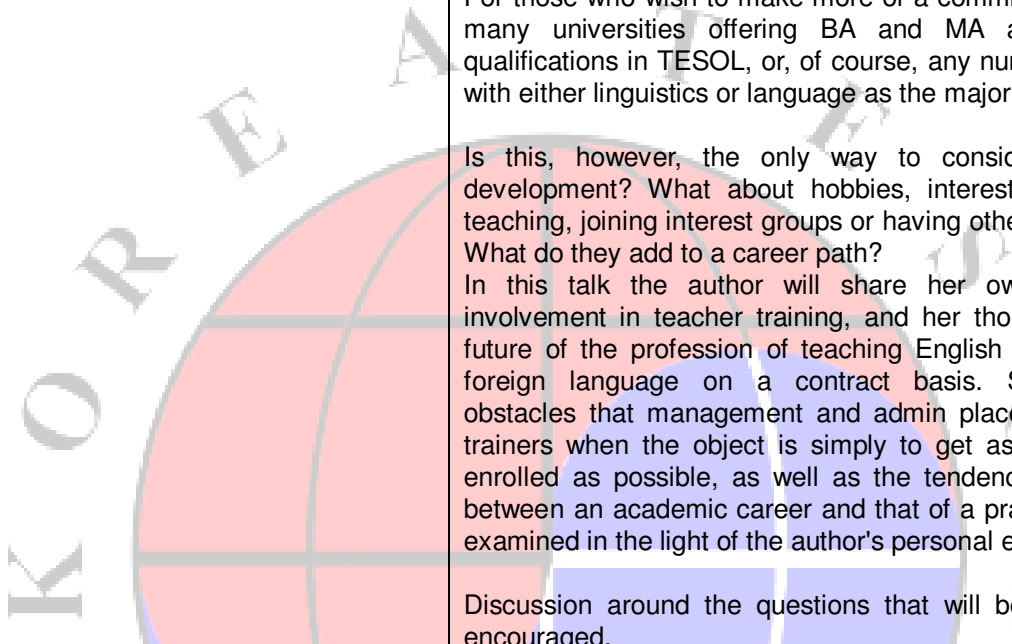| Presenter(s)	Bio	Title -- Abstract	Classification	#
Dr. Keith Folse	Keith Folse is Professor of TESOL at the University of Central Florida, where he teaches in the MA TESOL, PhD TESOL, and Undergraduate TEFL programs. He has many years of teaching experience with ESL in the US and EFL in Saudi Arabia, Malaysia, Kuwait, and Japan. His main research interests are in best practices in teaching vocabulary, writing, grammar, and reading. Dr. Folse is extremely interested in materials development. He is the author of more than 55 books on various aspects of English language teaching and learning. His most recent teacher book is a teacher grammar book *Keys to Teaching Grammar to English Language Learners*. His most recent student books include *Clear Grammar* (University of Michigan Press) and the fourth and fifth editions of composition books *Great Writing* (National Geographic). In addition to being a language teacher, Dr. Folse has a great deal of experience as a language student. He studied French and Spanish in high school and later at the university. He also studied Arabic in Saudi Arabia, Malay and German in Malaysia, and lastly Japanese in Japan in an intensive Japanese language program. His most interesting teaching job was the	**What We Know about Vocabulary Teaching and Learning in 2013** Perhaps the single biggest advance in TESOL research in the last twenty years is our better understanding and appreciation of vocabulary in learning a second language. While it is certainly true that grammar has been the dominant player in language teaching for decades, we know so much more now in 2013 about the important role that vocabulary plays in second language proficiency. In this talk, we will look at what research says about these important aspects of vocabulary teaching and learning: (1) What do we mean by —ESL vocabulary‖? What is a "word"? (2) What does it mean to "know a word"? (3) How many words do our students need to know? (4) Are word lists effective in teaching and learning new vocabulary? (5) Should teachers translate new vocabulary? What about learners? (6) Is guessing from context a good way to learn vocabulary? (7) What are the best strategies to teach students to increase their vocabulary size? (8) What kind of dictionary or word reference tool is the best for learning a lot of vocabulary well? (9) How should words be presented in student books? Should they be grouped by semantic sets or by theme? (10) What is the most important aspect of any approach to teaching or learning second language vocabulary? In my 40 years of being a language student and 35 years of being a language teacher, I have come to understand more and more how important vocabulary is in the success of any learner who is really try to succeed. You can communicate fairly well even if you have weak grammar, but if you have	Plenary	1

	teaching of Spanish in Japanese in Japan! Dr. Folse is a frequent conference presenter worldwide and is very happy to be speaking for a second time in Korea	weak vocabulary, then communication is almost impossible. The teacher's task is to help learners acquire as much vocabulary as possible. Our students need to learn thousands of words, but they have a very limited schedule. Thus, the challenge we will discuss in this talk is how to best use the information that we now know about the teaching and learning of second language vocabulary.		
Dr. Ken Beatty	Dr. Ken Beatty, TESOL Professor at Anaheim University, is author/co-author of more than 130 English as a Second Language textbooks used worldwide from the primary to tertiary levels, as well as books on Computer Assisted Language Learning. He has worked at universities in Canada, China, Hong Kong, the United Arab Emirates and the USA and given more than 200 teacher training presentations throughout Asia, the Middle East and North and South America.	***Critical Thinking as a Path to Language Acquisition – Webinar*** Critical thinking is often seen as a skill that is distinct from language learning. But, within a Communicative Approach framework, a range of critical thinking tasks can be used as opportunities to enhance language learning. This presentation explores ways in which teachers can set up classroom conditions and develop tasks to promote critical thinking among secondary and post-secondary level learners. Drawing on examples from English for Academic Purposes, the presentation focuses on how learners can be habituated into using critical thinking as part of their approach to language acquisition and how critical thinking processes and outcomes can be assessed in ways that do not undermine the creativity that critical thinking tasks seek to enrich.	Featured -- All	2
Dr. MaryAnn Christison	MaryAnn Christison is a professor in the Department of Linguistics at the University of Utah and teaches courses in the TESOL M.A. and Ed.D. programs at Anaheim University. She is a past president of TESOL International (1997-1998) and serves on the Board of Trustees for The International Research Foundation (TIRF). Dr. Christison has been teaching graduate and undergraduate courses in applied linguistics for over 30 years and has over 90 refereed articles and 19 books. She has worked with English language teachers in over 30 countries. Her	**Content and Language Integrated Learning for ELT – *Webinar*** **I**n this workshop, teachers will be introduced to strategies for developing EFL lessons and curricula that promote learning language through content. This approach to L2 teaching in academic contexts is known as content and language integrated learning (CLIL) or content-based instruction (CBI). Four main theoretical principles for integrating language and content will be introduced – making content connections, managing demands on cognition, developing academic language skills, and promoting individual strategies for learning. The presenter will provide practical examples of each of the four principles using appropriate academic content, tasks, and activities. The audience will participate in example tasks and activities that support the principles being covered.	Featured -- All	3

	current research interests are in leadership, cognitive linguistics, second language teacher development, and language and the brain.			
Robert S. Murphy	Co-founder of the International FAB (neuroELT) Conferences, Robert S. Murphy is a PhD candidate in Applied Linguistics at the University of Nottingham, UK. He has studied Mind, Brain, and Education, at the Harvard Graduate School of Education, and Neuroimaging at the University of Edinburgh. Robert has an MA from the University of Birmingham in TEFL/TESL, is the founder of Murphy School of Education, full-time Lecturer at the University of Kitakyushu, and the author of the Optimal Levels! textbook series published by Deeper Understanding Books and has been a leading voice for "neuroELT" in Asia.

"NeuroELT" is a dynamic and rigorous new field within Applied Linguistics emerging from the Harvard Graduate School of Education's Mind, Brain, and Education (MBE) program. Robert is the co-founder of the FAB Brain Days conferences which helps to address and promote this emerging field within Applied Linguistics in the Asian EFL concext.
Robert can be reached at: murphy@kitakyu-u.ac.jp | **Plug & Play Neuroscientific Maxims for your Classroom! --** In this dynamic and interactive session, Robert will discuss six of most practical maxims from his new chapter in Language Teaching Insights from Other Fields (TESOL Publications, 2014). Be prepared to do pair work and actively participate in this dynamic and highly informative session, exploring how research in cognitive development can be practically applied to your classrooms for fantastic results. Via the six chosen neuroELT maxim discussions, Robert will discuss the importance of (1) student captivation via personalization of content --even at the neuronal level, (2) the underrated and misunderstood role of emotion in pedagogy [the limbic system], (3) how context significantly affects cognition, (4) the amazing power of choice, (5) the overwhelming affects of prediction within the brain, and (6) the practicality and the awesome affects of graphic organizers in ELT via the neuroscience lens. | Featured -- all | 4 |
| **Robert Murphy** | Co-founder of the International FAB (neuroELT) Conferences, Robert S. Murphy is a PhD candidate in Applied | **Revolutionize your Classrooms with Super-practical "neuroELT" Activities! ---** In this practical and interactive session, Robert will introduce | Concurrent – Sec and uni | 5 |

	Linguistics at the University of Nottingham, UK. He has studied Mind, Brain, and Education, at the Harvard Graduate School of Education, and Neuroimaging at the University of Edinburgh. Robert has an MA from the University of Birmingham in TEFL/TESL, is the founder of Murphy School of Education, full-time Lecturer at the University of Kitakyushu, and the author of the Optimal Levels! textbook series published by Deeper Understanding Books and has been a leading voice for "neuroELT" in Asia. "NeuroELT" is a dynamic and rigorous new field within Applied Linguistics emerging from the Harvard Graduate School of Education's Mind, Brain, and Education (MBE) program. Robert is the co-founder of the FAB Brain Days conferences which helps to address and promote this emerging field within Applied Linguistics in the Asian EFL concext. Robert can be reached at: murphy@kitakyu-u.ac.jp	two highly effective and popular graphically-organized ELT activities (TRIDENT, and Murphy's Mind Map) based on neuro-scientific research, and a new approach to ELT with proven success (CREAME). Robert was awarded Best of JALT in Japan for his presentations on TRIDENT, and his unique mind-mapping design and CREAME approach to ELT has been widely recognized for its progressive design and has been published by Asian EFL Journal. By the end of this session, you will be armed with the tools to revolutionize your classrooms! TRIDENT is an acronym for TRIangular DENary system for Translation. This is a useful tool designed by Robert for bilingual language teaching as well as translation project management. It is an amazing tool for any serious applied linguist or EFL teacher interested in integrating deeper linguistic analysis in their classrooms. The "Murphy Mind Map" is Robert's neuro-twist on the standard mind-mapping activity as it forces emotional valences upon the learners, significantly affecting the emotional engagement of the learners, making the learning more fun, meaningful, and most importantly more memorable!		
Dr. Jeong-ryeol Kim	**Jeong-ryeol Kim** has a Ph.D. in applied linguistics from University of Hawaii and has been a professor of English at Korea National U. of Education teaching methodology, integrated content and language teaching, English linguistics. He served as a director of planning and a vice-dean of center for in-service education at KNUE. He is currently the president	**Smart learning in English education: Top-down vs. Bottom-up --** Successful foreign language learning in smart era starts from students in their self-directedness. Teachers are not knowledge transmitter any more. No teachers can compete with the Wikipedia in their knowledge base. Teachers have to be designers and facilitators in that these students are motivated to learn and engage in foreign language learning. Foreign language teachers are those who know how to organize the language input that compels students to engage.	Featured – All	6

	of Korea Association of Foreign Languages Education and was the president of Korea Association of Primary English Education in 2010 and 2011, and was the president of KOTESOL back in 1995. He was involved in many different government projects in curriculum, textbooks and English education using information and communications technology. He has published books on classroom English, teaching methodology, English curriculum, English classroom observation and analysis etc. He has published numerous articles in the area of elementary English education and technology enhanced English teaching.	It's hard to have students engaged in language-focused classes. It's difficult to imagine that anybody can be interested and motivated in memorizing vocabulary and expressions unless they're instrumental to do something really interesting. This presentation will contrast two methodologically different approaches to English education. It will argue for a grounded theory of English education based on phenomenological data from the diverse interpretations of English lesson objectives and their subsequent design and implementations. Teachers are not teaching machines transferring the curriculum-based communicative functions and components of given lessons to students, rather they're the constructors and interactors with students as to how to interpret, design and implement the communicative functions and components of lessons. The presentation will look at these roles in the context of smart learning and show that it is particularly the case when the direction of teaching goes top-down.		
Peadar Callaghan	Peadar Callaghan is first vice president of KOTESOL and has been using Moodle for several years. He has also taken several online credit and non-credit courses which have informed the design that is outlined in this workshop.	**Professional Development Online – KOTESOL's (beta) project --** Online professional development has never been easier. The advent of open courseware and online platforms for teacher training, have revolutionized the way we go about professional development. More and more teachers are taking online courses to improve their skills or to acquire new ones. This workshop will focus on the use of Moodle as a platform for providing free online professional development courses for KOTESOL members. People who attend the workshop will be offered the chance to test the new system. You will be given hands-on instruction detailing how to set up an account, how to use the variety of features and see just how valuable online professional development can be.	PD-SIG – all	7
Robert J. Dickey	Rob Dickey has been teaching and learning in Korea since 1994. He is a past president of KOTESOL (2001-2002) and the current facilitator of the	**Planning, recording, and displaying alternative forms of Professional Development --** Employers are increasingly demanding evidence of professional development from teachers when they make	PD-SIG – all	8

	Professional Development SIG. While not yet "professionally developed," he has been involved in various professional development activities for the past 30 years or more. Rob is at Keimyung University in Daegu. Email: rjdickey@content-english.org	choices in hiring, retention, promotion, and pay-adjustments. Their assessments are increasingly criterion-referenced, and frequently teachers are not made aware of the criteria. The key, therefore, is to plan a multi-dimensional continuing professional development strategy, to record evidence of professional development, and to display your evidence in a clear and persuasive manner. Professional development is more than taking classes and publishing studies! This workshop will provide all attendees with a basic framework for planning, recording, and displaying a teacher's professional development – the BIELT report cards – and will explain how they can be best utilized alongside a professional resume and portfolio. The BIELT report cards provide a clear justification for reporting non-traditional development activities, such as reflection, peer-mentoring, job-shadowing, and reading professional materials. Workshop participants will be encouraged to start a first draft of their record, so that meaningful questions can be asked of the presenter and peers, and ideas-generation comes from the participants rather than only the presenter.		
Leonie Overbeek	Leonie Overbeek has been teaching in Korea since 2007, and before that served as a teacher trainer in Cape Town for two years. She developed a TEYL course for Boston Language College, and presented this and the TEFL course to more than two hundred students during the two years she worked there. She holds an M.Phil in Value and Policy Studies from Stellenbosch University. Before that she worked in the hard sciences, doing research on mining and metallurgy for various organizations in South Africa.	**What is Professional Development Anyway? --** For those who choose teaching as career, and especially those who choose English as a subject to teach, there seem to be a myriad of choices as to how to develop professionally.At least, as far as getting pieces of paper to certify said development. In the TEFL/TESOL field there are many places offering a basic TEFL certification, many of them online. Some of these end up being, if not quite fly-by-night operations, whose certificates are scarcely worth the paper they are printed on, not very long-lived. Then there are qualifications backed by a university, such as Cambridge (CELTA, DELTA) or Anaheim (TEFL), which at least offer a substantial course content and hands-on teaching experience.	PG-SIG – all	9

		For those who wish to make more of a commitment, there are many universities offering BA and MA and even PhD qualifications in TESOL, or, of course, any number of degrees with either linguistics or language as the major subject matter. Is this, however, the only way to consider professional development? What about hobbies, interests, reflection on teaching, joining interest groups or having other qualifications? What do they add to a career path? In this talk the author will share her own journey, her involvement in teacher training, and her thoughts about the future of the profession of teaching English as a second or foreign language on a contract basis. Specifically, the obstacles that management and admin place in the path of trainers when the object is simply to get as many students enrolled as possible, as well as the tendency to distinguish between an academic career and that of a practitioner, will be examined in the light of the author's personal experiences. Discussion around the questions that will be raised will be encouraged.		
Sarah Harrison	Sarah Harrison has been working in the field of ELT for the past 12 years; 4 years in Canada as head instructor and TESL practicum supervisor of an adult language institute, and 8 years as both a teacher and teacher trainer in Korea. She is also a certified IELTS speaking and writing examiner with the British Council. Sarah holds a BA in Communication Studies from Wilfrid Laurier University and a TESL certificate from Conestoga College. She is an MA TEFL/TESL candidate at the University of Birmingham, having recently submitted her Masters dissertation on the organisation of the	**Language Learning Beliefs: A comparative study of Korean university students and native English teachers --** A myriad of factors affect learners' and teachers' beliefs; consequently, everyone has their own "mini-theory" of foreign language learning (Hosenfeld, 1978). Interest in possible mismatches between learners' and instructors' beliefs about language learning can be traced back to Horwitz's Beliefs about Language Learning Inventory (BALLI) (1983), revealing students and teachers hold wide-ranging and sometimes disparate views. Learners' success, or lack thereof, may be directly influenced by their beliefs (Kuntz, 1996, cited in Bernat and Gvozdenko, 2005), and an awareness of the assumptions that learners bring to the classroom can help teachers better understand and meet their students' expectations by providing more	Concurrent – Sec, uni, admin, acad	10

	Korean L2 mental lexicon. Her research interests include SLA, classroom discourse analysis, testing, and word association. She is presently an assistant professor at Dongnam Health College. Email: harrisonsarahv@gmail.com.	thoughtful and effective guidance to students, particularly with respect to future syllabus design and teaching techniques. This study investigated and compared Korean undergraduate students' beliefs about language learning with those of foreign instructors' using a survey instrument adapted in part from Horwitz's BALLI (1983), and assessed how these beliefs compare to current theories and research in SLA. The results, indicating areas of agreement and mismatch between university instructors and students in the Korean context, will be disseminated and their implications for classroom practice will be discussed.		
Ross Chambers	Ross is from UK and came to South Korea in 2009 looking for a change in career and life direction. He worked in Seoul for two years as a native-speaking English teacher in a technical high school. In August 2011, he took up a position as a visiting professor at Gwangju National University of Education. He teaches English conversation and English education methodology courses at both undergraduate and graduate levels. He completed his MA TESOL with Sunderland University in the UK and his research interests are classroom interaction and resolving conflict and violence in elementary schools through restorative mediation methods. He is also a Buddhist, tries to meditate often and runs a meditation group at the Gwangju International Center (GIC).	**Presentation Abstract – Making our Classes More Communicative Through Effective Teacher Talk --** The presentation will deliver the main findings of a research project conducted on the language that teachers use in the ESL classroom. The research was subsequently published in the TESOL Review (Volume 4 Dec 2012) under the title,' How Communicative is our Teacher Talk?' During this presentation, we will explore some of the common features of teacher talk that influence how communicative our classes actually are. We will look at how, as teachers, the language we use can either serve to reduce or lengthen student output in the classroom. We will also explore how common these features are in our own teacher talk and how it can affect our students' experience of learning. As a result of this presentation, it is hoped that teachers will have an opportunity to reflect on the language they use and get some practical ideas as to how they can use their teacher talk to create a more communicative language classroom.	Concurrent – Prim, sec, uni, admin	11
Suzanne Bardasz	When she is not busy building marshmallow structures with her students, Suzanne Bardasz teaches	**"Marshmallow Challenge": How marshmallows can help address the challenge of multi-level classes --** Imagine being asked to build the tallest structure with 20 sticks	Concurrent – all	12

	English and Science Writing classes at KAIST. She has been at KAIST and in Korea since 2008. Before coming to Korea, she taught ESL and EFL to students of all ages in the United States and Poland. Suzanne has a Master's Degree in TESOL from SIT Graduate Institute in Brattleboro, Vermont.	of spaghetti, 1 piece of tape, 1 piece of string, and 1 marshmallow in 18 minutes. Not only that, but imagine doing this with a group of 3-4 other people while communicating in a different language. This is the task that the presenter had her science writing students carry out in order to understand the process of writing a methods section for a science paper. This activity came from a TED talk about teamwork given by Tom Wujec in 2010 and was also inspired by SLA studies that suggest that social interaction helps with language acquisition. In this presentation, the presenter will describe how she took this sample marshmallow challenge and used it to address her challenge of teaching a multi-level science writing class. Although the presenter will describe her experience of doing this challenge with her class situation, it is believed that this marshmallow challenge can be used with students of any age level, language level, and classroom environment. After describing the details of this challenge, time will be given for participants to brainstorm and discuss ideas on how to use this challenge and other similar activities in their classroom. From this presentation, it is hoped that participants will be inspired to come up with other creative ideas that will help them successfully overcome challenges in teaching multi-level classes.		
Michael Jones	Michael Jones is a lecturer at Woosong Information College in Daejeon, ROK. He has completed the Cambridge CELTA and is an M.A. TESOL-MALL holder. He is currently enrolled in the Cambridge Delta program. His current areas of interest are the use of media in the classroom, content delivery methods, and the utilization of smart phones for m-learning. Michael has presented at KOTESOL, STEM, ATEM, FEELTA, and Asia-TEFL. He is also a KOTESOL Teacher Trainer. He has been living and teaching in South Korea	**In Their Shoes - What It's Like to Be an L2 Learner --** Many language teachers, especially those new to the profession, find that teaching beginners is one of the more challenging aspects of ELT. It becomes even more difficult when the teacher cannot speak the learners' mother tongue and an L1 speaking co-teacher is available. "How can I teach them when they don't even understand simple instructions!" is a common refrain heard from novice ELT professionals. This workshop will put attendees in their learners' shoes. Those attending will participate in an L2 lesson in the role of students in order to better understand the apprehension that learners feel when entering a language classroom for the first time. We will look at different methods for making yourself	Concurrent -- all	13

	for eighteen years and has taught in a wide variety of educational contexts.	understood, how to manage a class, lower the learners' affective filters, and how to set-up true communicative tasks using nothing but the L2. Also examined will be different learning materials one can use to facilitate the English language lesson.		
Michael Jones	Michael Jones is a lecturer at Woosong Information College in Daejeon, ROK. He has completed the Cambridge CELTA and is an M.A. TESOL-MALL holder. He is currently enrolled in the Cambridge Delta program. His current areas of interest are the use of media in the classroom, content delivery methods, and the utilization of smart phones for m-learning. Michael has presented at KOTESOL, STEM, ATEM, FEELTA, and Asia-TEFL. He is also a KOTESOL Teacher Trainer. He has been living and teaching in South Korea for eighteen years and has taught in a wide variety of educational contexts.	**Making Writing Communicative, Collaborative, and Fun--** One challenge that faces English conversation teachers is how to integrate writing into a conversational English class. Many feel that that there should be more going on in a conversation class than a room full of learners silently working on a writing assignment. This workshop will be a hands-on demonstration of how to set up a writing activity in such a way as to transform it into a meaningful communicative task utilizing live listening and collaboration. The activity requires very little preparation. You will need fifteen strips of paper or so per learner, several blank sheets of A4 paper, and some tape, magnets or yellow tack. The instructor begins with a story. During the story-telling, the instructor involves the learners by eliciting the lesson's target language using verbal hints, contextual clues, or miming. Each student writes down as much of the story as they can remember on the strips of paper. The learners work in small groups to put their pooled strips of paper together in such a way as to reconstruct the story. Once complete, they write the story out in full on a blank sheet of A4 paper. The instructor then conducts the feedback session for the activity.	Concurrent – Sec and uni	14
Jenica Park and Ryan Finnegan	Jenica Park jenicapark@gmail.com Jenica Park currently teaches credit English courses at Chonbuk National University in Jeonju, South Korea. She completed a year as a public high school English as a Foreign Language (EFL) teacher, working for the Seoul Metropolitan Office of Education in Seoul, South Korea. She taught	**Consideration of 'Classroom Chemistry' in an EFL Context --** Since the mid 1980s, educators have championed the positive effects of group work on language acquisition (Chen & Hird, 2006). Furthermore, many TESOL professionals and researchers have investigated the factors that influence student interaction during group work, and therefore promote or hinder language learning (Sachs et al., 2003). We would like to use this framework to analyze the dynamics of classroom communities in a more holistic sense.	Concurrent – All	15

conversational English and English for Tourism courses at Daeil Tourism and Design High School. Jenica earned her Bachelor's Degree from the University of Nevada, Reno (UNR) in Spanish, spending one semester abroad in Madrid, Spain, and also received a minor in Teaching English to Speakers of Other Languages (TESOL). She earned her Master of Art's in TESOL from UNR in 2011.

Ryan Finnegan
r.l.finnegan@gmail.com
Ryan Finnegan has been living and teaching in South Korea since 2011. He currently serves as an English Instructor at Chonbuk National University in Jeonju. Ryan obtained his MATESOL from the University of Nevada, Reno. He received his Bachelor's of Arts in History from San Diego State University.

Instead of focusing on the factors that impact small group interactions, we aim to address a different set of factors that influence the classroom community as a whole. Specifically, we confront the question of why the same lesson can be taught to several different classes of similar language abilities, yet the lesson has a range of different outcomes in terms of level of interaction and student reception. Intuitively, one might assume the answer to this question lies within the realm of "classroom chemistry."

Along these lines, there seems to be a scarcity of research in the field of TESOL. However, the subject has been broached by Hilligoss (1992), operating in the field of Sociology. Hilligoss defines classroom chemistry as the combined effect of students' personalities on classroom community. Although seeking to dispel the myth, Hilligoss acknowledges that most teachers believe classroom chemistry is something that cannot be changed.

We agree with Hilligoss and would like to argue that not only can classroom chemistry be changed, but sometimes must be, because of its significant impact on lesson effectiveness. In this presentation we seek to identify the factors that influence classroom chemistry in an EFL setting, and the ways in which classroom chemistry affects language acquisition. Finally, we will present methods that teachers can use to promote positive classroom chemistry.

| Dr. David E. Shaffer | 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 | **Developing Professionally: Reflecting on Our Practices --** In recent decades, the teaching of English in Korea has matured from a short-term stint abroad for the native English speaker to extended periods of employment. The NEST today is less likely to be a BA-generalist and more likely to be a TESOL-certificate or MA-TESOL holder. As with their Korean counterpart, today's NEST exhibits an increased desire for professional development but an uncertainty of how to best go about obtaining it. This appetite for professional development | Concurrent – All | 16 |

	academic interests include professional development, and young learner and extensive reading research, as well as loanwords and effective teaching techniques. Dr. Shaffer is active in numerous ELT associations in Korea and regularly presents at their conferences. As well, he is a founding member and executive officer of Asia TEFL. Within KOTESOL, he is presently Gwangju-Jeonnam Chapter President, editor of TEC News and KOTESOL Proceedings 2012, and a member of several committees, including the International and National Conference Committees.	is witnessed by the recent establishment of the KOTESOL Reflective Practice SIG and its spread of practicing groups as well as by the even more recent launching of the Professional Development SIG. This presentation will promote reflective practice as a viable means of professional development for the EFL practitioner. It will provide an overview of the concept of reflective practice and an explanation of why it is important to the EFL teacher. Very much in line with the work of Thomas Farrell, it will suggest that reflective practice is evidence-based, to be engaged in by teachers through systematically collecting data in answer to superficially simple questions concerning one's practice. Reflective practice will be shown to require dialogue to collaboratively complement individual reflection, as noted by B. Kumaravadivelu. It will be shown how reflective practice can be used as a tool to explore teacher beliefs and compare them to classroom practices, directly linking theory to practice. Additionally, it will be suggested that reflective practice is more than a method, that to be most effective, it becomes a way of life for the professional to systematically explore their teaching practice. Throughout the presentation, attendees will be encouraged to reflect on their classes, on their dialogic reflection, and on the relationship between their teaching beliefs and teaching practices. The attendees will gain a clear understanding of what reflective practice is and how it is practiced, and hopefully the desire to practice it on a regular basis to better develop professionally.		
Sunny Im	I am currently studying MA TESOL at Sookmyung Women's University Seoul, Korea in the fourth semester. I have taught in private and public, urban and rural, child and adult learner settings for the past 15 years. I am currently working as an English Professional	**BLOGGING TO MOTIVATE EFL MIDDLE SCHOOL STUDENTS IN KOREA: For More Competent Readers & Writers Using Critical Reading Skills --** This study focuses on how effective blogging activities are for middle school students to motivate for reading and writing in the sociocultural theory. This started from the gloomy reality that many teenage students avoid reading, which results in	Concurrent – Sec, Acad, Admin	17

	Speaking Instructor in Kocheon Middle School, Kyungki province, Korea. I enjoy challenging my teaching skills with various experiments for learner-centered and friendly environment. In many cases I fail in implementing effectively but I learn valuable tips for better communicative interactions with my students. My current interest is integrating some specific and effective learning theories with the computer assisted language learning (CALL) for teenage learners to acquire English in a more meaningful, communicative and collaborative way.	getting distracted easily in class, besides, much worse in English class. By using 'Matilda' and 'blogging', I intended to lead them to discover how fun English stories are through reflective and collaborative activities. The research questions are: (a) Can students use critical reading skills when summarizing the assigned chapter? (b) From students' perspectives, what are the perceived benefits of critical reading skills for blogging posts such as summarizing, commenting, editing, learning journal, and replying to the comments? This was implemented on the first graders (boy: 3, girl: 8) as an after school program at a middle school, Kyungki province for five weeks in 2012. In order to implement the critical skills, Fenerci's (2012) interpretation of Matilda was modified. Students learned how to criticize human demerits like materialism, insatiability, and unfair authority through the themes, language, distinctions and characterization of Dahl's writing. This study followed some parts of methodological procedures of Sun and Chang (2012). Blogging activities, and surveyed students' opinions with the open coded questionnaires were analyzed so as to get the result. It reveals that the blogging motivated students to engage in knowledge sharing as well as critical reading and writing skills. It reaffirms that blogs can be a good learning space for students to give and take their knowledge and to reflect their learning (Bloch, 2007; Yue and Brooks, 2008).		
Danny Graves	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.	**Large numbers: A deeper understanding for L2 learners** -- The purpose of this presentation is to showcase a lesson plan that teaches learners how to identify and pronounce large numbers in English. This lesson has been developed to bridge the gap between the textbooks available in South Korea and student's ability to use numbers in English. This lesson uses a Communicative Language Teaching approach to teach students: numbers in English from thousands through billions. The aim of this lesson is to teach students how to identify and use large numbers in English. This is not only useful for	Concurrent – YI, prim, sec, uni	18

		improved speaking ability, but also helps students identify and understand numbers they read in English books, magazine, newspapers, and journal articles. This lesson is very adaptable, so it can be altered to fit many different learning contexts. The presentation begins with a statement of the rationale underlying the development of this lesson. Then, the differences between large numbers in English and Korean will be discussed. The format of the presentation is a lesson walk-through/demonstration. The presentation finishes with closing thoughts, questions and answers. This lesson can be adapted and implemented in teachers' classrooms immediately.		
Ju Seong Lee	Lee Ju Seong is a head teacher of Dream School, Korea. He earned his MA in TESOL at Hankuk University of Foreign Studies (HUFS) and has taught English for 4 years. His research interests include Sociocultural perspectives on L2 teacher professional development, narrative inquiry as professional development, teacher education, and learning strategies.	**Suggestions on Professional Development for EFL Language Teachers --** Recently, enormous effort and emphasis have been made regarding second language (L2) teacher education in Korea. As the living source of the target language, the in-service L2 English teachers are expected to play a vital role in creating a positive language learning environments (Lee, 2009). As the teacher is important, so is L2 teacher education. However, L2 teacher education in Korea has been neither effective nor practical for several reasons (Lee, 2009). This presentation examines what challenges in-service L2 teachers face in EFL (English as a Foreign Language) classroom contexts. It also explores the significance and purposes of professional development within the field of second language teacher education (SLTE). Suggestions for in-service L2 teachers to sustain professional development at personal and collaborative levels are made based on the researcher's own firsthand experience. This discussion may provide useful insights and implications for L2 teacher educators, L2 practicing teachers and pre-service L2 teacher education in the long run.	Concurrent – All	19
James (Jake) Kimball	Jake Kimball is the founder of the Young Learner and Teens Special Interest Group and has worked for many years professionalizing TYL in	**Encounters with Professional Development --** Have you got 10,000 hours to spare? That is a widely held estimate of how long it takes to reach elite status in a professional field. But all hours are not created equal. It	Concurrent – All	20

	Korea. His research interests include program evaluation and curriculum issues. After 17 years teaching EFL in Korea, he is also keenly interested in teacher development. Jake is an associate professor of English in the English Department of Semyung University.	requires deliberate practice: planning, concentration, collecting feedback, revision, self-reflection, etc. 10,000 hours, also referred to as the 10-year-rule, is a long journey. Many of those hours may be spent "punching the clock" after an adequate skill set is attained. How does one sustain the drive to innovate, to enhance one's craft, and engage in continuous professional development? In this session we will work towards moving from mediocre to master.		
Juanita Hong	I was born in São Paulo, Brazil and grew up in the New York metropolitan area. Korean by blood, Brazilian by birth, and American by residence, I graduated from the State University of New York at Buffalo on May 2007 and received a Bachelor of Arts degree in Communication, Psychology, and English. While attending University at Buffalo, I began my teaching experience by becoming a teacher's assistant and eventually chosen to be part of a leadership program called, "New Student Programs", to teach and aid the incoming freshmen students. This experience triggered my passion for teaching and from that point on I have explored teaching college and adult students for several years in America and South Korea. I am currently a student at Sookmyung Women's University in Seoul, South Korea, studying applied linguistics and TESOL in the TESOL master's program. My goal is to reform the education system in South Korea and	**Mobile Phones in English Education --** Smartphones have now become a widespread phenomenon for people to connect and communicate, which can benefit language learning tremendously due to its convenient size and availability, especially in South Korea and with the use of the smartphone application, KakaoTalk. KakaoTalk is a free mobile messenger application that includes text, call, media sharing, URL links, and even voice messages. Although the students in South Korea have been studying English for several years and have intermediate proficiency levels, they continue to struggle with their fluency. By making use of their smartphone skills, it may be able to help with this problem. Two articles were explored to discover the methods relating to the use of mobile phones in English education. The first article, Thornton and Houser (2005), went into the culture of Japan, one of the most advanced technological countries in the world to study the use of mobile phones at one of the university English courses. The second article, Lu (2008), is a follow up study to Thornton and Houser, going into depth on vocabulary skills and it's benefits in the mobile phone world through the eyes of Taiwanese high school students. Thornton and Houser (2005) mentions that "in many educational institutions around the world, the amount of class time is limited," (p. 218) which is often true in South Korea as well, for example, students on average meet with their teachers only twice a week and for less than an hour each class. The amount of time students spend on their smartphones, if they use that same amount of energy on their	Concurrent – Sec, uni, acad, admin	21

	continue my passion for teaching English to adult students at various universities abroad.	English skills, its possible that these tools could offer opportunities for improvement with the proper guidance. Therefore, for two weeks and on a daily basis, I had used KakaoTalk's voice messaging function with one of my students. The voice message is a walkie talkie type of function, allowing a limit of 1-minute per message. The results revealed that the student became highly motivated, learned how to detect intonation skills, and began to increasingly send more messages as time went on. It's fair to say that this does not prove or reveal the improvement of someone's language fluency or accuracy, but it definitely proves an alternative for a student to engage in a conversation, make use of their speaking skills, and more importantly, constantly be motivated.		
Bryan Alkema	Bryan Alkema has lived and worked in South Korea for more about eleven years and currently teaches courses in Conversational English and Professional English at Myongji University. He is completing his Master's in Applied Linguistics, and is interested in integrating English language learning and usage into Korean society. He collects unusual neckties and may wear one to the presentation!	**Not HOW But WHY: An Introduction to Speech Act Theory --** Have you ever wondered why the words 'don't worry' cause you to feel anxious, or why some people say that latest K-Pop singer is 'cool' and others say he is 'hot', or why your girlfriend says everything is 'fine' when she's clearly very angry? Speech Act theory offers a solution to these intriguing questions and more! SA theory is a subset of the pragmatics-based approach to linguistics which puts forward the idea that every spoken utterance can be analyzed in three ways: the literal meaning of the words used, the intended meaning of the speaker (which may or may not be the same as the literal meaning), and the effect those words have in an absolute sense. Extension of this theory holds exciting potential both for contextualizing language use, and for making such language use more applicable in real-world situations. This presentation is divided into three parts. The first part is a brief explanation of SA theory, including definition of terms, examples of speech acts, and a rundown of current research in the field (approximately 10 minutes). The second part describes some of the benefits of SA theory in the classroom,	Concurrent – Uni, acad	22

		including motivation, more natural conversation, and the logical connections between speech acts and their place in longer conversations (approximately 15 minutes). The third part moves from theory to practice, consisting of some principles of how to apply SA theory in the classroom, such as recognizing how the same speech act can be carried out in different ways, directing students to identify speech acts within input sources, and using speech acts to create logically consistent and understandable conversations. Specific examples, using existing curricular materials, will be provided.		
Melissa Harris and Richard Pak	Melissa Harris is currently working at Buchon University. She is also in the process of completing her MA in TESOL at Sookmyung Women's University in Seoul. Richard Pak is currently employed at Sookmyung Women's University. He is also working on his MA in TESOL there.	**A Survey of CALL Activities in the Korean Context --** As technology increasingly becomes a more ubiquitous part of our lives, the potential implications for applying CALL in the classroom also increase. As Bax (2003) points out, systematically creating links between SLA theory and CALL practice will help to integrate technology in the classroom in such a way that will support normalisation. In this process, the major goal is to incorporate technology seamlessly and "invisibly" in the class, to the point where the use of such tools is a normal way to achieve classroom objectives. Korea is a world-leader in the use of technology, so this study will survey research literature in the Korean context to see if theory is actually informing practice. Our study will focus on the application of activity theory in CALL practice taking into particular account whether the activities and tasks used in the Korean context in the last 10 years has been with technology, around technology, or through technology (Egbert & Petrie, 2005). Once an inventory of the literature is taken, two specific questions can be asked: 1) How is SLA theory informing CALL practice? 2) Does current CALL methodology think of technology as a mediational tool or is it still merely a novel supplement to classroom practice? The establishment of current methods and trends of CALL application should also provide clearer goals for further research in how CALL methods are being used in SLA contexts. In addition, we hope to describe a range of activities and tasks that teachers can incorporate into their classes that are conducive to the	Concurrent – Acad, admin, sec, uni	23

		normalisation process.		
Jared Sandler and Drew Mountain	Jared Sandler Born, raised, and educated in the United States, Jared backpacked across South Korea before deciding to embark on an EFL career back in 2008. He first lived in suburban Seoul, but quickly moved to rural Gyeongsangbuk-Do to begin work as an English professor at Gimcheon University. The highlight of his first two years in Gimcheon was co-creating a location-based smartphone game called QR Quest. Jared is also keen to continually improve the Ban-Jang-Nim system with his students. He is currently a professor in the Departments of Physical Therapy, English, and General Education at Gimcheon University. Jared's research interests are not limited to Computer Assisted Language Learning or Collaborative Learning; he is also keen to explore other areas of TESOL such as Total Physical Response and Content-Based Instruction. Jared is a master's degree candidate in the dual degree program of St. Cloud State University and Woosong University. Drew Mountain Drew Mountain holds a degree in Creative Writing from the University of Kansas. He began his TESOL career in Busan in 2009 after leaving a research and training position at the University of Kansas Work Group for Community Health and Development where he	**QR Quest: Smartphones Beyond the Classroom --** During Gimcheon University's annual Spring Festival in 2012, we created and deployed a location-based, EFL QR Code Quest for students, faculty, and community members. Our goal was to offer players a relevant and authentic way to engage with second language acquisition. Players used their smartphones to link to internet videos of EFL professors and Korean students giving spoken directions to the location of the next QR code station. Videos also featured speaking tasks that matched Gimcheon University's General Education EFL curriculum. Our videos contained Korean pop music from the festival musicians, followed by video commercials that we produced for local sponsors of the QR Quest. We tried to incentivize student participation by distributing coupons from these local sponsors. We emphasized all four core areas of language: listening, reading, writing, and speaking. QR Quest was location-based, but it employed approaches/methods from Task-Based Language Teaching as well as Collaborative Learning. We tackled a multitude of barriers en route to the project completion and wish to share them with progressive-minded EFL educators.	Concurrent – Sec, uni	24

	helped build collaborative online web sites for public health initiatives. Drew has since taught ESL at US public high schools and San Francisco State University. He is primarily interested in figuring out ways to help L2 learners use technology to empower their own learning in relevant and authentic contexts. In 2012 he helped create a location-based smartphone game called QR Quest for deployment during Gimcheon University's Spring Festival.			
Joshua Adams	Joshua Adams is a graduate from the MATESOL program at Dankook University in South Korea. He currently works at Sejong University, where he tries to meld the theory he has studied with the practical needs of his students.	**Tidy Your Virtual Desktop: Utilizing Google Apps in the Classroom --** South Korea has long been known as a technological vanguard and innovative teachers in South Korea are quick to adapt to technology. Many English Language teachers in South Korea struggle to find a way to integrate the various types of technology they use in the classroom. Teachers often find themselves using one type of website as a class portal, another website for student blogs, and yet another for calculating student grades. This creates a virtual mess of papers on the teacher's computer desktop. There is a better way, google apps. In this poster presentation I explain how I utilize Google apps and how it integrates with smartphones. Google Sites, Google Docs and Google Drive are all keys to this integration. Google offers free websites via Google Sites. A Google Site can automatically sync with Google Docs. Google Docs is a suite of document, spreadsheet and presentation applications. These Docs are novel in that they are kept on the "cloud" and can be used for collaborative editing. This collaborative editing allows for many possibilities in a writing course. Additionally, teachers are also able to use a "spreadsheet form" to create questionnaires and to elicit private feedback from students. In my classes 99.1 percent of	Concurrent – Uni, sec, admin	25

		students have smartphones. I am able to have students access my Google Site and my Google Docs via an application Google provides to view Google Docs (Google Drive). Google Drive is available on both Apple and android phones so all 99.1 percent of my students are able work collaboratively via their smartphone. This poster presentation will provide a clear explanation of how I integrate all of these things into my classroom.		
Amanda Maitland	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." 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 for teacher training" and "classroom management" and "Psychology, Play therapy and its use in TESOL". Email: Maitland39@hotmail.co.uk	**Finding the Hero in the Young Student Whilst Embracing the Dark Side - (Putting a Pscyhological Goal Into TESOL) --** This workshop aims at applying soft toy theory at the level of "Middle and High School" although many of the underlying theory, themes and activities could also support adult literacy events. The workshop will add a socio-psychological goal to the other goals that underlie communicative language teaching. The aim is to present the soft toy and psychological theories and connect them to popular themes: such as, "fantasy", "superhero" "traumatic world events" and "monster". The foundations for the workshop arise from: Literacy, Play therapy, and Counseling. The workshop will demonstrate how learning through play can develop a dialogue between the teacher and student that can fuel creative thought, whilst raising general literacy standards. The workshop will also demonstrate how applying the soft toy theory and the popular themes can raise students' self-esteem, encourage a greater complexity of thought and trigger discussions of morality and the general level of communicative ability in the classroom and out. The workshop will also connect the popular themes and "soft toy play" to the notion of story sacks. Story sacks are a means of supporting extensive reading by developing student's comprehension of stories and readers whilst encouraging communicative/soft toy play and language reviewing activities. The themes and theories allows for the use of a rich variety of multi-media, memorabilia and realia. The activities discussed will aim generally at the young adult finding his hero or finding hero that resides inside, whilst	Concurrent— Prim, sec	26

		allowing the young adult to embrace his darker side and test boundaries, to feel empowered and learn how to deal with the feeling of power.		
Amanda Maitland	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." 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 for teacher training" and "classroom management" and "Psychology, Play therapy and its use in TESOL". Email: Maitland39@hotmail.co.uk	**Classroom Management for Elementary School Teachers -** This workshop aims to present tips and information on Effective Classroom Management Techniques for Elementary School Teachers. Classroom management and is often the yardstick by which teachers are measured, leading many to become disheartened if their daily teaching strategies and their own personal authority appear to fail them in the classroom. Traditional teacher-training courses do not usually provide much training on classroom management, leaving new teachers ill-equipped for the "challenging classroom". This workshop aims to provide information that could help take the stress out of teaching, and to provide reliable positive classroom management strategies as well as some related classroom management theory. The workshop also aims to explain the characteristics of a "good" school behavior system for Elementary Schools and its connection to overall positive classroom management. A wide range of strategies will be provided at the workshop for coping with common classroom management issues. The workshop will also address some common problematic scenarios encountered by Elementary School teachers.	Concurrent – YL, prim	27
Dr. Scott Miles	Scott Miles is an Assistant Professor at the Department of Foreign Languages in Daegu-Haany University. Scott has an MA in TESOL and a PhD in applied linguistics. He has published a reading course book for Macmillan publishers (Essential Reading), and is the editor of the TESOL Review journal. His	**Grammar Teaching for Long Term Results --** The explicit teaching of grammar has fairly widespread acceptance among second language scholars, but criticisms remain that gains made from explicit instruction decrease substantially (if not disappear) on delayed post-tests. In short, too much of what we teach is soon forgotten by the students, and this results in students having very little to show for grammar knowledge and usage even after years of explicit	Concurrent – Sec and uni	28

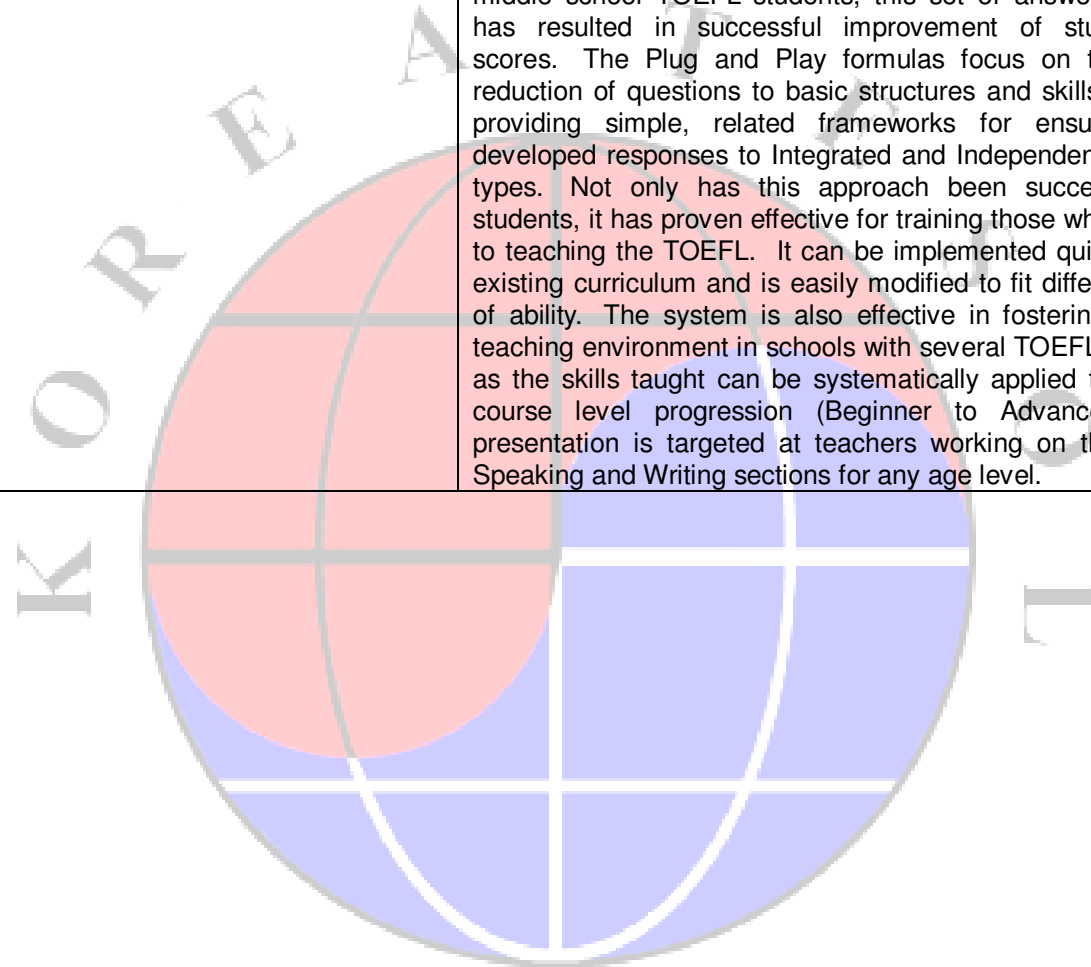|				
	research interests include extensive reading and cognitive approaches to second language acquisition. Email: scott@dhu.ac.kr.	instruction. This presentation will report on two studies investigating the use of spaced repetition instruction schedules on second language grammar teaching. The use of systematic timing and recycling of grammar instruction resulted in grammar learning that was far more likely to 'stick' than grammar presented in the more traditional linear syllabus. After showing the results of the studies, the presenter will give practical tips on how to make sure that your students not only learn the grammar you teach, but retain it.		
Peadar Callaghan	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.	**Using Graphic Organisers to Promote Student Speaking --** Students often have problems with moving from tightly scripted or scaffold answers to specific questions to a more free form conversation. They struggle with this due to the difficulties of holding vocabulary, grammar and semantics in processing memory at the same time. This linguistic load often leads to students suffering from the tip of the tongue phenomena and affective filter issues related to their ability to communicate in an organized way. What can we as teachers do to help improve our students ability to communicate while reducing issues with affective filter and linguistic load? Graphic organizers can be used to support more free form styles of conversation by creating more organized ideas for students to use during conversation. This presentation will focus on the use of graphic organizers and how they can be used to support learning in a Korean learning environment. The organizers to be discussed are mind mapping, bulls-eye, grids, Venn diagram, and the T chart. This is a fifty minute work-shop style presentation where teachers will get a chance to complete sample activities as if they were the students participating. With the use of graphic organizers in a speaking environment student engagement will increase while reducing the affective filter and increasing the student talk time in the classroom.	Concurrent – All	29

Stafford Lumsden	Stafford Lumsden (MA TESOL(Hons), CELTA) is the president of Seoul KOTESOL and the Academic Supervisor at YBM Premier Dongseongro, Daegu. Previously he has held roles as Head Teacher Trainer, TESOL Dept. GyeongIn National University of Education and as a Teacher Trainer at The Institute of TESOL, Seoul National University of Education. He has taught ESL/EFL for over 10 years in both his native New Zealand and in Korea Stafford has presented on numerous TESOL related topics at various Regional, National and International Conferences, including the KOTESOL International Conference and The Gyeonggi International Teachers' Conference.	**Error Correction: Alternatives techniques for communicative correction --** One of the most difficult things new teachers have to deal with is error correction. Deciding between interrupting accuracy focused tasks to offer correction and noting errors and addressing them after fluency focused tasks is a difficult balance to strike, especially for those teachers new to the profession or with little applied linguistics knowledge or experience. While students may be receptive to recasting and explanation from teachers these can be inefficient in terms of the amount of time spent correcting an error, can increase Teacher Talk Time (TTT) and may serve to de-motivate or even intimidate students in communications courses. This presentation considers the different correction requirements of accuracy versus fluency based tasks and offers ideas and techniques that both new to the profession, and experienced teachers, can apply in their classrooms. Use of facial expression, gesture and so-called "Finger correction" sit alongside more traditional methods such as repetition, recasting and rephrasing, with attendees given a chance to practice all of the techniques discussed in the presentation.	Concurrent – All	30
Nico Lorenzutti	Nico Lorenzutti has taught and trained teachers in Japan, Canada and South Korea for over 15 years. He teaches in the Intensive Teacher Training Program at Chonnam National University where he has worked since 2008. He designed and teaches the speaking component of CNU's two-week intensive NEAT Teacher Training Course. He holds a CELTA and is currently a candidate for an MA in Applied Linguistics at the University of Nottingham. His main research	**Teaching Communicatively towards the NEAT and Other Productive Speaking Tests --** Although both its timeline for implementation and final format are matters of ongoing debate, without doubt the National English Ability Test (NEAT) or tests like it are fast becoming a new trend in English education in South Korea. More universities will use NEAT or comparable scores as a key criterion when selecting new students for the 2013 academic year, and as a result many public and private institutions are offering courses designed to help students master the questions for the exam. Consequently, teachers in classrooms across Korea are under increasing pressure to provide test preparation for the current format. This workshop is a practical	Concurrent – Sec, uni and admin	31

	interests are the use of popular culture products in the language classroom.	'how to' for teachers grappling with the challenges of the NEAT test, or concerned they will be doing so in the future. Can test preparation be fun? Can you teach productive speaking test questions communicatively? Absolutely! This is a hands-on how-to presentation which provides teachers with teaching strategies for 5 NEAT speaking tasks and clear, ready-to-go classroom activities designed to prepare their students for the test. The tasks discussed will comprise: Describing a picture Telling a story Describing a Graph Describing Characteristics: WH Questions Giving advice Model answers will be analyzed before a dynamic, easy to implement activity is demonstrated for practicing the language needed to complete each task. Teachers gearing up for productive speaking test preparation will walk away with 5 activity procedures adaptable for both public and private education contexts.		
Dr. David E. Shaffer	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. Dr. Shaffer is active in numerous ELT associations in Korea and regularly presents at their conferences. As well, he is a founding	**The Changing Face of English in Korea –** This presentation compares the present situation with respect to English language teaching in Korea and that of 40 years ago, when the presenter began his teaching career in Korea. The presentation touches on the 40-year differences in the use of Korean throughout the nation, differences in the English classroom and how they are equipped, differences in English teachers' skills and world view, and on how English students themselves are different. The presentation also takes a look at NESTs in Korea then and now, the infusion of spoken English, changes in teaching methodology and learning styles, as well as the biggest problems for English learners, the biggest problems for English in Korea, and the prospects for TESOL in the years to come.	Concurrent – All	32

	member and executive officer of Asia TEFL. Within KOTESOL, he is presently Gwangju-Jeonnam Chapter President, editor of TEC News and KOTESOL Proceedings 2012, and a member of several committees, including the International and National Conference Committees.			
Dr. Eric Reynolds	Dr. 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.	**Make that proposal! –** No, gents (and ladies) this research special interest group (R-SIG) workshop will not help you to make *that* proposal! Instead, this workshop will help participants with little, lots, or no experience at all in making conference presentation proposals to write a better and more successful conference proposal. Specifically focusing on the KOTESOL International conference's and the TESOL Convention's call for proposals, which are due on May 31st and June 1st respectively, we will look at the various requirements for proposal abstracts including conference themes, presentation types, interest section involvement, and abstract content, as well as the criteria that are used to evaluate the proposals. Working with your fellow participants with similar interests you will receive direct and constructive feedback on your proposal ideas in order to understand how your peers (and the peer-reviewers) evaluate your proposals. Bring your tablet of laptop so you can walk out of this workshop with a winning proposal in hand ready to submit to the conferences of your choice!	Concurrent – All	33
Mark Davis	Mark Davis holds a Master of Arts in Teaching (English) from Union College in New York, USA. He is currently an Assistant Professor of English Composition at Sejong University in Seoul. He worked as a TOEFL Writing and Speaking Teacher at an English academy in Changwon from 2011 to 2013. He encourages feedback at markdouglasdavis@gmail.com.	**TOEFL Speaking & Writing: Plug & Play Formats –** As English teachers in Korea, we are often faced with the unique challenge to prepare both language skills and test-taking ability. A standardized test such as the TOEFL requires targeted instruction in how the test works, along with strategies for accomplishing specific tasks. The objective of this presentation is to help teachers create student confidence with predictable, easy to remember answer formats, so that more response time is focused on language skills. Developed over a year-plus of teaching upper-beginner to intermediate level	Concurrent – Sec, uni, admin	34

| | | middle school TOEFL students, this set of answer formulas has resulted in successful improvement of student test scores. The Plug and Play formulas focus on the logical reduction of questions to basic structures and skills required, providing simple, related frameworks for ensuring well-developed responses to Integrated and Independent question types. Not only has this approach been successful with students, it has proven effective for training those who are new to teaching the TOEFL. It can be implemented quickly within existing curriculum and is easily modified to fit different levels of ability. The system is also effective in fostering a team-teaching environment in schools with several TOEFL teachers, as the skills taught can be systematically applied throughout course level progression (Beginner to Advanced). This presentation is targeted at teachers working on the TOEFL Speaking and Writing sections for any age level. | | |