30; room 202

Dr. Jeong-ryeol Kim is the president of Korea Association of Foreign Languages Education and the immediate past president of Korea Association of Primary English Education. He earned his PhD in applied linguistics from the University of Hawaii. He is currently teaching English education to pre-service teachers of English at Korea National University of Education. He has previously served as the president of Korea TESOL, the vice president of Korea Association of Teachers of English (KATE) and the 1st vice president of Korea Association of Foreign Languages Education. He has participated in Korean national curriculum project, Korea Scholastic Ability Test, English Textbook project, various projects with Korea Institute of Curriculum and Evaluation and Korea Education Research Information Services. He has published books in the areas of e-Learning (web-based English education, e-Learning and English education), teaching methodology and classroom observation. He has also published papers in the area of e-Learning (IWB teaching and learning model, IWB effects study, on/off-blended learning), teacher development and teaching methods/effects.

Kim, Chee-won

Presentations

Scholastic Reading Inventory and Scholastic Reading Counts: Assessing and Monitoring Progress in Reading Comprehension; Sat.; 2:00; room 301

Chee Wan Kim is an Educational Consultant for Scholastic Korea. He earned his Bachelor of Arts degree in Sociology from Sogang University and his Master of Fine Arts degree in Writing for Children at The New School. From 2002 to 2005, he was a Staff Writer for "Go! Go! Giggles", an English education program for Korean children aged 5-7 that was broadcasted on EBS (Educational Broadcast System).

Kreisz, Jennifer

Presentations

Dear Professor: Construction of polite email requests, based on issues in cross-cultural pragmatics ; Sun.; 10:00; room 204

Jennifer Kreisz is a certified Canadian High School teacher who has had 4 years of teaching experience in Korea. She is currently employed at Induk University in Seoul, teaching English translation, Academic Writing and Writing for Specific Purposes. She is in the final stages of completing her Masters degree at Korea University in the department of English Education with a focus in interlanguage pragmatics. Much of her research has come from studying the linguistic preferences of her undergraduate students and examining where pragmatic transfer poses challenges between the English and Korean languages.

Kurth, Lara

Presentations

Development of Teacher-Created Curriculum at a South Korean University; Sat.; 4:00; room 310

Butler, Geoffrey (M.A., SIT Graduate Institute); Heslop, Simon (M.A., University of Birmingham); and Kurth, Lara (M.A., SIT Graduate Institute) are Assistant Professors at Seoul National University of Science and Technology's Institute for Language Education and Research (ILER). Over the past two years, they have collaborated with their ILER colleagues on a teacher-created curriculum based on student needs. In addition to curriculum and materials development, their professional interests include intercultural competency, TESOL management, assessment, and teaching writing.

Lange, Chris

Presentations

The potential advantages or disadvantages of group activities; Sun.; 3:00; room 423

Hi. I am from L.A. I have been in Korea for a while, and I am enjoying myself here. I am currently doing a masters degree in education at Kongju University. I am interested in group work. In the interest of full disclosure, I am a ginger.

LeBane, Marc

Presentations

A study of ubiquitous technologies in higher education in Hong Kong; Sat.; 3:30; room 418

Educated at the University of Winnipeg in Canada (BA); the University of Wales, College of Cardiff (LL.B); the University of Southern Queensland in Australia (M.Ed); & the English Learning Centre in London, UK (TESL Certificate) Over the past 14+ years, I have had the opportunity to teach and design a wide range of English Language based courses ranging from Law, International Commerce, Public Speaking, and Graduate/Under-Graduate English at Yeungnam University, Keimyong University, Sungkyunkwan University, Kyunghee University, Hanyang University, Korea University & Kyungpook National University in South Korea & Lingnan University in Hong Kong. The guiding principle in my teaching is to inspire and motivate my students while empowering them with the tools and techniques necessary for them to take control over their own learning. Currently, I am involved in researching how mobile technology (iMobile Project) can enhance language learning in addition to coordinating both the CEAL's English Language Support Services & The UGC funded Inter-University ICOSA Project

Lianpanit, Chongrak

Presentations

Teachers' reflection on teaching vocabulary in EFL Thai Contexts: Practice to theory; Sat.; 5:00; room 203

Chongrak Liangpanit, PhD. is an English full-time lecturer at the faculty of Humanities and Social Sciences, KhonKaen University Thailand.

Loh, Jonathan

Presentations

A Content Creation Tool for SLA: An Introduction To Machinima; Sun.; 9:00; room 303

Jonathan Loh is currently teaching at Seoul National University of Science and Technology and received a M.A. in TESOL and Applied Linguistics from California State University, Los Angeles. He has also taught in Japan and America. Jonathan's

research interests focus on EAP instruction, CALL, and gamification in the language classroom.

Greg Thompson received his MA in Secondary English Education from James Madison University and now teaches conversation and writing courses at Seoul National University of Science and Technology. He has taught in a wide range of educational contexts in Korea. He is interested in virtual worlds and gamification in education.

Long, Mike

Presentations

Introducing OSTER - Online Short Text Extensive Reading for University Freshmen; Sun.; 9:00; room 302

Mike Long is an Assistant Professor at Yonsei University. He has been an English Instructor for 15 years and is currently a doctoral candidate for a PhD in Applied Linguistics with Lancaster University, England, having completed an MA in TESOL, a Graduate Diploma in TEFL and a degree in English Literature & Biblical Studies in Northern Ireland. Mike is a Christian and a supporter of Manchester City FC.

Joe Milan is a writer and an Assistant Professor at the Catholic University of Korea. He has a Master's Degree in Fine Arts (MFA) and a degree in English Literature/Drama. Joe follows the fortunes of the Samsung Lions baseball team and is a fan of Kiefer Sutherland.

Lorenzutti, Nico

Presentations

Do in-service teacher training programs impact Language Teacher Conceptual Change?; Sat.; 1:00; room 416

Beyond the Gap Fill - 9 Dynamic Activities for Teaching Song ; Sun.; 2:00; room 303

Nico Lorenzutti has taught and trained teachers in Japan, Canada and South Korea for over 15 years. He presently teaches at RMIT International University, Vietnam. He holds a CELTA and is currently a candidate for an MA in Applied Linguistics/English Language Teaching at the University of Nottingham. His main research interests are teacher cognition and the use of popular culture products in the language classroom.

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Love, Matthew

Presentations

Through the learner's lens: The culture of English education in the Republic of Korea;
Sun.; 2:00; room 301

Matthew Love has been teaching English in South Korea for almost 7 years. During that time he has worked at a variety of levels (K-12 to tertiary) with a wide range of students from different socio-economic backgrounds within both the public and private sectors. Currently working at Yeungnam University's English Language and Literature Department, Matthew is a strong supporter of critical style pedagogy along with content and project based strategies; to build, reinforce and further language acquisition in tandem with transferable academic knowledge and skills. He is currently also doctoral candidate in TESOL at the University of Exeter.

Lucantonio, Damian

Presentations

Teaching The Research Paper; Sun.; 10:30;
room 304

Damian Lucantonio is an associate professor at the University of Electro-Communications, a national science university in Tokyo. He has a PhD in applied linguistics, focusing on second language development. He has worked as a teacher, teacher trainer, Director of Studies, and researcher in all areas of English language education in Australia, Indonesia and Japan. His research interests focus on the applications of systemic functional linguistics, in particular genre theory, to English language education.

Lumsden, Stafford

Presentations

Google and The Korean Language Classroom; Sat.; 4:30; room 418

Stafford Lumsden is the President of the Seoul Chapter of KOTESOL and has served on its Executive Committee in a number of roles since 2009. Additionally Stafford has served as the Support Services director for the International Conference Committee (2009-2010) and was elected as the Conference Co-Chair in 2010, serving in this role for the 2011 conference. In 2012 and 2013 he is the Web Editor for the conference on koreatesol.org. Presently he is an assistant professor at Sookmyung

Women's University, Seoul where he teaches in the YL TESOL program.

Luo, Shu-Ying

Presentations

A corpus-driven approach to the wordlists in testing and textbooks;
Sat.; 9:00; room 303

Shu-Ying Luo is a graduate student in the Department of Applied Foreign Languages at National Taiwan University of Science and Technology in Taipei, Taiwan. Her current research interests include issues related to corpus-based studies and textbook analysis. She has a two-year teaching experience in a vocational high school and concerns much about the education reform and the relationship between entrance exams and textbooks. Email: kelly_0207@hotmail.com

Maher, Kevin

Presentations

Neural Connections: SLA Theory, Neuroplasticity and Implications for EFL Classrooms; Sun.; 10:00; room 304

The 5-Minute Student Presentation: Student Preparation & Teacher Assessment; Sun.; 1:00; room 202

Kevin Maher teaches as a Senior Instructor at the University of Macau. He has previously taught at universities in both Japan and South Korea. He has presented at various conferences from JALT (Japan) to TESOL Arabia (Dubai). Research interests include 1) Combining Neuroplasticity and SLA Theory, 2) Setting up Literature Circles, and 3) Developing Student Presentation skills. He is currently living and teaching in Macau; and lives with his wife and two kids.

Mahoney, Sean

Presentations

Japan's first steps in primary-level English classes: National survey; Sat.; 4:30; room 416

Originally from Canada, Sean has been assistant professor at Fukushima University since 1997. His research focusses on the JET Programme, error gravity, and English education. In addition to two TOEIC course books for university students, he has published articles in World Englishes, the JALT

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Journal, and ARELE. Last year he co-authored a book in Japanese about using the fine arts in language education, and has been working on a government-sponsored survey investigating links between primary and secondary schools in English education.

Maitland, Amanda

Presentations

Adapting Personality Tests For Use in the TESOL classroom; Sat.; 2:00; room 418

Amanda Maitland is a professor at Chonbuk National University in Jeonju, South Korea where she is Director of TESOL Teacher-Training and Education. Before she came to Korea she was a senior professor at the University of East London where she taught linguistics, language studies, education theory and TESOL courses. Amanda Maitland also has extensive experience of teaching in the secondary sector in the UK and has developed a large personal portfolio of strategies for "Classroom Management." In addition, she is currently studying for a PhD in Criminal Psychology and has already obtained a diploma in Mental Health and Psychiatry and Counselling and Therapy. Her other duties have been related to course design and the development of primary, secondary, post-compulsory, and TESOL teacher-training courses. In addition to this, Amanda Maitland has been published in the fields of "reading" and "reflective journal writing".
Maitland39@hotmail.co.uk

Malt, Daniel

Presentations

Distance MA and PhD Study at the University of Birmingham; Sat.; 2:00; room 202

Daniel Malt is a teaching fellow and distance learning programme manager at University of Birmingham. He has worked as a teacher and lecturer in several countries, and as a lexicographer and materials writer.

Manning, Shaun

Presentations

Tasks in Context: Examining student learning in interactive task-based talk; Sun.; 1:30; room 202

Shaun Manning is a PhD candidate at Victoria

University of Wellington, New Zealand. Previously, he was an assistant professor at Hankuk University of Foreign Studies in Seoul, South Korea. His research interests centre on task-based teaching, classroom discourse and assessment.

Matsunaga, Mai

Presentations

Training Sessions on Classroom English for Pre-service Teachers in Japan; Sat.; 4:00; room 203

Mai Matsunaga is a professor in the Institute for General Education at Kyoto Sangyo University in Kyoto, Japan. She received her Master's degree in TESL from Saint Michael's College in the USA, and her Doctor of Philosophy in Foreign Language Education from Kobe University in Hyogo, Japan. In her dissertation, she developed and analyzed a diagnostic test for measuring competencies of Japanese English teachers in elementary schools. Her research interests include issues related to elementary school English education in Japan and teacher development.

McDonald, John

Presentations

Overcoming common academic writing mistakes in an Korean classroom; Sat.; 4:00; room 302

John McDonald has been providing writing instruction to Korean students and researchers for over 17 years, most recently as the curriculum coordinator for the graduate program at the Gwangju Institute of Science and Technology. In addition to teaching, he also has a strong background in editing/proofreading scientific papers and giving workshops to researchers in Asia. John can be contacted at:
mcdonald@gist.ac.kr.

Meilleur, Rachelle

Presentations

Creating ePortfolios for Autonomous Learning; Sun.; 10:00; room 302

Rachelle R. Meilleur is currently a lecturer at Sojo University in Japan. She has taught in Japan, Australia, France, and Canada, and holds a Master of Arts in Theoretical and Applied Linguistics from York University (Canada). Her research interests include learner autonomy and motivation, CALL

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and ICT, pronunciation, intercultural competence, and professionalism issues in ELT.

Miles, Richard

Presentations

Reflecting on and learning from presentations; Sat.; 3:30; room 303

My research interests are mostly focused on the area of ESL, and in particular, anything relating to oral presentations. It is in this specific area that I am researching towards my PhD on the persuasive techniques used by L2 presenters when delivering presentations in English. Currently I am an Assistant Professor in the Foreign Languages Department at Nanzan University in Nagoya, Japan.

Molyneux, Elizabeth

Presentations

Crafting critical thinking in the EAP classroom ; Sat.; 3:00; room 203

Elizabeth Molyneux currently teaches Advanced learners completing the Academic English Program at RMIT International University in Ho Chi Minh City, Vietnam. Originally from the UK, Liz completed the Cambridge DELTA in Vietnam and has taught English in China, South Africa and the UK. Her research interests include critical thinking in EAP settings and motivating learners to read extensively.

Moonasar, Daniel

Presentations

Using Action Research to Develop Student Centered Curriculum ; Sat.; 1:00; room 304

Daniel Moonasar is a professor of English at Gimcheon University as well as a lecturer for the EPIK (English Program in Korea) and TaLK programs. He has been teaching EFL in South Korea since 2009 and before that was a certified teacher in the U.S. His professional interests are curriculum development and teacher training while research interests include institutional effectiveness and understanding cultural perceptions of multiculturalism in South Korea. Daniel is currently a MRes candidate studying Educational and Social Research with the University of London.

Moore, Jana

Presentations

Off the Cuff: Applications of Speaking on Your Feet; Sat.; 3:30; room 416

Jana is currently a lecturer at Ferris Women's University in Yokohama, Japan. She has been teaching ESL for over 10 years, with specialties in group work, writing, personal meaningfulness, and grammar acquisition.

Morrison, Ken

Presentations

Lights! Camera! Wait! Wait! Wait ... Student Video Project Management; Sun.; 10:00; room 303

Ken Morrison has been teaching in Korea since 2009. He teaches new media, video, and presentation courses at Linton Global College in Daejeon South Korea. Before coming to Korea, Morrison was an award-winning television commercial producer for seven years in the USA. Morrison was named as an Apple Distinguished Educator in 2013. He specializes in using media to help students activate the knowledge that they are learning in other classes. He was raised in Nebraska (USA).

Nelson, Terry

Presentations

Fostering Agency and Belonging in a Group Learning Experience; Sun.; 9:00; room 416

Dr. Terry Nelson teaches EAP and graduate and undergraduate Education courses at the University of Alberta in Canada. He taught for 19 years in Korea, 12 as a teacher educator in MATESOL and post-degree certificate programs (PDCP) at Sungkyunkwan University. Prior to returning to Canada in 2011, he served as deputy director of the PDCP program, giving direction to its academic development. He has taught a variety of courses in teacher education programs, specializing at the graduate level in materials development and assessment. His doctoral dissertation investigated the value of project work in materials development projects demanding extensive out-of-class collaboration. Some of his findings can be found in an article he co-authored with Dr. Tim Murphey and published in the

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German journal, *Anglistik* (Volume 22, Issue I, March, 2011).

Olson, Cory

Presentations

Blend to Transcend the Classroom with Touchstone Second Edition; Sat.; 10:00; room 301

Cory Olson is a consultant and trainer with Cambridge University Press. After completing studies in Business Administration at the University of Colorado, he spent the next six years teaching English in both Japan and South Korea instructing primary to adult students and gaining TEFL certification. After obtaining a Masters in Organizational Management, Cory moved into corporate training and instruction before joining the Press in 2013, specializing in digital contents. His free time is mostly spent raising his twin son and daughter born in 2012, but he also enjoys golf and the outdoors. Cory can be contacted at colson@cambridge.org.

Ottoson, Kevin

Presentations

Returnee and Non-Returnee Narratives for Intercultural Understanding; Sat.; 2:00; room 416

Kevin J. Ottoson is full-time visiting lecturer at Nagoya University of Foreign Studies. He holds an MA in TESOL from Nagoya University of Foreign Studies. His research interests include intercultural communicative competence and materials development.

Overbeek, Leonie

Presentations

The 'Be Game' - grammar practice painlessly accomplished; Sat.; 9:00; room 204

Leonie Overbeek has come to language teaching from the hard sciences, working in extractive metallurgical research among other things. Her interest in language has always been a large part, and was fully explored in her M.Phil dissertation, which focused on organizational communication.

Yun TaeYoung studied linguistics at

University College London, and is passionate about providing students with opportunities to speak English, rather than learn it in a rote fashion. He recently helped to found a program where selected students are given the opportunity to attend an immersion class in English in some English speaking country during the summer holidays.

Owen, Phil

Presentations

Jigsaw Activities: Controlled Conversations in Teams; Sat.; 3:00; room 415

Phil Owen, MEd, MDiv, got his start in teaching English in graduate school at UCLA and taught in several programs in the US. Phil moved to Korea in 1999 to work at Kunsan National University Language Education Center. A year later, he joined the English Department as a visiting professor and has been there since. He teaches conversation and writing, mostly to English majors, and various topics to graduate students. Phil served as Korea TESOL National President ('07-'08) and Chair of the International Conference ('12). Currently, he is the treasurer for Jeonju-North Jeolla Chapter.

Peck, Catherine

Presentations

It's a cultural thing...; Sat.; 2:30; room 204

Catherine Peck worked as a TESOL trainer and Invited Professor in the Department of English Education at Chonnam National University between 2007 – 2013. She studied, taught and trained in Ireland and Spain before moving to Korea, and is currently a PhD candidate in the Department of Linguistics (Intercultural Communication) at Macquarie University, Australia. She holds a TESOL certificate (RELSA Ireland), a Cambridge ESOL Diploma in teaching English to Adults (DELTA), and a Master of Applied Linguistics/ TESOL (Macquarie). She has previously presented at international KoTESOL, KATE and CamTESOL conferences.

Pfeifer, Maura

Presentations

Gamification: Level Up your Language Teaching; Sun.; 1:00; room 303

Maura and Brian bring to their presentation a unique perspective gained from their time teaching

in an English Village near the DMZ, serving as Directors of Study at two kids & teens language schools in Shanghai, and instructing global communications skills at Japanese companies. Although they are American, both hold MAs from Newcastle University in England where Maura studied Cross Cultural Communication & Applied Linguistics and Brian studied Applied Linguistics & TESOL. Maura and Brian currently live in Kobe, Japan with their young son Evan where they seek innovative solutions to improving Global Communicative Competence.

Ping , Maria Teodora

Presentations

Dialogic Reading 101: Concepts, Strategies, Practices and Possible Innovations; Sat.; 9:00; room 302

Maria Teodora Ping got her Bachelor degree from the English Department of Sanata Dharma University Yogyakarta, Indonesia, in 2003. She obtained her M.Sc. degree in Educational Sciences and Applied Linguistics from University of Groningen, the Netherlands, in 2007. In November 2011, she got her "Doctor of Philosophy" degree, specialising in Second Language Education, from Dortmund University of Technology, Germany. She has been teaching at the English Department of Mulawarman University Samarinda, Indonesia, since December 2003 and has also been the Vice Director of the university language centre since 2012. Her expertise includes Second Language Acquisition and English for Young Learners.

Podeschi, Mario

Presentations

On, At, In: Methodologies for Abstract Prepositions; Sun.; 1:00; room 423

Mario Podeschi has taught in Korea since 2009 and currently works as the curriculum coordinator in a Pyeongchon hagwon. In this role, he writes workbooks, arranges school-wide events, develops new classes, and provides training seminars for a staff of 15 native English teachers. He has also participated in a summer outreach program with a local elementary school's free summer intensive program. Podeschi holds an M.A. in English and has worked in education and freelance writing since 2006. As a graduate assistant, he co-led a study abroad trip to South Africa, taught college writing courses, and managed a writing center.

Putra, Fahrul Pradhana

Presentations

Teaching Narrative Writing Through Narrative Learning Media (NLM); Sat.; 9:00; room 308

Fahrul Pradhana Putra is a co assistant at Faculty of Computer Science Dian Nuswantoro University. At the moment, he is finishing his master theses at Dian Nuswantoro University in Multimedia and currently teaching multimedia at Faculty of Computer Science.

Setyo Prasiyanto Cahyono is a lecturer at English Department, Dian Nuswantoro University. His research interest are in Systemic Functional Linguistics, Discourse Analysis and Register. He is currently teaching Genre based writing, English Phonetics and Phonology, and SFL

Rabbidge, Michael

Presentations

Approaches to using Short Stories in the EFL classroom; Sat.; 1:00; room 418

Michael Rabbidge has taught and trained teachers in South Korea for the past 12 years. He is the head of the Intensive Teacher Training Program at Chonnam National University and holds an MA in Applied Linguistics/ TESOL from Macquarie University. His main research interests are the use extensive reading materials in the EFL context and the code switching practices of non native speaker teachers of English.

Rago, William

Presentations

Digging In: Non-native Teachers and Learner Language Analysis; Sat.; 9:30; room 308

Adam Boothe and William Rago are both Assistant Professors at Sookmyung Women's University. They currently teach the Second Language Acquisition course at SMU TESOL and in related programs. Over the past few years, they have been working on presenting an SLA course that is both academically rigorous yet practical. Both Adam and William are also pursuing doctoral degrees in English Education and Applied Linguistics from Korea University.

Ramos, Ian Done D.

Presentations

English Majors' Expectations, Experiences, and Potentials in the Realities of English Communicative Environments: Basis for Curriculum Development Training Program Towards Korea's Globalization; Sun.; 10:00; room 203

Dr. Ian Done D. Ramos is a licensed English Language teacher with the Certificate of Registration Number 721622. He has also completed Doctor of Education major in English Language Teaching (Ed.D. ELT), Master of Arts in English Major Teaching English to Speakers of Other Languages (MA TESOL), Special Education Major in Learning Disability (Sped LD), and Bachelor of Secondary Education Major in English (BSEd-English). Currently, he teaches English language and literature courses (both graduate school and undergraduate programs) under the Department of English and Literature at the University of Suwon, South Korea.

Rebuck, Mark

Presentations

Updating dictation: new uses for an ancient activity; Sat.; 3:30; room 202

Mark Rebuck has taught English in London (the city of his birth), Korea, and Japan. He holds an MA in Japanese Studies from Sheffield University and an MA in TEFL from Birmingham University. His areas of interest include materials development using authentic resources, corrective feedback in writing, and ESP, particularly medical English (he recently started a new job in Meijo University's Faculty of Pharmacy).

Reid, Robin

Presentations

'Staging' language development with theatre projects; Sat.; 2:30; room 202

After seven years of teaching EFL in Japan, Robin Reid is now a PhD candidate with the School of Linguistics and Applied Language Studies at Victoria University of Wellington. He is currently researching classroom tasks derived from theatre practices. He holds a BA in theatre and Japanese and a MA in linguistics, both from the University of Colorado.

Reynolds, Eric

Presentations

Learning to deal with adolescent exuberance in ELT; Sat.; 10:30; room 303
Extensive Speaking in Korean EFL; Sun.; 10:30; room 423s

Eric Reynolds has been a world traveler for EFL. He has lived and traveled all over the U.S. 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.

Rian, Davis

Presentations

Six Important Ideas from Linguistics and Psychology Put into Practice; Sat.; 3:00; room 303

Rian Davis currently works as an assistant professor at Kansai Gaidai University in Osaka, Japan. He holds an MA in linguistics from the University of Wisconsin-Madison and an MEd from Framingham University. He has taught students of various ages and abilities in Japan, the USA and South Korea.

Riddlebarger, Cassidy

Presentations

Role of Reflection in a SLW Course and Implications; Sat.; 9:30; room 423

Attended IUPUI for a Master's in English from 2011-2013. Obtained Master's in May of 2013 and a graduate level TESOL certificate in December 2012. Currently teaches at a Korean High School - Ansan Dongsan High School, teaching speaking and writing.

Dr. Estele Ene is currently an Assistant Professor of English and Director of the English for Academic Purposes Program. She obtained her BA in English and Romanian from Lucian Blaga University, Sibiu, her Masters in ESL at the University of Arizona, and her PhD in Second Language Acquisition and Teaching from the University of Arizona.

Romney, Cameron

Presentations

*Teach bilingually or monolingually?
Teacher use of the student's L1; Sat.; 1:30;
room 203*

Cameron Romney has taught EFL in both the United States and Japan for the last 15 years. He holds an MA in Applied Linguistics from the University of Colorado at Denver. In the fall of 2013, he was employed as a Foreign Language Contract Lecturer at Kyoto Sangyo (industrial) University in Kyoto, Japan.

Ryan, Jack

Presentations

*Authentic Materials: Support for non-
English majors at a Japanese university;
Sat.; 10:00; room 303*

Jack Ryan is an Associate Professor in the Department of International Culture at Shizuoka University of Art and Culture (SUAC) and Co-Director of the English and Chinese Language Education Center at SUAC. His teaching interests include motivation, learning styles and authentic materials. Mr. Ryan has published and presented on international volunteerism by university students, English for Specific Purposes, and Curriculum Development.

Schwartz, Allan

Presentations

*A Multimodal Platform for English
Learning: an integrated solution of Text,
Web and Mobile; Sat.; 3:00; room 316*

Alan Schwartz is the founder of EnglishCentral. His first job out of college was teaching English in China with Princeton in Asia. He then spent 10 years in the speech recognition industry at Nuance, the makers of Dragon Naturally Speaking, leading their operations in Asia Pacific & Japan. Alan has a B.A from Princeton University and a J.D from Harvard Law School.

Senom, Fatiha

Presentations

*The Native Speaker Mentors and The
Novice Teachers' Professional
Development; Sat.; 10:00; room 308*

Fatiha Senom is a trainee lecturer in Department of Language & Literacy Education, Faculty of Education, University of Malaya. She holds a B.Ed Degree in TESL from University of Malaya and was awarded with POSCO Asia Youth Fellowships Award South Korea in 2007 as well as Malaysia Royal Education Award in 2009. She taught English in a primary school from 2009 to 2010 and she is currently pursuing her doctorate degree in Education as one a Bright Sparks candidate in University of Malaya. Her areas of interest include ESL teacher education, professional development & cognition.

Shaffer, David

Presentations

*Putting Punctuation Practice on a More
Traveled Road: An Exploration; Sat.; 2:00;
room 304*

David E. Shaffer (PhD Linguistics) is a long-time educator in Korea and long-time KOTESOL member. He is a professor at Chosun University, teaching in the graduate and undergraduate programs. Dr. Shaffer is the author of several books on learning English as well as on Korean language, customs, and poetry. His present academic interests include professional development, and young learner and extensive reading research, as well as loanwords and effective teaching techniques. Within KOTESOL, Dr. Shaffer is presently Gwangju-Jeonnang Chapter President, editor of TEC News and KOTESOL Proceedings, and a member of several committees, including the International and National Conference Committees.

Sheehan, Mark

Presentations

*The Role of Language Education Centers in
a University Curriculum; Sat.; 2:00; room
203*

Mark D. Sheehan is an Associate Professor in the Department of International Culture at Shizuoka University of Art and Culture (SUAC) and Co-Director of the English and Chinese

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Language Education Center at SUAC. His teaching interests include exploring ways to engage students with language through content-based English courses and special activities. Mr. Sheehan has published and presented on teaching English Literature to Japanese university students, Extensive Reading, Academic Reading, English for Specific Purposes, and Curriculum Development.

Siegel, Aaron

Presentations

Beyond the Test: Five activities to promote real-world reading comprehension at upper secondary and tertiary levels ; Sun.; 10:00; room 316

Comics to the Rescue: Solving the riddle of introducing comics to the EFL classroom ; Sun.; 1:00; room 316

Aaron Siegel is an EFL instructor, ELT material writer, and a licensed science teacher. He has spent the last four years in Seoul, South Korea teaching and writing. He recently completed his MATESOL from Victoria University of Wellington in New Zealand. He is currently working in research and development at e-future, one of Asia's fastest growing ELT publishers. Aaron's ELT interests include extensive reading, motivating the unmotivated, and the impact of standardized testing on English acquisition.

Stanley, Iain

Presentations

Turning writing and grammar into a practical, autonomous peer review; Sat.; 10:00; room 416

Iain Stanley has worked at the university level in Korea, Japan, and Australia. He is currently teaching at Miyazaki International College in Kyushu, Japan. His research interests include looking at ways to use all forms of technology effectively, and how to help faculty learn about technology in teaching. He has a Doctor of Education from QUT in Australia, where he looked at the efficacy of teacher education programs in enhancing use of technology among faculty members

Sunami-Burden, Kyoko

Presentations

Teaching style insights and learning attitudes of Japanese tertiary students;
Sat.; 4:00; room 303

Kyoko Sunami-Burden has been teaching in Japanese tertiary education for ten years and during that time has been interested in learner attitudes and beliefs about language learning.

Peter Burden gained his doctorate in TESOL from Exeter University in his native Britain and has published and presented internationally in Japan, Korea, Australia, Singapore and Oman on learner dissonance and teacher and learner beliefs about evaluation.

Tanghe, Shannon

Presentations

Collaborative Co-teaching in South Korea: Teachers' positioning; Sat.; 1:00; room 308

Shannon Tanghe is a Visiting Lecturer at Dankook University's Graduate School of TESOL. Shannon is currently in the final stages of completing her dissertation for a Ph.D. in TESOL and Composition at Indiana University of Pennsylvania regarding collaborating co-teaching in Korea. Tanghe has been living and teaching in Korea for the past 13 years and has also taught in Egypt and Guyana. Tanghe's main research interests are collaborative co-teaching, World Englishes, and teacher education.

Tedjaatmadja, Herwindy Maria

Presentations

A Movie A Day Keeps the Listening Problems Away; Sat.; 1:30; room 308

Herwindy Maria Tedjaatmadja is an English lecturer at Petra Christian University (PCU), Indonesia. She received her bachelor's degree from PCU, Indonesia in 2004. Upon graduation, her alma mater recruited her as a full-time lecturer and she won a scholarship to the MA-ELT program at Assumption University of Thailand. During her 2-year study in Thailand, she worked at British Council - Bangkok as a part-time language advisor at its self-access center. Her academic and research

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interests lie primarily in extensive reading & listening, writing, and business communication. Recently, she has contributed to The TED Open Translation Project as a translator.

Teng, Huei-Chun

Presentations

Analysis of EFL Learners' Task Strategies for Listening Comprehension Test; Sat.; 2:30; room 416

Huei-Chun Teng got her Ph.D. on Second Languages Education at University of Minnesota. She is currently a professor at Department of Applied Foreign Languages in National Taiwan University of Science and Technology. Her research interests include L2 listening research, communication study, learning strategy, and language assessment.

Thollar, Simon

Presentations

Motivating low-level L2 Students with humorous one-point videos; Sat.; 10:00; room 423

Simon Thollar is a full-time teacher at Hokkaido Information University, Ebetsu, Japan. His research interests include learner L2 motivation, e-learning and active learning. He can be contacted at simon@do-johodai.ac.jp.

Thorkelson, Tory

Presentations

Leadership IQ: The missing link for training leaders in ELT; Sat.; 1:00; room 204

Tory S. Thorkelson (BA, B.Ed., M.Ed. in TESL/TEFL) is a proud Canadian who has been an active KOTESOL member since 1998 and has presented at or worked on many local and international conferences. He is a Past-President for Seoul Chapter and Past-President of KOTESOL (2008-2009) as well as an active KTT member. 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 as well as Education International September 2004 V1-2) and a University level textbook, "World Class English", with a team of fellow KOTESOL members. Currently, he is a Doctoral student in the Doctorate of Professional Studies program at

Middlesex University in the UK. He is featured in both Marquis "Who's Who in the World" (2009-2012) and "Who's Who in Asia" (2nd Edition, 2012). On a personal note, he married his Korean wife on July 6th, 2002 and has acted in local Drama Productions like "I Do Not Like Thee. Dr. Fell" and "A Christmas Carol – the Comedy" for The Seoul Players – a group he helped found in Seoul.

Thwaites, Peter

Presentations

Conversation Tennis: Practice in search of a theory; Sun.; 2:00; room 416

Currently an Assistant Language Professor at Yeungnam University, Peter Thwaites has spent much of his career working for the British Council. He holds an MA in Applied Linguistics from Nottingham University, and is currently exploring interests in motivation, writing pedagogy, and vocabulary acquisition.

Tseng, Chia-ti Heather

Presentations

"You must let me pass this course, please!" : An Investigation of email request strategies by Taiwanese EFL learners; Sat.; 9:30; room 303

Chia-ti Heather, Tseng is presently a full-time associate professor in Applied Foreign Language department at Jinwen University of Science and Technology, Taiwan. Her main research interests include discourse analysis, interlanguage pragmatics, and EFL learners' language learning strategy use. Email: trendy656@yahoo.com.tw

Tsukamoto, Mizuka

Presentations

Essay Writing Skills: A Process Approach; Sat.; 3:00; room 302

Mizuka Tsukamoto teaches at various universities in Kansai region, Japan. Her main interests include teacher education, Learner development and issues related to EFL classrooms. She has worked with local teachers in Laos and Kyrgyzstan through Teachers Helping Teachers (THT). Stop and chat with her about her life experiences when you get a chance and make sure to share your own experiences with her!

Tsutsumi , Rie

Presentations

Investigation of University English Teachers' Motivation in Japan; Sat.; 2:00; room 308

Rie Tsutsumi is currently teaching at Yokohama National University. After receiving her master's degree in TESOL from San Francisco State University, she has been teaching academic English courses at national and private universities in Japan. Her main research interests include social and psychological aspects of language learning and teaching, motivation in teaching and learning, and teacher education and career development.

Uchida, Hiroki

Presentations

Meaning-Focused Vocabulary Teaching; Sat.; 9:00; room 415

Hiroki Uchida started his teaching career at a Japanese high school in 1989. He taught students on various proficiency levels for nine years, and he stepped into his new field of teacher training. He is currently teaching at Akita International University, and is Head of English Teaching Practices Program, Graduate School of Global Communication and Language. Member of Asia TEFL, IATEFL, JALT, and JACET. Author of Spinning Words from Affixes.

Van Tyne, Fiona

Presentations

Reaching Full Potential: NET's and the Lack of Utilization within EPIK; Sat.; 9:30; room 416

Fiona Van Tyne came to Busan to teach English in 2012. She currently teaches at a small elementary school in the Dongnae district of Busan. She studied Sociology and Film Studies at the University of Colorado where she began to focus strongly on research and sociological inquiry. She currently teaches English to children at a local women's shelter. She is the website manager and head writer for cityawesome.com, a website which highlights interesting things to do in Busan as well as interesting aspects of Korean culture.

Vo, Thi Hoang Yen

Presentations

Relative impact of pronunciation errors in non-native speech on listeners' perceptual judgment; Sat.; 3:30; room 308

Yen Vo graduated from the University of Danang- University of Foreign Languages, Vietnam. She is interested in testing and assessment, second language pronunciation, second language reading and writing, and research methods.

Sonca Vo was a Fulbright recipient from Vietnam and received her MA in TESL from Northern Arizona University, Flagstaff, AZ, USA in 2011. She is currently a teacher of English in the University of Danang- University of Foreign Languages, Vietnam. Her research interests include curriculum and materials development, second language teaching methods, assessment, and research methods.

Voon, Michelle Huey Fen

Presentations

Promoting active participation in Conversation among ESL learners through Dialogue writing; Sat.; 3:00; room 204

Michelle Voon Huey Fen has a Bachelor Degree in Education in the Teaching of English as a Second language, and a Post Graduate qualification in Education. She has been teaching the Intensive English Programme at Curtin University for nine years. Currently, she heads the Language and Humanity Department. She has also taught the Curtin Bridging Programme, and been engaged in developing and conducting various workshops and modules on Communication Skills, Presentation Skills, Learning Styles, Academic Writing and Business Management Report Writing for undergraduates. She has taken her expertise beyond the campus through consultancy works. Her forte is in training and equipping learners with the right communication and presentation skills. Her Master Degree thesis focused on pre-writing instructional strategies to address content-related problems among second language learners. Presently, her research works centers around communication among beginner learners.

Vye, Stacey

Presentations

From Learner Autonomy in Practice to Language Proficiency in Theory; Sat.; 2:30; room 203

Stacey Vye is an Associate Professor at Saitama University at the Center for English Education and Development (CEED) in Japan. Her research interests and publications concentrate on exploring reflection, EFL college preparation for studying abroad, learner and teacher autonomy in language education including the connections between both capacities. Most importantly, she believes in her learners and herself, too.

Walter, Jeffery

Presentations

Making Better Groups: Theory and Practice; Sat.; 9:00; room 304

Jeffrey Walter is an Assistant Professor at Sangji University in Wonju, South Korea. He has taught English in Korea since 2004 and also taught previously in the United States and Japan. He holds a Masters Degree in Applied Linguistics. His areas of interest include conversation strategy, intercultural communication, and classroom dynamics.

Ward, Sherry

Presentations

Practical Paths to PBL: Prescriptions for Problems.; Sat.; 10:00; room 415

Sherry Ward has taught in the U.S., U.K., Spain, Qatar, Turkey and the UAE. She currently teaches courses in EFL, and Composition and Rhetoric at Texas A & M University in Qatar. Her research interests include Writing Theory, Cross-cultural Training, Socio-linguistics, Creative Writing and Experiential Learning.

Joseph Williams is a PhD student in Technical Communication & Rhetoric at Texas Tech University. Currently he teaches Freshman Composition, Technical Writing, and Language of Film at Texas A&M University at Qatar. His field interests include Cyborgs, Ethics, and Intercultural Technical Communication.

Michael Telafici currently teaches Computer Assisted Language Learning (CALL) Lab for the English Foundation Program at Texas A & M University at Qatar, and was a professional writer for a decade. Areas of interest include technical writing, sociolinguistics, technology in education and motivation. He enjoys painting, literature, writing, new languages.

Webster, Andy

Presentations

Teaching EFL online from theory to practice; Sat.; 10:00; room 302

Andrew R. Webster holds a degree in Psychology and Philosophy from the University of Dundee and an MSc in TESOL from Edinburgh University. He has taught a variety of different learners in Japan and South Korea. This experience has provided him with a wonderful opportunity to develop the skills and knowledge required to teach different levels of English to those with varying learning abilities. He is especially keen to investigate new teaching methods and enjoys the continuing challenges associated with the teaching of English as a second language. In particular, this involves exploring the pedagogical potential of virtual worlds and Web 2.0 tools.

Wiebusch, Fiona

Presentations

Pushing the 'Task': Activities to maximise post-task learning in EAP; Sat.; 2:00; room 310

Increasing teacher talk? Enriching professional learning communities through social media; Sun.; 9:00; room 418

Fiona Wiebusch is the Coordinator of Professional Learning at RMIT International University in Vietnam. She holds a Masters of Applied Linguistics (TESOL) from the University of Melbourne, and has been involved in English language education in Australia, New Zealand, Indonesia, Japan, and Vietnam for more than a decade, fulfilling various roles in teacher training & education management. Her publications to date have focused on task-based language teaching in Asia, though her current research centers on emerging teacher identities and professional learning. Fiona is particularly interested in how social media may be used to enhance teacher 'connectedness' in TESOL contexts.

Wongwiwat, Tiranun

Presentations

Washback effects of O-NET on EFL teaching practices at a secondary school study; Sun.; 9:30; room 203

Tiranun Wongwiwat is a PhD candidate of the English Language Studies program, Faculty of Liberal Arts, Thammasat University and a full-time lecturer at Sripatum University, Bangkokhaen Campus. Her research interests include language assessment, professional development, student's motivation and self-efficacy and move analysis.

Dumrong Adunyarittigun is an associate professor in the English Department, Thammasat University. He earned his doctorate in curriculum and instruction (reading education) from University of Maryland College Park, USA. His research interests include comprehension, reading strategies, self-perception and motivation to read, language assessment and critical literacy to promote peace.

Wrigglesworth, Jon & Alice

Presentations

Student Writing: What should we write or say about student errors?; Sun.; 10:00; room 423

Jon holds a MATESOL degree and is ABD in a doctorate in adult education. He has taught English to speakers of other languages in various adult settings for over ten years, primarily in Korea.

Alice holds master's degrees in writing and applied linguistics. She has taught English to speakers of other languages in various settings in Asia for ten years, primarily in Korea.

Jon and Alice have collaborated on a number of English educational materials published in the Korean market.

Wright, Judson

Presentations

Winging It; Sat.; 10:00; room 418

Judson Wright is currently a curriculum developer with Pagoda Academy based in Seoul, Korea. He is the project director for Pagoda's newest SLE (Speaking, Listening, Expression)

program, and has recently published his fourth book in the series. His MA is in Applied Linguistics & TESOL from Newcastle University with a BA in English from the University of North Georgia. Prior to his current work, he has been both a teacher and an actor across three continents.

Yim, Soo Ha

Presentations

Ideology, Power and Pedagogy in English Textbooks Produced in North Korea; Sat.; 9:30; room 415

Soo Ha Sue Yim is a University Instructor, Teacher Trainer and Cambridge English Language Assessment Oral and Written Examiner. She holds a MA EMD and DELTA and is currently completing her MA TESOL. She hails from Toronto, Canada and has been teaching in Korea since 2000.

Yoder, Seth

Presentations

When Textbooks Fail: New Materials to Motivate a University Classroom; Sun.; 10:30; room 301

My name is Seth Yoder and I have been living and teaching English in South Korea at a variety of institutions for the past 7 years. Over the last 4 years I have been a lecturer at Sangmyung University teaching course in speaking, debate, and most recently writing. I am also currently working on masters in TEFL/TESL from The University of Birmingham. The areas that I am primarily interested in are corpus linguistics and material design for speaking and writing courses.

Yoshikawa, Elizabeth

Presentations

Getting Students to Speak on Topics of Interest; Sat.; 3:00; room 308

Elizabeth Yoshikawa was born and raised in Canada. She has also lived in Zimbabwe (formerly Rhodesia), England, The Netherlands, and France. She has been teaching EFL to students from pre-school through university ages in Japan and Thailand for over fifteen years. She has an MA in Linguistics specializing in TESOL from the University of Surrey and is now working on her Doctorate in Education. She currently lives in Hokkaido, Japan.

Yotimart, Darunee

Presentations

*The Needs Analysis in ESP Course Design:
A Case Study of English for Computer and
IT in Buriram Rajabhat University; Sat.;
3:00; room 202*

Name : Ms. Darunee Yotimart

Affiliation : Buriram Rajabhat University
(English Lecturer)

daruneeyo@hotmail.com

Bachelor degree in English Language and
Literature, Thammasat University, Thailand .
Master Degree in Professional Development for
Educators, National Chung Hsing University,
Taiwan

Research Interest: ESP Course Design and
Assessment, Teacher Education, Professional
Development

Zhao, Siwei (Bryan)

Presentations

*Using the Native Language: Help or
Hindrance? ; Sun.; 9:00; room 203*

Bryan started teaching EFL class in his
hometown Wuhan, China in 2007. He taught IELTS
(International English Language Testing System)
preparation class for students from high school to
working adults, mainly focused on speaking and
listening lessons. In 2010, he entered the
MA.TESOL program at SFSU and has improved
himself in ways such as accumulating a varied
teaching experience, learning from observing other
ESL professionals' classes, and integrating teaching
skills and theories that he's learned into his own
lessons. Moreover, working with the top- notch
professors and colleagues in SFSU has helped him
consolidate faith in being a teacher who always
respects the learner's voices and always tries to
make the class more communicative. He now
teaches a vocational ESL class at Chinatown, San
Francisco

KOTESOL INTERNATIONAL CONFERENCE 2013

KOTESOL Constitution and By-Laws

Constitution of KOTESOL

(Adopted April 1993; Amended October 1996, March 1998, October 2007, January 2011)

Preface: The Constitution outlines the vision, principles and broad structure of the organization. It is a governance document of the full membership.

Article I. Name.

The name of this organization shall be Korea TESOL (Teachers of English to Speakers of Other Languages), herein referred to as KOTESOL. The Korean name of the organization shall be 대한영어교육학회.

Article II. Purpose.

KOTESOL is a not-for-profit organization established to promote scholarship, disseminate information, and facilitate cross-cultural understanding among persons concerned with the teaching and learning of English in Korea. In pursuing these goals KOTESOL shall cooperate in appropriate ways with other groups having similar concerns.

Article III. Membership.

Membership shall be open to professionals and other interested persons in the field of language teaching and research who support the goals of KOTESOL. Non-voting membership shall be open to institutions, agencies, and commercial organizations.

Article IV. Meetings of the Members.

KOTESOL shall hold general meetings at times and places decided upon and announced by the Council. One meeting each year shall be designated the Annual Business Meeting at which members shall receive accountability for the operations and finances of the organization and have the opportunity to give input into the same.

Article V. Executive Officers and Elections.

The executive officers of KOTESOL shall be a President, a First Vice-President, a

KOTESOL Constitution and By-Laws

Bylaws

(Adopted Apr. 1993; Amended March 1998, October 2003, October 2004, Oct. 2005, October 2007, January 2011)

Preface: The Bylaws are a set of broad rules that govern the management of KOTESOL. They flow from the Constitution and are a governance document of the full membership.

Article I. Language.

The official language of KOTESOL shall be English.

Article II. Membership and Dues.

Section 1. Qualified individuals who apply for membership and pay the annual dues of the organization shall be enrolled as members in good standing and shall be entitled to one vote in any KOTESOL action requiring a vote of the membership.

Section 2. Private nonprofit agencies and commercial organizations that pay the duly assessed dues of the organization shall be recorded as institutional members without vote.

Section 3. The dues for each category of membership shall be determined by the Council.

Article III. Duties of Elected Officers.

Section 1. The President shall preside at the Annual Business Meeting, shall be the convener of the Council, and shall be responsible for promoting relationships with other organizations. The President shall also be an ex-officio member of all committees formed within KOTESOL. The First and Second Vice-Presidents shall cooperate to reflect the intercultural dimension of KOTESOL.

Section 2. The First Vice-President shall assist the President in his or her duties and work with the Chapters through their Council representatives to assist

Second Vice-President, a Secretary, and a Treasurer. The executive officers shall be responsible for the day-to-day operations of the organization. The term of office shall be from the close of one Annual Business Meeting until the close of the next Annual Business Meeting, except for the President, who shall serve a two-year term, elected biannually except where the Presidency has been vacated, in which case a new election shall be held along with the election for other officers. If the office of the President is vacated, the First Vice-President shall assume the Presidency with a term ending at the close of the next Annual Business Meeting. Vacancies in other offices shall be dealt with as determined by the Council.

Article VI. National Council.

The Council shall consist of the officers, the Immediate Past President, the chairs of all standing committees, including the International Conference Co-chair, and the president from each Chapter. . . The Council shall be responsible for making the strategic and financial decisions of the organization, as well as oversight of the day-to-day operations.

Article VII. Finances.

KOTESOL shall operate its finances on the principles of transparency, accountability and stewardship.

Article VIII. Amendments to this Constitution.

This Constitution may be amended by a three-fourths (3 / 4) majority vote of those members present at an ABM, provided that written notice of the proposed change(s) has been endorsed by at least five members in good standing and has been distributed to all members at least thirty days prior to the vote.

KOTESOL Constitution and By-Laws

them in their business. The First Vice-President shall also undertake such other responsibilities as the President may delegate.

Section 3. The Second Vice-President shall organize the Annual Leadership Retreat, oversee and assist the Special Interest Groups (SIGs), oversee the Korea Teacher Trainer (KTT) program and its finances, and serve as the KTT liaison to Council. The Second Vice-President shall also undertake such other responsibilities as the President may delegate.

Section 4. The Secretary shall keep minutes of all KOTESOL meetings and decisions, including those done electronically, and ensure that the minutes are published on the KOTESOL website. The Secretary shall also archive, safeguard and make available, as needed, all the official records of KOTESOL, including the Policy Manual, which should be kept up-to-date and disseminated to all members of Council at the start of each year. At the completion of the term of office, the Secretary shall pass on all documents to the incoming Secretary.

Section 5. The Treasurer shall act as a fiduciary for the financial affairs of KOTESOL, keep appropriate bank accounts in the name of KOTESOL maintain accurate records of the finances of the organization, maintain a list of KOTESOL members, prepare the annual operating budget and manage all funds belonging to KOTESOL in an open and accountable manner.

Section 6. The Nominations and Elections Chair shall act as the Chief Returning Officer of KOTESOL and chair the Nominations and Elections Committee.

Section 7. The International Conference Chair shall organize all aspects of the International Conference and report to Council about the same, including the appointment of a conference committee, recommending a venue for approval by Council, creating an event budget for approval by Council, making regular reports to Council and providing a final report within thirty (30) days of the completion of the International Conference briefing Council on the success of the event, advising of any problems encountered and making recommendations for the following year.

Section 8. The International Conference Co-chair shall assist the International

Conference Chair in all of his or her duties in order to gain insight and experience to successfully organize the following International Conference.

Section 9. The Past President shall cooperate with the incoming President to facilitate a smooth leadership transition, and provide advice and continuity to the organization on Council and Committee affairs.

Article IV. The Council.

Section 1. The responsibilities of the Council shall include, but not be limited to:

- Subsection a. Approval of the annual operating budget;
- Subsection b. Approval of all appointments to committee chairs;
- Subsection c. Ensuring that the elected officers and members of the National Council perform their duties as required by the Constitution, Bylaws, and policies of the organization.

Section 2. All members of the Council must be members in good standing of KOTESOL.

Section 3. Any members seeking nomination for an elected position on the Council must have been a member in good standing for at least the 12 full months immediately prior to the time of seeking nomination; except that all candidates for election to President must have been a KOTESOL member for the previous two years, and must be a current member of TESOL at the time of nomination and throughout the term as President.

Section 4. Any elected or appointed member of the Council may be removed from office through impeachment, which must be based on a failure to properly conduct the affairs of their elected/ appointed office. Impeachment shall require a three-fourths (3/4) majority of voting members on the Council, regardless of present attendance.

Section 5. A majority of the Council members that are eligible to vote (both appointed and elected) shall constitute a quorum for conducting business. Council members shall be allowed to appoint a qualified substitute, who shall be allowed to vote at the meeting. Substitutes must be officially declared to the President before the commencement of the meeting.

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Section 8. The Council may dissolve any committee, standing or ad hoc, if the need for the committee no longer exists or the mandate of the committee has been completed.

Article VI. Chapters.

Section 1. A Chapter of KOTESOL can be established with a minimum of twenty members, unless otherwise specified by the Council.

Section 2. Membership fees for individuals shall be set by the Council, 50% of which will go to the National Organization, and 50% will belong to the Chapter.

Section 3. All Chapter officers must be current KOTESOL members.

Section 4. Any Chapter that fails to retain 18 members for 24 consecutive months may be dissolved by majority vote of both (a) nationally elected officers; and (b) all Chapter representatives in attendance at a duly called and noticed National Council meeting. Dissolution shall take place immediately, with Chapter finances and assets reverting to the national treasury, and any current membership transferred to other Chapter(s).

Section 5. Chapters shall develop Chapter Election Policies consistent with the following provisions:

Subsection a. Chapters shall hold elections at the first Chapter meeting following the National Annual Business Meeting, hereafter called the Chapter Annual Business Meeting (ABM). A Chapter may specify another time to hold its Chapter Annual Business Meeting, but this must be established in the chapter bylaws. At the Chapter ABM, officers for the following offices must be elected:

Sub-subsection i. President, who serves as Chapter representative to the National Council.

Sub-subsection ii. Vice-President.

Sub-subsection iii. Treasurer, who maintains liaison with the National Treasurer for matters of finance and membership.

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Section 6. Each person on Council shall have only one (1) vote on any issue brought before the Council, regardless of whether he or she holds multiple positions entitling a vote.

Article V. Committees of the Council.

Section 1. The Council may establish standing committees as needed to carry out the business of KOTESOL.

Section 2. There shall be a standing Publications Committee responsible for dissemination of information via all official publications.

Section 3. There shall be a standing International Conference Committee responsible for planning and developing the International Conference. The International Conference Committee Co-chair shall be elected in the general elections each year. This person shall serve as Co-chair of the International Conference Committee for the first year of the term. In the second year of the term, the Co-chair shall become the Chair of the International Conference Committee.

Section 4. There shall be a standing Nominations and Elections Committee responsible for managing all aspects of the election, including submitting a complete slate of candidates to fill the respective positions of KOTESOL. The Chair of this Committee shall be elected by a majority vote of the members casting their vote in the general elections.

Section 5. There shall be a standing Membership Committee responsible for developing recruitment strategies for new members and providing existing members with value-added service to retain their membership.

Section 6. There shall be a standing Financial Affairs Committee responsible for overseeing the financial affairs of the organization and making recommendations about the same.

Section 7. The Council or President may establish ad hoc committees as needed to carry out the business of KOTESOL.

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- Subsection b. Other voting officers should be elected or appointed in accordance with the Chapter's own Constitution and Bylaws and duties designated as appropriate. Similarly, non-voting officers may be appointed at the discretion of the Chapter.
- Section 5. Absentee and proxy voting shall not be permitted.
- Subsection c. Term of office concludes, regardless when elected or appointed, with the next Chapter Annual Business Meeting. Officers may run for re-election.
- Article VII. Parliamentary Authority.
- Subsection d. Vacancies in the required elected Chapter offices, unless stipulated otherwise in the Chapter's Constitution and Bylaws, may be filled only by a two-thirds (2/3) majority vote of voting officers of the Chapter, and then confirmed by a simple majority vote of the membership at the next regularly scheduled and announced Chapter meeting where all current Chapter members present have the right to vote.
- Article IX. Audits.
- Subsection e. Absentee and proxy ballots shall not be permitted.
- Article X. Amendments.
- Section 1. All elected positions shall be elected by a majority vote in the general elections of KOTESOL, where majority vote is defined as a simple plurality of the votes cast.
- Section 2. No candidate for a position on Council shall be elected who fails to receive at least twenty-five percent (25%) of all votes cast for that position, and at least 25% of total votes cast must be cast for this position. Where no candidate meets this requirement, the post shall be declared vacant.
- Section 3. In the case of a tie vote in the general elections, a run-off election between the candidates who are tied shall occur through a specially arranged by-election for that purpose, to be administered by the Nominations and Elections Officer whose term shall be extended for the duration of the by-election.
- Section 4. Voting procedures for all elected positions may be carried out by online voting.
- These Bylaws may be amended by a two-thirds (2/3) majority vote of the members present at an ABM, provided that written notice of the proposed changes has been endorsed by at least five (5) members in good standing and has been distributed to all members at least thirty (30) days prior to the vote.
- Article VII. Elections.
- Adopted January 2011

Extended summaries

Eloquence in First Language as an Enabling Factor of Speaking Second Language: Case of English Language Learning in Sri Lanka

U. P. Gamage

Head-Languages & Soft Skills Training at Orient Academy

Visiting Lecturer at the Open University of Sri Lanka

Introduction

Teaching English as a second language has been discussed in many different aspects. And also many research works exist in the same area. In the context of Sri Lanka, it has been paid much attention, as it has not been a success for a long time. Existing research works have discussed the motivation factor in second languages teaching, teaching methodology, materials, learner relevant factors such as aptitude, attitude, personality etc. in learning English as a second language. The impact of first language eloquence is quite new to the field of second language acquisition. What is first language eloquence? **The first language eloquence refers to the fluent** or persuasive speaking ability in the native language, or else the art or manner of such speech. If a person has the ability to debate fluently, using the mother tongue or, has shown competitive abilities of oratory in his own language he/she has the first language eloquence. We have been experiencing through participatory observation in English programmes conducted in Hambantota, Sri Lanka for a considerable period that there were some fast learners who are coping with English speaking ability in comparing to other skills and wanted to find out the reasons behind this uniqueness. We were motivated to conduct this action research by this factor.

Method of the Research

Participatory observation was the major method of data collection and data verification of this piece of research, but it was not the only way of data gathering. This action research was conducted in the district of Hambantota, Sri Lanka by observing a set English language training programme which was sponsored by a private organization as a CSR initiative. At the outset of this programme, we checked the candidates' first language eloquence through several avenues such as going through their oratorical achievements in the school level and debating abilities through the certifications and so forth. Through this initial data gathering, we found a list of participants who were eloquent in their first language. At the second stage we went through the continuous assessment marks for their conversational ability after following this English programme, which had particularly been designed to improve the conversational ability. The total number who participated for this action research was 84

participants.

Results and Discussion

There is enormous number of research works on the first language involvement in learning the second language, particularly learning English as a second language. Our intention of this research work was to understand that why some participants are acquiring conversational ability of English quite faster than the others who are studying in a similar programme. At this research, initially we indentified the participants who had their oratorical ability and debating skills through their school level achievements and compared the same with the marks that they scored at the continuous conversational tests of this English programme.

As a percentage it was found that almost 21% of the total participants had their first language eloquence and it was confirmed through their school level attempts. All these participants who had their first language eloquence had taken more than 55% marks at the continuous assessments of this English programme and out of 21% there were 72% who had reached more 70% at the continuous assessments which were conducted to check their conversational ability. Also there were three participants who had taken more than 80% marks but had not showed any ability in first language eloquence. Most of these participants' mother tongue was Sinhalese and only one participant represented Tamil but she also was able to speak very good Sinhala.

Conclusion

Ultimately, it was found that there is a very positive and considerable relationship in between the first language eloquence and learning conversational English as the second language. This is to be further researched whether this uniqueness comes through their confidence level that they already acquired or any other reasons. Also this must be cross checked through another similar research as there were some participants who did not have any significant eloquence in first language but improved their English conversational ability through this programme. Now we may jump into a conclusion that this is one of the most important indicators to understand how fast some English language learners are acquiring the conversational ability and reasons behind their achievements. Also this relationship may be very helpful for English language teachers to plan out their activities by understanding their students.

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EFL students' perceptions on different types of feedback and timed-writing in ESP writing course.

Namhee Kim

Hanyang Cyber University, Seoul, Korea

Abstract

Starting from 2009, the Korean Ministry of Education included English essay writing test in the national teachers' certificate exam(NTCE). To meet the needs of students, English education departments of Korean universities designed ESP writing course for the students who are preparing for the exam. This study investigated how the teacher feedback and peer feedback affects the students' writing in ESP writing class, and the effectiveness of in-class timed-writing for the students who are preparing for the teachers' certificate exam. The findings of this study reveal that students are satisfied with corrective feedback from the instructor who is a field-expert faculty and that they learned different expressions about the content and structures from peer feedback from which they also could correct their own errors as well. In addition, while practicing process writing including in-class timed writing, the student could concentrate more on their writing and practice time management skill in taking a writing exam as well.

Introduction

The necessity of English communication skills has increased with the growth of international development in specialized fields. Therefore well-organized ESP (English for Specific Purpose) course design for effective communication will enable students to acquire English fast and correctly. Starting from 2009, the Korean Ministry of Education included English essay writing test in the national teachers' certificate exam(NTCE). To meet the needs of students English education departments of Korean universities designed ESP writing course for the students who are preparing for the exam. Therefore, the students in this type of ESP writing class need to receive expert feedback both on content knowledge of English education and on English writing. This qualitative research was conducted to investigate the effectiveness of different types of feedbacks in ESP writing course.

Research Method and procedure

This study investigated 1) how the two types of feedback: teacher feedback and peer feedback affects the students' writing; 2) the effectiveness of process writing and in-class timed-writing for the students who are preparing for the teachers' certificate exam. Through the study, the researcher also tried to find ways to develop English writing curriculum that fits to ESP students' needs.

In this study, 34 students attended an ESP writing course for 10 weeks in the spring semester of 2013. They were English education majors, preparing for the national teachers' certificate exam. The writing course was designed for English education majors to help them write academic essay with topics on English education. Course objective was to improve academic and logical writing in English education for the candidates of the teachers' certificate exam. The students wrote essays on English education and received feedback from their instructor and peers about content and structure.

Each week the students, after reading materials related to the prompt question, had group discussion about the topic for 10 minutes. The instructor prepared a sample essay question and student read it and started to write an essay as if they were taking an actual test. It was an in-class essay writing exam and its purpose was to prepare for the actual essay writing test. For 10 minutes, after the discussion, the students had individual brainstorming and outlining time which was the prewriting step before writing their first draft. Based on ideas and planning from their own brainstorming and outlining, they wrote their first draft for 20 minutes in the class.

After this, the students revised and edited their first draft for about 5 minutes and then submitted it to the instructor who analyzed students' consistent errors and mistakes some of which the instructor showed to the class next week and had the students correct them. The instructors returned their drafts the following week when the students also had peer review session. In pairs they read their partner's paper and analyzed it in terms of content structure, vocabulary selection, mechanics and grammar.

A qualitative research was conducted to collect and analyze data. Students' writings, peer review feedback sheets and an open-ended questionnaire as well as teachers' observation notes were used to collect data. The researcher reviewed the student's writings and observed the class. By the end of the course, the researcher conducted a questionnaire asking the students about 1) instructor's feedback, 2) peer review 3) in-class timed-writing 4) what they learned most in the class 5) whether their goals of the course were achieved.

Results and Discussion

Teacher feedback was the content feedback from the professional in English Education. Since students were preparing for the national teachers' certificate exam, the feedback from the teacher who was a professional in English major was the most effective. Most of the students were satisfied with the instructors' feedback and it was helpful in developing their essay writing skills in English education topics. From corrective feedback of the teacher, the students could learn how to use different expressions when using a certain concept. Errors in grammar and vocabulary were reduced and knowledge on academic writing was improved a lot by writing cohesively and coherently. Overall, teacher feedback provided student with a platform to develop their writing.

From peer feedback most students said that, while correcting partner's errors, their own writing errors were corrected. It was a good opportunity for them to find their mistakes in writing. Having a chance to review peers' writing itself was a good experience. Finding peers' errors from unclear sentences was learning to them. By comparing and contrasting writings, they could know how other students wrote differently with the same topic. Reading partners' well-organized writing challenged them to write well and made them learn different expressions and grammar structures as well. In addition, by getting peer's feedback from the third person perspective, students could check the flow of their writing and find weaknesses in writing an academic paper..

In-class timed-writing was a new experience to the students and was very effective to prepare for the exam. Since the course objective and the students' purpose of taking the course were to prepare for the national teachers' certificate exam, in terms of time management, having in-class timed-writing enabled them to develop skills for effective writing by efficiently distributing time. In addition, as they have timed-writing activity each week, they spent less time on writing and their writing became more logical and structured. Moreover, they could concentrate more on their writing and had less time pressure in writing.

Conclusion

This study attempted to find the effectiveness of teacher feedback and peer feedback in ESP writing class. The findings of this study revealed that students were satisfied with corrective feedback from the instructor who was a field-expert faculty and that they learned different expressions about the content and structures from peer feedback from which they

also could correct their own errors as well. In addition, while practicing process writing including in-class timed writing, the students could concentrate more on their writing and practice time management skill in taking a writing exam as well. The activities in the class met the students' purposes such as test preparation and writing academic papers. This study suggests that ESP writing course needs to implement different types of feedbacks to meet the needs of students of a particular field and that writing practice in the process writing and timed-writing activity in the class is effective for the student who prepare for the writing test.

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Namhee Kim
English department
Hanyang Cyber University
17 Hangdang-dong, Seongdong-gu,
Seoul, 133-791, Korea
nkimpsu@hycu.ac.kr

Namhee Kim is an assistant professor of English department at Hanyang Cyber University. Her research interests are multimedia-assisted language learning, teacher training, writing and teaching English to young learners.

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

Dr. Maria Teodora Ping
Mulawarman University Samarinda, Indonesia

Abstract

Dialogic reading is a reading activity designed and structured in such a way that children learn to become the storyteller with the assistance of the adult who functions as an active listener and questioner (Whitehurst, 1992; Trivette & Dunst, 2007). There are particular strategies to be employed during a dialogic reading activity, namely the PEER and CROWD strategies. PEER stands for “prompting, evaluating, expanding and recalling” whereas CROWD refers to “completion prompt, recalling prompt, open-ended prompt, wh-prompt and distancing prompt”. These strategies contribute positively to the children’s first and second language learning, as suggested by a number of empirical studies (Whitehurst, 1992; Zevenbergen & Whitehurst, 2003; Trivette & Dunst, 2007; Ping, 2012). Thus, this activity is highly recommended for EYL teachers. Moreover, it is possible for teachers to innovate by integrating technology in the dialogic reading practices or by combining it with other practices such as extensive reading and listening.

Dialogic Book Reading Concepts

“Dialogic Book Reading” is a particular type of shared book reading activity in which adult and child switch roles so that the child learns to become the storyteller with the assistance of the adult who functions as an active listener and questioner (Whitehurst, 1992; Trivette & Dunst, 2007). It was firstly developed and introduced by Whitehurst and his colleagues from the Stony Brook Reading and Language Project in 1988 (Whitehurst, 1992; Zevenbergen & Whitehurst, 2003). During a Dialogic Book Reading session, adult and child have a conversation about a book (Whitehurst, 1992), with the adult helping the child become the teller of the story. In other words, the adult takes up the roles of listener, questioner and audience for the child. This procedure is based on the premise that “children learn most from books when they are actively involved” (Whitehurst, 1992).

Dialogic Book Reading has been argued to be an effective activity for promoting children’s language development. Trivette & Dunst (2007) conducted a research-based synthesis study comparing the effectiveness of Dialogic Book Reading with the other two types of book reading activities namely “Shared Reading/ Joint Reading” and “Interactive Reading”. They analysed thirteen studies involving 729 children and carried out three syntheses. Of the thirteen studies they investigated, six studies discussed dialogic book reading, four discussed interactive book reading and three discussed shared book reading. Based on the analysis results, they summed up that the two types of reading interventions that more actively involve children, namely “Interactive Book Reading” and “Dialogic Book Reading”, are likely to give more positive benefits. In addition, dialogic book reading was found to be the more structured procedure in its application (Trivette & Dunst, 2007). The findings of Trivette & Dunst’s study (2007) are in line with several other studies regarding the effectiveness and potential benefits of “Dialogic Book Reading” for children’s

language learning e.g. by Whitehurst (1992); Lonigan & Whitehurst (1998); Hargrave & Sénéchal (2000), Cutspec (2006) and Ping (2012). Moreover, talking particularly about English for Young Learners, a study conducted by Whitehurst et al (1994) also clearly indicated the positive influence of Dialogic Reading for English Language Development of children from immigrant backgrounds in the United States.

Dialogic Book Reading Strategies: PEER and CROWD

Whitehurst (1992) discussed a particular type of interactional strategies between adult and child during “Dialogic Book Reading”, in which the adult: 1) prompts the child to say something about the book; 2) evaluates the child’s responses; 3) expands the child’s responses by rephrasing and adding information to it, and 4) repeats the prompt to make sure the child has learned from the expansion. These strategies are casually referred to as “PEER”, an acronym of the first letters of the four strategies (Whitehurst, 1992).

In addition to ‘PEER’, there are also other questioning strategies that adults can employ in a dialogic book reading activity, namely the ‘CROWD’ strategies. ‘CROWD’ strategies are basically different prompting strategies. First, there is a “Completion Prompt”, in which adults ask fill-in-the-blank questions. Then, there is a “Recall Prompt”, in which adults pose questions that require children to recall some aspects of the books. Next, there is a strategy called an “Open-ended prompt”, in which adults encourage children to respond to the book in their own words. Afterwards, there is a “Wh- Prompt” where adults use “what”, “where” and “why” questions. The last strategy is called “Distancing Prompt”, in which adults ask questions that require children to relate the content of the book to aspects of their own lives (Zevenbergen & Whitehurst, 2003).

Recommended Practices & Possible Innovations

Concerning the implementation of Dialogic Reading, Zevenbergen & Whitehurst (2003) based on the findings of their successful intervention study recommended the following particular strategies to be practised by parents and teachers of the 2-3 year olds: 1) Ask “WHAT” questions; 2) Follow answers with questions; 3) Repeat what the child says; 4) Help the child as needed; 5) Praise and encourage; 6) Follow the child’s interests; 7) Ask open-ended questions; 8) Expand what the child says, and 9) Have fun. While, for the slightly older children (aged 4-5 years old), parents and teachers were recommended to use more challenging strategies, namely the abovementioned PEER and CROWD strategies.

Although Dialogic Book Reading seems to be highly procedural, there are certainly rooms for possible innovations. For example, EYL teachers can integrate technology in the dialogic reading practices, by using audio-video reading materials or animated talking books instead of using the traditional paper-based reading materials. Furthermore, it is also possible to combine Dialogic Book Reading procedures with other practices such as extensive reading and listening to gain a potentially more effective result.

Conclusion

Among the many adult-child book reading activities, Dialogic Book Reading has been empirically tested to be effective to support children's language development and emergent literacy skills in various contexts including ESL/ EFL. Dialogic Book Reading is not merely an activity in which adults read books to the children, rather it is an activity in which adults and children talk actively about books they read together. There are specific prompting and questioning strategies which can be used by adults to support children during Dialogic Book Reading, namely "PEER" and "CROWD". Furthermore, these strategies combined with other aspects such as technology or other language development practices might possibly give more beneficial results.

About the author

Dr. Maria Teodora Ping has been teaching at the English Department of Mulawarman University Samarinda, Indonesia, since December 2003 and has also been the Secretary of the university language centre since 2012. Her expertise includes Second Language Acquisition, reading instruction and English for Young Learners.

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From Learner Autonomy in Practice to Language Proficiency in Theory

Stacey Vye

Saitama University, Japan

Abstract

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

I. Introduction

Researchers in EFL and ESL language education have examined autonomy theory for over 30 years and research about autonomy-in-practice has solidly emerged, however not all autonomous language learning practices make it to theory status; particularly language proficiency. According to Benson (2011, p. 4), in the past ten years since his seminal publication of the first edition of, 'Teaching and researching autonomy,' an emerging progression of the field has been that there is an increased interest in autonomy itself. Other changes are first, the more than nascent importance of socially and/or contextually-situated approaches to learner autonomy, second, an increased propensity for learner autonomy to seemingly blur or perhaps amalgamate with other constructs in language education, such as motivation, self-directed learning, and learner identity (Benson, 2011, p. 4). However, there

has not been an increase in autonomy research related to the development of language proficiency in English education, yet many learners wish to improve their language ability for personal and professional reasons. An example of the previously mentioned is notable in the series *Learner Autonomy*. In the 10 volumes published with 59 chapters, merely two studies measure English language proficiency gains (Gardner, 2002; Gardner, 2007), one chapter mentions it (Ushioda, 1996), and a narrative study shows that one learner increased her language proficiency by her own language learning practices rather than in a taught course (Murray & Kojima, 2007).

II. Methodology

When learners take control of their learning it has been established in research for over 30 years that they can conceptualize more clearly their learning goals (Holec, 1981; Little, 1991; Benson, 2001; 2011). However, in practice, can those goals translate into increased language proficiency? To acquire a better understanding of this initial query thanks to a Grant-in-Aid for Scientific Research (C) from the Japan Society for the Promotion of Science (JSPS), I compared the results of pre- and post-test of the IELTS exam of 20 university students in Japan with their autonomous language learning practices. The learners and I met on a voluntary agreement during the course of two semesters for one ninety-minute session each week at various times suited to their schedules. I believed the learners already possessed autonomous language learning practices at various degrees both on their own and collaboratively in their small seminars. Therefore, I did not measure their autonomy directly. Alternatively, I encouraged the learners to design their seminars and private study, while I continuously supported what they were learning, and gave general language advice when they consulted me. My detailed query based on the initial one explained previously is will language study plans designed autonomously by the learners and their self-reported amount of time spent on desired learning skill(s) (listening, reading, writing, and/or speaking) contribute to greater language proficiency on the IELTS level bands in the four skill sections of the test? To support my query, I collected the learners' self-reported reflections on their language learning practices and goals including the time spent on the practices, an exit survey, my reflection notes, and the pre- and post-IELTS test scores. In addition, this study was illuminative where unexpected findings appeared in the data that might be of interest to the reader.

III. Preliminary Findings

The following are six findings that have emerged from the learners' reflections, their exit survey, my reflections, and some results of the IELTS pre- and post-test scores thus far:

A. Listening Proficiency. It was notable that 18 of the 20 learners reported to do listening activities on their own for personal enjoyment when time allowed them to do so. Ten received a +.5 increase in their listening scores of the IELTS test and four remained the same. A common factor over nine months was that if their listening duration was an average

of 7.5 hours per week or more, then their scores improved or remained the same, suggesting worth for extensive listening for pleasure.

B. Reading Proficiency. Unfortunately, measuring the duration of the reading time outside the seminars was not precisely known due to the sudden increase of assigned English extensive readings in both the learners' majors and elective courses. These courses were primarily taught in the Japanese language and the students were formerly assigned readings in English. Therefore, measuring the time engaging in the new trend of increased readings in English was a discrepancy not accounted for in this study nor could be compared with their reading scores on the IELTS test.

C. Writing Proficiency. 15 learners chose to develop English writing proficiency on their own. One of the learners received an increase of +1.5 on the IELTS test, with three at +1, and five of them increased at +.5. A mutual feature of these nine learners was if their writing duration was an average of 6.5 hours per week or more, then their IELTS writing test scores improved.

D. Speaking Proficiency. 18 learners practiced speaking on their own or with friends and acquaintances. Those 10 who spoke for at least 8.5 hours per week, their speaking scores' on the IELTS test improved (sometimes greatly). Three learners earned an increase of +1.5, two at +1, and five at +.5.

E. Connections with Studying Abroad. Previously studying abroad or preparing to study abroad in the target language was significant for 19 of the 20 participants, which is an unexpected finding and strikingly different from the general student population. At the time of writing, the students at our university did not have any preparation courses for studying abroad, so perhaps these learners were attracted to the study in hopes of preparing for studying abroad or keeping up their English studies after returning from a year of academic study abroad.

F. Evidence of a Travel Bug. By sharing stories about travelling abroad, including joining exchange programs, volunteering for No-profit Organizations (NGOs) in various countries, and/or just wanting to have a vacation abroad to experience cultures other than their own led to a natural travel bug where 13 of the 20 participants visited 16 different countries during the research period. This suggests that the socially-situated nature of the learner generated themed discussion practice in the weekly seminars inspired their personal lives beyond the context of this language learning experience.

IV. Conclusion

This research attempted to distinguish if language study plans designed autonomously by the learners, including the self-reported amount of time spent on their desired learning skill(s) (listening, reading, writing, and/or speaking) contributed to greater language proficiency on the IELTS level bands in the four skill sections of the test. The limitations of the study were great, especially because there were few participants, the short duration,

precise documentation of the hours studied, and the perception that the learners already possessed some degree of autonomy. However the findings to date indicate that learners make proficiency gains by doing self-selected language activities for pleasure if they spend at least 6.5 to 8.5 or more hours a week on the pursuit in question. I hope that more studies on learner autonomy with a possible connection to language proficiency gains will be considered as learners ask for it and various institutions worldwide at the tertiary level are looking for increased language proficiency at their language programs. Although my study has many limitations explained, notably the short time period of ten months to observe the learners and research documenting duration of hours needs for increased language proficiency needed further consideration, so I am looking forward to exploring these limitations and additional findings in future papers.

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About the Author

Stacey Vye, MA TESOL, is an Associate Professor at Saitama University at the Center for English Education and Development (CEED) in Japan. Her research interests and publications focus on exploring reflection, EFL college preparation for studying abroad, learner and teacher autonomy in language education including the connections between both capacities. She has also been on the Learner Development SIG of JALT Committee in Japan, serving various positions for 10 years. She can be contacted at <stacey.vye@gmail.com>.

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