Invited Speakers at the 2015 KOTESOL International Conference and English Expo
"Transitions in Education: Transitions in ELT"

PLENARY SPEAKERS

Chuck Sandy, *iTDi (International Teacher Development Institute)*   **Sat**   **11:30**

Seeing Beyond the Dichotomies That Divide Us

Saturday Pleanry   Unplugged or plugged in, tech or no tech, data-driven or descriptive, humanistic or evidence-based, teacher-centered or student-centered, motivated or unmotivated, success or failure? Because we know it's almost never either/or, but almost always some combination of both and then some, false dichotomies like these are blinders that divide us. Rather than draw lines or take sides, I'll build a circle by sharing ideas and activities that might help us see beyond the divisions and work together in ways that encourage and support everyone who's doing their best to increase the possibility of learning.

Chuck Sandy, *iTDi (International Teacher Development Institute)*   **Sun**   **9:00**

The ELT Writer's Retreat: A Workshop Approach

Invited Session   Since experience tells us that even professional writers working in their first language benefit from a workshop approach, wouldn't this approach also benefit writers working in a second language? This is the idea behind The ELT Writer's Retreat – a series of practice-driven lessons led either in the classroom or online – which mirror professional writers' workshops by helping participants see themselves as authors honing their craft rather than as language students focused on mechanics and form. The teacher serves as a writing coach who delivers mini-lessons on craft, provides prompts, directs projects, assists with editing, meets in conference, organizes sharing, helps with portfolio creation, and suggests methods of publication. Teachers write and share, too. In this interactive session, the presenter discusses approach, outlines the framework, leads a typical lesson, and shares activities. Come expecting to do some writing and sharing.

Chuck Sandy, *iTDi (International Teacher Development Institute)*   **Sat**   **17:30**
Josette LaBlanc

Listen to the Teacher Within (and Unleash Your Superpowers)

Invited Session   In a world full of experts, we're tempted to think "oh, I'm just a teacher; what do I know?" even though by doing so we devalue our own experiences and silence the truths that emerge from our work. This serves no one. In this workshop, we'll lead you through some activities to help you recognize and better listen to the authentic teacher within you. By the end of the workshop, you'll have at least three practical ways to take the truths you're telling yourself further and maybe even unleash your superpowers.

Chuck Sandy, *iTDi (International Teacher Development Institute)*   **Sun**   **16:00**

This Is Just to Tell You … (About Poetry, Projects, and Passion)

Invited Session   In this session, we'll explore the power of collaborative learning using a few simple poems as our starting point. We'll do some activities together, develop some additional possibilities, and then I'll invite you and your students to participate in a collaborative online project in which we'll build a database of recorded poetry. To prepare for this session you might want to read Invitation Standing: Bringing Poetry to the Classroom

Robert S. Murphy, *University of Kitakyushu*   **Sun**   **13:00**

Neuroscientific Benefits of Inquiry-Based Learning

Sunday Plenary   Are you interested in Inquiry-Based Learning (IBL), but are not sure about the benefits? In this session, you will learn to be confident about IBL, learn how to implement neuro-based IBL pedagogy, and learn about cutting-edge doctoral research in neuro-education. Neuroscience is finally catching up with Dewey and Vygotsky, and the results are amazing! This plenary session will (1) provide neuroscientific facts that all language teachers should know and take to heart, (2) connect those facts to practical ideas for the classrooms, specifically catering to each teacher's unique teaching context, and (3) engage all participants with interactivity during the plenary to keep everyone on their toes and make the session a memorable one for all that are involved. Be stimulated with science, make new friends, and take home a notebook full of new ideas that you can use confidently in your classroom!

Robert S. Murphy, *University of Kitakyushu*   **Sat**   **14:30**

Why You Should Know About Dynamic Skill Theory!

Invited Session   Cognitive development: what's going on in your student's heads? Do you know? Can you know? Dynamic Skill Theory (DST) was developed at the Harvard Graduate School of Education by Dr. Kurt Fischer with the intent of answering those questions. With an understanding of DST, you can become a more effective teacher by creating teaching contexts and syllabi that personally match the actual cognitive development of your students. The implementation of DST is fully compatible with IBL-based teaching, and will amaze even the most seasoned IBL-based teacher with its efficiency.

FEATURED / INVITED SPEAKERS

Ken Beatty, *Anaheim University*
Craig Lambert, *Anneheim Univeristy*

Sat   **10:00**

Education in Flux: Using Tasks to Your Advantage Online and in the L2 Classroom

Featured Webcast

In the past decade, online education has matured from plain-text chat rooms to flipped classrooms featuring multimedia video sessions in which students have opportunities to participate in live lectures, review them, network with teachers who are working all around the world, present their work, and get live feedback from their professors and from other teachers working in diverse contexts. Even live lectures by professors become interactive. Continuous chat streams allow learners to share comments, suggestions, resources, and questions during the lectures; no more whispering to the person next to you when you do not understand! The virtual classroom is no longer the classroom of the future; it is the classroom of the present. In this session, two Anaheim University professors working with international MA and EdD TESOL students will explore the nature of task-based learning and materials that enhance both the student's and the professor's experiences while reflecting on the future of online education.

Kalyan Chattopadhyay, *Bankim Sardar College (IATEFL YLT SIG)*   **Sat**   **9:00**

Critical Language Awareness in Teacher Learning

Featured Session

Critical language awareness has added a new dimension to teacher learning. It brings to consciousness teachers' critical awareness of language use. It is this awareness that helps teachers to evaluate, adapt, and write teacher learning materials. It also engages teachers to use language critically to achieve their own objectives.

This talk will demonstrate, through a sequence of activities, how critical language awareness develops in teacher trainees' and teachers' sensitivity towards language use, how it develops a sense of critical consciousness of issues of social structures in the world around them, and how it engages them in thinking critically about how language is used for different purposes.

Sara Davila, *Pearson Education*

Sat   **16:30**

Bring the 21st Century into the English Language Classroom

Featured Session

The message being communicated across all areas of education is that there is a growing need to bring 21st century skills into the classroom. Without these skills, learners will be left unprepared for the challenges and opportunities that will arise throughout the course of their life. The essential question, however, is what skills should EFL teachers focus on, and how can we engage our learners, at every age, to build this skill?

Across sources, most identify the critical skills as building our learners ability in three key areas: creativity, collaboration, and critical thinking. These three key areas, combined with introducing content that promotes mastery of STEM (science, technology, engineering, and mathematics) skills is the best way to prepare today's

learners for tomorrow. For language teachers, this opens unique opportunities to engage with our learners to not only improve language skills but also build holistic learners with a capacity for bringing to life surprising new innovations.

This interactive presentation will provide teachers with a solid understanding of the key aspects of 21st century skills with a clear roadmap for bringing those skills into the English language classroom.

Sara Davila, *Pearson Education* Sun 10:00

Assessment as a Motivator: The Global Scale of English Learning Objectives for Academic English

Invited Session The Common European Framework for Languages (CEFR, Council of Europe 2001) was created with an adult and young adult audience in mind – focusing on the communicative acts likely to be performed by this group in the real world. Additionally, the CEFR covers six levels of proficiency – from A1 to C2. These descriptors were primarily designed for assessing general English use, but were not built to address the many challenges that arise when teaching English for Academic purposes. The CEFR also lacks when it comes to addressing English for Young Learners and English for Business Professionals. Building on the work of the CEFR – and following its principles – the Global Scale of English, developed by Pearson, aims to create a set of Can-Do statements to explore English in all domains, including academic, and professional and for young learners aged 6-14.

This workshop looks at how expanding the CEFR to allow for more granular insight into the levels will improve motivation and understanding of English language proficiency. All attendees will receive access to both the Global Scale of English for General English, as well as the now available Global Scale of English Learning Objectives for Academic English, a full collection of over 300 descriptors of language learning performance based on real life examples of communicative performance.

Barbara Hoskins Sakamoto, *iTDi (International Teacher Development Institute)* Sun 10:00

Creative Teaching for 21st Century Learners

Featured Session There's a lot of talk these days about including 21st century skills in language classes. What are these skills, and do they have any place in a language class where teachers have limited contact time, and the priority is, still, to teach English? In our workshop, you'll learn teaching techniques to help your learners become strong English users and also critical and creative thinkers. By making every moment of class time count, you can help your students succeed – on exams and in future jobs. You can build both the traditional four skills (speaking, listening, reading, and writing) and the 21st century 4Cs (communication, collaboration, creativity, and critical thinking) in every class.

The secret is building a strong English foundation, so that you can spend most of your class time using language to develop the more advanced (and more fun!) integrated skills in student-generated projects. We'll explore simple teaching

techniques to do this and look at actual student projects. You'll have a chance to try out techniques and activities, so come prepared to participate.

Barbara Hoskins Sakamoto, *iTDi (International Teacher Development Institute)*   **Sun**   **15:00**

The Lives of English Language Teachers

Invited Session   Inspired by narrative research done by Huberman and Grounaur in their landmark book The Lives of Teachers as well as the framework provided in Day and Gu's The New Lives of Teachers, Barbara, Chuck Sandy, Ann Loseva, and their colleagues at the International Teacher Development Institute (iTDi) have used a variety of media to conduct narrative interviews with both native and non-native English language teachers from a variety of backgrounds and contexts around the world. In this ongoing research, the focus has been on examining how beginning and experienced teachers view the work they do, the reasons why they do it, how they stay motivated to continue doing it while facing a range of both professional and personal challenges, and how their personal and professional identities change over time. From the particulars shared by individual teachers in their interviews, commonalities have appeared across culture and context. These common universal challenges faced by all educators no matter what their background or context include achieving a satisfactory work/life balance, gaining the respect of colleagues, finding a place within the international teaching community, and continuing to develop professionally in order to remain fulfilled in their work. This workshop will provide an overview of this ongoing research, share highlights from the interviews, and work with participants to draw out universals from the offered narratives. Participants will then be asked to share their own stories and use the framework provided to locate their own place in the global community of educators.

Steve Iams, *SIT Graduate Institute*   **Sun**   **14:00**

Story Slam: The Potential of Performed Stories in ELT

Invited Session   A story slam is a live event in which participants tell short, autobiographical stories to the audience without the use of notes. These events are an outgrowth of the popularity in North America of poetry slams and other spoken word performances. Each event has a theme to which participants' stories should connect. This session will explore the possible benefits of incorporating story slams into the language classroom.

Part presentation of the relevant academic literature and part performance, this session aims to provide the audience with a rationale for the inclusion of story slams in ELT research and practice, as well as a simulated experience of observing a story slam event. Of particular interest to the presenter is the power of story slams to capture and share the transformative moments in the lives of English language learners. To spark the audience's interest in the story slam genre, the presenter will share several stories which speak to the themes of this year's conference: creativity, critical thinking, and inquiry-based learning.

Curtis Kelly, *Kansai University*　　　　　　　　**Sat**　　　　**15:30**

Adopting Inquiry-Based Learning Pedagogies into ELT

Featued Session　　Inquiry-based learning is similar to task-based learning, possibly even a subset of it. In an inquiry-based approach, learners are given a task, but also expected to seek information on how to solve it. It is the inquiry part, figuring out what questions to ask and then looking at information sources to answer them, that makes this methodology so effective. Traditional methods rely on simple information transmission and memorization, and so the learning of it tends to be shallow. Facts might be retained, but little understanding. Inquiry-based learning, however, is based on a "need to know" premise, and so gives the learners a deeper understanding of the entire area they are working in and better habits of mind. Processes of discovery and application are learned in addition to the subject matter. The presenter will show how inquiry-based learning is used in innovative medical schools and then suggest ways it might be incorporated in language classes, even lower level ones.

Curtis Kelly, *Kansai University*　　　　　　　　**Sat**　　　　**9:00**

Why Our Brains Like Stories

Invited Session　　Stories, the original Wikipedia, are the oldest tool of teaching, and still the most potent. For most of human existence, we have used stories to share information and educate our offspring about the wiles of the world. It is no wonder our brains have evolved to process stories so much more effectively (or did stories evolve to fit our brains?) than other formats of information delivery. In fact, stories do more than allow information transfer. They cause parallel activation of the insula in both speaker and listener that enable a kind of brain linking.

　　　　Likewise, no other format of verbal transfer results in as high a retention rate. A study in London found that the use of statistics in a presentation led to a retention rate of 5-10% at best, but by adding a story, retention more than tripled. With the use of stories alone, the retention rate soars to more than tenfold. This is no surprise if you consider the neurotransmitters stories release: serotonin, dopamine, and oxytocin. These chemicals control mood, deeper learning, and interpersonal bonding. In fact, psychologists believe that stories are so deeply integrated into our memory system that they form the basis for concept of self.

　　　　What a wonderful tool for language teaching stories can be. The presenter will provide theory and evidence as to why they are so effective, delve into the neuroscience that explains their power, and discuss techniques for using stories in the classroom, including Rex Tanimoto's Digi-Tales. He will also shower the audience with powerful stories from his vast collection.

Boyoung Lee, *Ewha Woman's University*　　　　**Sat**　　　　**10:00**

English Education in Korea, Now and Onward

Featured Session　　As it is widely recognized that teaching English in a cross-cultural context raises a number of challenges, the difficulties faced by both native and non-native teachers of English in Korea's EFL setting run the gamut, ranging from language itself to culture

gaps in addition to what seem to be socio-cultural factors unique to Korea, such as "parents." Since the demand on Koreans for higher communicative skills in English is being heightened, it is imperative to look into those challenges and make constructive efforts toward finding solutions. By presenting video clips of interviews of ELT professionals and English learning students in Korea, and sharing the experiences of the audience through discussion, it is hoped that all will gain an accurate understanding and insightful perspectives on who we are dealing with and how we can efficiently help them.

Boyoung Lee, *Ewha Woman's University*   **Sat   13:30**

The Future of English Education in Korea (at the Elementary and Secondary Levels)

Invited Session   For the past few decades, the school curriculum of Korea's English education has been shifting from a grammar-translation and test-oriented approach towards improving actual communicative skills. As a result, ELT professionals have found themselves in a confusing state where they are required to nurture students' productive English skills; to equip themselves with communicative competence, and to become a mentor to English learners all at the same time. As these tasks seem quite daunting, this presentation will reconsider and discuss what we've done so far and device ways to meet the demands effectively.

Boyoung Lee, *Ewha Woman's University*   **Sat   16:30**

Tea Time with Lee Boyoung

Invited Session   This informal session with Dr. Lee will be in a question-and-answer format. Dr. Lee with be answering audience questions mainly about the various aspects of English education in Korea. This session will be taking place in a small presentation room, so seating will be limited. It is expected that most questions will be asked and answered in Korean, but English is also an option.

Anna A-Chan Loseva, *Clark Memorial International High School*   **Sun   14:00**
(IATEFL YLT SIG)

Exploring World Cultures, Learning More About Your Own

Invited Session   In light of English being a lingua franca, it makes sense for teachers to equip learners with the knowledge and skills necessary for cross-cultural communication that students might be having in their future. How can we address this need? In this session, the presenter will detail the elements of a culture course for high school students in Tokyo, which emphasizes a critical approach to viewing cultures. Participants will be invited to put themselves in students' shoes to examine and explore aspects of their own native cultures in ways that would allow for communication beyond common perceptions and stereotypes.

Jon Nordmeyer, *WIDA Consortium* Sun 11:00

Inquiring into Writing: Building on Learners' Strengths

Featured Session	An asset-based approach to instruction builds on learners' strengths and helps students to take ownership for their learning. Differentiating instruction builds on individual students' creativity, proficiency levels, and background knowledge. This not only develops academic language but also critical thinking skills. Using the WIDA English language development framework, participants will explore a writing activity at different proficiency levels.

Virginia Parker, *IATEFL YLT SIG* Sun 11:00

Teenagers: Why Are They Like That? And What Can I Do About It?

Invited Session	Why are teenagers always so difficult? Adolescent learners present unique challenges to teachers in the L2 classroom, but there are reasons why this is so and solutions to every problem. This presentation will focus on recent research on exactly what makes teen learners tick, and how, as teachers, we can use this information to improve both our teaching and learning, and our classroom management.

Glenn Stockwell, *Waseda University* Sun 15:00

Transforming Language Teaching and Learning with Technology

Featured Session	The range of technologies available to language teachers and learners has increased dramatically over the past several years, providing both with a diversity of options that can be both exciting and challenging. As new technologies appear, they bring with them possibilities regarding what can be achieved both inside and outside of the classroom, but it is often difficult to keep up with the range of technologies that become available. In addition to this, the very environments in which language teachers find themselves in are also constantly evolving, with expectations of administration and learners themselves also changing rapidly. These changes have resulted in a paradigm shift in the role of technologies that potentially rewrites the way in which teaching and learning will take place. Some of the challenges associated with this paradigm shift will be discussed, and some suggestions regarding keeping up with these trends will be provided. The presentation will conclude with a discussion of what teachers need to bear in mind to transform their own individual language teaching and learning using technology.

Glenn Stockwell, *Waseda University* Sat 13:30

Principles of Mobile Language Learning

Invited Session	As access to sophisticated but affordable portable technologies over the past several years has increased, a body of research into using these technologies for learning in both formal and informal contexts has also appeared. It is not surprising, then, that language teachers have also adopted mobile technologies into their individual teaching and learning contexts. This presentation first examines recent studies from the mobile-assisted language learning (MALL) literature, exploring the issues that emerge from this body of research through a framework distinguishing physical,

pedagogical, and psychosocial dimensions. Drawing from research into mobile language learning, and the related fields of mobile learning and computer-assisted language learning, the presentation describes ten general principles proposed by Stockwell and Hubbard (2013) to guide teachers, learners, administrators, employers, and other stakeholders in the challenge of effectively integrating mobile devices and tasks into language learning environments. The presentation concludes with a case study showing how each of the principles described have been applied in an actual mobile language-learning context.

David Valente, *ELT Consultanst (IATEFL YLT SIG)*   **Sun**   **16:00**

An Intercultural Approach to Creativity in the Primary English Classroom

Featured Session   This interactive talk explores how teachers of primary-aged learners can use intercultural materials and activities to enable children to develop their creativity and English language skills. Ideas will be presented in relation to best practice in primary ELT and illustrated with practical and engaging examples, which have been used successfully in classrooms throughout the East Asia region.

David Valente, *ELT Consultanst (IATEFL YLT SIG)*   **Sun**   **11:00**

Doing Equality, Diversity, and Inclusion in Primary English Language Programmes

Invited Session   This talk will explore age-appropriate approaches to enable teachers to incorporate equality, diversity, and inclusion when teaching primary English. We will consider creative ways to embed intercultural understanding and diversity in syllabus and task design via an outcomes-based methodology.